



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO

EX OO.C.D.P.C. 03/02/2020, n. 630; 18/04/2020, n. 663; 15/05/2020, n. 673; 07/10/2020, n. 706; 25/11/2020, n. 715

COMITATO TECNICO SCIENTIFICO

ORDINANZE DEL CAPO DEL DIPARTIMENTO DELLA PROTEZIONE CIVILE

03/02/2020, n. 630; 18/04/2020, n. 663; 15/05/2020, n. 673; 07/10/2020, n. 706; 25/11/2020, n. 715

Stralci dei verbali del Comitato Tecnico
Scientifico con gli allegati concernenti le
sedute relative alle tematiche della scuola e
dell'università

Senato della Repubblica

Commissioni riunite

Commissione 7^a – Istruzione Pubblica, Beni Culturali

Commissione 12^a – Igiene e Sanità

Audizione del 10/12/2020



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Stralci dei verbali del Comitato Tecnico
Scientifico con gli allegati concernenti le
sedute relative alle tematiche della scuola e
dell'università

A cura di
Agostino Miozzo
Fabio Ciciliano
Laura Moscatello



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ARGOMENTI TRATTATI NEL COMITATO TECNICO SCIENTIFICO CONCERNENTI LE TEMATICHE SCUOLA E UNIVERSITÀ

Il CTS, nelle sue **134 riunioni**, ha affrontato la tematica relativa alle scuole ed all'università **50 volte in 41 sedute**.

SCUOLA - CHIUSURA ANNO SCOLASTICO 2019/2020 - CENTRI ESTIVI

(TOTALE RIUNIONI: 11)

- Studenti provenienti dalla Cina: 14 gg sorveglianza domiciliare (N.1)
- Chiusura scuole su intero territorio nazionale (N.18, N.21)
- Elaborazione modelli sull'assunto scuole chiuse (N.43)
- Analisi riduzione misure di contenimento (N.44)
- Conferma chiusura didattica presenza (N.49)
- Riapertura nidi, micronidi, sez. primavera, servizi integrativi e scuole infanzia (N.59)
- Attività educative non scolastiche (centri estivi) (N.59)
- Riattivazione servizi educativi 0-6 e progetti ludico-ricreativi (centri estivi) (N.73-80)
- Proposta ritorno attività didattiche ultimo giorno di scuola (N.80)
- Riattivazione servizi educativi 0-3 e progetti ludico-ricreativi con documento (centri estivi) (N.84)
- Tematica pernottamento bambini (scout) (N.87)

- N. 1 del 7/2
- N. 18 DEL 4/3
- N. 21 DEL 7/3
- N. 43 DEL 3/4
- N. 44 DEL 4/4



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N. 49 DEL 9/4
N. 59 DEL 24-25/4
N. 73 DEL 14/5
N. 80 DEL 25/5
N. 84 DEL 03/6
N. 87 DEL 8/6

SCUOLA - ESAMI DI STATO

(TOTALE RIUNIONI: 4)

Esami orale di maturità in presenza (N.59)
Modalità di effettuazione degli esami di stato (N.73)
Modalità di effettuazione degli esami di stato di secondo grado (N.76)
Report esami di maturità (N.96)

N. 59 DEL 24-25/4
N. 73 DEL 14/5
N. 76 DEL 18/5
N. 96 DEL 24/7

SCUOLA - RIPRESA ANNO SCOLASTICO 2020/2021

(TOTALE RIUNIONI: 28)

Rimodulazione delle misure contenitive in relazione al trasporto pubblico collettivo terrestre, nell'ottica della ripresa del pendolarismo, nel contesto dell'emergenza da SARS-CoV-2 (N.55)
Modalità di ripresa delle attività didattiche del prossimo anno scolastico (N.73-79-82-87-89-90)



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Documento ripresa scuola (N.82-N.90)
DPI e visiere (N.84)
Misura del distanziamento fisico (89)
Impiego indice di affollamento all'interno delle classi (N.91)
Istanza Commissario Straordinario per eventuale definizione di programma di screening e controllo sierologico personale scolastico (N.91)
Indagini diagnostiche per SARS-COV-2 in favore del personale della scuola per la ripresa del prossimo anno scolastico (N.92-94-95-98)
Gara del Commissario Straordinario per reperimento banchi scolastici monoposto (N.92-97-98-100)
Quesiti del Ministero dell'Istruzione (N.94)
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Quesito sulla refezione scolastica (N.100)
Linee guida trasporto scolastico (documento) (N.100)
Consensus Conference degli stati membri della regione europea sulla riapertura delle scuole (N.100-101)
Indicazioni operative per la gestione di casi e focolai di SARS-COV-2 nelle scuole e nei servizi educativi dell'infanzia (ISS-INAIL-vari) (N.101)
Trasporto scolastico (N.102)
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Ruolo dei MMG/PLS nella ripresa dell'anno scolastico (N.103)
Misure di prevenzione e raccomandazioni per gli studenti (N.104)
Quesito del Ministero Istruzione sull'età di impiego delle mascherine (N.106)
Quesito del Ministero Istruzione relativo al distanziamento durante le lezioni di canto (N.107)
Audizione Ministro Istruzione e Commissario Straordinario per aggiornamento dati su misure di contenimento nella scuola (N.108)



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Considerations for school-related public health measures in the context of COVID-19 (OMS) (N.108)

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Disposizioni anti-COVID-19 ed ergonomia scolastica (N.112)

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Impiego di mascherine trasparenti (N.129)

Quesito della Regione Veneto sulle attività di insegnamento dell'educazione fisica, canto e uso di strumenti a fiato nelle scuole (N.129)

Gestione del rischio relativo alle attività periscolastiche con particolare riferimento al trasporto pubblico locale (N.131)

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- N. 82 DEL 28/5
- N. 84 DEL 3/6
- N. 87 DEL 8/6
- N. 89 DEL 16/6
- N. 90 DEL 22/6
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- N. 95 DEL 16-20/7
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- N. 112 DEL 5/10
- N. 114 DEL 8/10
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UNIVERSITA' (PRESENZA - ESAMI - LABORATORIO)

(TOTALE RIUNIONI: 7)

Conferma chiusura didattica frontale (N.49)

Proposta Ministro Miur attività didattica in presenza (N.53-57)

Quesito del Ministro dell'Università sulla ripresa dell'attività accademica per l'anno accademico 2020/2021 (N.93)

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Quesito del Ministro dell'Università sulla gestione dei casi di positività all'interno delle aule (N.103)

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N. 96 DEL 24/7

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N. 124 DEL 8/11

COMITATO TECNICO SCIENTIFICO
Ai sensi dell'Ord. Nr 630 del 3 febbraio 2020

Verbale della riunione tenuta al Ministero della Salute, il 07 febbraio 2020.

Presenti:

Dr Agostino MIOZZO
Dr Giuseppe RUOCCO,
Dr Alberto ZOLI
Dr Francesco MARAGLINO
Dr Claudio D'AMARIO
Dr Giuseppe IPPOLITO
Dr Silvio BRUSAFERRO
Dr Federico FEDERIGHI (Segretario)

Dr Mauro DIONISIO (assente)

Il Comitato Tecnico Scientifico valuta positivamente le decisioni sinora adottate dalle autorità italiane per ridurre il rischio d'importazione e circolazione del nuovo coronavirus (2019-nCov) in Italia, e la specifica attenzione rivolta al mondo della scuola per le peculiarità che lo stesso presenta sul piano epidemiologico.

I provvedimenti messi in atto dal governo italiano, in un rapporto di proficua collaborazione con le regioni e province autonome, ed il fondamentale contributo delle professioni sanitarie e della protezione civile, rappresentano, nelle condizioni attuali, un argine adeguato per il nostro Paese.

Analisi di fase

Il persistere dell'allarme segnalato dalla OMS è suffragato dall'analisi dei dati epidemiologici attualmente a disposizione della comunità scientifica.

Da essi risulta evidente, in modo inequivocabile, che il livello di diffusione di 2019-nCov in Cina è, anche negli ultimi giorni, in una fase di espansione.

Le simulazioni elaborate evidenziano su scala globale che gli scenari futuri, saranno determinati dal livello di diffusione di 2019-nCov in Cina.

In relazione a tali valutazioni, il Comitato Tecnico Scientifico ha ritenuto utile mettere a disposizione delle Autorità, che stanno quotidianamente affrontando questa emergenza, una ipotesi precauzionale di aggiornamento delle misure sin qui adottate.

Tale ipotesi è segnalata al fine di continuare a garantire sempre il principio di massima precauzione in relazione all'evoluzione dell'epidemia da 2019-nCov.

Ambito di applicazione

Bambini che frequentano i servizi educativi dell'infanzia e studenti sino alla scuola secondaria di secondo grado, di ogni nazionalità, che provengano negli ultimi 14 giorni da aree della Cina interessate dall'epidemia, quotidianamente aggiornate sul dashboard dell'Organizzazione Mondiale della Sanità,
(<http://who.maps.arcgis.com/apps/opsdashboard/index.html#/c88e37cfc43b4ed3baf977d77e4a0667>)

Il CTS sottopone all'attenzione delle Autorità competenti la seguente ipotesi di aggiornamento delle misure adottate

Il Dirigente scolastico che venga a conoscenza dell'imminente rientro a scuola di un bambino/studente proveniente dalle aree come sopra identificate, informa il Dipartimento di Prevenzione della ASL di riferimento.

Il Dipartimento si attiva contattando la famiglia.

In presenza di un caso che rientra nella categoria sopra definita il Dipartimento mette in atto una sorveglianza domiciliare attiva quotidiana per la valutazione della eventuale febbre ed altri sintomi nei 14 giorni successivi all'uscita dalle aree a rischio.

In presenza dei sintomi di cui alla definizione di caso dell'OMS viene avviato il percorso sanitario previsto per i casi sospetti.

In tutti i casi si deve proporre e favorire l'adozione della permanenza volontaria fiduciaria a domicilio fino al completamento del periodo di 14 giorni, peraltro già attuata da molti cittadini già rientrati da tali aree.

Quanto riportato nel presente documento riflette la situazione epidemiologica attuale e sarà aggiornato sulla base dell'evoluzione del quadro epidemico.

Roma, 7.02.2020

COMITATO TECNICO SCIENTIFICO
Ai sensi dell'OCDPC Nr 630 del 3 febbraio 2020

Verbale n. 18 della riunione tenuta, presso il Dipartimento della Protezione civile, il 4 marzo 2020

Presenti:

Dr Agostino MIOZZO

Dr Giuseppe RUOCCO

Dr Giuseppe IPPOLITO (collegamento in teleconferenza)

Dr Franco LOCATELLI

Dr Alberto VILLANI

Dr Alberto ZOLI (collegamento in teleconferenza)

Dr Silvio BRUSAFERRO

Dr Walter RICCIARDI

In riferimento alla richiesta ricevuta dal sig. Ministro della Salute, On. Roberto Speranza, di esprimere un parere relativo all'opportunità di chiudere le scuole di ogni ordine e grado sull'intero territorio nazionale, il CTS ritiene di offrire le seguenti considerazioni, basate sulle evidenze scientifiche disponibili e sulla situazione epidemiologica attuale.

- Le scelte di chiusura dovrebbero essere proporzionali alla diffusione dell'infezione virale.
- La situazione epidemiologica del Paese è, a tutt'oggi, differenziata con Regioni e Province che hanno un elevato numero di casi (Emilia Romagna, Lombardia, Veneto, Savona e Pesaro Urbino) e altre in cui il numero di soggetti contagiati da SARS-CoV-2 è più limitato e prevalentemente riconducibile a focolai noti.
- La situazione epidemiologica può andare incontro a rapidi cambiamenti.
- Non esistono attualmente dati che indirizzino inconfutabilmente sull'utilità di chiusura delle scuole indipendentemente dalla situazione epidemiologica locale. Alcuni modelli predittivi indicano che la chiusura delle scuole potrebbe garantire una limitata riduzione nella diffusione dell'infezione virale.
- Vi è consenso tra gli addetti ai lavori che un'eventuale chiusura delle scuole è stimata essere efficace solo se di durata prolungata.



Queste considerazioni tecniche sono solo una parte delle valutazioni rispetto alle quali formulare le scelte decisionali sull'argomento.

Roma 4 marzo 2020








COPIA n. 2

COMITATO TECNICO SCIENTIFICO
 Ai sensi dell'OCDPC Nr 630 del 3 febbraio 2020

Verbale n. 21 della riunione tenuta, presso il Dipartimento della Protezione civile, il 7 marzo 2020

Presenti:

- ✓ Dr Agostino MIOZZO
- ✓ Dr Giuseppe RUOCCO
- Dr Giuseppe IPPOLITO
- ✓ Dr Claudio D'AMARIO
- ✓ Dr Franco LOCATELLI
- ✓ Dr Alberto VILLANI
- Dr Silvio BRUSAFERRO
- ✓ Dr Mauro DIONISIO
- ✓ Dr Luca RICHELDI
- ✓ Dr Massimo ANTONELLI
- ✓ Dr Fabio CICILIANO
- ✓ Dr Andrea URBANI
- ✓ Dr Walter RICCIARDI
- ✓ Dr Gianni REZZA
- ✓ Dr Roberto BERNABEI

Il Comitato tecnico-scientifico acquisisce dall'Istituto superiore di sanità i dati epidemiologici aggiornati, con i relativi report, che mostrano la diffusione dell'infezione. Nelle zone rosse si è osservata una lieve flessione nell'incremento dei casi, a cui corrisponde contemporaneamente un aumento dell'incidenza in aree precedentemente non rientranti nelle "zone rosse" medesime.

Il Comitato tecnico-scientifico ribadisce la necessità di adottare tutte le azioni necessarie per rallentare la diffusione del virus al fine di diminuire l'impatto assistenziale sul servizio sanitario o quanto meno diluire tale impatto nel tempo.

Tenuto conto che quanto più le misure di contenimento sono stringenti tanto più si ci attende una maggiore efficacia nella prevenzione della diffusione del contagio, sulla base delle informazioni in possesso del Comitato tecnico-scientifico e ferma

C. 21/2020

restando la facoltà prevista dall'articolo 3 della legge n. 833 del 1978 di adottare ulteriori misure da parte delle autorità locali qualora le stesse siano in possesso di ulteriori e più aggiornate informazioni, il Comitato tecnico-scientifico propone almeno l'adozione delle misure indicate di seguito.

Il Comitato propone, quindi, di rivedere la distinzione tra c.d. "zone rosse" (gli undici comuni di cui all'allegato 1 al d.P.C.M. 1° marzo 2020) e "zone gialle" (Regioni Emilia Romagna, Lombardia e Veneto, nonché le Province di Pesaro Urbino e Savona).

Viene, pertanto, condiviso di definire due "livelli" di misure di contenimento da applicarsi:

- a) l'uno, nei territori in cui si è osservata ad oggi maggiore diffusione del virus;
- b) l'altro, sull'intero territorio nazionale.

Il Comitato tecnico-scientifico individua, pertanto, le zone cui applicare misure di contenimento della diffusione del virus più rigorose rispetto a quelle da applicarsi nell'intero territorio nazionale, nelle seguenti: **Regione Lombardia e Province di Parma, Piacenza, Rimini, Reggio Emilia e Modena; Pesaro Urbino; Venezia, Padova e Treviso, Alessandria e Asti.**

Per tali territori, il Comitato tecnico-scientifico individua le seguenti misure di contenimento:

- a) sono sospesi gli eventi e le competizioni sportive di ogni ordine e disciplina, svolti in ogni luogo, sia pubblico sia privato; resta comunque consentito lo svolgimento dei predetti eventi e competizioni, nonché delle sedute di allenamento degli atleti agonisti, all'interno di impianti sportivi utilizzati a porte chiuse, ovvero all'aperto senza la presenza di pubblico; in tutti tali casi, le associazioni e le società sportive, a mezzo del proprio personale medico, sono tenute ad effettuare i controlli idonei a contenere il rischio di diffusione del virus tra gli atleti, i tecnici, i dirigenti e tutti gli accompagnatori che vi partecipano. Lo sport di base e le attività motorie in genere, svolte all'aperto sono ammessi esclusivamente a condizione che sia possibile consentire il rispetto della distanza interpersonale di un metro;
- b) sospensione dello svolgimento delle attività nei comprensori sciistici;
- c) sospensione di tutte le manifestazioni organizzate nonché degli eventi in luogo pubblico o privato, ivi compresi quelli di carattere culturale, ludico, sportivo e religioso, anche se svolti in luoghi chiusi ma aperti al pubblico, quali, a titolo d'esempio, grandi eventi, cinema, teatri, pub, scuole di ballo, sale giochi, sale scommesse e sale bingo, discoteche e locali assimilati;

- d) apertura dei luoghi di culto condizionata all'adozione di misure organizzative tali da evitare assembramenti di persone, tenendo conto delle dimensioni e delle caratteristiche dei luoghi, e tali da garantire ai frequentatori la possibilità di rispettare la distanza tra loro di almeno un metro. Sono sospese le cerimonie civili e religiose, ivi comprese quelle funebri;
- e) sospensione dei servizi educativi per l'infanzia e delle attività didattiche nelle scuole di ogni ordine e grado, nonché della frequenza delle attività scolastiche e di formazione superiore, comprese le Università e le Istituzioni di Alta Formazione Artistica Musicale e Coreutica, di corsi professionali, master, corsi per le professioni sanitarie e università per anziani, ferma in ogni caso la possibilità di svolgimento di attività formative a distanza. Sono esclusi dalla sospensione i corsi per i medici in formazione specialistica e i corsi di formazione specifica in medicina generale, nonché le attività dei tirocinanti delle professioni sanitarie. Al fine di mantenere il distanziamento sociale, è da escludersi qualsiasi altra forma di aggregazione alternativa;
- f) chiusura dei musei e degli altri istituti e luoghi della cultura di cui all'articolo 101 del codice dei beni culturali e del paesaggio, di cui al decreto legislativo 22 gennaio 2004, n. 42;
- g) sospensione delle procedure concorsuali pubbliche e private ad esclusione dei casi in cui venga effettuata la valutazione dei candidati esclusivamente su basi curriculari e/o in maniera telematica, ad esclusione dei concorsi per il personale sanitario, ivi compresi gli esami di stato e di abilitazione all'esercizio della professione di medico chirurgo, e di quelli per il personale della protezione civile, i quali dovranno preferibilmente svolgersi con modalità a distanza o, in caso contrario, garantendo la distanza di sicurezza interpersonale di un metro;
- h) svolgimento delle attività di ristorazione e bar con obbligo, a carico del gestore, di far rispettare la distanza di sicurezza interpersonale di almeno un metro, con sanzione della sospensione dell'attività in caso di violazione;
- i) apertura delle attività commerciali diverse da quelle di cui al punto precedente, a condizione che il gestore garantisca un accesso ai predetti luoghi con modalità contingentate o comunque idonee a evitare assembramenti di persone, tenuto conto delle dimensioni e delle caratteristiche dei locali aperti al pubblico, e tali da garantire ai frequentatori la possibilità di rispettare la distanza di almeno un metro tra i visitatori, con sanzione della sospensione dell'attività in caso di violazione. In presenza di

condizioni strutturali o organizzative che non consentano il rispetto della distanza di sicurezza interpersonale di un metro, le richiamate strutture dovranno essere chiuse;

- l) è fatto divieto agli accompagnatori dei pazienti di permanere nelle sale di attesa dei dipartimenti emergenza e accettazione e dei pronto soccorso (DEA/PS), salve specifiche diverse indicazioni del personale sanitario preposto;
- m) l'accesso di parenti e visitatori a strutture di ospitalità e lungodegenza, residenze sanitarie assistenziali (RSA), hospice, strutture riabilitative e strutture residenziali per anziani, autosufficienti e non, è limitata ai soli casi indicati dalla direzione sanitaria della struttura, che è tenuta ad adottare le misure necessarie a prevenire possibili trasmissioni di infezione;
- n) sospensione dei congedi ordinari del personale sanitario e tecnico, nonché del personale le cui attività siano necessarie a gestire le attività richieste dalle unità di crisi costituite a livello regionale;
- o) adottare, in tutti i casi possibili, nello svolgimento di incontri o riunioni, modalità di collegamento da remoto con particolare riferimento a strutture sanitarie e sociosanitarie, servizi di pubblica utilità e coordinamenti attivati nell'ambito dell'emergenza COVID-19, comunque garantendo il rispetto della distanza di sicurezza interpersonale di un metro ed evitando assembramenti;
- p) chiusura nelle giornate festive e pre-festive delle medie e grandi strutture di vendita e degli esercizi commerciali presenti all'interno dei centri commerciali e dei mercati. Nei giorni feriali, il gestore dei richiamati esercizi deve comunque garantire il rispetto della distanza di sicurezza interpersonale di un metro, con sanzione della sospensione dell'attività in caso di violazione. In presenza di condizioni strutturali o organizzative che non consentano il rispetto della distanza di sicurezza interpersonale di un metro, le richiamate strutture dovranno essere chiuse. La chiusura non è disposta per farmacie, parafarmacie e punti vendita di generi alimentari, il cui gestore è chiamato a garantire comunque il rispetto della distanza di sicurezza interpersonale di un metro, con sanzione della sospensione dell'attività in caso di violazione;
- q) sospensione delle attività di palestre, centri sportivi, piscine, centri natatori, centri benessere, centri termali (fatta eccezione per l'erogazione delle prestazioni rientranti nei livelli essenziali di assistenza) centri culturali, centri sociali, centri ricreativi;

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- r) limitazione assoluta della mobilità in entrata e in uscita dalle zone sopra richiamate e anche all'interno delle stesse aree, salvo che ricorrano ragioni collegate ad indifferibili esigenze lavorative o situazioni di emergenza;
- s) per i soggetti con sintomatologia da infezione respiratoria e febbre ($>37,5^{\circ}\text{C}$) è fortemente raccomandato di rimanere nel proprio domicilio e di limitare al massimo i contatti sociali, contattando il proprio medico curante;
- t) in tutti i casi possibili, anticipazione dei periodi di congedo ordinario e ferie;
- u) divieto assoluto di mobilità dalla propria abitazione o dimora per i soggetti sottoposti alla misura della quarantena ovvero risultati positivi al virus, con previsione di sanzioni.

Il Comitato tecnico-scientifico, confermando l'utilità di tutte le misure di carattere nazionale già individuate dal d.P.C.M. 4 marzo 2020, individua, inoltre, ulteriori misure di contenimento del virus da applicarsi sull'intero territorio nazionale:

- a) apertura al pubblico dei musei e degli altri istituti e luoghi della cultura di cui all'articolo 101 del codice dei beni culturali e del paesaggio, di cui al decreto legislativo 22 gennaio 2004, n. 42, a condizione che detti istituti e luoghi assicurino modalità di fruizione contingentata o comunque tali da evitare assembramenti di persone, tenendo conto delle dimensioni e delle caratteristiche dei locali aperti al pubblico, e tali che i visitatori possano rispettare la distanza di sicurezza interpersonale di almeno un metro. In presenza di condizioni strutturali o organizzative che non consentano il rispetto della distanza di sicurezza interpersonale di un metro, le richiamate strutture dovranno essere chiuse;
- b) svolgimento delle attività di ristorazione e bar con obbligo, a carico del gestore, di far rispettare la distanza di sicurezza interpersonale di almeno un metro, con sanzione della sospensione dell'attività in caso di violazione;
- c) sospensione delle attività di pub, scuole di ballo, sale giochi, sale scommesse e sale bingo, discoteche e locali assimilati, con applicazione di specifiche sanzioni in caso di mancato rispetto;
- d) con riferimento agli istituti penitenziari, mantenimento della misura già in vigore concernente il supporto del SSN e, in aggiunta, modalità di visita medica all'ingresso dei nuovi detenuti che consenta di porre in isolamento dagli altri detenuti i casi sintomatici, valutando la possibilità di misure alternative di detenzione domiciliare. I colloqui visivi verranno sostituiti da contatti per via telefonica o in modalità video, anche in deroga alla durata

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- consentita. In casi eccezionali potrà essere consentito un colloquio personale solo a condizione che garantisca in modo assoluto una distanza pari a due metri. Limitazioni dei permessi e della libertà vigilata o modifica dei relativi regimi in modo da evitare l'uscita e il rientro dalle carceri, valutando la possibilità di misure alternative di detenzione domiciliare;
- e) per i soggetti con sintomatologia da infezione respiratoria e febbre ($>37,5^{\circ}\text{C}$) è fortemente raccomandato di rimanere nel proprio domicilio e di limitare al massimo i contatti sociali, contattando il proprio medico curante;
 - f) divieto assoluto di mobilità dalla propria abitazione o dimora per i soggetti sottoposti alla misura della quarantena ovvero risultati positivi al virus, con previsione di sanzioni;
 - g) limitazione della mobilità ai casi strettamente necessari;
 - h) sono sospesi i servizi educativi per l'infanzia di cui all'articolo 2 del decreto legislativo 13 aprile 2017, n. 65, e le attività didattiche nelle scuole di ogni ordine e grado, nonché la frequenza delle attività scolastiche e di formazione superiore, comprese le Università e le Istituzioni di Alta Formazione Artistica Musicale e Coreutica, di corsi professionali, master e università per anziani, ferma in ogni caso la possibilità di svolgimento di attività formative a distanza; sono esclusi dalla sospensione i corsi post universitari connessi con l'esercizio di professioni sanitarie, ivi inclusi quelli per i medici in formazione specialistica, i corsi di formazione specifica in medicina generale, le attività dei tirocinanti delle professioni sanitarie, nonché le attività delle scuole dei ministeri dell'interno e della difesa. Deve essere garantita la misura finalizzata a mantenere il distanziamento sociale e pertanto qualsiasi altra forma di aggregazione alternativa è da escludersi;
 - i) sospensione delle attività svolte dai tribunali, fatte salve le attività strettamente necessarie;
 - l) apertura dei luoghi di culto condizionata all'adozione di misure organizzative tali da evitare assembramenti di persone, tenendo conto delle dimensioni e delle caratteristiche dei luoghi, e tali da garantire ai frequentatori la possibilità di rispettare la distanza tra loro di almeno un metro. Sono sospese le cerimonie civili e religiose, ivi comprese quelle funebri;
 - m) è fortemente raccomandato presso tutti gli esercizi commerciali, all'aperto e al chiuso, che il gestore garantisca l'adozione di misure organizzative tali da consentire un accesso ai predetti luoghi con modalità contingentate o

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comunque idonee ad evitare assembramenti di persone, nel rispetto della distanza di sicurezza interpersonale di almeno un metro tra i visitatori.

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Si propone che tutte le misure sopra indicate siano efficaci sino al 3 aprile 2020.

In riferimento alla richiesta di valutazione dei respiratori FALCO 202 Evo e SIARETRON 4000 15", il CTS, dopo aver esaminato la scheda tecnica dei 2 strumenti, entrambi dotati di marchio CE, ritiene di poter esprimere un giudizio di congruità rispetto ai requisiti precedentemente stabiliti. In allegato 1, si accludono le schede tecniche sia del respiratore FALCO 202 Evo che di SIARETRON 4000 15".

In merito al caso di una nave da crociera o naviglio con passeggeri a bordo ed un caso di possibile coronavirus si approvano le procedure predisposte dalla Direzione Generale della prevenzione sanitaria Uff 3 del Ministero della salute: Procedura di gestione casi di infezione SARS CoV 2 a bordo di navi di cui all'allegato 2.

In merito alla richiesta del Sen. De Poli (allegato 3) il CTS ritiene che si debbano applicare le fattispecie già previste per tutti i contatti stretti indipendentemente dal luogo in cui il contatto avviene (circolare del Ministero della salute del 27 febbraio 2020).

In merito alla tutela materno infantile si propone di adottare l'elaborato della Regione Lombardia (allegato) "Infezione da SARS-CoV-2: indicazioni per gravida-partoriente, puerpera-neonato e allattamento" come documento di riferimento per:

- 1) gestione delle gestanti e partorienti;
- 2) gestione dei neonati e dell'allattamento su tutto il territorio nazionale, con identificazione in ogni regione, di Centri di riferimento per garantire sicurezza e continuità dell'assistenza alla gravida e al parto e la gestione congiunta di puerpera e neonato (allegato 4).

Il Prof. Locatelli comunica che nella giornata di ieri è stato completato il documento relativo alla gestione dei pazienti oncologici. Il testo è stato elaborato dal Prof. Ippolito, dal Professor Grossi, dall'arch. Bissoni e dal Professor Locatelli. Il documento (presente in allegato 5), dopo accurata valutazione, viene approvato dall'intero CTS.

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 43 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 3 aprile 2020

-omissis-

Scuole

Le stime analizzate e le modellazioni osservate sull'impatto che l'epidemia da SARS-Cov-2 potrà avere sul sistema sanitario sono state elaborate sull'assunto che le scuole rimangano chiuse.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 44 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 4 aprile 2020

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Scuola – Analisi per la riduzione graduale delle misure di contenimento del contagio

Nei modelli matematici esaminati, le diverse possibilità di riduzione graduale delle misure di contenimento sono state valutate prevalentemente in termini di posti di terapia intensiva stimati al picco, considerando come valore di soglia l'attuale disponibilità di posti di terapia intensiva. In questi modelli, nessuna delle stime analizzate e/o delle modellazioni esaminate prende in considerazione la possibilità della riapertura delle scuole e degli istituti di istruzione.

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 49 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 9 aprile 2020

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Scuole e Università

Il CTS, dopo aver accuratamente valutato gli scenari epidemiologici derivanti da una riapertura delle attività di didattica frontale nelle scuole e dopo aver ponderato con attenzione l'impatto che ne potrebbe derivare in termini d'incremento della diffusione epidemica, unanimemente ritiene, pur consapevole dell'assoluta importanza di garantire il diritto all'istruzione, che nella situazione attuale prevalgano gli argomenti per suggerire il mantenimento della sospensione delle attività di didattica frontale fino all'inizio del prossimo anno scolastico. Si ritiene di raccomandare l'estensione di questa misura anche alle attività di didattica frontale per i corsi universitari e parauniversitari fino al 31 Maggio p.v., ivi comprese le attività di tirocinio e l'effettuazione degli esami di profitto eventualmente previsti (oltre alle attività di didattica frontale) riservandosi di riformulare ulteriori raccomandazioni oltre quella data in virtù della evoluzione della situazione epidemica italiana. Sono esclusi dalla sospensione i corsi per i medici in formazione specialistica e i corsi di formazione specifica in medicina generale, nonché le attività di tirocinio delle professioni sanitarie (Rif. Verbale n. 21 del 07/03/2020). Il CTS ritiene di dover sottolineare l'importanza di garantire quanto più possibile e in maniera largamente diffusa l'uso di strumenti informatici in grado di facilitare le attività didattico-educative a distanza.

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Presidenza del Consiglio dei Ministri

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COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 53 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 16 aprile 2020

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Istanza del Ministro dell'Università e della Ricerca sulla riorganizzazione delle attività didattiche "in presenza"

Il CTS esamina la richiesta pervenuta dal Ministro dell'Università e della Ricerca per il tramite del Ministro della Salute (allegato), al fine di esprimere un parere in merito alla necessità di pianificare una strategia unitaria di progressiva riorganizzazione delle attività "in presenza" degli Atenei, compatibile con le condizioni di sicurezza sanitaria da attuare quando sarà terminata la c.d. fase di lockdown.

Il CTS discute ampiamente l'argomento distinguendo le diverse tipologie di attività didattiche da considerare e analizzare: lezioni frontali, attività di laboratorio, tirocini e sessioni di esami (di profitto e di ammissione). Il CTS si riserva di esprimere un parere definitivo, alla luce dell'acquisizione di informazioni inerenti alla rimodulazione più complessiva delle misure di contenimento del contagio (trasporti, disponibilità di dispositivi di protezione delle vie aeree per la popolazione).

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 55 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 18 aprile 2020.

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Approvazione del Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico collettivo terrestre, nell'ottica della ripresa del pendolarismo, nel contesto dell'emergenza da SARS-COV-2

Il CTS acquisisce ed approva il documento tecnico finale sull'ipotesi di rimodulazione delle misure contenitive in relazione al trasporto collettivo terrestre (allegato), anche nell'ottica della ripresa del pendolarismo, nel contesto dell'emergenza da SARS-CoV-2 sviluppato da INAIL in collaborazione con ISS. Il documento copre gli aspetti valutativi e conoscitivi rispetto agli ambiti di rischio che potranno contribuire all'analisi epidemiologica con particolare attenzione alle modalità connesse alla mobilità delle aree metropolitane ad alta urbanizzazione nell'ottica di un approccio integrato nella strategia di contrasto all'emergenza epidemica in corso.

le raccomandazioni proposte includono raccomandazioni di sistema, organizzative e di prevenzione ed un decalogo comportamentale per gli utenti del trasporto pubblico collettivo terrestre.

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Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico collettivo terrestre, nell'ottica della ripresa del pendolarismo, nel contesto dell'emergenza da SARS-COV-2

Premessa

La attuale situazione pandemica ha avuto un forte impatto anche sul sistema del trasporto pubblico, sia nazionale che locale, con una contrazione dell'utilizzo dei mezzi di trasporto pubblici legata alle limitazioni alla mobilità imposte dalle misure di contenimento della pandemia da SARS-COV-2 pur essendo questo settore incluso fra quelli essenziali e quindi mai sospeso.

Uno studio condotto da Urban Radar ha analizzato le variazioni dell'utilizzo del trasporto pubblico in sei città Europee (Londra, Parigi, Barcellona, Stoccolma, Milano e Berlino) combinando i propri dati con quelli di CityMapper, World Population Review, GitHub e Moovit (Urban Radar, Transportation trends in the first weeks of COVID-19: A Look at European Cities. (<https://medium.com/@TwelveTone/transportation-trends-in-the-first-weeks-of-covid19-a-look-at-european-cities-dbcf94ff488b>))

Lo studio ha evidenziato come l'utilizzo dei mezzi di trasporto pubblico sia diminuito già prima dell'entrata in vigore delle misure di contenimento, subendo poi una caduta abbastanza netta successivamente all'adozione di tali misure, con una riduzione della domanda variabile dal 60% di Stoccolma ad oltre l'80% di Milano.

Analogamente, uno studio condotto da Roma Servizi per la Mobilità e Dipartimento Mobilità e Trasporti di Roma Capitale, Università Sapienza, Università Tor Vergata e Università Roma Tre (<https://romamobilita.it/it/covid-19-impatto-sulla-mobilita>) ha correlato le variazioni nella mobilità cittadina romana in relazione alle misure progressivamente più restrittive adottate dal Governo, evidenziando una diminuzione dell'89% nell'utilizzo delle linee della metropolitana in coincidenza con le misure di chiusura disposte con il DPCM 22 marzo 2020, come modificato dal DM MISE del 25 febbraio 2020.

Di fatto, il sistema di trasporto pubblico ha continuato a rappresentare un elemento fondamentale a supporto della mobilità per i lavoratori dei settori rimasti attivi durante la fase acuta dell'epidemia, sviluppando anche misure specifiche per sostenere la mobilità dei lavoratori rimasti attivi a livello locale e nazionale (ad esempio, trasporto gratuito per gli operatori sanitari). Durante tutto il periodo di *lockdown*, tuttavia, la fortissima riduzione nell'utilizzo del sistema da parte della popolazione in generale non ha richiesto la realizzazione di particolari misure organizzative che saranno invece assolutamente necessarie in previsione del progressivo allentamento delle misure contenitive, proprio in previsione della ripresa della mobilità.

Nella attuale situazione di persistente circolazione di SARS-COV-2, l'intero sistema di trasporto pubblico, anche secondo la classificazione INAIL 2020, deve essere considerato un contesto a rischio di aggregazione medio-alto, con possibilità di rischio alto nelle ore di punta, soprattutto nelle aree metropolitane ad alta urbanizzazione. Ciò può dipendere dall'alto numero di persone concentrate in spazi limitati con scarsa ventilazione; dalla attuale mancanza di controllo degli accessi per identificare soggetti potenzialmente infetti; e dalla elevata possibilità di venire in contatto con

superfici potenzialmente contaminate in quanto comunemente toccate (distributori automatici di biglietti, corrimano, maniglie, etc.).

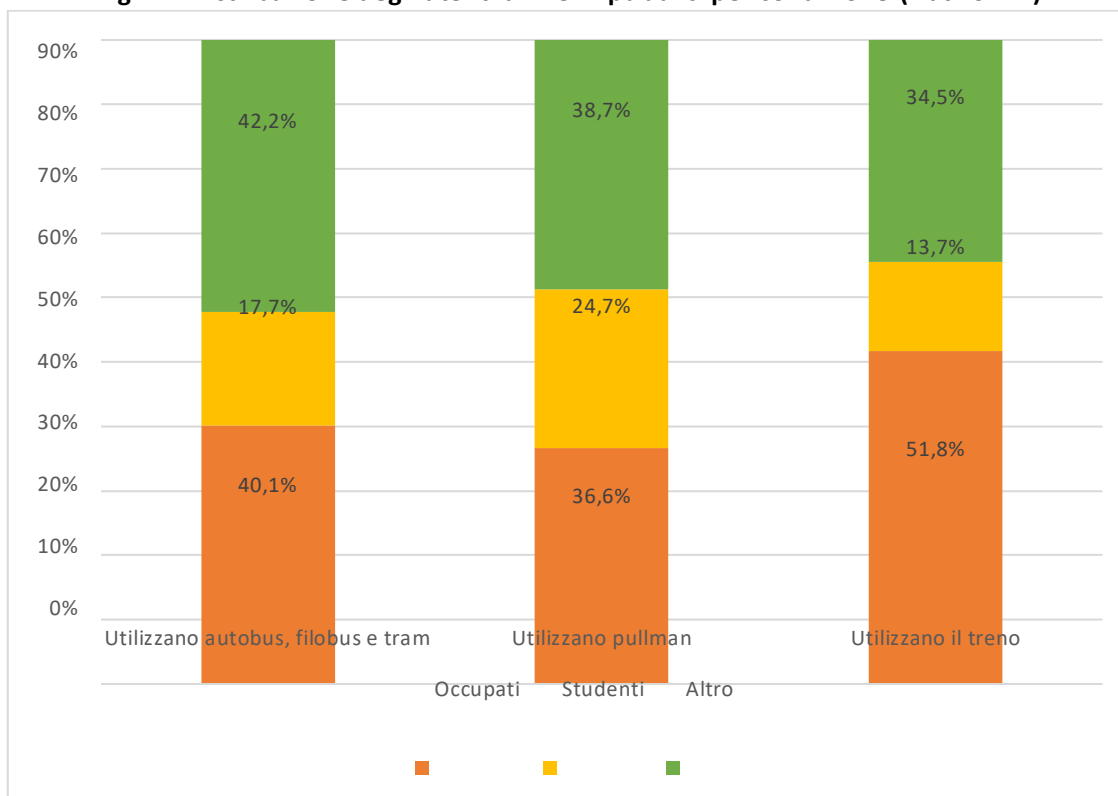
Ne deriva, che è necessario mettere in pratica una efficace riorganizzazione del sistema di trasporto pubblico, nell'ottica della ripresa del pendolarismo, anche garantendo la tutela della salute del personale addetto nelle stazioni e sui mezzi di trasporto, per sostenere la ripresa delle attività e quindi della mobilità delle persone attraverso la gestione efficiente delle criticità legate ai rischi di affollamento e di esposizione a possibili fonti di contagio.

Una simile riorganizzazione dovrà necessariamente affiancare misure di prevenzione e protezione collettive e individuali, contando anche sulla collaborazione attiva degli utenti che dovranno continuare a mettere in pratica i comportamenti previsti per il contrasto alla diffusione dell'epidemia.

Dati dell'utilizzo del trasporto pubblico da parte dei lavoratori in Italia

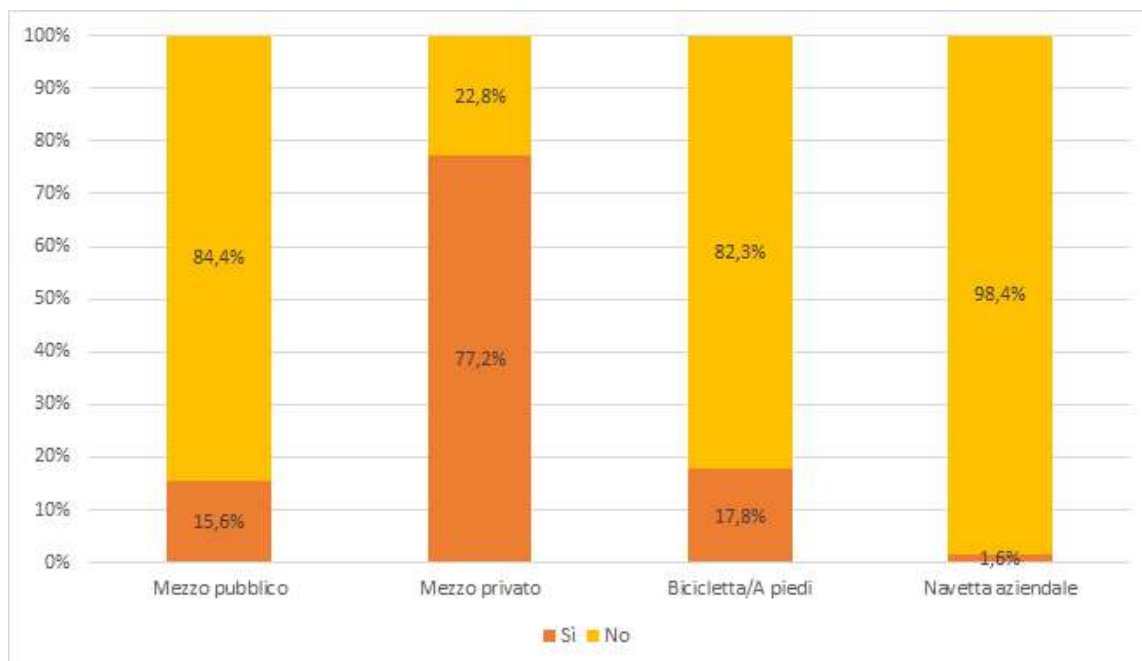
Nel 2017 l'ISTAT ha stimato che in Italia circa 30 milioni di persone si spostano ogni giorno per raggiungere il luogo di studio (18,5%) o di lavoro (oltre un terzo della popolazione pari al 35,5%). La più recente indagine multiscopo evidenzia una diversa caratterizzazione degli utenti dei vari mezzi di trasporto collettivi, di cui una quota rilevante è rappresentata dai lavoratori occupati sia per l'utilizzo di autobus, filobus e tram che di pullman e treno, come illustrato nella Figura 1. La restante parte è composta da studenti e da altri soggetti (intesi come persone in cerca di nuova occupazione e di prima occupazione, casalinghe, ritirati dal lavoro e in altra condizione).

Fig. 1 – Distribuzione degli utenti di mezzi pubblici per condizione (Dati ISTAT)



In merito agli occupati, dai dati dell'indagine INAIL INSuLa2 del 2019 emerge che solo il 15,6% di essi (pari a circa 3,6 milioni di lavoratori) utilizza un mezzo pubblico collettivo (autobus, tram, metro o treno) almeno per una parte del tragitto casa-lavoro (Figura 2). I restanti oltre 19 milioni utilizzano il mezzo proprio, prevalentemente auto o moto privata rispetto alla bici, oppure si muovono a piedi.

Fig. 2 – Modalità utilizzate dai lavoratori per recarsi al lavoro. (Dati INAIL - INSuLa 2)



L'utilizzo del mezzo di trasporto pubblico può essere altresì differenziato per settore di attività, con percentuali maggiori nei settori delle Attività finanziarie e assicurative (21,3%) e delle Attività scientifiche, tecniche e professionali (21,2%) e valori più bassi nei settori della Sanità (11,6%) e dell'Agricoltura (5,7%) come sintetizzato nella Tabella 1.

I provvedimenti che si sono succeduti fino all'ultimo DPCM del 10 aprile 2020 hanno disciplinato la sospensione di alcune attività lavorative che attualmente interessano 7.332.000 occupati. Tra i settori più numerosi interessati da tali misure si evidenziano il Manifatturiero, le Costruzioni e il Commercio. Nelle Tabelle seguenti si riportano i dati dei lavoratori appartenenti alle attività sospese nei tre settori, basati sui risultati dell'indagine INSuLa2 riguardanti il mezzo di trasporto utilizzato (Tabella 2), il tempo impiegato e i chilometri percorsi quotidianamente (Tabella 3).

Il dettaglio dell'utilizzo dei mezzi di trasporto, del tempo impiegato e dei chilometri percorsi dai lavoratori dei settori sospesi, suddivisi per zone geografiche è riportato in Tabella 4 e Tabella 5.

Tab. 1 – Utilizzo del mezzo di trasporto pubblico da parte dei lavoratori per settore ATECO

Settore Ateco	Occupati RFL Istat 2019 (in migliaia)	Mezzo di trasporto pubblico	
		No	Sì
A - Agricoltura, silvicoltura e pesca	909	94,3%	5,7%
B,D,E - Estrazione di minerali\Produzione e distribuzione di energia elettrica, gas e acqua	382	87,7%	12,3%
C - Attività manifatturiere	4321		
F - Costruzioni	1339	83,7%	16,3%
G - Commercio all'ingrosso e al dettaglio, riparaz. autoveicoli, motocicli	3287	83,7%	16,3%
H - Trasporti e magazzinaggio	1143	86,7%	13,3%
I - Alberghi\bar\ristoranti	1480	81,0%	19,0%
J - Informazione e comunicazioni	618	81,8%	18,2%
K,L - Attività, finanziarie e assicurative. Attività immobiliari	800	78,7%	21,3%
M,N - Attività professionali, scientifiche e tecniche, attività amministrative e di servizi di supporto	2544	78,8%	21,2%
O - Amministrazione pubblica e assicurazione sociale obbligatoria	1243	82,2%	17,8%
P - Istruzione (sia pubblica che privata)	1589	86,4%	13,6%
Q - Sanità e assistenza sociale sia pubblica che privata	1922	88,4%	11,6%
R,S,T,U - Altri servizi collettivi e personali	1783	79,7%	20,3%
TOTALE	23360	84,4%	15,6%
Sugli occupati RFL Istat 2019 (in migliaia)		19722	3638

Tab. 2 – Dettaglio nell’uso dei mezzi di trasporto nei settori ATECO Attività Manifatturiere, Costruzioni e Commercio

ATECO 2007		MEZZO DI TRASPORTO UTILIZZATO*											Sospesi (Istat, RFL 2019, DPCM 10/04)	Occupati (Istat; RFL 2019)	
		Autobus/tram/metro		Treno		Mezzo pubblico**		Mezzo privato		Bicicletta/ Apiedi		Navetta aziendale			
		No	Si	No	Si	No	Si	No	Si	No	Si	No			Si
C - Attività manifatturiere	N	2380	258	2579	59	2314	324	439	2199	2284	354	2589	49	2638	4.321
	%	90,2%	9,8%	97,8%	2,2%	87,7%	12,3%	16,6%	83,4%	86,6%	13,4%	98,1%	1,9%	100%	
F - Costruzioni	N	742	71	779	35	681	132	146	667	715	98	754	59	813	1.339
	%	91,3%	8,7%	95,8%	4,2%	83,7%	16,3%	17,9%	82,1%	88,0%	12,0%	92,7%	7,3%	100%	
G - Commercio all'ingrosso e al dettaglio	N	1221	192	1374	39	1182	231	328	1085	1167	246	1395	18	1413	3.287
	%	86,4%	13,6%	97,2%	2,8%	83,7%	16,3%	23,2%	76,8%	82,6%	17,4%	98,7%	1,3%	100%	

* I dati relativi ai mezzi di trasporto utilizzati vanno letti singolarmente in quanto si tratta di risposta multipla con scelta dicotomica

** Il mezzo pubblico comprende tutti coloro che hanno dichiarato di aver utilizzato almeno un mezzo pubblico (quindi autobus/tram/metro o treno)

Dati in migliaia riproporzionati sul totale dei lavoratori sospesi in base al DPCM 10/04

Tab. 3 – Tempo impiegato e chilometri percorsi quotidianamente per andare e tornare da lavoro nei settori ATECO Attività Manifatturiere, Costruzioni e Commercio

ATECO 2007	TEMPO IMPIEGATO QUOTIDIANAMENTE PER ANDARE E TORNARE DA LAVORO					KM PERCORSI QUOTIDIANAMENTE PER ANDARE E TORNARE DA LAVORO					Sospesi (Istat, RFL 2019, DPCM 10/04)	Occupati (Istat; RFL 2019)
	Fino a mezz'ora	Tra mezz'ora e un'ora	Tra un'ora e un'ora e mezza	Tra un'ora e mezza e due ore	Oltre due ore	Fino a 25 km	Tra 26 e 50 km	Tra 51 e 75 km	Tra 76 e 100 km	Più di 100 km		
C - Attività manifatturiere	1525	819	199	60	35	1788	656	84	59	51	2638	4.321
	57,8%	31,1%	7,5%	2,3%	1,3%	67,8%	24,9%	3,2%	2,2%	1,9%	100%	
F - Costruzioni	416	276	73	29	19	515	224	31	15	29	813	1.339
	51,2%	34,0%	9,0%	3,5%	2,4%	63,3%	27,5%	3,8%	1,9%	3,5%	100%	
G - Commercio all'ingrosso e al dettaglio	830	434	107	25	17	1058	267	49	18	21	1413	3.287
	58,7%	30,7%	7,6%	1,8%	1,2%	74,9%	18,9%	3,4%	1,3%	1,5%	100%	

Tab. 4 - Dettaglio nell'uso dei mezzi di trasporto per zone geografiche

Zone geografiche***		MEZZO DI TRASPORTO UTILIZZATO*											Sospesi (Istat, RFL 2019, DPCM 10/04)	Occupati (Istat; RFL 2019)	
		Autobus/tram/metro		Treno		Mezzo pubblico**		Mezzo privato		Bici/letta/ Apiedi		Navetta aziendale			
		No	Si	No	Si	No	Si	No	Si	No	Si	No			Si
Zona 1	N	3427	528	3818	137	3309	646	943	3012	3241	714	3890	64	3.955	11.148
	%	86,6%	13,4%	96,5%	3,5%	83,7%	16,3%	23,8%	76,2%	82,0%	18,0%	98,4%	1,6%	100,0%	
Zona 2	N	1494	225	1658	61	1437	283	402	1318	1418	301	1694	26	1.719	6.029
	%	86,9%	13,1%	96,5%	3,5%	83,6%	16,4%	23,4%	76,6%	82,5%	17,5%	98,5%	1,5%	100,0%	
Zona 3	N	1479	178	1618	40	1437	221	338	1319	1369	288	1628	30	1.658	6.183
	%	89,2%	10,8%	97,6%	2,4%	86,7%	13,3%	20,4%	79,6%	82,6%	17,4%	98,2%	1,8%	100,0%	
Totale	N	6406	926	7096	236	6189	1143	1674	5658	6030	1302	7212	120	7.332	23.360
	%	87,4%	12,6%	96,8%	3,2%	84,4%	15,6%	22,8%	77,2%	82,2%	17,8%	98,4%	1,6%	100,0%	

* I dati relativi ai mezzi di trasporto utilizzati vanno letti singolarmente in quanto si tratta di risposta multipla con scelta dicotomica

** Il mezzo pubblico comprende tutti coloro che hanno dichiarato di aver utilizzato almeno un mezzo pubblico (quindi autobus/tram/metro o treno)

Dati in migliaia riproporzionati sul totale dei lavoratori sospesi in base al DPCM 10/04

Tab. 5 – Tempo impiegato e chilometri percorsi quotidianamente per andare e tornare da lavoro per zone geografiche

Zone geografiche***		TEMPO IMPIEGATO QUOTIDIANAMENTE PER ANDARE E TORNARE DA LAVORO					KM PERCORSI QUOTIDIANAMENTE PER ANDARE E TORNARE DA LAVORO					Sospesi (Istat, RFL 2019, DPCM 10/04)	Occupati (Istat; RFL 2019)
		Fino a mezz'ora	Tra mezz'ora e un'ora	Tra un'ora e un'ora e mezza	Tra un'ora e mezza e due ore	Oltre due ore	Fino a 25 km	Tra 26 e 50 km	Tra 51 e 75 km	Tra 76 e 100 km	Più di 100 km		
Zona 1	N	2320	1154	301	104	75	2852	818	142	77	65	3.955	11.148
	%	58,7%	29,2%	7,6%	2,6%	1,9%	72,1%	20,7%	3,6%	2,0%	1,7%	100,0%	
Zona 2	N	1028	473	128	56	34	1241	353	56	34	36	1.719	6.029
	%	59,8%	27,5%	7,4%	3,2%	2,0%	72,2%	20,5%	3,2%	2,0%	2,1%	100,0%	
Zona 3	N	1016	489	109	25	19	1225	319	62	28	23	1.658	6.183
	%	61,3%	29,5%	6,6%	1,5%	1,2%	73,9%	19,3%	3,7%	1,7%	1,4%	100,0%	
Totale	N	4371	2115	536	182	127	5322	1487	259	138	125	7.332	23.360
	%	59,6%	28,8%	7,3%	2,5%	1,7%	72,6%	20,3%	3,5%	1,9%	1,7%	100,0%	

*** Zona 1: Piemonte, Lombardia, Veneto, Emilia Romagna, Marche

Zona 2: Valle d'Aosta, Trentino Alto Adige, Friuli Venezia Giulia, Liguria, Toscana, Umbria, Lazio

Zona 3: Abruzzo, Molise, Campania, Puglia, Basilicata, Calabria, Sicilia, Sardegna

Dati in migliaia riproporzionati sul totale dei lavoratori sospesi in base al DPCM 10/04

Sempre in base ai dati ISTAT, oltre la metà degli occupati si sposta fuori dal proprio comune di residenza per raggiungere il posto di lavoro: un pendolare su quattro esce di casa prima delle 7:00 di mattina e oltre la metà tra le 7:30 e le 8:00, orario entro il quale più dell'80% delle persone che vanno a scuola o a lavoro ha già intrapreso il viaggio. Chi si reca a lavoro esce di casa mediamente prima degli studenti: un quarto dei maschi occupati, in particolare, esce prima delle 6:30, una quota più che doppia rispetto agli studenti per i quali l'orario di punta al mattino si concentra attorno alle 7:30. Le donne occupate escono invece più tardi, sia rispetto agli studenti sia agli occupati maschi: la metà entro le 7:30 (il 52,3%), oltre il 40% tra le 8:00 e le 9:30.

Tale dato di concentrazione della mobilità nelle fasce orarie di punta, particolarmente critico nelle aree metropolitane ad alta urbanizzazione, è confermato anche dallo studio INAIL, che fornisce i profili giornalieri di mobilità nelle principali città italiane, ottenuti sulla base dell'elaborazione dei dati di telefonia mobile (Figura 3).

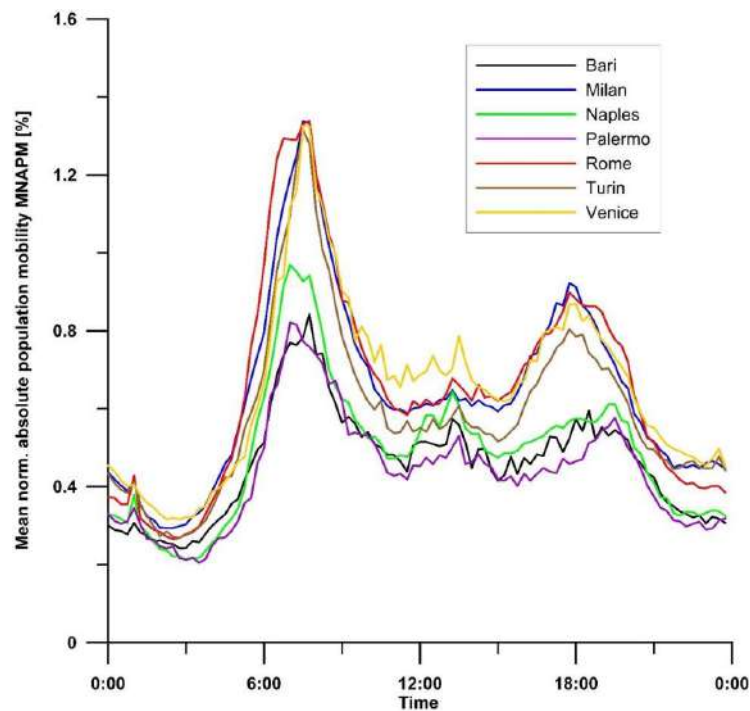


Figura 3 – Profili giornalieri percentuali di mobilità nei giorni lavorativi per le principali città metropolitane italiane

Emerge infatti che i picchi principali di mobilità durante le giornate lavorative si registrano tra le 07:20 e le 7:40 circa del mattino e tra le 18:00 e le 19:00 circa del pomeriggio come riportato in Tabella 6.

Tabella 6 – Principali parametri dei fenomeni di mobilità

Città	Mattino		Pomeriggio	
	Picco di mobilità	Durata del picco	Picco di mobilità	Durata del picco
Roma	07:21	03:14	18:22	03:56
Milano	07:29	03:20	18:03	03:35
Torino	07:30	02:38	18:04	03:30
Venezia	07:42	02:41	18:11	03:52
Napoli	07:22	02:51	18:46	03:51
Bari	07:32	03:25	18:39	04:18
Palermo	07:27	03:03	19:14	02:58

Inoltre, i contributi principali alla mobilità in termini di numero di lavoratori sono riferibili, in ordine decrescente, ai settori Informazione e Comunicazione, Trasporto e Magazzinaggio, Attività ricreative, artistiche e sportive, Attività manifatturiere e Amministrazione Pubblica. Seguono il Commercio all'ingrosso e al dettaglio e le Attività scientifiche, tecniche e professionali (Gariazzo et al, 2018; 2019).

La metro come mezzo di trasporto, a causa delle particolari regole organizzative di cui necessita per la limitazione degli accessi, offre scenari di maggiore complessità e merita, pertanto, una trattazione specifica. Sulla base delle elaborazioni di dati ISTAT, si illustrano nella Tab. 7 le consistenze numeriche dei lavoratori che si sposterebbero se fossero riattivati completamente i settori Manifatturiero, delle Costruzioni e del Commercio nelle maggiori aree metropolitane.

Tab. 7 – Numero di occupati che si recherebbero a lavoro con la metro in seguito alla riapertura dei settori Manifatturiero, Costruzioni e Commercio.

	Manifatturiero	Costruzioni	Commercio	Totale
Milano	5971	3866	16594	26431
Roma	1603	2168	6616	10387
Napoli	1174	565	2420	4159
Torino	1444	352	1107	2903

In conclusione:

- Dai dati emerge che i tre settori principali del Manifatturiero, delle Costruzioni e del Commercio mobilitano complessivamente circa 700.000 lavoratori potenziali utenti di mezzi pubblici di trasporto collettivo. Va tuttavia considerato che eventuali misure a tutela dei lavoratori vulnerabili rispetto al rischio di infezione da SARS-COV-2 (over 55 e /o portatori di patologie cronico degenerative) potrebbero ridurre tale numero di almeno il 20%.
- Emerge una criticità soprattutto per le grandi aree metropolitane relativa alla mobilità concentrata principalmente nelle ore di punta del mattino e del pomeriggio.
- Va evidenziata una variabile di difficile caratterizzazione e quantificazione, relativa alla mobilitazione di terzi connessa con l'apertura delle attività commerciali soprattutto nelle grandi aree metropolitane che potrebbe sovrapporsi con i flussi della mobilità lavorativa.

Misure contenitive, organizzative e di prevenzione adottate nel trasporto pubblico in ambito internazionale e in Italia

Nell'attuale contesto di pandemia da SARS-COV-2 che sta coinvolgendo la maggior parte dei paesi su scala globale, il tema delle misure organizzative e di prevenzione per il contenimento della diffusione del contagio sui mezzi di trasporto pubblico collettivi è stato considerato di primaria importanza con emanazione di indicazioni prescrittive e/o raccomandazioni che vengono sinteticamente rappresentate nella tabella seguente:

	MISURE
AMERICA DEL NORD	
New York (USA)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure per le stazioni e fermate</p> <ul style="list-style-type: none"> • Non si effettuano più pagamenti in contanti presso le biglietterie all'interno di stazioni ferroviarie e metro. Bisogna utilizzare solo i distributori di biglietti • Non è più previsto il pagamento in contanti sui treni. Si devono utilizzare soltanto i distributori di biglietti <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari <p>Misure di sanificazione e protezione individuale</p> <ul style="list-style-type: none"> • Treni e autobus vengono normalmente puliti ogni giorno e disinfettati. Le stazioni e le superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli) sono disinfettate due volte al giorno
Chicago (USA)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure per le stazioni e fermate</p> <ul style="list-style-type: none"> • Schermi digitali in tutto le stazioni ferroviarie per informare i viaggiatori <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • I viaggiatori salgono e scendono dagli autobus tramite le porte posteriori. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore. • Delimitare i posti in prossimità del conducente autobus • Mantenere almeno una fila di posti vuoti tra i viaggiatori • I dispositivi di lettura/obliteratrici biglietti sono spostati nella parte posteriore degli autobus • Per la gestione dell'affollamento degli autobus, il conducente può decidere di saltare alcune fermate Barriere protettive per il conducente autobus <p>Misure di sanificazione e protezione individuale</p> <ul style="list-style-type: none"> • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno e ricevono pulizie più profonde di notte • Mascherine, guanti e disinfettante per le mani
Los Angeles (USA)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure sui mezzi di trasporto:</p>

	<ul style="list-style-type: none"> • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari • Barriere protettive per il conducente autobus <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Stazioni di igienizzazione e distributori di disinfettanti per le mani nelle principali stazioni e fermate di transito • Treni e autobus vengono normalmente puliti ogni giorno e disinfettati. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.) • È consigliato l'uso di mascherine, anche in stoffa, su treni e autobus
Philadelphia (USA)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Limitare il numero di passeggeri sugli autobus a 20 e sui tram a 25 • Sono sospesi i pagamenti sugli autobus • Tutti gli autobus e i tram hanno pannelli di protezione del conducente • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Distribuzione di maschere chirurgiche, salviette disinfettanti per le mani, flaconi di disinfettante e guanti a tutti i lavoratori che maggiormente interagiscono con i viaggiatori • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Montreal (Canada)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Non si effettuano più pagamenti in contanti presso le biglietterie all'interno della metro <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Lasciare liberi i posti alle spalle del conducente • Gli autisti degli autobus informano la centrale di controllo quando vedono troppe persone a bordo • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari
ASIA	
Singapore	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure per le stazioni e fermate:</p>

	<ul style="list-style-type: none"> • Scanner termici prima dell'ingresso nelle stazioni metro e ferroviarie • Separazione dei percorsi di entrata e uscita dalle stazioni. • Tutti i treni e le stazioni ferroviarie, nonché gli interscambi sono progressivamente contrassegnati con adesivi di distanza di sicurezza <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Sulle vetture della metropolitana sono marcati con un contrassegno i posti a sedere che possono essere occupati (uno sì e uno no) e i posti che devono occupare le persone in piedi. • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Coloro che hanno bisogno di viaggiare per motivi essenziali dovrebbero indossare una mascherina • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Cina	<p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Area di disinfezione self-service e area di misurazione della temperatura corporea (metropolitana di Wuhan) • Telecamere per fermare i passeggeri senza mascherina prima di entrare nelle stazioni metro (metro di Pechino) <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Sulle vetture della metropolitana sono marcati con un contrassegno i posti a sedere che possono essere occupati • Si sale a bordo degli autobus attraverso la porta sul retro. Coloro che hanno bisogno della rampa (es. disabili) possono salire dalla porta anteriore e utilizzare i posti prioritari <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Coloro che hanno bisogno di viaggiare per motivi essenziali dovrebbero indossare una mascherina • Robot per disinfettare treni e stazioni della metropolitana (Hong Kong) • Utilizzo di luce ultravioletta per disinfettare autobus e vagoni del treno (Shanghai) • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Giappone	<p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Poster in lingue diverse e display nelle stazioni per incoraggiare buone pratiche igieniche <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Coloro che hanno bisogno di viaggiare per motivi essenziali dovrebbero indossare una mascherina • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Corea del sud	<p>Misure di sanificazione e protezione individuale:</p>

	<ul style="list-style-type: none"> • Metro, treni e autobus vengono normalmente puliti ogni giorno e disinfettati. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli)
EUROPA	
Barcellona (Spagna)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Richiesta di evitare assembramenti con comunicazioni ripetute agli altoparlanti <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Mantenere distanza sicurezza su piattaforme e scale mobili all'interno delle metro • Mantenere la distanza di sicurezza alle fermate degli autobus, lasciando spazio sufficiente per consentire la discesa dei passeggeri • No pagamento contanti • Uso di mascherine in stazione, fermata e mezzi (distribuzione gratuita in alcune stazioni e in alcuni giorni) • Consigliato uso guanti <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Nelle carrozze della metro sedersi a posti alterni e lasciare liberi i corridoi centrali • Ridurre la capacità di capienza massima di passeggeri negli autobus (23 persone su autobus standard) • Sedere solo a posti alterni negli autobus e non salire se l'autobus è pieno <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Madrid (Spagna)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Invito a mantener distanza di sicurezza con comunicazioni agli altoparlanti ogni 10 minuti <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Tornelli aperti per evitare il formarsi di file • Divieto pagamento contanti, distanza sicurezza nelle file per acquisto biglietti <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Capienza massima passeggeri degli autobus ridotta al 25% <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Uso di mascherine in stazione, fermata e mezzi • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Londra (UK)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Utilizzare la metro solo per importanti motivi di lavoro oppure per visite mediche urgenti <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Riduzione dei controlli dei biglietti sui treni

	<ul style="list-style-type: none"> • Barriere protettive per il conducente autobus • Lasciare liberi i posti alle spalle del conducente • Salita solo dalla porta centrale a partire dal 20/04/2020 <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Parigi (Francia)	<p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Sospensione della vendita di biglietti a bordo degli autobus • Distanza di sicurezza a bordo degli autobus (1 metro tra ogni persona) • Divieto di salire e scendere dalla porta anteriore, a meno che non si mantenga una distanza di almeno 1 metro tra conducente e passeggeri <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Distribuzione di un kit di prevenzione contenete salviette disinfettanti a base di soluzione idroalcolica, un paio di guanti e una busta separata per lo smaltimento degli articoli dopo l'uso e un manuale informativo • I vagoni di treni e metro, gli autobus e le stazioni vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente utilizzo (corrimano, distributori di biglietti, tornelli, ecc.)
Berlino (Germania)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Acquisto dei biglietti informatizzato tramite app e sito web <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Acquisto dei biglietti solo presso i distributori automatici <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Distanziamento di 1,5 m tra i passeggeri • Delimitare la zona conducente con nastro • Blocco della porta anteriore degli autobus
Vienna (Austria)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Incremento delle corse • Acquisto dei biglietti informatizzato tramite app e sito web <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Acquisto dei biglietti solo presso i distributori automatici • Messaggi informativi su display alle stazioni e sui mezzi <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Distanziamento di 1 metro tra i passeggeri • Delimitare la zona conducente con nastro • Blocco della porta anteriore degli autobus

	<p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Disinfettante distribuito nelle sale di attesa delle stazioni
Budapest (Ungheria)	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Aumentare il trasporto in bici • Acquisto dei biglietti informatizzato tramite app e sito web <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Sospese le vendite di biglietti sul mezzo • Delimitare la zona conducente con nastro • Blocco della porta anteriore degli autobus
Praga (Repubblica Ceca)	<p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Delimitare la zona conducente con nastro • Blocco della porta anteriore degli autobus <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Disinfettante sugli autobus e agli accessi delle stazioni metropolitane, scale mobili e ascensori
AUSTRALIA	
New South Wales	<p>Misure di carattere generale:</p> <ul style="list-style-type: none"> • Annunci frequenti nelle stazioni richiamando le misure di distanziamento sociale • Chiusura dei depositi bagagli nelle grandi stazioni • Posizionamento di dispenser per sanificazione delle mani nelle grandi stazioni • Sistema di prenotazione posti su treni regionali e pullman per garantire il rispetto del distanziamento a bordo dei mezzi <p>Misure per le stazioni e fermate:</p> <ul style="list-style-type: none"> • Divieto di pagamento in contanti; utilizzo di abbonamenti o pagamento mediante carte contact-less <p>Misure sui mezzi di trasporto:</p> <ul style="list-style-type: none"> • Sugli autobus: invito al mantenimento della distanza di sicurezza; divieto di utilizzare le obliterate nella parte anteriore del mezzo; divieto di sedersi o sostare nella zona limitrofa al conducente; apertura automatica delle porte • Sui treni: prenotazione posti; riduzione dei servizi di catering (solo cibi preconfezionati, bicchieri e tazze monouso, pagamento solo mediante carte contact-less) <p>Misure di sanificazione e protezione individuale:</p> <ul style="list-style-type: none"> • Lavaggio o sanificazione delle mani prima di salire e appena scesi • I vagoni di treni e metro, e autobus vengono pulite e disinfettate ogni giorno. Particolare attenzione alle superfici di contatto di frequente (maniglie, supporti e obliterate)
AFRICA	
Sud Africa	<p>Misure di carattere generale:</p>

- Misure valide su tutti i mezzi indistintamente
- Posizionamento diffuso di dispenser per sanificazione delle mani
- Sospensione del trasporto pubblico di lunga percorrenza
- Uso degli autobus riservato ai lavoratori impiegati nei servizi essenziali dalle 05:00 alle 09:00 e dalle 16:00 alle 20:00

Misure per le stazioni e fermate:

- Comunicazione delle misure igieniche e di distanziamento attraverso materiale informativo da distribuire nelle stazioni

Misure sui mezzi di trasporto:

- Limitazione della capienza al 30% / 50% del totale (a seconda delle dimensioni complessive del mezzo)

Misure di sanificazione e protezione individuale:

- Conducenti e controllori devono indossare le mascherine.
- I mezzi di trasporto devono essere puliti e disinfettati ad ogni capolinea con particolare attenzione alle superfici di contatto frequente (finestrini, maniglie, corrimano e altri supporti)

Il “Protocollo di regolamentazione per il contenimento della diffusione del COVID-19 nel settore del trasporto e della logistica” del 20/03/2020 del Ministero delle Infrastrutture e dei Trasporti - per i cui dettagli si rimanda al link <http://www.mit.gov.it/sites/default/files/media/notizia/2020-03/Linee%20Guida%20trasporti%20e%20logistica.pdf> – ha generato l’adozione di un sistema di implementazione di misure ampiamente sviluppato nel sistema dei trasporti ferroviari ed in una certa misura nel sistema dei trasporti pubblici locale stradale.

Specifiche misure analitiche hanno riguardato anche il trasporto aereo e marittimo non oggetto della presente trattazione.

Proposta di misure di sistema, organizzative e di prevenzione per il contrasto dell'epidemia da SARS-COV-2 nell'utilizzo del trasporto pubblico collettivo terrestre in fase 2, nell'ottica della ripresa del pendolarismo

Misure di sistema

È necessario attuare ogni misura per ridurre i picchi di utilizzo del trasporto pubblico collettivo, particolarmente nell'ottica della ripresa del pendolarismo nelle aree metropolitane ad alta urbanizzazione, con l'obiettivo di cambiare il concetto di ora di punta nella mobilità cittadina. Per raggiungere tale obiettivo, è indispensabile l'attuazione di misure sinergiche che coinvolgono le istituzioni, le autorità di controllo dei trasporti e i singoli gestori dei servizi di mobilità e il mondo produttivo.

L'articolazione dell'orario di lavoro differenziato con ampie finestre di inizio e fine di attività lavorativa è importante per modulare la mobilità dei lavoratori e prevenire conseguentemente i rischi di aggregazione connesse alla mobilità dei cittadini.

Anche la differenziazione e il prolungamento degli orari di apertura degli esercizi commerciali sono, altresì, un utile possibile approccio preventivo.

I gestori dei servizi di trasporto pubblico devono adottare misure organizzative, di prevenzione e protezione e comunicative per garantire la tutela della salute e della sicurezza degli operatori dei servizi stessi e degli utenti.

Vanno incoraggiate forme alternative di mobilità sostenibile. Alcune soluzioni adottate nel corso della attuale emergenza sanitaria globale in ambito internazionale per promuovere l'accessibilità anche ad uso gratuito o con tariffe agevolate per il periodo emergenziale di *e-bike* e *bike sharing* sono un esempio in tal senso.

L'innovazione tecnologica può offrire importanti strumenti di *mobility management*

La responsabilità individuale di tutti gli utenti dei servizi di trasporto pubblico rimane un punto essenziale per garantire il distanziamento sociale, misure igieniche nonché prevenire comportamenti che possono aumentare il rischio di contagio.

Una chiara e semplice comunicazione è un punto essenziale per comunicare le essenziali regole comportamentali nell'utilizzo dei mezzi di trasporto.

Raccomandazioni per la gestione del trasporto ferroviario

Misure di igienizzazione, disinfezione e sanificazione

- Vanno assicurate attività di igienizzazione e disinfezione su base quotidiana e sanificazione periodica degli spazi comuni delle stazioni e dei treni.
- Nelle stazioni e a bordo dei treni vanno installati dispenser di facile accessibilità per permettere l'igiene delle mani frequente; dispenser di soluzione idroalcolica vanno installate in prossimità di pulsantiere, ad es. in presenza di biglietteria elettronica

Misure organizzative

- Introdurre un criterio di prenotazione dei posti a bordo che garantisca il rispetto delle distanze di sicurezza di almeno un metro anche tramite assegnazione di posti alternati.

- Gestione dell'accesso alle stazioni ferroviarie prevedendo, ove possibile, una netta separazione delle porte di entrata e di uscita, in modo da evitare flussi di utenti che si incontrano
- Nei grandi hub ferroviari è raccomandabile prevedere ai gate misure per il controllo della temperatura corporea prevedendo misure di gestione di passeggeri o operatori che superano i 37,5° C
- Prevedere percorsi a senso unico all'interno delle stazioni e nei corridoi fino ai binari, in modo da mantenere separati i flussi di utenti in entrata e uscita
- Regolamentare l'utilizzo di scale e tappeti mobili garantendo sempre un adeguato distanziamento
- Richiamare le regole di distanziamento sociale sulle piattaforme invitando gli utenti a mantenere la distanza di almeno un metro.
- L'utilizzo di sale di attesa va limitato e comunque assicurando adeguato distanziamento
- Prevedere salita e discesa separate in ogni carrozza. Ove ciò non sia possibile, pensare sistemi di regolamentazione di salita e discesa in modo da evitare assembramenti in corrispondenza delle porte.
- È necessario sospendere i servizi di ristorazione a bordo (welcome drink, bar, ristorante e servizi al posto)

Misure di prevenzione e protezione

- Per gli addetti in stazione e a bordo dei treni: uso di mascherine chirurgiche e guanti.
- Per i conducenti: nessuna misura specifica se opera da solo in cabina isolata; uso di mascherina per i conducenti multipli

Raccomandazioni per la gestione del trasporto locale

A) Autobus urbani ed extraurbani e tram

Misure di igienizzazione, disinfezione e sanificazione

- Vanno assicurate attività di igienizzazione e disinfezione dei mezzi su base quotidiana e sanificazione periodica dei veicoli.
- Prevedere l'installazione, ove possibile, di dispenser di soluzione idroalcolica per l'igiene delle mani; dispenser di soluzione idroalcolica vanno installate in prossimità di pulsantiere, ad es. in presenza di biglietteria elettronica

Misure organizzative

- L'acquisto dei biglietti deve essere previsto con modalità automatizzate o dematerializzate possibilmente prevedendo biglietteria elettronica.
- Le porte di accesso vanno differenziate ove possibile per salita e discesa e comunque garantito il distanziamento fra gli utenti
- Al fine di tutelare l'autista va inibito ove possibile l'uso della porta anteriore e previste barriere o misure di delimitazione della distanza fra la postazione di guida e l'area di utilizzo dei passeggeri
- L'apertura porte deve essere automatizzata.

- L'uso dei posti a sedere va disciplinato garantendo il distanziamento anche con l'utilizzo di chiara segnaletica.
- La capienza massima deve essere limitata con ogni misura organizzativa e informativa per evitare rischi di assembramento o impossibilità di mantenere il distanziamento.

Misure di prevenzione e protezione

- Per il conducente: uso di mascherine
- Per altro personale di controllo e/o servizio: uso di mascherine e guanti

B) Metropolitane

Misure di igienizzazione, disinfezione e sanificazione

- Vanno assicurate attività di igienizzazione e disinfezione su base quotidiana e sanificazione periodica degli spazi comuni delle stazioni e dei treni.
- Prevedere l'installazione, ove possibile, di dispenser di soluzione idroalcolica per l'igiene delle mani; dispenser di soluzione idroalcolica vanno installate in prossimità di pulsantiere, ad es. in presenza di biglietteria elettronica

Misure organizzative

- L'acquisto dei biglietti deve essere previsto con modalità automatizzate o dematerializzate possibilmente prevedendo biglietteria elettronica.
- Gestione dell'accesso alle stazioni prevedendo, ove possibile, una netta separazione delle porte di entrata e di uscita, in modo da evitare flussi di utenti che si incontrano
- Prevedere percorsi a senso unico all'interno delle stazioni e nei corridoi fino ai binari, in modo da mantenere separati i flussi di utenti in entrata e uscita
- Regolamentare l'utilizzo di scale e tappeti mobili garantendo sempre un adeguato distanziamento
- Richiamare le regole di distanziamento sociale sulle banchine invitando gli utenti a mantenere la distanza di almeno un metro.
- Le porte di accesso vanno differenziate ove possibile per salita e discesa e comunque garantito il distanziamento fra gli utenti
- L'apertura porte deve essere automatizzata.
- L'uso dei posti a sedere va disciplinato garantendo il distanziamento anche con l'utilizzo di chiara segnaletica.
- La capienza massima deve essere limitata con ogni misura organizzativa e informativa per evitare rischi di assembramento o impossibilità di mantenere il distanziamento.

Misure di prevenzione e protezione

- Per gli addetti in stazione: uso di mascherine e guanti ove non operino in box fisicamente separati.
- Per i conducenti: nessuna misura specifica se opera da solo in cabina isolata; uso di mascherina per i conducenti multipli

Misure di informazione, formazione e comunicazione

- Per tutte le misure sopra menzionate, va garantita una adeguata informazione e formazione al personale addetto e deve essere prevista una comunicazione chiara ed efficace all'utenza, facilmente accessibile e comprensibile anche tramite specifiche campagne comunicative.

Proposta di decalogo per gli utenti del trasporto pubblico terrestre

1. Non usare il trasporto pubblico se hai sintomi di infezioni respiratorie acute (febbre, tosse, raffreddore)
2. Utilizza i mezzi di trasporto pubblico collettivo nei casi necessari, ad esempio per recarti al lavoro
3. Prediligi forme alternative di spostamento ove possibile, come camminare o andare in bicicletta
4. Acquista, ove possibile, i biglietti in formato elettronico, online o tramite app
5. Durante tutta la tua esperienza di viaggio igienizza frequentemente le mani, anche utilizzando gli appositi dispenser ed evita di toccarti il viso
6. Segui la segnaletica e i percorsi indicati all'interno delle stazioni o alle fermate mantenendo sempre la distanza di almeno un metro dalle altre persone
7. Utilizza correttamente le porte dei mezzi indicate per la salita e la discesa, rispettando sempre la distanza di sicurezza
8. Siediti solo nei posti consentiti mantenendo il distanziamento dagli altri occupanti
9. Evita di avvicinarti o di chiedere informazioni al conducente
10. È necessario indossare una mascherina, anche di stoffa, per la protezione del naso e della bocca

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 57 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 22 aprile 2020

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Istanza del Ministro dell'Università e della Ricerca sulla riorganizzazione delle attività didattiche "in presenza"

Il CTS ha riscontrato nella seduta del 16/04/2020 la richiesta pervenuta dal Ministro dell'Università e della Ricerca per il tramite del Ministro della Salute sulla necessità di pianificare una strategia unitaria di progressiva riorganizzazione delle attività "in presenza" degli Atenei, compatibile con le condizioni di sicurezza sanitaria da attuare quando sarà terminata la c.d. fase di lockdown.

Il CTS discute ampiamente l'argomento distinguendo le diverse tipologie di attività didattiche da considerare e analizzare: lezioni frontali, attività di laboratorio, tirocini e sessioni di esami (di profitto e di ammissione).

Il distanziamento fisico e sociale tra persone unitamente alle misure igieniche personali (lavaggio delle mani e comportamenti adeguati alla situazione epidemica, utilizzo delle mascherine quando raccomandato, ecc.) e ambientali, sono elementi cardine per ridurre la circolazione del virus SARS-CoV-2 nella popolazione.

Le attività in ambito universitario non fanno eccezione e le valutazioni rispetto al rischio di esposizione e di trasmissione devono tener conto di elementi come la Prossimità (le caratteristiche intrinseche di svolgimento delle attività che non permettono un sufficiente distanziamento sociale) e della Aggregazione (la tipologia di attività che prevede il contatto con altri soggetti oltre ai lavoratori e assimilati (studenti e tirocinanti)) in relazione alle molteplici attività che costituiscono l'articolazione delle attività degli atenei.

Le attività debbono poi essere considerate come un insieme che include tutte le fasi connesse alle stesse (es. i trasporti, la ristorazione, ecc.), così che in tutte queste fasi debbano venir garantiti il distanziamento sociale e fisico e le norme igieniche personali ed ambientali.

A tale proposito si rimanda agli appositi documenti su:



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- Documento tecnico sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione, di cui al paragrafo precedente;
- Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive di fase 2 in relazione al trasporto pubblico collettivo terrestre nel contesto dell'emergenza da SARS-CoV-2, di cui al verbale CTS n. 55 del 18/04/2020.

Una puntuale valutazione del rischio richiede l'adozione di tutte le misure a tutela dei lavoratori, tra i quali, ex art. 2 del D.lgs 81/08, sono compresi "l'allievo degli istituti di istruzione ed universitari e il partecipante ai corsi di formazione professionale nei quali si faccia uso di laboratori, attrezzature di lavoro in genere". Considerando la eterogeneità delle attività accademiche in relazione alle diverse esigenze di didattica, ricerca e terza missione, si propongono le seguenti indicazioni:

1. Coerentemente con l'evoluzione epidemiologica è raccomandata la promozione delle attività a distanza per tutti i casi dove è possibile;
2. Per il personale dipendente laddove necessiti la presenza fisica, il medico competente valuta le condizioni di rischio individuali ed organizzative e, in funzione di queste, consente o meno la presenza fisica anche tenendo conto delle misure di prevenzione e mitigazione del rischio;
3. Tutte le attività che prevedono assembramenti di persone (ad esempio lezioni frontali) in questa fase vanno evitate ricorrendo, in tutti i casi possibili, alla didattica a distanza. Nel caso di esami fatti in presenza vanno adottate tutte le misure per garantire il distanziamento, utilizzando aule di dimensioni adeguate;
4. Attività di laboratorio sperimentale e/o didattico (esercitazioni, attività di ricerca, ecc.), utilizzo biblioteche e tirocini possono essere considerate purché esista un'organizzazione degli spazi e del lavoro che riduca al massimo il rischio di prossimità e aggregazione e vengano adottate misure organizzative di prevenzione e protezione contestualizzate al settore universitario e di ricerca di cui al sopra menzionato documento tecnico sulle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro;



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5. Le attività di selezione di candidati come gli esami di ammissione per corsi a numero programmato (corsi di laurea, scuole di specializzazione, ecc.) debbono essere svolte, laddove non sia possibile il ricorso a modalità a distanza, adottando misure che garantiscano il distanziamento fisico e l'adozione di mascherine in tutte le fasi della prova.

Con queste premesse, si ritiene che laddove si preveda lo svolgimento di attività tali da garantire un rischio contenuto rispetto a di proporre le seguenti indicazioni:

1. Mantenimento in tutte le attività e le loro fasi del distanziamento interpersonale;
2. Garanzia di pulizia ed igiene ambientale con frequenza almeno 2 volte giorno e previsione di sanificazione degli ambienti nei casi necessari in funzione dell'orario di attività;
3. Garanzia di adeguata aereazione naturale e ricambio d'aria (vedi anche rapporto ISS COVID -19 n.5/2020)
4. Ampia disponibilità e accessibilità a sistemi per la disinfezione delle mani;
5. Utilizzo mascherine nei luoghi confinati e, comunque, in tutte le possibili fasi laddove non sia possibile garantire il distanziamento;
6. Accessi regolamentati e scaglionati:
 - a. Evitando affollamenti anche attraverso ampliamento delle fasce orarie;
 - b. Regolamentazione degli accessi anche in funzione degli spazi disponibili differenziando quando possibile i percorsi di entrata e di uscita;
7. Informazione diffusa per garantire il distanziamento fuori e dentro i locali.

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Stralcio Verbale n. 59 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 24 e 25 aprile 2020.

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- “Valutazione circa la possibilità di riaprire, contestualmente alla riapertura dei luoghi di lavoro, anche nidi, micronidi, sezioni primavera, servizi integrativi e scuole dell’infanzia, seppure con l’osservanza di protocolli di sicurezza *ad hoc*, idonei a contenere il rischio di contagio” (Istanza del Ministro per le Pari Opportunità e la Famiglia):
 - In tutti gli studi di previsione di rischio nel contenimento della diffusione da SARS-CoV-2, la scuola rappresenta uno degli ambiti a maggiore fattore di rischio. La riapertura di nidi, micronidi, sezioni primavera, servizi integrativi e scuole dell’infanzia costituisce, al momento, un rischio elevato per la popolazione. Al momento non risulta possibile prendere in considerazione la tematica sulla riapertura.

- “Riapertura delle attività educative non scolastiche né formali (centri estivi per bambini e ragazzi e altre attività assimilabili)” (Istanza del Ministro per le Pari Opportunità e la Famiglia):
 - Per la tipologia delle attività proposte e per il rischio elevato a cui sarebbe esposta la popolazione, il CTS, alla luce dei dati epidemiologici ad oggi disponibili, non ritiene possibile prendere in considerazione la riattivazione delle attività educative non scolastiche.



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- “Svolgimento dell’esame orale di maturità in presenza” (Istanza del Ministro dell’Istruzione):
 - Il CTS esprime parere favorevole allo svolgimento degli esami di maturità conclusivi del secondo ciclo di istruzione come esame orale in presenza con la modalità in “unico colloquio” purché sia possibile garantire, in idonei ambienti, il distanziamento fisico tra tutti gli attori (membri della commissione, studente), siano rispettate le misure necessarie alla tutela della salute di docenti, studenti, personale di supporto amministrativo, nonché relativamente alla sanificazione degli ambienti e alla tipologia di pulizia facendo riferimento alle figure dell’ambito della prevenzione del rischio, come previsto dal D.lgs 81/08, e dalla circolare del Ministero della Salute n. 5543 del 22/02/2020.

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Stralcio Verbale n. 73 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 14 maggio 2020

-omissis-

AUDIZIONE DEL SIG. MINISTRO PER LE PARI OPPORTUNITÀ E LA FAMIGLIA

Il CTS, al fine di acquisire informazioni sull'impatto globale dell'epidemia da SARS-CoV-2 sulle tematiche di competenza, con lo scopo di dare risposte coerenti con il principio di massima precauzione per le azioni di contenimento del contagio, procede all'audizione del Ministro per le Pari Opportunità e la Famiglia, con lo scopo di analizzare compiutamente la complessa tematica dell'attuazione delle politiche in favore della famiglia sulla base delle raccomandazioni tecniche e sanitarie che il CTS ha diffuso nel corso della contingenza pandemica.

Il Sig. Ministro rappresenta al CTS alcune priorità e condivide la necessità di affrontare la tematica della graduale riapertura dei luoghi deputati alle attività e dei servizi ludico-ricreativi ed educativi attraverso il documento "Linee di orientamento e proposte per la gestione in sicurezza di opportunità organizzate di socialità e gioco per bambini e ragazzi nella fase 2 di emergenza Covid-19" (allegato).

Il CTS, a margine dell'audizione e dall'analisi del documento medesimo, ha formulato alcune osservazioni ed elementi di attenzione che di seguito si riportano.

Il Comitato Tecnico Scientifico, in linea generale, condivide la proposta di "Riapertura regolamentata di parchi e giardini pubblici per la loro possibile frequentazione da parte di bambini anche di età inferiore ai tre anni e ragazzi con genitori o adulti familiari", nonché le "Attività organizzate per bambini di età superiore ai tre anni e ragazzi, con la presenza di operatori addetti alla loro conduzione, nel contesto di parchi e giardini o luoghi similari (fattorie didattiche, etc.)".



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A riguardo, il CTS rileva che:

- sulla proposta di utilizzo del Termoscanner non si ritiene necessario il controllo degli accessi attraverso l'utilizzo di tali dispositivi come peraltro già è previsto in altri contesti di comunità (vedi l'accesso ad università, chiese, scuole, etc);
- in merito alla sanificazione periodica degli arredi e delle attrezzature a intervalli non superiori a sei ore, non si ritiene necessario indicare un intervallo di tempo orario e comunque non è suggerita la "disinfezione" degli arredi e attrezzature con prodotti ad elevato impatto ambientale, ma una "pulizia approfondita" frequente delle superfici più toccate (almeno giornaliera) con detergente neutro. I servizi igienici richiedono di essere oggetto di "pulizia" dopo ogni volta che sono stati utilizzati e di "disinfezione" almeno giornaliera con soluzioni a base di ipoclorito di sodio allo 0,1% di cloro attivo o altri prodotti virucidi autorizzati seguendo le istruzioni per l'uso fornite dal produttore;
- in merito allo standard per il rapporto fra bambini/ragazzi accolti e spazio disponibile, il fatto che tutte le attività si svolgono all'aperto rappresenta certamente una opportunità privilegiata. Tuttavia, al fine di garantire il rispetto dei criteri di distanziamento, dovrà comunque essere individuato un numero di bambini/ragazzi in funzione dell'ampiezza dello spazio a disposizione e in relazione al rapporto numerico fra personale e bambini/ragazzi per fasce di età; le valutazioni del numero sostenibile potrà anche essere correlato ad un dato storico qualora disponibile;
- relativamente ai criteri di selezione del personale e formazione degli operatori, si ritiene che la verifica dei requisiti di formazione e le competenze specifiche per l'incarico da svolgere siano il criterio di selezione fondamentale e imprescindibile. Il criterio di selezione sulla base dell'età del personale rispetto al rischio non è stato mai raccomandato dal CTS e non appare altresì coerente con il "Protocollo



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condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro” stipulato tra Governo e Parti sociali il 14/03/2020 ed emendato il 24/04/2020.

Nelle attuali condizioni epidemiologiche si rappresentano, invece, elementi di perplessità sulla “Riattivazione dei servizi educativi per la fascia 0-6 e progetti di attività ludico-ricreative – “centri estivi” – per bambini e ragazzi utilizzando le potenzialità di accoglienza dei servizi educativi per l’infanzia e delle scuole o altri ambienti simili (ludoteche, centri per famiglie, oratori, etc.)”, laddove non sia puntualmente garantito un adeguato distanziamento sociale sia per tipologia di spazi che per le difficoltà di gestione dell’utenza infantile per tempi prolungati.

Al riguardo, è opportuno sottolineare che le decisioni su questo aspetto dovranno essere analizzate e modulate in base all’evoluzione della dinamica epidemiologica (con riferimento ai dati ISS) e in coerenza con le misure contenitive messe in atto per la scuola.

MODALITÀ DI EFFETTUAZIONE DEGLI ESAMI DI STATO E RIPRESA DELLE ATTIVITÀ DIDATTICHE DEL PROSSIMO ANNO SCOLASTICO

Il CTS, dopo ampia condivisione, approva le modalità relative alle misure di riduzione del contagio del SARS-CoV-2 nell’ambito del settore scolastico per lo svolgimento degli esami di stato nella scuola secondaria di secondo grado.

Il periodo di emergenza sanitaria connessa alla pandemia da SARS-CoV-2 ha portato alla necessità di adottare importanti azioni contenitive che hanno richiesto la sospensione temporanea di numerose attività.

Tra i primi interventi adottati, con il Decreto del presidente del Consiglio dei Ministri del 04 marzo 2020 “Ulteriori disposizioni attuative del decreto-legge 23 febbraio



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2020, n. 6, recante misure urgenti in materia di contenimento e gestione dell'emergenza epidemiologica da COVID-19, applicabili sull'intero territorio nazionale. (20A01475)", sono stati sospesi i servizi educativi per l'infanzia di cui all'articolo 2 del decreto legislativo 13 aprile 2017, n. 65, e le attività didattiche nelle scuole di ogni ordine e grado, nonché la frequenza delle attività scolastiche e di formazione superiore [...], ferma in ogni caso la possibilità di svolgimento di attività formative a distanza.

L'urgenza di tale decisione risiedeva nell'esigenza di favorire un immediato distanziamento fisico tra persone, quale elemento cardine per contrastare la circolazione del virus SARS-CoV-2 nella popolazione, in considerazione delle caratteristiche intrinseche di prossimità e aggregazione delle attività di apprendimento in ambito scolastico. È stato altresì considerato l'impatto che la mobilità per l'espletamento delle attività scolastiche ha complessivamente sulla mobilità della popolazione generale.

Dal 23 marzo 2020 il sistema di sorveglianza integrato COVID-19 coordinato dall'Istituto Superiore di Sanità (ISS) ha iniziato a registrare dapprima una stabilizzazione ed in seguito una diminuzione dei nuovi casi di COVID-19 diagnosticati. Questo dato è coerente con quanto registrato dal sistema di sorveglianza aggregato coordinato dal Ministero della Salute e dalla Protezione Civile.

Al fine di garantire l'effettuazione dell'esame di Stato, che interesserà complessivamente circa 500.000 studenti, si propone il presente documento tecnico con l'obiettivo di fornire elementi informativi e indicazioni operative per la tutela della salute e della sicurezza sia degli studenti che del personale scolastico (docente e non docente, ATA, assistenti tecnici amministrativi, presidenti di commissione e eventuali dirigenti tecnici in vigilanza e testimoni) nel contesto dell'espletamento dell'esame di stato.



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Il CTS approva il documento con le proposte che seguono relative all'adozione di misure di sistema, organizzative, di prevenzione e protezione, nonché semplici regole per l'utenza per lo svolgimento dell'esame di stato in sicurezza rispetto all'attuale situazione epidemiologica ed alle conoscenze scientifiche maturate al 13 maggio 2020.

Per assicurare la corretta esecuzione degli esami di stato programmati per il corrente anno scolastico ed al fine di fornire una pronta risposta alle eventuali istanze di carattere tecnico-sanitario provenienti dai dirigenti dei plessi scolastici durante lo svolgimento delle prove di esame orale, una delegazione di esperti del CTS sarà distaccato presso il Ministero dell'Istruzione a diretto supporto del Ministro.

Fermi restando i punti imprescindibili sulla rimodulazione delle misure contenitive che riguardano l'impatto sul controllo dell'epidemia, è opportuno sottolineare che le decisioni dovranno essere preventivamente analizzate in base all'evoluzione della dinamica epidemiologica (con riferimento ai dati ISS), anche tenuto conto delle raccomandazioni dell'Organizzazione Mondiale della Sanità che prevedono che il rilascio di misure di contenimento sia progressivo e complessivamente (non per singolo settore) valutato dopo almeno 14 giorni prima di ogni ulteriore allentamento.

Le indicazioni qui fornite non potranno che essere di carattere generale per garantire la coerenza con le misure essenziali al contenimento dell'epidemia, rappresentando essenzialmente un elenco di criteri guida di cui tener conto nelle singole situazioni.

È importante sottolineare che oltre alle misure di prevenzione collettive e individuali messe in atto nel contesto scolastico c'è bisogno anche di una collaborazione attiva di studenti e famiglie che dovranno continuare a mettere in pratica i comportamenti generali previsti per il contrasto alla diffusione dell'epidemia, nel contesto di una



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responsabilità condivisa e collettiva, nella consapevolezza che la possibilità di contagio da SARS CoV-2 rappresenta un rischio ubiquitario per la popolazione.

Il documento tecnico sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione, adottato dal Comitato Tecnico Scientifico (CTS) e pubblicato dall'Inail (Inail 2020), ha definito la classificazione dei livelli di rischio connessi all'emergenza sanitaria per i differenti settori produttivi secondo la classificazione vigente ATECO. Dall'analisi del livello di rischio connesso al settore scolastico, si evidenzia un livello attribuito di rischio integrato medio-basso ed un rischio di aggregazione medio-alto.

L'attuale normativa sull'organizzazione scolastica non prevede norme specifiche sul distanziamento e la specificità del settore necessiterà di approfondimenti dedicati sulla sua applicazione alla riapertura delle scuole per l'anno scolastico 2020/2021 e che troverà diffusa trattazione in un documento dedicato.

Tuttavia, l'esigenza imminente di espletamento dell'esame di stato, limitatamente agli Istituti secondari di secondo grado, necessita la predisposizione di indicazioni per un corretto e sereno svolgimento, in sicurezza, delle procedure.

Le misure organizzative relative alla gestione degli spazi, finalizzati ad un adeguato distanziamento, e alle procedure di igiene individuale delle mani e degli ambienti, costituiscono il focus delle presenti indicazioni.

Misure di sistema

Il Consiglio dei Ministri del 13 maggio 2020 ha stanziato apposite risorse per lo svolgimento in sicurezza degli esami di stato.

Tra le misure di sistema è necessario valutare l'eventuale impatto degli spostamenti correlati all'effettuazione dell'esame di stato sulla motilità. Pertanto, tra le azioni di



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sistema si invita all'organizzazione di un calendario di convocazione scaglionato dei candidati, suggerendo, altresì qualora possibile, l'utilizzo del mezzo proprio.

Misure di pulizia e di igienizzazione

In via preliminare il Dirigente scolastico assicurerà una pulizia approfondita, ad opera dei collaboratori scolastici, dei locali destinati all'effettuazione dell'esame di stato, ivi compresi androne, corridoi, bagni, uffici di segreteria e ogni altro ambiente che si prevede di utilizzare.

Le operazioni di pulizia dovranno essere effettuate quotidianamente secondo le indicazioni dell'ISS previste nel documento dell'8 maggio 2020 nella sezione relativa a "Opzioni di sanificazione tutti i tipi di locali" riportato in allegato 1.

A riguardo si precisa che per sanificazione si intende l'insieme dei procedimenti e operazioni atti ad igienizzare determinati ambienti e mezzi mediante l'attività di pulizia e di disinfezione. La pulizia approfondita con detergente neutro di superfici in locali generali (vale a dire per i locali che non sono stati frequentati da un caso sospetto o confermato di COVID-19) è una misura sufficiente nel contesto scolastico, e non sono richieste ulteriori procedure di disinfezione; nella pulizia approfondita si dovrà porre particolare attenzione alle superfici più toccate quali maniglie e barre delle porte, delle finestre, sedie e braccioli, tavoli/banchi/cattedre, interruttori della luce, corrimano, rubinetti dell'acqua, pulsanti dell'ascensore, distributori automatici di cibi e bevande, ecc.

Alle quotidiane operazioni di pulizia dovranno altresì essere assicurate dai collaboratori scolastici, al termine di ogni sessione di esame (mattutina/pomeridiana), misure specifiche di pulizia delle superfici e degli arredi/materiali scolastici utilizzati nell'espletamento della prova.

È necessario rendere disponibili prodotti igienizzanti (dispenser di soluzione idroalcolica) per i candidati e il personale della scuola, in più punti dell'edificio



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scolastico e, in particolare, per l'accesso al locale destinato allo svolgimento della prova d'esame per permettere l'igiene frequente delle mani.

Misure organizzative

Ciascun componente della commissione convocato per l'espletamento delle procedure per l'esame di stato dovrà dichiarare:

l'assenza di sintomatologia respiratoria o di febbre superiore a 37.5°C nel giorno di avvio delle procedure d'esame e nei tre giorni precedenti;

di non essere stato in quarantena o isolamento domiciliare negli ultimi 14 giorni;

di non essere stato a contatto con persone positive, per quanto di loro conoscenza, negli ultimi 14 giorni.

Nel caso in cui per il componente della commissione sussista una delle condizioni soprariportate, lo stesso dovrà essere sostituito secondo le norme generali vigenti; nel caso in cui la sintomatologia respiratoria o febbrile si manifesti successivamente al conferimento dell'incarico, il commissario non dovrà presentarsi per l'effettuazione dell'esame, comunicando tempestivamente la condizione al Presidente della commissione al fine di avviare le procedure di sostituzione nelle forme previste dall'ordinanza ministeriale ovvero dalle norme generali vigenti.

La convocazione dei candidati, secondo un calendario e una scansione oraria predefinita, è uno strumento organizzativo utile al fine della sostenibilità e della prevenzione di assembramenti di persone in attesa fuori dei locali scolastici, consentendo la presenza per il tempo minimo necessario come specificamente indicato di seguito.

Il calendario di convocazione dovrà essere comunicato preventivamente sul sito della scuola e con mail al candidato tramite registro elettronico con verifica telefonica dell'avvenuta ricezione.



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Il candidato, qualora necessario, potrà richiedere alla scuola il rilascio di un documento che attesti la convocazione e che gli dia, in caso di assembramento, precedenza di accesso ai mezzi pubblici per il giorno dell'esame.

Al fine di evitare ogni possibilità di assembramento il candidato dovrà presentarsi a scuola 15 minuti prima dell'orario di convocazione previsto e dovrà lasciare l'edificio scolastico subito dopo l'espletamento della prova.

Il candidato potrà essere accompagnato da una persona.

All'ingresso della scuola non è necessaria la rilevazione della temperatura corporea.

All'atto della presentazione a scuola il candidato e l'eventuale accompagnatore dovranno produrre un'autodichiarazione (in allegato 2) attestante:

l'assenza di sintomatologia respiratoria o di febbre superiore a 37.5°C nel giorno di espletamento dell'esame e nei tre giorni precedenti;

di non essere stato in quarantena o isolamento domiciliare negli ultimi 14 giorni;

di non essere stato a contatto con persone positive, per quanto di loro conoscenza, negli ultimi 14 giorni.

Nel caso in cui per il candidato sussista una delle condizioni soprariportate, lo stesso non dovrà presentarsi per l'effettuazione dell'esame, producendo tempestivamente la relativa certificazione medica al fine di consentire alla commissione la programmazione di una sessione di recupero nelle forme previste dall'ordinanza ministeriale ovvero dalle norme generali vigenti.

Organizzazione dei locali scolastici e misure di prevenzione per lo svolgimento dell'esame

Sarebbe opportuno, compatibilmente con le caratteristiche strutturali dell'edificio scolastico, prevedere percorsi dedicati di ingresso e di uscita dalla scuola, chiaramente identificati con opportuna segnaletica di "Ingresso" e "Uscita", in modo



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da prevenire il rischio di interferenza tra i flussi in ingresso e in uscita, mantenendo ingressi e uscite aperti.

I locali scolastici destinati allo svolgimento dell'esame di stato dovranno prevedere un ambiente sufficientemente ampio che consenta il distanziamento di seguito specificato, dotato di finestre per favorire il ricambio d'aria; l'assetto di banchi/tavoli e di posti a sedere destinati alla commissione dovrà garantire un distanziamento – anche in considerazione dello spazio di movimento – non inferiore a 2 metri; anche per il candidato dovrà essere assicurato un distanziamento non inferiore a 2 metri (compreso lo spazio di movimento) dal componente della commissione più vicino.

Le stesse misure minime di distanziamento dovranno essere assicurate anche per l'eventuale accompagnatore ivi compreso l'eventuale Dirigente tecnico in vigilanza.

La commissione dovrà assicurare all'interno del locale di espletamento della prova la presenza di ogni materiale/sussidio didattico utile e/o necessario al candidato.

Dovrà essere garantito un ricambio d'aria regolare e sufficiente nel locale di espletamento della prova favorendo, in ogni caso possibile, l'aerazione naturale. Relativamente agli impianti di condizionamento si rimanda alle specifiche indicazione del documento Rapporto ISS COVID-19 n. 5 del 21 aprile 2020 disponibile nel link di seguito riportato https://www.iss.it/documents/20126/0/Rapporto+ISS+COVID-19+n.+5_2020+REV.pdf/2d27068f-6306-94ea-47e80539f0119b91?t=1588146889381.

I componenti della commissione dovranno indossare per l'intera permanenza nei locali scolastici mascherina chirurgica che verrà fornita dal Dirigente Scolastico che ne assicurerà il ricambio dopo ogni sessione di esame (mattutina /pomeridiana).

Il candidato e l'eventuale accompagnatore dovranno indossare per l'intera permanenza nei locali scolastici una mascherina chirurgica o di comunità di propria dotazione; si definiscono mascherine di comunità "mascherine monouso o



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mascherine lavabili, anche auto-prodotte, in materiali multistrato idonei a fornire un'adeguata barriera e, al contempo, che garantiscano comfort e respirabilità, forma e aderenza adeguate che permettano di coprire dal mento al di sopra del naso".

Non sono necessari ulteriori dispositivi di protezione.

Si precisa che le misure di distanziamento messe in atto durante le procedure di esame (uso mascherina e distanziamento di almeno 2 metri) non configurerà situazioni di contatto stretto (vedi definizione di contatto stretto in allegato 2 della Circolare del Ministero della Salute del 9 marzo 2020).

Anche per tutto il personale non docente, in presenza di spazi comuni con impossibilità di mantenimento del distanziamento, è necessario indossare la mascherina chirurgica.

I componenti della commissione, il candidato, l'accompagnatore e qualunque altra persona che dovesse accedere al locale destinato allo svolgimento della prova d'esame dovrà procedere all'igienizzazione delle mani in accesso. Pertanto, NON è necessario l'uso di guanti.

I locali scolastici destinati allo svolgimento dell'esame di stato dovranno prevedere un ambiente dedicato all'accoglienza e isolamento di eventuali soggetti (candidati, componenti della commissione, altro personale scolastico) che dovessero manifestare una sintomatologia respiratoria e febbre. In tale evenienza il soggetto verrà immediatamente condotto nel predetto locale in attesa dell'arrivo dell'assistenza necessaria attivata secondo le indicazioni dell'autorità sanitaria locale. Verrà altresì dotato immediatamente di mascherina chirurgica qualora dotato di mascherina di comunità.



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Indicazioni per i candidati con disabilità

Per favorire lo svolgimento dell'esame agli studenti con disabilità certificata sarà consentita la presenza di eventuali assistenti (es. OEPA, Assistente alla comunicazione); in tal caso per tali figure, non essendo possibile garantire il distanziamento sociale dallo studente, è previsto l'utilizzo di guanti oltre la consueta mascherina chirurgica.

Inoltre, per gli studenti con disabilità certificata il Consiglio di Classe, tenuto conto delle specificità dell'alunno e del PEI, ha la facoltà di esonerare lo studente dall'effettuazione della prova di esame in presenza, stabilendo la modalità in video conferenza come alternativa.

Misure specifiche per i lavoratori

In riferimento all'adozione di misure specifiche per i lavoratori nell'ottica del contenimento del contagio da SARS-CoV-2 e di tutela dei lavoratori "fragili" si rimanda a quanto indicato:

- nella normativa specifica in materia di salute e sicurezza sul lavoro (D.Lgs. 81/08 e s.m.i.);
- nel Decreto Legge "Rilancio Italia" del 13 maggio 2020, art 88.

Indicazioni di informazione e comunicazione

Delle misure di prevenzione e protezione di cui al presente documento il Dirigente Scolastico assicurerà adeguata comunicazione efficace alle famiglie, agli studenti, ai componenti la commissione, da realizzare on line (sito web scuola o webinar dedicato) e anche su supporto fisico ben visibile all'ingresso della scuola e nei principali ambienti di svolgimento dell'Esame di Stato entro 10 gg antecedenti l'inizio delle prove d'esame.



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COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

È importante sottolineare che le misure di prevenzione e protezione indicate contano sul senso di responsabilità di tutti nel rispetto delle misure igieniche e del distanziamento e sulla collaborazione attiva di studenti e famiglie nel continuare a mettere in pratica i comportamenti previsti per il contrasto alla diffusione dell'epidemia.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 76 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 18 maggio 2020

-omissis-

MODALITÀ DI SVOLGIMENTO DEGLI ESAMI DI STATO DELLA SCUOLA DI SECONDO GRADO

Il CTS riceve dal Ministero dell'Istruzione alcune istanze che di seguito si riportano:

- Modalità di smaltimento mascherine:
 - In coerenza con quanto raccomandato nella seduta del CTS n. 27 del 14/05/2020, le mascherine chirurgiche possono essere smaltite come rifiuti indifferenziati da porre in un sacchetto chiuso;
- Individuazione delle modalità di tutela nei confronti dei lavoratori fragili;
 - Fare riferimento alle seguenti norme:
 - d.lgs 81/08;
 - “Protocollo condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro” stipulato tra Governo e Parti sociali il 14/03/2020 ed emendato il 24/04/2020;
 - Documento tecnico INAIL sulla possibile rimodulazione delle misure del contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione;
 - Circolare del Ministero della Salute n. 7942 del 27/03/2020;
 - Decreto Legge 18/2020 convertito, con modificazioni, dalla legge 27/2020.
- Modalità di svolgimento degli esami nel caso in cui operino più Commissioni in spazi non sufficienti per il rispetto delle misure di distanziamento.



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

- Considerata la specificità tecnico organizzativa di tale richiesta ed in coerenza con quanto raccomandato nella seduta del CTS n. 74 del 15/05/2020, il CTS individua il proprio compito specifico nella espressione di raccomandazioni generali di tipo sanitario sulle misure di prevenzione e contenimento rimandando a ciascun dirigente scolastico, sulla base della più puntuale conoscenza degli aspetti tecnico-organizzativi negli specifici contesti, la predisposizione di idonee misure organizzative al fine del contenimento del contagio da SARS-CoV-2.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 79 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 22 maggio 2020

-omissis-

RIPRESA DELLE ATTIVITÀ DIDATTICHE NELLE SCUOLE DI OGNI ORDINE E GRADO PER IL PROSSIMO ANNO SCOLASTICO

Il CTS, anche all'esito del prossimo incontro in videoconferenza con le parti sociali del mondo della scuola previsto nella giornata di martedì 26/05/2020 avente per oggetto le modalità operative per l'adozione di misure di riduzione del contagio del virus SARS-CoV-2, aggiorna la trattazione della tematica a data da definirsi.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 80 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 25 maggio 2020

-omissis-

MINISTERO PER LE PARI OPPORTUNITÀ E LA FAMIGLIA

Il CTS esamina il documento pervenuto dal Ministero per le Pari Opportunità e la Famiglia (allegato) volto alla rivalutazione di alcuni passi del documento “Linee di orientamento e proposte per la gestione in sicurezza di opportunità organizzate di socialità e gioco per bambini e ragazzi nella fase 2 di emergenza Covid-19” analizzato nella seduta n. 73 del 14/05/2020 e che, emendato in alcune parti, ha costituito l’allegato n. 8 del DPCM 17/05/2020.

Alla luce degli attuali indici epidemiologici, il CTS rimanda al vaglio dei diversi enti locali competenti le puntuali osservanze delle norme di prevenzione, compresa l’elaborazione di idonee misure organizzative al fine del contenimento del contagio da SARS-CoV-2.

Relativamente al punto concernente l’analisi delle linee di orientamento per le attività dei servizi educativi “estivi” per l’infanzia rivolti ai bambini di età compresa tra gli zero e i tre anni, il CTS, all’esito di uno specifico studio della tematica, rimanda ad una valutazione complessiva in una delle prossime sedute.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 80 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 25 maggio 2020.

-omissis-

PROPOSTA DEL RITORNO ALLE ATTIVITÀ DIDATTICHE NELL'ULTIMO GIORNO DELL'ATTUALE ANNO SCOLASTICO

Il CTS apprende da alcune testate giornalistiche di una prospettata ipotesi concernente una richiesta di riapertura dell'attuale anno scolastico per l'ultimo giorno di attività didattica.

Al riguardo, nelle attuali condizioni epidemiologiche, anche osservando la ripresa della curva epidemica osservata in altri Paesi a seguito della riapertura delle scuole, il CTS rappresenta che permangono elementi di gravi criticità sull'eventuale ripresa delle attività didattiche, anche solo per l'ultimo giorno.

-omissis-



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 82 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 28 maggio 2020

-omissis-

MODALITÀ DI RIPRESA DELLE ATTIVITÀ DIDATTICHE DEL PROSSIMO ANNO SCOLASTICO

Il CTS, dopo ampia condivisione, approva il documento conclusivo relativo alle misure di contenimento del contagio dal virus SARS-CoV-2 nell'ambito del settore scuola per gli istituti di ogni ordine e grado ai fini dell'apertura del prossimo anno scolastico (allegato).

-omissis-

DOCUMENTO TECNICO SULL'IPOTESI DI RIMODULAZIONE DELLE MISURE CONTENITIVE NEL SETTORE SCOLASTICO

PREMESSA

Il periodo di emergenza sanitaria connessa alla pandemia da SARS-CoV-2 ha portato alla necessità di adottare importanti azioni contenitive che hanno richiesto la sospensione temporanea di numerose attività.

Tra i primi interventi adottati, con il Decreto del presidente del Consiglio dei Ministri del 04 marzo 2020 "Ulteriori disposizioni attuative del decreto-legge 23 febbraio 2020, n. 6, recante misure urgenti in materia di contenimento e gestione dell'emergenza epidemiologica da COVID-19, applicabili sull'intero territorio nazionale.", sono stati sospesi i servizi educativi per l'infanzia di cui all'articolo 2 del decreto legislativo 13 aprile 2017, n. 65, e le attività didattiche nelle scuole di ogni ordine e grado, nonché la frequenza delle attività scolastiche e di formazione superiore [...], ferma in ogni caso la possibilità di svolgimento di attività formative a distanza.

L'urgenza di tale decisione si è resa necessaria per favorire un immediato distanziamento fisico tra persone, quale elemento chiave per contrastare la circolazione del virus SARS-CoV-2 nella popolazione, in considerazione delle caratteristiche intrinseche di prossimità e aggregazione delle attività di apprendimento in ambito scolastico. È stato altresì considerato l'impatto che la mobilità per l'espletamento delle attività scolastiche ha complessivamente sulla mobilità della popolazione generale.

La sospensione delle attività didattiche nelle scuole di ogni ordine e grado è stata tra le misure più complesse e dolorose proprio per l'impatto su un asse vitale della società; tuttavia tale sacrificio ha contribuito in maniera essenziale al contenimento della pandemia, consentendo di limitare il rischio di comunità e raggiungendo i risultati fino ad ora ottenuti. Va altresì ricordato che la chiusura delle scuole è stata un'iniziativa precoce e comune a livello internazionale (si calcola che 1,5 miliardi di studenti al mondo hanno subito l'interruzione delle attività scolastiche) e una riapertura anticipata in alcuni paesi ha portato a dover riconsiderare la scelta fatta troppo precocemente.

Dal 23 marzo 2020 il sistema di sorveglianza integrato COVID-19 coordinato dall'Istituto Superiore di Sanità (ISS) ha iniziato a registrare dapprima una stabilizzazione ed in seguito una diminuzione dei nuovi casi di COVID-19 diagnosticati in coerenza con quanto registrato dal sistema di sorveglianza aggregato coordinato dal Ministero della Salute e dalla Protezione Civile.

Questo andamento ha consentito di programmare nella seconda metà del mese di giugno l'espletamento dell'esame di stato in presenza, rappresentando, limitatamente alle scuole secondarie di II grado e con numeri evidentemente ridotti, un "banco di prova" per la riapertura di tutte le scuole di ogni ordine e grado per l'anno scolastico 2020-2021.

Secondo la classificazione del "*Documento tecnico sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione*", adottato dal Comitato Tecnico Scientifico (CTS) e pubblicato dall'Inail (Inail 2020), il settore scolastico è classificato con un livello di rischio integrato **medio-basso** ed un rischio di aggregazione **medio-alto**.

L'analisi dei livelli di rischio connessi all'emergenza sanitaria per i differenti settori produttivi secondo la classificazione ATECO evidenzia **l'aggregazione** quale elemento principale del rischio nelle scuole, con una elevata complessità di gestione; pertanto, nella fase di mitigazione delle misure contenitive, molti Paesi europei, come l'Italia, hanno deciso di portare a conclusione l'anno scolastico attraverso lo strumento della didattica "a distanza".

Tuttavia la stessa aggregazione rappresenta la forza e l'energia propulsiva del sistema educativo; la sospensione delle attività scolastiche e il successivo isolamento hanno determinato una significativa alterazione della vita sociale e relazionale dei bambini e ragazzi determinando al contempo una interruzione dei processi di crescita in autonomia, di acquisizione di competenze e conoscenze, con conseguenze educative, psicologiche e di salute che non possono essere sottovalutate.

La scuola inoltre è il contesto in cui ad ogni bambino viene data la possibilità di crescere e svilupparsi in modo ottimale; ancora oggi nel nostro Paese si registrano disuguaglianze che coinvolgono i bambini in particolare nelle aree gravate da disagio, degrado, povertà e difficoltà sociali. In Italia dei 9.700.000 soggetti in età compresa tra 0 e 18 anni, 1.600.000 sono in condizioni di povertà. Inoltre circa 1.000.000 di soggetti in età evolutiva hanno necessità assistenziali complesse, tra questi il 20% circa con problemi neuropsichiatrici. La scuola è un contesto fondamentale dove queste difficoltà possono essere accompagnate e quanto possibili colmate.

Pertanto la necessaria ripresa delle attività scolastiche deve essere effettuata in un complesso equilibrio tra sicurezza, in termini di contenimento del rischio di contagio, benessere socio emotivo di studenti e lavoratori della scuola, qualità dei contesti e dei processi di apprendimento e rispetto dei diritti costituzionali all'istruzione e alla salute.

Il presente documento tecnico ha la finalità nell'ambito delle attività del CTS di fornire elementi tecnici al decisore politico per la definizione di azioni di sistema da porre in essere a livello centrale e locale per consentire la riapertura delle scuole in sicurezza nel nuovo anno scolastico 2020-2021.

Tale documento, approvato dal Comitato Tecnico Scientifico (CTS) istituito presso la Protezione Civile nella seduta del 26 maggio 2020, propone misure di sistema, organizzative, di prevenzione e protezione, nonché semplici regole rivolte alle scuole di ogni ordine e grado statali e paritarie, per consentire l'avvio dell'anno scolastico 2020-2021 rispetto all'attuale situazione epidemiologica ed alle conoscenze scientifiche maturate al 25 maggio 2020.

Le indicazioni qui fornite non potranno che essere di carattere generale per garantire la coerenza con le misure essenziali al contenimento dell'epidemia, rappresentando primariamente un elenco di criteri guida da contestualizzare nelle specifiche realtà scolastiche. Centrale, pertanto, sarà il ruolo delle singole scuole, nel calare le indicazioni nello specifico contesto di azione, consapevoli della estrema complessità del percorso di valutazione che sono chiamati a fare in un articolato scenario di variabili (ordine di scuola, tipologia di utenti, strutture e infrastrutture disponibili, dotazione organica, caratteristiche del territorio, etc.), nella certezza che solo l'esperienza di chi vive e opera nella scuola quotidianamente con competenza e passione potrà portare alla definizione di soluzioni concrete e realizzabili.

Si rappresenta che le indicazioni di seguito riportate sono coerenti con l'attuale situazione epidemiologica e dovranno essere preventivamente analizzate in base all'evoluzione della dinamica epidemiologica (con riferimento ai dati ISS), anche tenuto conto delle raccomandazioni dell'Organizzazione Mondiale della Sanità (OMS) che prevedono che il rilascio di misure di contenimento sia progressivo e complessivamente (non per singolo settore) valutato dopo almeno 14 giorni prima di ogni ulteriore allentamento e qualora si registrasse una recrudescenza epidemica locale/regionale in base al monitoraggio previsto dal Decreto del Ministero della Salute del 30 aprile 2020.

E' opportuno ricordare che le evidenze scientifiche disponibili sia sull'andamento dell'infezione da SARS-CoV-2 nei pazienti pediatrici, che sul rischio comunitario correlato alla diffusione dell'infezione veicolata dalla popolazione infantile, non sono sufficienti per consentire un'analisi del rischio nello specifico contesto. E' stato dimostrato che soggetti giovani tendono a presentare con minore frequenza la malattia COVID-19 in forma sintomatica ma possono contrarre l'infezione, in forma asintomatica, con cariche virali confrontabili con quelle di soggetti di età maggiore contribuendo pertanto alla diffusione del virus.

L'infezione da SARS-CoV-2 in Italia, nell'età evolutiva (0-18 anni), è stata a oggi, documentata in circa 4.000 casi: il 7 % ha richiesto il ricovero ospedaliero (più numerosi nel primo anno di vita e nell'età preadolescenziale) e 4 decessi (tutti in pazienti con gravi patologie preesistenti). Nei bambini e nei ragazzi le forme cliniche sono prevalentemente paucisintomatiche, lievi e/o moderate, eccezionalmente si sono avuti

casi gravi che hanno necessitato di cure intensive. Inoltre è stata descritta in poche decine di casi nel mondo, in Italia e in altri Paesi, una nuova forma clinica, molto probabilmente correlabile all'infezione da SARS-CoV-2, denominata sindrome infiammatoria multisistemica acuta, che colpisce soprattutto bambini della seconda infanzia e della preadolescenza.

È pertanto indispensabile ricordare che oltre alle misure di prevenzione collettive e individuali di seguito riportate da mettere in atto nel contesto scolastico c'è bisogno di una collaborazione attiva di studenti e famiglie che dovranno continuare a mettere in pratica i comportamenti generali previsti per il contrasto alla diffusione dell'epidemia, nel contesto di una responsabilità condivisa e collettiva, nella consapevolezza che la riapertura delle scuole potrebbe comportare il rischio di nuovi contagi. L'esigenza sociale di riapertura delle scuole e costituzionale di diritto allo studio chiamano pertanto ad una corresponsabilità di fronte ad un rischio accettabile ma non completamente azzerato.

Le misure proposte nel documento raccolgono le raccomandazioni dell'OMS, dell'UNESCO e le esperienze maturate in altri Paesi europei.

Secondo i dati dell'Unesco sono oltre due mesi che le scuole hanno chiuso in più di 190 Paesi, interessando 1,57 miliardi di bambini e giovani, pari al 90% della popolazione studentesca del mondo. Le chiusure sono avvenute in rapida successione come misura per contenere il virus; altrettanto rapidamente i governi hanno implementato misure per favorire l'istruzione attraverso piattaforme, televisione e radio in quello che è stato "l'esperimento di più vasta portata nella storia dell'istruzione". Circa 100 Paesi non hanno ancora annunciato la data della riapertura delle scuole, 65 hanno in programma una riapertura parziale o completa, 32 concluderanno l'anno scolastico online.

Sempre secondo l'Unesco, l'epidemia di Covid-19 è anche una "grave crisi educativa"; le chiusure scolastiche globali in risposta alla pandemia rappresentano un rischio senza precedenti per l'educazione, la protezione e il benessere dei bambini. Le scuole infatti non sono solo luoghi di apprendimento: forniscono protezione sociale, alimentazione, salute e supporto emotivo.

L'Unesco invita, pertanto i governi sia ad identificare ed attuare strategie di ritorno a scuola sia ad affrontare le ulteriori sfide derivanti dalle conseguenze dirette e indirette della pandemia e dal prolungato isolamento sociale sia sul sistema educativo che sulla comunità scolastica; a tal fine, pur nella variabilità dei diversi contesti geografici, socioculturali, economici o di altro tipo, le strategie da considerare in relazione alla riapertura della scuola sono da contestualizzare in riferimento a tre aspetti:

1. Disponibilità del sistema: valutazione della disponibilità di persone, infrastrutture, risorse e capacità di riprendere le funzioni;
2. Continuità dell'apprendimento: garantire che l'apprendimento riprenda e continui nel modo più regolare possibile dopo l'interruzione;
3. Resilienza del sistema: costruzione e rafforzamento della preparazione del sistema educativo per anticipare, rispondere e mitigare gli effetti delle crisi attuali e future.

IL SETTORE SCOLASTICO IN ITALIA

Le Istituzioni scolastiche statali

Sulla base delle stime fornite dal MIUR e relativa all'anno scolastico 2019/2020, il numero di istituzioni principali sedi di direttivo è pari a 8.233, comprese le sedi sottodimensionate. Tali istituzioni si distinguono in 129 Centri Provinciali per l'Istruzione degli Adulti (CPIA) e 8.094 Istituzioni Scolastiche.

Le Istituzioni Scolastiche, a loro volta, si ripartiscono in 385 Direzioni Didattiche, 4.867 Istituti Comprensivi, 158 Istituti principali di I grado e 2.684 Istituzioni del II ciclo, distribuiti a livello regionale così come descritto in Tabella 1. Si evince che la Lombardia, la Campania e la Sicilia sono le regioni con il più elevato numero di Istituzioni Scolastiche.

Tab. 1 – Istituzioni Scolastiche statali distribuite per tipologia e per regione. Anno scolastico 2019/2020

Regione	Direzioni Didattiche	Istituti Comprensivi	Istituti Principali di I grado	Totale I ciclo	Il ciclo e Istituzioni Educative	Totale Istituzioni Scolastiche
Piemonte	17	341	6	364	170	534
Lombardia	0	772	1	773	347	1.120
Veneto	1	390	0	391	198	589
Friuli V. G.	0	105	0	105	58	163
Liguria	0	117	0	117	66	183
Emilia Romagna	27	311	14	352	171	523
Toscana	14	287	6	307	159	466
Umbria	24	65	5	94	44	138
Marche	2	146	0	148	84	232
Lazio	6	461	1	468	247	715
Abruzzo	7	116	5	128	66	194
Molise	0	28	0	28	22	50
Campania	111	506	48	665	318	983
Puglia	77	307	36	420	220	640
Basilicata	0	72	0	72	41	113
Calabria	4	225	3	232	127	359
Sicilia	81	464	26	571	250	821
Sardegna	14	154	7	175	96	271
Italia	385	4.867	158	5.410	2.684	8.094

Fonte: MIUR, 2019

Le sedi scolastiche che compongono le Istituzioni sono 40.749, di cui il 32,6% dedicato all'istruzione dell'infanzia, il 36,6% all'istruzione primaria, il 17,7% all'istruzione secondaria di I grado ed il 13,1% all'istruzione di II grado. Nella Tabella 2 si riporta la distribuzione a livello regionale e per livello scolastico.

Tab. 2 – Sedi scolastiche statali distribuite per regione e per livello scolastico. Anno scolastico 2019/2020

Regione	Infanzia	Primaria	I grado	II grado	Totale
Piemonte	1.096	1.267	526	348	3.237
Lombardia	1.333	2.183	1.096	655	5.267
Veneto	608	1.364	577	356	2.905
Friuli V. G.	299	363	156	121	939

Liguria	310	417	169	127	1.023
Emilia Romagna	732	944	434	306	2.416
Toscana	925	934	399	333	2.591
Umbria	314	287	112	95	808
Marche	489	435	220	155	1.299
Lazio	1.042	1.122	567	457	3.188
Abruzzo	461	400	211	136	1.208
Molise	117	117	76	50	360
Campania	1.543	1.481	746	628	4.398
Puglia	965	719	412	427	2.523
Basilicata	209	193	135	105	642
Calabria	838	804	437	292	2.371
Sicilia	1.515	1.388	643	556	4.102
Sardegna	490	478	312	192	1.472
Italia	13.286	14.896	7.228	5.339	40.749

Fonte: MIUR, 2019

Gli alunni e le classi

Nell'anno scolastico 2019/2020 sulla base dei dati del MIUR il numero di classi della scuola statale ammonta a **369.769** e il corrispondente numero di studenti è di **7.599.259**. Si riporta in Tabella 3 la distribuzione regionale e per livello scolastico. Si noti come la Lombardia conta più di 1 milione di studenti con un numero di classi di poco inferiore a 55mila a fronte del Molise che registra poco più di 37mila studenti e poco più di 2mila classi. Nella stessa Tabella 3 si riportano anche i dati relativi agli alunni con disabilità distribuiti allo stesso modo per regione e per livello scolastico. Anche per questo dato si registra il più alto numero, in valore assoluto, in Lombardia con più di 43,6 mila studenti.

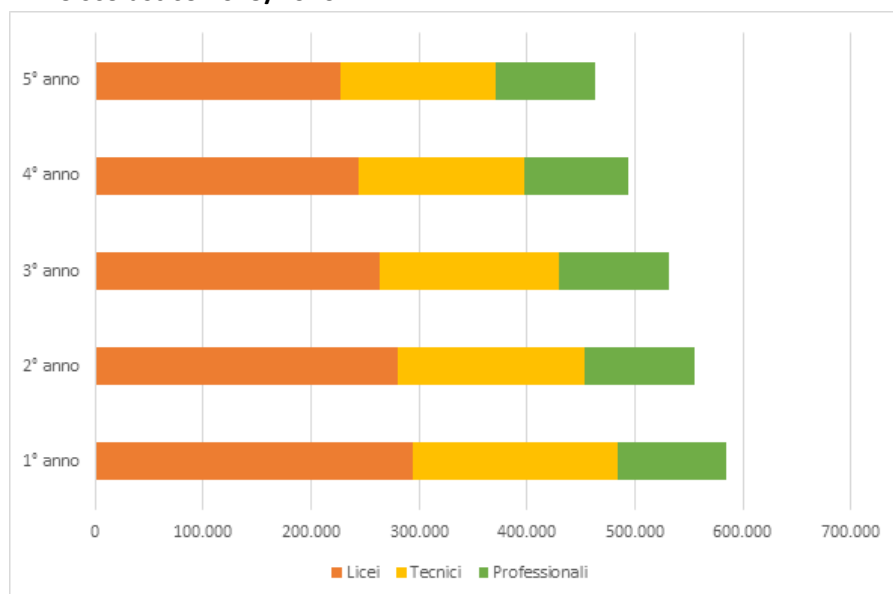
Tab. 3 – Alunni, classi e alunni con disabilità distribuiti per regione e per livello scolastico. Anno Scolastico 2019/2020

Regione	Infanzia			Primaria			I grado			II grado			Totale		
	Alunni	Sezioni	Alunni con disabilità	Alunni	Classi	Alunni con disabilità	Alunni	Classi	Alunni con disabilità	Alunni	Classi	Alunni con disabilità	Alunni	Classi	Alunni con disabilità
Piemonte	66.364	3.078	1.362	171.768	9.905	5.557	111.932	5.327	4.264	175.929	8.001	3.866	525.993	25.501	15.049
Lombardia	108.877	4.764	3.168	422.037	20.726	18.186	268.116	12.338	13.469	384.463	16.917	8.798	1.183.493	54.745	43.621
Veneto	41.229	1.921	1.108	206.837	10.772	7.120	135.356	6.344	5.139	203.516	9.015	4.227	586.938	28.052	17.594
Friuli V.G.	15.174	762	349	47.171	2.635	1.437	30.864	1.523	1.058	49.507	2.504	1.098	142.716	7.424	3.942
Liguria	19.488	846	555	52.824	2.822	2.342	36.949	1.705	1.660	61.959	2.767	2.182	171.220	8.140	6.739
Emilia R.	50.465	2.225	1.109	185.726	9.028	6.848	119.057	5.291	4.658	192.939	8.457	5.966	548.187	25.001	18.581
Toscana	62.347	2.739	1.290	146.778	7.355	4.828	99.817	4.542	3.676	166.622	7.737	5.154	475.564	22.373	14.948
Umbria	17.039	757	361	36.358	2.027	1.338	24.155	1.139	997	38.964	1.844	1.521	116.516	5.767	4.217
Marche	30.614	1.378	758	64.316	3.404	2.394	41.488	1.933	1.607	71.726	3.330	2.181	208.144	10.045	6.940
Lazio	84.460	3.760	2.481	236.519	12.036	10.117	158.217	7.416	6.665	250.098	11.379	7.131	729.294	34.591	26.394
Abruzzo	27.185	1.250	761	52.852	2.898	2.250	34.504	1.719	1.533	56.929	2.750	2.149	171.470	8.617	6.693
Molise	5.219	287	92	10.935	679	346	7.405	400	272	13.611	687	437	37.170	2.053	1.147
Campania	116.258	5.935	3.045	253.452	14.130	10.674	185.684	9.421	7.607	311.305	14.592	8.502	866.699	44.078	29.828
Puglia	78.517	3.708	1.744	172.164	8.872	6.122	116.125	5.485	4.432	205.966	9.561	6.362	572.772	27.626	18.660
Basilicata	10.749	548	194	21.457	1.282	604	14.881	795	455	28.922	1.489	681	76.009	4.114	1.934
Calabria	38.017	1.963	745	81.665	4.929	2.782	54.475	2.920	2.147	96.317	4.926	2.469	270.474	14.738	8.143
Sicilia	104.639	5.100	2.556	219.346	11.963	10.012	149.479	7.472	7.472	243.738	11.564	7.583	717.202	36.099	27.623
Sardegna	24.411	1.237	624	60.887	3.490	2.436	40.385	2.206	1.910	73.715	3.872	2.734	199.398	10.805	7.704
Italia	901.052	42.258	22.302	2.443.092	128.143	95.393	1.628.889	77.976	69.021	2.626.226	121.392	73.041	7.559.259	369.769	259.757

Fonte: MIUR, 2019

Un'ulteriore informazione riguarda l'indirizzo di studio e il numero di alunni per anno di corso, descritti nella Figura 1. Su un totale di **2.626.226** studenti delle **scuole secondarie di II grado statali**, la quota prevalente frequenta i licei (1.308.997, 49,8%); seguono gli istituti tecnici con 826.237 alunni (31,5%) e gli istituti professionali con 490.992 alunni (18,7%).

Fig. 1 – Alunni delle scuole secondarie di II grado statali distribuite per indirizzo di studio e anno di corso. Anno scolastico 2019/2020



Fonte: adattato da MIUR, 2019

Nella Tabella 4, sono indicati gli alunni delle scuole secondarie di II grado statali distribuiti per percorso di studio e regione.

Tab. 4 – Alunni delle scuole secondarie di II grado statali distribuite per regione e percorso di studio. Anno scolastico 2019/2020

Regione	Licei	Tecnici	Professionali	Totale
Piemonte	84.542	59.950	31.437	175.929
Lombardia	180.640	137.668	66.155	384.463
Veneto	85.981	77.467	40.068	203.516
Friuli V.G.	22.942	18.519	8.046	49.507
Liguria	32.434	17.150	12.375	61.959
Emilia Romagna	84.852	67.599	40.488	192.939
Toscana	83.948	49.587	33.087	166.622
Umbria	21.649	10.696	6.619	38.964
Marche	35.010	21.950	14.766	71.726
Lazio	154.156	62.696	33.246	250.098
Abruzzo	32.188	17.258	7.483	56.929
Molise	6.950	4.476	2.185	13.611
Campania	162.534	84.805	63.966	311.305
Puglia	97.850	65.291	42.825	205.966
Basilicata	14.549	8.251	6.122	28.922
Calabria	47.091	30.931	18.295	96.317
Sicilia	124.553	69.764	49.421	243.738
Sardegna	37.128	22.179	14.408	73.715
Italia	1.308.997	826.237	490.992	2.626.226

Fonte: MIUR, 2019

Personale docente e non docente

I posti per il personale docente istituiti per l'anno scolastico 2019/2020 ammontano complessivamente a 684.880 posti comuni e 150.609 posti di sostegno. I posti comprendono sia l'organico dell'autonomia sia l'adeguamento di detto organico alle situazioni di fatto; per il sostegno sono comprese anche le deroghe. Si precisa che per il sostegno, il dato relativo ai posti in deroga è in via di aggiornamento da parte degli Uffici periferici.

Nell'anno scolastico 2019/2020, stando ai dati del MIUR, sono oltre 684mila i posti comuni, di cui 15.232 "posti di adeguamento" e 150.609 i posti di sostegno, di cui 50.529 sono "posti di sostegno in deroga" (Tabella 5). Sia per i posti comuni che per i posti di sostegno sono inclusi anche i posti di potenziamento.

Tab. 5 – Totale posti comuni e adeguamento e posti di sostegno della scuola statale distribuiti per regione. Anno scolastico 2019/2020

Regione	Totale posti comuni e adeguamento (*)	Totale posti di sostegno (**)
Piemonte	48.066	10.685
Lombardia	102.807	20.367
Veneto	52.392	9.669
Friuli V.G.	14.025	1.619
Liguria	15.487	2.232
Emilia Romagna	47.201	9.629
Toscana	42.632	9.985
Umbria	10.906	2.497
Marche	18.673	4.792
Lazio	63.089	15.315
Abruzzo	15.907	4.051
Molise	4.501	855
Campania	78.764	15.903
Puglia	49.787	11.186
Basilicata	8.390	1.388
Calabria	27.953	6.228
Sicilia	64.215	18.108
Sardegna	20.535	6.100
Italia	684.880	150.609

Fonte: MIUR, 2019

(*) Il numero dei posti comuni e adeguamento comprende anche i 15.232 posti per l'adeguamento dell'organico dell'autonomia

(**) Il numero dei posti di sostegno comprende anche i 50.529 posti di sostegno in deroga

Nell'anno scolastico 2017/2018, stando ai dati del MIUR, sono oltre 730 mila i docenti titolari, di cui oltre 300 mila con oltre 54 anni di età (Tabella 6).

Tab. 6 – Distribuzione dei docenti titolari per classi d'età e per ordine di scuola

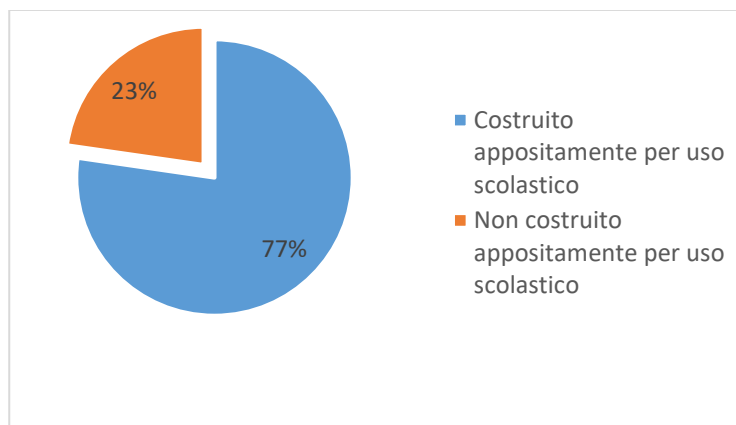
Classe di età	Infanzia		Primaria		I grado		II grado	
	Docenti	%	Docenti	%	Docenti	%	Docenti	%
Fino a 34 anni	3.120	3,6%	10.746	4,4%	4.461	2,8%	4.520	1,8%
35- 44 anni	18.422	21,0%	54.732	22,2%	34.216	21,8%	39.467	16,1%
45-54 anni	32.857	37,4%	94.139	38,2%	54.345	34,6%	85.136	34,6%
Oltre 54 anni	33.349	38,0%	86.820	35,2%	64.231	40,8%	116.682	47,5%
Totale	87.748	100,0%	246.437	100,0%	157.253	100,0%	245.805	100,0%

Fonte: MIUR, Portale Unico dei Dati della Scuola, 2019

Ai numeri sopra descritti relativi al personale docente si aggiungono un numero complessivo di 209.070 di personale non docente operante nella scuola italiana.

Caratteristiche edilizia scolastica

In base ai dati desunti dal sito del Miur (Open data: “Usi di origine e data di costruzione degli edifici”), sono **58.842** gli edifici scolastici presenti in Italia; tra questi, il 23% (n=13.355) non era inizialmente stato costruito appositamente per uso scolastico, ma adattato a tale uso in seguito.



I dati sul numero di edifici scolastici distinti in base al periodo di costruzione indicano che sono circa **21.000** gli edifici di più recente costruzione (dal 1976 in poi), circa **23.800** afferiscono al periodo 1946 - 1975 e **3.800** edifici hanno una data di costruzione antecedente al 1920.

Nella Tabella 7, si riportano informazioni relative al volume lordo e alla superficie area totale in m² ed il relativo numero di edifici, per tipo di scuola.

Tab. 7 – Volume, superficie area totale distribuita per tipo di scuola. Anno scolastico 2018/2019

Tipo scuola	Numero edifici	Volume lordo dell'edificio	Superficie area totale (m ²)
Scuola dell'infanzia	14.018	82.586.262	47.408.045
Scuola primaria	18.191	165.210.200	84.145.241
Istituto Comprensivo	4.683	64.643.724	30.113.706
Scuola secondaria di I° grado	9.961	112.645.382	58.066.700
Scuola secondaria di II° grado	10.802	223.563.652	182.372.884
Altro (*)	1.168	21.611.370	13.819.920
Totale	58.823	670.260.590	415.926.495

Fonte: MIUR. Portale Unico dei Dati della Scuola, 2020

(*) La voce “Altro” comprende i Centri territoriali adulti, i Corsi serali, gli Istituti per sordi e i Convitti nazionali

Le scuole paritarie

I dati delle scuole paritarie si riferiscono all’anno scolastico 2018/2019 e sono stati elaborati utilizzando le informazioni acquisite dalle Rilevazioni sulle scuole.

Le scuole paritarie ammontavano a 12.564 e gli studenti a 866.805. In tale ambito, la quota prevalente è attribuibile alla scuola dell’infanzia che conta sia il maggior numero di bambini (524.031; 60,5%) sia il maggior numero di scuole (8.957; 71,3%) (Tabella 8).

Tab. 8 – Scuole paritarie e relativi alunni distribuiti per livello scolastico e regione. Anno scolastico 2018/2019

Regione	Infanzia		Primaria		I grado		II grado		Totale	
	Scuole	Alunni	Scuole	Alunni	Scuole	Alunni	Scuole	Alunni	Scuole	Alunni
Piemonte	534	34.156	76	11.060	51	6.076	59	5.321	720	56.613
Valle d’Aosta	8	474	3	341	1	151	5	823	17	1.789

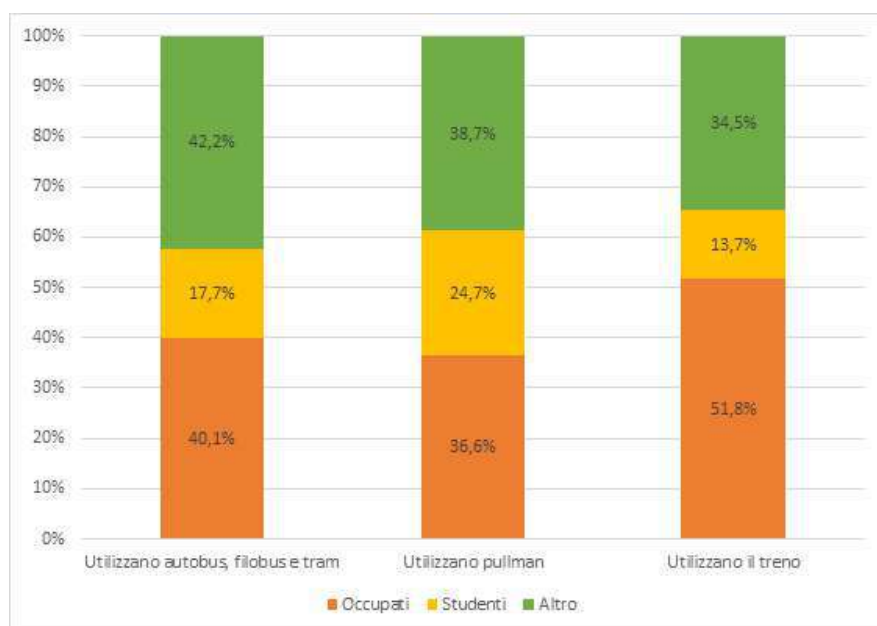
Lombardia	1.726	136.716	242	38.855	189	25.554	371	30.633	2.528	231.758
Trentino A.A.	157	9.367	10	1.281	16	2.302	23	2.707	206	15.657
Veneto	1.114	75.799	94	12.359	64	7.041	106	8.674	1.378	103.873
Friuli V.G.	176	11.443	22	2.164	12	1.265	14	889	224	15.761
Liguria	222	12.204	46	5.257	23	1.702	19	2.428	310	21.591
Emilia R.	805	53.862	74	12.084	45	5.457	56	3.920	980	75.323
Toscana	410	20.791	81	8.970	27	1.927	50	2.774	568	34.462
Umbria	75	3.160	9	732	5	128	7	268	96	4.288
Marche	94	4.796	16	1.263	7	362	38	1.548	155	7.969
Lazio	737	52.093	206	26.168	88	8.370	224	14.325	1.255	100.956
Abruzzo	111	4.484	17	1.774	6	203	21	800	155	7.261
Molise	31	1.011	2	194	0	0	0	0	33	1.205
Campania	1.003	41.705	308	28.270	38	1.820	315	21.896	1.664	93.691
Puglia	442	18.098	43	4.931	9	561	33	1.917	527	25.507
Basilicata	40	1.598	3	292	0	0	3	73	46	1.963
Calabria	353	11.198	24	1.786	11	391	40	1.467	428	14.842
Sicilia	690	21.660	86	7.615	24	1.495	193	8.432	993	39.202
Sardegna	229	9.416	23	2.271	6	601	23	806	281	13.094
Italia	8.957	524.031	1.385	167.667	622	65.406	1.600	109.701	12.564	866.805

Fonte: MIUR, 2019

Mobilità connessa con la riapertura delle scuole

Nel 2017 l'ISTAT ha stimato che in Italia circa 30 milioni di persone si spostano ogni giorno per raggiungere il luogo di studio (18,5%) o di lavoro (oltre un terzo della popolazione pari al 35,5%). La più recente indagine multiscope evidenzia una diversa caratterizzazione degli utenti dei vari mezzi di trasporto collettivi: sebbene la parte principale è composta da lavoratori e da altri soggetti (intesi come persone in cerca di nuova occupazione e di prima occupazione, casalinghe, ritirati dal lavoro e in altra condizione), una quota non trascurabile è rappresentata dagli studenti sia per l'utilizzo di autobus, filobus e tram che di pullman e treno, come illustrato nella Figura 2.

Fig. 2 - Distribuzione degli utenti di mezzi pubblici per condizione (Dati ISTAT)



Le azioni messe in atto nelle città metropolitane e il grande sforzo di allineamento al “*Protocollo condiviso di regolamentazione per il contenimento della diffusione del COVID-19 nel settore del trasporto e della logistica*” allegato al DPCM del 26 aprile ed alle indicazioni fornite da INAIL e ISS nel “*Documento tecnico sull’ipotesi di rimodulazione delle misure contenitive di fase 2 in relazione al trasporto pubblico collettivo terrestre nel contesto dell’emergenza da SARS-CoV-2*”, troveranno nella riapertura delle scuole un importante momento di verifica per la sostenibilità e la capacità di affollamento nei mezzi pubblici. Pertanto andranno previste soluzioni specifiche soprattutto in quelle aree in cui verosimilmente l’utilizzo dei mezzi di trasporto pubblico da parte degli studenti è maggiore.

PRINCIPALI MISURE CONTENITIVE ORGANIZZATIVE E DI PREVENZIONE ATTUATE IN EUROPA NEL SETTORE SCOLASTICO

Nell’attuale contesto di pandemia da SARS-CoV-2 che sta coinvolgendo la maggior parte dei paesi su scala globale, il tema delle misure organizzative e di prevenzione per il contenimento della diffusione nel settore scolastico è stato considerato di primaria importanza con emanazione di indicazioni prescrittive e/o raccomandazioni che vengono sinteticamente rappresentate nella Tabella 9.

Tab. 9 – Alcuni esempi di misure organizzative e di prevenzione adottate nelle scuole in Europa

	MISURE
BELGIO	<p>Organizzative e di distanziamento fisico</p> <ul style="list-style-type: none"> Le lezioni dovrebbero essere organizzate in classi di massimo 10 studenti, con un minimo di 4 m² per studente e altri 8 m² per insegnante. I movimenti di gruppo all’interno della scuola devono essere limitati al minimo (pianificazione pausa, pranzo, ricreazione e orari separati per entrare e uscire da scuola, rispettando sempre la distanza sociale di 1,5 m) <p>Uso della mascherina</p> <ul style="list-style-type: none"> Una maschera in tessuto deve essere indossata da tutto il personale durante il giorno, dagli alunni del sesto anno di scuola elementare e da tutti gli alunni della scuola secondaria, durante il giorno
FRANCIA	<p><u>Per le materne e le elementari</u></p> <p>Distanziamento fisico</p> <ul style="list-style-type: none"> 1 m, circa 4 m² per allievo <p>Uso della mascherina</p> <ul style="list-style-type: none"> Mascherina di comunità per il personale, in presenza di allievi e nei casi in cui il distanziamento è inferiore a 1 m Non sono previste mascherine di comunità per gli allievi <p><u>Per i college i licei</u></p> <p>Distanziamento fisico</p> <ul style="list-style-type: none"> Distanziamento di 1 m, circa 4 m² per allievo <p>Uso della mascherina</p> <ul style="list-style-type: none"> Mascherina di comunità per il personale, in presenza di allievi e nei casi in cui il distanziamento è inferiore a 1 m
SVIZZERA	<p><u>Scuola dell’obbligo</u></p> <p>Distanziamento fisico</p> <ul style="list-style-type: none"> Per il personale è prevista una distanza minima di 2 m nei contatti interpersonali e per quanto possibile anche nei contatti tra gli allievi <p>Uso della mascherina</p> <ul style="list-style-type: none"> Non è previsto uso della mascherina

	<p>Scuola post-obbligo</p> <p>Distanziamento fisico</p> <ul style="list-style-type: none"> • Tenere una distanza minima di 2 m nei contatti interpersonali per il personale • Per gli allievi tenere una distanza di 2 m durante tutte le interazioni • In base alle caratteristiche dell'aula in alcuni casi è possibile un insegnamento in presenza solo parziale <p>Uso della mascherina</p> <ul style="list-style-type: none"> • L'uso delle mascherine non è indicato in questo contesto ma dai 16 anni in su può essere preso in considerazione, senza alcun obbligo, in determinate situazioni • Vanno utilizzate in contesti formativi specifici quando non è possibile rispettare la distanza minima di 2 m
GERMANIA	<p>Organizzative e di distanziamento fisico</p> <ul style="list-style-type: none"> • Le lezioni devono svolgersi in piccoli gruppi, con un massimo di 15 studenti alla volta • La riapertura prevede delle misure di sicurezza: nelle classi, ad esempio, ci devono essere solo piccoli gruppi di studenti e sono previste anche stringenti misure igieniche • Se necessario, riprogrammare gli orari delle lezioni e delle pause • Va mantenuta una distanza di almeno 1,5 m • Mantenere i gruppi divisi e non mescolare <p>Uso della mascherina</p> <ul style="list-style-type: none"> • Quasi tutti gli studenti, così come gli insegnanti, indossano le mascherine
OLANDA	<p>Organizzative e di distanziamento fisico</p> <ul style="list-style-type: none"> • Le ore di insegnamento saranno divise nei giorni, in modo da limitare il più possibile gli spostamenti. • Gli alunni svolgeranno il 50% dell'orario di insegnamento in classe e il rimanenti 50% del tempo a distanza. • In tutte le scuole sarà prevista la regola di 1,5 m di distanza, anche per gli stessi studenti. I bambini della scuola primaria non devono mantenere una distanza di 1,5 m; dovrebbero tenersi il più lontano possibile e a 1,5 m dagli adulti (insegnanti e altro personale). <p>Uso della mascherina</p> <ul style="list-style-type: none"> • Le maschere per il viso non sono necessarie per la scuola primaria
REGNO UNITO	<p>Organizzative e di distanziamento fisico</p> <ul style="list-style-type: none"> • Per le scuole primarie, le classi dovrebbero normalmente essere divise a metà, con non più di 15 alunni per gruppo e un insegnante • Per le scuole secondarie e i college, le classi saranno dimezzate, prevedendo di riorganizzare le aule e i laboratori con postazioni distanziate di 2 m • Nelle strutture dove è possibile la distanza di 2 m dovrebbe essere rispettata <p>Uso della mascherina</p> <ul style="list-style-type: none"> • Nelle scuole e nei vari contesti educativi non è consigliabile utilizzare la mascherina o una copertura facciale. Tali strumenti possono essere utili per brevi periodi in ambienti chiusi
SPAGNA	<p>Distanziamento fisico</p> <ul style="list-style-type: none"> • La distanza interpersonale minima sarà sempre di 2 m <p>Uso della mascherina</p> <ul style="list-style-type: none"> • Nel caso in cui non sia possibile garantire una distanza interpersonale di 2 m, è necessario utilizzare una mascherina, da parte dello staff dei centri educativi, nonché dagli studenti in tutte le aree della scuola. L'uso della mascherina è obbligatorio per il personale addetto al trasporto scolastico

IPOTESI DI RIMODULAZIONE DELLE MISURE CONTENITIVE NEL SETTORE SCOLASTICO

Considerazioni di carattere generale

Il Comitato Tecnico Scientifico (CTS), con la finalità di fornire al decisore politico indicazioni utili al contenimento dell'epidemia da SARS-CoV-2, ha introdotto in data 15 maggio i "*Criteri generali per i Protocolli di settore*" che, pur calati nella specificità di ciascun settore, rappresentano dei criteri guida basati sullo stato delle evidenze epidemiologiche e scientifiche e passibili di aggiornamento in base all'evoluzione del quadro epidemiologico e delle conoscenze.

Il DPCM del 17 maggio "Disposizioni attuative del decreto-legge 25 marzo 2020, n. 19, recante misure urgenti per fronteggiare l'emergenza epidemiologica da COVID-19, e del decreto-legge 16 maggio 2020, n. 33, recante ulteriori misure urgenti per fronteggiare l'emergenza epidemiologica da COVID-19" riporta tali criteri nell'allegato 10 per la realizzazione di protocolli di settore.

Anche per le attività scolastiche, pur in presenza di specificità di contesto, restano validi i principi cardine che hanno caratterizzato le scelte e gli indirizzi tecnici quali:

1. il distanziamento sociale (mantenendo una distanza interpersonale non inferiore al metro);
2. la rigorosa igiene delle mani, personale e degli ambienti;
3. la capacità di controllo e risposta dei servizi sanitari della sanità pubblica territoriale e ospedaliera.

È necessario quindi prevedere specifiche misure di sistema, organizzative, di prevenzione e protezione, igieniche e comunicative declinate nello specifico contesto della scuola, tenendo presente i criteri già individuati dal CTS per i protocolli di settore, anche facendo riferimento ai documenti di indirizzo prodotti da ISS e INAIL:

1. Il rischio di aggregazione e affollamento e la possibilità di prevenirlo in maniera efficace nelle singole realtà e nell'accesso a queste;
2. La prossimità delle persone (es. lavoratori, utenti, ecc.) rispetto a contesti statici (es. persone tutte ferme in postazioni fisse), dinamici (persone in movimento) o misti (contemporanea presenza di persone in posizioni fisse e di altre in movimento);
3. L'effettiva possibilità di mantenere la appropriata mascherina da parte di tutti nei contesti raccomandati;
4. Il rischio connesso alle principali vie di trasmissione (droplet e contatto) in particolare alle contaminazioni da droplet in relazione alle superfici di contatto;
5. La concreta possibilità di accedere alla frequente ed efficace igiene delle mani;
6. L'adeguata aereazione negli ambienti al chiuso;
7. L'adeguata pulizia ed igienizzazione degli ambienti e delle superfici;
8. La disponibilità di una efficace informazione e comunicazione;
9. La capacità di promuovere, monitorare e controllare l'adozione delle misure definendo i conseguenti ruoli.

Ferma restando l'evoluzione epidemiologica che dovrà essere valutata nell'imminenza della riapertura, di seguito vengono proposte misure di mitigazione del rischio coerenti con i criteri sopra riportati.

PROPOSTA DI MISURE DI SISTEMA, ORGANIZZATIVE E DI PREVENZIONE

Misure di sistema

Il rientro in aula degli studenti e l'adozione del necessario distanziamento fisico rappresentano la principale criticità tra le misure proposte in quanto richiedono un'armonizzazione con il tempo scuola (monte ore delle discipline), con le dotazioni organiche di personale e con gli spazi della scuola.

Le caratteristiche sopra evidenziate di un patrimonio edilizio scolastico non sempre adeguato per caratteristiche strutturali e concezione potrebbero non consentire di ospitare contemporaneamente tutta la popolazione scolastica, garantendo le indicazioni di distanziamento.

Ulteriore elemento di criticità risiede nell'insufficienza delle dotazioni organiche del personale della scuola nella previsione di una necessaria ridefinizione della numerosità delle classi per esigenze di distanziamento.

Questi elementi rappresentano senz'altro le principali criticità che richiedono misure di sistema attente e condivise che consentano l'ottimizzazione e il potenziamento delle risorse, degli spazi e adeguate soluzioni organizzative. A riguardo è imprescindibile il coinvolgimento diretto degli Uffici scolastici Regionali, degli Enti locali (Regioni, Città metropolitane, Comuni, Municipi) e delle autonomie scolastiche, nonché delle realtà del territorio quali associazioni, gestori di spazi pubblici e privati, cooperative sociali, etc.

Appare, pertanto, prioritario valorizzare gli investimenti e le risorse finalizzate ad assicurare misure di sicurezza attraverso l'ottimizzazione/implementazione degli spazi, dotazioni organiche adeguate, che siano opportunità di riqualificazione della scuola italiana.

Le difficoltà connesse alla ripresa delle attività scolastiche nell'emergenza da SARS-CoV-2 potrebbero pertanto trasformarsi in occasioni di rilancio del sistema scolastico in un lavoro complessivo di investimenti per azioni coordinate che mettano al centro dell'agenda politica scuola e salute come elementi strategici per il benessere complessivo della persona.

Le indicazioni proposte inoltre potrebbero comportare la necessità di rimodulare alcuni aspetti regolamentari e didattici relativi all'organizzazione scolastica che richiederanno apposite, seppur transitorie, modifiche in capo all'amministrazione scolastica centrale (es. ridefinizione monte ore delle discipline scolastiche, implementazione fondi per il miglioramento dell'offerta formativa, regolamento refezione scolastica, etc.).

Tra le misure di sistema è necessario valutare anche l'eventuale impatto degli spostamenti correlati con la mobilità degli studenti. I dati ISTAT riportati nel "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico collettivo terrestre, nell'ottica della ripresa del pendolarismo, nel contesto dell'emergenza da SARS-CoV-2*" evidenziano elementi di criticità nelle grandi aree metropolitane, durante le giornate lavorative, nelle fasce orarie di punta del mattino e del pomeriggio, con profili giornalieri confermati anche dall'elaborazione dei dati di telefonia mobile delle principali città italiane.

Pertanto, tra le azioni di sistema si ritiene opportuno valutare, per le scuole secondarie di II grado dei grandi centri urbani, una differenziazione dell'inizio delle lezioni al fine di contribuire alla riduzione del carico sui mezzi di trasporto pubblico nelle fasce orarie di punta (tra le 7:00 e le 8:30).

Misure organizzative, di prevenzione e di protezione

La grande diversità delle realtà scolastiche distribuite nel nostro Paese, con peculiarità in relazione all'ordine di scuola (utenza, programmi educativi, modalità organizzativo-didattiche), alle strutture e infrastrutture scolastiche, alla collocazione geografica, al tessuto sociale, etc., richiedono una riflessione e attenta valutazione specificatamente contestualizzata.

Pertanto, risulta prioritario che ciascuna realtà scolastica proceda ad una mappatura degli spazi destinati a tutte le attività didattiche in rapporto al numero di alunni e di personale al fine di assicurare quanto più possibile la didattica in presenza seppur con possibili rimodulazioni/riduzioni orarie.

La didattica a distanza attuata nei mesi dell'emergenza ha certamente rappresentato una risposta pronta ed efficace delle scuole e ha determinato un'accelerazione di nuove competenze del personale scolastico e degli studenti; nella prospettiva della riapertura delle attività didattiche in presenza la modalità a distanza potrà rappresentare un momento integrativo e non sostitutivo, diversamente applicato e commisurato alle fasce di età degli studenti.

Nel lavoro di mappatura operato preliminarmente dalle singole istituzioni scolastiche sarà, inoltre, necessario valutare tutte le possibili situazioni di assembramento con un'analisi di dettaglio dei punti comuni (es. gestione dei percorsi di entrata, uscita, spostamenti interni alla scuola, orari, ricreazione, refezione, attività motorie, etc.) al fine di definire misure organizzative di prevenzione e protezione atte a mitigare il rischio nel rispetto dei principi di carattere generale sopra declinati, ponendo particolare attenzione anche alle situazioni a rischio di affollamento e aggregazione non strutturata (fuori dal contesto dell'aula).

Misure organizzative generali

La preconditione per la presenza a scuola di studenti e di tutto il personale a vario titolo operante è:

- l'assenza di sintomatologia respiratoria o di temperatura corporea superiore a 37.5°C anche nei tre giorni precedenti;
- non essere stati in quarantena o isolamento domiciliare negli ultimi 14 giorni;
- non essere stati a contatto con persone positive, per quanto di propria conoscenza, negli ultimi 14 giorni.

All'ingresso della scuola NON è necessaria la rilevazione della temperatura corporea.

Chiunque ha sintomatologia respiratoria o temperatura corporea superiore a 37.5°C dovrà restare a casa.

Pertanto si rimanda alla responsabilità individuale rispetto allo stato di salute proprio o dei minori affidati alla responsabilità genitoriale.

Nelle misure organizzative generali della scuola il principio del **distanziamento fisico** rappresenta un aspetto di prioritaria importanza e di grande complessità.

Saranno da privilegiare tutti i possibili accorgimenti organizzativi al fine di differenziare l'ingresso e l'uscita degli studenti sia attraverso uno scaglionamento orario che rendendo disponibili tutte le vie di accesso, compatibilmente con le caratteristiche strutturali e di sicurezza dell'edificio scolastico, al fine di differenziare e ridurre il carico e il rischio di assembramento.

Si dovrà porre in atto ogni misura organizzativa finalizzata alla prevenzione di assembramenti di persone, sia che siano studenti che personale della scuola, negli spazi scolastici comuni (corridoi, spazi comuni, bagni, sala insegnanti, etc.).

Dovrà essere ridotta al minimo la presenza di genitori o loro delegati nei locali della scuola se non strettamente necessari (es. entrata /uscita scuola dell'infanzia).

Dovrà essere limitato l'utilizzo dei locali della scuola esclusivamente alla realizzazione di attività didattiche.

Il distanziamento fisico richiederà inevitabilmente l'adozione di misure organizzative che potranno impattare sul "modo di fare scuola" e che pertanto dovranno essere pensate e proporzionate all'età degli studenti. Sarà necessaria un'analisi attenta e capillare degli spazi disponibili e delle possibili collaborazioni con il territorio

sulla base di specifici accordi, al fine di aumentare gli spazi didattici complessivi. Altresì sarà necessaria un'analisi attenta della dotazione organica finalizzata alla definizione di eventuali carenze che dovranno trovare risposte nelle misure di sistema.

Il layout delle **aula** destinate alla didattica andrà rivisto con una rimodulazione dei banchi, dei posti a sedere e degli arredi scolastici, al fine di garantire il distanziamento interpersonale di almeno 1 metro, anche in considerazione dello spazio di movimento.

Anche l'area dinamica di passaggio e di interazione (zona cattedra/lavagna) all'interno dell'aula dovrà avere una superficie adeguata tale da garantire comunque e in ogni caso il distanziamento di almeno 1 metro, anche in considerazione dello spazio di movimento.

Ciascuna istituzione potrà definire, in virtù dell'autonomia scolastica, modalità di alternanza / turnazione / didattica a distanza proporzionate all'età degli alunni e al contesto educativo complessivo. In particolare, per gli ordini di scuola secondaria di I e II grado, al fine di ridurre la concentrazione di alunni negli ambienti scolastici, potranno essere in parte riproposte anche forme di didattica a distanza.

In tutti gli **altri locali scolastici** destinati alla didattica ivi comprese aula magna, laboratori, teatro, rispetto alla numerosità degli studenti dovrà essere considerato un indice di affollamento tale da garantire il distanziamento interpersonale di almeno 1 metro anche in considerazione delle attività didattiche specifiche proprie degli istituti tecnici o professionali; per gli Istituti coreutico musicali le attività didattiche che prevedano l'utilizzo di strumenti a fiato o attività corali dovranno essere effettuate garantendo un aumento significativo del distanziamento interpersonale.

Negli **spazi comuni**, aree di ricreazione, corridoi, dovranno essere previsti percorsi che garantiscano il distanziamento tra le persone, limitando gli assembramenti, anche attraverso apposita segnaletica.

Per lo svolgimento della ricreazione, delle attività motorie e di programmate attività didattiche, ove possibile e compatibilmente con le variabili strutturali, di sicurezza e metereologiche, privilegiarne lo svolgimento all'aperto, valorizzando lo **spazio esterno** quale occasione alternativa di apprendimento.

Per le attività di **educazione fisica**, qualora svolte al chiuso (es. palestre), dovrà essere garantita adeguata aerazione e un distanziamento interpersonale di almeno 2 metri (in analogia a quanto disciplinato nell'allegato 17 del DPCM 17 maggio 2020). Nelle prime fasi di riapertura delle scuole sono sconsigliati i giochi di squadra e gli sport di gruppo, mentre sono da privilegiare le attività fisiche sportive individuali che permettano il distanziamento fisico.

Il consumo del **pasto a scuola** rappresenta un momento di fondamentale importanza sia da un punto di vista educativo, per l'acquisizione di corrette abitudini alimentari, che sanitario in quanto rappresenta un pasto sano ed equilibrato. È pertanto fondamentale preservare il consumo del pasto a scuola garantendo tuttavia soluzioni organizzative che assicurino il distanziamento.

Anche per la refezione le singole realtà scolastiche dovranno identificare soluzioni organizzative ad hoc che consentano di assicurare il necessario distanziamento attraverso la gestione degli spazi (refettorio o altri locali idonei), dei tempi (turnazioni), e in misura residuale attraverso la fornitura del pasto in "lunch box" per il consumo in classe.

I locali scolastici destinati alla didattica dovranno, inoltre, essere dotati di finestre per garantire un **ricambio d'aria** regolare e sufficiente, favorendo, in ogni caso possibile, l'aerazione naturale. Relativamente agli impianti di condizionamento si rimanda alle specifiche indicazioni del documento Rapporto ISS COVID-19 n. 5 del 21 aprile 2020 disponibile nel link di seguito riportato https://www.iss.it/documents/20126/0/Rapporto+ISS+COVID-19+n.+5_2020+REV.pdf/2d27068f-6306-94ea-47e8-0539f0119b91?t=1588146889381

Misure igienico-sanitarie

Igiene dell'ambiente

In via preliminare il Dirigente scolastico assicurerà, prima della riapertura della scuola, una pulizia approfondita, ad opera dei collaboratori scolastici, dei locali della scuola destinati alla didattica e non, ivi compresi androne, corridoi, bagni, uffici di segreteria e ogni altro ambiente di utilizzo. Se la scuola è occupata da almeno 7-10 giorni, per riaprire l'area sarà necessaria solo la normale pulizia ordinaria, poiché il virus che causa COVID-19 non si è dimostrato in grado di sopravvivere su superfici più a lungo di questo tempo neppure in condizioni sperimentali.

Le operazioni di pulizia dovranno essere effettuate quotidianamente secondo le indicazioni dell'ISS previste nella Circolare del Ministero della Salute "Indicazioni per l'attuazione di misure contenitive del contagio da SARS-CoV-2 attraverso procedure di sanificazione di strutture non sanitarie (superfici, ambienti interni) e abbigliamento" in particolare nella sezione "Attività di sanificazione in ambiente chiuso" di cui un estratto è in Allegato 1. Nello stesso allegato è riportato un estratto con i principi attivi indicati per le varie superfici tratto da Rapporto ISS COVID-19 n. 19/2020 - "Raccomandazioni ad interim sui disinfettanti nell'attuale emergenza COVID-19: presidi medico-chirurgici e biocidi. Versione del 25 aprile 2020"

A riguardo si precisa che per sanificazione si intende l'insieme dei procedimenti e operazioni atti ad igienizzare determinati ambienti e mezzi mediante l'attività di pulizia e di disinfezione. Poiché la scuola è una forma di comunità che potrebbe generare focolai epidemici in presenza di un caso, a causa della possibile trasmissione per contatto, la pulizia con detergente neutro di superfici in locali generali, in presenza di una situazione epidemiologica con sostenuta circolazione del virus, andrebbe integrata con la disinfezione attraverso prodotti con azione virucida. Nella sanificazione si dovrà porre particolare attenzione alle superfici più toccate quali maniglie e barre delle porte, delle finestre, sedie e braccioli, tavoli/banchi/cattedre, interruttori della luce, corrimano, rubinetti dell'acqua, pulsanti dell'ascensore, distributori automatici di cibi e bevande, ecc.

Qualora vengano usati prodotti disinfettanti, e qualora la struttura educativa ospiti bambini al di sotto dei 6 anni, si raccomanda di fare seguire alla disinfezione anche la fase di risciacquo soprattutto per gli oggetti, come i giocattoli, che potrebbero essere portati in bocca dai bambini.

I servizi igienici sono dei punti di particolare criticità nella prevenzione del rischio. Pertanto dovrà essere posta particolare attenzione alle misure già poste in essere dalle scuole per la pulizia giornaliera dei servizi igienici con prodotti specifici. In tali locali, se dotati di finestre, queste devono rimanere sempre aperte; se privi di finestre, gli estrattori di aria devono essere mantenuti in funzione per l'intero orario scolastico.

Igiene personale

È necessario rendere disponibili prodotti igienizzanti (dispenser di soluzione idroalcolica) o a base di altri principi attivi (purché il prodotto riporti il numero di registrazione o autorizzazione del Ministero della Salute)

per l'igiene delle mani per gli studenti e il personale della scuola, in più punti dell'edificio scolastico e, in particolare, in ciascuna aula per permettere l'igiene delle mani all'ingresso in classe, favorendo comunque in via prioritaria il lavaggio delle mani con acqua e sapone neutro.

La scuola garantirà giornalmente al personale la mascherina chirurgica, che dovrà essere indossata per la permanenza nei locali scolastici.

Gli alunni dovranno indossare per l'intera permanenza nei locali scolastici una mascherina chirurgica o di comunità di propria dotazione, fatte salve le dovute eccezioni (ad es. attività fisica, pausa pasto); si definiscono mascherine di comunità *“mascherine monouso o mascherine lavabili, anche auto-prodotte, in materiali multistrato idonei a fornire un'adeguata barriera e, al contempo, che garantiscano comfort e respirabilità, forma e aderenza adeguate che permettano di coprire dal mento al di sopra del naso”* come disciplinato dai commi 2 e 3, art. 3 del DPCM 17 maggio 2020. Al riguardo va precisato che, in coerenza con tale norma, *“non sono soggetti all'obbligo i bambini al di sotto dei sei anni, nonché i soggetti con forme di disabilità non compatibili con l'uso continuativo della mascherina ovvero i soggetti che interagiscono con i predetti.”*

Non sono necessari ulteriori dispositivi di protezione.

Anche per tutto il personale non docente, negli spazi comuni dovranno essere garantite le stesse norme di distanziamento di almeno 1 metro, indossando altresì la mascherina chirurgica.

Va identificata una idonea procedura per l'accoglienza e isolamento di eventuali soggetti (studenti o altro personale scolastico) che dovessero manifestare una sintomatologia respiratoria e febbre. In tale evenienza il soggetto dovrà essere dotato immediatamente di mascherina chirurgica qualora dotato di mascherina di comunità e dovrà essere attivata l'assistenza necessaria secondo le indicazioni dell'autorità sanitaria locale.

Indicazioni per gli studenti con disabilità

Nel rispetto delle indicazioni sul distanziamento fisico, la gestione degli alunni con disabilità certificata dovrà essere pianificata anche in riferimento alla numerosità, alla tipologia di disabilità, alle risorse professionali specificatamente dedicate, garantendo in via prioritaria la didattica in presenza.

Si ricorda che, in coerenza con il DPCM 17 maggio sopra riportato, non sono soggetti all'obbligo di utilizzo della mascherina gli studenti con forme di disabilità non compatibili con l'uso continuativo della mascherina.

Per l'assistenza di studenti con disabilità certificata, non essendo sempre possibile garantire il distanziamento fisico dallo studente, potrà essere previsto per il personale l'utilizzo di ulteriori dispositivi. Nello specifico in questi casi il lavoratore potrà usare unitamente alla mascherina chirurgica, fatto salvo i casi sopra menzionati, guanti in nitrile e dispositivi di protezione per occhi, viso e mucose. Nell'applicazione delle misure di prevenzione e protezione si dovrà necessariamente tener conto delle diverse disabilità presenti.

Indicazioni per la scuola dell'infanzia

Nella scuola dell'infanzia il distanziamento fisico presenta criticità più marcate che dovranno richiedere particolari accorgimenti sia organizzativi che nel comportamento del personale. Occorre in tal caso assicurare indicazioni e risorse addizionali circa la pulizia assidua delle superfici, il lavaggio frequente delle mani, criteri di riduzione del numero degli alunni contemporaneamente presenti in classe. Relativamente alla numerosità del gruppo classe, trattandosi per caratteristiche evolutive e metodologie didattiche di un contesto dinamico, è opportuno prevedere un affollamento ulteriormente ridotto rispetto ai criteri applicati nel contesto di classi di ordine superiore.

Gli alunni della scuola dell'infanzia NON dovranno indossare la mascherina, come peraltro già previsto per i minori di 6 anni di età. Pertanto, non essendo sempre possibile garantire il distanziamento fisico dall'alunno, potrà essere previsto per il personale l'utilizzo di ulteriori dispositivi (es. guanti in nitrile e dispositivi di protezione per occhi, viso e mucose) oltre la consueta mascherina chirurgica.

MISURE SPECIFICHE PER I LAVORATORI

In riferimento all'adozione di misure specifiche per i lavoratori nell'ottica del contenimento del contagio da SARS-CoV-2 e di tutela dei lavoratori "fragili" si rimanda a quanto indicato:

1. nella normativa specifica in materia di salute e sicurezza sul lavoro (D.Lgs. 81/08 e s.m.i.).
2. nel Documento tecnico Inail "Documento sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-Cov-2 nei luoghi di lavoro e strategie di prevenzione. Aprile 2020".
3. nel Protocollo condiviso di regolazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro del 24 aprile 2020
4. nella Circolare del Ministero della Salute "Indicazioni operative relative alle attività del medico competente nel contesto delle misure per il contrasto e il contenimento della diffusione del virus SARS-CoV-2 negli ambienti di lavoro e nella collettività" del 29 aprile 2020.
5. nell'art. 83 del Decreto Legge 19 maggio 2020, n. 34 "Misure urgenti in materia di salute, sostegno al lavoro e all'economia, nonché di politiche sociali connesse all'emergenza epidemiologica da COVID-19".

Si rammenta il D.Lgs 81/08 e s.m.i. (all'art. 2 c.1 lett. a) equipara al lavoratore "l'allievo degli istituti di istruzione [...] e il partecipante ai corsi di formazione professionale nei quali si faccia uso di laboratori, attrezzature di lavoro in genere, agenti chimici, fisici e biologici, [...] limitatamente ai periodi in cui l'allievo sia effettivamente applicato alla strumentazioni o ai laboratori in questione". Pertanto, oltre a quanto già previsto dal summenzionato D.Lgs. 81/08 e s.m.i. per i lavoratori della scuola e per gli allievi equiparati, per alcuni indirizzi di studio (ad es. istituti professionali, istituti tecnici), sia durante l'attività pratica/tirocinio, sia nel contesto di eventuali esperienze di alternanza scuola-lavoro, sarà necessario fare riferimento alle indicazioni e alle misure di prevenzione e protezione riportate nei protocolli di settore (ad es. ristorazione, acconciatori ed estetisti).

In riferimento a particolari dispositivi di protezione individuale per il contenimento del rischio da SARS-CoV-2 è opportuno impartire un'informativa mirata, anche in collaborazione con le figure della prevenzione di cui al D. Lgs 81/08 e s.m.i. con particolare riferimento alle norme igieniche da rispettare, alla corretta procedura per indossare la mascherina chirurgica, nonché all'utilizzo e alla vestizione/svestizione dei dispositivi di protezione individuale, ove previsti.

INDICAZIONI DI INFORMAZIONE E COMUNICAZIONE

È necessario predisporre iniziative di informazione sulle misure di prevenzione e protezione adottate: il Dirigente Scolastico assicurerà adeguata comunicazione efficace alle famiglie, agli studenti, al personale scolastico, in modalità telematica (sito web scuola o webinar dedicati) e anche su cartellonistica, o altro supporto fisico, ben visibile all'ingresso della scuola e nei principali ambienti, da realizzare tutto o in parte prima dell'inizio dell'anno scolastico.

Sarà utile prevedere una attività formativa specifica in presenza al rientro per gli alunni rapportata all'età degli allievi e alla presenza di eventuali disabilità e/o disturbi di apprendimento finalizzata alla valorizzazione dei comportamenti.

Favorire, almeno nella prima fase, l'acquisizione di comportamenti attraverso un coinvolgimento diretto degli studenti nella realizzazione di iniziative per la prevenzione e la protezione (es. realizzazione di cartellonistica, valorizzazione degli spazi, condivisione di idee, etc.) anche proponendo campagne informative interne all'Istituto con la partecipazione proattiva di studenti e famiglie.

Sarà utile estendere le azioni di informazione e formazione anche ai famigliari degli allievi perché assumano un comportamento proattivo per il contenimento del rischio di trasmissione del contagio.

Si suggerisce di organizzare apposite esercitazioni per tutto il personale della scuola senza gli studenti al fine di prendere meglio dimestichezza con le misure di prevenzione e protezione e acquisirne la tecnicità.

È importante sottolineare che le misure di prevenzione e protezione indicate contano sul senso di responsabilità di tutti nel rispetto delle misure igieniche e del distanziamento e sulla collaborazione attiva di studenti e famiglie nel continuare a mettere in pratica i comportamenti previsti per il contrasto alla diffusione dell'epidemia.

Si riporta di seguito una proposta di "Cinque Regole" per promuovere campagne di comunicazione sul rientro a scuola in sicurezza.

LE CINQUE REGOLE PER IL RIENTRO A SCUOLA IN SICUREZZA

Torniamo a scuola più consapevoli e responsabili: insieme possiamo proteggerci tutti

1. Se hai sintomi di infezioni respiratorie acute (febbre, tosse, raffreddore) parlane subito con i genitori e **NON** venire a scuola.
2. Quando sei a scuola indossa una mascherina, anche di stoffa, per la protezione del naso e della bocca.
3. Segui le indicazioni degli insegnanti e rispetta la segnaletica.
4. Mantieni sempre la distanza di 1 metro, evita gli assembramenti (soprattutto in entrata e uscita) e il contatto fisico con i compagni.
5. Lava frequentemente le mani o usa gli appositi dispenser per tenerle pulite; evita di toccarti il viso e la mascherina.

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Attività di sanificazione in ambiente chiuso

[...]

- La maggior parte delle superfici e degli oggetti necessita solo di una normale pulizia ordinaria.
- Interruttori della luce e maniglie delle porte o altre superfici e oggetti frequentemente toccati dovranno essere puliti e disinfettati utilizzando prodotti disinfettanti con azione virucida autorizzati dal Ministero della salute per ridurre ulteriormente il rischio della presenza di germi su tali superfici e oggetti. (Maniglie delle porte, interruttori della luce, postazioni di lavoro, telefoni, tastiere e mouse, servizi igienici, rubinetti e lavandini, maniglie della pompa di benzina, schermi tattili.)
- Ogni azienda o struttura avrà superfici e oggetti diversi che vengono spesso toccati da più persone. Disinfettare adeguatamente queste superfici e questi oggetti.

Pertanto:

1. Pulire, come azione primaria, la superficie o l'oggetto con acqua e sapone.
2. Disinfettare se necessario utilizzando prodotti disinfettanti con azione virucida autorizzati evitando di mescolare insieme candeggina o altri prodotti per la pulizia e la disinfezione.
3. Rimuovere i materiali morbidi e porosi, come tappeti e sedute, per ridurre i problemi di pulizia e disinfezione.
4. Eliminare elementi d’arredo inutili e non funzionali che non garantiscono il distanziamento sociale tra le persone che frequentano gli ambienti (lavoratori, clienti, fornitori)

Le seguenti indicazioni possono aiutare a scegliere i disinfettanti appropriati sulla base del tipo di materiale dell’oggetto/superficie; si raccomanda di seguire le raccomandazioni del produttore in merito a eventuali pericoli aggiuntivi e di tenere tutti i disinfettanti fuori dalla portata dei bambini:

a) materiale duro e non poroso oggetti in vetro, metallo o plastica

- preliminarmente detergere con acqua e sapone;
- utilizzare idonei DPI per applicare in modo sicuro il disinfettante;
- utilizzare prodotti disinfettanti con azione virucida autorizzati (vedi note 8 e 9);

b) materiale morbido e poroso o oggetti come moquette, tappeti o sedute

I materiali morbidi e porosi non sono generalmente facili da disinfettare come le superfici dure e non porose. I materiali morbidi e porosi che non vengono frequentemente toccati devono essere puliti o lavati, seguendo le indicazioni sull'etichetta dell'articolo, utilizzando la temperatura dell'acqua più calda possibile in base alle caratteristiche del materiale. Per gli eventuali arredi come poltrone, sedie e panche, se non è possibile rimuoverle, si può procedere alla loro copertura con teli rimovibili monouso o lavabili

Estratto da:

Istituto Superiore di Sanità

Raccomandazioni ad interim sulla sanificazione di strutture non sanitarie nell’attuale emergenza COVID-19: superfici, ambienti interni e abbigliamento. Versione del 15 maggio 2020. Gruppo di Lavoro ISS Biocidi COVID-19 2020, 28 p. Rapporto ISS COVID-19 n. 25/2020

Organismi nazionali ed internazionali e i dati derivanti dai PMC attualmente autorizzati suggeriscono, con indicazioni generali per la disinfezione delle superfici, a seconda della matrice interessata, i principi attivi riportati in Tabella 1.

Tabella 1. Principi attivi per la disinfezione delle superfici suggeriti da Organismi nazionali e internazionali e derivanti dai PMC attualmente autorizzati

Superficie	Detergente
Superfici in pietra, metalliche o in vetro escluso il legno	Detergente neutro e disinfettante virucida - sodio ipoclorito 0,1 % o etanolo (alcol etilico) al 70% o altra concentrazione, purché sia specificato virucida.
Superfici in legno	Detergente neutro e disinfettante virucida (contro i virus) a base di etanolo (70%) o ammoni quaternari (es. cloruro di benzalconio; DDAC)
Servizi	Pulizia con detergente e disinfezione con disinfettante a base di sodio ipoclorito almeno allo 0.1% sodio ipoclorito
Tessili (es. cotone, lino)	Lavaggio con acqua calda (70°C-90°C) e normale detersivo per bucato; <i>in alternativa</i> : lavaggio a bassa temperatura con candeggina o altri prodotti disinfettanti per il bucato



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COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 84 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 03 giugno 2020

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MINISTERO PER LE PARI OPPORTUNITÀ E LA FAMIGLIA

Il CTS ha esaminato nella seduta n. 80 del 25/05/2020 il documento pervenuto dal Ministero per le Pari Opportunità e la Famiglia (allegato) nel punto relativo alla definizione delle linee di orientamento per le attività dei servizi educativi “estivi” per l’infanzia rivolti ai bambini di età compresa tra gli zero e i tre anni.

Il CTS, dopo ampia condivisione, esprime le seguenti considerazioni per l’educazione dei bambini al di sotto dei 3 anni presso strutture autorizzate e/o accreditate. Esaminando i dati italiani, a oggi disponibili, relativamente alla pandemia da SARS-CoV-2 nella popolazione 0-18 anni si sono rilevati 3.836 casi di infezione su un totale di 216.305 casi, pari all’1,8% del totale con 511 casi ospedalizzati (13,3%), 18 casi ricoverati in terapia intensiva, 4 decessi (2 mesi, 6 mesi, 5 anni e 6 anni). Nella fascia di età 0-1 anno sono stati registrati 193 casi ospedalizzati (36,6%) con 5 ricoveri in terapia intensiva. Questi dati confermano quanto emerso in ambito internazionale ovvero che l’età evolutiva è stata interessata marginalmente dal COVID-19, con forme cliniche meno gravi e con una letalità molto bassa. Non è al momento scientificamente dimostrato se i neonati e i bambini siano meno suscettibili all’infezione e/o siano meno in grado di trasmettere l’infezione da SARS-CoV-2 rispetto agli adulti. È verosimile che le misure di contenimento e la mancata frequenza scolastica abbiano tutelato i soggetti in età evolutiva. È quindi importante valutare la situazione epidemiologica nel nostro Paese nelle prossime settimane.

Persistendo l’andamento favorevole dell’ultimo periodo, salvo condizioni mutate e sfavorevoli, anche tenuto conto delle raccomandazioni dell’Organizzazione



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Mondiale della Sanità (OMS) che prevedono che il rilascio di misure di contenimento sia progressivo e complessivamente valutato dopo almeno 14 giorni prima di ogni ulteriore allentamento, tenuto conto che in data 03/06/2020 si è proceduto all'ultimo rilascio delle misure di contenimento, il CTS ritiene che si potrà procedere alla riattivazione dei servizi educativi "estivi" per l'infanzia rivolti ai bambini di età compresa tra gli zero e i tre anni solo dopo la valutazione con esito favorevole degli effetti correlati all'allentamento delle misure di contenimento.

Fatto salvo quanto premesso relativamente alla richiesta specifica di integrare le linee guida costituenti l'allegato 8 del DPCM del 17/05/2020 anche per le attività dei servizi educativi "estivi" per l'infanzia rivolti ai bambini di età compresa tra 0 e 3 anni, il CTS ritiene utile rimandare alle indicazioni già fornite nel contesto del documento conclusivo relativo alle misure di contenimento del contagio da virus SARS-CoV-2 nell'ambito del settore scuola approvato nella seduta n. 81 del 26/05/2020; il CTS ritiene che le misure organizzative, di prevenzione e di protezione dello stesso documento possano fornire indicazioni utili anche al contesto educativo 0-3 anni.

Si riepilogano di seguito, a titolo esemplificativo ma non esaustivo, i principali elementi da applicare nel contesto di cui trattasi rappresentando che nella fascia di età del presente documento (0-3 anni) possono configurarsi 2 distinti gruppi: i bambini in "culla" e i bambini deambulanti (*toddler*). Pertanto, le indicazioni riportate di seguito dovranno essere contestualizzate in base alla fascia d'età.

Misure organizzative generali

La preconditione per la presenza presso il servizio educativo "estivo" di bambini e di tutto il personale a vario titolo operante è l'assenza di sintomatologia respiratoria o di temperatura corporea superiore a 37.5°C anche nei tre giorni precedenti; non essere stati in quarantena o isolamento domiciliare negli ultimi 14 giorni; non essere



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stati a contatto con persone positive, per quanto di propria conoscenza, negli ultimi 14 giorni. Pertanto, si rimanda alla responsabilità individuale rispetto allo stato di salute proprio o dei minori affidati alla responsabilità genitoriale.

Dovrà essere ridotta al minimo la presenza di genitori o loro delegati nei locali del servizio se non strettamente necessari (es. entrata /uscita) limitando l'accesso alle sole zone dedicate all'accoglienza dei bambini.

Nelle misure organizzative generali del servizio educativo dovrà essere garantito per il personale operante il principio del distanziamento fisico di almeno 1 metro che rappresenta comunque un aspetto di prioritaria importanza seppur con i limiti di applicabilità per le caratteristiche evolutive degli utenti e le metodologie didattiche di un contesto educativo estremamente dinamico.

Nei servizi educativi il distanziamento fisico dovrà richiedere pertanto particolari accorgimenti sia organizzativi che nel comportamento del personale. In particolare:

- Numero massimo di bambini ammissibili presso i servizi educativi "estivi": appare condivisibile il rapporto proposto di un adulto ogni 5 bambini che sia comunque rapportato alla volumetria degli spazi interni ed esterni nel rispetto dei regolamenti vigenti per i servizi educativi 0-3 anni.
- Assicurare la pulizia assidua delle superfici (*cf.* igiene dell'ambiente).
- Assicurare il lavaggio frequente delle mani dei bambini quale momento ludico/educativo.
- Per i bambini NON è previsto l'utilizzo della mascherina, in coerenza con quanto indicato dal DPCM 17 maggio 2020.
- Per gli educatori, non essendo sempre possibile garantire il distanziamento fisico dal bambino, potrà essere previsto l'utilizzo di ulteriori dispositivi (es. guanti in



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nitrile e dispositivi di protezione per occhi, viso e mucose) oltre la consueta mascherina chirurgica.

- Tutto il restante personale che opera a vario titolo presso il servizio educativo, dovrà garantire le norme di distanziamento fisico di almeno 1 metro e l'utilizzo della mascherina chirurgica.
- Il consumo del pasto – momento di fondamentale importanza sia da un punto di vista educativo che per l'acquisizione di corrette abitudini alimentari – dovrà essere effettuato garantendo tuttavia soluzioni organizzative che assicurino il distanziamento.

Per l'igiene dell'ambiente si rimanda a quanto indicato nell'apposita sezione nel "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico*" (Verbale CTS n. 81 del 26/05/2020), rimarcando che "trattandosi i servizi educativi di una forma di comunità che potrebbe generare focolai epidemici in presenza di un caso, a causa della possibile trasmissione per contatto, la pulizia con detergente neutro di superfici in locali generali, in presenza di una situazione epidemiologica con sostenuta circolazione del virus, andrebbe integrata con la disinfezione attraverso prodotti con azione virucida. Nella sanificazione si dovrà porre particolare attenzione alle superfici più toccate quali maniglie e barre delle porte, delle finestre, sedie e braccioli, tavoli/banchi/cattedre, interruttori della luce, corrimano, rubinetti dell'acqua, pulsanti dell'ascensore, distributori automatici di cibi e bevande, ecc. Qualora vengano usati prodotti disinfettanti, e qualora la struttura educativa ospiti bambini al di sotto dei 6 anni, si raccomanda di fare seguire alla disinfezione anche la fase di risciacquo soprattutto per gli oggetti, come i giocattoli, che potrebbero essere portati in bocca dai bambini".

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Stralcio Verbale n. 84 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 3 giugno 2020

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QUESITO DEL MINISTERO DELL'ISTRUZIONE SULL'IMPIEGO DI VISIERE O SCHERMI FACCIALI

Relativamente al quesito pervenuto per le vie brevi dal Sig. Ministro dell'Istruzione, il CTS ribadisce che l'uso di visiere o schermi facciali può essere considerata integrativa e non alternativa all'uso della mascherina per la protezione delle vie respiratorie.

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Stralcio Verbale n. 87 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 8 giugno 2020.

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MINISTERO PER LE PARI OPPORTUNITÀ E LA FAMIGLIA

Il CTS esamina i documenti “Richiesta di linee guida per lo svolgimento di attività scoutistiche durante il periodo di emergenza epidemiologica da COVID-19” redatto dalla Federazione Italiana dello Scouting (allegato) e “Nuove opportunità per garantire ai bambini ed agli adolescenti l’esercizio del diritto alla socialità ed al gioco” (allegato), pervenuti dal Ministero per le Pari Opportunità e la Famiglia.

Relativamente al documento della Federazione Italiana dello Scouting, dopo ampia condivisione, il CTS formula alcune osservazioni che, di seguito, si riportano.

Il CTS rileva, infatti, l’assoluta necessità di evitare il pernottamento dei ragazzi o delle ragazze condividendo tende multiple (a meno che non si tratti di fratelli, sorelle o persone del medesimo nucleo familiare), assicurando la scelta di tende singole ovvero, in alternativa, consentire il pernottamento in strutture e/o case, dove risulta più agevole l’osservanza delle regole di comportamento per la riduzione del rischio di contagio (distanziamento fisico, igiene delle mani, uso di mezzi di protezione delle vie aeree).

Il CTS rileva, inoltre, una importante criticità nella sezione del documento denominata “modalità di svolgimento – isolamento di coorte” dove si mette in evidenza il contatto certo tra i partecipanti al gruppo, tra loro non coabitanti. La modalità organizzativa di questa tipologia di attività espone la collettività a potenziali importanti rischi di contagio, non certamente superabili dalla misurazione della temperatura o dall’effettuazione di test sierologici, la cui attuale scarsa



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significatività clinica appare di nulla utilità per giustificare la realizzazione di attività con modelli organizzativi del genere.

Possono formularsi analoghe indicazioni sulle modalità di pernottamento dei ragazzi e degli adolescenti previste nel documento del Ministero per le Pari Opportunità e la Famiglia. Anche in questo caso, risulta necessario prevenire la condivisione di spazi comuni per i pernottamenti, soprattutto quando non risulta possibile garantire il corretto distanziamento e la corretta osservanza delle misure igienico-sanitarie per la prevenzione del contagio.

In ogni caso, fermi restando gli indirizzi generali, il CTS ritiene che la soluzione organizzativa di ciascuna attività debba essere validata dalle autorità sanitarie locali competenti.

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Stralcio Verbale n. 87 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 08 giugno 2020

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AUDIZIONE DEL SIG. MINISTRO DELL'ISTRUZIONE PER LE MODALITÀ DI RIPRESA DELLE ATTIVITÀ DIDATTICHE DEL PROSSIMO ANNO SCOLASTICO

A seguito delle audizioni del Sig. Ministro dell'Istruzione avvenute durante le sedute n. 66 del 06/05/2020 e n. 71 del 12/05/2020, il CTS, nel condividere l'esigenza di supportare il Ministero dell'Istruzione con la condivisione di percorsi virtuosi per la definizione di modalità organizzative idonee alla riapertura dell'anno scolastico prossimo, procede ad un nuovo confronto in videoconferenza con il Sig. Ministro dell'Istruzione.

Durante l'audizione, il Sig. Ministro rappresenta alcune priorità tra le istanze formulate (allegato). Al termine di una più ampia valutazione di contesto, il CTS riscontra i quesiti con le considerazioni illustrate di seguito.

Preliminarmente, il Comitato Tecnico Scientifico rappresenta che alcune delle istanze trovano elementi di risposta nel "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico*" approvato dal CTS nella seduta n. 82 del 28/05/2020.

Nella seduta n. 84 del 03/06/2020, il CTS ha ribadito, altresì, che le visiere o gli schermi facciali non sono considerati misure alternative per la protezione delle vie aeree ma complementari all'uso di protezioni primarie per le vie aeree (mascherine); non sono classificati come dispositivi di protezione delle vie respiratorie ma primariamente per la protezione degli occhi e, pertanto, non devono essere usati da soli. Se utilizzati da soli, infatti, la loro capacità di protezione da *droplets* è decisamente inferiore alle mascherine. Per tale motivo, devono essere



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utilizzati in associazione con una protezione primaria delle vie respiratorie (maschera medico/chirurgica, semimaschera filtrante, ecc.). Si ricorda inoltre che le visiere o schermi facciali sono classificati come DPI di classe III, destinati ai lavoratori, per i quali deve essere prevista adeguata formazione sull'utilizzo. Il CTS ritiene, quindi, che l'uso da parte di minori farebbe configurare potenziali rischi per la sicurezza degli studenti connessi ad una non corretta manipolazione, manutenzione, conservazione e utilizzo dei dispositivi stessi. Per quanto attiene all'uso di tali dispositivi per il personale scolastico, si rimanda a quanto già previsto nel *"Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico"* per l'assistenza di studenti con disabilità e per il personale della scuola dell'infanzia di cui al verbale del CTS n. 81 del 26/05/2020. Nel documento, il CTS non ha previsto l'impiego di pannelli divisorii. Al riguardo, infatti, il Comitato Tecnico Scientifico esprime elementi di perplessità sul quesito proposto, invitando ad una attenta valutazione costi/benefici. In ogni caso, il loro utilizzo potrebbe essere eventualmente considerato solo dopo l'esclusione di tutte le possibili misure organizzative e di prevenzione e protezione già proposte nel documento tecnico citato.

In riferimento ai quesiti sull'uso della mascherina a mensa e in palestra, si rimanda a quanto disciplinato nell'allegato n. 17 del DPCM 17/05/2020. In particolare, per la ristorazione "dovrà essere sempre indossata la mascherina, tranne quando si è seduti al tavolo" ed è evidente che non debba essere usata esclusivamente durante il consumo dei pasti. Analogamente, la mascherina non deve essere indossata durante lo svolgimento di attività fisica, rispettando l'adeguato distanziamento fisico come indicato nel citato documento tecnico.

Relativamente ai quesiti sul distanziamento fisico e l'uso di mascherina e DPI, allo stato attuale della circolazione del virus, si conferma che il distanziamento rappresenta una misura fondamentale da attuare. Al riguardo, si rimanda ai principi



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cardine riportati nell'allegato n. 10 del DPCM del 17/05/2020 che hanno caratterizzato le scelte e gli indirizzi tecnici; in particolare, si fa riferimento ai primi 3 criteri che, ad ogni buon fine, si ricordano di seguito contestualizzandoli alla realtà scolastica:

1. Il rischio di aggregazione e affollamento e la possibilità di prevenirlo in maniera efficace nelle singole realtà e nell'accesso a queste;
2. La prossimità delle persone (es. studenti, insegnanti, ecc.) rispetto a contesti statici (es. studenti fermi in postazioni fisse – banchi), dinamici (studenti in movimento) o misti (contemporanea presenza di studenti in posizioni fisse e di altri in movimento);
3. L'effettiva possibilità di mantenere la appropriata mascherina da parte di tutti nei contesti raccomandati.

In merito all'utilizzo delle mascherine nel contesto scolastico, il CTS ritiene sia opportuno rassicurare su una notizia non scientificamente corretta, diffusa in tutto il mondo e smentita chiaramente dall'OMS e dal CDC relativa all'uso prolungato di maschere mediche che, se indossate correttamente, non causano intossicazione da CO₂ o carenza di ossigeno. Al riguardo, si soggiunge che mentre l'OMS ha inserito la smentita nei "miti da sfatare" (www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters), il CDC ha affermato che il livello di CO₂ che si può accumulare nella maschera raggiunge livelli assolutamente tollerabili dall'uomo ed è improbabile che indossare una maschera possa creare una condizione di ipercapnia. Rimane la possibilità di valutare, a ridosso della ripresa scolastica e sulla base degli indici epidemiologici registrati, la necessità dell'obbligo di mascherina per gli studenti delle scuole dei diversi ordini e grado, per l'intera durata della permanenza in classe. Tale disposizione, non comportando nell'immediato necessità organizzative complesse, potrà essere eventualmente



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rivalutata in maniera più compiuta, successivamente alle analisi degli indici epidemiologici del tempo.

In merito alla richiesta di differenziazione delle misure da adottare su base regionale si ricorda che il CTS individua il proprio compito specifico nella espressione di raccomandazioni generali di tipo sanitario sulle misure di prevenzione e contenimento, rimandando ai diversi proponenti ed alle Autorità scolastiche regionali competenti la scelta più appropriata della declinazione operativa e di indirizzo sulla base della più puntuale conoscenza degli aspetti tecnico organizzativi nei contesti territoriali.

Le ipotesi di rimodulazione delle misure contenitive proposte per il settore scolastico sono finalizzate a supportare il processo decisionale con elementi di analisi e proposte di soluzioni tecnico-organizzative che potranno trovare una modulazione contestualizzata a livello regionale e locale con il coinvolgimento delle autorità competenti, anche sulla base dell'andamento epidemiologico locale. Risulta essenziale che a livello nazionale, regionale e locale vi sia una puntuale valutazione del possibile impatto in termini di circolazione del virus SARS-CoV-2 delle diverse azioni, così da mantenere la circolazione del virus al livello più basso possibile.

Le raccomandazioni del documento tecnico per il settore scolastico, allo stato attuale dell'epidemia, rimangono sostanzialmente invariate sulla base delle conoscenze disponibili sulla trasmissibilità del virus SARS-CoV-2 nelle fasce di età della popolazione scolastica e della diffusione nella popolazione. Il CTS presta la massima attenzione, nell'ambito delle proprie competenze tecniche e sanitarie, alla specifica tematica, consapevole dell'importanza fondamentale del ritorno a scuola in sicurezza, garantendo il monitoraggio dedicato all'evoluzione dell'epidemia e delle conoscenze scientifiche che potranno essere prodotte nel prossimo futuro, anche sulla base di esperienze internazionali dello stesso ambito.



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In questa prospettiva, il CTS suggerisce, anche visto il lasso di tempo esistente per l'inizio del nuovo anno scolastico, di monitorare attentamente le esperienze in corso in vari Paesi dove le scuole sono attualmente aperte, al fine di acquisire conoscenze ed evidenze in grado di supportare i modelli organizzativi da adottare nelle diverse fasce di età.

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Stralcio Verbale n. 89 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 16 giugno 2020

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RIPRESA DELLE ATTIVITÀ DIDATTICHE DEL PROSSIMO ANNO SCOLASTICO

Il CTS, alla luce degli attuali indici epidemici ed in considerazione dell'eterogeneità delle decisioni tecniche concernenti il mondo della scuola sulle misure di contrasto al virus SARS-CoV-2 dei diversi Paesi dell'Unione (allegato), condivide l'esigenza di pianificare un incontro in videoconferenza con i principali attori internazionali per una più ampia trattazione delle tematiche sanitarie del mondo dell'istruzione scolastica e dell'infanzia, al fine di pianificare, attraverso la richiesta di una verifica esplorativa alla Regione EURO OMS, una *consensus conference* sulla scuola.

QUESITO DEL MINISTERO DELL'ISTRUZIONE SUL DISTANZIAMENTO FISICO

Relativamente al quesito pervenuto per le vie brevi dal Sig. Ministro dell'Istruzione, il CTS ribadisce che la misura di distanziamento di un metro universalmente accettata, può essere misurata come distanza tra le rime buccali degli alunni e che le misure di distanziamento debbano comunque essere garantite insieme all'utilizzo delle mascherine per la protezione delle vie aeree.

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**Implications of the novel coronavirus (COVID-19) on education and training:
State-of-play in Member States**

AUSTRIA

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

The overall aim is to give all pupils, apprentices and students the possibility to graduate this semester/school year.

Summer schools will be offered in the last two weeks of the holidays for those pupils who need additional support to ensure basic competences. Participation is free of charge and is strongly recommended for pupils who need to catch up, as suggested by the respective class teacher or school leader. However, once pupils have registered it's compulsory. Participation in the summer school will be included in the grading for the next school year. Teaching will be carried out by teachers and students of teacher training universities.

In the field of higher education exams may be held in a digital format, the deadlines for handing in final papers and dissertations were extended and special regulations allow for lectures and exams to take place also during the summer months. To enable work in laboratories or individual art lessons, the semester has been prolonged to September.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

All schools in Austria are re-opening gradually in three stages:

- Pupils in their final year of upper secondary education and other graduation classes already started regular schooling on 4 May in order to prepare for the national school exit exams ("Matura"), which are taking place as of 25 May.
- All compulsory schools (age 6-14 years old) re-opened on 18 May.
- As of 29 May all other upper secondary schools (and other schools) have been re-opened.

In order to reduce the number of pupils in lower secondary schools a shift system has been implemented. All classes are divided into two equally sized groups, unless the maximum total number of pupils of 18 is not exceeded in a class. The ministry recommended schools to organise the shift system alternating between Monday to Wednesday and Thursday and Friday (and vice versa the following week). However, other models are also possible, which have to be coordinated between the school supervisor and the school management.

Face-to-face education is mandatory. However, if pupils, feel psychologically unable to attend classes due to the current situation but do not belong to a high risk group, have the possibility to continue distance learning.

In addition, recommendations have been given to ECEC institutions, to ensure that all parents have the possibility of child care if needed.

In the field of higher education, lectures will be conducted online until the end of June. At higher education institutions lectures and examinations which cannot be conducted online have been made possible beginning in May. The Semester has been prolonged to September.

<p>The Government has drawn up a roadmap of gradually lifting containment measures in all other areas - provided that the number of COVID-19 cases does not rise again. The roadmap is being readjusted in intervals of two to three weeks, according to infection rates and speed of spread of COVID-19.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>The Ministry is not directly responsible for student dormitories. They are privately run. There are currently only limited legal reasons to terminate accommodation contracts that have already been concluded. However, we have been informed that dorm managers put relevant measures in place, related to social distancing and preventive measures concerning hygienic practices.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Strict hygiene measures and physical distancing have been introduced to reduce the risk of infection. Particular precautionary measures have been introduced to protect pupils with pre-existing health conditions. In addition, the Ministry published a "hygiene manual", which lays down regulations for school re-openings in general and preparation and implementation of the final exam (Matura) (e.g. masks, disinfection, physical distance or intervals for cleaning surfaces). Hygiene manual: https://www.bmbwf.gv.at/Ministerium/Informationspflicht/corona/corona_schutz.html On 3 June, the obligation to wear masks on the school premises has been lifted. Furthermore, sports lessons are allowed on a voluntary basis. Regarding student dormitories, we have been informed that dorm managers put relevant organisational and hygienic measures in place (adequate distance, masks, disinfection, use common areas such as kitchens etc. only individually). Special measures have been taken for quarantine cases.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>Having just entered the third phase of school reopenings, it is still difficult to specify the challenges. In order to best prepare for the reopening, the ministry has been in consistent exchange with the regional school managements regarding not only the implementation on safety and hygienic standards, but also those new challenges of organizational nature, such as the new shift system.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>To ensure an efficient ending of school careers and subsequent enrolment in universities, national school exit exams ("Matura") are currently taking place (from 25 May onwards). Accordingly, pupils in their final year of upper secondary education and other graduation classes resumed regular schooling on 4 May. Taking the circumstances into account the examination process will be slightly adapted. Previous grading of the last school year will be taken into account for the final exam combined with the written part of the final exam. The oral part has been cancelled. As far as VET schools are concerned, equivalent measures will take place.</p>

<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>The admission and enrolment procedures have been aligned with the extended summer semester and the new Matura timeline. Deadlines have been extended and admission examinations have been postponed or adapted to new formats when necessary.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>Whenever possible competitions have taken place digitally.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>In compliance with hygiene regulations practical training lessons are being offered. In any case, the apprenticeship year/school year can be completed. If necessary, exams will be held online or individually at vocational schools, in compliance with the hygiene regulations. In higher education the physical presence of students is allowed as of May, in case it is necessary, e.g. for laboratory activities and studies of the arts. It is furthermore possible to prolong the semester over the summer months.</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>The admission and enrolment procedures have been aligned with the extended summer semester and the new Matura timeline. Deadlines have been extended and admission examinations postponed or adapted to new formats when necessary. All deadlines for handing in and assessing bachelor and master theses as well as diploma theses ("Diplomarbeiten") and dissertations have been extended by the very time period which students lose due to Covid-19, to make sure students will not suffer any drawbacks. Since courses and exams may be held in a digital format, means of distance learning are widely used and the summer term has been prolonged to September to give students the chance to continue and finish their studies and exams, tuition fees for the summer term are not generally waived by now. Universities are entitled to decide for remission and reimbursement of tuition fees, within their own field of action.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>At the moment, it is not possible to estimate the lost revenue or additional costs caused by the COVID-19 pandemic. Universities will have to use their own financial leeway (e.g. reserves). In particularly urgent and special cases, the Federal Ministry will endeavour to support universities in line with the budgetary possibilities.</p>

INTERNATIONAL STUDENTS AND MOBILITY
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>Higher education institutions will take into account access qualifications from other member states, also with necessary adaptations due to irregular circumstances related to COVID 19, taking into consideration the necessary quality of education.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>In general, as to nationally funded grants, students who have cancelled their stay but continue to work via "distance learning" can continue to receive the scholarship both for the time period and the amount of the grant agreed to in advance. If distance learning is not possible (the March and April instalments can be paid out to bridge the gap), the consumption of the scholarship can be postponed to be consumed by February 28, 2022.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>In the field of higher education, lectures will be conducted online until the end of June. Online learning and MOOCs are digital solutions which increase the attractiveness of higher education institutions for European and international students.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>The higher education institutions will maintain the necessary flexibility concerning terms and administrative procedures for exchange activities. Regarding learning mobility, a great number of students continue with their host universities' courses via eLearning opportunities. If students are able to return to their host university abroad and continue studying later in the year, it is possible for them to do so. It is often also possible to take exams online. We support the classical learning mobility but we also recognise the advantages from a combination of virtual learning and physical mobility in the challenging times of the COVID 19 for the next academic year. Students could start with a period of virtual mobility and eLearning and go abroad at a later stage, if travel restrictions are lifted. It is crucial to ensure high quality teaching and learning during the time of blended learning, especially regarding learning outcomes.</p>
LESSONS LEARNT AND FUTURE STEPS
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>At the beginning school closures were a huge challenge for all actors in the school system, however, a large number of actors have a positive attitude towards distance learning. Austrian teachers are competent in the use of digital devices in teaching. Teachers who have already worked with digital technologies in the past were able to meet the challenges faster and better. Teachers who had less experience were extensively supported by numerous measures of the Ministry (further training possibilities with online seminars and tutorials,</p>

pedagogical guidelines for distance learning, provision of extensive digital teaching resources etc.) available at the platform “Distance Learning Portal”. The vast majority of students were available to teachers in distance learning. The Ministry lent notebooks or tablets to socially disadvantaged pupils who visit a federal school and who had no access to a computer. The federal states also provide several initiatives and actions to support disadvantaged students and made available digital devices.

A study on "distance learning" has been carried out by the University of Teacher Education in Tyrol and is currently being finalised. The aim is to find out how teachers and learners deal with the challenges of the crisis.

Link to the first results: <https://ph-tirol.ac.at/studie-distance-learning>

Universities have taken several efforts to increase their distant learning programs. The general shift to distance learning has been a major challenge for all actors. Higher education institutions and academic staff benefit from available infrastructure and expertise, although the level of experience in distance teaching is disparate. A recent survey amongst students (April 2020, commissioned by the BMBWF) indicates that at least 60% of students rate the shift to a “digital semester” as positive, with larger variations between different fields of studies. A vast majority of students confirms improvements of online teaching, which increasingly includes interactive courses, podcasts/blogs as well as online-exams. However, many students miss the personal contact with their teachers and colleagues, which is confirmed by other surveys (National Students Union, April 2020; Spiel, April 2020). Students currently suffer from the uncertainties in planning of the next months, which may reduce their motivation for learning. On the other hand, they perceive benefits for their personal autonomy.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

In principle, there were no major obstacles to designing learning processes with digital tools. Online learning platforms developed and implemented by the Ministry in the past were already widely used by schools in distance learning. Collaborative education platforms such as Microsoft Office 365 Education or Google GSuite for Education were also available. On the content platform "Eduthek" (developed by the ministry) which was used extensively during school closures, numerous learning and practice materials/resources are available free of charge for students of all school levels as well as for teachers and parents. A future strategic focus will be on the provision of digital teaching and learning resources. The resources should be more strongly quality-assured and linked to the official curricula. The newly developed platform “Edutube” already provides short videos and documentaries in assured quality, which are suitable in terms of content as a support for digital teaching. With regard to communication between school management, teachers, pupils and parents, numerous communication tools were used which overwhelmed many of them. A desire to use fewer and more effective communication tools became apparent. Although, the biggest challenge for pupils was working independently and a majority of pupils would like to learn more digitally in the future. There is a big chance to take along the positive vibes from the experience students and teachers have made in distance learning. By reflecting these latter, future teaching and learning processes can be further developed.

All higher education institutions have developed strategies for digitalisation during the past years. The Covid-19 crisis undoubtedly boosts the implementation of digital teaching and learning and provides unexpected possibilities, but it is too early to provide judgements on most effective tools. Moreover, all universities have developed different technical approaches to run e-learning courses and feedback systems for their students and academic staff. Most of them are based on “moodle platforms”. Due to the fact that universities act autonomously the federal ministry has no detailed overview about the technical solutions used by the universities.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

Currently there are no indications that the re-opening of ET institutions had effects on the spread of the pandemic.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

We are planning to fully resume school and university operations for the new academic year like, as in regular years. However, this depends on the infection rate and the implemented restriction measures at that time.

BELGIUM

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

BE FR:

Education:

Compulsory Education: no compensation measures are foreseen for now.

Adult education :

Teaching units whose start date is during the 2019-2020 academic year may last more than 365 calendar days, provided that the end date of those units occurs on December 31, 2020 at the latest.

This provision is intended to allow educational establishments for social advancement (adult education) to extend the duration of teaching units in order to continue teaching activities in case when it was impossible to respect the timetable initially planned due to Covid-19 health crisis.

The date of December 31, 2020 was chosen to avoid an excessive extension of the academic calendar.

BE NL – Flanders:

Schoolyear extension

Primary schools have the possibility, in order to maximise the teaching time this school year, to issue the leaving certificate of primary education until the 7th of July, instead of 30 June. The extra week would serve for deliberations. However, schools are obliged to discuss this with the staff beforehand.

In secondary education, the deadline by which the deliberating class council must decide can also be postponed from 30 June 2020 to 7 July 2020. This may be necessary if, on 30 June, the class council considers that it does not yet have all the necessary information to make a well-founded decision. If a school board wants to make use of this possibility, it must be consult beforehand with the competent local staff representatives.

Summerschool

The Flemish Government has launched an open call for the organisation of summer schools to schools, local authorities and other potential organisers. For at least 10 days in July or August a summer school can be organised for a tailor-made learning programme that is linked to sport, games and culture.

The class council will be able to advise students to participate and also local partners will be able to encourage participation. However any participation in the scheme remains voluntary. In the summer school pupils will find themselves in small groups with about ten peers. Teaching materials should ideally be limited to two essential areas of learning for the pupil. The concrete curriculum needs to be tailored to the participating pupils as much as possible. The curriculum will therefore look different in every summer class. The programme will last at least 10 days. Approximately half of the day will go to the learning process. Furthermore an enrichment programme will offer plenty of room for sports, games and culture. The summer school is free of charge for the participants, as the Flemish Government provides a fee of 25 euros per day per pupil. The local authorities and the schools can collaborate with external partners such as youth work and organisations involved in learning support.

More concretely a summer school can have two goals:

- A summer school can initially have a remedial goal for pupils who have fallen behind due to lost teaching time during the COVID-19 school closures period and who could use extra support. The focus here is mainly on closing the learning gaps.
- A summer school can also have a more preparing /stimulating goal or fulfil a function with regards to the orientation of pupils towards a certain field of study or a certain field of study in secondary education. They could also focus on pupils which make an important educational transition, such as from primary to secondary education or from secondary to higher education.

The learning offer will always start from the essential subject matter. The summer schools are preferably organised locally. This way the summer schools are easily accessible for pupils/parents.

If the demand would exceed the available places, the provider will make a selection. The pupils that can benefit most of the remedial learning offer get precedence. This decision is taken in consultation with the guidance councils bodies.

During the first open call of the Flemish Government already 144 summer schools - accounting for a total of 734 summer classes - have registered. An offer in all provinces, all central cities, many smaller municipalities and from all major education providers will be able to be provided.

A second call closed on the 7th of July evaluations and selections are still pending.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

BE FR:

Education:

Compulsory education:

The National Security Council decided on 24 April to adopt a phase-out plan (from 4 May), including a partial resumption of lessons. Courses will resume gradually from 18 May. All the measures are taken into account the National Security Council recommendations. On 27 May, the NSC decided that all pre-primary schools will be able to reopen from 2 June and all primary schools from 8 June with a “test day” on 5 June. The “good” evolution of the situation in the country and the mental health and the well-being of the children were taken into account in that decision.

The priority objective is to put in place, within each school, the most optimal security conditions to allow a partial and progressive resumption of lessons. The aim will be to ensure that as many pupils as possible regain contact with the school in order to create a link with the educational teams and face-to-face teaching activities. Priority will be given to the certifying and guidance years, to the first and second primary years, given the importance of these years in determining initial basic learning, to pupils with learning difficulties and to pupils in special needs education. The different stages are:

- From 18 May: the last year of primary education's pupils and the last year of secondary education's students; maximum 2 days a week;
- From 25 May: first and, if possible, second year of primary education's pupils, maximum one day a week and second year of secondary education's students, maximum 2 days a week;
- From 2 June: pre-primary schools are allowed to reopen full time;
- From 8 June (with possible "test day" 5 June): all primary schools are allowed to reopen full time.

For the pupils who will return to school from 18 May, in addition to the consolidation of the skills worked during the confinement, new learning must be proposed when the pupils are present in class and accompanied by their teacher. Those must be limited to basic learning and the essential knowledge to be acquired to complete the school year as well as possible. The return to school is not mandatory for pupils but it is indeed strongly advised. The organisation of the reopening is the responsibility of the schools' board. It can be postponed or adapted (when and how) regarding the situation.

No change are foreseen for secondary education.

Higher education:

Most of our HEIs continue their activities in a digital way till the end of this academic year. Nevertheless, it is possible to organize face-to-face courses/evaluations in specific cases, notably when it is impossible in practice (or due to the nature of the activity) to organize learning activities or evaluation by distance means (e.g. in Arts colleges). Safeguards have been put in place to this respect via a circular which provides sanitary recommendations to HEIs in order to implement in each institution the most optimal security conditions. In addition, reusable masks have been ordered by the Ministry of the Wallonia-Brussels Federation in order to equip each learner and staff member with facial protection.

Adult education:

Since May 18, 2020, the social advancement education has benefited from protocol (via circular) in order to prepare the end of the quarantine period, including the distribution of reusable masks which have been ordered by the Ministry of the Wallonia-Brussels Federation.

Walloon Region:

Vocational training centres: will progressively re-open from the 18th of May. All training centres will respect sanitary rules and social distancing. It will have an impact on the set-up of the groups, e.g. numbers of trainees at the same time within the centre and within training classrooms and workshops.

Face-to-face training is recommended whenever possible. If not, distance learning will be organized.

The date to reopen the Brussels training centres is under discussion. 18 May is foreseen.

Social and professional integration centres and Training through work companies (EFT):

The gradual resumption of activities is set to begin on 18 May. It concerns all the activities carried out by the operators and which, were until then, covered by the suspension, i.e. all activities in the presence of the beneficiary, whether individual or collective, including internship in companies. This resumption of activities will necessarily be flexible and gradual, taking into account the health, material and other constraints and the likely difficulty of re-mobilising beneficiaries after the period of confinement. Operators are therefore not expected to carry out all their activities from 18 May, but to prepare for this resumption in a responsible manner and as key players in the post-crisis recovery. In particular, it is crucial to resume mobilising activities for vulnerable groups that are even more affected by the crisis.

Brussels-Capital Region:

Bruxelles Formation (public training centres):

In Brussels, the authorities (training-employment) have decided that the first phase of the Plan to relaunch on-site activities can start after 1 June. In concrete terms, the gradual return of team members to the site can only be envisaged from Tuesday 2 June.

After this date, teleworking will remain the norm and compliance with health security measures will be guaranteed.

The second phase of the plan to relaunch activities on the training sites is scheduled for Monday, June 8 and aims to organize gradually the return of the trainees according to the following principles:

Priority to groups that entered training before confinement, so that they complete their training (considered complete when the training objectives are reached with either a certification for qualifying training program, or the acquisition of the prerequisites for entering a skills training)

Distance learning remains an active training modality.

Priority for resumption in the classroom is given to trainees whose acquisition of skills requires physical presence such as practical training and to trainees in a situation of dropping out.

Depending on the type of training given, the size of the site and the premises, each training centre draws up an inventory and will organize the physical return of the learners in small groups at a rate of 1 to 2.5 times / week with all the precautions sanitary facilities required. An alternation of the days of presence of the trainees will be organized in order to limit the daily number of trainees where the groups are more numerous.

BE NL – Flanders:

Schools get the chance to let all students come back to school this school year.

Nonetheless schools can still autonomously determine, within the adjusted safety measures, which expansion is feasible and doable, both in terms of years of study, timing and the proportion of teaching time at school. They take into account the availability of staff and infrastructure.

The following maximum scenario applies to primary and secondary education and to special needs education:

- All toddlers can restart full-time since 2 June, without social distancing and with the class group as a one contact bubble.
- All primary school pupils can restart full-time since 5 June, without social distancing and with the class group as one contact bubble.
- Since June 2, all students in 2nd and 4th year secondary education can be taught 2 full days or 4 half days a week at school with social distancing, contact bubbles of max. 14 students and mouth masks.
- All pupils of the 1st, 3rd and 5th year of secondary education are invited at least 1 day at school to complete the school year together. The same applies to pupils in part-time vocational secondary education.
- Special needs education can be restarted as far as possible according to the needs. In their choices, schools take into account the restrictions in terms of pupil transport.

Roadmap for the restart of classes in primary and secondary schools

The Flemish education minister and the education administration have, in collaboration with the various educational partners, scientists and the National Team Responsible for the Exit strategy, published a “roadmap to restart primary and secondary school-based education”. These guidelines will support the education sector (including schools and teachers) when resuming their activities.

This roadmap has 5 guiding principles:

1. The health and safety of education professionals and pupils is paramount.
2. Schools are the conductors of the education process and count on the support of pedagogical advisory services and other education actors.
3. This school year should not be a ‘lost school year’ for anyone.
4. The teaching time is maximized until the end of the school year.
5. A fair evaluation for all pupils.

The roadmap addresses 5 themes; safety, staff and pupils, learning, organisation and evaluation. It is important to note that ‘safety’ is the central theme as well as the starting point for all decisions that schools can and will make (and adjust) regarding the 4 other themes.

<p>The roadmap provides a general framework and respects the professionalism and autonomy of schools and school staff.</p> <ul style="list-style-type: none"> • The roadmap is a guideline for (the preparation of) the restart phase. Schools can use it to check whether they took all aspects regarding a successful and safe restart into consideration. The roadmap offers information and checklists. For each theme, the roadmap describes the school's obligations. It also offers useful advice schools can use on a voluntary basis. • To determine the possibilities for each school and in each specific school situation, schools will prepare a risk analysis in collaboration with the prevention advisor, the external service for prevention and protection at work and the Pupil Guidance Centre. This analysis must be discussed at the competent negotiation committee. This will form the basis on which schools can make sound pedagogical choices regarding staff, students, learning and evaluating. <p>The roadmap for the restart can be found on https://onderwijs.vlaanderen.be/nl/draaiboek-heropstart-van-de-lessen-op-school (Dutch only, but Google Translate English works rather well)</p> <p>This roadmap is a dynamic tool for schools and will be updated when needed.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>/</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>All measures that are put in place are following the recommendations of the NSC.</p> <p>BE FR:</p> <p>Education:</p> <p><u>Compulsory education:</u> during stage 1 and 2 (18 and 25 May) all pupils over 12 years old and all teachers will have to wear a mask at all time (during school time and in the public transport). Measures regarding hand hygiene, social distancing will have to be respected by anyone. In any case, the pupils/students will be divided into groups of maximum 10 with respect of 4m²/students and 8m²/teacher.</p> <p>Stage 3 (2 and 8 June), number of pupils in the same "bubble" will be extended over 20. When a "bubble" is set up, it will have to stay the same until the end of the school year (during lessons, lunch time and playtime). The barrier measures stay the same but are somehow adapted regarding the specific case of children between 0 and 12 years old (medical experts' advices and study cases). No pre-primary nor primary pupils will have to wear mask inside the school. Wearing the mask is highly recommended for primary teachers while they are teaching and for all adults when they are working together. The social distancing is no longer applicable between pupils but stay between pupils and teachers and between adults.</p> <p>Dormitories will continue to operate as the lessons resume in the respect of the safety measures.</p> <p><u>Higher Education:</u></p> <p>In cases where face-to-face courses/evaluations has to be organized, HEIs have to refer to the recommendations listed in a circular in order to guarantee the resumption of activities in the most optimal security conditions. This circular provides advices, based on health experts' instructions, notably as regard equipment, organization and maintenance of premises, people flow inside the institution, etc. Reusable masks have been also ordered by the Ministry of the Wallonia-Brussels Federation in order to equip each learner and staff member with facial protection.</p>

Training:

Walloon Region:

Protective measures will be taken for VET-training centres including social distancing, working in smaller groups, masks when social distancing is at risk, gloves, ...

Social and professional integration centres and Training through work companies (EFT):

The resumption of activities must be carried out in accordance with the following general instructions and national recommendations: priority to distance services with the beneficiaries (training, coaching or other); concerning the staff, it is also recommended to maintain homeworking whenever possible; operators are obliged to apply the rules of social distancing and if these rules cannot be respected, then wearing a mask is compulsory; operators will have to provide masks to their workers as well as to their beneficiaries.

Concerning the rooms, it is recommended to ensure activities in areas offering a minimum of 7m² per person whenever possible. In the absence of distance activities, operators are invited to favour modalities such as: spreading the group over several premises or duplicating the training, etc. Hygiene recommendations continue to apply, a generic guide to combat the spread of COVID-19 at work, which includes various recommendations for resuming activities under the best conditions is available.

Brussels-Capital Region:

Bruxelles Formation:

Development of the activity recovery plan in accordance with the guidelines (resumption of activities are foreseen from 1 June) : Priority to teleworking and distance learning by ensuring equity of access to training and continuity of public service ; priority to the resumption of activity on site of agents (activities that could not or can no longer be maintained in distance; availability of protective facilities and equipment both for the trainees and for staff members; doubling of the frequency of washing of trainers' and trainees' clothes ; reinforcement of cleaning (door handles, switches, elevator call buttons and stair railings).

BE NL – Flanders:

These measures are described in the roadmap (see question 2).

The chapter regarding safety is the basis of the roadmap and the primary basic condition to determine if classes can start up again at school.

Schools have to take into account the following obligations:

1. Keep contact bubbles intact as much as possible
2. Uphold the general rules regarding social distancing
3. Hand hygiene

Pre-school and primary school:

- The entire class group becomes the contact bubble, with no maximum number of pupils. The same bubble is held until the end of the school year. It applies to indoor and outdoor activities. During playtime, children play as much as possible within their own contact bubble (class group). The classroom bubble may have contact with several adults, but try to limit this as much as possible.
- Social distancing remains essential between pupils and teacher, between teachers and between teachers and parents.
- There should still be 1.5 m distance between teacher and pupil when teaching.
- Keeping 1.5 m distance remains important when entering and leaving the school and in other places where group formation can occur (e.g. sanitary blocks).
- Hand hygiene remains very important for pupils and staff.
- Staff are required to wear a mouth mask when moving between pupils and in any contact with adults.

- Plexiglas and face shields can still be used when teaching at the front of the class. Pupils do not have to wear a mouth mask.
- Classrooms, corridors and teachers' rooms should always be well ventilated.
- Classes and other outdoor activities are preferred.

Secondary education:

Local agreements need to be made both within and between the schools and public transport in order to spread student flows as much as possible.

The principles of social distancing and contact bubbles remain:

- Place pupils in a fixed classroom and in fixed groups of up to 14 pupils.
- Maintain area standards of 4 m² per pupil and 8 m² per teacher.
- Give each pupil a fixed seat. (Only for the practical and art classes do the pupils use another practical classroom or studio).
- Hand hygiene remains essential
- Pupils and staff wear a mouth mask

Further safety advices is given in the roadmap which can be found here: <https://onderwijs.vlaanderen.be/nl/draaiboek-heropstart-lessen-thema-veiligheid> (Dutch only, but Google Translate English works rather well)

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

All aspects are challenging depending on the situation of the school.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

BE FR:

Education:

Compulsory education:

All external exam are cancelled. A procedure has been sent to all the schools regarding the evaluation of the pupils who were concerned by an external exam.

As regard adult education, the arrangements for the organization of the end of the year in adult education institutions are described via circular, taking into account the particularities of this type of education.

BE NL – Flanders:

➔ This question is not applicable for Flanders as we do not have state Matura exams.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

BE FR:

Higher education:

Admission tests have been postponed :

- Entry exams in medical fields have already been postponed to the end of August.
- The orientation test of the health sector in veterinary sciences (TOSS) will be organized only once during the first half of September 2020.

- Admission test existing in higher art education can be organized until September 30, 2020.

BE NL – Flanders:

Compulsory education

All onsite registrations and enrolments for primary and secondary education are suspended from Monday March 16 until the August 3. During this period, schools can choose to continue or enable digital enrolment. If a pupil is already enrolled in a particular school, they will automatically be enrolled for the subsequent school year. Pupils of course retain their right to register, either digitally or by post. Scheduled ‘open school’ days will not take place for the time being.

Higher education

The entrance examinations that give access to doctor and dentist courses of study, will be moved to Tuesday August 25 (doctor) and August 26 (dentist). The exams will be taken digitally for the first time, possibly at different locations throughout Flanders. By mid-July at the latest it will be announced where the entrance exams will take place. The examination committee will take as many measures as possible to allow the exams to take place in healthy and safe conditions.

The content and subject matters of the exam will be slightly adjusted, considering the impact of the corona crisis and the suspension of the lessons. A limited number of subject matter elements will be removed. This adjustment will have no impact on the level of difficulty of the exam.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

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PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

BE FR:

Education:

Compulsory education:

Full time education: There are two types of compulsory internships: the one subject to a specific legal basis and the internship imposed by the Government. In both cases, the CQ (qualification certificate) cannot, in principle, be issued to a pupil who has not completed his/her internship. In view of the current context, it is permissible to derogate from certain provisions (e.g. no traineeships during school holidays). However, it must be stressed that the postponement of the hours of internship not performed can only be considered if, without this postponement, the Qualification Jury cannot grant the QC due to the lack of sufficient mastery of the minimum skills by the student.

For other pupils, the Class Council, in consultation with the Qualification Jury, may, exceptionally, decide to exempt them from all or part of the training courses, provided that the exemption does not call into question the student's sufficient mastery of essential learning.

Dual learning: In view of the context, it will exceptionally be possible to fall below the quota of 600 periods of school-based training. Where it is not possible to provide 600 hours of in-company training to learners, additional periods of vocational training must be organised within the dual learning centre. Nevertheless, the

number of hours of in-company training activity may not be less than 300 per year at the second level and 450 per year at the third level of education. The decision to grant the CQ (qualification certificate) to a trainee who has not completed all of his training in the company will therefore be taken by the Qualification Jury.

Special needs education: Internships will not resume this school year. The decision to grant the CQ to a student who has not completed all or part of the mandatory internship, will be decided by the Qualifying Jury. However, the Jury must ensure that it does not penalize the pupil who has not completed the whole of his training courses, the health situation being beyond his control.

Practical nurse training: In view of the exceptional health situation but in compliance with the obligations of the European Union, it has therefore been decided to derogate from the hourly volume allocation of clinical and theoretical education by years of study and to aim rather at their achievement at the end of the training as a whole. Flexibility will also be offered in terms of traineeship periods and the ratio of trainees to staff.

HE:

As far as possible, internship activities should be maintained or resumed as rapidly as possible, in particular for students enrolled at the end of the cycle, the aim being to enable the fastest access to the profession.

In the event that the internship could not have continued, several solutions are proposed:

As a priority, for all years:

- Postpone the internship periods to the third quarter;
- for certain field of study which are regulated (such as in health area): Extend the number of daily hours during which the student can be on internship in order to compensate more quickly the hours of internship not worked.

For the "non-graduated" years and for the last year of the transition bachelor's degree:

- Recuperate internship hours not worked on the student's annual program from 2020-2021.

For students enrolled at the end of the cycle :

- For reasons of force majeure that led the institution to extend the third quarter period until 30 January 2021, the course, or part of it, can be organised in the following quarter.

However, different scenarios are possible depending on the specificities of the training courses: internships in the context of non-regulated training, in the context of teacher training, in the context of training for other regulated professions (European Directive 2005/36/EC), in the context of training leading to a professional title in a healthcare profession and regulated by federal legislation.

Furthermore, students who have voluntarily committed themselves in the context of the COVID-19 crises can benefit from a recognition of the activities carried out during this period, such as internship hours.

Adult education:

Internships have been maintained and are the responsibility of the place where the student is accommodated. However, if the trainees are not supervised and/or placed in satisfactory safe and healthy conditions the student must formally inform his or her institution. The adult educational institution then notifies by mail, the authorities of training place as soon as possible, and analyse the situation with them. If the assessment of the security situation does not allow the continuation of the internship, the institution immediately informs the trainee, the student and the place where the internship takes place.

Training:

Walloon Region:

Forem (Public training centres): Resumption of training and internships where they were stopped and integration of certification tests in the new completion schedule.

IFAPME (Apprenticeship centres) took the decision to authorise the resumption of the execution of internship agreements in sectors authorized by royal decree and provided that the company can guarantee the security and social distancing measures for the protection of interns imposed by the National Security Council. Classes will

resume gradually from May 18, either face-to-face or distance learning. Measures for evaluation will be taken at a later stage.

Since 11 May, EFTs (Training through work companies) can restart productive activities with their staff and with voluntary trainees (except Horeca, hairdressing, ...).

Brussels Capital Region:

Bruxelles Formation: Nearly 65% of the internships in companies registered at the time of confinement could be maintained, 36% had to be suspended. We note 10% of ruptures between mid-March and today.

SFPME (Apprenticeship centres): took the decision to authorise the resumption of the execution of internship agreements in sectors authorized by royal decree and provided that the company can guarantee the security and social distancing measures for the protection of interns imposed by the National Security Council. Decisions will be made if the centres reopened 18 May. As the cessation of the year is an event independent of the learner, the choice made cannot be to his disadvantage without a serious reason. For that reason, they will offer the possibility of bringing together a "apprenticeship council", even by videoconference to decide on learner success. Furthermore, they will make the most of the courses that can be organised in order to really give lessons, not to evaluate. For the certifying years: Organise as early as June (if impossible: mid-August/September). Exam as provided for in the reference framework, or slightly adapted according to the choices made. For the other training years, no exam will be organised.

BE NL – Flanders:

In Flanders schools are autonomously responsible in ensuring the acquisition of learning outcomes by students.

VET within compulsory education

In Flanders schools are autonomously responsible in ensuring their pupils acquire the predetermined learning outcomes. The minister has stipulated that during the preteaching phase and with the restart of the graduating classes, the focus will be on maximising the instruction time and on teaching the most essential parts of the curricula. (for more information re: the restart of the classes, see question 2)

The School Advisory Services of all education providers have set up a number of guidelines for defining the essential goals and education outcomes. They are based on the following principles:

- The focus needs to be on the essential parts of the curriculum.
- Schools are best placed to make choices about the learning content they will offer, taking into account the diversity and context of their own school, teachers and student population.
- The school team remains responsible for the organisation of all teaching activities.
- A focus on practical subjects may be appropriate for young people from the 6th and 7th year technical secondary education (tso) and vocational secondary education (bso). For all the other students in tso and bso, general education is at least equally important.
- For courses with a practical component or an internship component, schools need to offer internships as a matter of priority to those who need them to graduate and to healthcare professionals.

The government facilitates the educational field with guiding advice on alternative ways to teach. These are measures taken for all schools (no distinction for vocational and general education). More information can be found on this page: <https://onderwijs.vlaanderen.be/nl/alternatieve-vormen-van-leren>

The work-based component is the most difficult one to organize within the framework of distance learning. Students do not have the machines at home to train and maintain their skills, and neither do teachers. The educational institutions communicate guidelines for the teaching component (based on the guidelines in education: www.education.vlaanderen.be/nl/coronavirus) and companies communicate guidelines for the workbased component. Due to the suspension of the workbased learning component (due to the lockdown measures). A possible alternative is replacing the practical component with a theoretical component that can be

taken at home. These alternatives should pursue the same competences that would otherwise be acquired through the workbased component.

Dual learning

All agreements (unless exceptions, see below) regarding work-based training courses are temporarily suspended. This measure applies provisionally until the 3th of May.

Exceptions

An exception is only allowed for apprentices training in key sectors and essential services. These are the commercial, private and public services necessary for the protection of the vital interests of the nation and the needs of its people.

Due to the suspension of the practical component, possible alternatives are:

- A replacement of the component that can be followed at home, e.g. online, assignments, etc. The timetable can be maintained and the learning fee does not change.
- If the apprentice cannot be trained at the training provider but can continue its training at company or organisation level, the apprentice can be trained full time at the workplace. The apprenticeship fee does not change.

Higher education

A special higher education emergency decree has been adopted by the Flemish Parliament. The COVID-19 pandemic has an impact on workplace learning, work placements, practical subjects, work seminars and forms of permanent evaluation. Sometimes internships in the field are no longer possible. Sometimes alternative forms of education are necessary for reasons of social distancing. With this decree, universities and university colleges can adapt and adjust these forms of education in the interests of the student's study progress. Forms of study can change during the current academic year. Some of the planned work placements can also be adjusted, for example, through simulation education.

Internship agreements in the care and welfare sector can continue, with the exception of observing traineeships, as long as the care institution can offer the necessary protective equipment (e.g. mouth masks) to all students.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

BE FR:

Generally speaking the mechanisms for late or provisional enrolment which are already provided in our legislation on higher education will probably be used more.

Regarding certain field of studies such as in medicine or dentistry, entrance examinations have been postponed (end of August instead of beginning of July) in order to give the opportunity to secondary-schools pupils to acquire the material they could not have seen during the confinement period.

Concerning tuition fees, there is no change. For students in the graduate year, extension of the academic year is possible until January 30, 2021, without new registration fees, in order to allow them to acquire the remaining credits of their 2019-2020 study program.

BE NL – Flanders:

Currently, enrolment requirements and tuition fees have not changed due to the COVID-19 outbreak.

The Flemish Government has issued an emergency decree for Higher education in Flanders. In short, this decree heightens the flexibility and autonomy of the HEI during the COVID-19 crisis. Universities of applied sciences (university colleges) and universities want to avoid prolonging their students' study time as much as possible. However, in order to be able to adapt the way and time in which examinations will take place, to organize

course units differently, and in order to provide the necessary legal grounds, an adapted legal framework was necessary. The decree further stipulates the importance of student consultation and clear, timely communication.

This decree only applies to enrolments during the academic year 2019-2020.

Main points from the decree:

To avoid students missing certain subject matter or internships and are therefore unable to graduate this academic year, course units may be taken at a later date. The evaluation or deliberation of a student for a course unit or program may be postponed until a later moment than provided for in the education and examination regulations. In order to maintain equivalence for students, the diploma is awarded retroactively on the date scheduled for this academic year.

The ECTS sheets or the entry agreements with students, can be unilaterally modified in order to accommodate the impact of the COVID-19 measures. These changes may be different for certain groups of students, but must be justified on the basis of objective criteria. An amendment of the accession agreements can only be made after consultation of students (via the student council, a student representation at the educational, faculty or departmental level or the individual student). The university college or university must also communicate this to the students in a timely and unambiguous manner. Transparency and supervision must be provided.

The universities may change the weighting and selection criteria for the aptitude test for admission to the master's programme after master's programme in the field of medicine for the academic year 2019-2020.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

BE FR:

The government of the French Community has activated an emergency fund of 50 million euros in order to provide direct support to various sectors affected by the crisis which are under its competence (cultural, childcare, university hospitals, etc.).

For higher education, it should be mentioned that an amount of 2.285.000 euros is specifically dedicated for direct aid to students affected by the health crisis.

In addition, Higher education institutions housing facilities remain open during the crisis.

BE NL – Flanders:

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INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

BE FR :

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BE NL – Flanders :

In Flanders admission falls under the autonomy of the higher education institutions. Nonetheless the government recognise that due to this unprecedented situation some European secondary school graduates haven't received their attestations yet, which they need to enrol in our higher education. This concern has been

<p>shared with our higher education institutions and have requested them to show goodwill in light of the current situation.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p><i>BE FR:</i> Regarding scholarship offered by the French Community, this question is not applicable. Those scholarships only concern “national students” or students already established in Belgium (under certain conditions). As regard other kind of support (e.g. through the development cooperation possibilities), discussions are currently ongoing between competent authorities and concerned stakeholders.</p> <p><i>BE NL – Flanders:</i> With regards to the Flemish scholarship programmes, resources have been allocated to guarantee students who were entitled to a scholarship this year, but due the pandemic where unable to leave or complete their study abroad, can benefit from their scholarship during the upcoming academic year. We will be as flexible as possible. Both incoming and outgoing students whose mobility was interrupted or cancelled can take up their scholarship next academic year if they choose or wish to do so. For students who would leave during the first semester of the next academic year we allow ‘blended mobility’ if the student does not have the immediate opportunity to leave physically.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p><i>BE FR:</i> Most of our HEI’s will not reopen their premises before the end of the academic year. Distance learning activities are already put in place and targets all type of students.</p> <p><i>BE NL – Flanders:</i> /</p>
<p>15. Related to possible different MS’ approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p><i>BE FR:</i> Guidelines and recommendations addressed to the French-speaking higher education institutions have been recently drafted in order to help them in their mobility management and decision-making process in that field. Exchanges between IR managers are hardly encouraged in order to best manage all types of mobility for the academic year 2020-2021, taking into account the uncertainties linked to the fast changing crisis context.</p>

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

BE FR:

Distance learning, e-learning, digital learning, ... whatever the name has increased during the Covid-19 lock down period based on existing systems or new practices « developed on the spot » by teachers and trainers. What we can say is that distance learning “is not an end in itself”, it must be part of an education/training pathway with pedagogical objectives and follow-up. It’s not just a matter of sending a power point, a video or exercises to a learner. It doesn’t guarantee social inclusion as far as all learners (children, pupils, students, adults, ...) are not equally equipped (internet connection, PC/Laptop, tablets, ...). All teachers and trainers do not yet integrate distance learning in their daily pedagogical practices (pedagogical engineering and coaching attitude). Learning platforms are multiple but not always interoperable. There is few mutualisation between operators. All of these represent challenges that the actors had to face.

Compulsory education :

Different attitudes of educational actors towards distance learning in link with their initial situation (digital skills, equipment, family situation, etc.) were observed. Several initiatives have been launched by the Government and the Ministry of the French Community to address these situations: launching a public tender to obtain refurbished PCs given to schools and loaned to pupils who need them the most, developing the "Ma Classe" platform for teachers to help them set up distance learning, developing the offer on the Ministry's e-learning platform for pupils or developing a TV programme (collaboration between the Ministry and Belgian French-speaking television) for primary school pupils. Each school leader and teachers were required to check if all their pupils were able to follow distance learning (equipment, internet, etc.) and to make individual contact with the ones not following the remote lessons in order to maintain the link and therefore not to reinforce the digital, social and school gaps.

Higher education:

HEIs have experienced differently the distance learning practices, depending on their previous implication or preparation in that field. Measures taken in order to train teachers or to reach learners in the digital learning context mainly depend of each HEIs. No common or recommended measures are foreseen at this stage of the crisis.

For adult education (all levels):

Considering the public enrolled in adult education, the biggest challenge of distance learning is the digital gap (also in terms of equipment) that affects a significant part of its audience. The public tender launched by the Ministry for purchasing refurbished computers in order to equip students facing a digital gap, was able to partially (but not sufficiently) address this problem.

Training:

Formaform (training institution for trainers – Walloon and Brussels Capital Region) offered different possibility to the trainers to up and/or reskill their digital competences: distance training in the use of learning platforms (Moodle), training in remote group animation and various animation and/or interaction tools (video, padlet, wooclap, glide, ...), webinars, participation in webradio and remote meetings, individualized pedagogical support, transformation of face-to-face training into distance learning (changes to the course content, modalities, tools, etc.), creation of a webTV for trainers. Nevertheless, like in education, the biggest challenge they had to face is the digital gap (trainees, trainers, including equipment).

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

BE FR:

Education:

It is too early to have an overview and make an initial evaluation.

Training:

Brussels-Capital Region:

Many different tools are used by the trainers/partners: Zoom, Teams, Google sheets, Webex, WhatsApp have all shown the desired performance in relation to the expected purpose and will no doubt remain complementary to group or face-to-face training/support. Since videoconferencing has become a necessity, people quickly adopted the basics even if good practices are not always followed completely.

Collaboration online tools, easy to manage in terms of management were also quickly adopted (digital workshops and counters also played an important role in these practices. (Padlet: creation of virtual walls and sharing with employees or trainees). Learningapps to "gamify" the trainings in particular for teaching languages; Wooclap (ease of use, in particular to boost online courses)and Wooflash (in the process of being better controlled in particular for the tests and exams.

The interest is thus well growing for many online tools, both for administrative management and for vocational training needs. From a global point of view, there are still questions of equipment for some, but the progress in the use of these new tools by all workers is spectacular. The staff training service is therefore already thinking about the future and, in particular, new ways of training trainers.

A greater use of blended learning, hybrid teaching, alternating distance work and presence on site could be another issue for trainees as well.

Walloon Region:

FOREM: They lack the hindsight and analysis to give complete answers.

In pedagogy, whether it is distance learning or not, there is no single recipe, any pedagogical device must be designed according to the public and its needs, the objectives, the trainer's skills, the context (time, budget,...). It is therefore very dangerous to establish effective tools because they can be effective for one group and not at all for another.

Another observation is that tools evolve very quickly and if trainers get attached to a tool they may quickly have difficulties because versions change, become chargeable, etc. The important thing is to focus on methods and approaches knowing that the tools are only at the service of the desired pedagogical approaches. This gives freedom to the trainer and allows him/her to juggle with the different tools that are developing on the market.

However, what has been most successful in supporting trainers is training in online training tools (moodle, various interaction tools, video-based micro-learning, etc.) and in techniques for facilitating remote groups.

Training in online collaboration, management of sub-groups, ... were the most requested. This underlines the need to develop trainers' skills in this area. Many of them have had their first experiences of distance learning during this crisis. The requested trainings were set up in the form of coaching of small groups allowing frequent interactions. Mix between webinar and e-learning. It seems desired and desirable to keep the formats short (max ½ day) in order to keep the whole group and the interactions.

The principle of reverse classes also works very well at a distance. The trainer sends his content a few days before the meeting and the meeting is organized to work on the basis of this content. This method allows the integration of the subjects into concrete projects and the trainee to be responsible of his/her learning. It also makes it possible to adapt to various modes of time management.

Tools such as webTV and radio are also popular, but are better in a passive mode of information taking.

Finally, what was most in demand was individual support in the form of e-tutoring in order to design the systems and choose the sequences according to the trainer's context and needs.

Which ones have proved to be less useful and why?

Classical e-learning courses that do not integrate interaction are the least used.

This is probably partly due to the need to seek contact during a period of confinement, but also because they are by nature not very adaptable and do not respond directly to the precise needs of the trainees.

Generally speaking, distance tools are useless or not very effective in training courses related to personal development, requiring important exchanges between trainees or in very technical training courses where the gesture and the use of materials are of prime importance.

Direct contact allows an exchange of emotion which is not possible to live at a distance. This emotion is recognized as one of the important learning factors to be taken into account for adult learning.

In general, for people who have difficulties with the use of written language (reading or writing) distance tools are useless and discriminating. Almost all of the tools use at least a chat, a written presentation, documents,... which put these groups in great difficulty and exclude them from the curriculum.

Has this situation prompted you to start developing new sustainable digital strategies?

FOREM has decided to strengthen the different distance learning modalities to show trainers the wide range of existing tools. From online conferences, webinars, MOOC, micro-learning, distance collaboration groups, reverse classrooms, web TV and radio, augmented and/or virtual reality, ... the important thing is that everyone can gradually integrate the tools that suit their job and their audience.

Their summer courses have therefore been exceptionally transformed into "e-morning" courses which will highlight every morning during a week in August the different possible methods to train at a distance.

During this period they have also reinforced their conviction that face-to-face training cannot be entirely replaced by distance learning modules that the screen does not replace the relationship built in a group and that face-to-face training brings many other benefits that the screen cannot replace. However, their trainings can be usefully completed or hybridized in order to allow everyone to find the toolbox that best suits them.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

BE FR:

Not at this stage.

BE NL – Flanders:

Schools have been gradually reopening over the last few weeks. In the meanwhile all infection related trends have kept on declining or remained stable. Nonetheless we have yet not received an evaluation of experts on this correlation.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

BE FR:

Compulsory education:

The measures to be taken for the next school year are being analysed.

Higher education:

Certain current measures (e.g. in terms of traineeship, postponement of learning activities in the curriculum) will de facto continue to impact students in 2020-2021. Nevertheless, at this stage of the crisis and considering the planned progressive end of the quarantine measures, no specific measures are scheduled for the next school/academic year.

Adult education:

Specific measures relating to the organization of teaching combining face-to-face and distance learning are currently under study (such as the adaptation of student counting system for better allocation of resources to institutions).

BE NL – Flanders:

No measures for next year have been adopted yet. From the moment they are taken, we will share them.

BULGARIA

Last update: 2/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

Under the emergency situation, the most appropriate measures are sought to ensure a safe environment, allowing the presence of children and students on the territory of the institutions in the system of pre-school and school education for further training and for interest activities, where it is impossible to carry out these activities remotely in an electronic environment. All participants in the educational process should be prepared for work in the new environment and be responsible for their health as well as for the health of others. To this end the Ministry of Education and Science special have developed guidelines for organizing and conducting face-to-face training from 1 June by the end of the 2019-2020 school year. Measures may be updated and modified.

In kindergartens during non-school time there will be training through additional modules of children for whom the Bulgarian language is not native or who do not speak well Bulgarian, with a total duration of up to 40 astronomical hours.

In schools, additional training in subjects will be carried out for students who during the suspended attendance classes at school due to the introduced anti-epidemic measures in the country, have not participated in remote learning in an electronic environment by the means of information and communication technologies or have been partially learned from paper-based teaching materials. The number of hours for each student is determined by their needs, with the total duration of the additional training per student being up to 120 lessons per student for one or more subjects.

Additional modules and additional training in subjects will be conducted individually or in groups with up to 10 children or students and will be carried out face-to-face as possible, for which the kindergarten or school should set up an organization for strict compliance with the prescribed anti-epidemic measures by the Minister of Health, not allowing the aggregation of children, students and pedagogical specialists.

An organization should be set up in schools to conduct interest activities, face-to face where possible, under strict sanitary and hygienic conditions and the implementation of the necessary anti-epidemic measures. It is advisable to organize such activities, which can take place outdoors. Interest activities will be conducted upon

the decision of the school and after informed consent of the parents in groups with up to 20 students. Additional training and interest activities are conducted on a schedule for the individual groups, which aims to prevent all children and students from piling up at a time. Conducting activities of interests remotely in an electronic environment can also be carried out using the means of information and communication technologies, where possible with a duration of at least 2 hours per day. In the centers for special educational support, an organization for the implementation of attendance training and attending therapeutic rehabilitation support for children and students with special educational needs will be established on the territory of the center upon the decision of the Center and after the informed consent of the parents with a duration of up to 4 school hours per day, and the therapeutic rehabilitation support – up to 2 school hours per day, as well as under strict sanitary and hygienic conditions and the implementation of the necessary anti-epidemic measures. The students are at a distance from each other at least 1.5 meters for the time they work and are together in the premises of the special educational support centers. Higher Education: The academic year in most higher education institutions will not be extended, as the majority of them were able to reorganize their training very quickly and switch to an electronic one. An exception arises with regard to practical training at medical and art universities, where attendance is necessary. Every university will set procedures and organization for this.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

As of 22.05.2020, kindergartens are open and operate at less than half the capacity. Most of the parents who have the opportunity to keep their children at home have done so. We have no distinct tendency to decay, nor confidence that daily child gathering will not lead to an increase in outbreaks of the disease. For all schools, the current school year will be terminated in an electronic remote environment, without restoring attendance classes. Vocational schools will be open only for face-to-face theoretical exams for students who have indicated the exam for acquiring a professional qualification for a second state exam. In these cases, the exam will be held on the date set for the second state exam - June 5. The date and place of the practical examination for acquiring a professional qualification is determined by the school principal. For all other students in the VET system, the training continues in an electronic environment. Higher Education: Order No ПД-01-277 of 26.05.2020 of the Minister of Health introduced temporary anti-epidemic measures on the territory of the Republic of Bulgaria as of 20.05.2020 until 14.06.2020. The organization of the training and evaluation of students, graduates and PhD students as far as and if possible remotely in an electronic environment through the use of information and communication technology tools. An exception to the ban is admissible in terms of the presence of students and PhD students on the territory of the higher institutions for the implementation of activities for completion of the 2019/2020 academic year, as well as for practical trainings and examinations and for conducting the student campaign for the 2020/2021 academic year, when it is impossible to implement these activities remotely in an electronic environment and/or the presence cannot be postponed. In these event, the Rector of the Higher School shall establish an organization for strict compliance with the measures introduced by Order No ПД -01-262 of 14.05.2020 of the Minister of Health.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

During the state of emergency, the dormitories were not closed and the students did not vacate them. By Order of the Executive Director of SSO EAD, students who do not live in the dormitories pay a decreased monthly fee. It is also envisaged for the duration of the state of emergency in the country to extend the deadline for the

<p>payment of monthly fees without interest for March, April, May and June. The rules for determining and payment the rents in the other dormitories owned by higher education institutions are determined in full by the institutions.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>The organizational and safety measures in relation with the reopening of educational institutions and dormitories are defined by Order No PD-01-262 of 14.05.2020 of the Minister of Health.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>The biggest challenge to date has been on re-opening kindergartens. Closed kindergartens are a problem for working parents. As of 22.05.2020, kindergartens are open and operate at less than half the capacity. Upon the Order of the Health Minister, parents sign a Declaration of informed consent, stating that they are aware of all measures in the kindergarten and voluntarily wish their child to visit a nursery or kindergarten. There are no challenges in terms of spatial and human capacity. Only there is an internal fear of potential contamination.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>The state examinations for acquiring professional qualification will be conducted in compliance with all requirements for health and safety conditions and social distance. For students who have indicated the state exam for professional qualification as the second state exam - the theoretical part of the exam will be held on the date set for the second exam - June 5, and the date of the practical exam will be held on a date set by the school principal.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>There will be no problem with pupils' admission to schools, the deadlines have changed and tailored to the application. Diplomas will be awarded by June 26 (only 4 days late from the previously announced deadline) and this will not prevent the application to the HEI. Most higher education institutions are ready to run an online student's enrollment campaign. It was decided by the higher institutions for the 2020/2021 academic year to accept application with the grades from the state exams for a large part of the subjects. The exception is the admission in specialties from the regulated professions, especially in the field of medicine, as well as for the higher schools of arts, where the prospective students will appear physically in the premises of the higher schools for the attendance of the enrollment exams in compliance with the requirements of Order No PD -01-262 of 14.05.2020.</p>

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
The national rounds of the competitions for national teams will be held - for admission to HEI, scholarships and for support of schools for the preparation of next year's competitions. This will be done by regions on 27 and 28 June 2020 for all the competitions and subject to all anti-epidemic measures. The presence of underage students in schools is at the discretion of the parents.
PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
HIGHER EDUCATION
10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?
In view of the emergency situation arising from the spread of the global COVID-19 pandemic, higher education institutions decided that the admission for the 2020/2021 academic year should be mainly conducted by applying with the grades of the state exams or with the grades obtained from electronically conducted student exams/assessment. The exception is the admission in some specialties, such as medicine, where prospective students will physically appear in the higher education institutions for attendance of the candidate-student exams. With regard to state tuition fees during the 2020/2021 academic year: they have already been approved by the Council of Ministers and will not be changed at this stage. With regard to tuition fees already paid during the 2019/2020 academic year: the opinion of higher education institutions is that they will not pay back tuition fees as the learning process has run normally and all the material provided for in the curricula in the relevant subjects has been taken, and where it have not been possible additional training for students shall be conducted, mostly on terms of practical sessions in higher education institutions.
11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
Higher education institutions themselves set the rules for lost revenues as part of their academic autonomy.
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
Electronically based systems are developed in most HEIs for electronic submission of student admission documents.
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
No such scholarships are provided by higher education institutions.

<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>By Order PJD -01-274 of 21 May 2020 the Minister of Health set out the provisions for entry into the territory of the Republic of Bulgaria. The entry of persons with permanent, long-term or continued residence status on the territory of the country shall be allowed by placing them in 14 days home quarantine or other accommodation, which they declare.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>It is necessary to develop rules for mobility in conditions of pandemic, which should be developed and adopted at European level by MS for more opportunities for students.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>The majority of higher education institutions very quickly managed to secure and organize the training in an electronic environment. Professors are engaged in the preparation and conduct of the training in an electronic environment, an integral part of which is the creation of virtual classrooms with the possibility of contact with students. Not all teachers had the necessary knowledge and competencies to work in an electronic environment, and this necessitated their timely training to work with the available electronic-based platforms. Universities inform on increased interest from students and more active participation in the learning process conducted in an electronic environment.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>The development of a mechanism for ensuring the quality of dual training in a crisis situation and in conducting an electronic distance environment is forthcoming. A survey was conducted among schools with students in 11th and 12th grade in a dual form of education on how to conduct training and conduct exams in a crisis situation and in an electronic environment. A questionnaire was sent to employers-partners in dual training. The results of the two studies will be systematized and proposed for consideration by the Advisory Council for Vocational Education and Training to the Minister of Education and Science for decision-making regarding future actions in crisis situations and ensuring the quality and continuity of dual training, incl. and through e-learning.</p> <p>HEI: Electronic platforms have enabled better visualization of learning materials, direct access to the content of useful learning materials and video channels, file sharing, including student development, and timely reporting of corrections by teachers.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>HEI: There is a readiness to return to a normal learning process after 14 June 2020 in strict compliance with the orders of the Minister of Health.</p>

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?
There is a readiness for an attendance form of training at the start of the new academic year, but in the event of a new state of emergency the training will continue to take place in an electronic environment.

CROATIA
Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR
1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.
<p>The school year (lessons) will be finished according to the plan – at the end of May for upper secondary school graduates and at the end of June for the rest.</p> <p>The organisation of distance teaching and learning in Croatia has been evaluated very positively by teachers, students and parents.</p> <p>Since the closure of schools, more than 100 hours of educational content, especially created and performed by teachers for pupils aged 7 – 10, have been broadcast on the national television. Moreover, more than 1200 video lessons for all subjects and grades have been published in the central repository. Additionally, teachers have been producing their own teaching materials.</p> <p>As for school education, one day in online virtual classrooms equals one day in physical classrooms at school. Therefore, there is no need for compensation measures. On 28 May, the Government decided that pupils in lower grades of primary school (1 – 4) will be enabled to pass to the next grade regardless of their marks, whereas pupils in upper grades of primary school (5 – 8) will have the right to take a remedial exam with more negative marks than usual, in order to meet the needs of pupils affected by the COVID-19 crisis or the recently experienced earthquake in Zagreb.</p> <p>As for higher education, universities will decide autonomously, but as the academic year is planned to be finished at the end of September, there is still time to make a different decision.</p>
2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?
The Government adopted the plan for re-opening of different economic and service sectors on 23 April 2020 and partial re-opening of ECEC and lower grades of primary schools were planned in the third phase. Based on that, as well as on a positive epidemiological situation, on 8 May the Government decided on the work of education and training institutions as of 11 May.

It was decided that, as of 11 May, ECEC institutions would re-open and start with their regular work, and lower grades (1 - 4) of primary schools start with a mixed teaching model (partly in schools, partly distance education). The return was organised in line with the *Instructions on prevention and countering the COVID-19 pandemic for ECEC institutions and primary schools* provided by the health authorities (available in English [here](#)) and, for lower grades of primary schools, with the *Recommendations on the organisation of teaching for lower primary education and guidelines for assessment and grading in the mixed (hybrid, blended) teaching model* (available in English [here](#)). It was encouraged that all children for whom it was possible to arrange care at home stay at home, given that the number of children in ECEC institutions and schools can make it impossible to abide by the rules given by the health authorities. As far as lower grades of primary schools are concerned, parents had the possibility to decide whether their children would return to schools or continue to follow classes entirely via distance learning, based on the *Instructions* given by the health authorities. As of 25 May, all ECEC institutions and lower grades (1 - 4) of primary schools have been working according to more relaxed conditions, in line with new *Instructions* (available in Croatian [here](#)) and *Recommendations* available (for now only in Croatian [here](#)). ECEC institutions and schools are open for all children/pupils, but conditions in line with the *Instructions* and the *Recommendations* need to be ensured. On average, there are a maximum of 15 - 20 children in classrooms, depending on the available space (1.5 m of distance between participants needs to be calculated).

As far as upper grades (5 – 8) of primary schools and secondary schools are concerned, distance education continues in full capacity. In secondary schools, learning activities which cannot be delivered online can take place in school or at an employer's premises, while respecting all epidemiological conditions - on 13 May, the health authorities provided *Instructions on delivery of practical exercises, additional classes, remedial and differential exams in secondary schools and presentation of the final paper in secondary VET schools* (available in Croatian [here](#)).

As for higher education, distance education continues; however, as of 11 May, laboratory, art and clinical exercises, as well as practical work have been enabled in smaller groups - the health authorities provided *Recommendations for conducting university classes taking into account the COVID-19 epidemic* (available in Croatian [here](#)), recommending that all activities, including exams, continue being carried out remotely as much as possible and providing instructions for organisation of activities which cannot be organised remotely. As of 25 May, according to the new *Recommendations* for HEIs (available in Croatian [here](#)), it is also possible to organise some classes face-to-face.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

Dormitories for pupils and students have been re-opened as of 11 May. There are *Instructions* on the conditions which have to be ensured, provided by the health authorities (available in Croatian [here](#)). During the lockdown, students and pupils did not pay the fees or they paid just minimal fees (12 EUR per month).

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The re-opening of ECEC institutions and primary schools (for lower grades) as of 11 May was done in line with the *Instructions on preventing and fighting the COVID-19 pandemic for ECEC institutions and primary education institutions* provided by the health authorities (available in English [here](#)). As far as lower grades of primary schools are concerned, the Ministry of Science and Education prepared the *Recommendations on the organisation of teaching in lower primary education and guidelines for assessment and grading in the combined teaching model* (available in English [here](#)), aligned with the mentioned *Instructions* of the health

authorities. Both documents were prepared for the first two weeks after the return; during that period the process was monitored and subsequently evaluated from both the epidemiological and pedagogical point of view. It was encouraged that all children for whom it was possible to arrange care at home stay at home; children with chronic diseases, or those whose family members suffer from chronic diseases, were advised to stay at home. In education institutions, it was not foreseen that children and educational/pedagogical staff should wear masks (optionally ECEC staff) or gloves, but it was foreseen that work should be done in small groups (up to 9 children), which should be at maximum distance from other groups in the same institution. Parents and carers were advised not to enter an institution except in the case of urgency, but rather not to go further than the entrance and keep the 2m distance from other parents, carers and children.

In primary schools, it was recommended that class departments should start with their classes at different times and their breaks should be organised separately. There was to be no more than 9 pupils in a classroom – this meant that in most cases one part of a class took part in face-to-face teaching and learning at school, whereas one part learnt from home; in parallel with face-to-face teaching in schools, distance teaching (based on lessons broadcast on TV) continued being provided until the end of the first week of June; all pupils had some elements of distance learning (mixed teaching model). The same teacher was to work with one class department all the time, so subjects which are normally taught by subject teachers continued being delivered via distance teaching. There were no extra-curricular activities and pupils spent 3-4 hours in schools.

According to the *Recommendations*, teaching should be delivered in line with the following rules:

- learning outcomes should be aligned in face-to-face and distance learning and teaching
- teaching methods and activities can differ for pupils in schools and at home
- pupils' tasks should be similar in terms of time needed to complete them, their complexity and link to the learning outcomes
- homework should be the same and all pupils should have the possibility to hand it in to their teachers in person or via their parents and technology
- assessment methods should be uniform for all pupils in the combined teaching model; assessment in the combined teaching model (as well as in distance teaching) should be focused on formative assessment – in line with the [Guidelines for assessment and grading in a virtual environment](#).

Following the first two weeks after the re-opening, the health authorities issued new *Instructions* (available in Croatian [here](#)) and the Ministry issued new *Recommendations* for organisation of classes in lower grades of primary school (available in Croatian [here](#)), introducing less restrictive measures, to be applied as of 25 May. All children can return to ECEC institutions and schools; in case parents still have objective or subjective reasons not to send their children back to school, children can join face-to-face classes at a later stage; children with high temperature, symptoms of infection, diagnosed with COVID-19 or to be self-isolated should not come to school. It is recommended to keep 1.5 m of distance between pupils, so there can be 15-20 pupils in an average classroom (depending on the size of the classroom); it is not foreseen that children should wear masks. It is still not recommended that parents enter school buildings (if that is necessary, they should keep the required distance). The mixed teaching model continues to apply; in parallel with face-to-face teaching and learning, distance education possibilities were still available until the end of the first week of June. Classes taught by subject teachers have also started being delivered, so pupils will be able to get lessons from all subjects at school; pupils will spend approximately 4 hours at school; there are still no extra-curricular activities in schools.

As for secondary schools, it is recommended that all classes and other activities (meetings, exercises, consultations) should continue being delivered distantly. Practical exercises which cannot be delivered online can take place in schools or at an employer's premises, while respecting all epidemiological conditions. On 13 May, the health authorities provided *Instructions on delivery of practical exercises, additional classes, remedial and differential exams in secondary schools and presentation of the final paper in secondary VET schools* (available in Croatian [here](#)), according to which activities should be attended only by participants without any signs of respiratory infection; activities should be performed with no more than 10 persons in a room; physical distancing of 2 m is recommended; if activities can be organised in a recommended way, wearing masks is not obligatory, but is recommended. On 26 May, an update of the *Instructions* was issued by the health authorities

(available in Croatian [here](#)), according to which groups can have more than 10 participants in case at least 1.5 m (preferably 2 m) of distance can be ensured.

As for higher education, on 8 May the health authorities provided *Recommendations for conducting university classes taking into account the COVID-19 epidemic* (available in Croatian [here](#)), recommending that all activities, including exams, continue being carried out remotely as much as possible and providing instructions for organisation of activities which cannot be organised remotely; work should be organised in small groups – up to 10 persons, including teachers and students, always the same ones; groups should work in separate, adequate rooms; 2 m distance should be kept whenever possible; disinfectants should be available at several places; if classes can be organised as recommended, masks are not obligatory, but are recommended; the temperature of students and employees is to be measured and they should be checked for symptoms of infection every day when they come to or leave an institution; persons showing any symptoms should not come to an institution's premises. On 20 May, the health authorities issued another set of *Recommendations* (available in Croatian [here](#)). Taking into account that, considering their age, students have the skills needed to take part in digital learning, it is still recommended that all activities, for which that is possible, continue being delivered remotely. HEIs are encouraged to provide access to IT equipment and educational materials to students in need. Activities which cannot be carried out remotely can take place at HEIs' premises, respecting the social distancing (1.5 m) and hygienic measures; wearing masks is not obligatory if activities are organised in line with the safety measures, but is recommended; temperature is to be measured before, upon arrival and when leaving the premises; students and staff should not enter HEIs' premises if they are showing signs of infection, have been diagnosed with COVID-19 or are to be self-isolated.

On 18 May the public authorities also issued *Instructions on preventing and countering the COVID-19 epidemic in pupils' dormitories during VET exams and state matura* (available in Croatian [here](#)), defining disinfection and hygienic measures; 1.5 m distance should be kept whenever possible; rooms should be occupied by 1 (exceptionally 2) occupants; there should be no group gatherings; employees and occupants with high temperature, infection symptoms or diagnosed with COVID-19 should not enter dormitories; occupants who are to be self-isolated need to notify the dormitory and they can be accommodated only if it is possible to ensure conditions for self-isolation; occupants should measure their temperature every morning; if all the conditions can be met, wearing masks is not obligatory, but recommended.

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

There are many questions and even resistance from teachers, parents and even in general public related to the re-opening of ET institutions. However, there are also many parents who are very much in favour of the re-opening. The greatest challenges are the fear of the further spread of the pandemic and concerns whether ET institutions are able to ensure appropriate conditions. Indeed, minding the social distance requirements, it is difficult to receive all pupils in schools at once, and therefore the focus is on the ones for whom it is difficult to ensure quality distance education.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

In Croatia the *state matura* examinations will take place from 8 June until 3 July (including the Croatian language essay which was initially planned for May, but postponed).

The *state matura* will be carried out in 2 blocks; a calendar of exams has been published:

- The first block will take place from 8 until 24 June, for obligatory subjects (Croatian language, foreign languages, Mathematics). The content of some of the exams in Mathematics and Croatian language will be

reduced - the content related to the second half of this school year will be excluded. The first block will also include minority mother tongues, as well as adaptations for pupils with disabilities. In cooperation with the health authorities, an epidemiological framework was developed on how to hold the *state matura* (available in Croatian [here](#)).

- Following the first block, there will be the second one from 25 June until 3 July, for elective subjects. Those subjects are not necessary for graduation at the end of secondary school (gymnasium), but HEIs use them for enrolment purposes. The second block will be carried out in line with a different epidemiological framework.

A new set of *Instructions on the implementation of the state matura during the COVID-19 epidemic* was provided by the health authorities on 27 May (available in Croatian [here](#)).

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

As far as primary schools are concerned, enrolment has been postponed. Taking into account the favourable epidemiological situation, it has recently been enabled to continue with testing the psycho-physiological readiness of children, in line with the instructions of the health authorities, in schools. In case of need, this can also be conducted remotely.

As for secondary schools, enrolment will be organised online, as it has already been for several years.

As far as enrolment to higher education is concerned, secondary school exit exams, as well as application deadlines for enrolment to undergraduate study programmes, that are carried out centrally, via the National IT System of Applications to HEIs, have been postponed. The publication of the final results of the *state matura* (general secondary school exit exam) is envisaged for 20 July. This is then to be followed by admission of applicants to study programmes, according to the admission criteria (secondary school grades, *state matura* results, possible additional exams results) and within the enrolment quotas. The second enrolment deadline is, as usual, set for September, for those study programmes that did not complete their quotas. This year specifically, those students that were not able to complete their exit exams before the first deadline, can apply for the second and they will be assessed based on the same criteria, and if these students score higher than the ones on the list of admitted students, they may be admitted outside the study programmes quotas.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

National competitions stopped when schools were closed (mid-March) due to the pandemic. We usually organize more than 30 types of competitions and all of them have different levels and rounds, with the participation of around 40,000 students. This year, we are not going to have national competitions, but we are going to support those who are preparing for the school Olympiads.

Due to that, we are not going to take into account the competition results in terms of conditions for enrolment to a higher level of education (for example, enrolment to secondary schools or higher education). However, results from previous years can be used.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

As far as VET is concerned, as of mid-May, learning activities which cannot be delivered online can take place in school or at an employer's premises, while respecting all epidemiological conditions, in line with the

<p><i>Instructions</i> of the health authorities. This includes also the presentation of the final paper, as a precondition to obtaining a VET qualification. We are also initiating changes in the regulation, in order to allow for an exceptional completion by partially exempting a practical part.</p> <p>As for higher education, it has been decided that, as of 11 May, although distance education is to generally continue, laboratory, art and clinical exercises, as well as practical work are enabled in smaller groups (to be conducted in line with the <i>Recommendations</i> of the health authorities).</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>The enrolment requirements for HEIs are usually based on grades from school and exams (obligatory and elective) of the <i>state matura</i>. All of these will be available. Some HEIs have additional practical exams (for example art), but in small groups, and as far as we can predict it can be done.</p> <p>There has been no decision on the issue of tuition fees.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>The Ministry of Science and Education has doubled its contribution for dormitories.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>Secondary school exit exams, as well as application deadlines for enrolment to undergraduate study programmes, that are carried out centrally, via the National IT System of Applications to Higher Education Institutions, have been postponed. The publication of the final results of the <i>state matura</i> (general secondary school exit exam) is envisaged for 20 July. This is then to be followed by admission of applicants to study programmes, according to the admission criteria (secondary school grades, <i>state matura</i> results, possible additional exams results) and within the enrolment quotas. The second enrolment deadline is, as usual, set for September, for those study programmes that did not complete their quotas. This year specifically, those students that were not able to complete their exit exams before the first deadline, can apply for the second and they will be assessed based on the same criteria, and if these students score higher than the ones on the list of admitted students, they may be admitted outside the study programmes quotas. The same applies to foreign students: if foreign students were not able to apply before the deadline of the first call (due to the reasons of COVID-19), they can apply to the second call in September and they will be considered for admission, based on their scores and outside the programme quotas, nevertheless. As for the enrolment to graduate and postgraduate studies, the admission procedures are carried out, in principle, by the HEIs.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>There are no national scholarship schemes offering financial support to international students.</p>

14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?
There are no specific solutions considered at the national level. HEIs will certainly, on the other hand, foresee appropriate solutions themselves.
15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
We expect flexibility and understanding from the side of HEIs in MS.
LESSONS LEARNT AND FUTURE STEPS
16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?
<p>In Croatia we launched a comprehensive curricular reform in September 2019, and since 2018 all teachers have had extensive training. Strong emphasis has been put on developing teachers' digital competences and enabling them to work in a virtual environment. Teacher training for the curricular reform was launched online in 2018, via virtual classrooms on the Moodle platform (Loomen), which enabled continuous professional development and online cooperation of teachers. In almost two years, more than 50,000 teachers participated in such training. This was the key experience, which later enabled teachers to establish virtual classrooms and communicate with students and other teachers without difficulty. All those virtual classrooms are now used as a support network for teachers, for sharing of learning resources, ideas and information, and for direct communication with the Ministry. Training and support are provided by Mentors teams, which were established in 2017 and continuously prepared and organized trainings and support as part of the educational reform. Already in 2017 we started a project of introducing digital literacy to various subjects and after-school programs by using microcomputers. In cooperation with the Institute for the Development and Youth Innovation, the Croatian Academic and Research Network acquired 45.000 microcomputers for 6th grade primary school pupils, with the aim to develop pupils' digital competences, foster creativity and innovation and an interdisciplinary approach to the use of information technologies. All of this contributed to the swift and effective establishment of distance learning in the context of the COVID-19 crisis.</p> <p>The Ministry conducted an online survey among teaches in primary and secondary education to find out the state-of-play, as well as to learn what are the needs of teachers. A short questionnaire was prepared on distance teaching and learning, intended for teachers. The sample is related to the current situation, but it can be useful as a marker for further work and the planning of support for distance teaching. The questionnaire was accessed by 4139 teachers in total. Nearly all teachers (95%) reported they are entirely or mostly satisfied with the way they perform distance teaching. As many as 93% of the teachers think that they have managed better than they had expected before the beginning of distance teaching. A vast majority (90%) think that their students cope well or mostly well with distance teaching and learning. The teachers are mostly satisfied with the equipment they have. The results are similar in the evaluation of support. Namely, 87% think that the support they get from the Croatian Academic and Research Network and the Ministry is good. The teachers are very pleased with the fact that there are video lessons and television programmes. Concerning student activity, opinions are divided - 58% think that pupils are more active at school and 42% that they are more active in distance learning. This is an important area that needs more engagement and the supply of as many tasks as possible in order to motivate the pupils. Therefore, the Ministry has advised for all subjects to give marks in activity and the solving</p>

<p>of more complex tasks. More about the future needs and details can be found here: https://skolazavot.hr/english/.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>It depends on the purpose. We use several tools, all of them supported at the central level by the Croatian Academic and Research Network and the University Computing Centre of the University of Zagreb. When the closure of schools was announced as a potential measure, at the beginning of March, the Ministry started preparations for distance learning. It took two weeks to move all classes online, and distance learning was successfully launched on 16 March. HEIs also received guidelines to transfer to distance learning, and the University Computing Centre centrally provided software and support through its distance learning centre (HEIs being able to autonomously determine how these will be implemented in practice). The Ministry published instructions for schools (Instructions to all primary and secondary schools for the organization of distance learning and Guidelines for distance learning for primary and secondary schools) focusing on: establishing communication channels; equipping students from lower socio-economic backgrounds; instructions for the age-appropriate use of the pre-prepared content. Technical solutions included: AAI@Edu.Hr nation-wide authentication protocol used by all primary and secondary schools for all pupils and teachers; different platforms accessible with AAI@Edu.Hr: Moodle, Teams, Yammer, Google classroom, Edmodo; a distributed set of systems, not a single platform – distributing the load; we used to have 100 access/minute, now we have 1100 access/minute. National school schedule and video lessons for all 12 years of primary and secondary education are continuously published on School for life website.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>See the reply to question 19.</p>
<p>19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?</p>
<p>On 10 June the Ministry of Science and Education presented the Action plan on implementing distance learning, containing different scenarios for the next school and academic year, depending on the epidemiologic situation with regards to COVID-19, and other criteria such as available strategic frameworks, infrastructure and educational support with the aim to enable prompt reactions and ensure continuity of education process. Theoretically, we are considering the following scenarios:</p> <ol style="list-style-type: none"> 1. Mostly face-to-face education 2. Mixed model 3. Mostly distance education. <p>All three scenarios are similar because the distance learning model can coexist with the f2f, in-school model, in the so called mixed (blended, hybrid) learning model. It is highly probable that, even if there will be f2f teaching and learning in schools, there might be numerous pupils and students, as well as staff, that are at risk and they will learn and teach from their homes. The mixed model is described in the Recommendations for organization of teaching for lower primary education and Guidelines for assessment and grading in combined teaching model; in the same document many necessary recommendations are given for the scenario 2. Further, all the guidelines and instructions prepared for the school year 2019/2020 will be relevant for the next school year as well. Especially the Guidelines for assessment and grading in a virtual environment that can be better implemented in the legal acts and documents, and annexes which should be regularly updated and upgraded.</p>

One of the major challenges will be online assessment for the high-stake exams and there should be more effort on the national level to find appropriate tools and approaches.

Therefore, there are the main steps to be taken in the next months:

1. virtual classrooms should be open immediately at the beginning of the next school year by schools, HEIs
2. equipment should be distributed to pupils, students and teachers as soon as possible by schools
3. if possible, training should start even before the beginning of the school year
4. teams of mentors have to be organized, financed and kept during the whole school year in order to produce video-material and other teaching and learning material
5. repositories for sharing open education resources for all levels of schooling should be prepared and maintained
6. school calendars and working schedules and pace should be aligned as much as possible
7. preparation of tools for online assessment (including *state matura*)
8. adjustment of the legal framework for the new mixed model of education
9. communication with all stakeholders.

CYPRUS

Last update: 27/5/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

Cyprus efforts focus on ensuring the smooth ending of the school year in a way that safeguards the quality and credibility of our education system. The government's gradual lifting of restrictions to face COVID-19 pandemic, has started on May 4, 2020. Our main priority is the pupils of the final grade of upper secondary education, who have to take their final exit exams. In addition, we focus on mitigating side educational disadvantages. The school year is expected to be completed on June 30, while school attendance for all levels of education, except for the upper secondary cycle, will be until the 26th of June. The next school/academic year is expected to begin earlier than usual, but the exact dates have not been decided.

Regarding Higher Education, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), is closely monitoring the situation caused by the COVID-19 pandemic and the impact it has on Higher Education Institutions (HEIs) and on Higher Education in general. Within this framework, actions have been taken to support HEIs, students and academic personnel, during this period of crisis.

CYQAA proposed specific recommendations to HEIs of Cyprus. Concerning alternative forms of teaching at HEIs during the period they remained closed. The Higher Education Institution's reopened on May 11th and classes can take place on the premises if necessary. CYQAA suggested and provided guidance in regards to alternative forms of teaching, including e-courses, and examinations in accordance with its set quality criteria. The Agency requires from the HEIs which are going to use e-learning to videotape courses and ascertain student attendance and participation. All Cyprus HEIs have taken the necessary measures to ensure the completion of the current Spring Semester 2020. The teaching of conventional courses has been offered and will continue to be offered remotely until the end of the Spring Semester 2020, which will end as scheduled. CYQAA, has suggested extending the academic year where the implementation of online technologies and knowhow were not available/applicable during the period that the Higher Education Institutions were closed.

<p>2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?</p>
<p>The Cyprus Government has decided to re-open gradually primary and lower secondary public schools but not pre-primary schools, and grades A and B of upper secondary general and upper secondary technical and vocational education. According to the government planning, the re-opening will give priority to the final year pupils of upper secondary education. Necessary timetable arrangements have been made, so that the pupils are taught only the modules that are going to be examined in the national (Pancyprian) examinations. Students of both upper secondary general and upper secondary technical and vocational education have returned to school on May 11, 2020. The number of pupils in class does not exceed 12. Pupils have been divided into two groups and physically attend school lessons on a weekly rotation basis. Pupils who belong to vulnerable groups have informed the school principals in order to receive specialised support at home, through e-learning. Schools of primary and lower secondary education reopened on the 21st of May, on the same weekly rotation basis. Our planning for the re-opening of schools includes rearrangements in the curriculum, in order to ensure that core knowledge has been acquired. It is expected that the gradual re-opening of schools will be supportive to other policies, including the return of the parents to work. In addition, there have been some re-arrangements in the use of school buildings and some changes in the timetables to ensure a small number of pupils in each class.</p> <p>Distance education will be continued for all pupils that are not physically present in the classroom. The Ministry has made all necessary arrangements and the lack of equipment, for students of primary and secondary education, has been filled with the support of both government and private funds.</p> <p>In addition, the Post-Secondary Institutes of VET (Public School of Higher VET) reopened on the 21st of May. Evening Programmes of Technical and Vocational Schools restarted their operation on the 21st of May only for the third year students. Private education institutes (teaching language, dance, sports, etc.) also reopened on the 21st of May. Adult Education Centres will not re-operate for this school year.</p> <p>Pupils with special needs, attending Special Education Units within regular schools, who have no health vulnerability issues have also returned to schools. We are also ensuring that Special Education pupils with health vulnerability issues and care assistants support, will return to school next days in terms of health safety. Thus, a special committee has been set up, with the participation of doctors, in order to ensure that pupils' attendance will be in accordance to the Health Protocols and children's health will not be at risk.</p> <p><u>Higher Education:</u> HEI's were informed by the Ministry of Education, Culture, Sport and Youth that they may re-operate with the physical presence of academic and administrative staff on the 11th of May 2020. It was emphasized that all HEI's should comply with the health and safety instructions given by the Ministry of Health. The detailed protocol on these measures was sent to all HEI's.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>Not applicable.</p>

<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>All necessary safety and hygiene measures are being taken for the protection of students and teachers, according to the guidelines of the Ministry of Health. A relevant protocol has been prepared particularly for school operation. Only 12 pupils are allowed in each classroom. Pupils and parents have been informed about the hygiene guidelines as of the first day of the reopening of schools. Social distancing rules are being applied and breaks are arranged periodically. All school buildings were disinfected before their re-opening. Diagnostic tests are being conducted on teachers and students, by mobile units of the Health Services. Additional measures are being applied for the safe transfer of pupils to schools. A special isolation room has been prepared in all school buildings in case that a member of the school unit needs to be isolated.</p> <p><u>Higher Education:</u> All necessary safety and hygiene measures will be taken for the protection of students, academic and administrative staff, according to the guidelines of the Ministry of Health</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>Some of the greatest challenges experienced with the gradual reopening of ET Institutions include the following:</p> <ol style="list-style-type: none"> 1. Spatial and human capacities of ET institutions In order to safely accommodate students return to schools, students were divided into two groups which alternate in attending school. Teachers and other school personnel with health problems are assigned on line teaching or work from home. 2. Fear of further spread of pandemic is put at ease by: <ul style="list-style-type: none"> -Putting into effect certain health and sanitizing Protocols in schools, approved by the Ministry of Health, - Conducting 20,000 diagnostic tests on Sars- Cov -2 disease on teachers, students and other schools staff through mobile medical units.
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Cyprus plans to implement final exit examinations (the Pancyprian Examinations which have a dual purpose; they serve as School Leaving Exams and as Public University Entrance Exams), which determine also pupils' accession to public universities in Cyprus and Greece, or other European and third countries, starting on June 9, 2020. The final program of the exams and the revised examination content has been announced. Since their return to school, students are focusing only on the modules that will be examined, based on particular guidelines. We aim to ensure that there is enough time until the exams so that the children can prepare without pressure. The Pancyprian Examinations are expected to take place throughout the school building infrastructure, with reduced number of persons in each classroom. Our efforts focus on ensuring the validity and reliability of the school leaving certificate.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Cyprus does not have any transition entrance exams from public primary schools to public lower secondary education schools.</p>

<p>Entrance exams do apply though for the transition from public primary schools to private secondary lower education schools, which are taking place from the mid to end of May (a month later than originally planned). Lower and upper secondary schools do have final year exams between grades; final year exams have been cancelled. Our priority at this moment is to ensure that our pupils have acquired core knowledge, which is necessary for their smooth transition to the next education level.</p> <p>Regarding applications for enrolment to HEIs, the current situation does not affect deadlines and requirements for enrolment at the HEIs.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>Most of national and international competitions have either been cancelled or postponed. However, few online competitions have taken place during the crisis of the pandemic.</p> <p>Participation in such competitions does not assess pupils' performance and it is not a criterion for their admission in secondary schools or HEI's.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>For grades A and B of upper secondary technical and vocational education, practical parts of curricula that have been put on hold during the lockdown will be covered during the next school year.</p> <p><u>Higher Education:</u> Practical parts of the curricula can now be completed on the premises of HEI's / workplacements.</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>No increase will be implemented for the 2020-2021 fees. Furthermore, some HEIs are taking measures to provide additional financial aid to students in need. The Government will continue to give students grants and allowances based on socio economic criteria.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>Not yet.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p></p>

<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>In order to minimize the negative impact of the loss of Mobility opportunities the following measures are being taken in collaboration with the student Academic/Research Advisors:</p> <ul style="list-style-type: none"> • Organisation of virtual visits for students who are interested to learn specific techniques, to the labs of collaborators. • Encourage students to enrol on online courses /workshops and seminars. <p>Besides the negative aspect of the containment measures there is also a positive aspect based on which students have already benefited from the process. The rapid need to adjust to online education has given students important skills such as problem solving, self-management, sense of urgency, action orientation and made them more technology oriented.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>Teachers and students were engaged in distance learning (both synchronous and asynchronous) from the first days of the lock down in Cyprus, starting from the school leavers and then expanding this to all grades and levels of education. Excellent efforts were made by several teachers who were already used to use new technologies for teaching and learning, but there were worries and complaints by teachers who had limited experience in digital teaching and learning. A big issue of lack of devices on student behalf, as well as lack of internet access emerged and the Ministry, with the help of external organisations, tried to support students with the necessary equipment. The Ministry offers online seminars for teachers of all levels on an everyday basis, regarding the use of electronic platforms and software to offer online teaching and also, on an advanced level, on how to use new technologies for the online teaching and learning. In addition, electronic guides and videos have been uploaded to help all teachers, parents and students use technology for their online teaching and learning.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>MS TEAMS and MOODLE are the only official ones used more often, since the Ministry has the licence for them and promoted them to teachers for use. Other tools (like ZOOM, WEBEX) were also used by teachers. Regarding new digital strategies, the Ministry of Education is in the process of upgrading its Strategic Plan</p>

regarding new technologies in education. Moreover, the Ministry has been engaged in a process of legal support, regarding online teaching and learning.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

Only few days have passed from the re-opening of primary schools. So far, there are not any indications that the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community. It seems that the protective measures taken in schools are effective.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

Different measures are being considered for next year but no final decisions have been taken yet. The following school year is expected to begin earlier than usual, but the exact dates have not yet been decided. The feedback from the experience of the re-opening of primary schools (May 21st – June 26th) will help the MoECSY to develop efficient measures for the beginning of the next school year.

CZECH REPUBLIC

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

Regarding an ending of the school/academic year, the Ministry of Education, Youth and Sport (MEYS) generally does not envisage any measures which would lead to prolonging the current school/academic year, shortening vacations, extending the school day duration, organising weekend classes or others at this moment. If the current epidemic situation in the country is not dramatically aggravated, there is an optimistic belief that the current school/academic year will end in due time with no negative impact on the upcoming summer holidays nor the next school/academic year for pupils/students. However, a new law enables higher education institutions to change the length and the organization of the academic year, therefore some of the universities are planning to schedule exams during the summer vacation.

Concerning obligatory swimming lessons for lower classes of primary-school pupils (40 lessons in total), in justified cases it is possible to move them to the higher classes or to stop them temporarily.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

On April 14, the MEYS introduced the Roadmap for Exit Strategy concerning the restrictive measures in the field of education. The Roadmap provides foreseen scenarios in details for re-opening schools under the condition that the pandemic situation in the country does not make worse. The Roadmap was elaborated by the Ministry of Education, Youth and Sports in a close cooperation with the Ministry of Health and leading epidemiologists and was approved by the Government.

- Effective April 20, students from the senior year of the higher education have an opportunity to meet in groups of maximum 5 persons in order to participate in individual consultations aimed at finishing their bachelor's degree, master's degree and doctoral degrees. Effective April 27, all HE students have an opportunity to participate in face-to-face consultations in HEI's premises in groups of maximum 5 persons, since May 11 the maximum of persons has been raised to 15. Rectors are being consulted on how to enable foreign students to finish their higher education this year.
- Effective May 11, face-to-face school attendance was re-established in schools functioning in children's homes and diagnostic institutions.
- Effective May 11, secondary-school students, vocational-school students and conservatory students from the senior year are given an opportunity to participate in small group classes for starting their preparation for passing state examinations including graduate examinations in conservatories, as well as for HE entrance exams. These examinations will start not before June 1st.
- Effective May 11, the 9th class pupils of the primary schools can participate in small group discussions and consultations up to 15 persons in school premises.
- Effective May 11, basic art schools and language schools authorised to carry out state language exams as well as to organise one-year attendance language courses which are recorded in the list of educational institutions are re-opened, classes will be organised in groups of maximum 15 persons.
- Effective May 25, lower primary schools are re-opened for pupils of 1-5 classes, each class could be organised in a small group up to 15 children and will be based on school-care activities. Attendance is not obligatory for pupils. Learning at distance will continue to the end of the school year.
- Effective June 8, face-to-face consultations will be open to pupils/students of upper primary schools (6-8 classes), secondary schools and VET institutions on voluntary basis (up to 15 persons per a school group) if these educational institutions have conditions for these activities (space for social distance, teaching staff). These consultative activities will not be organised on daily basis.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

Effective May 11, pupils' and students' dormitories, in parallel with partial reopening of ET institutions, are accessible for secondary-school students, vocational-school students and conservatory students from the senior year. The pupils' and students' dormitories are open also for these students who were not accommodated there before the crises. The MEYS prepared and distributed detailed guidelines on protecting health of students and ensuring operation of these facilities. The first entry of the student to the facilities is conditioned by submitting the statutory declaration on non-occurrence of viral illness symptoms such as coughing, fever or breathlessness, as well as on acquaintance with the definition of high-risk groups. The strict hygienic rules have to be kept (face masks in the common premises, social distance including one person in a room, disinfection).

During the temporal closure of the pupils' and students' dormitories the fees was reduced in accordance with the number of days on which the students were accommodated.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The Ministry of Education, Youth and Sports has elaborated guidelines for all types of schools and educational institutions which were partially re-opened on May 11 and May 25 (kindergartens, primary and secondary schools, VET institutions, basic art schools, leisure-time children and youth centres, school advisory facilities) which were introduced on Press Conference of the minister of Education, Youth and Sports on May 1. The guidelines based on the main principle of feasibility and proportionate expenses were elaborated by the MEYS in a close cooperation with the Ministry of Health and epidemiologists and were consulted with the professional public, especially with heads of schools, representatives of school associations and municipalities. The guidelines set in details rules for school work, movement in the common school premises, prevention of interaction between school groups, cleaning and airing classrooms etc. The guidelines have been distributed to schools.

- Pre-school facilities follow almost the same daily routine as usual under increased hygiene and disinfection, children will not have to wear face masks.
- Concerning primary schools, the lessons are organised in small groups up to 15 persons per a group. The pupils neither their teachers do not have to wear face masks if a one-and-half-metre social distance is kept. Increased hygiene and disinfection measures are applied. During the group work based on a close proximity as well as in common premises within the school, the face masks will be obligatory (the cover could be a regular mask or respirator, but it could also be a home-made textile mask or just ordinary scarf).
- Secondary schools, VET institutions, basic art schools as well as leisure-time children and youth centres will apply the same rules as relevant for primary schools.

The guidelines also specify high-risk groups that may on voluntary basis consider their school attendance. The director may also consider taking appropriate organisational measures in relation to the activities of teachers. The guidelines also specify conditions for running school canteens however they enable schools to decide about a concrete way of functioning of their canteens on the basis of facilities and settings they are able to ensure. Pupils must not serve themselves, it is obligatory for the canteen staff to hand over the cutlery and serve the pupils. School groups must not meet each other in the school canteen and they have to secure keeping a two-metre social distance for eating pupils. It is obligatory to wear face masks in the canteen which are taken off only during eating. Before entering the canteen, each person has to wash hands and use disinfection. Effective May 12, wearing face masks is not obligatory for pupils and students who sit for exams nor for their teachers who examine them provided examination follows the so-called “school group” system with no more than 15 persons in the room and the persons present are obliged to keep at least one-and-half-metre social distance. It is not obligatory either to wear the face masks in foreign language courses. It is considered that wearing face masks during exams and language courses is an obstacle for work and study performance. Effective May 25, wearing the face masks in given conditions is not obligatory for students with special needs as well as for students studying art performance.

The first entry of the pupil/student to the school including their physical presence for the reason of sitting for exams is conditioned by submitting the statutory declaration on non-occurrence of viral illness symptoms such as coughing, fever or breathlessness, as well as on acquaintance with the definition of high-risk groups (effective on May 18). If pupils/students show symptoms of a viral illness, they must not be present at school. Pupils/students are obliged to observe the hygienic rules.

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

There has been no survey conducted on the challenges linked to gradual re-opening of schools we might refer to, however it can be stated that:

- Human capacities regarding the teaching staff might be limited due to the fact that teachers have to provide face-to-face teaching or consultative activities while at the same time distance learning continues with their active involvement; a certain number of teachers who belong to the age-risk category teach remotely from home and do not join teaching staff at school.
- Schools have different conditions and thus might face tension for keeping the strict hygiene rules, especially keeping the social distance when pupils are entering the schools through the main entrance located in frequented streets.
- The risk of the transmission of Covid-19 might be mentioned among the fears of teachers, pupils/students and their parents. However, the detailed guidelines for ET institutions, school canteens and dormitories have been elaborated and distributed by the MEYS in order to eliminate such a risk. The first entry of the pupils/students to the facilities is conditioned by submitting the statutory declaration on non-occurrence of viral illness symptoms such as coughing, fever or breathlessness, as well as on acquaintance with the definition of high-risk groups who are treated with an utmost caution.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. state matura), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

National school exit exams (e.g. state matura) will start on June 1 and June 2 with unified didactic Czech language and foreign language tests followed by the Maths didactic test on June 3. The school profiled part of the state matura can start beginning on June 10. The written part of the state matura in the Czech language and a foreign language will be cancelled. It is possible to take a practical part of the exam before the didactic tests but not immediately after re-opening schools on May 11, the authorised head of the VET institution will decide about adjusting conditions for such an examination (it might be organised for instance in a classroom). Practical key competencies of the secondary-school students are developed and assessed throughout the whole school attendance, therefore a short-term cut in practical training is not a major problem. The head of the respective school has a competence to decide how to proceed with the practical part of the matura and adjust it to the situation: it is for instance possible to organise the practical part of matura in the school or to recognise a submitted paper work as meeting the requirements for passing the practical part of the state exam (matura).

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Primary schools: Children's enrolment in the obligatory school attendance for the 2020/2021 school year started on April 1 and took place in the given legal terms April 1-30 without a personal presence of the children. Applications for the enrolment could be submitted without a personal presence of the child's legal representative (by post, by data box or via a signed e-mail).

Secondary schools: One-term unified entrance examinations will be organised on June 8 for all obligatory specialisations as well as for four-year grammar schools, and on June 9 for six-year and eight-year grammar schools, alternative term is scheduled on June 23. However, if the pupil excuses herself/himself from the regular term of sitting for the entrance exam within 3 days after the regular term (at the latest on June 11 or 12), he or she will receive an invitation for the alternative term at least 10 working days ahead the alternative term. Such an alternative term will be published on the web page of the respective school at least 10 working days in

advance. Effective on May 11, the 9th class pupils of the primary schools can participate in small group discussions and consultations up to 15 persons in school premises with a strong preference to prepare them for secondary-school entrance examinations. It is just an offered possibility, not obligation for all senior pupils.

HE institutions: Deadlines for applications are mostly set up on February and March. Therefore, it is not necessary to implement any special regulation on this matter. Examination itself can be rescheduled by HE institutions and concrete term may be published 15 days before the examination. A new law enables higher education institutions procedure called “conditional acceptance”. Students are obliged to submit confirmation on passing final exams (matura) within 45 days after date of enrolment at HEI. Chamber of Deputies approved a new law that enables higher education institutions to organize admission procedures and upcoming state exams remotely. Higher education institutions can organize their entrance exams online and admit and enrol students remotely. The new law makes it possible for all higher education institutions to organize state exams as well as regular exams remotely through online platforms as well as to change the length and the organization of the academic year.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

Generally, the competitions have been banned parallelly with the closure of education facilities. This prohibition is supposed to be lifted at the end of the school year. The MEYS supports annually knowledge-based and skill-based competitions for children and young people at local, regional, national and international level through grant schemes. Additional credits assigned for successful participants in these competitions at higher level (from regional to international rounds) play a different role in their enrolling in secondary schools and HEIs based on the inner rules of each institution. Open calls for organising competitions in this school year were launched last year, competitions in schools at local level were finished before the Covid-19 crises. The MEYS initiated a mapping exercise among organisers of the cancelled higher-level competitions (regional and national rounds) and has reached a compromise that, if there is such a need, regional and national competitions can be postponed for autumn. Provided the higher level of the competitions has not run on in the current school year, the pupils/students will have an equal starting position during their enrollment in secondary schools and HEIs.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

Practical key competences of the secondary-school and VET students are developed and assessed throughout the whole school attendance, therefore a short-term cut in practical training is not a major problem for passing practical exams. It is also important to take into consideration that many VET students have been involved in voluntary activities interconnected with their professional line (medical, educational activities) during the epidemic situation which have proved their acquired practical competencies.

Senior classes of secondary schools, conservatories and VET are allowed to take part in practical learning and work-based learning since 11.5. Other classes of VET institutions are allowed to take part in practical training since 25. 5. Lower classes of secondary schools are allowed to take part in practical training since 1. 6.

Concerning the award of qualification in VET, the procedure is considered to be preserved. If not possible in the given term to June 30, the MEYS will update the regulation in order to postpone the given deadline.

Practical exams in VET institutions: it is envisaged to organise them in June and they will be preserved. The authorised head of the VET institution will decide about adjusting conditions for such an examination (it might be organised for instance in a classroom).

Practical exams in HEIs:

The new law makes it possible for all higher education institutions to organize state exams as well as regular exams remotely through online platforms.

Effective April 20, students from the senior year of the higher education institutions have an opportunity to meet in “school groups” of maximum 5 persons in order to participate in individual face-to-face consultations and sit for their leaving exams. Effective April 27 the same opportunity is given to all HE students, whose maximum number in the same room was raised to 15 on May 11. Priority is given to individual activities which will facilitate the completion of bachelor’s degree, master’s degree and doctoral degrees which does not exclude other students from participating in all the study activities. There are no limitations for clinical and practical activities.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

Based on the Resolution of the Government on Exit Strategy issued on May 11 which applies also to the entrance examinations to HEIs, it is legitimate to organise events outdoors as well as indoors with maximum of 100 persons in one place effective May 11, the upper limit was raised to 300 persons effective May 25 (it is pre-seen to raise the upper limit to 500 persons effective June 8) provided the epidemic situation continues showing a positive development) provided they keep a two-metre distance and they have at their disposal disinfection for hands. The heads of HEIs have a full autonomy for scheduling the terms of the entrance exams. If the term is changed, a higher education institution shall announce a new determining date at the latest 15 days prior to the taking place thereof.

A new “law on special rules for education and decision-making at higher education institutions in 2020 and assessment of study period for the purposes of other acts” from April 17, 2020 enables higher education institutions procedure called “conditional acceptance”. Students are obliged to submit confirmation on passing final exams (matura) within 45 days after date of enrolment at HEI. This law also enables consider period from March 1 to August 31 as “a non-standard study” which does not lead to the obligation to pay fees for extended studies. On the other hand, the situation of students who have been obliged to pay fees due to extending their studies before disrupting the COVID-19 pandemic, (before 1 March 2020), is not changed by law. However, HEIs (rectors) may set up their own rules for reducing or forgiving tuition fees during “non-standard study” period.

For more details in English see <https://www.lf.upol.cz/en/covid-19/#c43284>

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Based on the decision of the Government, effective from April 27 the dormitories are fully re-open for HE students. As a result, HE students who applied for reduced dormitory fees before re-opening dormitories on the basis of the number of days during which they had been accommodated in dormitory facilities, can return back to dormitories under the condition that the reduced amount of the April fee will be valid till the end of April. Afterwards, they will be charged with the full amount of the fee since May 1st. There is still in force a possibility for the students to terminate the accommodation contract with the shortened 15-day notice period with no sanctions if they take advantage of this possibility by May 15, 2020. Requests for terminating the accommodation contracts received by the end of April will finish the contract on May 15, while requests for terminating the accommodation contracts received by May 15 will finish the contract on May 31.

INTERNATIONAL STUDENTS AND MOBILITY
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>The new “law on special rules for education and decision-making at higher education institutions in 2020 and assessment of study period for the purposes of other acts” from April 17, 2020 applies also to the enrolment of foreign students. If an applicant who has met other conditions for admission to studies in a degree programme is unable to present a document proving that the following conditions have been met:</p> <ul style="list-style-type: none"> a) Completion of secondary education completed by the “matura” examination if s/he is to be admitted to studies in a Bachelor’s or a Master’s degree programme; b) Due completion of studies in any type of a degree programme if s/he is to be admitted to studies in a Master’s degree programme; or c) Due completion of studies in a Master’s degree programme if s/he is to be admitted to studies in a Doctoral degree programme; <p>s/he may be admitted to studies and enrolled in studies conditionally.</p> <p>If a conditionally enrolled student fails to submit a document at the latest within 45 days from the commencement of the 2020/2021 academic year, the admission to studies and the enrolment in studies shall lose validity and effect after this time limit elapses and the student shall be regarded as a person who has not been enrolled in studies.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>Scholarship programme on the governmental level continues. International students/scholarship holders, who remained in the Czech Republic during their studies, have received standard financial support. To international students/scholarship holders, who returned to their homelands, the scholarship have not been paid due to the fact, that the payment of scholarship is directly linked to their stay in the Czech Republic. According to the internal regulations, the purpose of the scholarship is to help cover the necessary costs of living in the Czech Republic. However, after students’ return to the Czech Republic, the payment of the scholarship will be resumed.</p> <p>Furthermore, some students who had been nominated for scholarship study stays in the Czech Republic in the current academic year were unable to arrive at the Czech Republic due to the pandemic situation. In cases, where applicable, the students’ scholarship study stays might be postponed until the next academic year.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>The Ministry of the Interior issued detailed guidelines for pupils and students entering the territory of the Czech Republic including their obligation to submit or not the PCR testing results certificate valid from May 18.</p> <ul style="list-style-type: none"> a) Entry of students for the purpose of a high school and university exam (including the entrance exam) on the Czech territory up to 24 hours. These high (middle) school or university students (applicants for studies) enter the territory of the Czech Republic on the basis of an exception in an urgent emergency situation - participation in an urgent official proceeding. This exception applies only to persons who are entitled to enter the Czech territory (EU citizen, CZ citizen living abroad, a foreign national from a visa-free country, etc. - third country citizens must contact a respective embassy of the Czech Rep. for obtaining information on conditions of entry to the Czech territory within this exception). It is mainly a matter of passing high school or university exams,

including high school or university entrance exams, or a necessary consultation, which cannot be provided by a high school or university by remote access.

b) Entry of the EU citizens who resided in the Czech Republic prior to March 12th, 2020 (a return to the Czech Republic, not a so-called first-entry) and entry of third-country citizens, who hold permanent or temporary residence in the Czech Republic prior to March 12th, 2020 and already go to school in the Czech Republic. This applies to students who are EU citizens and have already lived and studied on the territory of the Czech Republic before the state of emergency was declared (as of March 12th, 2020). It therefore means a return to their usual place of residence. Furthermore, the third-country citizens, who already hold permanent or temporary residence permit (long-term visa, long-term residence permit) in the Czech Republic, may enter. This however does not mean a first entry.

c) Entry of the EU citizens for the purpose of study at university on the Czech territory without previous stay or study on the territory of the Czech Republic exceeding 72 hours (new students). This applies only to those EU citizens who are going to study at a university in the Czech Republic (so-called new students), in those cases where the study is considered as a systematic preparation for a future profession. It therefore refers to moving to the Czech Republic for the purpose of study. However as most of the universities are currently closed or work on a restricted basis, and schooling does not normally start in spring, these students are not expected to enter the territory until the new university studies are launched in autumn this year - if they need to enter the Czech territory earlier due to the entrance exam, they are expected to enter within the regime not exceeding 24 hours.

d) Entry of the cross-border pupils and students from the neighbouring countries who study on the territory of the Czech Republic (children attending kindergartens in the Czech Republic are included in this category). These are children, pupils and students who live on the territory of a neighbouring state (Germany, Austria, Poland or Slovakia) and regularly attend kindergarten, primary school, high school or university on a territory of the Czech Republic. The same rules apply analogically to children, pupils and students who live in the Czech Republic and attend kindergarten, primary school, high school or university in any of neighbouring states. These children, pupils and students are allowed to be accompanied by one family member, if absolutely necessary, for the purpose of transport. The escort is neither obliged to submit the PCR testing results certificate upon entry, nor to comply with the ordered mandatory quarantine, if their stay on the territory of the Czech Republic will not exceed 24 hours (thus the same rules as for the university students are applied).

For more details in English see <https://www.mvcr.cz/docDetail.aspx?docid=22247269&doctype=ART>

The Czech Republic will start the loosening of travel restrictions to/from European countries as of June 15 based on a system of classifying the European countries according to their coronavirus risk as high-risk, medium-risk and low-risk destinations. This distinction was compiled on the basis of data provided by the European Centre for Disease Prevention and Control and will be updated every fortnight depending on how the pandemic develops. The travel map will be updated every fortnight and the situation could change for any given country depending on the health situation there, be it for the better or worse. Reciprocally, other countries could also change the conditions under which they will allow foreigners entry.

Czechs and foreigners with residency in the Czech Republic will not have to present a negative coronavirus test after returning from countries with low and medium risk after 15 June. Foreigners arriving from medium and high-risk countries will still have to submit a negative test upon entering the Czech Republic or self-isolate for two weeks.

The vast majority of the European countries fall into the “low-risk” destinations category and these safe countries include Germany, Austria, Poland, Slovakia, Hungary, Romania, Bulgaria, Croatia, Greece, Cyprus, Switzerland, Estonia, Latvia, Lithuania, Finland, Norway and Iceland. The government placed France, Spain, Portugal, Italy, Ireland, Denmark, the Netherlands and Belgium among medium-risk countries. Britain and Sweden were placed in the high-risk category.

15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

The following measures are recommended:

- frequent and clear communication from the sending organisation and the hosting organisation with the mobility participants
- clearly specified rules of the program (from which mobility is financed) according to the current situation
- allowing hosting organisations to finance preparation and conduction of online learning from the project budget
- definition of options for participants regarding interruption / termination of the mobility
- allowing to realise part of the mobility online
- allowing for the 2020/21 academic year to start with the online phase of the mobility and, for example, to realize the second part as physically mobility
- taking into account the current situation when making decisions concerning the recognition of credits
- allowing passing exams in the distance form - for example in the Czech Republic this is now allowed due to the newly adopted legislative measure available:

<http://www.msmt.cz/ministerstvo/novinar/novy-zakon-umozni-posunout-terminy-zkousek-na-vs>

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

Czech School Inspectorate conducted a survey in education and teaching institutions during the pandemic crises. Between 1 and 14 April heads of 5 000 primary and secondary schools were contacted by phone with the aim to map the situation regarding distance teaching and learning including forms and tools of distance learning, communication with pupils/students, facing obstacles and identifying needs for support). Preliminary findings were presented in the press conference on April 15. Engagement of primary-school pupils from lower classes to distance learning reached 81% and from upper classes 72%, while the rate of secondary-school students reached 80%. As a follow-up, the report analysing the findings of the survey in details in primary and secondary schools was published on May 7. Another report analysing the findings of this survey in details in pre-school educational institutions was published on May 14.

Based on the findings, National Pedagogical Institute has proceeded with contacting the schools by phone with the aim to offer them in-service training activities including webinars tailored to their needs as follows:

- ways how to engage pupils in distance learning, communication with pupils and their parents
- digital tools for distance teaching and learning
- how to adapt the educational content and subject matters to distance teaching
- how to assess pupils/students during their distance learning including the formative assessment

More recent mapping was conducted at the beginning of May during the meeting of regional methodical cabinets aimed at sharing experience and examples of good practice regarding distance education during the pandemic crises. Based on the report from this meeting dated May 4:

- positive aspects of following activities were reported: specialised webinars (choice of topics and a quick reaction to urgent needs), on-line communication between stakeholders, sharing experience among teachers on-line, setting the unified system of on-line teaching by the head of the educational institution.
- negative aspects of following activities were reported: lack of IT facilities in schools and in families of pupils/students, insufficient Internet connection, burdening teachers with e-mails, limited experience with formative assessment, different level of IT expertise among teachers as well as different level of their motivation to switch on remote mode of teaching, missing contacts with pupils/students on daily basis, lack of self-discipline of pupils/students, dealing with overburdened parents.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

There are four widely-used tools supporting on-line education in the country:

1. The Ministry of Education, Youth, and Sports (MEYS) launched on March 12 the website “Distance Education”, which supports schools and teachers in providing distance education. This website contains links to online educational tools, updated information and examples of good practices, as well as experiences regarding distance education.
2. National Pedagogical Institute launched in March an all-round on-line support to teachers how to cope with and succeed in remote teaching. Offered activities including webinars have been tailored, as the time went, to urgent needs of the teachers based on the findings from the survey in 5 000 schools conducted by the Czech School Inspectorate.

3. The Czech national TV broadcasts educational programmes for pupils under the expert supervision of MEYS. On March 16, they set up and launched a live daily program, "UčíTelka", led by teachers for primary-school pupils (grades 1-5). In the afternoon, educational TV programs are provided for lower-secondary pupils (grades 6-9). In addition, "inspirational programs" for pupils to prepare themselves for upper secondary entrance examinations (grade 9) are provided to help review topics covered in lower classes.
4. The Czech national TV broadcasts a variety of educational videos for children from kindergartens as well as primary and secondary schools which are very popular for pupils/students who continue with distance learning from home.

TV educational programmes have proved being successful because they substitute a lack of IT facilities in families and form a user-friendly environment for children.

Based on the report from the meeting of regional methodical cabinets aimed at sharing experience and examples of good practice regarding distance education during the pandemic crises dated May 4, educators complained about disorganised offers of on-line training activities on remote teaching and learning by other providers, namely commercial and not-for-profit ones. It was important for them to benefit from a systematic approach of the Ministry and the National Pedagogical Institute whose on-line platforms were regularly updated and tailored to the urgent needs of the target groups, both teachers and their pupils/students.

Development of new systematic sustainable digital strategies for on-line education has been already initiated by National Pedagogical Institute.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

Based on the countrywide testing for the presence of Covid-19 virus, the Ministry of Health in a close cooperation with epidemiologists monitors the situation of new coronavirus cases in the Czech Republic on daily basis. Since the gradual re-opening of schools at the end of April and in May, there is no dramatic raise of the recorded new cases. As authorities have been parallelly reopening also the economy in recent weeks by getting most shops back running along with cinemas, theatres and outdoor dining places and letting restaurants open indoor areas, it is not possible to indicate how and if providing face-to-face teaching to pupils/students on voluntary basis is affecting the spread of the pandemic in the wider community.

Based on the press conference of the minister of health on May 22, the current epidemic situation does not show any negative trends and the exit strategy has no negative impact on spreading Covid-19 virus in the country, yet. Statistic data regarding spreading the virus within schools after their re-opening are not available. On May 17 media took note of closing one class group in the kindergarten in Prague-Suchdol due to the fact that one child had the positive test on Covid-109. As a result, the whole school group is now under the regime of the quarantine. Other cases have not been covered by media.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

The current situation is being regularly monitored and assessed. The decision will be made on evidence-based evaluation which is ongoing. Therefore, it is too early to start official discussions with the experts, educators, and other stakeholders involving general public as well on the measures being introduced in the next school/academic year.

If the current epidemic situation in the country is not dramatically aggravated, there is an optimistic belief that the current school/academic year will end in due time with no negative impact on the upcoming summer holidays nor the next school/academic year for pupils/students. However, a new law enables higher education institutions to change the length and the organization of the academic year, therefore some of the universities are planning to schedule exams during the summer vacation.

DENMARK

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

In general, schools have been providing distance learning through the period of school shutdowns. The school year is therefore not prolonged, but students will receive education equivalent to the time that would have been spent on cancelled exams.

With regard to upper secondary Vocational Education and Training (VET), schools are allowed to reopen for all students as of 27 May 2020. Yet, schools must comply with COVID-19 health and safety regulations, which might entail some limitation teaching activities etc. At the moment there are no plans for compensating measures, which might affect the summer holidays or the next school year or for shortening vacations, weekends etc.

In higher education, there is as of now not any plans of changes to the academic year. Students receive education and training even though they are not physically present at school. Distance learning has been implemented to the greatest possible extent. This also extends to online tutoring, group activities and examinations.

If the extraordinary situation leads to student to being unable to complete their education programme within the fixed maximum study period, they will have the possibility to extend their study period, also in the situation of the maximum study period being exceeded.

From 27 May oral examinations as well as activities that require physical attendance can take place in-person at higher education institutions.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

As of 27 May, all general education activities (primary and secondary) have resumed after a period of general shutdown and gradual reopening. The re-opening of ET institutions must follow health authority guidelines. Local restrictions may apply. Risk-group students will receive distance education. All other students are expected to be present at school. Teaching activities take place at the institutions, but may also be performed outdoors.

On 8 May further opening of schools in Denmark was agreed between a majority of parties in Parliament. Lower secondary students will be allowed to return partly to the schools and will partly be subject to distance learning. The actual planning will take place locally while observing the recommendations of the health authorities. Schools have begun opening on 18 May as they have been ready for.

On 6 April the Danish Government announced a slow, gradual and controlled reopening of the Danish educational institutions starting with day-care centres, crèches and other early childhood education services and care, primary education K-5th grade, senior-year students in general upper-secondary education, and special needs schools starting 15 April.

Moreover, upper secondary VET schools have now been allowed to reopen for all students (as of 27 May 2020), but schools still have to follow COVID-19 health and safety regulations which in practice might put a limit to the number of students in the classroom etc.

As part of the political agreement concerning the second phase of a controlled reopening of society, it has been decided that:

- Activities at institutions of higher education that require in-person attendance reopened on 18 May.
- Oral examinations at higher education institutions can take place in-person from 27 May.
- All public research activities that require in-person attendance can take place from 27 May.
- Employees at higher education institutions can return to in-person attendance from 27 May with the exception of the Capital Region and Region Zealand where in-person attendance can take place from 15 June.
- All higher education programmes are reopened from the beginning of August.

Adding to this, the Government has in April reopened certain health science programmes deemed to be critically important to society, for students who are due to complete their education this summer.

It is important for the Government that pupils and students receive education and training even though they are not physically present at school.

The ministries have recommended that distance learning is being implemented to the greatest possible extent – through electronic means and lessons designed to be completed at home. Older students are also expected to do self-study.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

As a rule, dormitories are reopened for students and pupils receiving education. Health authority guidelines must be followed.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The Danish health authorities have issued extensive recommendations that describe the precautions that must be followed in the reopening process of all teaching institutions. They deal with social distancing, hygienic measures, outdoor activities etc.

Links to the Danish Health Authority's guidelines (in Danish):

<https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Dagtilbud/Vejledning-til-dagtilbud.ashx?la=da&hash=2E646A262FAF85393FE4D652ADBB26C5BDD11D8D>

<https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Skoler/Vejledning-til-skoler-og-fritidsordninger.ashx?la=da&hash=1AE73D75F65CB5D36E593E14A3AB39A5960ED53A>

<https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Ungdomsuddannelser/Vejledning-til-ungdoms-og-voksenuddannelser.ashx?la=da&hash=B9227834971934DA381E64CA46E2A501E9A2E4C1>

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

Primary and lower secondary schools: Spatial and human capacities of the schools and to prioritise what to do when you cannot accommodate students full time and teach all subjects. School leaders have asked for more detailed guidelines on hygiene etc. and have objected to the level of autonomy they have been given for what is essentially a health issue.

Upper secondary: The greatest challenge is probably the question of student motivation. Students have been physically away from their school for very long, and only four weeks remain until summer vacation. Even though most students are happy to be able to socialize again, focus on subject content may for some be more difficult to establish. This is partly due to the long period of virtual training activities, which for some students has been beneficial, but for others has been difficult to tackle. Focus on unmotivated students and students in danger of dropping out is essential. – Furthermore, upper-secondary ET institutions need to meet the challenges of spatial capacity. Health authority restrictions must be met which may lead to changes in school-day structure and in physical facilities.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

Danish schools closed on 16 March.

The Government decided on 6 April that the exams for 9th and 10th grade are cancelled. The final exam grade will be replaced by a continuous assessment mark that will be given as late as possible before graduating this summer.

8 April it was also decided that for the students of the final year of general upper secondary education, the number of exams are reduced to 3 or 4. The rest of the exams are cancelled and will be replaced by a continuous assessment mark that will be given as late as possible before graduating this summer. For non-final year students of general upper secondary education all exams have been cancelled. Cancelled exams will be replaced by marks given by the teacher. All of the above initiatives concerning upper-secondary education were maintained in the 8 May announcement of the second phase of Danish gradual re-opening of schools.

It is ensured that pupils in their final years of these education levels will be able to finish school this summer as planned, and that the students' learning outcome and their progress in the education system are affected in the least unfavourable way possible.

Final VET-exams will be held, if it is possible to do so while complying with COVID19 health regulations. If it is not possible, VET-schools may provide a VET-student with a degree and diploma (administrative diploma), if the school finds that the student in question meets the required level of skills, competences and knowledge and if the trade council agrees. The diploma has the same legal status as a regular diploma (i.e. it is not temporary).

In addition, there has been introduced special rules, which allows departing from general provisions about the organization of exams, for example departing from demands for group exams and the presence of a supervisor. With regard to other non-final VET exams, some (but not all) are cancelled (and the exam grade will be replaced by an assessment mark).

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Many upper-secondary VET-programs have uptake several times a year. With regard to enrolment and admissions to VET schools existing minimum grade requirements remain. Yet, students who do not meet the grade requirements are allowed to take an admissions test. However, in some cases it might not be possible to do such testing (due to COVID-19 health and safety regulations) and hence these tests can be postponed or cancelled which means that such students in some cases may get admitted without taking the test.

The deadline for applications to higher education programmes via the quota 2 (application through specific requirements defined by individual education programme or with non-Danish upper-secondary education) was postponed with a week in light of the extraordinary situation in order to give more time to the approx. 50,000 applicants who apply to higher education every year via quota 2. The new deadline was on Sunday 22 March, 12:00 noon. Applications were submitted digitally via the www.optagelse.dk portal which is regular procedure. Some educational institutions, where there is a requirement to attend in person as part of the quota 2 assessment, are reorganising their quota 2 criteria so the assessment can be carried out remotely, or by postponing the planned attendance dates.

The deadline for the quota 1 remains 5 July 2020 and is not expected to be postponed. This application deadline only applies to applicants with a Danish upper-secondary school leaving diploma applying on the basis of grade point average.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

It is our understanding that such competitions have not taken place during the shutdown. Competition credits do not normally count in enrolling in upper-secondary education.

Apart from that, not relevant.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

In general upper-secondary schools the final-year students will be able to receive most of the practical parts for the curricula, when the schools open. But in some cases it will be necessary to dispense from parts of the curricula. First and second year students (non-final) have received distance learning during the shutdown, but are now back in school. Few changes in curricula, if any, have been made for them.

Regarding upper secondary VET, there are currently no plans to compensate, and all practical subjects are taught in school face-to-face as of 18 May 2020. As of 27 May 2020 all general subjects may also be taught face-to-face. Yet, all teaching activities must comply with the COVID-19 health and safety regulations. The VET-schools are responsible for the quality of the teaching activities in order to ensure that the pupils meet the vocational objectives of the specific subjects and the VET in general. However, it is important to emphasize that no one is expecting the same teaching quality as under normal circumstances. Practical VET-exams must as far as possible be conducted as normally with physical attendance.

Regarding higher education, students currently taking part in an internship, should attend their place of work, unless instructed otherwise, and should follow their recommended advice.

During this period, there may be problems in completing the relevant educational activities but students are urged to carry out their internship work and contribute as best as possible. This is particularly the case for students in internships/clinical placements in the health sector and in other critical functions.

If the internship is disrupted, the higher education institution will decide if the internship can be considered complete with the fixed learning goals and the internship test. If the internship cannot be considered complete, the institution will decide which vocational elements remain outstanding and inform the student of these, including how the missing elements can be rectified (e.g. through a later internship period during your education).

In cases where postponed or cancelled internships exceptionally mean that the student can't complete their education within the maximum study period they will be given the opportunity to extend their study period, even if the fixed study period has been exceeded.

Additionally a task force has been set up in order to find concrete solutions to the challenges, both in relation to interrupted internships and the upcoming internships. The task force consists of representative from the university colleges, the students, the municipalities and the regions.

Activities at institutions of higher education that require in-person attendance are to be reopened from 18 May. Each individual educational institution will decide what courses of study, which students, staff and researchers will require in-person attendance. Criteria for these activities have been broadened further from 27 May.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

There are at the moment no planned changes to enrolment requirements, except for possible changes in admission tests at programmes, where a passed admission test is a requirement.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

The Ministry of Higher Education and Science is aware that the situation can affect the institutions' finances, primarily on the revenue side, where the income largely depends on the level of activity of the students (passed exams). Additionally the current situation means that fewer students participate in the planned continuing and further education activities at the higher education institutions and that it will have an impact on the institutions' finances. It is too early to assess what the effect will be, including the extent to which there will be displacement or overall reduction in activity. We are constantly monitoring the situation.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

The Danish admission procedure for higher education will more or less continue as planned this summer, in spite of the closures of education institutions and change in examination procedures in upper secondary schools.

Study places will be allocated in July as planned, and applicants will receive their admission letters on 28th of July. In Denmark, it is the institutions themselves who determine how long they can wait for documentation on admission requirements.

The new semester normally start on the first of September. For now, we do not foresee any changes in this regard.

<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>Danish scholarships for students from third countries does not come with a requirement of physical presence in Denmark. As such we have not encountering a similar problem.</p> <p>Some students can experience a situation where teaching or exams is postponed to a later date after their student residence permit expires. In this case students are advised to contact the Danish Agency for International Recruitment and Integration for further information about the possibility of extending their student residence permit.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>The Ministry of Higher Education and Science is in an ongoing dialogue with the higher education institutions to identify the best possible solutions for the international study programmes (including both incoming and outgoing mobility).</p> <p>At the moment non-Danish citizens need to have a worthy purpose (anerkendelsesværdigt formål) to enter Denmark. Persons with a worthy purpose include students to the extent that their educational institution is not closed (and no remote learning opportunity is offered).</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>For the current semester (spring 2020): Several measures have been initiated from the different Danish national authorities to implement the upcoming exams and graduations. From 18 May 2020 some of the higher education institutions will reopen for students who need access to laboratories, advanced technologies etc. to be able to complete their study programmes. However, most students will follow their lessons online including the exams this semester.</p> <p>Regarding learning mobility the sending higher education institutions have been encouraged to demonstrate flexibility concerning the assessments of the courses/study programmes when students have followed their lessons online (distance learning) to ensure that as many as possible courses/study programmes of good standard and quality are recognized although the content of the programmes may have been changed compared to the original descriptions courses in the study course catalogues due to the actual situation.</p> <p>For the semester in the autumn 2020: The Ministry of Higher Education and Science is in dialogue with the higher education institutions to identify the best possible solutions for the international study programmes (including both incoming and outgoing mobility). For Erasmus+, decisions on mobility activities for the autumn semester should soon be taken at the European level.</p>

LESSONS LEARNT AND FUTURE STEPS
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>Primary and lower secondary: Information regarding lessons learnt during the Covid-19 crisis will be collected in the coming months.</p> <p>Upper-secondary: Evidence of experience with distance learning is not yet available. Both teachers and students have had to acquire new ways of working with the subjects through digitally enhanced options. It has been a steep learning curve. Knowledge sharing is facilitated through various platforms, e.g. emu.dk.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>Upper-secondary: It is yet too soon to be specific on this issue. Research will probably be set up to look into this field.</p> <p>The Ministry of Higher Education and Science has allocated DKK 1 million to accumulate current experiences with online education in higher education under COVID-19. The goal is to gather common experiences that can be used to develop the institutions' work with online education. The project is expected to finish by the end of 2020.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>Upper-secondary: To our knowledge, the gradual re-opening of ET institutions has not affected the spread of the pandemic.</p>
<p>19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?</p>
<p>Upper-secondary: The next school year begins medio August. If all goes well, it will be a normal school year. Higher education institutions are planning to reopen at the start of August – dependent on the development of the general COVID-19 situation. Reopening will take place in accordance with the Danish health authorities specific recommendations at that time. The new semester normally start on the first of September. For now, we do not foresee any changes in this regard.</p> <p>A political agreement has been made to allocate DKK 210 million for 5.000 extra study places at higher education institutions in 2020 and 2021 to accommodate an expected increase in applicants due to the current situation. 4.500 places within it, technology and other programmes contributing to economic growth and 500 within welfare education programmes. Furthermore, funds have been allocated to give increased guidance to students in connection with the admission process this summer.</p>

ESTONIA

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

All schools were allowed to partially reopen the facilities on May 15 but also to continue with distance learning until the end of the school year. The end date – 10th of June – remained unchanged for general education institutions and the school year has ended by now. The emergency situation did not affect the holidays as the studies were not cancelled but moved to distance learning form since March 16. There are also no special compensation measures planned for summer holidays.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

In Estonia, it was allowed to partially reopen the ET institutions since May 15, but the return to face-to-face education has remained optional. It is recommended for all educational institutions (but also adult training institutions and hobby schools) to use distance learning opportunities as much as possible until the end of the academic year. Safety of students and teachers must be a top priority when reopening school buildings and therefore ET institutions must organise learning in small groups (max 10 students), guarantee social distancing, and take preventive measures concerning hygienic practices and sanitary conditions.

- Pre-primary education and childcare institutions have remained open during the emergency situation to those parents who were not able to leave their children at home. Now, while the restrictions have been eased, the parents are recommended to leave their children at home if possible. The demand to stay in smaller groups does not apply to ECEC institutions and the composition of the usual kindergarten groups can be restored. However, the amount of contacts between groups of children must be kept to minimum.
- The school year for general education institutions has finished by now. The schools were allowed to continue with distance learning until the end of school year (June 10) and the majority of students did so.
- In vocational education it is allowed since May 15 to conduct contact studies in groups up to 10 students in addition to distance learning. The organisation of vocational education is flexible, both the admission of students and the graduation from school can take place throughout the year. Therefore, from May 15, the school decides on the organisation of educational activities on a case-by-case scenario. They will organise their studies based on how the goals of the academic year have been achieved and which are the possibilities of organising studies, practice and professional exams.
- In HEIs after May 15, contact learning can partially be resumed. Though, it is recommended to use the distance learning opportunities as much as possible until the end of the academic year. The contact learning may be arranged individually or in groups of up to ten (for example for practice and seminars). Teaching is organised as dispersedly as possible, following the 2+2 rule if possible. When organising examinations HEIs must comply with the established restrictions and sanitary conditions.

<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>In principle, dormitories remained open. However, students were generally sent home with the exception of those who did not have access to distance learning at home or international students who decided to stay in Estonia. Students living in dormitories have to follow the rules of social distancing. Whether the student is obliged to pay the rent of the dormitory during the distance learning period or not, depends on the terms of contract between the student and the institution or service provider. If the service provider allows the student to live in the dormitory, there is no reason to refuse to pay the rent. VET schools have also reduced dormitory fees during emergency situation. In case of financial difficulties, the students have the opportunity to seek for school's assistance to change the terms and conditions of the dormitory's contract and/or to receive support.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>In re-opening of ET institutions for current academic year, the requirements established by the Health Board must be followed. For example the ET institutions should be able to organise learning in small groups (up to 10 students), to guarantee social distancing in the school building and take preventive measures concerning hygienic practices and sanitary conditions (e.g. aeration of rooms, hand washing, disinfection, wet surface cleaning, masks are recommended for those students and teachers who belong to the risk group). When organising activities in ET institutions, intersections of activities and traffic routes should be avoided. Learning activities and exams should be spread over rooms and lesson times, avoiding contact between large groups. Parents' access to ET institutions buildings will be avoided as much as possible. For example, in the ECEC institutions the children are handed over to teachers outdoors in order to minimise the contacts in buildings. Organisational and safety measures shall be reviewed for the next academic year that will start in September.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>The biggest challenge for schools was how to solve the issue of additional workload for teachers, if part of the class receives contact hours, but the other part continues with distance learning. Another challenge was to ensure that groups of students or children were dispersed and their interaction would be kept to a minimum in ET institution's buildings where there may not be enough space for keeping such distance.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Based on the regulation of the emergency situation, final exams were not compulsory for the graduation of secondary school this year. Nevertheless, secondary school graduates had an option to take on a voluntary basis one or two state exams (instead of obligatory three): in Estonian or Estonian as a second language, and in mathematics. As an exception, state exam in English was not held this year. However, students have the opportunity to take an internationally recognised language test either in English, German, French or Russian. Internationally recognised language test is equated to a foreign language state exam. This means that upper secondary school graduation certificate (<i>Gümnaasiumi lõputunnistus</i>) obtained in 2020 in Estonia gives access to higher education without the completion of state exams. Still, majority of pupils have</p>

<p>chosen to sit the final exams. The exam times were set in a way that students and teachers would have enough time to prepare. As a result, the first exam took place on 29 May.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Generally, local municipality ensures a place in local primary schools for all children within its area with no extra entrance exams.</p> <p>The conditions of admission to a gymnasium, vocational education institution and higher education institution are determined by each educational institution itself. After reopening general education schools gradually from 15 May, the admission tests to upper secondary schools were arranged either online or in small groups at schools. Accordingly, admission to higher education institutions for most Bachelor degree programmes can be finalised after the results of the state exams have been announced (30 June).</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>Some national competitions that were supposed to take place in the spring semester were cancelled, some of them took place. Those that were cancelled will take place either in the end of summer or in autumn. The physics and maths national competition are planned to take place in June by taking account all the safety requirements. Some of the competitions were also held online (geography, French language, astronomy and Nordic-Baltic Physics competition). (For example the astronomy competition had 750 participants from 12 countries and Nordic-Baltic Physics competition had 109 participants from 12 different countries.)</p> <p>For the competitions that did not take place in spring, the universities have decided to take into account the results of the regional competitions. In order to find the best of the 12th graders, the rankings of the candidates with the highest scores of the regional competitions are compiled or those invited to the final round will be taken into account.</p> <p>Concerning the international competitions – some of them have been cancelled, some of them have been postponed to the autumn and on some of them there is no final decision yet. There is a possibility that some international competitions will move to online. But the final decision on that has not yet been made.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>In vocational education it is allowed since May 15 to conduct contact studies in groups up to 10 students in addition to distance learning. The organisation of vocational training is flexible, because both the admission of students and the graduation of the school can take place throughout the year, and therefore studies and practice can also be organised in the summer. The school can organise the study activities on a case-by-case scenario taking into account the state of completion of the curriculum of each specific study group and the possibilities of organising teaching, practice and professional exam.</p> <p>The conditions for graduating from vocational education have not changed. Examinations may only take place if they are safe and secure for both students, teachers and other persons involved. A professional exam must be passed in order to graduate, or if this is not possible or has been failed, then the vocational exam at school must be taken. Practical work and in-company work practice cannot be replaced by independent domestic work.</p>

Thus, every vocational school has the right to decide when teaching takes place and to organise studies, including practical part, also in summer. Continuing studies during the summer will give students the opportunity to complete their studies either in summer or in autumn.

Higher education institutions are recommended to use distance learning opportunities as much as possible until the end of the academic year. Contact learning may be arranged individually or in groups of up to ten since May 15. Teaching is organised as dispersedly as possible, following the 2+2 rule and other requirements established by the Health Board. Students and teachers belonging to risk groups are recommended to refrain from contact learning.

While organising examinations and internships, the HEIs must follow the requirements established by the Health Board. If it is not possible to ensure compliance with the 2+2 rule during their implementation, then they must be organised from distance.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

The schedule for admission to higher education institutions is different from usual, and each institution itself will decide the exact organisation of admission and enrolment requirements. As upper secondary school leaving examinations are voluntary this year, universities may consider other results in addition to the state exam results or instead of these exams. Depending on the specialty and type of study, the HEIs may take into account (as in previous years) as one or several conditions for admission the average grade, the state exam results, internationally acknowledged exams or tests, ask students to take an academic test or entrance exam, or conduct an interview.

Tuition fees are not a burning issue for domestic students, because in Estonia, the majority of students study free of charge (Estonian students). English-language curricula are not for free, but as teaching at universities has continued in distance, higher education institutions have not made any changes in tuition fees for students studying in these curricula.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

In Estonia, universities are autonomous to decide on their revenues. There is currently no opportunity to earn extra income, but it is likely that also the costs for the HEIs will be lower at some extent during this period (for example maintenance costs of buildings). So far a separate compensation mechanism has not been a topic of discussion.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

HEIs have decided to be flexible when organising the admission for foreign students. For example, the deadlines for submitting documents are more flexible, more electronic documentation is taken into account than before, and entry tests are mainly conducted online.

13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?

The actual location where the student is staying during the COVID-19 period is not primordial to continue getting a scholarship or financial support. As the majority of learning activities can take place in distance

<p>learning form then the most important in order to continue getting a scholarship or financial support is the student's continuous participation in learning activities.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>One of the concerns is related to the possible delay in applying for visas, so foreign students from third countries might not arrive to Estonia in time. Therefore, universities are ready to use distance learning at the beginning of the new academic year.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>In order to allow the learning mobility to continue in the EU despite the obstacles posed by the current situation, we believe that EU universities could be more flexible during the enrolment procedure (e.g. by accepting exceptionally a larger amount digital documents, modifying and adapting the admission rules for example to take into account virtual admission interviews or tests where possible) and be prepared to start the academic year at distance learning to switch to contact or blended learning as the situation improves.</p> <p>However, virtual mobility is still not equally comparable to physical mobility in a foreign environment. Virtual mobility is more useful if there is contact with a lecturer and other students during a lecture or seminar, but if it is merely a way of submitting homework and receiving written feedback, then there is no special added value. Another idea concerns the European Universities. Perhaps the top universities in the European University networks could offer e-lectures to anyone interested, there are platforms that could support it. If the student does not find a substitute for his compulsory subjects, he may find an interesting optional course, etc.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>Attitudes are different among different target groups involved but the majority of schools consider distance learning efficient. Majority of teachers cope with the distance learning very well as the digital competence for distance learning has proved to be sufficient (relevant initiatives have been in place for years to support digital competence of teachers, but also the digital competence of learners). Also, the tools were up to each teacher and schools to choose. To further increase teachers' confidence, webinars on different tools were carried out, help line for schools was opened and networks of teachers felt empowered to support each other with best practices. In schools where there are educational technologists in place the transfer to distance learning was very smooth.</p> <p>The number of students not actively participating in learning was a concern but did not increase compared to normal situation as the percentage of these students stayed constantly under 1% of the total amount of students. The ministry was in contact with local municipalities to regroup weekly overviews of the situation with these students and in this aspect we saw that local education specialists, schools, child care and social workers cooperated well.</p> <p>The main challenges we encountered:</p> <p>There were students who had difficulties with distance learning and students to whom it suited very well. The ones who needed additional support, could have it via additional on-line consultations or received face-to-face</p>

support by teachers in school while the schools were partially reopened. Schools have also detected that there were students who proved better results compared to normal learning settings as this kind of distance learning format suited them better.

The 1st and 2nd graders had more troubles with using the digital tools as well as coping with learning on their own. Also the user accounts and tools for learning have restrictions on age and therefore it was difficult to identify the appropriate tools for each learning task.

The increased use of internet by students while learning at home as well as of parents working from distance became somewhat a problem in the end of calendar month when the amounts foreseen in the internet agreements were reached. However, in these cases where the student did not have internet connection for learning, local municipalities in cooperation with internet companies supported the families with appropriate solutions.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

In order to go over to distance learning, it was very helpful and even crucial for Estonia to have had these three e-services in place long before the crisis period:

- School management system (e-diary) – it is an essential tool for sharing information on learning tasks from teachers to learners and give feedback on the learning progress. It is also a necessary tool for teachers to follow the workload of students (by seeing what other teachers have allocated to students etc.) This also permits parents to keep an eye on their kids learning process.
- Digital learning materials – in Estonia digital textbooks and other learning materials covering the national curricula are all available online (in parallel with physical materials) for free to every student, teacher and parent.
- Learning Management System – for supporting learning process as such (e.g. Moodle)

The crisis showed us that we lacked two solutions and we plan to implement these in near future: 1) a safe and reliable video meeting solution that schools could trust. We consider it important as there was a lot of issues with different solutions available; 2) a common authentication tool for all services in use to avoid generating different user accounts for too many services (there is one such tool already available but not widely in use yet). Concerning the development of new sustainable digital strategies, in Estonia, one of the pillars of our current lifelong learning strategy 2014 – 2020 has been a digital focus. Also our new education strategy 2021-2035 will be intertwined with the aim to develop digital skills and competencies and will continue to target that the modern digital technology would be used for learning and teaching effectively and efficiently. Therefore, we will continue with set goals and do not plan to implement any new separate strategies.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

The school facilities were partially reopened on 15 May and there has been no negative effect detected to the spread of the virus in wider community. At the same time we have tasked all school managers and administrations to take maximum precautionary measures and to follow all sanitary guidelines set by the Health Board to prevent the spread of the virus. Moreover, many schools have continued with distance learning until the end of current school year.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

We are currently concentrating on the end of this school year and will start planning possible measures for the next school year in the upcoming month.

In order to prepare us for the autumn, firstly, we have to calculate (together with school managers, teachers and stakeholders) different scenarios how to organise the school work following all safety requirements that might

be in place in September, and secondly, to prepare ourselves to further improve in distance learning and teaching.

FINLAND

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

In Finland, the closure of the school year takes place normally 1st June. Therefore, in practice, most of the teaching and learning takes effect in practice prior to 31st May. In Finland municipalities are obligated to organize basic education. It's municipalities decision if they want to extend their school year maximum of six days. In practise municipalities were not using this option to extend their school year.

In Finnish VET there are no school years or any special starting or ending days for all students. It is possible to study around the year according to a personal competence development plan made for every student. If some compensation measures are needed due to the period VET institutions have been closed, the personal competence development plan can be updated together with the student.

According to the newest survey conducted by the Finnish Association for the Development of Vocational Education and Training (AMKE) nearly 90 % of VET providers have taken in new students in the spring. Many VET providers are starting new courses for small groups during this summer. The volume of courses and students in summertime is about a half of the normal volume. VET providers estimate that in autumn it is possible to return gradually to normal procedures, at least to "new normal". Survey (in Finnish): https://www.amke.fi/media/grafiikka/2020/koulutuksenjarjestajat_seuranta_040620.pdf

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Contact teaching in early childhood education and care as well as primary and lower secondary education resumed on 14 May in a controlled manner and with care for safety. Attending to contact teaching is mandatory in basic education. In the case of a child or a family member with a severe underlying condition or one who needs regular medication that compromises defence mechanisms, the attending doctor assesses whether the child can return to school or early childhood education.

Once the Emergency Powers Act is no longer applicable to schools, municipalities must again provide early childhood education and school education and resume the provision that was in place before the exceptional arrangements. However, the authorities have issued instructions for the safe provision of early childhood education and care and school education that must be followed. More information at

<https://minedu.fi/en/the-impact-of-coronavirus-on-education-and-culture>

At its plenary session on 6 May, the Government adopted a resolution on a plan for a hybrid strategy to manage the COVID-19 crisis. The Government Resolution specifies the guidelines adopted by the Government for continuing restrictive measures to curb the coronavirus epidemic, and the controlled and gradual dismantling of restrictive measures. The Government Resolution guides the preparation of the authorities' official activities, on the basis of which further legislative and decision-making proposals will be prepared and further guidance given.

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[This document is not a formal Council document. It has been prepared by the Presidency in an effort to facilitate an informal exchange and sharing of experiences between EU Member States concerning the impact of COVID-19 on education and training, and it is provided for information only. The table is not to be made publicly available, except that information may be disclosed for analytical purposes to third parties, upon agreement by the Member States. The state-of-play of situation in the Member States on which information is provided might change at any time without further notice. The information is for informational purposes only and is not intended to provide advice for specific planning or other types of advice and should not be relied upon in that regard.]

<p>More information at https://valtioneuvosto.fi/documents/10616/20764066/Periaatep%C3%A4%C3%A4t%C3%B6s_hybridistrategia_06052020_EN.pdf</p> <p>Starting on 14 May, the use of the premises of the general upper secondary schools, vocational institutions, higher education institutions and liberal education will be controlled through measures in line with the Communicable Diseases Act. Contact teaching can be resumed in a controlled and gradual manner. However, the Government recommends that universities, universities of applied sciences, upper secondary schools, vocational institutions, liberal adult education and basic adult education institutes continue distance teaching until the end of the semester. As a rule, teaching in HEIs will continue as distance learning in accordance with the government's recommendations until the end of the term. For example, in situations in which a student's graduation requires presence on a campus, solutions will be sought on a discipline-specific basis according to the pandemic situation. The Finnish Institute for Health and Welfare (THL) and the Ministry of Education and Culture have issued instructions for the safe provision of education and training that must be followed. More information (in Finnish): https://minedu.fi/documents/1410845/22330894/Ohje+kouluille+ja+varhaiskasvatukseen+koronaepidemiaan+aikana/ and https://minedu.fi/documents/1410845/22330894/Ohjeita+tartunnantorjunnasta+oppilaitoksille+ja+korkeakouluille/.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>According to the instructions given to the upper secondary education, higher education and liberal education, students in the dormitories of educational institutions can live in shared rooms if it involves long-term accommodation. In the case of short-term accommodation, policy decisions are made locally. The educational institutions must keep records of each person who has used their accommodation on a room-by-room basis so that infections can be traced later, if necessary.</p> <p>In VET students' dormitories have been mainly closed. Only those students who do not have any other place to go have had possibility to stay in the students' dormitory. Students' dormitories will be re-opened when VET institutions start contact teaching again. In VET students' dormitories are free of charge. There are no fees or rents to pay.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>The Finnish National Agency for Education, the Ministry of Education and Culture and the Finnish Institute for Health and Welfare support the safe organisation of early childhood education care and teaching during the COVID-19 epidemic. It is important to follow hygiene guidelines, avoid and reduce unnecessary close contacts and to organise teaching areas more spaciouly than usual, among other things. Large gatherings, such as graduation ceremonies, should not be organised. Based on the instructions, education providers and early childhood education providers can make arrangements that suit their own needs the best in order to resume contact teaching safely.</p> <p>The Government has outlined the lifting of restrictions related to the COVID-19 epidemic in its government resolutions of 30 April and 6 May. The use of teaching facilities will be managed from 14 May onwards in accordance with the provisions laid down in the Communicable Diseases Act.</p> <ul style="list-style-type: none"> • Instructions for universities, universities of applied sciences and providers of general upper secondary education, vocational education and training, liberal education and basic adult education (11 May 2020) https://minedu.fi/documents/1410845/22330894/Ohjeita+tartunnantorjunnasta+oppilaitoksille+ja+korkeakouluille/PDF_203kB • Instructions for providers of education and early childhood education and care (updated on 11 May

2020) https://minedu.fi/documents/1410845/22330894/Ohje+kouluille+ja+varhaiskasvatukseen+koronaepidemi+an+aikana/PDF_229kB

Selected items from the instructions: early childhood education and primary and lower secondary education

- Apart from children and staff members, avoid allowing outsiders from spending time in or around schools and early childhood education centres and their surrounding areas.
- The regulations on group sizes and staffing sizes are in force as enacted in the legislation on early childhood education and care and on basic education.
- Staff members in early childhood education and care should work with one and the same group of children. As a rule, to prevent the spread of infections staff members should not move from one unit to another.
- No regulations on safe distances between people have been issued in the instructions for early childhood education and care and for primary and lower secondary education. Classrooms and other spaces will be arranged so that there is more space between each individual. Groups do not need to be divided.
- Staff members must avoid assembling, which means for example that teachers should hold their meetings primarily remotely.
- Schools should arrange their classrooms and spaces in such a way that there are fewer students in the same space than normally.
- In primary schools, the different teaching groups are to be kept separate throughout the school day. In lower secondary schools and in optional subjects, the teaching groups may change if the teaching cannot be organised any other way.
- If keeping teaching groups separate is impossible in secondary schools, for example, effort should be made to create spaciousness and to stagger teaching as far as possible.
- School meals should be held individually with the students' own class or group; no joint meals in the lunchroom. The lunchroom can be used in turns.
- Risk groups: In the case of a child or a family member with a severe underlying condition or one who needs regular medication that compromises defence mechanisms, the attending doctor assesses whether the child can return to school or early childhood education. For those working in schools and early childhood education and care, the measures are based on a risk assessment carried out by the employer. Occupational healthcare supports the employer in the risk assessment.

Selected items from the instructions: upper secondary education, higher education and liberal education

- Use remote connections for lecture events organised for large groups.
- In contact teaching, safe distances should be ensured by organising the spaces so that there is a distance of 1 to 2 metres between each individual.
- The use of student canteens and other eating areas can be used in turns. It must be possible to avoid close contact during meals and to keep a safe distance between diners.
- Students in the dormitories of educational institutions can live in shared rooms if it involves long-term accommodation. In the case of short-term accommodation, policy decisions are made locally. The educational institutions must keep records of each person who has used their accommodation on a room-by-room basis so that infections can be traced later, if necessary.
- The educational institutions are entitled to restrict the presence of those who are not students or staff in their educational institution.
- Public events organised by educational institutions must comply with the recommendations on restrictions on gatherings and the decisions of the Regional State Administrative Agencies on public events in accordance with the Communicable Diseases Act.
- Separate instructions will be issued on the organisation of university entrance examinations.

Good hygiene practices prevent infections - those who are sick or symptomatic must remain at home

Those who are sick or have symptoms suggestive of respiratory infection must not take part in early childhood education and care, in teaching or any other activities organised in the premises of educational institutions. There are separate items in the instructions for those who belong to a risk group.

Good hand hygiene and cough hygiene prevents infections. The instructions draw special attention to this as well as to good cleaning practices. There are currently no general recommendations on the use of masks. The instructions note that a mask can be used if you wish, taking into account the instructions for its use. If someone in early childhood education and care, in school or in an educational institution is diagnosed with COVID-19, those who might possibly have been exposed to it are tracked down and quarantined for 14 days. The person infected with coronavirus must stay away for at least 14 days from the onset of symptoms. The earlier instructions for early childhood education and care and comprehensive schools have also been harmonised so that the infected person must be absent for at least 14 days instead of 7 days and have been asymptomatic for at least two days.

In addition, the Finnish National Agency for Education has published and is drafting guidelines for different forms of education under its remit. Guidelines by the Finnish National Agency for Education <https://www.oph.fi/en/education-and-qualifications/education-finland-and-coronavirus>

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

The greatest challenge is the fear of further spread of pandemic and to find a functional way to take care of the quite strict instructions for the safe provision of education and training that must be followed.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

The Finnish matriculation examination was organised in a condensed timetable so that it was possible to hold all the spring matriculation examination tests. This way, the students in general upper secondary schools can graduate by the end of May.

The Matriculation Examination Board has also changed the timetable of autumn matriculation examination tests. Those test days, which normally have several tests during one day, are divided into four or two days. This change makes it possible to organize the tests in smaller groups and to use longer safe distance.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

In basic education registration to school is not affected.
 Application and enrolment procedures to secondary education are not badly affected, as the main part of the application procedure took place already in March.
 Application and enrolment procedures to higher education are not badly affected, as the main part of the application procedure took earlier in spring. In some cases institutions have postponed deadlines for submitting required documents.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

The Finnish national skills competition Taitaja 2020 Jyväskylä was cancelled due to COVID-19. Participation in skills competitions does not give any (remarkable) additional credits to students enrolling in HEIs and so there is no need for compensation.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

VET institutions organised teaching and guidance with exceptional arrangements until 13 May 2020. The premises of VET institutions were closed and contact teaching was mainly suspended. Teaching and guidance was organised as widely as possible in alternative ways, including distance learning, various digital learning environments and solutions and, where necessary, independent learning. Teaching that can only be organised in the form of contact teaching (e.g. practical training) and that is essential for study progress has been organised in VET institutions or work places. If contact teaching was organised, it was organised so that the safety of students and teaching staff was ensured.

Workplace training and other forms of practical training outside the educational institution has continued if the workplace or other training place could do so and the education provider and employer deemed the working environment safe for the student.

Since 14 May, the use of the premises of VET institutions for teaching has been controlled through measures in line with the Communicable Diseases Act. Contact teaching can be resumed in a controlled and gradual manner. However, the Government recommended that VET providers continue distance teaching until the end of the semester (normally 31st of May).

Some VET providers in some fields of education have put on hold practical parts of qualification requirements if it's absolutely impossible to find any safe way to learn them. It is clear that some professional fields have been hit harder than others, due to closures of work places. In work-based learning and apprenticeships, most affected fields are in the service sector, gastronomy, trade and technical fields. However, for the vast majority of VET students, learning has continued, even in cases when the apprenticeship or work-based learning would have been interrupted. Due to modular qualification structure, learning can be flexibly arranged in less-affected areas.

In VET, the learning targets in teaching and the qualification requirements have not been changed. Still the aim is to make sure that students at the final stage of their studies can graduate. This has been done by prioritising their competence demonstrations relative to other students in situations where it is not possible to organise all competence demonstrations. Competence demonstrations has continued in workplaces if the workplace has been able to do so and the education provider and employer has deemed the demonstration environment safe for the student. It's possible to organize competence demonstrations also in other training places outside the VET institution, e.g. in farm, forest or construction site used for teaching and often owned by VET provider or even in VET institution, if necessary.

New competence demonstration arrangements have been fairly easy to put in place, due to a considerable flexibility of the Finnish VET system, modular-based qualification structure and individual learning pathways. In fact, the majority of VET students, who are close to graduation, will graduate on time, despite COVID-19. This is reported in a survey, recently conducted by the Finnish Association for the Development of Vocational Education and Training (AMKE). Survey (in Finnish): <https://www.amke.fi/ajankohtaista/uutiset/uutinen/amken-selvitys-ammattilinen-koulutus-ei-hyydy-poikkeusoloissa.html?p22=2>

Since 14 May, competence demonstrations have been resumed as before COVID-19 pandemic in a controlled and gradual manner. Of course, strict hygiene measures and physical distancing are introduced to reduce the risk of infection. The Finnish Institute for Health and Welfare (THL) and the Ministry of Education and Culture have issued instructions for the safe provision of education and training that must be followed in VET institutions and in some other institutions. More information (in Finnish):

<https://minedu.fi/documents/1410845/22330894/Ohjeita+tartunnantorjunnasta+oppilaitoksille+ja+korkeakouluille/>.

A government proposal was given to the parliament on 4th June 2020. The aim of the proposal is to ease the rule that requires VET providers to arrange competence demonstrations in real work situations and work processes. According to the government proposal it's possible to arrange competence demonstrations also in situations and

processes that are similar to real work situations and work processes if it's impossible to organize them in real situations due to COVID-19.

The MoEc has also passed a government proposal to the parliament in order to ease the rule that requires HEIs to arrange tuition and study guidance so as to enable full-time students to complete their degrees within the prescribed normative time. According to the draft legislative amendment changes to the curriculum are possible should the delays be caused by COVID-19 situation. The possible delays will be taken into account when the university grants an extension to the duration of studies on application to a student who has not finished his or her studies within the normative time period.

The provisions on student financial aid make it possible to take review the maximum time limits for student financial aid and sufficient progress in studies in an exceptional situation such as the one caused by the coronavirus. If it has not been possible to study, the payment of student financial aid may be continued even if study attainment falls short, and the maximum period qualifying for financial aid for studies may be extended.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

In higher education a little over half of the placements are filled based on secondary education results and the rest based on entrance exams and other procedures. Admissions based on secondary education results will go forward as planned (see question 6). As for the admissions based on entrance exams, the institutions have cancelled exams requiring physical presence. All decisions on changes to admission procedures are made by the institutions alone, not MoEC.

The universities implement their student admissions procedures replacing entrance exams in a manner that takes into consideration the special characteristics of each field, while also making use of the universities' joint admissions procedures (for example in medicine, business admission, engineering) as before. As the universities decide the admissions criteria (Universities Act 558/2009, section 36), different universities may have different intake quotas regarding, for example, certificate-based admissions. As for joint admissions procedures, the aim will be to keep the same quotas per admission group. The changes in the certificate-based admissions apply mainly to the quota size or to the minimum grade requirements, for example. The conversion table for test points will remain the same. Traditional entrance examinations have been replaced by different types of electronic and remote examinations, and in many cases, by two-stage entrance examinations, oral examinations, assignments for submission and a more extensive use of certificate-based admissions. Each field has adopted the solutions that best meet its needs, taken into account the viewpoint of the applicant and ensure that admission is possible for all eligible applicants. The changes made are such as are deemed to have a minimal effect on the outcome of the admissions procedure. The shared objective of the universities is to start the 2020–2021 academic year in the autumn in accordance with the normal schedule. More information at <https://www.unifi.fi/uutiset/student-admissions-questions-and-answers/>

The universities of applied sciences have also decided that the second joint AMK entrance examinations this spring will be organised in June in two separate stages. The stage one entrance examination date was 4 June. This was held remotely as an online exam. The universities of applied sciences have worked together to develop a digital entrance examination that is useful also in exceptional circumstances. The second stage will be also digital and will take place on 23-25 June in different UAS. The university of applied sciences entrance examination is being carried out in two stages in order to verify the identity of the candidates. The first stage of the entrance examination is open to all applicants who were not accepted for their top choice through the certificate-based admissions. The results for the certificate-based admissions will be published no later than 27 May. The applicant needs a functioning computer and internet connection to complete the entrance examination. The most successful applicants from the first stage will be invited to participate in the second stage. Both exams assess the applicants' capacities for higher education studies, and there are no preliminary material for either of them. In this respect, the arrangements are no different from the normal university of applied sciences entrance examination.

Universities of applied sciences consider it important that applicants also have other routes into a degree programme besides certificate-based admissions. Universities of applied sciences will also use the study paths of

the Open University of Applied Sciences as an entrance route, as previously announced. About half the intake of the universities of applied sciences will be filled based on the applicants' school performance. School performance will determine between 20 and 80 per cent of selections, depending on the UAS. Expanding the selection by school performance would not have guaranteed the equal treatment of applicants. Changing the form of examination will not change the date of the academic schedule and therefore will not impact a student's right to financial aid.

In its fourth supplementary budget proposal for 2020 on 2 June 2020 as part of the Government's coronavirus crisis follow-up package, which focuses on ensuring an economically, ecologically and socially sustainable emergence from the crisis, a total of EUR 124 million is proposed for a one-off increase in student intake in higher education institutions, with the aim of increasing the number of available student places by 4,800. An additional investment of EUR 10 million is proposed for open higher education studies to support an increase in open learning and to enable a fixed-term exemption from tuition fees for those not in employment, education or training. Additional funding of around EUR 20 million is proposed for rapid-action skills development measures for people of working age and for the planning of a digital service package for continuous learning.

Finland welcomes international students and researchers, in all circumstances. If you are from outside the EU/EEA area, you are required to pay tuition fees for bachelor's and master's level programmes which are taught in English. The higher education institutions decide on the size of tuition fees and determine the arrangements for collecting fees. The institutions thus also decide how to take account of the tuition fees and their collection as a result of delays in studies and graduation due to changes in teaching arrangements and in traineeships that have been cancelled or postponed.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Student housing is not provided by HEIs so not applicable. Demand for training services from private and public sector has declined and affects universities of applied sciences in particular.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?

As regards international students, the questions concerning the living, subsistence and residence permit matters are currently being discussed in cross-sectoral cooperation.

14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?

The planning for next academic year's international exchange periods is currently ongoing in HEIs and decisions will be made during the upcoming weeks. As regards international degree students, the HEIs will aim to start the lectures online next autumn should the travelling to Finland be still problematic.

In addition, the MoEc has prepared a legislative amendment that allows international students who have accepted a study place in Finland to register as a non-attending student for the academic year 2020–2021 should they not be able to begin their studies due to COVID-19 related official regulations or other substantial reasons.

15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

At this situation it's crucial to think other solutions, in order to keep cooperation alive over this challenging period. Virtual learning and co-operation could be a key and, later on support it with blended learning. There is a momentum to progress in this area. Practical proposal in HE student mobility would be to start the mobility period virtually, and then supplement it by a (shorter) mobility period later when situation is getting more normal again.

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

In basic education, schools were rather well-prepared to organize flexible learning arrangements. It is a well-established practice in Finland to arrange the communication between home and school through a virtual learning environment or through other digital platforms. Before and during the distance learning arrangements, students did school projects and tasks independently, handed them in online and attended classes online.

Encountered problems evolved around the availability of equipment (sufficient amount of end user devices) and network capacity when student moved to distance learning. Teachers and other staff were asked to move very quickly to distance teaching which required very swift change in current teaching methods and practices, especially in the primary education. Teachers had multiple ways and channels to share experience and good practice such as local tutor teachers who have provided assistance to their peers in matters concerning distance learning. Facebook groups were also used as a platform for peer support. The National Agency for Education also released a set of guidelines on distance learning for teachers. In basic education, some students reported that they found it easier to learn at their own pace and received help they needed from the teacher during distance learning, while others said that they experienced difficulties and were unable to get the support they required. Some education providers reported that they were unable to reach some students during in distance learning. In basic education, the aim is to ensure that good practices that emerged during this crisis are recognised, and the use of digital technology in teaching and learning is strengthened and taken in to use more widely in the future.

Finnish VET student Associations (Sakki and OSKU) have conducted a survey with the focus on TVET students' experiences about distance learning. Half of students reported that during the closure, learning had become more burdening. However, one fifth of respondents felt more energetic and a third reported no difference. In Finnish: <https://sakkiry.fi/poikkeustilan-kysely/>.

Distance learning arrangements have been easy to put in place in VET and in general upper secondary education due to already existing equipment and teachers quite good digital skills and competences. This is reported in a survey, recently conducted by the Finnish Association for the Development of Vocational Education and Training (AMKE) and in a survey made by the Ministry of Education and Culture. The greatest challenge has been reaching those students who had problems with learning or motivation before COVID-19. It is clear that in VET some professional fields have been hit harder than others, due to closures of work places. In work-based learning and apprenticeships, most affected fields are in the service sector, gastronomy, trade and technical fields.

In its fourth supplementary budget proposal for 2020 on 2 June 2020 as part of the Government's coronavirus crisis follow-up package a total of EUR 159 million is proposed for the Ministry of Education and Culture's administrative branch, for promoting wellbeing among children and young people. The proposed financial support for local government also includes an increase in central government transfers to municipalities for basic public services in connection with provision of support for children, young people and families.

In early childhood education and care and in primary and lower secondary education, the aim is to support the learning and wellbeing of children, and therefore to offset the impact of the coronavirus crisis. An appropriation of EUR 70 million is proposed for balancing up the learning deficit created in primary and lower secondary

education during the distance learning period. An allocation of EUR 14 million is proposed in support for the learning, development and wellbeing of children in early childhood education and care.

Funding of EUR 17 million is proposed for the study revision and review needs of students in general upper secondary schools and for support measures. In vocational education and training, a sum of EUR 30 million is proposed for study supervision aimed at students who have discontinued their studies or are in danger of doing so, and for study guidance for students who are about to complete their studies, as well as for enabling competence demonstrations.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

It is difficult to assess, which online learning tools proved most effective during distance learning, as this highly depends on the way the tools were used in teaching and learning. For example, some basic education providers viewed it as important that the tools were used systematically and that the tasks and instructions for students were kept as simple as possible. Some education providers also created guidelines, step by step guides and good practice tips for the schools, and some of these guides were shared between education providers, too.

In Finland, the VET institutions and individual teachers have a lot of autonomy over their work, thus choosing the most suitable learning materials and pedagogical methods. The overall preparedness of VET institutions and teachers to arrange teaching in remote settings varies between professional fields, institutions and also the ICT competences of teachers and students vary. In general, however, digital environments are broadly in use also in normal setting, as part of a mix of different learning environments.

Some of the most commonly used tools where students do projects and tasks independently and attend classes online are Moodle, Google Classrooms, Microsoft Teams, O365, Skype and Zoom. Games and simulators are also used.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

The ministry is currently preparing for measures that would allow basic education providers to alternate between distance learning and contact teaching if the COVID-19 situation in their area in the autumn requires it.

Our plans depend on the COVID-19 situation in Finland in August 2020 when the next school/academic year should begin. The Government will follow the COVID-19 situation on a regular basis and decide in the end of summer what is the safest way to start the next school/academic year. Our schools and other ET institutions are prepared to organize flexible learning arrangements and they have now experience how to manage with strict instructions concerning the safe provision of education and training. They have resiliency to handle the situation in autumn.

FRANCE

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

For this end of the school year, the challenge is to ensure that students master the knowledge necessary to pursue their studies in the next grade and thus effectively combat the risk of dropping out. This implies increasing the amount of teaching time devoted to the transmission of this knowledge.

In order to respond to the diversity of pupil learning, teachers notably from referral units come in support and substitute teachers are assigned to primary and secondary schools. Competency groups can be set up in order to better respond to the diversity of pupils' needs.

At this stage, for Summer holidays, the aim is to keep the school calendar as it is. However, the President of the French Republic called last May 5 for this "special" summer to be an opportunity to collectively demonstrate inventiveness and creativity and hence embody the Learning Nation scheme throughout the year and to support families. To that end, the Government presented the "Learning Holidays" programme targeting one million children.

Usually, about 1 in 3 children do not go on holiday. This summer, an even higher proportion is likely to be affected, especially in deprived urban areas. The aim is to make this summer, in partnership with local authorities and social welfare associations, a period of new experiences, of learning and solidarity for all the children made vulnerable by the crisis.

With a budget of €200 million, this unprecedented plan meets two main objectives:

- An educational objective: by ensuring that the attainment gap has not widened during the period of lockdown and address the risk of dropping out;
- A social objective: by allowing children to experience enriching moments during their summer.

This initiative is based on four schemes:

1. The first one relies on schools that stay open to enable children to continue their learning. This is an opportunity to think about diversifying learning methods, blending academic learning in the morning with cultural activities and sports or outdoor activities in the afternoon.
2. The second one is called *école buissonnière*, which means to go out of school in English. As a matter of fact, its aim is to enable children to go to school on their holiday location whether they are in the countryside or at the seaside. They can blend academic learning with contact with local heritage and the natural environment.
3. Third programme: e learning summer camp in order to help summer camp to ensure reinforcement of knowledge and skills for children in view of the next school year the government plans to offer grants of four hundred euros per child and per week.
4. Finally, the ministry will provide free access to online educational courses from tour National Distance Learning Centre (CNED) to day leisure centers and will also provide funding of up to thirty millions of euros to local authorities, in order to increase the number day leisure centers, increase their reception capacity or strengthen their educational content. All with particular attention for the most fragile territories and audience. The diversity of the activities and their interest will give young people from 6 to 16 years old the opportunity to discover

worlds, conduct experiments and share with their peers the pleasure of sharing a stimulating summer.

The reopening of higher education institutions is not expected before September.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Easing of lockdown measures

The Minister of National Education and Youth, Jean-Michel Blanquer, recalled in his speech on May 28th that the reopening of schools was a social emergency and an educational imperative.

From May 11th, the French government distinguished two areas: "green" areas, where the risk of spreading the virus was low, and "red" sub-regions, which still had a high risk of spreading.

Schools are gradually reopening in these two areas. In "green" sub-regions, primary and nursery schools reopen between May 12th and 14th, and first and second years secondary student return to school the following week, on May 18th. In "red" zones, only crèche and primary schools reopen, and at the end of May, an assessment is made to see if all middle and high school students can return to their schools.

Since the government's announcements on 28 May 2020, the sub-regions in red zone have moved to amber zone. From June 2nd, all schools from kindergarten to upper secondary school in amber zones must once again be open for pupils, but gradually, giving priority to first and last year of lower secondary and only supporting upper secondary pupils through individual interviews.

Thus, primary schools will reopen throughout France from June 2nd. All schools will systematically welcome pupils at least for part of the week.

At the same time, complementary educational activities will be offered, through the "Sport, Health, Culture, Citizenship" initiative. This initiative will be deployed in June through sports and cultural activities, as well as health and civic education activities, designed by the municipalities on the basis of agreements with the State, which will finance part of it. Pupils will either be in class or participate in the activities.

When the pupil is not in class, the Sport-Health-Culture-Citizenship program ("2S2C") proposes activities during school time that are an extension of learning and a complement to teaching. These activities are to be primarily carried out by teachers. In addition, within the framework of an agreement with the local authority, activities, particularly in the fields of sport, health, culture and citizenship can be organised by the community during school time. These activities in various fields do not replace teaching, the primary mission of teachers in their disciplines (sports, arts, musical education, citizenship education, etc.).

All lower secondary schools will also reopen on June 2nd. In the so-called "green" area, where the virus circulates less, the third- and fourth-year classes will now be able to be accommodated in addition to first- and second-year classes, which have already been accommodated since May 18th. In the so-called "orange" area, where the virus circulates more actively, the first- and second-year classes will be given priority, while the other levels can also be accommodated if material conditions are met.

On June 2nd, all the Local Units for Inclusive Education (ULIS), which provide face-to-face schooling for children with special needs in primary and lower secondary education, will be reopened.

Finally, all upper secondary schools will reopen on June 2nd, in accordance with the same health protocol that governs the reopening of lower secondary schools. In the so-called "green" area, all general, technological and vocational upper secondary schools will open for at least one of the three levels to begin with, and then, depending on the local situation, for the other levels. In the so-called "orange" area, vocational upper secondary schools will give priority to students who need professional certification, i.e. students in their final year and vocational aptitude certification students (CAP).

General and technological upper secondary schools welcome students for individual interviews or for small working group. The aim by the end of the school year is for each pupil to have had an individual interview for career guidance and, possibly, a follow-up interview on enrolment in higher education for pupils in their final year. From June 2nd, all schools will be open to all families who wish to do for at least part of the week.

Pedagogical continuity will continue for pupils following an education at home, via distance learning. The reopening of schools is, therefore, one of the modalities of this continuity, depending on health constraints, the priority being to protect the health of both pupils and staff.

Staff

Staffs who have a health vulnerability with respect to the Covid-19 virus or who live with a person with this vulnerability should not be present during May and June. They shall notify the national education inspector (IEN) or the headmaster under the conditions laid down for all State officials. Their hierarchical authority will then inform them whether they continue to attend their classes from a distance or whether they are taking care of a group of pupils who cannot attend school for health reasons.

Teachers who provide full face-to-face service in the school are not required to distance teaching. Distance learning for students who stay at home is provided by teachers who are also at home.

Preparation for reopening

The resumption of face-to-face teaching has been prepared since the week of May 4th by headmasters with the educational teams.

This phase allows in particular staff training on:

- Health rules and instructions, with the help of health personnel;
- psychological aspects of welcoming staff and pupils, with the help of social workers and psychologists from the national education system.

A sub-regional recovery plan, setting out the procedures for reopening schools, is drawn up by the academic director of the national education services.

This phase also involves contacting families to ask them whether they wish to send their children to school. Individual information on the conditions for the reopening is provided to each family, so that they can be fully reassured and express their choice in full knowledge of the facts. Special action is taken to ensure that pupils who have not responded or who have responded very little in the context of pedagogical continuity are made aware of the importance of effective monitoring of face-to-face classes.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

School education :

Registration fees are not collected during the period when the boarding school is closed.

The boarding schools can accommodate pupils subject to thorough cleaning and restoration in accordance with the sanitary recommendations applicable to collective accommodation, on the imperative condition that the rules of physical distance can be effectively applied (distribution of pupils in individual rooms, failing this, sharing of rooms by pupils belonging to the same group with a distance of at least one metre between beds, reinforced surveillance, regular cleaning of the affected surfaces, etc.).

Only pupils for whom a daily return home is impossible should be accommodated in these establishments.

Families must be informed of the conditions of reception of boarders before the return of boarding students.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

Alternating attendance of students remains the rule, in compliance with the health protocol. The priority is to guarantee the safety of staff and students, which is why the rigorous protocol in place gives health guarantees to all. The method remains the same: pragmatism and collective spirit.

https://solidarites-sante.gouv.fr/IMG/pdf/consignes_sanitaires_ecole_11_mai.pdf

A strict health protocol conditions the opening of each establishment. It is within this framework that the progressive reception of pupils is defined according to national principles but with great flexibility in implementation:

- Given the most frequent configuration of classrooms, the minimum distance of one metre between pupils generally means that only 10 to 15 pupils can be accommodated simultaneously in the same class. Pupils will

go to school alternatively and according to modalities (one day out of two, two consecutive days out of four or one week out of two) determined by the NEIs and the headteachers in consultation with the teaching teams.

- 10 pupils maximum for nursery school classes.

- School life organised around the respect of barrier rules, strict hygiene measures and the distribution of hydroalcoholic gels.

- All the teachers and supervisors of the schools will receive masks that they will have to wear when they cannot respect the rules of distancing.

Concerning the wearing of masks by children:

- In kindergarten, it is prohibited;

- In elementary school, it is not recommended, given the risks of misuse, however, paediatric masks will be made available to school principals, for special cases, for example if a child presents symptoms during a day, while his parents come to collect him.

- In lower and upper secondary school, it is compulsory for students who can wear them.

For crèches, reception will be possible in groups of 10 children maximum, with the possibility of receiving several groups of 10 children if space permits and if the conditions are met so that the groups do not cross each other. Priorities for childcare will be defined by the managers of these establishments. Wearing masks will be mandatory for early childhood professionals, since the rules of physical distancing cannot be applied there. Obviously, masks will not be worn by children under 3 years of age.

Multi-level groups may be set up to enrol priority pupils whose classes have not resumed and corresponding to the following categories: children with special needs, pupils who have dropped out or are at risk of dropping out, the children of staff who are indispensable to the management of the health crisis and the continuity of the Nation's life.

As far as possible, account is also taken of pupils belonging to the same family.

Particular attention is paid to the gradual return to school of children with special needs in order to inform families of the reception arrangements defined to comply with health doctrine. Teaching methods are adapted to the particular context of deconfinement for both face-to-face and distance learning.

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

The rigorous health protocol put in place has reassured and 15 days after the start of deconfinement, the results of this gradual reopening are positive.

85.2% of primary schools have been opened since 11 May. 90% of municipalities have decided to reopen their schools.

The objective is to reach 100% by the week of 2 June.

95.5% of secondary schools have been opened since 18 May.

Should this trend continue, the Ministry will be optimistic for a "normal" return to school in September.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

On 3 April, the Minister of National Education and Youth announced the adaptation of the modalities for taking the national exams.

The general principle: all the evaluations for the national brevet diploma and the general, technological and vocational baccalauréat are validated on the basis of the marks in the school report (continuous assessments), with the exception of the oral test for the French baccalauréat, which is maintained.

In addition, after the students return to class, the main challenge will be to devote most of the time to learning in order to limit any delays and to enable them to continue their studies in high school and higher education under good conditions. Attendance of classes up to 4 July will be taken into account to obtain the diploma. For students in the final year of lower secondary schools: the national diploma of the brevet will be obtained on the basis of the average of the marks that the student will have had during the three terms of this final year, with the exception of the marks obtained during the lockdown in the disciplines concerned.

-For pupils in the second year of upper secondary school:

o The French Baccalaureate written examination: The mark in the French Baccalaureate written examination will be the average of the marks obtained by the student throughout the year in that discipline, excluding marks obtained during the lockdown period.

The Minister of National Education and Youth announced on May 28th the cancellation of the oral examination for the French Baccalaureate. This test will be validated by continuous assessment, taking into account the marks of the first two trimesters of the year;

o The common continuous assessment tests: history-geography, modern languages, mathematics in the technological stream, do not give rise to an evaluation. In these subjects, the average mark that will be taken for the baccalaureate will be the sum of the marks obtained in the common tests taken this year and those taken in their final year.

Evaluations of the speciality subject which is not continued in the final year and the scientific subjects are validated by the marks obtained throughout the year by the candidate in these two disciplines, with the exception of marks obtained during lockdown.

For students in their final year of upper secondary schools : For students in the academic and technological final year, all the evaluations are validated by the marks obtained in the disciplines concerned during the three terms of the final year, with the exception of marks obtained during the lockdown period.

o The marks of the tests already passed in the second year of upper secondary schools are kept.

o Grades such as honours are maintained

o An Examination Board will decide on the final marks. This panel will study the school reports in order, if necessary, to value a commitment, the progress of the students, to guarantee equity between the candidates, and to check, it is an important point, the school attendance of the candidates.

o Candidates who have obtained marks between 8 and 9.9 out of 20 will be able to take remedial oral tests.

o By decision of the examination board, and after studying the school reports, some candidates will be allowed to sit for the baccalaureate in the September session.

<https://www.education.gouv.fr/bac-brevet-2020-les-reponses-vos-questions-303348>

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Enrolment in higher education

The timetable of the higher education registration platform "Parcoursup" is not modified at this stage. As the procedure is dematerialized, it can be continued under normal conditions.

<https://www.parcoursup.fr/index.php?desc=covid19>

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

The exceptional health crisis that the country is going through has necessitated interruption of internal and external recruitment competitions of the Ministry of National Education and Youth. The prospect of a gradual ease of strict lockdown on May 11th makes it possible to reschedule the competitive examinations, subject to changes in the health situation.

It aims:

to avoid discrimination against candidates

- to ensure in all circumstances the safety of candidates and organisers by applying strict health rules;
- to allow the appointment of trainee teachers on 1 September 2020.

In order to take account of the new constraints of the calendar, after consultations with social partners and health authorities, Jean-Michel Blanquer, Minister for National Education and Youth, has decided to make changes in the organisation of the competitions for this year 2020.

- The external recruitment competitions that have begun will now come to an end. The timetable of oral tests for the external competitions and 3rd competitions for which the written tests have already taken place will be published shortly. They will be organised from 16 June. The admission tests will be organised in strict compliance with health regulations. As far as necessary and as far as possible, preference will be given to video-conferencing.

- External competitions that have not started will be reorganised. The admission tests, to be held from June 16th until mid-July, will consist solely of written tests. They will be taken in accordance with a very strict health protocol. The calendar of written tests is available on the Ministry's website.

With regard to health instructions, strict special rules have been laid down for the written and oral tests to ensure the health and safety of candidates, members of the selection boards and staff involved. These measures are the subject of a health protocol validated by the Ministry of Health:

<https://www.education.gouv.fr/coronavirus-covid-19-respectdes-consignes-sanitaires-pour-l-organisation-des-concours-303711>.

At the start of the new school year, these probationary officials will be given extra support and will be visited by an inspector to evaluate the situation. In spring 2021, the establishment procedure will include an oral examination, which outline will be defined in the coming weeks.

- In addition, all the tests of the internal competitions that have not been passed are postponed until the start of September 2020 academic year.

Each candidate is currently receiving a letter informing him or her personally of the new competition procedures. In the next few weeks, a more precise timetable for taking the tests will be published.

<https://www.education.gouv.fr/covid-19-amenagement-des-concours-de-recrutement-des-professeurs-duministere-l-education-nationale-303435>

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

On-the-job training periods that took place prior to lockdown generally involved assessments by tutors. A summary sheet of the period of workplace training (PFMP) is included in the school record book. It indicates the evaluation made by teachers regarding acquisition of the expected skills for the baccalaureate. These period of workplace training's (PFMP) evaluations, combined with those carried out by the trainers of the professional practice teaching will contribute to the continuous assessment mark.

In addition, when vocational upper secondary schools reopen, priority will be given to reinforcing practical skills acquired on the technical platforms of the schools.

For all vocational diplomas (Certificat d'aptitudes professionnelles (CAP), Brevet d'études professionnelles (BEP), Brevet des métiers d'art, Brevet professionnel, Baccalauréat professionnel), tests will be validated on the basis of the assessments of the last year of training and the school or training record book: a board of examiners will decide on the final marks in the light of the marks obtained for the general and vocational courses, the results of assessment situations during training when these may have taken place, and the assessments of periods of training in a professional environment or in a company. This examination board is chaired either by an academic (vocational baccalaureate), by an inspector or (level 3 CEC diplomas) by a professional. It ensures that marks are harmonised and that candidates are treated equally. Each booklet, each individual situation will be examined.

For students in the first year of CAP and for students in the second and first professional years who have not been able to complete all or part of their period of workplace training (PFMP) by the end of the year, these PFMP will not be carried over to subsequent years, due to annual timetables. Nevertheless, in order to obtain the diploma, the candidate must have reached the regulatory minimum set in the education code for each diploma (10 weeks for the baccalaureate and 5 weeks for the CAP). In addition, pedagogical support for the students concerned will have to be organised and implemented in order to reinforce the skills to be acquired in a professional situation.

The Minister of Labour and the Minister of National Education Muriel Pénicaud and Jean Michel Blanquer specify that these adjustments aim to respect health conditions, initial timetables, equity of treatment and quality of the diplomas delivered, whatever the training pathway, initial training under school status or apprenticeship.

A list of questions and answers, regularly updated, is on line to answer any questions that students, their families and teachers may have.

https://www.education.gouv.fr/sites/default/files/2020-04/questions-r-ponses-sur-les-examensnationaux---session-2020-66513_2.pdf

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

The Ministry of Higher education, Research and Innovation has decided not to increase tuition fees for the next academic year. Remote or deferred payment facilities are being considered.

The timetable of the higher education registration platform "Parcoursup" is not modified. As the procedure is dematerialized, it can be continued under normal conditions.

<https://www.parcoursup.fr/index.php?desc=covid19>

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Student housing is not provided by HEIs. Higher education institutions were mostly able to provide distance learning for adult training activities. There should therefore not be too great a loss of income for HEIs in this matter.

However, it is still too early to assess the financial impact of the covid-19 crisis on HEIs.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

The next academic year is scheduled to start in September 2020, as usual. National, European and international student admission schedules continue as planned or will have a few weeks of delay, depending on procedures.

In addition, the timetable for applications for international students has also been extended.

13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?

Regarding international students with a French scholarship who are forced to stay in France beyond the end of their scholarship, in particular due to border shutdown or travel restrictions, it has been decided, on a case-by-

<p>case basis (depending on the student's individual situation), that students could benefit from an extension of their grants.</p> <p>Regarding international students with a French scholarship who have left France before the end of their scholarship, the benefit of the grant stopped when students left.</p> <p>However, even if international students went back home, they could continue to receive the grant if they had to bear costs still linked directly to the mobility (e.g. they need to continue paying rent). The grant could be maintained as long as these charges were due.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>Given the uncertainties about the possibility that international students should be able to enter to Schengen area at the beginning of the academic year, institutions would do their best to provide distance learning while awaiting their arrival. In order to facilitate access to distance learning for international students that could not come to France, temporary solutions are being reflected upon, such as “connected campuses”, that is to say study places in the country of residence allowing international students to follow online courses near their home while benefiting from tutoring.</p> <p>The development of distance learning solutions could be further developed in the context of European universities that could team up to provide online courses for their international students abroad.</p>
<p>15. Related to possible different MS’ approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>Cf question 14.</p> <p>The ministry of higher education, Research and Innovation considers necessary that student mobility in Europe continues despite the covid crisis 19.</p> <p>Higher education institutions should be able to implement blended mobility for Erasmus + students with distance learning courses at first and then physical mobility when the health conditions will be met.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p><u>Higher education</u></p> <p>French higher education institutions have succeeded in implementing a pedagogical continuity by switching to distance learning.</p> <p>Students who have found themselves in a "digital divide" are often estimated by the institutions at around 5% (many students have received material assistance from their institutions: loan of equipment, 4g keys, shared telephone connection)</p> <p>The most difficult was to set up examination sessions, but this challenge was taken up by the majority of institutions.</p> <p>This transformation was extremely rapid and has only been possible because institutions already have good digital devices. Most of them have LMS platforms (mainly Moodle) for more than 10 years.</p> <p>Most institutions now have support services for digital pedagogy. These services, like the DSIs (Information Systems Departments), have done a very good job of supporting the teachers. (Individual support -</p>

particularly during examination sessions-, webinars for sharing good practices, shared documentation, professional social networks, etc.

Education

The creativity of the teachers and their exceptional ability to adapt during the period of confinement were praised by the Prime Minister in his speech on 28 April 2020.

Numerous resources were made available to teachers and students to accompany the period of distance learning, which were described in the previous responses to the questionnaire ("My Class at Home" platform of the National Centre for

Distance Education (CNED) which hosted 250,000 virtual classes per day in the week preceding 11 May).

The follow-up of students without digital equipment or in a school dropout situation was a major challenge.

During the confinement, 5 to 7% of the students could not be reached by their teachers. This is why the Ministry, in collaboration with La Poste, set up a homework sending system for students in a disconnected situation, which reached between 10 and 15,000 mailings per day in the week before May 11. In addition, operations to combat the digital divide were set up a few years ago to provide schools, and rural schools and colleges in particular, with digital equipment. To date, nearly 191,000 pupils have benefited from these operations. A new call for projects was launched this year and the results, which will be available in the autumn, will also make it possible to equip schools in towns with more than 3,500 inhabitants and overseas schools. The challenge of digital technology in the context of containment is therefore linked to the problem of "illetronics", i.e. the difficulty of using the Internet and digital tools. This issue is currently being closely analysed, so that at the start of the new school year, solutions can be proposed for students and teachers, enabling them to use digital technology more quickly and globally in the educational context.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

Higher education:

As far as distance learning is concerned, virtual classes, combined with a chat, have proven to be quite effective. Ideally,

when they are registered, they allow students to connect in asynchronous mode. For assessment sessions, multiple

choice questions allow students to be more involved, but with a significant risk of fraud. Homework assignments (in

groups or individually) with access to documents in a limited time makes it possible to overcome these constraints of

fraud and give fairly good results.

Education

Depending on local situations, the various tools presented in the previous questionnaires have all proved useful, in particular the platform of the National Centre for Distance Education (CNED) "My Class at Home", which has demonstrated its capacity to accommodate a large number of virtual classes simultaneously (since the return to the classroom is not yet widespread, we do not yet have a quantitative assessment).

The "Lumni" television programmes were also very popular, particularly among primary school pupils.

An issue related to the use of digital tools, and which has become a real challenge, is media and information literacy on the one hand, and digital safety education on the other. Indeed, pedagogy via digital tools directly raises the question of the "digital citizenship" that students must acquire as enlightened citizens, through the proper search for information and the fight against infox (<https://eduscol.education.fr/cid72525/presentation-de-l-emi.html>). Virtual classrooms also raise the question of cybersecurity, the sharing of personal data and the use of sufficiently secure platforms.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

Health indicators are, for the moment, rather encouraging. However, the greatest caution remains. During the deconfinement period, the wearing of a mask is not compulsory for persons who have to return on site, except when the safety distances cannot be respected, and in particular in case of frequent contact with people. It is therefore strongly recommended that institutions provide masks to staff. No face-to-face teaching were held during the period of confinement and this will continue until the end of the academic year. Higher education institutions will reopen in September 2020. Each of them will have to implement health measures to ensure the safety of students (students must be separated by 4m2) and staff, if conditions cannot be met, distance learning courses will be provided.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

Higher education:

The ministry of Higher education, Research and Innovation is working in collaboration with the HEIs on a plan for resuming activities in hybrid mode (distance and face-to-face teaching and learning) for the next academic year. The aim is to set up a first semester that would take into account all aspects of health constraints.

A Call for Expression of Interest should be launched in the coming weeks in order to financially support institutions in the implementation of the pedagogical transformation for the start of the next academic year in September 2020.

The budget granted within the national strategy to attract international students “Choose France” may also be used until 31/12/2021 and the actions planned may be adjusted taking into account the epidemic context.

Education

Discussions are under way, nothing definitive has yet been agreed. Announcements for the new school year should take place at the end of June/early July, before the closure of the establishments. Digital will naturally play a central role, but everything will also depend on the type of back-to-school we will have in the fall (will the return to school be widespread, or only partly, etc.).

GERMANY

Last update: 26/5/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

A wide range of compensation measures at different levels are currently under discussion. The Länder will make decisions regarding compensation measures after taking into account all relevant factors.

None of the above measures are planned as a central target for the area of vocational education and training. In order to make up for missed training content, courses can be offered on a voluntary basis by local educational institutions.

The further cause of the pandemic will be of key importance for future decision making in respect of end of year schooling and compensation measures including appropriate safety measures.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Across the Länder schools gradually began to reopen from the end of April/beginning of May. However, this has only been applied to graduating and transition classes of the various educational courses or levels. At this stage, a majority of the educational levels have, at least partially, returned to school. In general, lessons take place as a combination of face-to-face and distance learning.

Very strict safety measures apply to groups attending lessons in school. The ongoing education of students who do not or cannot attend school will be handled at a Federal State level.

Since the cause of the pandemic is not yet known, a decision about a coordinated return of all classes, cannot yet be made. In the meantime, for those students for whom it is currently impossible to attend classes, methods of distance learning/e-learning, are being expanded until further notice.

The reopening of vocational schools will take place gradually, starting with the final classes. By the summer holidays, all trainees and students should have returned to school.

Due to the hygiene regulations, the lessons cannot be given in full. The lessons take place as a combination of face-to-face and distance learning.

HEI: The summer semester 2020 in general will be an online-semester. The general hygiene and protective measures also apply to HEIs and will be considered when taking decisions regarding the winter semester 2020/2021.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

In Germany, dormitories are usually run by private organizations or school boards. At this stage, no reliable statement can be made about the future fees or possible reductions/suspensions of payments. One can assume that only usage costs will be invoiced.

HEI: In general student dormitories have not been closed.

Please refer to question 2.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The reopening of the schools is carried out in compliance with the general hygiene and distance regulations. The Länder have also agreed on the "Framework Concept for the Resumption of Teaching in Schools", which addresses a large number of issues relating to the resumption of school and teaching operations.

The special hygiene and protective measures in ET institutions will be quite strict ensuring the safety and well-being of the students as the top priority. Concerted efforts will be made to minimize social contact as much as possible to reduce the risk of infection (e. g. by providing disinfectants, teaching in different parts of a building).

<u>HEI</u> : Please refer to question 2.
5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?
At this stage, the biggest challenge lies in the limited spatial and personnel capacities required to implement the general distance and hygiene regulations.
ASSESSMENT, EXAMS AND ENROLMENTS
6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
The Länder have agreed that all planned exams will take place as a matter of principle, adapted where necessary to local conditions. This concerns the postponement of examination dates and the offer of catch-up dates.
7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
Where necessary, deadlines are adjusted
<u>HEI</u> : The dates for the application and admission processes for undergraduate courses for the winter semester 2020/2021 have been postponed. The opening of the application portals of the “Stiftung für Hochschulzulassung” for the winter semester have therefore also been postponed. Further information regarding these application procedures will be published soon.
8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
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PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
As far as possible in the remaining school time, the subject matter relevant for the examination should be made up for and taught in the final classes, if necessary also through alternative teaching formats. The practical exams take place in the prescribed form in compliance with necessary safety precautions. If required, alternative test formats such as simulation, examination interviews and cases analysis may be used. The award of qualifications and recognition of the examination results is guaranteed.
<u>HEI</u> : No information available.

HIGHER EDUCATION
10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?
<p><u>HEI:</u> Please refer to question 12 regarding enrolment requirements for international students. The Länder did not alter the enrolment requirements for students with a German school leaving certificate. Students in general do not have to pay tuition fees in Germany, therefore, no decision has been taken regarding this matter.</p>
11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
<p><u>HEI:</u> In general, the <i>Studierendenwerke</i> (student services) are responsible for dormitories. During the COVID-19 crisis the Länder have taken several measures to (financially) support the student services. No information is available whether the HEIs themselves are expected to lose revenue.</p>
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
<p><u>HEI:</u> Considering that in many countries it will not be possible to conduct exams to acquire a HEI entrance qualification, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) strongly advocates that this should not be to the disadvantage of students who are entitled to study in Germany or who are entitled to take the assessment test at the preparatory college. The KMK has taken further decisions regarding foreign leaving certificates, like the international baccalaureate. These decisions also apply to foreign students from non-EU member states.</p>
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?
<p><u>HEI:</u> Given that the summer semester 2020 in general is an online semester, students should be able to make use of the digital learning and teaching formats regardless of where they are located.</p>
15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
<p><u>HEI:</u> Regarding the assessment of international school leaving certificates please refer to question 12. No further information available.</p>

LESSONS LEARNT AND FUTURE STEPS
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>A wide range of factors are currently under evaluation. <u>HEI:</u> The Länder support the HEI in their efforts to provide digital teaching and learning. Specific information regarding challenges as well as concrete measures at the HEI are not available.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>No information regarding the use of a specific tool. Educational institutions have implemented various forms of digital strategies. <u>HEI:</u> No information available regarding the use of specific tools. Strategies to digitalise teaching and learning in higher education have been in place for a while. The implementation of these strategies has been reinforced and intensified during the Covid-19 crisis.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>Please refer to question 2.</p>
<p>19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?</p>
<p>A number of questions are being discussed at present. <u>HEI:</u> The Covid-19 pandemic raises many pressing questions that are being discussed in the committees of the KMK. These include the aspect of the application and admission procedure for the winter semester 2020/2021. The deadlines for the application procedure have been postponed. Further information regarding the new dates and deadlines will be announced soon. Due to the dynamic development, an assessment or extension of the measures that have been taken will be carried out step by step and in line with the respective situation.</p>

GREECE

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

In accordance to the instructions given by the Health Experts, two compensation measures have been considered: firstly the extension of the school year for two weeks, which has already been decided and implemented and additionally the two-week earlier commencement of the school year 2020-2021. (TBC)

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Schools in Greece closed on March 11th. The Third Grade of Upper Secondary School reopened on May 8th. All the other Grades of the Upper and Lower Secondary Education as well as the post-Secondary Institutions (IEK, Colleges etc.) reopened on May 18th. The classes of the HEIs Departments that involve laboratory work reopened on May 25th. All other classes of the HEIs are continuing their teaching with distance learning methods until further notice. ECEC institutions, and Primary schools reopened on June 1st. Consequently, the number of days that each grade of the Primary and Secondary Education or each educational institution has been closed is different. Therefore, different compensation measures are also implemented in each of the above-mentioned cases.

The return to face-to-face education is not compulsory for the students, depending on whether they live in an environment with people who are at a higher risk due to coronavirus and their own health state. In these cases, educators can still make use of distance learning methods that were used throughout the lockdown.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

As of March 21st, 2020 all University students' dormitories have been closed. Their reopening took place on May 25th, at the same time with the reopening of the above mentioned classes of HEIs (classes that involve laboratory work). There is no question of reducing, postponing or suspending fees as use of dormitories are granted free of charge to students under consideration of financial and social criteria.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

Since the gradual ET Institutions and dormitories reopening, strict hygiene measures and physical distancing rules have been introduced in order to reduce the risk of infection for the returning students.

The Ministry has issued special hygiene and protection manuals for all interested groups (teachers, cleaners, students, parents), which lay down rules and regulations for the preparation and implementation of the school reopening. In particular, schools are being disinfected twice a day and disinfectant dispensers are provided in all classrooms. The Greek Ministry of Education has already sent 236,178 disinfectant dispensers to schools across Greece. The maintained safety distance between people in ET Institutions has been set in 1,5 meters. An appropriate seating arrangement has also been decided for all ET Institutions, so that the measure of a safety distance - 1,5 meters - can be securely implemented. No more than 15 students per classroom are allowed. Consequently, students are allowed to work in small groups and will also have their school breaks at different times.

The necessary prerequisite for the implementation of all the above-mentioned measures is the distribution of the students in different days. More specifically, half of the students will attend school on Monday, Wednesday and Friday and the other half on Tuesday and Thursday, alternately. The students, who are not attending with physical presence, will attend through asynchronous distance learning, whereas the possibility of synchronous distance learning can also be provided by teachers from inside the class.

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

Amongst the many recently faced challenges, a number worth mentioning have to do with: the gradual reopening of schools, the continuation of the use of the synchronous and asynchronous learning addressed to students who remained at home after the reopening of schools, the necessary arrangements for working parents who have to stay at home when their children do not attend school (students attend schools every second day), new rules regarding hygiene and social distancing that have to be obeyed, especially by young pupils, and the coordination of different public authorities at central and local level regarding the prompt delivery and balanced distribution of all necessary hygiene equipment for all schools.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

The aim is to give all pupils, apprentices and students the possibility to graduate this year/semester and end the school/academic year efficiently, despite the unusual circumstances.

The written, official assessment of Secondary Education students that are held annually at the end of the school year will not take place, and the evaluation of the students will mostly be based on their school performance in the pre-Covid 19 period. However, school leaving certificates will be awarded and the implementation of the National University Entry exams will take place with just a couple of weeks delay as compared to those held during the previous year. They will actually commence on 15th June for students of High Schools and on 16th June for the students of EPAL (Vocational Lyceums). All the necessary health guidelines that are decided for the schools will be followed also in this case.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

The applications for the enrolment in the Primary and Secondary Education level are already taking place online, without delays, which would ultimately cause no problem for the pupils.

The implementation of the National University Entry exams will take place on time, so that there will be no complications with the deadlines for applications and enrolment requirements for the HEIs.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

Because of the corona-virus pandemic the Ministry of Education and Religious Affairs has decided as of March 6th that all National Competitions, which cannot be conducted on line and natural presence is of the essence, will be postponed for next year.

In addition, the International Physics Olympiad, an annual Physics competition for high school students has been postponed for next year, as the organisers do not believe in the fairness or feasibility of an online competition.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HEI been organised? How will this affect the award of qualifications?

The classes of the HEIs Departments that involve laboratory work reopened on May 25th. Each University in Greece is an autonomous administrative unit and some decisions, such as the measures to be implemented in order to compensate for the lost practical/laboratory lessons and/or classes, are to be taken from the HEI administration through internal regulations. The same is true with respect to the content and other curriculum related issues and their compensation.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

The enrolment requirements will be regulated during the summer period. There are no tuition fees in Greek HEIs for the undergraduate students. Post-graduate programs fees are subject to the decisions of each university department.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

No fees are required by students for the use of dormitories. Furthermore, as concerns students who participate in training jobs that might have been affected due to the lockdown, the conditions that apply are determined by the trainees and their employers.

Since educational activities have been offered online in most of the cases, we do not expect loss of revenue. Also, clinical and practical classes and work have started being delivered since May 25th.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?

At the moment there is no indication for a serious delay that could cause such an issue.

<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>There haven't been any changes regarding the National Scholarship Schemes offering financial support to international students.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>The international students who studied in Greece and returned to their countries after the corona-virus outbreak, have continued their studies through switching to Distance Learning, provided by HEIs. They, in most cases, continue studying in their host university till the end of their planned exchange or study program.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>A central platform that offers data about the ECTS points and dates for the ending of the school/academic year of each school/University across the EU, as well as the digital mobility opportunities could potentially help the implementation of mobility programs in the post-lockdown period.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>The prompt and overall implementation of the synchronous and asynchronous distance learning methods was a great challenge for head teachers, teachers, students and parents alike. The teaching community reacted very positively to the transition from at-school physical presence learning to distance learning. Of course there have been many difficulties (teachers with no experience nor active internet connection, teachers, students or parents with no or limited digital competences etc.)</p> <p>The Greek Ministry of Education and Religious Affairs immediately established a helpdesk that supported all the above-mentioned interested parts in order to give advice, support and solve any problems. Some difficult cases, as for example the lack of digital equipment, were addressed at a later point, with the donation of technical and digital equipment (such as tablets and laptops) that reached schools across Greece in order to facilitate the distance learning method and materialise the effort for equal opportunities to learning during the lockdown. To this end, telecommunication services have provided free of charge access to the platforms which are used for teaching for all students and teachers. Furthermore, the site https://mathainoumestospiti.gov.gr/ has been set up by the Ministry of Education and Religious Affairs in order to provide the teaching and learning community with useful and innovative distance learning tools and ideas.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>The asynchronous distance learning methods were the most common and efficient ways of teaching during the lockdown. Additionally, synchronous tele-learning was also widely used as it resembles more to the natural</p>

classroom reality and the Educational Radio-Television provided Primary School students with lessons in all subjects which were addressed to every Grade as well.
18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?
There have been two cases of COVID-19 as regards two Primary School teachers after the re-opening of schools. A decision has been made for schools associated with the teachers to close for ten days according to the instructions given by the experts. In general, the matter has been addressed on a local and a case-by-case basis.
19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?
The school year 2020-2021 will commence two weeks earlier. (TBC) Regarding the hygiene guidelines, the Greek Ministry of Education and Religious Affairs will again follow the instructions of the Health Experts.

HUNGARY

Last update: 11/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

Public education: We do not plan to modify the timeline of academic school year 2019/2020. Assessment and grading is ongoing, the current situation has not affected the curriculum.

VET: We do not plan to modify the timeline of academic school year. The school year lasts till 15 June 2020. Between 2 June 2020 and 26 June 2020, all primary and secondary schools, including VET institutions will organize supervision for pupils. Within the framework of the supervision, a day care session, study group and sports session as well as individual or group catch-up/ development session, individual or group talent development session may be held.

HE: The HEI has the right to prolong the academic year, thus, shortening the vacation period. It is up to the rectors' decision.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Public education: The digital work schedule outside the classroom in schools stays indefinitely. Return to normal work schedule is not expected before the end of this academic school year, however from 2nd of June teachers and students can meet in school buildings and work in small groups, thus students can consult the

<p>educator about their study backlog or practice or do sports activities. ECEC institutions opened on May 25th in rural areas and on June 2nd in Budapest.</p> <p>From 2 June 2020, at the discretion of the school head, VET institutions can operate either in full-time or in evening work schedule they used to apply before the emergency situation or they can operate out-of-class digital work schedule as well.</p> <p><u>HE:</u> On March 11, the Government ordered in its Decree the prohibition of students attending Hungarian higher education institutions. From 23 March, all higher education institutions had to switch to distance education. From 4th May and from 18th May (the latter date for the Central region of Hungary, including Budapest) students are permitted to enter higher education institutions in accordance with the respective decision by the rector. It's up to rector's decision if a HEI returns to face-to-face education or continues distance education. (Up to now, in practice, HEIs decided to go on with distance education.)</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p><u>HE:</u> In order to prevent the spread of the coronavirus epidemic, dormitories of higher education institutions have been largely emptied. With permission of the rector, international and some Hungarian students can stay in the dorms, and they were consolidated in the designated dormitories. According to Government Regulation No. 168/2020 on protection measures (IV. 30.), visits to evacuated dormitories are still prohibited. (This restriction expressly remained in force even after the Government Decree making it possible to return to face-to-face education.) College students moved out do not have to pay a dormitory fee.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>The institutions have to follow existing general safety instructions.</p> <p><u>VET:</u> We will have information about this later regarding the VET institutions which decide to operate in full-time or in evening work schedule</p> <p><u>HE:</u> As per the Government Decree 168/2020 (30 April) on protective measures, the rector shall ensure the conditions for maintaining protective distance.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p><u>VET:</u> We can provide information later about this.</p> <p><u>In HE</u> the greatest challenge is to ensure the conditions necessary to keep the health/precaution regulations on the campuses.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>The government decided to have school exit exams only in written form. Oral exams have been cancelled. The exams started on 4 May and ended on 21 May – as planned originally. Special safety measures have been taken (e.g. the classrooms have been sanitized in advance, there could be no more than 10 students per classroom.)</p>

<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>The primary school application period has already ended on 21 May. High school entrance exams had been completed before March 13th. Some simplified process has been introduced regarding enrolment.</p> <p><u>HE:</u> The higher education admission procedure takes place as planned, thus the pandemic has no effect on the deadlines. The basic higher education application deadline was 15 February 2020, a date before the emergency crisis.</p> <p>As for enrolment requirements: According to the current state of the COVID-19 situation, enrolment in higher education will be in line with the practice of previous years, in late August and early September, with strict adherence to epidemiological rules.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>The final rounds of the National Secondary School Academic Competitions (Országos Középiskolai Tanulmányi Verseny, OKTV) have not been organized due to the pandemic situation. The final results of the competitions were based on the competitors' results of the first and second round results.</p> <p><u>VET:</u> Competitions are postponed. Further information on this issue will be available later.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p><u>VET:</u> Depending on the nature of the given the profession and the necessary tools, vocational practical training should also be completed in a digital work schedule or by individual preparation, prescribing a project task. In the case of dual VET, if either party considers that the apprenticeship training is not feasible, the VET institution and the practical training provider shall jointly decide on the organization of the digital work schedule or the postponement of the practical training. Written part of the complex vocational examinations within school-based VET must be organized by the institutions in the period following the written maturity examinations. Practical examinations can be held on the date set by the schools, if possible in May. Vocational examinations in school-based VET have to be organized and conducted with a small number of students, ensuring an adequate safety distance between the students and in compliance with safety regulations. For students who are unable to complete 60% of the obligatory practical training required for the complex vocational examination, the practical training provider is obliged to organize practical training from 24 August to 2 October 2020. The participation in these trainings is obligatory for the students as well. For the students concerned an examination opportunity has to be provided in the October-November examination period of the 2020/2021 school year. This examination opportunity shall not be considered as a corrective or replacement examination.</p> <p><u>HE:</u> Hungarian HEIs were rather creative to come up with ideas on distance education even for areas where it appeared difficult (e.g. for arts.). Having said that, where a competence cannot be obtained via distance learning that part of the training will take place after 18th of May in the Central Region of Hungary. For higher education</p>

<p>institutions outside of the Central Region of Hungary, in the most necessary cases, the rector may allow students to attend higher education institutions since 4th of May in compliance with the relevant health conditions.</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p><u>HE:</u> As for enrolment requirements:</p> <p>As for tuition fees, the higher education institution educates students who pay tuition fees within the framework of the student training contract. Higher education institutions had to review the requirements given at the beginning of the semester for each subject taught and adapt the method of assessment to the rules of the emergency situation. Within the framework of distance education, both tuition-paying and Hungarian state scholarship students must be provided with the same training content that students must obtain in the normal educational system, as the content of the training has not changed.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>In order to prevent the spread of the coronavirus epidemic, dorms of higher education institutions have been largely emptied. With permission of the rector, the international and some Hungarian students can stay in the dorms, and they were consolidated in the designated dormitories. According to Government Regulation No. 168/2020 on protection measures (IV. 30.), visits to evacuated dormitories are still prohibited. College students moved out do not have to pay a dormitory fee.</p> <p>As for the compensation of HEIs: The Government is looking for budgetary resources that can be reallocated to compensate for the additional expenditures caused by the Covid-19 epidemic.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>Adoption of transitional measures in national legislation (laws and regulations) related to Higher Education concerning international mobility of students (in Hungary done, very high flexibility is provided legally for students in the coming months).</p> <p>The highest possible flexibility in national and institutional (HEI) deadlines and provisions (nominations, exams, internal procedures).</p> <p>High level measures in order to fully recognise physical and on-going virtual periods of Erasmus students affected by the crisis, semesters should not be lost.</p> <p>Exchange of good practice and policies between Member States concerning digital platforms and procedures to organise on-site or virtual exams for mobile students, adoption of good practice at HEI level too.</p> <p>Immediate measures to increase monthly rates for Erasmus students for the next academic year – more flexibility for Member States.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>National scholarship schemes provide the participants the followings:</p> <ul style="list-style-type: none"> - a monthly amount contribution to the living expenses in Hungary, for 12 months a year, until the completion of studies;

- free dormitory place or a contribution of HUF 40,000/month to accommodation costs for the whole duration of the scholarship period;
- health care services within the frameworks of the Hungarian social security system;
- additional health insurance or foreign language health care services up to HUF 100,000/ year which could be used for health screening as well.

Therefore, it was a crucial question that during the pandemic whether they will receive these benefits, or not, if they leave the country. In relation with the COVID-19 pandemic, the Hungarian government declared the state of emergency on 13th of March 2020 and therefore the universities currently provide their classes online.

Regarding the scholarship holders, Hungary advised them to remain at their place of residence during the coronavirus pandemic. Furthermore, with the current ban on international travel (as of 16 March 2020, the borders of Hungary were closed to incoming foreign citizens until further notice), students travelling home risk being unable to return to Hungary and continuing their studies within the framework of the scholarship programme. However, it is important to stress that, whilst Hungary advises against the international travel of the scholarship holders, it is only a recommendation and travelling home will in no way result in any direct sanctions against students deciding to return to their home country.

During the emergency situation, based on the regulation and the relevant law, scholarship holders currently have the following options:

- If the scholarship holders leave the territory of Hungary, they can do so upon informing their host institution. If they are absent for more than 30 days, they will lose their right to their living and housing allowance until their return, as these allowances are intended to contribute to their costs of living in Hungary. They do not lose their scholarship status and can follow their studies online. In addition to the above, scholarship holders have the option to suspend their studies (passive semester), through the procedure set out under Section 45 (2) of the Act on National Higher Education 204/2011. During the passive semester, scholarship holders are not entitled to the financial contributions provided by the programme.
- In case they stay in Hungary, scholarship holders will continue to receive the benefits provided by the programme: contribution to their housing and living expenses, health insurance, and the additional health services.

There are some cases when the scholarship holders stuck in a third country. If the scholarship holder left Hungary before 16th of March 2020 in a manner permitted by the program regulations and he/she is unable to return because of the state of emergency and/or travel restrictions related to coronavirus, but he can participate in distance learning provided by the Hungarian host university, he/she will receive the monthly stipend and the accommodation contribution for the entire duration of his forced stay in the third country.

Also because of the pandemic the regulation regarding the minimum requirements of the scholarship has also been amended. In each academic year every scholarship holder must obtain at minimum 36 credits. According to this modification the fulfillment of this condition will be not examined in the end of this academic year.

Under normal circumstances, scholarship holders at BA/MA level have the opportunity to request to extend their scholarship period with 2 additional semesters extension during their scholarship period. During the emergency situation, an extension of one more semester may be permitted for those who have already exhausted their extension options.

During the pandemic we are continuously keep in touch with the relevant ministries, the universities, the scholarship holders and international partners in order to ensure the proper information flow.

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As far as scholars awarded with a study visit scholarship in Hungary are concerned, the following apply:

- since the declaration of the state of emergency travels to Hungary have not been allowed;
- in case the scholar, before travelling to Hungary or once being in Hungary, generated extra costs due to the state of emergency, he/she should ask for their reimbursement primarily from the providers (eg, air company, accommodation). If the providers refuse it,
 - the scholar may ask for force majeure assessment
 - the scholar may only ask for reimbursement of extra costs if he/she had a grant decision prior to generating these costs.

<ul style="list-style-type: none"> - the scholarship grant is due only for the period physically spent in Hungary; - if the scholar is in Hungary and he/she cannot go on with the study visit, he/she may ask for the extension of the scholarship period; - suspended scholarships may be completed once the state of emergency is over, thanks to section 18(1) of Government Decree 85/2020 (IV. 5.) that stipulates as follows: 'the duration of funded activities governed by funding relationships under projects/programmes implemented from public funding from the central budget until the termination of the state of danger and being within the relevant implementation period when the state of danger was declared, shall be extended with a period equal to the period of the state of danger.'; - Hungary is very flexible in acknowledging the professional accomplishment of the study visit even if it is suspended or terminated earlier than planned.
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>The establishment of the student legal status in the case of non-Hungarian citizens will be possible without physical presence, electronically.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>The following actions can be done:</p> <ul style="list-style-type: none"> - adoption of transitional measures in national legislation (laws and regulations) related to Higher Education concerning international mobility of students (in Hungary done, very high flexibility is provided legally for students in the coming months) - the highest possible flexibility in national and institutional (HEI) deadlines and provisions (nominations, exams, internal procedures) - high level measures in order to fully recognise physical and on-going virtual periods of students affected by the crisis, semesters should not be lost. - exchange of good practice and policies between Member States concerning digital platforms and procedures to organise on-site or virtual exams for mobile students, adoption of good practice at HEI level too - immediate measures to increase monthly rates for the next academi year (especially Erasmus+) - clear and transparent communication of HEI measures to make requirements clear (travel, health provisions, study requirements etc.)
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>All challenges have been solved, educators responded to the issues with reaching students in rural areas by alternative methods e.g. mail delivery to houses or communication by phone. Pedagogical Educational Centers provide support for teachers on digital competency areas if needed.</p>
<p><u>VET</u>: We find that teachers are creative and enthusiastic. Digital switchover in VET is facilitated by the fact that most teachers have so far used digital platforms regularly for their work. The emergency situation caused</p>

by the COVID 19 pandemic requires the widespread use of digital education in VET institutions. Teachers and students have to teach and learn independently in a technology rich environment. There could be also a problem if a student does not have the necessary equipment at home or does not have internet access. There were several tools developed to assist teachers successfully tackle these challenges. Through the “Szakképzési Tananyagtár”, VET teachers can share digital content with their colleagues and students. There are other useful portals, links that support the implementation of digital distance learning provisions as well as virtual classroom solutions. For students who have problems with digital accessibility, the competent VET centre provides the necessary conditions within the framework of small group supervision and in strict compliance with epidemiological regulations

In HE digital pedagogical training has been provided by higher education institutions.

In addition, a series of webinars has been launched where good practices from Higher Education Institutions are shared with all actors in Higher Education. The webinar includes five events with different institutions presenting different aspects of distance learning. The last session will be held in English in order to involve international actors in the dialogue.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

Exercises, materials have been registered and sent through the so called KRETA administration system. Other communication tools were advised on the homepage of the Educational Authority.

VET: Our experiences have been very positive so far. Within the framework of the “Szakképzési Tananyagtár” 2200 educational content were collected in a well-structured, easily available format. KRÉTA which is the official channel of distance learning for all educational institutions, including VET Centers, can provide effective support to all concerned.

HE: The Moodle platform is the most widely spread and used online tool along with the Microsoft Teams application.

Hungary has begun to modernise its higher education system through a variety of means, including the further digitalisation of teaching and learning. At the higher education policy level, two strategies guide the reform:

- i) a strategy focusing on higher education, complemented by an Action Plan for 2016-2020, and
- ii) a general strategy for the digital transformation of education, complemented by an Action Plan for 2016-2020. The Hungarian authorities have recently established the Digital Higher Education Competence Centre (within Digital Success Nonprofit Ltd.) to facilitate the implementation of measures related to this reform.

Hungary has won expert support within the Structural Reform Support Programme (SRSP). The project “Support for the digital transformation of Hungarian higher education” aims to provide a major contribution in addressing digitalisation needs, which will take account of the effects of COVID 19 on higher education.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

HE: It is too early to tell (students are allowed to enter HEIs in the Central Region [Budapest and the surrounding Pest county] from 18th May, in the rest of the country from 4th May.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

The next academic year will start as usual. All experiences gathered in the pandemic period will be taken into account in the upcoming academic year.

Measures will be introduced if needed in case of the next pandemic situation provisioned for autumn, 2020.

VET: information will be available on this issue later
In HE the academic year is planned to start in September 2020.

IRELAND

Last update: 12/5/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In line with current public health advice all schools will remain closed until further notice. It is not envisaged that they will reopen until the next academic year.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

The Irish Government has published its Roadmap for Reopening Society and Business: <https://www.gov.ie/en/news/58bc8b-taoiseach-announces-roadmap-for-reopening-society-and-business-and-u/>

The opening of school and college buildings for access by teachers for organisation and distribution of remote learning will take place on 18 May. The Government will commence opening primary and secondary schools, universities, 3rd level education centres and adult education centres on a phased basis at the beginning of the academic year 2020/21”

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

These issues are still under consideration.

ASSESSMENT AND EXAMS
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>See section 5 for position in respect of school exit exams.</p> <p>On 29th April 2020, a decision was made to revise arrangements for the Junior Certificate (intermediate senior cycle) examinations on the basis of recommendations from an advisory group of stakeholders. All third year Junior Cycle students are to be awarded certificates for the completion of the Junior Cycle by the Department of Education and Skills. Schools have been given autonomy to assess students and all students will receive a report on achievement. Adult learners will be given the opportunity to take final Junior Cycle examinations in the autumn, subject to public health advice at that time.</p> <p>Further and higher education institutions will not be holding written, oral or practical assessments in examination centres during the Covid-19 emergency.</p> <p>Universities and colleges have finalised alternative assessment arrangements, with options including online exams, written assignments or rescheduling. New assessment arrangements have been communicated to all their students.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Oral and practical performance tests of the state examinations which were originally scheduled to take place from Monday 23 March to Friday 3 April 2020 were cancelled. All students who were due to take these tests will be awarded full marks for this portion of the exam. More detail available here: https://www.education.ie/en/Press-Events/Press-Releases/2020-press-releases/PR20-03-19.html</p> <p>On Friday 8th May, , on the basis of health advice, it was announced that the 2020 Leaving Certificate (Matura equivalent) written examinations, previously scheduled to take place in late July and August, have been postponed.</p> <p>Results for the Leaving Certificate will now be assessed as follows:</p> <ol style="list-style-type: none"> 1. Teachers will be asked to provide a professional judgment of each student’s attainment which will be subjected to a rigorous in-school alignment process to ensure fairness. 2. The school principal will approve the estimated scores being provided and the rankings of each student in each subject in the school. 3. A special unit is being established within the Department of Education and Skills to process the data provided by each school and operate national standardisation, again to ensure fairness amongst all students. 4. The Department will finalise the grades for each student which will be issued to each student as close as possible to the traditional date. Formal State certification will also be provided. 5. Students will retain the right to appeal. This will involve checks on school-entered data; correct transfer of that data to the Department; a review that it was correctly received and processed by the Department; and a verification of the Department’s processes by independent appeal scrutineers. 6. Students will also retain the right to the sit the 2020 Leaving Certificate examinations at a date in the future when it is deemed safe for state examinations to be held. <p>More detail on this announcement is available at the following link: https://www.education.ie/en/Press-Events/Press-Releases/2020-press-releases/PR20-05-08.html</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>These issues are being worked through with stakeholders.</p>

PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
In line with advice from Government, all off-the-job training for apprentices including assessments is currently suspended. A decision on when the training and assessments will recommence will be made in line with this advice.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
The FET authorities will continue to monitor developments in line with advice from Government on the evolving public health situation. A decision on when the training and assessments will recommence will be made in line with this advice.
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
Remote access to certain services (e.g. parts of library services) have been provided by individual HEIs.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
Uncertain position regarding international enrolments, but these are likely to be down significantly based on current indications of global trends.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Flexibility by the appropriate admission authorities in each MS to have regard to the individual circumstances of students.
<i>The Minister for Education and Skills Joe McHugh TD announced a special €10 million fund to support the purchase of technology and devices for disadvantaged students. A total of €7 million additional funding will be provided in the post-primary sector and €3 million in the primary sector (https://www.education.ie/en/Press-Events/Press-Releases/2020-press-releases/PR20-04-22.html)</i>
<i>New guidelines on continuity of education for children at risk of disadvantage have been developed and published: https://www.education.ie/en/Schools-Colleges/Information/National-Emergencies-Public-Health-Issues/guidance-support-pupils-at-risk-primary.pdf</i>

ITALY

Last update: 14/5/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

It is important to underline at the very beginning that in Italy, the term “closure” of Schools and of Higher Education Institutions refers only to the fact that the buildings are not accessible to activities in presence; the teaching and learning activities are on-going. Academic and administrative staff are working and ensuring the continuity of services, and students and pupils are attending lessons online and studying at home.

School education:

Taking into consideration the advice of the Health Authorities and the possibility of resuming normal activities in full safety, the Italian Government has decided that schools are going to continue to deliver distance teaching and learning until the end of the school year. According to the Decree-Law n. 22 of April 8th 2020, compensation measures consisting in remedial work activities will be organised by schools at the beginning of the next school year for students that have not reached the sufficiency threshold in all the subjects of the curriculum.

Higher education:

Also HE institutions in Italy will continue the e-learning lessons until the end of the Academic year, in the same Decree-Law n. 22 of April 8th 2020 special provisions are established with Decree Law n. 18 of March 17th 2020 for State exams for regulated professions to be carried out in remote. The reopening of some academic services (libraries and laboratories) is planned since May 4th 2020 until the end of August with full enforcement of security and health measures.

<p>The Note of the Minister for Universities and Research of March 4th 2020 establishes that full reopening of academic activities is planned for September 2020, according to the health measures at national and local level, meanwhile applying security and health measures. No compensating measures are applicable for Higher education students/institutions.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>
<p><u>School education:</u> The Government has decided to re-open schools in September while the didactic activity will continue through distance didactic. Criteria and approaches that will be taken into account when schools re-open are still under discussion and will be the object of a report by the established Expert Committee.</p> <p><u>Higher education:</u> The reopening for HE institutions, is planned in two phases: Phase 2 (May 4th/August 31st 2020) as described above, and Phase 3 (September 1st/31st January 2021) will see the careful and gradual reopening of all academic activities, according to the health measures at national and local level, meanwhile applying security and health measures. The Minister of HE indications underline the importance to keep implementing e-learning activities to maintained also during Phase 2 and Phase 3</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p><u>School education:</u> All the measures mentioned have not been formally decided yet.</p> <p><u>Higher education:</u> HE institutions will follow the indications of the Ministerial Note of May 4th 2020 implying social distancing, both in presence and distant learning for reducing the physical presence within the HE building, use of protective measures and sanitization. Within the Note, for each different phase there is a specific, clear and accurate indication for different categories of the HE population (i.e. students, scholars and staff), also considering special and protected categories, and details on for the access to physical spaces and for the use of facilities of HE institutions. The return to the normal FtF situation is gradual and it depends on the evolving of the national context. Furthermore, the Minister has indicated that each institution adopts an appropriate Return Plan based on the following five actions:</p> <ul style="list-style-type: none"> - Educational offer provided by blended modality; - Plan of the access to physical spaces (i.e. classroom, laboratories, libraries, etc.); - Strengthening of digital infrastructures; - Dematerialization of administrative procedures; - Training of technical and administrative staff to support the entire Plan.

ASSESSMENT AND EXAMS
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p><u>School education:</u> In Italy schools have full autonomy in setting internal assessment criteria. Online assessment including grading is foreseen.</p> <p><u>Higher education:</u> HE institutions will follow also for exams and final thesis the indications of the Ministerial note of May 4th 2020. This imply that those HE institutions able to guarantee security and distance measures would be allowed also to have in presence examination, meanwhile giving the alternative to students for on line procedures. For in presence examinations will be respected social distancing and the use of protective measures and sanification.</p>
<p>5. In case you have national school exit exams (e.g. state matura), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>The above mentioned Decree-Law n. 22 of April 8th 2020 had envisaged specific measures according two scenarios, in case schools would have been allowed to reopen by next May 18 or not. Since the Government has decided that schools won't reopen, final evaluations and national school exit exams will follow the following rules:</p> <ul style="list-style-type: none"> a) by derogating from the admission requirements to the next class for secondary schools, it will be possible to provide pupils of intermediate grades with remedial classes during the following school year starting from 1 September 2020; b) the final state exam at the end of lower secondary education will be replaced with individual students' project works that will be assessed by class teachers; c) as to the final state exam at the end of upper secondary education, the composition of the examination board will be reviewed. It will be made up of class teachers plus an external President. There will be no written examinations but just one oral examination covering all the subjects of the curriculum for which the examiners in the board are competent. The oral examination will be held in presence at school, in compliance with the local Health Authorities directives. <p>Moreover, students are exempted from taking national standardized tests as well as from completing the mandatory period of traineeship. For HE institutions see the answer to question n. 4</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p><u>School education:</u> The deadlines for applications for enrolment at the different levels of school education expired before the beginning of the emergency so they have not been affected.</p> <p><u>Higher education:</u> HE institutions do not plan to change the enrolment procedures for national students, apart the broad application of distant interviews for applicants. For foreign students the application procedures will be also in distant modality, considering that the first semester of academic activities will be in e-learning, with an answer for the</p>

<p>eventual VISA given not later than November 30th 2020, without any payment of academic fees before December 15th 2020.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?</p>
<p><u>School education:</u> In Italy every school develops its own curriculum, which is based on the national curriculum, but it also takes into account the characteristics of the school and the region. The ministerial guidelines have invited schools and class councils to review their annual curriculum planning by taking into account the emergency. However, schools and teachers have full autonomy in the choice of teaching methods for the acquisition of learning outcomes. Practical training and traineeships have been suspended and are not considered an admission requirement for exams. Simulations are a common practice when students cannot access labs.</p> <p><u>Higher education:</u> For HE institutions, curricular laboratories will be allowed in presence departing from Phase 2 (May 4th/August 31st 2020); internships for the health related courses will be in presence departing from Phase 2; for all others disciplines will be mostly blended, according to the different local situations and in respect of academic autonomy.</p>
<p>8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?</p>
<p><u>School education:</u> The award of qualifications will not be affected. Possible modalities for compensation are still under discussion.</p> <p><u>Higher education:</u> For HE institutions, all activities let in hold during Phase 1 (March 9th/ May 4th 2020) will be catch-up during Phases 2 and 3.</p>
<p>9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?</p>
<p><u>School education:</u> Since schools won't re-open, for this year written exams at the end of upper secondary education will be cancelled.</p> <p><u>Higher education:</u> institutions in Italy organized distant evaluation measures, for exams requiring written procedures, with double systems of proctoring, with two cameras/devices for each student.</p>

HIGHER EDUCATION	
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?	
	Tuition will be postponed but not waved. Same rules will be applied to foreign students as explained in answer 4. Students not achieving a proper VISA will be any way granted of micro credential for the academic period correspondent.
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?	
	The services such as libraries was functioning as much as possible in remote with the digital free access to publications during Phase 1, sport facilities was all closed in Italy by a special emergency Decree of the President of the Council of Ministers (DPCM) of March 9 th , 2020. During Phase 2 the sports facilities for academic purposes are open since May 4 th 2020, applying only individual training, social distancing and of the use of locker rooms and showers.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?	
	The expected decrease of enrolment for foreign students is presently estimated around 40% globally (data to be confirmed and only estimated), there is no evidence at the moment of a decrease of the national students enrolment, that possibly will compensate the reduction of foreign students, that 2019 was about 97.000 people.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?	
	Measure to compensate such lost revenues are not yet definitively calculated, but will be taken into consideration as soon as evidences in numbers will be available.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?	
	The measures for Phases 1 and 2 of the national lockdown was established by parliamentarian law, and for this reason are compulsory for all Italian citizens and institutions. Anyway, all the implementing directives from the Ministry where negotiated day by day with HE institutions, with the common goal to safeguarding the health of students, and academic personnel.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?	
	Undoubtedly, the COVID-19 emergency affected dramatically the free circulation of students, especially within ERASMUS + mobility action. Physical mobility is a fundamental value of EU mobility programmes, not only for the learning outcomes, but also mostly for the immersion on the cultural and social context of the hosting country. However, Italy believes that for this moment on, and since the end of COVID emergency, it is necessary supporting virtual/blended mobility, that in the next future will be the only a suitable option, to let survive those programmes.

LATVIA

Last update: 11/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

General education institutions and vocational education and training institutions were not reopened this academic year. The academic year for grades 1-8, 10, 11 ended on 29 May, for grade 9 the academic year will end on June 12 and for grade 12 – on July 7.

Upper secondary school and vocational education and training institutions carry out examinations in June/July. An educational institution may take a decision on on-site preparation for pre-school children age of 5-6 for obtaining basic education. Learning may as well be performed remotely. An educational institution must inform the parents of the decision.

Pre-school establishments will work on a regular basis as of 10 June.

It is up to each individual HEI to use their discretion how they end the semester. Some institutions are considering extending the semester till the end of summer for programmes that involve laboratory assignments that cannot be performed remotely after the state of emergency is lifted. The school year might be extended for those higher education institutions (HEI) where remote examination is not possible and it requires on-site presence.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

General and vocational education and training institutions did not reopen for studies this academic year, except for providing consultations to last year pupils and carry out final exams. After lifting the emergency situation in June 10 limited practical training can take place on-site in programmes where remote learning is not possible. Informal education for on-site visits re-opened starting 1 June following specific rules: 2 m distancing, not more than 25 people in a room, duration of an indoor activity no longer than 3 hours, availability of sanitizing materials, frequent disinfecting and airing of rooms, observation of coughing and hand hygiene.

All studying at HEIs continue remotely till the end of the semester. However, institutions partially reopened after 12 May for practical activities that require on-site presence, such as laboratory assignments. Also consultations for the state examinations and examinations themselves have started to take place on-site since 1 June.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

During this period, general education institutions do not provide any accommodation services, as general education institutions were not reopened this academic year.

<p>VET institutions have to provide accommodation to their students who need it (some students continued their in-company practical training). If not the case, some have temporarily closed their dormitories and re-opened now for the exams and preparation for them. The dormitory fees are accordingly reduced for the period when students don't use them.</p> <p>Some HEIs had their dormitories partially open during the lockdown period to accommodate those students who did not have any other place to stay (e.g., international students). Next steps are to be decided by each individual HEI. There is no one single fee policy, but the Ministry has asked Rectors to find ways to reduce the fee for students who left dormitories when the state of emergency started.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Following the regulations of the Cabinet of Ministers and guidelines provided by the Ministry of Health, the safety measures for all activities in ET institutions include 2 m distancing, not more than 25 people in a room, duration of an indoor activity no longer than 3 hours, availability of sanitizing materials, frequent disinfecting and airing of rooms, observation of coughing and hand hygiene. Facial protective masks are mandatory during final exams if longer than 3h in general education and vocational education and training institutions, but optional in higher education. In addition, practical activities requiring close contact (massage, facial procedures in cosmetology) may be carried out with extra precautionary measures in place, such as facial masks, gloves and proof that all involved individuals are healthy. It is at the discretion of each HEI how all the prescribed safety measures are implemented.</p> <p>Dormitories are observing the same safety precautions as ET institutions. In case of infection, there is a provision for self-isolation and quarantine. During the whole emergency period, there has not been any case of quarantine in the dormitories.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>General education will not reopen for onsite visits this academic year.</p> <p>In general, education institutions have quite a high level of readiness, and they are not experiencing any particular difficulties or challenges. They have to take care of certain logistical issues, such as scheduling of activities given the distancing requirement and spatial capacity. Some VET institutions experience a challenge to organize the practical training and exams in accordance with the safety requirements.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>The emergency situation has ended on 10 June. State exams for grade 9 are cancelled. State exam for minority schools (grade 9) in national language is optional. Exams for grade 12 and vocational education institutions will take place in June/July.</p> <p>For grade 12, three mandatory exams are scheduled – in Latvian, Foreign language and Mathematics, with the possibility to take an additional fourth exam, which is voluntary.</p> <p>In vocational education and training, exams will be performed in two parts: theoretical part is going to be performed remotely and practical part – on-site in small groups, strictly following rules from the experts of the Ministry of Health.</p>

<p>Due to the emergency situation and the changes in the organization of the educational process, this year we plan to issue centralized examination certificates as of 24 July.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>There is no unified rules for application for upper-secondary general education institutions. Grade 9 graduates may be enrolled in upper secondary education based on their 9th grade certificate. However, municipalities may decide on organisation of entrance examination for 9th grade graduates in their upper-secondary institutions or state gymnasiums.</p> <p>As state exams for grade 9 were cancelled, they are not required for applications to secondary VET programmes. The award of qualifications to VET students and thus their enrolment in HEIs will not be affected.</p> <p>Regulations of the Cabinet of Ministers stipulate that as of 1 July 2020, universities and colleges may open the registration and admission procedure. Applicants who have completed secondary education abroad and do not apply for state-funded studies or study programs with a limited number of students, could start registering from 29 April 2020. However, the application deadlines are at the discretion of each HEI. Currently the established deadlines range from mid-August to end-September. The Ministry of Education and Science communicates with the Rectors of HEIs on a regular basis and may encourage the extension of deadlines if necessary. At all HEIs the major enrolment requirement is the centralized state exam certificate. Some institutions may require additional exams or tests in line with the specific nature of the study area, such as music, arts, sports.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>Number of National Olympiads happened before the crisis. During the crisis some national level Subject Olympiads were held on-line, e.g. in Physics, Chemistry, Geography. So crisis did not have influence on credits for enrolment in HEIs. Latvian students participated on-line in European Girls' Mathematical Olympiad (EGMO) and Nordic-Baltic Countries Physics Olympiad.</p> <p>It is not an issue for enrolment in HEIs as those pupils who participate in national and international competitions usually have high grades in subjects relevant for further studies and therefore qualify for admission.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>In VET, internships (including qualification practice) and work-based learning (WBL) in companies can take place remotely or on-site, assessing the risks for all contracting parties. If it cannot be organized remotely or in person, it can be postponed to a later time or to the next school year for students not in their final year. VET institutions can also reduce the length of internships after assessing the situation and the specifics of the study programme. In vocational secondary and 3-year programmes, internships can be reduced by 320 hours maximum, in vocational basic education programmes – by 240 hours maximum. After lifting the emergency situation in June 10 limited practical training can take place on-site in programmes where remote learning is not possible. The practical exams will be organized on-site in small groups, strictly following rules from the experts of the Ministry of Health. The award of VET qualifications will not be affected.</p>

<p>In HEIs, on-site practical parts of curricula were allowed after May 12 observing all the prescribed safety measures if it was not possible to organize them in any other way. Some institutions either extend the semester to allow for these activities to take place, extend the work day beyond 8 hours or reduce the scope of the curricula. Very few institutions have decided to move such courses to the next semester if they are not part of the final year of study. The award of qualifications for the most part is expected to take place within this academic year.</p> <p>On-site exams with a practical component are allowed starting from 1 June.</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>At all HEIs the major enrolment requirement is the centralized state exam certificate. Some institutions may require additional exams or tests in line with the specific nature of the study area, such as music, arts, sports. The application deadlines have been extended in most HEIs. The actual dates vary, but they do not go beyond the end of September. There will not be any changes regarding tuition fees.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>The Ministry of Education and Science has surveyed 10 out of 16 universities regarding their savings versus lost revenues as a result of the pandemic. While there are savings due to cancelled business trips, on-site events and activities as well as reduced utility bills and maintenance costs, the lost revenue is much higher (due to cancelled mobility projects, lost tuition fees, lost facility rentals, etc.). For now, there are no measures foreseen to compensate HEIs for their losses.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>The admission deadlines have been extended in all HEIs, and several HEIs have expressed their readiness to consider further extension if necessary. There are no particular other approaches taken, but the Ministry collaborates with the Higher Education Export Association to make the international student admission process more flexible through legislative act revision.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>National scholarship schemes have not been amended. Social assistance programmes have been opened up for international students during the crisis. Regarding Erasmus+ mobility HEIs follow guidelines provided by EC.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>HEIs have confirmed that regarding preparation for next academic year they use flexible approach, to be ready deliver study programmes on-site and as distance learning courses.</p>

<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>Combination of physical and virtual mobility can be solution to these obstacles.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>A survey on evaluation of distance learning, online tools and teaching process, attitude and challenges faced in the last semester of this academic year is being conducted from 26 May to 12 June for general and vocational education and training actors – principals, teachers, pupils and parents. Preliminary results show that 84% of students, 95% of teachers and 78% of parents evaluated distance learning as well or very well, all those involved in the education process have been able to adapt to the new situation, completely reorganise their daily and learning habits, and successfully overcome difficulties and challenges. According to teachers assessment, 87% of pupils (76%) were able to adapt to distance learning in a good or very good manner. In addition, 73% of teachers admit that they have organized distance lessons quite well and 11% think that they have managed very well. Only 1% of the respondents rated this process as quite bad or very bad.</p> <p>HEIs have been quite effective in switching to the distance learning mode. Notwithstanding the challenges (adoption of digital learning solutions in a very short period of time and unequal initial readiness levels across and within HEIs), institutions managed to adapt to the new way of teaching and learning. There were more challenges in study areas where laboratory assignments, practical training and examinations with a practical component could not be carried out remotely.</p> <p>HEIs learned the importance of timely communication with students to explain the change.</p> <p>HEIs organized internal training sessions for the academic personnel to help them teach in an online mode. Not everybody had high digital skills from the start, and it was a steep learning curve. HEIs also provided the lists of online resources that both academic personnel and learners could consult. The Ministry has proposed to review the existing projects supported by the European Structural Funds and divert more resources for digitalization of the study process, including enhancement of digital skills of the academic personnel.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>A survey on evaluation of distance learning, online tools and teaching process, attitude and challenges faced in the last semester of this academic year is being conducted from 26 May to 12 June for general and vocational education and training actors – principals, teachers, pupils and parents.</p> <p>No feedback has been collected from HEIs regarding effectiveness of online learning tools. However, there is going to be a study regarding HEI digitalization that will also cover the current experience.</p> <p>Already before the COVID-19 crisis, the Ministry had made digitalization of education, including the higher education, a strategic priority. It is currently being included in the policy planning documents for 2021-2027, such as National Development Plan, Education Development Guidelines, and Science and Technology Development Guidelines. In addition, the Digital Transformation Guidelines will include a direction “Digitalization of education and science”. This year the Ministry will conduct a study “Evaluation of HEI</p>

digitalization in Latvia” to obtain data for making decision regarding investments in digitalization. This study was planned already before the crisis. The Ministry and the HEIs have learned in this process that we had set the right priorities in the previous planning period and are building on them in the upcoming period. The crisis gives the opportunity to accelerate their implementation.
18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?
It is not foreseen to re-open on-site visits, except for students in graduation grades and for exams.
19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?
No decisions have been taken yet with the regard to new academic year to come. In the vast majority of HEIs the academic year will start beginning of September as usual. How it will proceed depends on the epidemiological situation in the country. HEIs are bracing themselves for both ways – distance and on-site learning.

LITHUANIA

Last update: 4/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

According to May 8 amendments to the general curricula, the educational process ends on June 4 for primary pupils (grades 1-4), on June 18 for secondary pupils (grades 5-10) and for III grade gymnasium pupils (Year 11). Educational process for graduates/final year pupils finishes on May 22. However, if a school had a more intensive educational process, these dates may differ and the educational process could end earlier.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

The quarantine period, which started from March 16, was prolonged until June 16 on May 27 with easing further quarantine measures.

From May 18 it is proposed to resume early childhood education and care and pre-school education, the provision of contact social services as well as opening day care and centres for children and people with disabilities.

On May 13 the Lithuanian Government decided to further ease quarantine measures and allow reopening of schools on voluntary basis (primary schools – from May 25, secondary schools – from June 1). The final

decision on whether schools will continue distance learning, or in a blended way, or in a conventional way has to be made by municipalities and school leaders. Vocational training and higher education activities that cannot be pursued via distance learning can also resume.

From May 25 non-formal education, educational programs, pedagogical psychological or educational support, special needs services and children's summer camps (from June 1) are also allowed to reopen.

The Ministry of Education, Science and Sport suggested that formal education should continue until at least June 1. Schools which will have completed the curriculum by that date, could continue with extra-curricular activities, individual consultations, projects, etc. Gymnasiums should assure that graduates would get all the assistance/consultations needed to prepare for *State Matura* exams.

According to May 8 amendments to the general curricula, the educational process ends on June 4 for primary pupils (grades 1-4), on June 18 for secondary pupils (grades 5-10) and for III grade gymnasium pupils (Year 11). Educational process for graduates/final year pupils finishes on May 22. However, if a school had a more intensive educational process, these dates may differ and the educational process could end earlier.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

HEIs dormitories in Lithuania are not closed during this period. Accommodation is provided for foreign students staying in Lithuania or students who have decided to stay in dormitories. Certainly, safety and health requirements have to be ensured in these facilities (following the common guidelines for accommodation service providers by the Ministry of Health).

Bearing in mind that HEIs are autonomous institutions, they apply different rules regarding the payment of dormitory fees (in some cases the fees have been reduced by 25% for the quarantine period, in some cases the fees for this period have been cancelled).

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

ECEC institutions started reopening on May 18 for all children (previously – only for children of key workers). The Ministry of Health has established health safety requirements for ECEC institutions. The difference from what has been so far is not big - the hygiene norm applied to reopened ECEC institutions does not limit the number of children in groups, but requires that groups are isolated/do not mix with other groups. ECEC staff work in only one group, children attend the same group, children's health is ensured. If their fever develops (37.3°C or higher) or if there are signs of upper respiratory infections, children cannot be accepted. Children, who are sick and children who are healthy, but living with people in a risk group (over the age of 60 and/or persons with chronic diseases, specified in the Order of the Minister of Health) are not allowed to attend ECEC institutions. A very important requirement is that educators who are in a risk group are recommended to work remotely. Only non-at-risk educators should work in contact. Temperature of staff is measured every day upon arrival to work. If it exceeds 37.3°C, the person is not allowed to work.

It is recommended to provide meals in the premises of a group. If it is only possible to organise meals in common premises/canteens, then groups should eat separately from other groups according to a schedule. The premises have to be cleaned after each group.

Educators/staff and parents who accompany their children to the entrance of the kindergarten, have to wear masks. Disinfectants have to be available for adults and should be out of reach for children. It has to be ensured that children wash hands regularly. The premises have to be cleaned and ventilated in accordance with the requirements set by the Ministry of Health during the pandemic.

Extra-curricular activities have been open for children from May 18 as well. In order to ensure safe environment, non-formal education groups should not have more than 10 children, and only healthy children should attend such activities.

<p>Almost 80 % of schools have decided to continue with distance learning only. In a quarter of schools, lessons will take place in a blended way - some lessons will take place remotely and some practical lessons and laboratory work will take place in schools.</p> <p>Blended learning is organized more often for students in grades 5-11. This model is chosen by every fourth school educating students of this age group (usually smaller schools in the regions). Only 10 percent of primary schools are organizing at least part of the lessons in classrooms or on the territory of the institution.</p> <p>If schools have decided to hold lessons or consultations in the classroom, they have to follow such requirements: the classrooms must be arranged in such a way that a distance of at least one meter is maintained between the seated students. School opening hours, the beginning and end of lessons of different classes, the time of breaks should be adjusted as far as possible, and students in different classes should be separated when they enter or leave school, use common areas, rest or eat. Students should not have direct contact with staff whose responsibilities do not include working directly with students.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>The reopening is even more challenging than the closure of schools. We experience a shortage of premises where safe face-to-face instruction could take place. Also, many teachers in Lithuania belong to a risk group, our data show that they comprise around 20% of our teaching staff. Therefore, we'll have to consider the challenge at the start of the next school year as well, so that the safety of all our teachers be ensured. We will need additional funding to equip these teachers with additional technological means for distance education.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>After discussions with stakeholders, on April 9 the Lithuanian Government made a decision to organise national school graduation exams (<i>state matura</i>), which will start almost a month later than usual - on June 22. This allows graduates to have more time to prepare for exams not only by distance learning, but also provides them with a possibility to meet teachers directly on school premises for consultations (from June 1), provided that all safety and health requirements are met.</p> <p>The Working Group set up by the Ministry of Education, Science and Sport (it includes officials from the Government and the Ministry of Education, Science and Sport, representatives of Lithuanian higher education institutions, Lithuanian general education schools, members of the Lithuanian Students' Union and the Lithuanian Pupils' Union) has agreed on the schedule of the <i>state matura</i> exams as well as on the dates of admission to higher education institutions.</p> <p>It has been decided that the main graduation exam session will take place from June 22 until July 21. The retake session for graduation exams will be held from July 22 until August 18.</p> <p>The dates of part of the graduation exams, which were scheduled for April, were moved to May and June (up to the end of June 2020). The graduation exams which are carried out during the educational process (school-level art exam, school-level technology exam and optional school graduation project) will be finalised by remote means (the final part of the exam, i.e. the presentation of the work to the evaluation panel, will be done remotely). Also, the speaking part of the Lithuanian language and literature exam will be carried out remotely. Schools can start issuing school graduation certificates on August 7.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Regarding the general admission to <u>higher education institutions</u>, submission of applications will start on June 1 and continue until August 18. The admission to higher education institutions will be organized in two rounds</p>

(the first one will take place from August 25 until August 28, the additional admission will start on August 31, ending on September 11). Thus, higher education institutions are given recommendations to start the new academic year later this year – September 14 (instead of September 1).

Admission to VET is organised twice a year (summer and winter admissions) in order to increase VET flexibility and accessibility. Summer admission to VET institutions is postponed by a month (will start on May 20) and is planned to be aligned with the dates of admission to HEIs. In LT both HE and VET admission is carried out via the same central system - Lithuanian Association of Higher Education Institutions for Organisation of General Admission (LAMA BPO).

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

National and international competitions have been postponed or cancelled.

51st International Physics Olympiad (IPhO) this year (July 2020) had to be hosted in Lithuania, but due to COVID-19 pandemic it has been postponed and will be held next year, July 2021.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

VET practical training was suspended during the quarantine. Most of VET students had a possibility to carry out around half of the required practical trainings before the quarantine. It is recommended that, for those students who have completed less than half of the practical training, VET providers allow them to complete the remainder of the practical training at another time after the quarantine period, at student's request.

The assessment of the competences acquired by the final year students of the vocational training programs for the academic year 2019–2020 in order to obtain a qualification (except for certain programmes, such as, for example, paramedics, police, firefighter rescuer training programmes, etc.) were not performed during the quarantine period. Averages of the evaluation of the theory and practical training achievements of the program modules will appear in the diploma of the students, who studied according to the modular (90% of the VET programmes in LT are modular) as well as non-modular vocational training program. It is recommended that, for those students who have completed less than half of the practical training, VET providers allow them to complete the remainder of the practical training at another time, at their request.

The procedure for the assessment of competences acquired by unemployed persons (funded by the Employment Service under the Ministry of Social Security and Labour) and employed persons or persons studying at their own expense under formal vocational training programs during the quarantine period are established by the relevant accredited competence assessment institutions.

Regarding HE - the Order of the Minister of Education, Science and Sport for the quarantine period lays down the main principle - the whole study process has to be organised remotely/on-line during this period. With further ease of the quarantine restrictions, HEIs can resume practical activities from May 25. HEIs are autonomous and it is up to them to decide how to ensure the acquisition of learning outcomes, when it is not possible to organize all parts of the learning process virtually. Universities have redesigned their internships so that both content and assessment/exams take place remotely. Some HEIs resume the study parts/activities that are not possible to organise virtually or exempt from those parts the final year graduates.

HIGHER EDUCATION
10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?
If the organisation of exams is carried out as foreseen in the latest decisions under quarantine conditions, no change regarding enrolment requirements and tuition fees is envisaged.
11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
<p>HEIs dormitories in Lithuania are not closed during this period. Accommodation is provided for foreign students staying in Lithuania or students who have decided to stay in dormitories. Certainly, safety and health requirements have to be ensured in these facilities (following the common guidelines for accommodation service providers by the Ministry of Health).</p> <p>Bearing in mind that HEIs are autonomous institutions, they apply different rules regarding the payment of dormitory fees (in some cases the fees have been reduced by 25% for the quarantine period, in some cases the fees for this period have been cancelled).</p>
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
<p>The national school graduation exams (<i>State Matura</i>) will be organised a month later than usual - from June 22 until July 21. School graduation certificates will be ready only on August 7.</p> <p>The admission to higher education institutions will be organized in two rounds (the first one will take place from August 25 until August 28, the additional admission will start on August 31, ending on September 11), while submission of applications will start on June 1 and continue until August 18. Thus, higher education institutions are recommended to start the new academic year later this year – September 14 (instead of September 1). This later start of the academic year, as well as later admission procedures will hopefully serve not only Lithuanian nationals, but all those affected by the pandemic and willing to study in Lithuanian higher education institutions. We are encouraging our higher education institutions to grant flexibility within their competence to all young Europeans in case of COVID-19 related difficulties.</p>
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?
The education process is provided/continued on-line/via distance learning.
15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
It is very important to have a common general EU approach regarding learning mobility.

As to enrolment impact, MoESS is recommending to start studies on September 14. The schedule of learning mobilities will depend more on the situation of the pandemic rather than on the enrolment. Currently, most HEIs postpone learning mobilities, since virtual mobility cannot entirely replace physical mobility. Although priority goes to physical mobility, some HEIs think of blended mobilities to adapt to the situation. As regards virtual mobility, it is very important to focus on high quality of virtual mobility both on the sending and receiving parties.

Among other quarantine softening measures, on May 6 the Government decided to allow organising foreign language proficiency assessment tests for persons planning to study in foreign higher education institutions from May 11, provided that no more than 10 persons participate in the test and there is at least 10 sq. m area per person and a distance of at least 2 m between persons.

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

In the context of sudden lockdown, which started on March 16, the transition/shift to distance learning in LT was successful despite many challenges thanks to commendable work of teachers and schools.

During two weeks of advanced spring holidays schools together with teachers have prepared themselves for distance learning according to the Guidelines of the Ministry of Education, Science and Sport. Schools have provided children from socially vulnerable families with the tools needed for distance learning (e.g. school computer, tablet or mobile phone, including internet connection). Schools had to nominate ICT coordinators, who advise teachers and students on the use of technology. Teachers are encouraged to create teachers' groups (e.g. via social media) where everyone is invited to share their experiences.

To help schools, the digital teaching base with learning environments, methodological materials, teaching aids and other school-relevant information is being constantly updated on the National Education Agency's website: <https://www.nsa.smm.lt/total>

Teachers are consulted virtually by the National Education Agency on a daily basis. They are also recommended to watch webinar series on distance learning, share their best practices, which can be found on the website of the Agency (information is constantly updated): www.nsa.smm.lt/nuotolinis

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

Schools in LT are free to choose from a big variety of tools, which are the most suited to their needs/context. Currently, various options are available on the market, such as electronic journals/digital platforms (used for communication with pupils as well as parents, record keeping, homework assignments, tasks carried out at school, calendar of tests, school activities, etc.), virtual learning environments, collaboration platforms, etc.

It is also recommended to use the existing national digital curriculum that is freely accessible to all schools (www.nsa.smm.lt/nuotolinis).

The challenging experience of recent months has mobilised us and our stakeholders and it will be used for the future. We are planning to hold a forum with practitioners, experts, researchers in June to discuss and analyse the experiences of distance learning under the quarantine and the use of these lessons for further development of the strategies of distance learning and digital education. We hope that the outcomes of the Forum will help us prepare for the new school year as well.

We are currently updating our general education curricula and we plan to include the distance learning experience and revised digital content in its new updated version. At the same time, we are giving more focus on the development of teacher digital competences.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?
Since only around 20% of schools are planning to reopen before summer holidays, we do not expect to have significant indications on how the return to face-to-face learning is affecting the spread of the pandemic in the wider community.
19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?
We are planning to hold a forum with practitioners, experts, researchers on June 18 to discuss and analyse the experiences of distance learning under the quarantine and the use of these lessons for further development of the strategies of distance learning and digital education. We hope that the Forum will help us identify the best areas of success and areas where to invest in the future as well as prepare for the new school year.

LUXEMBOURG

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR
1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?
Please refer to question 2 for the organisation for the end of the school year. It will not be prolonged, vacations will not be shortened. A number of remediation and support measures will be put in place and are currently discussed with partners. Curricula, grading and exams have been modified in order to ensure an efficient ending of the school year. For primary schools, the second and third trimesters of the current school year are merged into a single reference period which runs from Monday 6 January 2020 to Wednesday 15 July 2020.
2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?
On April 15, the government communicated on the successive phases of its exit-strategy balanced between public health imperatives and the psycho-social and economic aspects of the current confinement. In the Grand Duchy, the rate of new infections shows a downward trend and thus reflects the effect sought by the confinement measures put in place on 16 March 2020. However, the government has decided to proceed only with a cautious lifting of the confinement measures. Thus, the deconfinement strategy consists of: <ul style="list-style-type: none"> • protecting in particular vulnerable groups;

- implementing a gradual exit from confinement in phases sufficiently separated from each other;
- ensuring, at all times, sufficient hospital capacities in normal and intensive care to be able to handle serious cases in health care institutions;
- making the population aware of its responsibilities and to reduce as far as possible the risk of uncontrolled spread by maintaining, or even strengthening, the barrier measures to be observed in any place where people congregate;
- implementing preventive measures at work;
- ensuring the isolation and close follow-up of new cases of infection;
- developing testing capacities and support research in particular with regard to serological tests to measure the acquired immunity of the population.

The resumption of activities can therefore only take place in successive phases that are well thought out in terms of impact. The decision to launch a phase is taken by the Government on the recommendation of the Prime Minister and the Minister of Health, and it is based on close monitoring of the evolution of the number of newly infected people in the population and an estimate of available hospital capacity in the short and medium term.

The Prime Minister and the Minister of Health may submit to the Government Council at any time a proposal to reintroduce stricter confinement measures when, on the basis of the monitoring of the evolution of the situation, it appears that hospital capacities are likely to reach a critical level which could jeopardise the proper care of patients.

It is important to note that any resumption of activities will be accompanied by very strict barrier gestures and complemented by the mandatory wearing of a mask or any other device that covers the nose and mouth for interpersonal contact situations if the safety distance of 2 metres cannot be guaranteed.

On April 16 the minister of education gave additional information on the step by step reopening of schools and the deconfinement strategy adopted for the education sector.

To reconcile the objectives of school quality and maximum protection, the resumption of activities in the school and educational sector will be based on two principles:

Learning will take place in two different groups, who will alternate between learning new contents and repetition of these contents. Teaching will focus on the essential and necessary content for the continuation of the programs of the following school year.

In basic and secondary education, lessons will resume according to an alternating system which will ensure the continuity of teaching and learning while at the same time reducing by 50% the number of pupils simultaneously present in school buildings.

The teachers will teach the same course for two weeks in a row (each week for another group corresponding to half of the pupils, while the pupils will benefit from one week of lessons at school followed by one week of repetition work at home or in an out-of school service. All physical education or swimming lessons are cancelled until the end of the school year.

Second principle is maximum protection, strict measures for ensuring physical distancing and hygiene will have to be put in place in every school.

Wearing a mask or a protection covering nose and mouth will be compulsory for the ride to school in public transport of course. In the classroom, if physical distancing can be guaranteed wearing of a mask can be handled on a flexible basis.

Phase 1 - tentative date 20 April, 2020

On 4 May Senior classes (last year of secondary education), as well as internships and practical work at BTS and university Level will resume.

Enabling pupils to close their final year and to obtain their diploma, which retains all its value, is a main objective.

To guarantee social distance, the pupils of each class are divided into two groups, A and B. The school administrators will establish a timetable with a deferred timetable for each of the two groups.

For all students in this final year of secondary education the week of May 11, 2020 will be devoted to regular tests counting for the school year's grades.

The results of the school year that count in the context of the secondary school leaving exam, will be considered, but must not be prejudicial to the students. Thus, at the student's request, an optional class assignment may be written in a maximum of three subjects during the week of May 18, 2020. The grade for the optional assignment will be considered in the calculation of the semester grade.

The exams for the secondary school leaving exam will start on June 25, 2020 according to the schedule originally planned.

To give each student a fair chance to pass their final year despite the exceptional circumstances, the examination questionnaires will focus exclusively on the subject covered in class before March 13, 2020.

Resumption of aid and assistance activities

Social and therapeutic assistance measures for vulnerable pupils and children with special needs will resume. Professionals of these services are authorized to establish direct and punctual contact with the children and young people concerned.

Special support measures have been put in place to prevent drop out of disadvantaged students who find themselves isolated at home and who have not or little participated in distance learning.

In cases where it proves impossible to establish or maintain long-distance contact with these pupils or their parents, psycho-socio-educational professionals (teams for the support of pupils with special needs) will provide occasional care in the schools.

Special needs students will receive their specialized care insofar as the continuity of therapy, rehabilitation or diagnosis depends on it.

Vocational Education and Training

The final classes of CCP (certificates of professional competence), DAP (diploma of professional competence) and DT (diploma of technician) resume on May 4, 2020 according to a system of weekly alternation (see above). The courses will continue until the dates on which the student will present their final integrated projects (PIF) in the different courses.

The duration of these sessions will be adapted and the projects will only relate to the material treated before the end of the 1st semester 2019-2020. The evaluation of projects will consider the constraints linked to the current context.

Phase 2 – tentative date 11 May 2020

All other levels of secondary education and vocational training will resume.

Classes will resume according to a weekly alternating system (see above). This system (a week of school lessons followed by a week of repetition of the contents) will continue until the end of the school year.

Class assignments will be organized only in mathematics, languages and in the specialization disciplines of the upper classes.

Vocational education and Training

All levels of VET will resume on May 11, 2020 according to a system of weekly alternation (see above).

In the professional sectors for which deconfinement has been decided, apprentices will be authorized to return to their apprenticeship position, provided that health security is guaranteed and that their practical training can be provided in the best conditions by the company providing the training.

Phase 3 – May 25, 2020

Resumption of classes in primary (fundamental education) cycles 1 to 4 (ages 3 to 12), as well as reopening of ECEC services and childcare facilities.

Classes in the 4 cycles of primary education will resume on a weekly alternating system (see above). This system, one week of school lessons followed by a week of repetition at home or in an out-of school facility will be continued until the end of the school year.

During the weeks devoted to repetition the students can stay home and do this work by way of distance learning or they are offered a place in an out-of school facility where they are helped with their homework.

In each municipality, this alternate system will be organized by the regional directors in collaboration with the municipal authorities, the school committee and the provider of the out-of school services.

Swimming lessons and sports lessons will also be suspended until the end of the school year.

Day Care centres and out-of school services and child-minders assistants will resume their activities on May 25, 2020.

<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>All measures regarding safety are currently been drawn up with respect to the specific constraints for each level of education. This work is done in collaboration with health services, pedagogues, psychologists, teachers, school administrations and local authorities. No documents and details have been published as of this date.</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>For each pupil in primary schools, an interim report is drawn up for the period from 6 January to 15 July 2020. For pupils moving on to the next cycle of learning, an end-of-cycle evaluation will be drawn up at the end of the school year.</p> <p>The national tests which pupils take at the end of cycle 4.2 (end of primary school) and which are part of the orientation procedure for secondary education are cancelled. The decision of orientation will be based on the pupil's productions during cycle 4, on the intermediate assessments of cycle 4 and on the information of the psychologist - if the parents have opted for his intervention.</p> <p>The orientation interviews, during which the class teacher and the parents take a joint orientation decision, are maintained. Enrolment at high schools will take place between 29 June and 3 July 2020.</p> <p>For secondary education: During the period of suspension of classes, in languages and mathematics and in the specialisation subjects of the different sections in upper secondary education classes, teachers regularly give each student constructive feedback on progress made and elements to be worked on. After classes resume tests will be organised in each of these subjects.</p> <p>For the calculation of the semester average grades in each subject, the lowest grade will not be considered. To reward the student's participation in distance learning during the interruption of classes, teachers may add a bonus of 1 to 4 points to the average mark obtained by the student in each of these disciplines during the period from 6 January to 9 July 2020.</p> <p>As for the other subjects, from the date classes resume, students will revise with their teachers the work done during the period of interruption and have the opportunity to rework it. The work is then assessed by a numbered grade. For the calculation of the semester average grade in each subject, the lowest will not be considered. To reward the student's participation in distance learning during the interruption of classes, teachers may add a bonus of 1 to 4 points to the average mark obtained by the student in each of these subjects during the period from 6 January to 9 July 2020.</p> <p>The criteria for passing the school year remain unchanged.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p><i>Secondary education leaving exams</i></p> <p>During distance learning until 3 May 2020 new subjects will be covered in order to guarantee students the continuity of learning necessary for their university career. Teachers will regularly provide feedback to each student on the progress made and the elements to be worked on. The secondary education leaving exams start as planned on 25 May 2020 and take place according to the schedule initially set.</p> <p>However, the examination questionnaire will focus exclusively on the subject matters studied in class and will therefore not cover the content students had to learn during the period of distance learning.</p>

<p>The examination syllabuses for all subjects will be adapted and published on a specific platform. The final grades of the graduation class (last year of secondary education - Première) are based for 1/3 on the annual and for 2/3 on the examination grades.</p> <p>It will be ensured that the results obtained during the school year shall not be prejudicial to the students. To ensure this, the pupil will have the choice between three options:</p> <ul style="list-style-type: none"> - option 1: the grade obtained in the first semester is considered as an annual mark. - option 2: the grade obtained, if applicable, in the second semester is considered the semester average. At the student's request, an optional class assignment may be written in a maximum of three subjects a week prior to the exam. The grade of this optional test is added to the grade already obtained for the calculation of the semester average. - option 3: in the absence of a grade/average from the second semester on the last day of class, there are two possibilities: either a class assignment may be written in a maximum of three disciplines during the week prior to the exam and the grade obtained on the class assignment constitutes the semester average; or the grade from the first semester is considered as the annual average. <p>Criteria for admission, deferment or refusal remain unchanged.</p> <p><i>For Vocational Education and Training</i></p> <p>Training at school, as well as in the company providing the training are both interrupted since March 14th until May 4th (until further notice).</p> <p>All necessary measures are taken to ensure continuity of learning and to enable students and apprentices to graduate in the 2019/20 school year. Therefore, a number of options will be offered to help students succeed and complete their school year and the evaluation procedures are adapted to the constraints of the current situation. After courses resume, wherever possible each training module will be evaluated</p> <p>Distance education focuses on the essential content needed to enable students to progress. Regarding the subjects to be covered after the Easter holidays, an important part of the teaching is theoretical. Practical teaching can also be provided through distance learning using digital tools wherever possible.</p> <p>Apprentices will be exempted from the modules usually taken during the second semester. These modules will therefore be considered as passed.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>There are no changes foreseen, deadlines can be maintained so far.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?</p>
<p>In general terms, VET is aligned to all decisions for Secondary Education. Particular situations are handled as follows.</p> <ul style="list-style-type: none"> a) A team was put together to provide strategic council VET teachers how to teach the particular subjects in a distance learning setting. The includes recommendations on how to communicate with students, what kind of content is essential, what interactive learning resource can be used, etc. A large number of training was provided to teachers to learn how to teach in such a situation, best practises were provided and an exchange among teachers was guaranteed. b) The Ministry of Education was in a constant exchange with the professional Chambers and the board of principals to discuss and decide on major topics, e.g., can apprentices do distance working, can internships take place in the health sector...?

- c) Based on studies and direct feedback for teachers, parents and principals, the VET community is handling this situation quite well. Teachers are very motivated to seek and elaborate digital learning resources, and it seems some generally, students keep on working from home, some do even improve their participation.
- d) A national learning platform “schouldoheem.lu” was created to provide digital learning materials. A team of co-workers of the ministry is adding new content on a daily basis.
- e) The main challenge to tackle are the practical subjects which – under normal circumstances – require a workshop or a lab. Here, three scenarios have been worked out : (1) live teachers demonstrations sessions, where the teacher operates “heavy machines” in his lab and student can guide him, (2) the teacher assigns missions to students they can do at home with the tools and “ingredients” they have, e.g., cooking or dressing a table, (3) teachers assemble sets of material and tools from the school’s stock and send it by mail to the students to guaranty that every student has the same equipment at home to work on.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

In most cases, the main content, especially more theoretical content, can be taught in an electronical way. However, as students spent less time “in school”, not all content can be assimilated as in normal times. Therefore, the curriculum teams were instructed to figure out what content is essential, e.g., which the student must have assimilated for the final test or to have better chances to succeed in the next school year.

Several cases are possible:

- 1) In general, once the students get back to school on May 11, essential content will be taught.
- 2) Competences or even complete modules can be “not evaluated”, though the students’ needs to get evaluated on that content during the next term.
- 3) In special cases, modules can be “dispensed”, e.g., internships of modules are normally done in a company. As both cannot be completed, such modules are considered “passed”.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

Schools open on May 4. This allows to keep the regular schedule for the VET exams, starting June 10. The exam will only cover subjects that have been taught during the first semester (before the confinement). The time the students get back to school (between May 4 and the start of the exam), the teachers were instructed to focus on repetitions and finalizing practical work, e.g., pieces they would normally have done in workshops and which are part of the final exam.

HIGHER EDUCATION

10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?

In Luxembourg there is only one public university, hence the information for questions 10-15 only concerns this HEI. Private universities are not under the direct oversight of the State and are autonomous.

The measures taken so far at the University of Luxembourg are the following:

The enrolment process has been fully digitalised and simplified.

The application deadlines for non-EU students have been postponed to 11th May (for the online application) respectively 18th May (for the submission of the full application file by e-mail), instead of 26th April respectively 3rd May.

Application deadlines for EU students differ from one study programme to another and are generally later and have therefore not been adapted for now. However, the University of Luxembourg offers the possibility of

<p>conditional enrolment for students who do not yet fulfil the admission requirements, but can provide sufficient evidence that they will fulfil these conditions within a certain deadline. The deadline by which all requirements must be fulfilled is 15th November 2020.</p>
<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p>
<p>All student services, including psychological support, remain accessible remotely. In replacement of library services, an online catalogue with a range of electronic resources (publications, scientific articles, databases and ebooks) is available. An “ask a librarian” service is available by e-mail.</p>
<p>12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?</p>
<p>A decrease in the number of applications is likely, however the extent is difficult to assess at the moment, since the admission procedures are still at an early stage. As mentioned above, application procedures have been digitalised and simplified in order to allow a maximum number of students to apply despite the current circumstances.</p>
<p>13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>It is still too early to assess the financial impact and no measures have been decided upon for now.</p>
<p>14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?</p>
<p>The University of Luxembourg being the only public university in the country, decisions are taken in close coordination between the University and the Ministry of Higher Education and Research.</p>
<p>15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>It is too early at the moment to assess the extent to which learning mobility will be disturbed in the coming academic year, but the organisation of student mobility, in particular for the coming fall term, raises indeed many questions.</p> <p>The International Relations Office at the University has created a multi-university working group to look into ways of making "internationalisation at home" a better instrument that might compensate the lack of opportunities for student mobility. Virtual mobility, joint projects involving students of various countries and short-term mobility are also being considered as possible alternatives.</p> <p>The Luxembourg National Agency believes that additional funds might be useful to support distance learning and inclusion activities.</p>

MALTA

Last update: 4/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

In Malta, schools were closed as from 13 March 2020 as part of restrictions to limit the spread of the coronavirus. The shutdown, originally due to expire on 19 April 2020, was extended till the end of the current academic year. A Legal Notice, No 41 of 2020 was issued in connection to the closure of schools.

Government is providing free childcare services to children below the age of 13 whose parents work in the health sector, including those in the care of the elderly and disciplined forces.

Childcare centres will open on 5 June 2020 and they will need to follow obligatory conditions and guidelines issued by the Ministry for Health, while other educational centres will open in the future depending on further instructions from the health authorities. A restriction on the number of children allowed in childcare centres will be placed as social distancing will be maintained due to its importance in curbing the pandemic.

Summer school “Skolasajf” will open its doors to students on 1 July 2020. Necessary precautions tied up to social distancing and hygiene will be taken. Applications for summer school closed on 11 May 2020; however are open again between 4 to 9 June 2020. Up till 11 May 2020, 5200 applications have been submitted. With regard to private summer schools, up till 3 June 2020, the Ministry for Education and Employment (MEDE) had 38 applications from private service providers to register a Summer School 2020.

The Ministry for Education and Employment established a framework for the re-opening of educational institutions This framework is being discussed with the main stakeholders, at all levels, from childcare to tertiary level and including the different unions and associations. The Ministry is actively following the situation at both a national and international level, along with the advice of Health Authorities. The framework for the preparation of re-opening of educational institutions follows the model proposed by the United Nations, which was then adapted to suit the needs of our country. The framework is considering the various probable scenarios in which, eventually, educational institutions might open. According to each probable scenario, the framework is looking at five main aspects, which are; health and safety, information, development and training, the need for quality education, the need that education reaches every student, and the necessary financing.

Educational institutions, including the Malta College of Arts, Science and Technology (MCAST), plan to re-open their doors in September 2020 for practical components of the Academic Year 2019/2020. At MCAST, Junior College and most University of Malta courses, the Academic Year 2020/2021 will start on 19 October 2020 for all students, provided the national health authorities do not advise a postponement of the date.

The Bachelor’s and Master’s Degrees of Education, Postgraduate Certificates and Postgraduate Diplomas, together with all the Awards offered at the Institute for Education are planned to start on 1 October 2020. It is not expected that this date will change as lectures offered by the Institute for Education can also be offered online.

The Institute for Tourism Studies (ITS)’ academic year 2020/2021 will commence on 5 October 2020. In case schools remain closed, ITS is prepared to deliver all of its study programmes online. Furthermore, ITS will also deliver all the missed practical sessions of 2019-20 during September 2020.

<p>At the University of Malta, the start of the academic year for all students is being postponed by 2 weeks, to 19 October 2020. A few other courses will commence on 9 November 2020. Entry requirements both to the Junior College (Sixth Form) and the University of Malta have been adjusted to take into account the disruption caused by the emergency and the conditions under which students will be sitting for their Secondary Education Certificate (SEC) and Matriculation examinations in September 2020. Therefore, in most cases, entry requirements are less than those usually required. More information is available at: https://www.um.edu.mt/study/duringcovid-19/admissiontojc-2020 https://www.um.edu.mt/study/duringcovid-19/admissiontoug-2020</p>
<p>2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?</p>
<p>Wide reply to question 1 above. Furthermore, online teaching will continue to take place until the last school day in June 2020.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>Details regarding students' fees are outlined in the reply to questions 10 and 11 below. Details on the re-opening of ET institutions are outlined in the reply to question 1 above. With regard to students' dormitories in Independent Schools: Chiswick House School operate dormitories throughout the year. During the scholastic year September-June the dormitories are used by Chiswick House School and St Martin's College (CHSMC) learners who use them for Live-in experiences, for hosting international learners who visit on collaborative and exchange programmes that are run by the school and by sport camps that the College organises for its own learners with other sports teams. During the Summer months, between July and August, the dormitories are usually rented out to a Language School, and so is the whole building rented out too. Unfortunately, due to the pandemic all these rentals have been cancelled since March 2020 with sizeable amounts of revenue which will not be collected. This loss of income will not be covered. All fees that had been collected were refunded. Dormitories will remain shut when schools are reopened, due to social distancing procedures. They will be reopened when social distancing procedures are removed completely and it is deemed safe to reopen. St. Edwards' College operates boarding throughout the year (September - June) for the students some have stayed in school, keeping the social distancing rules and having no contact with outside entities. Those that returned home have had their fees refunded, while those staying have had their fees reduced as per the agreement already mentioned. During the school year dormitories are available for students which are used for live-ins. These have been halted and will continue not to run for as long as social distancing rules are in place.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Wide reply to question 1 above.</p>

<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>Vide reply to question 1 above. Additionally, in view that the Institute of Tourism Studies (ITS) delivers many practical modules, the fear is that these practical sessions would have to be pushed further back. Furthermore, work-based learning experiences in the hospitality sector (which is a mandatory experience for most of the programmes) is difficult to tap into in the present and possibly also in the coming year.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Apart from the health and wellbeing of students, it is the Government's priority is to ensure that students can move on as planned to the next stage of their lives. In this regard, on Saturday 28 March 2020, the Ministry for Education and Employment (MEDE) announced a set of holistic and comprehensive decisions regarding schools, examinations and educational institutions, encompassing all levels of education ranging from kindergarten to tertiary level. Therefore, students at all levels, their parents or legal guardians and educators are aware of the way forward during these extraordinary circumstances. Stakeholders, including the church and independent sector, the Malta Union of Teachers and all education institutions and Students' Unions were involved throughout the decision-making process. All decisions taken by the Ministry for Education and Employment (MEDE) were in consultation and in agreement with them.</p> <p>Through this cooperation, the Ministry for Education and Employment (MEDE) published comprehensive national plans leading to the opening of the 2020-2021 scholastic and academic year. Any requirement to gather for the purposes of examinations or training as outlined below has been planned for after September 2020, and their occurrence or form will be dependent on the health situation in the country at the time, which can only be assessed closer to the date.</p> <p>In primary schools, pupils will automatically progress to the next year, in the same group/class. In the case of Year 6 students will progress automatically to Year 7. This means that the Year 6 benchmark assessment will not take place. In secondary schools, pupils will automatically progress to the next year for years (7,8,9 and 10). In the last year (grade 11), the national examination (Secondary Education Certificate (SEC) examinations ('O' levels)) will not be done in the session beginning 23 April 2020. A predictive assessment method will instead be utilized and will be carried out by the national assessment board, the Matriculation and Secondary Education Certificate (MATSEC) Board. This will be based on the marks obtained during the annual mock exams held in secondary schools. The MATSEC board will be issuing a predicted level for each student following this exercise.</p> <p>The MATSEC Board will then issue a certificate to successful students showing whether Level 2 or Level 3 was reached. This certificate will allow students with the opportunity to progress into post-secondary schools. Opportunity will be also given to students, if they wish to do so, to sit for the SEC examinations during the September session. A number of post-secondary institutions are also accepting School Leaving Certificate (Secondary School Certificate and Profile [SSC&P]) level 3 awards for direct entry.</p> <p>Intermediate and 'A' levels exams will not be held during the session starting on 23 April 2020 but will instead be postponed to September 2020. Students will be receiving timetables and all details.</p> <p>The re-sit session will be done in December 2020. This being said, all the necessary provisions will be undertaken so that students be given the opportunity to enrol into University of Malta, Malta College of Arts, Science and Technology (MCAST) or other educational institutions in the coming academic year.</p> <p>In the case of students who are currently undergoing their studies at the University of Malta, Malta College of Arts, Science and Technology (MCAST) or other educational institutions, the necessary arrangements will be done so that they are able to continue their studies.</p>

A set of detailed Frequently Asked Questions (FAQs) covering all cycles in the education sector, have also been published, and are regularly being updated. The FAQs reply to questions from kindergarten up till tertiary education sector. Hereunder is the link to the FAQs: <https://newsbreak.edu.mt/2020/04/03/publication-of-the-complete-plan-questions-and-answers/>

Applications for matriculation exams in September 2020 were open between 4 -10 May 2020, however MATSEC is giving another opportunity to interested individuals to apply for Advanced and Intermediate examinations scheduled in September 2020. Applications for SEC exams in September 2020 will be accepted from the 17 - 24 July 2020.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Vide reply to question 6 above.

Furthermore, at the University of Malta, the start of the academic year for all students is being postponed by 2 weeks, to 19 October 2020. A few other courses will commence on 9 November 2020. Entry requirements both to the Junior College (Sixth Form) and the University of Malta have been adjusted to take into account the disruption caused by the emergency and the conditions under which students will be sitting for their Secondary Education Certificate (SEC) and Matriculation examinations in September 2020. Therefore, in most cases, entry requirements are less than those usually required. More information is available at:

<https://www.um.edu.mt/study/duringcovid-19/admissiontojc-2020>

<https://www.um.edu.mt/study/duringcovid-19/admissiontoum-2020>

At the Institute of Tourism Studies (ITS), prospective students are to refer to the ITS prospectus for specific entry requirements to Foundation and Certificate programmes. An overview of these criteria is being reproduced below:

- Applicants who successfully complete: (i) compulsory education; or (ii) the Alternative Learning Programme (ALP) will be admitted to the Foundation Programme in Tourism and Hospitality (MQF level 2).

Applicants who successfully achieve a minimum of 5 (five) O level subjects of which; 2 (two) O level subjects shall include Hospitality, Mathematics, Maltese, English and/or Home Economics at MQF Level 3 (SSC&P level 3) attained either by the respective secondary schools or MATSEC predictive assessment or during the September 2020 examination session, and any other 3 (three) O level subjects at MQF level 2 or better (Secondary School Certificate and Profile [SSC&P] level 2) attained either by the respective secondary schools or MATSEC predictive assessment or during the September 2020, will be admitted to the certificate programme of their choice.

- Or

Applicants who successfully achieve a minimum of 4 (four) O level subjects of which 1 (one) O level shall include Hospitality or Home Economics with a result of grade 1,2 or 3 (MQF level 3 / SSC&P Level 3) attained during the September 2020 examination session and any other 3 (three) O level subjects with any grade between 1 and 7 (MQF / SSC&P level 2 or better attained either by the respective secondary schools or MATSEC predictive assessment or during the September 2020 including English language, will be admitted to the certificate programme of their choice.

For more details on SSC&P certificates and levels kindly refer to Admission to ITS section in the ITS prospectus: <https://its.edu.mt/courses-admission/its-prospectus.html>.

ITS will provisionally accept students studying at Matriculation level to ITS Level 6 programmes, depending on specific entry requirements. Prospective degree students are to refer to the ITS prospectus: <https://its.edu.mt/courses-admission/its-prospectus.html>.

All provisionally accepted students will have their status reviewed following the publication of results of the September 2020 examination session and subsequently the resit session in December 2020.

Between September 2020 and December 2020 if:

<p>a. A student does not achieve more than 36, the student will be redirected into an alternative program accordingly.</p> <p>b. A student gets between 36-43 points the student can continue through the 1st Year and only if they pass from all 1st Year modules they can proceed to Year 2</p> <p>c. A student who achieve 44 Points or more will be able to proceed as per ITS Rules and Regulations.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>Vide replies to questions 6 and 7 above.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>At compulsory education level:</p> <ul style="list-style-type: none"> - Students following VET programmes in compulsory education will be awarded their grade on the practical assessments held to date prior to school closures. <p>At post-compulsory and tertiary education level:</p> <ul style="list-style-type: none"> - The Malta College of Arts, Science and Technology (MCAST) has put on hold practical components of curricula during college closure and a plan has been drawn to cover all theoretical parts of programmes within the academic year (till July 2020) and finish off any mandatory practical components in September-October of the next academic year where possible. Thus some programmes will close off in July 2020 but others will close off in October 2020. In particular specialised areas where the practical component is massive or depending on other entities, the programmes might need to close off later. - The Institute of Tourism Studies (ITS) will be providing a crash course to students in September 2020 to cover the practical elements of the programmes. This practical crash course is intended to give students the skills required to progress to a higher level programme and to provide a basis for continuous assessment. - At the University of Malta, practical sessions in laboratories or placements in various settings (hospitals, schools and social work agencies) will be organised once authorisation is received from the health authorities.
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>State schools in Malta are non-paying, thus no tuition fees are applicable.</p> <p>As at 19 April 2020, 2,200 jobs in the private education sector will be safeguarded after an agreement was reached between the government, independent schools, and private childcare centres. The same holds for students, none of whom will lose their place at school. In private schools there are more than 900 full-time employees and 180 part-time ones. Thanks to this agreement, all fees will be reduced by 35% while teaching continues online. The 778 full-time and 269 part-time workers at private childcare centres will also have their employment secured. This means that once the spread of Covid-19 passes, the free childcare scheme will once again start in order to strengthen Malta's labour market and economy.</p>

Changes to entry requirements to the Junior College and the University of Malta are detailed in the reply to question 7 above. No changes to tuition fees at the University of Malta have been made, but possible reductions in fees are under consideration.

With regard to the Institute of Tourism Studies (ITS), vide reply to question 7 above.

With regard to Independent Schools:

St Martin's College Sixth Form has continued to operate virtually. Entry Requirements for Level 12 students for scholastic year 2020/2021, have been adapted slightly to make it easier for students to progress to A level and Intermediate courses since St Martin's College Sixth Form is accepting Level 3 certificates (as opposed to insisting on SEC exams having to be sat for) and all SEC certificates. Promotion procedures from L12 to 13 have also been amended since exams will not take place and assessments alone will be used.

Furthermore, at St Martin's College Sixth Form, for scholastic year 2019/2020 school fees for Level 12s have been deducted by 35%. A Solidarity Fund for parents in dire straits has also been set up to assist.

Verdala International School has continued to operate fully via distance learning using Zoom, Google Classroom and the Verdala International School online management system, Managebac. Grade 11 (16-17 year olds - International Baccalaureate [IB] Diploma year 1) are sitting end of year exams via Assess.prep. All other Secondary classes are assessed via summative assessments which are project-based. Primary classes also continue online and are assessed as normal except for specialist subjects. Verdala International School is in the process of acquiring a rebate to then offer 35% tuition refund for term 3.

St. Edwards' College International Baccalaureate Diploma has continued to operate virtually. Entry requirements have been altered slightly to allow the acceptance of the Level 3 certificate for entry. Promotion has only been changed in the fact that exams are not taking place. Students will now be promoted only if the Creativity, Activity and Service (CAS) Programme and Extended Essay proposal have been completed. Fees for 2019/2020 were reduced for the last term by 35%.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Regarding lifelong learning courses offered by the Ministry for Education and Employment (MEDE), arrangements are being made so that those who were unable to finish their course in 2019/2020, will have the opportunity to finish it in 2020/2021 for free. Since the said lifelong learning courses are subsidised, the Government would absorb this loss of revenue.

At present there are no measures in place to compensate for loss of revenue that usually comes in from rentals, use of dormitories, sports facilities and other activities such as internal and external live-ins, that generate additional revenue streams during the Summer months.

However, with regard to lost revenues, as per above, as at 19 April 2020, 2,200 jobs in the private education sector will be safeguarded after an agreement was reached between the government, independent schools, and private childcare centres. The same holds for students, none of whom will lose their place at school. In private schools there are more than 900 full-time employees and 180 part-time ones. Thanks to this agreement, all fees will be reduced by 35% while teaching continues online. The 778 full-time and 269 part-time workers at private childcare centres will also have their employment secured. This means that once the spread of Covid-19 passes, the free childcare scheme will once again start in order to strengthen Malta's labour market and economy. Hence, through this measure, Government has agreed to assist independent schools financially to cover staff costs and this will help them to bridge the gap that this shortfall has caused, by helping them to retain staff.

Additionally, the University of Malta's accommodation facilities are provided on a commercial basis through its subsidiary companies and as such apply for the granting of the Government incentives aimed at helping hospitality operators which have been heavily impacted by COVID-19 (a drop of at least drop of 25% in business) to keep workers on their books. The University of Malta indirectly owns two accommodation facilities which are still fully operational despite the pandemic and are open for business. Whilst mass cancellation of bookings and early curtailment of visits was inevitable, all efforts are made to turn cancellations into postponements. Moreover, quite a few international University of Malta students have preferred to stay put in Malta within Malta's safe facilities, rather than returning to their home country.

INTERNATIONAL STUDENTS AND MOBILITY
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>Vide reply to question 1 above.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>Since Covid-19 and inevitable consequences of educational institutions' closures and travel bans are beyond the students' control, the Maltese Ministry for Education and Employment (MEDE) is considering it as a force majeure and doing its best to support scholarships beneficiaries and to mitigate any negative impact as much as possible.</p> <p>Many courses have continued online through established webinars, and therefore, students are still in receipt of their respective scholarship grant as stipulated in their grant agreement and as per schemes' regulations. Any requests for extensions by awardees are being accepted and supported. Both the Scholarships Unit and the Boards appointed for each scholarship Scheme are considering such eventualities as extenuating circumstances. Considerable number of students encountered difficulties to collate data in relation to their quantitative research or to make the interviews planned in timely manner in relation to their qualitative research due to temporary closure of businesses, and the suspension of visiting hours at elderly homes, respite homes and hospitals amongst others.</p> <p>Extraordinary suspensions of studies are also being supported in the case of students whom their research and experiments in laboratories has to be suspended following the sudden closure of laboratories.</p> <p>Any other scenarios that may arise will also be considered, as long as there are no direct breaches of regulations. MEDE is committed to assist the scholarships' beneficiaries in the best way possible.</p> <p>Additionally, in the case of those beneficiaries who were studying full time abroad and had to return to Malta because of this pandemic, are still in receipt of the funds and allowances agreed in their Scholarship Grant Agreement including the study abroad allowance for the current academic year. This decision has been taken to avoid creating additional financial burdens to these students and to their families and to make up for any losses they suffered when renting a place to stay in whilst studying abroad. Some of them were not refunded the rents that were paid in advance.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>Malta's European Union Programmes Agency (EUPA) for the Erasmus+ programme has informed all beneficiaries, including but not limited to schools, higher education and VET institutions that activities can be either cancelled, suspended and/or postponed. Malta's National Agency is also encouraging Erasmus+ participants to continue virtual mobilities, where feasible and manageable. Malta's National Agency has also given the opportunity to all beneficiaries of the Erasmus+ programme to make a request for extension of projects, to increase the chances of realising their planned mobilities. If they do not manage to realise their mobilities, they can submit a formal request to the Force Majeure Board of Malta's National Agency to evaluate the case and invoke the force majeure clause accordingly.</p>

The Institute of Tourism Studies (ITS) has been in contact with its students who had been abroad for study purposes. ITS made the appropriate arrangements for all students to return to Malta and announced that such a disruption in the students' internship would not affect the students' successful completion of their study programme. As part of their programme of studies, students undergo an international internship and there are also students who go abroad for a semester with collaborative Institutions and Universities. In view of this, ITS students were located in various countries across Europe. 6 students who were studying at the Institute Paul Bocuse (IPB) in Lyon, France, as part of their Bachelor Degree in Culinary Arts programme, have returned back to Malta and will be continuing their learning in different methods. They will also get the opportunity of returning to IPB in 2021 to finish their practical lectures. Students who are reading for a Bachelor Degree in International Hospitality Management (19 students), and who were currently studying at the Haaga-Helia University of Applied Science in Helsinki, Finland, have also been repatriated and will continue their lectures online through a dedicated platform of the same University. Students who had been on their 12-month international internship in various countries have also returned back to Malta. These include 3 students who were in the Czech Republic, 14 in the United Kingdom, 1 in Hungary, 3 in Ireland, 1 in Jersey (Channel Island), 13 in Scotland and 17 in Wales.

In this emergency, the Malta College of Arts, Science and Technology (MCAST) has proceeded to bring back all staff and students abroad in line with Government and Health guidelines. After this was done, MCAST continued with its processes to prepare new mobilities for students and staff so that when the emergency is over, Erasmus+ mobilities can start immediately on the go-ahead from the authorities. To add that all international student on Erasmus+ study mobilities at MCAST were fully supported to help them complete their studies. This was done through the provision of online learning systems.

February and March coincide with the start of semester 2 at the University of Malta and a smaller number of students proceed for their Erasmus+ mobility for studies during this semester compared to the first. This year approximately 115 students were planned to proceed on an Erasmus+ mobility in different locations all over Europe. Whilst the majority had already left, a number were still in Malta. The situation became serious when the Universities in Italy started to close. The University of Malta was in direct contact with all of its students abroad and those who had not yet departed. Students were allowed to decide as to whether to stay in their host country or return to Malta. Constant communication was retained with the Ministry for Foreign and European Affairs as the latter assisted the University of Malta's students who wished to return via commercial flights or the repatriation flights. Different HEIs in different countries had varied response to the situation, some HEIs closed off and switched online and some just closed off without providing arrangements for students. As a result, 35 students returned to Malta and have cancelled their mobility and have enrolled with the University of Malta for their semester 2 studies. Approximately another 60 students have returned to Malta or their home country but are still following the online teaching arrangements provided by their Erasmus Host Universities. Another 10 students have decided to remain in their Erasmus host country. Approximately 15 students were planned to proceed for their mobility in the coming months (from May 2020 onwards) and had their mobilities cancelled by the host institutions. Most of these mobilities were practical placements in hospitals or in the community. The students who have cancelled their mobility or have had their mobility cancelled due to the current circumstance, will not be automatically able to undertake their mobility at a later point in view of their academic programme at the University of Malta (example: some may have been in their final year of studies). Students have been advised about the procedures they need to undertake in order to request a financial claim under the principle of force majeure.

With regards to staff mobility for training and teaching members of staff who have cancelled their mobility or have had their mobilities cancelled have been informed of the procedure to follow to recover expenses incurred. In cases where the members of staff had not yet made plans for their mobility, they have been offered the possibility to undertake the mobility at a later date allowed by the project. Approximately 50 staff mobilities have been affected.

<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>Vide reply to question 14 above.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>Since the closure of the schools, from Childcare Centres to tertiary education level, online activities and online teaching and learning is taking place. For more information on the re-opening of childcare centres and summer schools vide reply to question 1.</p> <p>A working group composed of the major stakeholders in the area was set up to explore methods of online teaching during this period as well as to explore the impact of the present situation on the curriculum. Support is offered to teachers, students and parents for distance learning. Initiatives taken include online support, helplines, webinars and distribution of training material.</p> <p>Online teaching will continue to take place until the last school day in June 2020 originally declared in the respective school's calendar. Educators shall carry out consolidation and revision work during the period normally dedicated to assessment. In order to keep a focus on teaching and learning until the end of the scholastic year and given the present circumstances, no examinations, reports or other forms of formal assessment will take place in June for the compulsory and pre-compulsory education sector.</p> <p>The 'iLearn' - https://ilearn.edu.mt/ - is one of the tools available for teachers. This online platform helps to further facilitate students' teaching and learning. Teachers can use a number of tools in preparing tasks for their students. For example, teachers may ask students to read some articles online and complete certain homework.</p> <p>'MySchools' - https://mis.edu.mt/ - is an administrative tool used by teachers for record keeping: attendance and exam results. Students have a government account that provides access to the platform.</p> <p>'Microsoft Teams' and other 'Office 365' tools are increasing their use for distance learning. Students have access to the online platform via their government-supplied tablets. Tablets are provided to children from year 4 to 6 in all schools for free.</p> <p>A series of webinars have been launched for educators working in Primary and Secondary schools, State and Non-State. The focus of this series is to give ideas on online pedagogy, sharing of good practices and training on readily available tools. Issues tackled include: collaboration, feedback and assessment online using J2E; using Microsoft Forms as an assessment tool; Features of Microsoft Teams; creating a Microsoft Sway presentation; Creating collaborative class books with Book Creator; creating spaces where students interact with videos using Flipgrid; Web 2.0 tools to engage students: using J2E to promote creative writing tasks; and learning online - sharing experiences.</p> <p>The usage of the One Tablet Per Child tablets in Year 4, 5 and 6 has doubled since schools closed mid-March 2020. Increased use in state schools is particularly impressive.</p> <p>Tremendous increase was registered in the use of Microsoft Teams from 300 to 15,576 as well as MySchool.</p> <p>Free of charge support is being provided by the Government to students who do not have access to a computer or internet connection at home under a scheme of assistance for people who are on the risk of poverty. Since the schools closed, 123 tablets and laptops have been distributed for free and free internet access given to 132 vulnerable students. Currently there are 40 pending ones for tablets which are being processed. A number of private companies have already offered the Ministry for Education and Employment another 60 tablets, laptops, and computers, as well as €19,130 in financial donations, so that no child is left behind.</p> <p>Support on the use of digital tools for online teaching and learning is available through http://digitalliteracy.skola.edu.mt</p>

Educational resources available on www.curriculum.gov.mt, whereby resources and material for each year group and each subject are available and freely accessible to all. The Directorate for Learning and Assessment Programmes is uploading relevant curriculum material. The repository of educational resources at www.curriculum.gov.mt is freely available for all.

On 27 April 2020, the Ministry for Education and Employment launched a more user-friendly website "<https://teleskola.mt>", containing a wealth of online educational resources, with more than 2,000 lessons for students from kindergarten to Form 5. The aim is to make it easier for students, parents, and educators to obtain, in an easy manner, educational resources tied with the syllabi that are used by State, Church, and Independent schools. All those who access it are guided to access information and notes they require according to the level, year, and particular subject, so that appropriate lessons may be found. Access to the site is free. Teleskola.mt will continue to function and be updated even after the Covid-19 spread is over. *Teleskola* statistics from 28 April to 15 May 2020: 2123 lessons submitted, over 300 teacher accounts, website has 46,325 visitors and website has delivered over 325,000 webpage views.

As from Tuesday 19 May 2020, a new 20-minute educational programme, TeleskolaTV, is also being transmitted twice a week on Tuesdays and Thursdays at 3.30 p.m. on TVM2. TeleskolaTV provides another way to reach out to all students, to complement the good practice that is presently taking place between educators and students and their families through the various internet tools.

A short questionnaire on online learning was launched whereby heads of school and educators were encouraged to have their say on online learning. The purpose of this questionnaire is to understand what digital tools are being used for learning and what help is needed for further improvement.

A helpline +356 2598 1000 related to the educational sector has also been set up; and is offering a number of services, including: examinations; curriculum; digital literacy; professional support; and general services. All those having any kind of difficulty pertaining to the education sector can call this dedicated landline and at the other end will be greeted by professionals in all sectors to guide and discuss.

A support line *Nisimgħek* (I am listening) has been established with several practitioners such as counsellors, psychologists, social workers who during the scholastic year assist students in need of psychological, counselling and special educational needs and from disadvantaged backgrounds can phone and get help needed. Some students with disabilities who used to follow programmes that complimented their schooling are following either online lessons / activities as their peers with support from their parents/ guardians; some teachers / Learning Support Educators (LSEs) are sending adapted work to the parents or having online support one to one by NGOs that MEDE has agreement with.

The National School Support Services within the Ministry for Education and Employment (MEDE) are sending resources to Heads of Department [HoD] (Inclusion) so that they can share with the Senior Leadership Team (SLT) and LSEs in their respective schools. The National School Support Services is also sending resources (mainly related to socio-emotional literacy) to Nurture Classes / Learning Support Zone teams every week to share with the students of their respective schools. Resource centres are communicating with parents through online resources on various strategies to continue with their children at home. Online support is provided for parents for inclusion and special education (calls and emails).

Free online courses for parents and educators have been launched so that, at a time when schools are closed, they can still improve their skills in the educational sector. Parents will have the online opportunity to learn how to help autistic children, how to encourage them to read and write, in orthography and mathematics, as well as how to help children who experience difficulties in learning. Lessons for educators have also been launched for them to improve their skills, advance in their career, and even climb a salary scale through the Accelerated Progression Scheme. More information for parents can be obtained from <https://bit.ly/2Ve5km6>, whilst educators may apply from <https://bit.ly/34pA0oD>.

The Institute for Education launched the new Prospectus for 2020-2021, packed with online courses that offer a range of opportunities for educators to progress in their careers as well as qualifications for new training.

The Foundation for Educational Services (FES) is offering childcare services and Klabb 3-16 online, through online activities and homework assistance.

The National Literacy Agency is offering online services as well as carrying out reading TV programmes.

SportMalta is offering online sports exercises. (NB: With regard to sport, SportMalta issued a set of guidelines on return to sports. The National Pool Complex and the Marsa Sport Complex have opened their outdoor facilities as from Monday 25 May 2020. The National Shooting Range opened as from Saturday 23 May 2020. Only authorised persons are allowed in venues. Temperature checks on all persons are being carried out at the entry to venues. Social distancing measures are being strictly adhered to inside the venues.)

Online Sportsfest is a daily challenge that students from primary, middle, and secondary schools are taking up to participate in an online sports event. This challenge, which will focus on various abilities related to individual sports, will be held online at 8am, and students will be given the chance, until 6pm, to send a short videoclip of them performing the challenge set for the day. As with any competition, the best 3 students will be awarded gold, silver, and bronze medals.

At post-compulsory and tertiary education level:

The following are tools which the Malta College of Arts, Science and Technology (MCAST), is currently using:

- Officially recognised tools (Any of the following is acceptable according to respective lecturer's choice):
- Classter Management Information System (for communicating with students, issuing assessments and marking attendance) - <http://mcast.classter.com>;
- MCAST Moodle Virtual Learning Environment (VLE) – for sharing of online material, fora and chats - <https://moodle.mcast.edu.mt/login/index.php>;
- Schoology;
- Northumbria University Blackboard VLE (in case of Nursing students);
- Microsoft Teams (through Office 365 Online access) for Live sessions.

Concerning pupils with disabilities, at the Malta College of Arts, Science and Technology (MCAST), the MCAST Inclusive Education Unit is sustaining its support to students with particular needs and/or disabilities through the following activities: Learning Support Educators (LSEs) are in touch with all the students who were attending additional individual support sessions in Maltese, English, Mathematics, and general support. Support is being provided according to students' feedback through email communication. An infographic on the use of a text-to-speech software was designed and circulated among all students and staff. The free software can read text on web pages, PDF files and Google Documents out loud, thus facilitating access to the increased online communication for students with dyslexia and literacy difficulties. Sharing of online resources among LSEs are used to support students. Liaison with multiple stakeholders in institutes and other support services is taking place to address individual issues of student support.

At the Institute of Tourism Studies (ITS), in order address the Covid-19 emergency challenge:

- All theory classes are being delivered online;
- Specific platforms, e-tools and materials are being used are: Virtual Learning Environment (VLE) on Moodle; and Microsoft teams.
- ITS will be providing a crash course to students in September 2020 to cover the practical elements of the programmes. This practical crash course is intended to give students the skills required to progress to a higher level programme and to provide a basis for continuous assessment.

At the Institute of Tourism Studies (ITS), students with disabilities are being supported by learning coaches remotely during online lecturing sessions, within an online classroom setting. Students with disabilities are also being supported by learning coaches through one-on-one online sessions.

At the University of Malta, the University of Malta's Virtual Learning Environment (VLE) is well-established and many staff have been using the platform for a number of years. Additional information is available at the following links:

- <https://www.um.edu.mt/itservices/vle/staff>;
- <https://www.um.edu.mt/itservices/facilities/lecturecapture>;
- <https://www.um.edu.mt/services/coronavirus/instructionalcontinuity>

On 22 May 2020, the Faculty of Education within the University of Malta launched an outreach programme through the website: <http://lovetoteach.info>, intended to support a very wide spectrum of learners, educators and parents. The programme consists of free resources, as well as short learning programs and questions and answer sessions intended to help learners and home-teachers during this crisis situation.

<p>Necessary arrangements have been made to convert lifelong learning courses online. A total of around 197 academic lifelong learning courses were converted online to around 8,600 students with the involvement of 86 educators.</p> <p>Malta's Public Employment Service, Jobsplus launched a number of online courses. 70 courses were offered through free webinars.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>All the online tools mentioned in the reply to question 17 above have proved to be very effective. With regard to the question as to whether this situation has prompted us to start developing new sustainable digital strategies, a number of initiatives were taken, including the setting up of a working group composed of major stakeholders that has been managing online education efforts and the impact on the curriculum for this scholastic year and the next. A Ministerial board was also set up to cater for the distribution of internet access, working machines to vulnerable children. The Maltese Government also made sure that students who did not have access to internet or a computer at home were provided with such facilities. Inter- and intra-Departmental coordination is also taking place since other measures are being taken. Furthermore, the Ministry for Education and Employment established a think tank with an aim to propose ideas, thinking and reflections on the educational sector of the future, in light of Covid-19 and beyond.</p> <p>Additionally, as outlined in the reply to question 16 above, a helpline was also setup in order to assist with issues pertaining to the education sector including psycho-social support.</p> <p>Furthermore, the Institute of Tourism Studies (ITS) has been using VLE as the official platform, on which course material is uploaded and accessed by students. This online platform is supported by direct teaching using Microsoft Teams as a video conferencing tool. ITS is currently discussing the use of digital technologies to further the learning experience of the students in the current situation and even in post-Covid future. Furthermore, ITS is using traditional modes of communication such as telephone calls, to check on students' wellbeing and thus supporting students during this challenging period.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>Vide reply to question 1 above.</p>
<p>19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?</p>
<p>Vide reply to question 1 above.</p>

THE NETHERLANDS

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

The Netherlands has no plans for prolonging the school year, shortening vacations or compulsory weekend classes or summer courses, or other measures that might affect the summer holidays. However, €244 million is made available for education institutes to help pupils and students who fell behind. This could take the form of summer schools or weekend classes. These funds are available up until the summer break in 2021.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

On 6 May the government has decided to start by relaxing restrictions at local or neighbourhood level. That will not make our streets, traffic and public transport much busier. The government will then relax restrictions at regional level and finally at national level. First small gatherings will be allowed, and later larger gatherings, so that everything remains as manageable and orderly as possible.

The new plans also mean a step by step reopening of the schools. Research shows that young children are clearly underrepresented in the COVID-19 patient population. The change of transmitting the virus from children to adults is little.

11 May

Primary schools including special primary schools, have reopen since 11 May:

- Children who normally go to out-of-school care (BSO) can do so on the days they attend school.
- The size of classes at primary schools will be halved. Pupils will go to school approximately 50% of the time. They will spend the other 50% of their school hours doing distance learning.
- The practical details will be worked out by the schools. Different schools may opt for different measures. Schools will inform parents about the arrangements at their children's school.
- Pupils of primary schools for special education may attend school every day.
- Parents are asked to take their children to school or childcare on foot or by bike wherever possible. This will prevent public transport becoming crowded.

Until the full reopening of schools in primary and secondary education children are (partly) being taught via distance learning.

2 June

Secondary schools reopened from 2 June. Schools are working out the details, but social distancing for both pupils and teachers will be part of it. In practice this will mean that not all pupils are able to be present at the schools at the same time. Most schools work with a blended format of physical and digital education.

8 June

Full opening of primary schools. All children in primary education are allowed to return to school .

<p><u>15 June</u></p> <p>Secondary vocational education schools and higher education may partially reopen for exams and practical training, as well as assisting vulnerable students. Social distancing is a prerequisite.</p> <p>Plans are being drawn up for reopening VET schools, institutions for higher education and universities more fully at some point in the future.</p> <p>In the meantime students are being taught via distance learning.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>Higher education institutions have suspended all on-site educational activities where teaching staff and students are physically present in the same location at the same time. This includes lectures, classes, working groups and examinations. The institutions are not obliged to close their buildings. Whether or not the dormitories open to students is for each institution to decide, provided they comply with the general instructions of the National Institute for Public Health and the Environment (RIVM) and the municipal health service (GGD).</p> <p>In general students still have the obligation to pay the fees. As such, students may encounter financial difficulties, for instance because their part-time income has stopped. The Education Executive Agency (DUO) is making every effort to help, taking account of personal situations wherever possible.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Primary schools and schools in special education have opened step by step from 11 May. The children and teachers who are healthy can go to school, taking into account the following measures regarding safety and well-being:</p> <ul style="list-style-type: none"> • Wash your hands for 20 seconds with water and soap; • Wash your hands every time before you go outside, when coming home, when you have sneezed, before eating, and after you went to the toilet; • Cough and sneeze into your elbow; • Use paper tissues to blow your nose and discard them after use; • Do not shake hands • Stay 1.5 metres (2 arms lengths) away from other people when you are outside, in shops and at work <p>Teachers who suffer from pre-existing conditions which leads to an enhanced risk of the COVID-19 infection are not supposed to conduct face-to-face teaching. Children in primary education and health care don't need to take the 1,5 meter distance into account to other children. Children do need to take the 1,5 meter distance into account to adults, as far as possible.</p> <p>From 8 June onwards, primary schools have reopened at full capacity.</p> <p>When reopening the secondary schools, VET institutes and higher education social distancing is a prerequisite for pupils, students and teachers. The schools and universities need to draft a plan in order to reopen. They need to comply with the instructions of the National Institute for Public Health and the Environment (RIVM).</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>A big challenge in relaxing the measures and reopening the schools is the use of the limited public space with social distancing, especially in public transport. This has a big impact on the decision making, also regarding the reopening of schools. One example is that HE-institutions as well as secondary vocational schools are</p>

strongly advised to conduct practical education, examinations that cannot take place online and assisting vulnerable students between certain hours (11-15h, after 20h) in order to reduce the pressure on public transport. Relaxation of measures started at local level to avoid too many people gathering in public space. We will then relax restrictions at regional level and finally at national level. Of course only if the virus remains under control. These steps are not only followed with regard to ET institutions, but also other sectors that are closed by the central government.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

At the end of secondary education pupils graduation normally depends on school exams and national exams. This year, because of the pandemic, there will be no national exams and graduation depends on the results in the school exams.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

At the end of primary school pupils progression to secondary education normally depends on the advice by their school and a final exam. This year, because of the pandemic, there will not be a final exam at the end of primary school. For now, progression to secondary education will just be based on the school advice that draws on the professional opinion of the primary school. This advice is based on a broad picture of the children's development in recent years and by results from standardised intermediate tests, and has always been the primary factor in the progression to secondary. The ministry follows the developments closely to see if extra measures are needed.

At the end of secondary school, pupils final grades and diploma which grants access either to VET or higher education depends for 50% on the nationwide final exams. The other 50% is based on (several) school-based exams taken in the last years of secondary school. This year, the nationwide exams were cancelled, meaning the school-based exams will make up 100% of the final grade. The diploma will carry the same value as usual years and will not be affected by the cancellation of nationwide exams.

For higher education and upper secondary vocational education, in order to give (prospective) students more time and space to register, the registration date was postponed by one month to 1 June in higher education and to 1 May in VET. However, prospective students were still advised to register for a study programme before the 1st of May to ensure the possibility to participate in course matching procedures.

Upper secondary vocational education students who are in their final year of study and who are – due to the pandemic – unable to graduate in time, are allowed to enrol in higher education, while they will be given an extension to fulfil all the requirements and obtain their qualification before 1 January 2021.

Students who are unable to complete one or two elements of their Bachelor programme due to the coronavirus outbreak and wish to enrol in a Master programme are permitted to do on some conditions. Universities of applied sciences (HBO's) will provide students who want to enrol in a HBO Master programme with a written recommendation. If these students are conditionally enrolled, they are given an extension to fulfil all the requirements and obtain their qualification before 1 January 2021. Students who want to enrol in a Master programme at a research universities have received information on the necessary conditions concerning enrolment on May 15th. If these students are conditionally enrolled, they are given an extension to fulfil all the requirements and obtain their qualification in the time between 1 January 2021 and 1 September 2021.

Furthermore, at the end of the first year, based on the number of study credits students in higher education have attained, they receive a binding recommendation (BSA) on whether they may progress to the next year of their course. Due to the measures in place to combat the coronavirus outbreak, first-year students may be unable to

<p>obtain the required number of credits. It has been agreed that universities and universities of applied science will take into account the unusual circumstances in which their students are currently studying. Anyone who cannot meet the BSA requirements because their studies have been interrupted or delayed by the coronavirus outbreak will be granted an extension. They can progress to the second year and try to meet the BSA norm in the 2020/2021 academic year.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>On national level, ‘‘Skills the Finals’’ in Leeuwarden could be completed just before Covid-19 led to a lockdown; this enabled SkillsNetherlands to select participants for the upcoming World Skills / Europe competition. Participation in international competitions is not a basis for assigning additional credits to pupils enrolling in secondary schools, VET institutions or HEIs.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>VET students who are unable to complete one or two smaller course elements or their work placement before 1 September due to the measures to combat coronavirus may still start a bachelor’s degree course or associate degree course at an HE-institution. They must obtain their VET qualification before 1 January 2021. If they do not, they must leave the HE course.</p>
<p>HIGHER EDUCATION</p>
<p>10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?</p>
<p>It’s important that students register as soon as they can. Due to the coronavirus outbreak, the deadline for those unable to register before 1 May has been extended to 1 June. So students will still be admitted to a bachelor’s degree course or associate degree course if registered by 1 June. This entails that prospective students every year have to register before they have completed their secondary school exams, which is the regular process. This means that after registering, students still have time to finish their secondary education and hand in the necessary documents (e.g. their diploma) afterwards. Although universities and universities of applied sciences can’t operate as normal at present, because of measures to prevent the spread of coronavirus, they are providing education in other ways, for example online. So students still need to pay tuition fees. If students are in financial difficulties, for example because their part-time income has stopped, they can increase their student loan from the Education Executive Agency (DUO). They can also apply for a tuition fee loan. This can be done retroactively. This means students can get a loan or increase their loan for every month from the start of the current year of study. Institutions are responsible for collecting tuition fees. Students that are in the final stage of a Bachelor or Master study (both at Universities of applied science or Universities) but are unable to complete their studies due to the coronavirus outbreak and have to enrol again in September and complete their programme up to and including 31 January 2021 will receive a financial compensation which is equal to approximately 3 months of tuition fees (€535).</p>

<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>Although universities and universities of applied sciences cannot operate as normal at present, because of measures to prevent the spread of coronavirus, they are providing education in other ways, for example online. This and the measures aimed at preventing delay for students are the main priority. However, together with the institutions, the government is currently investigating what possible additional costs HEIs are confronted with due the necessary adjustments because of the coronavirus.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>For higher education and upper secondary vocational education, in order to give (prospective) students more time and space to register, the registration date is postponed by one month to 1 June in higher education and to 1 May in VET. However, prospective students were still advised to register for a study programme before the 1st of May to ensure the possibility to participate in course matching procedures. This entails that prospective students every year have to register before they have completed their secondary school exams, which is the regular process. This means that after registering, students still have time to finish their secondary education and hand in the necessary documents (e.g. their diploma) afterwards. This also counts for international students. International students who are required to take a language test prior to the start of the study programme can take an existing online test. International students who are unable to complete one or two elements of their Bachelor programme due to the coronavirus outbreak and wish to enrol in a Master programme are permitted to do on some conditions, which are similar for Dutch students. However, prospective international students who are unable to hand in their required diploma in time cannot enrol in a Bachelor programme. This is due to the incomparability of secondary education and VET in other countries, which provides difficulty for HEIs to evaluate whether a student is ready and suited to start a Bachelor programme if the student does not yet have the necessary diploma.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>Students who encounter financial difficulties, for example because their part-time income has stopped, can increase their student loan from the Education Executive Agency (DUO). They can also apply for a tuition fee loan. This can be done retroactively. This means students can get a loan or increase their loan for every month from the start of the current year of study. Furthermore, students that are in the final stage of a HBO Bachelor, HBO Master or WO Master programme but are unable to complete their studies due to the coronavirus outbreak and have to enrol again in September and complete their programme up to and including 31 January 2021 will receive a financial compensation which is equal to approximately 3 months of tuition fees (€535).</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>We have no specific solution in order to facilitate the continuations of learning for learners from other EU or third countries. Higher education institutes have a large degree of autonomy in the Netherlands and are currently investigating whether mobility (physical) will be a possibility in the next semester. Some have already decided to cancel physical mobility with countries from outside the EU or within the EU. The expectation is that</p>

<p>education will still largely take place online, enabling international learners to participate without the need for physical mobility.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>To what extent mobility can continue depends on the location, the travel advice of the Ministry of Foreign Affairs and the local advice regarding traveling and education. The Netherlands' policies to control coronavirus have led to encouraging results, which is why the country is carefully moving to re-open its borders. Persons from EU or Schengen area countries can come to the Netherlands. But they must follow Dutch advice and rules to combat COVID-19.</p> <p>Currently, the Ministry of Foreign Affairs is downsizing its travel advise. As of 15 June, travel advisories for several European countries will be changed from orange to yellow. That means that the risk to health in these countries is comparable to that in the Netherlands and that these countries are happy to receive Dutch tourists or travellers. Other countries still need to make an official decision on whether or not tourists from the Netherlands are welcome this summer. Travel advisories will remain orange for some European countries because the risk to health is considered to be greater there the country does not yet want to receive tourists from the Netherlands. The aim is to allow travel to the Caribbean part of the Kingdom of the Netherlands (Bonaire, St Eustatius, Saba, Curaçao, Aruba and St Maarten) from 15 June as well. The website Nederlandwereldwijd.nl will give the most up-to-date travel advice (Dutch).</p> <p>At the same time, the restriction that has been imposed concerning all non-essential travel by persons from third countries to Europe (i.e. all EU member states, all Schengen countries and the United Kingdom) is still active. This is in line with the decision of the EU member states to place severe restrictions on travel to the EU Schengen area.</p> <p>We would like to request the European Commission to create maximum flexibility in Erasmus+, concerning both the beneficiaries and the National Agencies, in order to be able to deal with the exceptional circumstances of the COVID-19 crisis. The option of blended mobility would be a good solution.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>To realise distant learning during the closure of schools and universities, digital tools and learning contact have played an important role. Many teachers have started in creative and innovative ways to shape digital education at an unprecedented scale and speed. In the context of our national digitalisation strategy, the skills and competences of teachers especially in primary and secondary education will receive further attention.</p> <p>Distant learning can only be realised when a sufficient number of devices is available, and sufficient connectivity. For the most urgent challenges in this respect, the private sector has cooperated with the government to ensure the necessary number of devices, sim cards, etc. Some suppliers of digital learning tools have made their products, already before the closure of schools, available free of charge.</p> <p>A particular risk was identified in relation to lock-ins and unsafe digital products and services. The use of one particular meeting software/app was discouraged because of risks in relation to security, data protection and privacy.</p> <p>Guidance and support in the home situation is crucial as well, in particular for younger children, which require both pedagogical, didactic as well as basic digital skills by parents. It is clear that differences in this respect cause less equal opportunities (see also hereafter).</p>

In higher education an enormous progress has been realised in innovation in education by ICT. A particular challenge has been examination at distance. Experiments have taken place in HEIs with online proctoring to prevent fraud when examination takes places at distance. Upscaling of the use of such proctoring software should take place in a very careful way, in order to fully guarantee the privacy of students.

Our Inspectorate (Onderwijsinspectie) has indicated that a large majority of pupils have been reached by distance learning. The background of parents, language obstacles or personal circumstances may however prevent good distance learning resulting in backlogs and lower learning results. Financial support is available to enable schools to reduce those negative outcomes. A particular challenge was, and is, also that a significant number of pupils have ‘disappeared’ and cannot be traced any more by the schools. It concerns especially children of labour migrants from other countries.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

In general Dutch schools with a clearer vision on digital education have been able to realise the transition to (digital) distant learning more easily, than schools which lacked this vision and experience. At the same time, such a vision is not a guarantee for high quality education: digital education within the schools is clearly different from digital distance learning.

In the Dutch decentralised governance of education it is not up to the national government to decide or judge over the most effective digital learning tools. However, a special website has been developed with reliable and independent information by the associations of schools (PO and VO Council), the supporting organisation Kennisnet and the ministry of Education, in order to help schools with the many questions concerning distance learning and reopening of schools (www.lesopafstand.nl). The support organisation for Dutch universities SURF has created an online helpdesk.

In the near future, the transition in primary and secondary education will be evaluated by the ministry of Education in order to draw general lessons about effective and less effective tools.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

It is important to notice that there is ongoing monitoring on the reopening of primary schools at half capacity from 11th May and full capacity from 8th June, meaning we do not have any definitive conclusions on the effect on the spread of the pandemic. The initial results of the monitoring between 11th May and 8th June are positive, as the provisional results indicate that this has not contributed to the spread of COVID-19. Monitoring will continue, as results are visible in data after 2-3 weeks.

The National Institute for Public Health and the Environment (RIVM) published an article on the role of children on the spread of COVID-19 in the Dutch Magazine for Medicine (<https://www.ntvg.nl/artikelen/de-rol-van-kinderen-de-transmissie-van-sars-cov-2/abstract>). The study was an observational study in families with children. The study gives no indications that children play an important role in the spread of COVID-19. There is an ongoing study on the role of children and schools, of which the results are not known yet.

The Netherlands decided to start with primary schools first, as it seems that young children (under the age of 12) have a smaller role in the spread of the virus compared to other groups. Furthermore, in general they seem to be less affected by the virus if they become infected. Lastly, primary schools are locally-oriented, in contrast to higher levels of education which have more of a regional or national profile. This means that if the reopening of schools is contributing to the spread of the virus, this would initially be on a local scale. The decision to reopen all levels of education with social-distancing rules and the institutions with a larger reach (VET and HE-institutions) only for examinations, practical education and assisting vulnerable students, means that we will (hopefully) not see a contribution to the spread of the pandemic.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

We currently do not have any definitive answers on this. The current expectation is that social distancing will play an important role in controlling the pandemic for a significant time. Large and full lecture halls at universities for example are therefore not to be expected at the start of the academic year. However, for now there have not been made any decisions on next year but we are examining several scenarios.

POLAND

Last update: 10/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

There are currently no changes planned in the organization of the school year; all schools implement curricula using methods and techniques of distance work with gradual reopening of educational institutions. The end of the didactic classes will be in accordance with the previously agreed calendar.

In higher education, HEI can carry out exams and credits using information technology. The Ministry of Science and Higher Education wants the education process in the summer semester of the 2019/2020 academic year to be completed by the end of this semester - by 30/09/2020. As the situation progresses, the Ministry will recommend that the rectors change the organization of the academic year.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

Generally, education in Poland is provided in a remote form till the end of the school year (June 26). At the same time we have gradually reopened specific types of educational institutions taking into account the coronavirus development.

Firstly, nurseries and kindergartens are opened from May 6. Decisions to open a given ECEC institution is made case by case by relevant providers. Providers have the best knowledge of the epidemiological situation in the area and the needs of the local community. The launch of childcare and pre-school education is intended to provide support for parents who have to return to work.

At the next stage from May 25 we reopen primary schools for grades 1-3 to provide care for children. The decision to send a child to school is up to the parents. Depending on the situation in schools headmasters will decide whether it will be full-time education or part-time education with support of distance learning techniques and methods.

From May 25 pupils of grade 8 of primary schools, including special ones, will have the opportunity to benefit from consultations at school on all subjects, in particular those subjects from which from 16 to 18 June they will take the final external national exams. The scope of these consultations will depend on the pupils' needs as well as the school's capacity. Consultations will be voluntary for pupils, while the school headmasters will be obliged to organize them, taking into account the school's capacity and the pupils' needs, especially the ones with disabilities.

From May 25 school consultations for graduates, including special ones, who will take the state matura exams will start.

From June 1 pupils from other grades will have the opportunity to consult all subjects at schools. The scope of these consultations will depend on the pupils' needs as well as the school's capacity. Consultations will be voluntary for pupils, while the school headmasters will be obliged to organize them, taking into account the school's capacity.

From June 1 it is possible to organize:

- practical classes for students of third grade of stage I sectoral vocational schools,
- practical classes in motor vehicle driving lessons for students of third grade of technical secondary schools,
- apprenticeships at employers' for students of all grades of technical secondary schools.

From May 4 the possibility of implementing practical training in vocational qualification courses, vocational skills courses and other courses outside the core curriculum returns. Theoretical education, as before, will be implemented remotely.

From May 4 we have also enabled operating psychological and pedagogical counseling centers. We have called on psychological and pedagogical counseling centers to prioritize the work of adjudicating teams and diagnosing children and young people. These activities are of great importance for the educational future of children with special needs. One of the important tasks is also to conduct therapy for children and youth.

From May 18 we will enable, with the consent of parents, conducting direct classes for:

- children who have an opinion on the need for early support for the development of children,
- children and adolescents who hold a certificate on the need for revalidation and educational classes,
- children and adolescents with a statement on the need for special education, requiring support, including implementation of early support activities for child development, revalidation and educational classes or revalidation classes necessary for their proper development.

From May 25, it is possible to conduct part of the classes in traditional form at universities, institutions providing education for doctoral students and institutes of the Polish Academy of Sciences.

All classes that can be conducted using distance learning methods and techniques (online) must be conducted in this form. There is still a rule that there is no limit to the number of ECTS points that can be obtained as part of online learning. The exception are the fields of preparation for the professions covered by the education standards - special provisions apply to them.

Exceptions to the online learning principle

Classes in the last year of studies (both first and second degree or uniform Master's studies) can be traditionally carried out (at the university's headquarters or at its branch) - in many cases it is necessary to enable timely completion of studies.

Regardless of the year of study, in a traditional way at the university headquarters, classes that cannot be conducted at a distance, e.g. laboratory classes, classes conducted in simulated conditions, classes implemented in the form of student internships may take place. This solution also applies to postgraduate classes and other forms of education, which due to their specificity cannot be implemented online.

The decision to restore classes at the headquarters of a university or doctoral education institution is taken by the rector or head of the doctoral education institution. The Rector must specify the conditions for the implementation of classes and the use of infrastructure that will ensure the safety of leaders and participants.

Representatives of the academic community have developed guidelines for the restoration of university activities, which were approved by the Chief Sanitary Inspector.

The universities have never suspended research which should take place (in safe conditions, taking into account the current state of threat to employees' health).

University organization

Colleges of electors of public universities, collegiate bodies of student government and doctoral students' self-government, scholarship committees, committees and teams appointed to award degrees and titles, as well as committees and other bodies operating on the basis of university statutes, adopt online resolutions.

Student and academic staff IDs

Pursuant to the Act on higher education and science (Article 51b paragraph 4), during the suspension or limitation of the functioning of the university and for 60 days after its completion, student IDs and professional IDs of academic teachers are valid, without the need to confirm their validity. This provision also applies to ID cards that have expired in the 30 days preceding the limitation or suspension of the university's operation. Analogous regulations apply to the validity of doctoral student ID cards (Article 198b of the Act - Law on Higher Education and Science).

There is therefore no need to appear in person at the university to extend the validity of the ID card.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

From 22 May 2020 to 7 June 2020, it is allowed to accommodate pupils in dormitories organized in school, in particular for pupils who will take part in school consultations. The Ministry of National Education in cooperation with the Chief Sanitary Inspectorate, has prepared a number of anti-epidemic guidelines for the organization of care in dormitories and boarding schools during the COVID-19 epidemic.

Most student' housing can be restored to use by universities.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The Ministry of National Education in cooperation with the Chief Sanitary Inspectorate, and in the case of organizing and conducting this year's exams with the Central Examination Commission has prepared a number of anti-epidemic guidelines, which will primarily provide children, students, teachers and employees of schools and institutions with safe conditions, and help leading bodies and directors in organizing work during the COVID-19 epidemic. All guidelines in Polish:

<https://www.gov.pl/web/edukacja/wytyczne-gis-mz-i-men>

For example in kindergartens:

- a priority is given to children of health care system employees, uniformed services, trade employees and manufacturing companies, carrying out tasks related to the prevention, prevention and combating of COVID-19,
- there is obligation to develop the internal security procedures at the facility,
- each facility must be equipped with basic hygiene measures, including a disinfectant fluid placed in a visible place at the entrance to the building,
- due to the epidemic situation, the leading authority may limit the size of the preschool group, those groups should stay in designated and permanent rooms.

For example in primary schools:

- there can be up to 12 students in a group. In justified cases the number of children can be increased by no more than by 2,

- if possible, the same teachers are assigned to the group,
- one group of pupils stays in a designated and, if possible, permanent room,
- the minimum space for classes for students in the room may not be less than 4 m² per 1 person (pupils and teachers),
- in the classroom, the distance between student stands should be min. 1.5 m (1 student - 1 school bench),
- activities that promote close contact between pupils should be limited,
- work organization and coordination should be ensured that will make contacting individual groups of pupils more difficult (e.g. different hours of group admission, different hours of breaks or classes on the field),
- only a healthy pupil can attend school, without any symptoms suggesting an infectious disease.

Rules have been established in dormitories, employees hotels

Here are some of them you should:

- disinfect hands at the entrance to the building (dispensers with disinfectant liquid along with the bilingual instruction manual should be in visible places, at each entrance to the building)
- respect the principles of social distance, and in particular avoidance of accumulation
- cover the mouth and nose (using a mask, visor, etc.) when using the common space (corridors, kitchens)
- introduce restrictions on the maximum number of people who can be at the same time in public places such as the kitchen, study room, TV room and others.
- in administrative matters contact by phone or email

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

First of all it would be to ensure the safety of learners and staff. Coronavirus is a new phenomenon for every country. Therefore, it is necessary to develop rules of conduct and appropriate guidelines practically from scratch. Another element is the parents' concern that their child will be safe in a kindergarten or a school.

ASSESSMENT, EXAMS AND ENROLMENTS

6. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

In Poland national exams are the basis for enrolment to upper secondary schools and higher education institutions. They provide an objective and comparable measure on a national scale to indicate the level of preparation of candidates for further education. This creates equal opportunities for access to the next stage of education. For those reasons, we have decided to maintain central external exams.

At the same time we have introduced changes in the organisation of the exams. Exams of grade eight of primary schools and state matura exams have been postponed to June.

At the end of April, we have

We have introduced the changes in the organisation of exams. The exam in the eighth grade of primary schools (planned in April) and the state matura for secondary schools (planned in May) are postponed. Information about exact date has been provided April 24 with specific exams dates so that pupils have enough time to prepare:

- exams in the eighth grade of primary schools – June 16-18. The additional date – July 7-9. The results will be available by July 31;
- state matura exams – June 8 – 29; only written part, oral part has been cancelled. The additional matura exam date is scheduled for July 8-4. The results of the exam in the main and additional dates will be

available by August 11. The retake exam will take place on September 8 and the results will be available by September 30;

- exams confirming qualification in the given profession – June 22 – July 9;
- vocational exams – August 17 – 28.

The formula of state matura exams has been changed as well. We have resigned from the oral part.

The Central Examination Commission, the Ministry of National Education and the Chief Sanitary Inspectorate have prepared guidelines for the organization and conduct of external exams: eighth grade, matura exam, final exam confirming qualifications in the profession and vocational exam in 2020. Only in Polish:

<https://www.gov.pl/web/edukacja/przygotowania-do-egzaminow-zewnetrznych-wytyczne-men-cke-i-gis>

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

The deadlines for applications for enrolment to kindergartens and primary schools have been extended (individual decisions of schools).

The timetable of the enrolment procedure for secondary schools, set by the Minister of National Education, has been adapted to the changed date of the eighth-grade exams, including the date of issuing the certificate of the result of this examination by the regional examination commissions.

An application for enrolment to a secondary school together with documents can be submitted in two stages:

- from June 15 to July 10 - deadline for submitting an application and a school leaving certificate.
- from July 31 to August 4 - deadline for completing the application with a certificate of the eighth grade exam result and for pupils to change their applications, including changing a school to which they want to ultimately apply.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

Due to the announcement of the state of the epidemic related to SARS-CoV-2 virus infections Minister of National Education decided to cancel the third stage of contests and tournaments. All participants of the second stage who qualified for the third stage received the title of the finalist. This solution ensured admission to secondary and higher education in the first place. Competitions organized by school superintendents were conducted in such a way that the superintendent selected the finalists and laureates. Every finalist has the right to points for primary school recruitment, and every laureate of the competition has the right to be admitted to school first.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

Practical parts of curricula should be completed after lifting epidemic restrictions, as the case may be, by the end of the current school year or in subsequent years.

The apprenticeships of upper secondary vocational school pupils may be implemented until the end of the 2019/2020 school year or in higher classes (semesters) in terms of curricula.

Pupils of the final grade of the lower secondary vocational schools who are juvenile employees who, after the temporary limitation of the functioning of schools, will not be able to continue their apprenticeship with the employer for reasons attributable to the employer, will receive an annual classification from practical classes for the actual period of study.

The exam confirming qualifications in the profession and the vocational exam are conducted throughout the whole school year, and in the case of the practical part, especially during the summer or winter holidays.

The exam confirming qualifications in the profession (Formula 2012 and Formula 2017) will be organized from 22 June to 9 July, and the vocational exam (Formula 2019) is scheduled from 17 to 28 August.

Regardless of the year of study, in a traditional way at the university headquarters, classes that cannot be conducted at distance, e.g. laboratory classes, classes conducted in simulated conditions, classes implemented in the form of student internships may take place. This solution also applies to postgraduate classes and other forms of education, which due to their specificity cannot be implemented online.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

Matura exams this year will start on June 8 and the results will be known by August 11. The results of the matura retake examinations will be published by September 30.

Given the matura exams schedule Ministry of Science and Higher Education has prepared recommendations for universities regarding recruitment for studies 2020/2021.

1. Verification of recruitment conditions

The recruitment conditions for studies for the academic year 2020/2021 should be verified in terms of changes introduced in the provisions of the education system, i.e. not conducting oral examinations at the baccalaureate 2020 (including compulsory Polish language and a modern foreign language) and the lack of a central stage of the Olympics (no winners, all students qualified to the central stage under the regulations received the title of finalist)

2. Verification of recruitment dates

Dates of recruitment must comply with the schedule of conducting the matura exams in 2020. New dates of the matura exams will affect the extension of the recruitment process for studies.

3. Additional entrance exams for studies

These exams should only take place if the specificity of studies in a given field requires additional verification of the competences of candidates who cannot be checked during the matura exams. Entrance exams for studies should be organized in such a way as to ensure the safety of candidates and academic staff. It is recommended to conduct entrance exams using information technology, and if this is impossible - in accordance with the principle of limited contact between candidates and university staff.

4. Administrative recruitment procedures

When candidates submit questionnaires, copies of documents or photos, direct contact of the candidates with the university staff should be kept to a minimum. On-line administrative procedures are recommended.

5. Start of classes in the academic year 2020/2021

In justified cases, in order to ensure proper organization and completion of the recruitment process, one should take into account a slight delay in starting classes in the academic year 2020/2021.

In the academic year 2019/2020, the university may amend the resolution determining the conditions, procedure, date for starting and ending recruitment, as well as the manner of conducting this recruitment for studies beginning in the 2020/2021 academic year.

<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>In connection with the implementation of the second stage of lifting restrictions related to the COVID-19 pandemic (including the opening of hotels, shopping malls and libraries), the Ministry of Science and Higher Education informs that it is possible for universities to gradually restore the activities of student housing and university libraries. With a view to safety and health protection, as well as minimizing the risk of coronavirus infection of users and students of student housing and libraries, the Ministry published on the website recommendations for universities in the field of safe housing conditions in student housing and functioning of university libraries. These recommendations are in accordance with the recommendations and guidelines of the Chief Sanitary Inspector.</p> <p>99 public HEI will receive an increased subsidy this year. It is a total of PLN 256 million. Additional support was granted due to financial losses suffered by universities in connection with the pandemic COVID-19.</p> <p>In recent weeks, public HEI have lost part of their revenues, exempting students from part of the didactic fees (due to online learning) and fees for accommodation in student housing. HEI also had no income from permanent leases for canteens or ad hoc activities - e.g. halls and conference rooms.</p> <p>Therefore, the Ministry of Science and Higher Education decided to increase the subsidy for 9 research HEI, 50 academic HEI, 34 vocational HEI and 6 HEI run by churches, religious associations and financed from the state budget.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>Information will be provided at a later stage.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>Information will be provided at a later stage.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>On May 21 specific solution has been introduced by the Council of Ministers regulation which exempts from 14-day quarantine obligation foreign pupils and students who attend schools or study in Poland.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>The implementation of the Erasmus + programme will be helpful, in which it is proposed to start the academic year 2020/2021 with virtual mobility and complement it with physical mobility when possible.</p>

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

In accordance with the solutions adopted in the Polish educational system, as of 25 March 2020, units of the educational system (kindergartens, schools and educational institutions) are obliged to carry out tasks using techniques and methods of distance learning or in any other way determined by the headmaster in consultation with the leading authority (local government bodies).

Legal solutions introduced by the Ministry of National Education have enabled school principals to organise distance learning in a way that takes into account the conditions and possibilities of a given school (teachers and pupils) - using various forms and methods of distance learning.

The way how distance learning is organised by schools is monitored by school superintendents as part of pedagogical supervision. The data provided to the Ministry of National Education indicate that remote teaching with the use of distance learning methods and techniques, or in any other way determined by the headmaster in agreement with the leading authority, is provided by 100% of schools.

Schools use mainly online gradebooks and the educational platform www.epodreczniki.pl made available by the Ministry of National Education, as well as other forms of contact with pupils and their parents, e.g. moodle, eduloo, classroom, gsuit, instant messenger (Messenger, Facebook, Skype, WhatsApp), e-mail, traditional mail, telephone contacts.

Teachers and pupils were given additional opportunities to tool up themselves with computer equipment necessary for work and remote learning, as well as access to the Internet: the possibility of free lending of equipment necessary for distance learning by a teacher and pupils; the possibility of purchasing equipment for teachers and pupils from the funds of the "Remote School" Programme; a program enabling entrepreneurs to provide functional electronic equipment in the form of a donation to educational institutions, without incurring tax costs; conversations with mobile network operators to provide teachers and pupils with free or cheap access to the Internet.

Since 2003, the standards for teacher education include compulsory preparation of teachers in the field of information and communication technology. Each graduate in the teaching specialisation acquires competences in the effective use of information and communication technology in the performance of teaching tasks. Graduates of teacher training shall also be able to select effective didactic aids, including the use of Internet resources supporting the teaching of the subject or the conduct of classes.

In addition, thanks to EU funds, nationwide training projects for teachers are conducted. The Digital Poland Operational Programme for 2014-2020 includes projects developing teachers' competences in working with modern information and communication technologies:

"Innovative solutions for digital activation" - training of early childhood education teachers in teaching programming;

The "IT Championship Centre" - support for trainers and participating in the algorithmic and programming extracurricular activities;

"Training activities for the development of digital competence" - Lesson: Enter project, which provides training for teachers of general education subjects in the use of tools and digital resources in the teaching process.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?
<p>Pursuant to the applicable regulation, school headmasters are responsible for the implementation of tasks using distance learning methods and techniques or other means of implementing these tasks. Teachers decide about the use of a given tool in consultation with the school's headmaster. The regulation indicates websites that may be used by teachers, while the catalog of proposals included in the regulation is not closed - thus we do not impose specific tools, leaving freedom to choose the appropriate platform, application, website, etc.</p> <p>The Ministry of National Education has created an Integrated Educational Platform (epodreczniki.pl), which is recommended for use by the school in conducting distance education. The platform has two basic functions:</p> <p>a) a repository of checked and provided teaching materials;</p> <p>b) tools for use in remote teaching and learning.</p> <p>The platform currently offers over six thousand eight hundred educational materials for all stages of teaching. Almost all teaching materials contain open-ended questions or interactive exercises.</p> <p>Constructive conclusions for the future will only be possible after the end of the school suspension period and after an analysis of the available studies and research relating to the current situation.</p>
18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?
It is too early to draw any conclusions.
19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?
Under discussion.

PORTUGAL

Last update: 2/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

On April 17 and 30, the Government recommended to the scientific and higher education institutions the elaboration of plans for the progressive lifting of the containment measures motivated by the pandemic COVID-19, in view of the need to ensure the conclusion of the current school year in deadlines as close as possible than was foreseen in the school calendar, avoiding negative impacts on the next school year. HEI's have autonomy to determine the measures that are adequate to their reality and scientific area. Despite that, the recommendations issued by the Government were to encourage the continued adoption of distance learning and

teleworking processes, but promoting, whenever possible, their gradual and effective combination with face-to-face activities, namely for practical classes, laboratory and final evaluation.

On the 9th of April, the Portuguese government defined the procedures for adapting basic and secondary education (including vocational programmes) to this contingency. The school year in all grades, from pre-schooling to upper secondary education, was extended until June 26th (it was planned to end classes in the beginning of June in the education stages with national exams, but since exams in basic education were suspended and final upper secondary exams were postponed to July, it was possible to extend the school year until the end of June).

There is a main orientation for providing compensation measures in the next school year. Implementation plans are forthcoming.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

On April 17 and 30, the Government recommended to the scientific and higher education institutions the elaboration of plans for the progressive lifting of the containment measures motivated by the pandemic COVID-19, in view of the need to ensure the conclusion of the current school year in deadlines as close as possible than was foreseen in the school calendar, avoiding negative impacts on the next school year. These plans must give priority to:

- a) the functioning of the structures of the national science and technology system, namely R&D units, laboratories, physical, technological, cultural and performing arts, medical, veterinary and biological infrastructures, among others considered as priorities by the institutions and which are closed or partially inactive;
- b) carrying out teaching activities that require, in order to achieve the learning results, a laboratory context or the presence in any of the structures referred to in the previous paragraph;
- c) the development of clinical teaching activities in study cycles in the health field, whenever the contexts of performance allow;
- d) the performance of internships whose completion still lacks classroom activities;
- e) the adoption of face-to-face learning assessment procedures, whenever the use of technological platforms is not considered adequate;
- f) the operation of services to support the activity of students and communities in general, namely food services, accommodation, libraries and sports facilities.

Following the recommendations from the Government, institutions are giving priority to reactivating classroom activities in practical and laboratory curricular units and carrying out evaluation activities. The institutions are acting as the ministry recommended, maintaining the adoption of distance learning and teaching processes and teleworking with the increasing adoption of face-to-face activities when necessary.

Basic education (primary and lower secondary education) students will not return to face-to-face classes in the current school year. On the 30th of April, based on epidemiology updated information including a decrease of the virus spread pattern within the Portuguese society, the government approved a global plan for the progressive decrease of the containment measures, including the return to face-to-face classes in upper secondary education, since May 18, on the subjects with national examination (4 subjects in the 11th grade; 2 subjects in the 12th grade; variable number in VET programmes), as well as practical activities on VET whenever school consider possible and not able to be done on distance learning mode. In the remaining subjects, students will keep in distance learning. It was also decided the re-opening of kindergartens (ages 0-2) on May 18 and of pre-schooling establishments (ages 3-5) on the 1st of June.

The return to face-to-face education is mandatory for the staff defined by the school board (except those in risk groups due to health problems), but it is not mandatory for students. In case that parents do not wish their children to return schools, students may stay at home, but learning education is only assured for those with medical constraints.

<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>At higher education, it has been legally determined that the activities that guarantee the individualized supply of meals in canteens, as well as accommodation, namely in residences and dormitories where displaced students who are unable to return to their home in Portugal or abroad, continue to operate. The normal functioning of the payments of social action scholarships and their complements and benefits and of the scholarships to support periods of study in mobility continued to be guaranteed.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Higher Education Institutions should follow the guidelines from the national health authorities and ensure the availability of personal protective equipment that is necessary for the implementation of the plan, as well as all the disinfectant and cleaning materials. The ministry recommended that all HEI must guarantee:</p> <ul style="list-style-type: none"> (i) at the sanitary and hygiene level, adopting measures such as the requirement for use by all of personal protective equipment, namely masks for general use regular application of disinfectant gel, disinfection of collective spaces, adaptation of facilities and routes, among others; (ii) always guaranteeing conditions of physical distance, which must be pursued by the adequacy of the spaces to the number of students, by the timetable, by extending school hours to night periods or non-working days, the prohibition of non-academic events with more than 10 people, the need to prior appointment in attendance at services open to the public, among others. <p>Regarding the rules on dormitories, HEI's have changed the organization of rooms, transforming double rooms in single rooms.</p> <p>In upper secondary education and ECEC, the return to face-to-face classes was prepared through an intensive collaborative work between educational, health and military authorities, in order to ensure the safety and well-being of pupils through: (a) detailed guidelines and recommendations to schools; (b) interministerial missions to public schools for raise awareness, disinfection demonstrations and training of the school staff; (c) a large-scale distribution of masks and cleaning materials to all reopening schools. This means the improvement of health conditions in schools, including massive distribution of masks, rules on safe distance between students, cleaning services reinforcement, and preventive and immediate intervention procedures in place. In upper education, large groups were split, school breaks were reduced and the use of leisure and social spaces at schools were constraint. In ECEC, there was an orientation for not using masks (only staff), using outdoor spaces and individual activities if possible, avoid concentrations of students in the playgrounds, canteens and toilets.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>At higher education level, the greatest challenges are the limitations caused by the need to have more space for classes to ensure adequate distance. When this is not feasible, institutions are trying to take classes with half the students, which means repeating the same class for two classes or teaching a class with half of the class while the other half watches from a distance. This is also reflected in the carrying out of final evaluations as it is necessary to guarantee more space for written evaluations.</p>

<p>Another great challenge is the classes that involve clinical practice since the teaching places are hospitals and health centers and there is less availability for reception of the students at this moment.</p> <p>In the first moment, at ECEC, primary and secondary education some fear within education communities was a key challenge. In upper secondary education, to assure the same conditions to all students to complete their studies and to be prepared for national exams was also a main concern. The definition of new school schedules and the articulation with transport services were also challenges reported by some schools. Still, there was a continuous dialogue with parents' and school's representatives, so that such fears were progressively removed.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p> <p>At secondary level, the national school exit exams (<i>exames finais nacionais</i>) were postponed (the first call, from June to July; the second call, from July to September), as well the national competition for enrolling in higher education that rely on those exams.</p> <p>Usually, national exit exams have two roles: to accomplish the secondary education level and to apply for admission on higher education. However, this year the exams will only be used to access higher education. Thus, all the students that do not want to go to universities, do not need to do exams and the completion of secondary education will only consider internal evaluation. Besides, students will take national exit exams only in the subjects they choose as entrance exams for the purpose of accessing higher education (usually 1-2 exams, although some students may choose to take a higher number, in order to apply to different programmes).</p> <p>We should also note that students are allowed to realize these exams for grade improvement, revealing their result only as a classification for admission on higher education and not for conclusion of secondary level.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p> <p>The entire timetable for the national competition for access to higher education has been changed in order to bring it into line with the timetable for the upper secondary national final examinations;</p> <p>The model for access to higher education, namely the methodology for determining the application mark, has been modified with a view to ensuring equal treatment between candidate students, always applying the rule most favourable to the candidate, defining conditions of application which do not harm candidates with previously obtained marks.</p> <p>The deadlines for enrolment in pre-schooling, basic and secondary education were extended, and procedures were simplified, promoting the use of digital devices to complete the applications. The national exit school exams (<i>exames finais nacionais</i>) were postponed 3 weeks, as well the national competition for enrolling in higher education.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p> <p>At the time of the beginning of the crisis, the international competition for doctoral research grants and national competition for R&D projects funding were both running in the Portuguese research funding organization (FCT) and it was secured an extension of the application deadline.</p> <p>Additionally, several initiatives have been launched during the crisis in order to support research in areas relevant for action in this context, namely: Research4COVID, to support R&D projects and initiatives already underway or to be developed and which meet the needs of the National Health Service; DOCTORATES4</p>

COVID-19, to stimulate doctoral training of researchers and specialists in "virology sciences"; AI 4 COVID-19, to promote Data Science and Artificial Intelligence in Public Administration; INOV4COVID, for support and reimbursable funding for the immediate development of ongoing R&D and technological innovation projects.

In secondary education, most competitions were cancelled or postponed, but there is not a regular system of assigning additional credits to participants, so compensation was not a question.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

At higher education level, following the recommendations from the Government (April 17 and 30), institutions are giving priority to reactivating classroom activities in practical and laboratory curricular units and carrying out evaluation activities. The institutions are acting as the ministry recommended, maintaining the adoption of distance learning and teaching processes and teleworking with the increasing adoption of face-to-face activities when necessary.

There are several components of internship and training in the context of work that can be carried out in the context of telework. When this was not possible, they were replaced by practical work or will be compensated. Thesis and public evidence presentations were made by video conference whenever this was appropriate for the work in question or were postponed when it would not be appropriate (eg evidence of musical areas).

At secondary level, part of the training was put on hold and will now be compensated intensively with the reactivation of activities. When it was put on hold it was, as a rule, replaced by the anticipation of theoretical classes. The practical classes will be held later at the time that was planned for the theoretical classes.

There are several components of internship and training in the context of work that can be carried out in the context of telework. When this was not possible, they were replaced by practical work or will be compensated. Thesis and public evidence presentations were made by video conference whenever this was appropriate for the work in question or were postponed when it would not be appropriate (e. g. evidence of musical areas).

Regarding students in the final year of VET programmes, practical activities were allowed to return since May 18, if security norms are followed, and otherwise schools may replace "practical training" by "simulated practices", taken on a distance learning mode, and they may decide to approve students even if they did not complete the required number of hours of education and training.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

Regarding enrolment, the rules of the main competitions are decided by the government and not by HEI's. In the general regime of access to higher education for the academic year 2020-2021, the model of access was changed, namely the methodology for determining the application note, that will consider the fact that students at secondary level will not do all the national exams but only those (usually 2) that are demanded to be admitted in the course they want.

Regarding tuition fees, the rules are mainly the same. The substitution of face-to-face classes with non-face-to-face classes, given by videoconference or other digital media, does not relieve the payment of fees due since most higher education institutions have been strongly mobilized, including affecting additional resources, to maintain the completeness of the school hours established at the beginning of the second semester. The only change was made by the parliament that determined that, if distance learning is not ensured, higher education institutions must readjust the tuition fee.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
There are no measures being planned about this at the moment.
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
In several foreign and international education systems, exceptional changes were approved to the conditions for completing secondary education, including the exemption from carrying out national assessment tests leading to the completion of that level of education. Considering that, in the current legal framework, the absence of final assessment exams in foreign and international secondary education systems, would make impossible the application of foreign students to the national higher education access competition, the Portuguese Government is taking the exceptional measures appropriate to not impair access to the higher education of candidates from the foreign education system who have not taken national exams, allowing those students to apply to higher education without state exams. Regarding the delay of state exams, the procedures to access higher education were postponed around 3 weeks
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
So far, the need to change national support schemes for foreign or national students has not been identified, so they have remained the same.
14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?
The rapid generalization of collaborative and distance learning environments has been possible due to a diverse set of services provided by the National Scientific Computing Unit of the Foundation for Science and Technology (FCT-FCCN) and by platforms of the institutions themselves, which allow students to follow classes and keep their teaching activities active, and our common goal can only be that no student is impaired in their academic performance.
15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
We would like to extend this flexibility of online/remote learning from stopped mobilities to all mobilities that are agreed on by all parties but cannot be started physically under the current circumstances. 2 cases are possible: a) start online at home and to continue later physically (hopefully) in the host country. b) if the crisis continues longer, we would like to consider also "completely virtual" implemented mobilities (by following online classes/courses (students) or doing home office (internship)) as being also eligible for funding under Erasmus+, given that the grant or learning agreement is signed by all parties and the mobility fulfils the further requirements (e.g. minimum duration) of the Erasmus+ programme. This approach would be very important for students as well as for HEIs in order to maintain teaching and enable students to achieve their learning outcomes.

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

The majority of teachers and students, at higher education level, adhered quite well to the distance learning modality and no relevant difficulties were identified. The biggest difficulties were related to the fact that the low income students do not have computer equipment to participate in classes, which was solved through the provision of equipment by institutions and patrons.

In basic and secondary education, all schools have developed practices of distance learning. Principals and teachers were highly receptive and committed to engage in these activities, as widely acknowledged by many political actors and opinion makers. The national authorities produced orientations to distance education, to assure inclusive education and to students' assessment, and a wide training programme for teachers was prepared with the Portuguese Open University (*Universidade Aberta*). Still, a major challenge was to assure the regular participation of all students in online activities, especially considering that not all students have ICT equipment and online connection at home. Complementary activities, through TV broadcasting, telephone tutoring and mail services were put in place. Besides, especially in primary education, many parents reported some difficulties in support their children to distance learning enrolment.

The ongoing inter-ministerial work on the digital agenda was also fostered during the last months, with the goal of assuring that all schools and all students hold the digital devices, internet access, pedagogical applications and opportunities of training, during the next school year, in order to use the digital means to provide a quality education for all.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

At higher education level, the rapid generalization of collaborative and distance learning environments has been possible due to a diverse set of services provided by the National Scientific Computing Unit of the Foundation for Science and Technology (FCT-FCCN) and by platforms of the institutions themselves, which allow students to follow classes and keep their teaching activities active, and our common goal can only be that no student is impaired in their academic performance.

The COLIBRI collaboration platform, made available by the National Scientific Computing Unit of the Foundation for Science and Technology (FCT-FCCN) for distance learning, continues to record a daily increase in the number of users:

- Daily registration of users at the same time has increased from about one thousand/day to nearly 300 thousand/day;
- From the beginning of April to April 21 it registered more than 4 million uses (namely, with the registration of 3,960,005 participants in 218,540 lessons/meetings).
- Specifically, on April 24th there were 280,616 participants in 13,216 lessons/meetings.

Besides the COLIBRI platform, FCT-FCCN offers other support services for distance learning and teleworking, including the "NAU - Sempre a Aprender" platform, which supports online courses for large audiences in MOOC (Massive Open Online Course) format:

- since January 2019, it registers 90,740 registrations, 62,845 registered and 42,142 certificates issued.
- In the last 30 days, the NAU has registered 8834 registrations, 5013 registrations and issued 4335 certificates.

FCT-FCCN also provides EDUCAST and the VIDEOCAST platform.

The support of the academic and scientific community through the capacity building of collaborative platforms has already considered doubling the number of COLIBRI processors, memory, disk and transcoding virtual machines and will need to continue as appropriate.

In basic and secondary education, the national authorities have produced general organizational and methodological orientations to schools, as well as a website with many digital resources able to be used by teachers. However, the decision regarding the online learning tools to be used with students was considered a domain of the school autonomy, so a large set of applications was in use in Portugal. The national authorities design and produce some pedagogical resources and provide teacher training related to the use of digital tools and skills in education, but it is also supporting the best use of private applications, if they are accessible to teachers and students. It is still too early to assess, from the vast array of tools in use, which ones were the most effective, in each educational stage and in different subjects.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

No change or increase in cases was identified due to the return to face-to-face activities within higher education. Not yet, at secondary education level, the return was only on May 18. No effects observed so far.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

Each higher education institution should prepare the appropriate plans to start the next academic year. However, as early as April 17 and 30, the Government recommended to higher education institutions that they should start preparing / planning ahead for the next school year, ensuring preventive conditions and practices.

The Government recommended that, in a context in which the need to combine face-to-face and non-face-to-face education will continue, probably throughout the entire school year, it is important to take into account the knowledge acquired in the past month and to stimulate new education initiatives and promote pedagogical innovation. Specific recommendations for Higher education institutions are also being prepared by the national health authorities.

Portugal plans to start the next school year, at basic and secondary education, having as much as possible the return to normality as reference. Nevertheless, some mild adjustments on the calendar, the continuity of modalities (prepared for different intensities) of remote (internet and tv) teaching will be prepared as a complementary tool to face-to-face education.

Simultaneously, Portugal is preparing a response plan to mitigate the negative impacts of the crisis. The main strands of the plan will include strengthening the conditions for the implementation of an affective b-learning system, at national level, and move into a learning “recovery” mode with measures for when the children and young people return to school. The approaches may include: an introductory stage (first 3 weeks) only for students who need to recover some knowledge and skills, due to some difficulties in the previous year, especially with distance education; a more personalized and individualized guidance work, including online and telephone support, if needed, by assigned tutor-teachers (*apoio tutorial específico*); and a care and relational system involving students from different grades (*mentorado*).

In a larger scope, the digital transition plan will be universalised and intensified, prioritising the access to ICT equipment and internet in more vulnerable contexts. We are aware that it is essential to provide schools, teachers and students for the development of digital skills, as well as, for the use of technologies to support learning, in a complementary way.

ROMANIA

Last update: 3/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

The aim is to allow for the successful completion of the current school/academic year and to take the necessary measures in order to safely run the national exams for all parts involved, both pupils and teachers. The school year will end as foreseen.

Regarding the compensation measures, methodological guides will be developed, so that some outstanding content of the curriculum for the second semester can be addressed in the next school year.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

The legislative framework regulating the state of alert (in force since May 18, 2020) maintains the measure of temporary suspension of face to face classes / activities in ECEC units and in all educational institutions/units, until the end of the school / academic year. According to the regulations in force, it is allowed to carry out, starting with June 2, preparatory activities, for a period of two weeks, for students in final grades (VIII, XII and XIII).

Thus, for most pupils, distance learning continues until the end of the school / academic year. The activities scheduled for June 2-12 for students in final years are exclusively training and counselling activities for national exams purpose. Attendance during this period is optional for students, but not for teachers (except those at risk of illness). Students who have health problems or have people at risk of illness in the family, will continue their exams preparation online.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

All schools/educational institutions will remain closed until the end of the 2019-2020 school/academic year. Higher education institutions have full autonomy to legally decide on full/partial closure of their facilities, as well as on the fees they charge for these facilities.

Since it is not a national decision (which belongs to the ministry of education), but an institutional one, the decision on keeping the student dormitories open is uneven among HEIs. Most higher education institutions have made the decision to keep student dormitories open until resumption of face to face activities, some of them even providing accommodation units especially intended for those in self-isolation. Other universities decided to close their student dormitories. In some of these cases, although the decision was made to close the dormitories, exceptions were made for some categories of students which were given the right to stay (students in work, doctoral students, students with families, Erasmus students and international students/scholarship recipients, as well as those from children homes and placement centres). Where the student dormitories remained open, visitor access restrictions were imposed.

<p>Regarding dormitory fees, HEIs make decisions based on university autonomy. During the suspension of face-to-face courses, for students who preferred to temporarily vacate dormitories, some universities proposed paying half of the accommodation fee. For beneficiaries of a national study grant accommodated in university dormitories, the Ministry of Education pays the standard accommodation subsidy.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>Considering the fact that students in the final years (8th, 12th and 13th, respectively) will return to schools between June 2-12 for the preparation of the national exams, respectively to take the national graduation exams and baccalaureate, the Ministry of Education and Research, together with the Ministry of Health, agreed on a set of measures to prevent and combat SARS-Cov-2 disease in educational institutions / units and other structures subordinated to the Ministry of Education and Research.</p> <p>The county school inspectorates and the School Inspectorate of the Municipality of Bucharest will collaborate with the county / Bucharest public health directorates in order to ensure compliance with set measures to prevent and combat SARS-CoV-2 disease in educational units/institutions, and pre-university education units and higher education institutions have the obligation to ensure that measures are put in place for pupils, students and staff.</p> <p>The main measures to prevent and combat SARS-CoV-2 disease are aimed at:</p> <ul style="list-style-type: none"> - access to the school is allowed only after temperature check (which should not exceed 37.3C), following a well-defined and signalized route, respecting the norms of physical distance; - regular disinfection of premises with chlorine or alcohol-based biocides; - social distancing inside classrooms (2 m from each other in all directions); - wearing a protective mask is mandatory during school attendance. <p>Also, between 2 and 12 June, the duration of the activities spent by students in the classrooms will not exceed 3 hours for high school graduates, and 2 hours for lower secondary pupils.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>All activities carried out in the field of education and research during the alert period, must comply with the measures to prevent the spread of COVID-19 disease, as agreed by the Ministry of Education and Research together with the Ministry of Health. This period of face to face school activities for exam preparation of pupils in their final school year, as well as of national exams, requires additional reflections on the resources involved in meeting the standards for preventing the spread of COVID-19 disease in schools / educational institutions. Thus, the measures adopted on May 8 cover the entire complexity of the activities carried out, starting with access to the school, the distance between those present, surface disinfection, duration of breaks, mandatory wearing of medical masks, etc., measures that involve additional resources, which the educational units must provide and ensure in collaboration with the county school inspectorates (see question 4).</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p><u>The National Evaluation exam</u> The National Evaluation will be held between June 15 and June 17/18. The final results of the national exam will be available on June 27.</p>

For those students who on the day of the exam had a temperature above the maximum allowed, were in isolation, quarantine or did not participate in the June session of the National Evaluation for other medical reasons, a special session of the National Evaluation will be organized between 29 and 30 June / 01 July.

The National Baccalaureate exam

The timetable for this year Baccalaureate exam provides for the written tests to be held between June 22-25, the oral tests (for language and digital skills) have been cancelled. These competencies (linguistic and digital skills) will be validated and recognized between 11 and 17 June, based on a methodology developed by the Ministry of Education and Research.

The final results of the Baccalaureate exam will be displayed on July 5.

For those graduates who on the day of the exam had the temperature above the maximum allowed, were in isolation, quarantine or those who did not participate in the first session for other medical reasons, a special Baccalaureate session will be organized between 06 and 08 / 09 July.

Professional skills certification exams for levels 3, 4 and 5, according to the National Qualifications Framework, for vocational, technical and dual vocational education, as well as those in post-secondary education, will be conducted only on a project basis, and the practical test will be validated, in accordance with methodologies for each type of competency certification.

The entry in Romania of pupils/students, both Romanian citizens or citizens of the neighbouring states, permanently residing outside Romania and enrolled in educational units / institutions in Romania, which have to take tests or sit final exams at the end of lower secondary/upper secondary/higher education, and which do not show symptoms associated with COVID-19, has been excepted from quarantine / isolation measures.

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Enrolment in preschool education

The enrolment in kindergarten for the 2020/2021 school year will be made in two phases, between June 8 and July 3, respectively July 20 and August 10. The application process does not require the physical presence of parents nor that of children, and the data required by the online application can be communicated to the school by e-mail, telephone or fax.

The re-enrolment of children who attended kindergarten this school year and want to attend it in the next school year as well will take place between May 25 and June 5, by email, phone or fax.

Enrolment in primary education

The enrolment in the preparatory class for children age 6 until 31 December 2020, inclusively, was extended until July 7 by email or post. Also, the enrolment methodology in primary education for the school year 2020-2021 has been revised by including new procedures, adapted to the new epidemiological context (e.g. the documents required by the application process can be sent by e-mail or post. However, when documents are sent by e-mail or mail with confirmation of receipt, they will also be presented in paper format, within two weeks from the beginning of the school year).

Enrolment in high school education

The updated calendar for the admission in the state high school education for the school year 2020-2021 foresees the following measures:

- Counselling activities with parents and students for the presentation of the admission procedures and the schooling plan, as well as those for completing the options in the enrolment forms by the 8th grade graduates, between 02 and 12 June, in schools or by electronic means of communication (telephone, e-mail, video conference);
- The competence tests will take place between 02 and 05 June;

- The options in the registration forms will be filled in by the 8th grade graduates and by their parents between 02 and 6 July;
- The computerized distribution will take place on July 10;
- Admission of candidates to special places for Roma pupils will be done electronically, in a separate session;
- The average mark of admission, based on which the enrolment in the ninth grade of high school is decided, is calculated as a weighted average between the general average at the national assessment exam (80%) and the final years average marks for grades V- VIII (20%).

Admission to vocational and technical education

According to the revised calendar of admission, the registration of candidates will start on June 29.

The first stage of admission to state vocational education (enrolment - display of results) is scheduled for June 29 - July 10, and the second stage (enrolment - display of results) between July 22 - 28.

Admission to higher education programmes

In what concerns Higher Education, the admission to undergraduate study programmes will be organized after the national Baccalaureate exam takes place, and admission to the master's and doctorate programmes will be organized after the bachelor's final exam/dissertation.

The majority of Romanian universities have announced that admission will be organized mainly using online platforms. The universities of medicine and pharmacy (which will organize an entrance exam on July 26) and some faculties (e.g. vocational ones) have opted for the classical exam.

The Ministry of Education and Research has allowed Romanian universities free access to the Integrated Information System of Education in Romania (SIIR) to facilitate the admission process organised online by HEIs. Universities can therefore verify online the results obtained by the high school graduates following the national Baccalaureate exam, the physical presence of the candidates being avoided.

8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?

In the current epidemiological context, national/international school competitions, including sports competitions scheduled for the 2019-2020 school year have been cancelled.

In this context, university education institutions may establish, based on university autonomy, to take into consideration the results obtained at school competitions organized at national/international level in the previous years.

There have been some exceptions for ad-hoc participation in online competitions, such as The North Baltic Physics Olympiad, in which Romanian students took part during this period.

PRACTICAL TRAINING AND WORK-BASED LEARNING

9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?

VET:

The plan for compensate the practical parts of the curricula was that most of activities to be recovered online. Teachers will continue to focus on the development of skills and professional competences, until at the final of the school year (26 June). In partnership with economic operators, teachers will help students to acquire the learning outcomes necessary for the acquisition of professional qualification.

For students in their final year, even if they have not completed practical internships in the company, online activities have been carried out to allow them to complete their schooling properly, with the possibility of participating in final certification exams, where they will prove their competencies level.

For students who will continue schooling in the next school year, remedial practical activities will be carried out where it will be found that the level of skills acquired during this period needs improvement. All the action plans for these activities will be established in collaboration between the partners: school and company.

For graduates of training programmes for qualifications level 3 and level 4 EQF, the exams will be organized without the physical participation of the student. They have to elaborate a project in the domain of study and to send it in schools for examination. If the students will not have the possibility to send the project on line, they can send it to school by post or submit it personally to the school secretariat.

Until this moment, for graduates of training programmes for qualifications level 5, all the regulations are in place and it will be decided in the near future if it is needed to change the methodology. In any case, all the exams will take place in conditions of total sanitary safety, as set by the National Committee for Special Emergency Situations, in smaller groups of 3-4 students.

This organization will not affect the award of qualifications.

Higher education:

In order to ensure the appropriate acquisition of learning outcomes in the case of such activities that cannot be transposed into the online environment (laboratory activities involving the use of equipment only in specialized laboratories, under teachers' supervision and with recorded video, as well as practical activities that cannot be conducted online), the higher education institutions in Romania will organize an intensive recovery session, when HEIs will reopen their premises, so that student learning acquisitions can be supported further.

Where specialized practice involves site-visits or using resources that are not available to students at home or online, the activities will be organized only during the time when the movement and access to resources are possible.

In the case of practical activities that can be transposed, in one way or another in the online environment, specific tasks are considered, which can be performed with the utmost academic rigor by students, and the evaluation of their activity to be performed in the best way, according to the legal regulations already in force as far as higher education is concerned.

In order to ensure correct and beneficial evaluation procedures, based on a procedure approved by the university senate, it is considered that the topics that involve the visual demonstration of a practical activity performed by the student, can be recorded audio / video by student himself and sent to the teacher. For the topics involving a presentation in front of the teacher, a video conferencing system can be used. For the final assessment, whether it is a normal examination or overdue session or re-examination and grade modification, it is recommended to use the same assessment mechanisms mentioned before.

If the final practical test requires the use of physical devices to which the student does not have access, in this case, the postponement of the final evaluation is considered until an optimal date, when the resumption of normal teaching activities is possible.

Activities in higher education that require face-to-face interaction / assessment will be recovered modularly, intensively, while the emergency state ended.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

This year, admission will be organized online in most universities. The general average of admission can be calculated by taking into account the average of subjects from high school years, grades from the baccalaureate exams, baccalaureate overall mark or other specific criteria, according to the methodology of the higher education institution, based on university autonomy. Exceptions will be the universities of medicine and pharmacy and some faculties (e.g. vocational ones) that have opted for the classical exam.

<p>The amount of the tuition fee is established by the Senate of each higher education institution according to the specific costs of schooling for each programme, based on the autonomy and the legislation in force. However, given the current context, the Ministry of Education and Research encourages higher education institutions not to increase the amount of tuition fees.</p>
<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>Higher education institutions put the safety of students and their employees at the forefront of their planning, and depending on the situation and the decisions of central authorities, they will take all necessary measures to compensate for lost revenues and plan accordingly.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>The admission and enrolment procedures are carried out autonomously by the higher education institutions in Romania, following some general procedures provided by the Ministry of Education and Research. Regarding the recognition procedures for the study documents giving access to higher education, the National Centre for Recognition and Equivalence of Diplomas takes into consideration the provisional certificates attesting the graduation of the High school examinations abroad and it issues provisional recognition statements based on them. After that, when the graduate gets the final diploma, the Centre issues the recognition statement.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>National scholarship schemes, which provide financial support to international students, did not undergo changes during the health crisis.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>For most pupils and students, including those from other EU countries or third countries, online learning continues until the end of the school / university year. Pupils / students, Romanian citizens or citizens of Romania's neighboring states, with domicile or residence outside Romania and enrolled in educational units / institutions on the territory of Romania, who have to take tests or exams at the end of secondary education / high school / higher education and which do not show symptoms associated with COVID-19, are exempted from the measure of quarantine / isolation at the home / location declared by the person concerned, according to the new regulations.</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>In terms of mobility, following the measures adopted by the National Committee for Special Emergency Situations, respectively "the suspension of study programs regarding the exchange of experience", all the mobilities (outgoing or incoming foreseen during this interval) within the Erasmus + programs, the European Solidarity Corps and European Economic Area (EEA) grants have been suspended.</p>

Expenses incurred in advance for mobility that will not take place are subject to force majeure and are considered eligible. As far as possible, students are advised to keep open the option to reschedule mobility in agreement with partners and / or service providers.

At the same time, we consider that coordination among Member States in order to ensure the flexibility in the admission deadlines to higher education will benefit both students and universities, given the current context.

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

Following the suspension of face to face classes in schools / educational institutions since March 11, the learning process continued online. On April 21, 2020, a set of guidelines was issued for conducting the online learning process in pre-university education.

In order to assess the students' ability to participate in online learning activities, the Ministry of Education and Research centralized the data received from the County School Inspectorates on the number of students who do not have an electronic device/terminal and the necessary Internet connection through which to connect to online activities. As a result of this analysis, a Government Decision was issued on May 7, which provides for the allocation of funds for the purchase of electronic devices connected to the Internet in order to equip state pre-university education units. The objective of the Ministry of Education is to ensure access to distance learning activities for all students, including those from disadvantaged socio-economic backgrounds, enrolled in pre-university education units.

In terms of challenges which our education and training systems have been facing in the context of the COVID-19 pandemic crisis, it has been proved that motivated and well-trained teachers have had a key role in ensuring continuity of learning during the pandemic. In this sense, the continuous professional training of teachers in the new educational contexts becomes a central element to the learning process.

Although teachers have made efforts in this process, it has been observed that distance learning cannot replace direct learning. Part of the usual teaching activity (face-to-face) cannot be done online / distance, thus having a negative impact on pupils' learning. According to a research study on teaching practices and difficulties in online activities with students run by a consortium of universities which included the Institute for Educational Sciences between 25 and 31 March, teachers have reported some dysfunctions in the learning support activities such as: authentic communication and human interactions, personalized support for students with special learning needs, monitoring the pace of learning, feedback for prompt correction or confirmation of acquisitions, explanations for understanding concepts, relationships, phenomena, individual counseling.

On May 26, the Ministry of Education and Research, via National Center for Policy and Evaluation in Education - Education Research Unit, launched a major study in order to evaluate students, teachers, principals and parents' attitudes towards the online learning process. The research involves the application of four questionnaires, aimed at identifying the perceptions and opinions of respondents about the access, organization and participation of students in distance learning activities. The study is organized between May 27 and June 10, in all units of pre-university education.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

According to the same research study run between 25 and 31 March, schools that used their own online learning platform (with accounts for students, parents and teachers) worked very well; teachers tried to maintain permanent communication with students; learning activities that combine synchronous with asynchronous modalities have been used, which eased the hardship on behalf of the student and supported a smoother

<p>transition from face-to-face learning to online learning; teachers were also able to make assessments through online platforms.</p> <p>In order to support distance learning activities, teachers and students most often use simple applications for communication with the classroom and individually, such as Whatsapp or Messenger or even phone calls. It follows closely: the use of open educational resources and digital content, such as web sites with information and illustrations, online libraries, simulations, educational software, virtual laboratories, virtual museums, Digitaliada, LearningApps, etc., followed by specialized elearning platforms and applications for video calls / conference such as Webex, Zoom, Meet, Teams.</p> <p>The most significant experiences and support initiatives for teachers are, in order: their own previous attempts to introduce ICT in teaching activities, various tutorials found online, peer support groups such as teacher groups on Facebook, ICT training programs carried out through CCDs, the open resource platform opened by the Ministry of Education on digital.educred.ro, the ideas of activities with digital support on digitaledu.ro, the CRED workshops carried out via videoconference, the open educational resources collected by the school inspectorates in the last three years, the training programs in the field of ICT carried out by NGOs / companies, the eTwinning platform.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>There are no such indications at present, the schools will be reopening on June 2 (for 2 weeks), only for students in the eighth grade and the last year of high school.</p>
<p>19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?</p>
<p>The measures for carrying out the activities in the educational units / institutions are provided in the context of the state of alert. Any further action will be taken taking into account the evolution of the epidemiological context.</p>

<p>SLOVAKIA Last update: 27/5/2020</p>
<p>END OF THE SCHOOL/ACADEMIC YEAR</p>
<p>1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.</p>
<p>On 18 May, the Security Council decided that kindergartens primary schools (1st -5th grade) and afterschool care facilities could reopen as of 1 June. The decision whether to reopen a particular school lies within the school establisher based on their local circumstances. The return of children to school is voluntary, thus the parents can choose whether their children continue with distance learning or return to school. The rest of the educational institutions remain closed and education continues in form of distance learning.</p> <p>The State Pedagogical Institute issued guidelines that aim to adjust the educational content taught at primary and lower-secondary level to the learning conditions during the extraordinary situation of school closure. The</p>

goal is to optimise the hours of study and adjust the amount of content by prioritising the essential study areas: Language and communication; Mathematics and Working with Information; Man and Society; Man and Nature; and determining complementary study areas, including: Man and Values, Man and the World of Work, Art and Culture, Health and Exercise.

The Ministry is now considering providing an opportunity to schools to organise summer schools on a voluntary basis in order to provide the opportunity to compensate for the time when distance learning was in place, especially to support disadvantaged children.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

On 18 May, the Security Council decided that kindergartens primary schools (1st -5th grade) and afterschool care facilities could reopen as of 1 June. The decision whether to reopen a particular school lies within the school establisher based on their local circumstances. The return of children to school is voluntary, thus the parents can choose whether their children continue with distance learning or return to school. The rest of the educational institutions remain closed and education continues in form of distance learning.

The aim of the reopening of kindergartens and primary schools is to:

- renew the habits of pupils in relation to education, and to enable pupils to experience natural social interaction in peer groups
- revive the economy by enable parents to go back to work,
- reduce the burden of parents and legal representatives,
- relieve the burden placed on teachers due to teaching under specific and non-standard conditions.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

In general, the Universities and their dormitories waived accommodation fees as of April and partially reimbursed. As the secondary schools and HEIs are not re-opening this year, the dormitories remain closed. Exceptions apply to international students who stayed in Slovakia and Slovak students who were granted a permission to stay at the dormitory due to extraordinary circumstances.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The Security Council set specific conditions for the reopening of the kindergartens and primary schools. The Public Health Authority issued detailed guidelines on organisational and safety measures that shall accompany the school opening.

There shall be no more than 15 children in a kindergarten class and no more than 20 in a primary school class. These groups shall be fixed and no migration between classes will be allowed. When it comes to placing children in a kindergarten, the priority will be given to children whose parents are the first line workers (healthcare staff, police, emergency and rescue services staff, pedagogical staff).

Concerning school staff, the educational and non-educational activities shall be carried out by persons who do not belong to risk group (pregnant women, persons older than 60 years old, persons with health conditions such as chronic diseases or low immunity).

The reopening will go hand in hand with preventive and hygienic measures (maintaining distance, temperature checks, disinfection, gloves, mouth masks, ventilation, health questionnaires for staff, parental declaration of children's health condition and monitoring of health condition of learners and staff). The Ministry in

<p>cooperation with the Administration of State Material Reserves is assisting schools in ensuring sufficient supplies of protective equipment.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>As the kindergartens and primary schools will reopen on 1 June, we do not have a practical experience yet. The Public Health Authority issued detailed guidelines on organisational and safety measures that shall accompany the school opening. The Ministry in cooperation with the Administration of State Material Reserves is assisting schools in ensuring sufficient supplies of protective equipment. The Ministry is also providing wide support and guidance to institutions in order to ensure smooth re-opening.</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Regarding the national exams, the written part of the school-leaving examination „Matura“ was cancelled and will not take place this school year.</p> <p>For the students in their final year of secondary education, the school year ended on 7 May.</p> <p>This year, the internal part of the Matura examination, including the theoretical part and the practical part was carried out administratively. This concerned grammar schools, secondary vocational schools, conservatories, schools of art industry and secondary sports schools.</p> <p>Administrative Matura meant that the final grade for a particular subject were counted as an arithmetic average of the final grades for this subject and relevant associated subjects awarded at the end-of-the-year assessment for all the years of study at secondary level and half-year assessment for past two years.</p> <p>The final grade was communicated to students and parents by 12 May. When a student wanted to obtain a better grade, she communicated her disagreement to the school. The statistics show that less than 1 percent of final year students opted for voluntary oral Matura examination to obtain a better grade. The schools are now organising internal part of the Matura examination between 25 May and 13 June. The internal part of Matura can be carried out either electronically via videoconference or in presence in the school under the conditions set out in the Public Health Authority Guidelines.</p> <p>When it comes to practical part of Matura at VET schools, the choice of a specific form of the practical part of the professional component of the Matura exam depends on the nature of the field of study, material and personnel conditions of secondary vocational school and the epidemiological situation.</p> <p>The school principal shall determine the form and adapt the content of the practical part of the examination to the conditions of the VET school, practical learning workplace or the employer's workplace.</p> <p>There are certain exceptions and minor derogations from the administrative Matura rule, for example, when it comes to conservatories and medical schools where the comprehensive theoretical and practical exam from the relevant field of study shall not be carried out administratively.</p> <p>The students shall receive their secondary school-leaving certificates latest by 30 June.</p> <p>The Public Health Authority issued guidelines (15/4/2020) on how to carry out the final examinations as well as admission exams at high school level, including the practical part of the examination. The examinations are to be carried in the biggest room available in the facility. Distance of at least 2m shall be maintained between people present in the room. Members of the examinations committee as well as students must wear facemasks and everyone must use his own stationery. No handshakes or other physical contact. No more than 1 student shall be in the room during the final examination (except for the practical exam – max. 2) and not more than 2 students shall be in the room during the admission exam. The examination premises must be equipped with hand sanitisers and regularly disinfected. Participants must not touch their faces and monitor their health before and after the examination, and report any changes. All students and members of the examination committee will be subject to temperature measurement.</p>

<p>National examination “Test-9”, written by the 15 year-olds has been cancelled for this academic year.</p>
<p>7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Applications for kindergartens ran from 30 April to 31 May 2020. The deadlines for enrolment in primary schools were and took place in the second half of April, from 15 to 30 April, but without the personal presence of children. Enrolments to pre-primary and primary education were carried out without physical presence of the child. Any communication was done electronically if possible. An attestation from a doctor that normally accompanies the application were not required. On 29 April, the Minister decided upon the dates and deadlines for admission procedures to upper-secondary education: - Four and five year education programmes at Gymnasia and study programmes at VET schools: 19 May 2020 to 30 June 2020; - Eight year education programmes at Gymnasia: 15 June 2020 to 30 June 2020. The school principals published the criteria for the admission at secondary schools, such as e.g. the number of pupils that can be admitted, the criteria and other conditions for admission. The Ministry of Education issued detailed guidelines and specific formula for the admission procedures for upper-secondary education, which shall be based on the study results achieved at the end-of-the-year assessment, and mid-year assessments. The procedure shall take into account other criteria such as participation in Olympiads, sport competitions and performance (sport schools), artistic performance (art schools), participation in national and international competitions. Each school can also select one own criteria according to the profile of the secondary school. Most of the HEIs postponed their deadlines for applications. Admission and final exams are carried out via digital tools. For students of medicine and other healthcare professions, the admission and final exams will follow the Guidelines of the Public Health Authority.</p>
<p>8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?</p>
<p>This year, the national student competitions – Olympiads were carried out electronically. Depending on the subject (Geography, Biology, etc.) the participants received various assignments such as preparation of a project, presentation, experiment, essay that they presented via videoconference or by a video message. During some Olympiads, such as Mathematics the participants had to solve the tasks online while being live on video. The international competitions were carried out in a similar manner following the instructions of the organisers. The participation in Olympiads was taken into account in the formula that was used for the admission to upper-secondary schools. For this purpose the participation and results of all students were made accessible to all schools.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?</p>
<p>The Ministry and the State Institute for VET issued recommendations to: - strengthen theoretical learning implemented in the form of distance (online) education;</p>

- transfer practical learning (according to the nature of fields of education) to higher years of study, or to the beginning of the school year 2020/2021;
- strengthen cooperation between schools and specific employers: that employers enable schools to use their videos from individual production lines, processes, machinery, technologies... and simulations available to companies in accordance with their company policy, provide schools with internal teaching materials of the company (in accordance with their company policy), enable teachers / students to access the internal training system that companies have for their employees, in line with their company policy;
- make use of the recommended online learning opportunities ;
- use project teaching of professional subjects online - preparation of model situations and project studies, simulation of activities, solution of case studies, business plans, technical drawings, artwork, sound recordings of music and lectures and others);
- use virtual classrooms;
- use the potential of training companies;
- prepare short videos e.g. with the production process of a specific product (confectionery / bakery, clothing) or services (hairstyle creation,...);
- be inspired by examples of the best practice from abroad.

The assessment shall be adjusted to the conditions and possibilities of the VET school. The guidelines for assessment and decision on administrative school-leaving examination apply to VET accordingly. The fact that due to emergency the learner could not achieve the compulsory amount of hours of practical training shall not be an obstacle.

When it comes to practical part of Matura, the choice of a specific form of the practical part of the professional component of the Matura exam depends on the nature of the field of study, material and personnel conditions of secondary vocational school and the epidemiological situation. The school principal shall determine the form and adapt the content of the practical part of the examination to the conditions of the VET school, practical learning workplace or the employer's workplace.

There are certain exceptions and minor derogations from the administrative Matura rule, for example, when it comes to conservatories and medical schools where the comprehensive theoretical and practical exam from the relevant field of study could not be carried out administratively. In such cases, the final exams shall follow the Guidelines of the Public Health Authority.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

The HEIs decide upon these issues themselves within their autonomy.

Most of HEIs postponed application deadlines. Application procedure was simplified and digitalised.

Many HEIs decided that students could present any additional required documentation that cannot be submitted electronically at the time of application, later on upon the enrolment.

As the state Matura examination was slightly postponed and students shall receive their certificates by latest 30 June, HEIs should reconsider and adjust the selection criteria and procedure accordingly. Admission examinations should be also carried out in digital format.

Tuition fees in public HEIs apply only when a student exceeds the standard length of study. If a student is unable to pass an exam due to measures related to Covid-19 crisis, and this would result in a prolongation of his studies, some HEIs decided to waive the tuition fee for the extra academic year.

The amendment to Higher Education Act and other relevant legislation “*Lex Corona*” was adopted on 22 April 2020. The amendment creates a legal framework for measures taken by HEIs during the pandemic situation such as online examinations including state examinations, online submission of the final thesis, extension of deadlines, functioning of the university bodies – online meetings and per rollam voting of the Academic Senate, etc.)

<p>11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>This issue is a subject of ongoing discussion.</p>
<p>INTERNATIONAL STUDENTS AND MOBILITY</p>
<p>12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?</p>
<p>In general, the HEIs show flexibility when it comes to enrolment and admission procedures for all students, including students from other Member States. The deadlines were postponed and the procedure has been digitalised. Supporting documents should be accepted at later stage, upon the enrolment at the beginning of the next academic year.</p> <p>The amendment to Higher Education Act and other relevant legislation “<i>Lex Corona</i>” was adopted on 22 April 2020. The amendment creates a legal framework for measures taken by HEIs during the pandemic situation such as online examinations including state examinations, online submission of the final thesis, extension of deadlines, functioning of the university bodies – online meetings and per rollam voting of the Academic Senate, etc.)</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>In Slovakia, the Government scholarship scheme offers financial support to students from developing countries and foreign Slovaks to study at public university in Slovakia. The law states that the scholarship shall contribute towards covering expenses connected with studies and living costs in Slovakia. The legislation states that the scholarship payments shall be suspended when the student is not physically present in the country for more than 15 consecutive days.</p> <p>Due to the Covid-19 crisis, some foreign students returned to their home countries. In such cases, the provision of the scholarship is suspended. Those students who remained in the country continue to receive the support.</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>The HEIs are prepared to offer e-learning/distance learning also for Erasmus+ participants (currently for the winter semester with the possibility further to continue the mobility as the physical/presence form).</p>
<p>15. Related to possible different MS’ approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>As the current situation results in the postponement of the national school-leaving examinations in several countries, it is crucial that Member States and their HEIs work together to protect academic mobility of students. It is important that HEIs reflect upon their admissions procedures for international students and refrain from strict requirements regarding the submission of documentation on secondary education attainment.</p> <p>It is evident that the current crisis accelerated the changes with significant impact on the education sector. Digitalisation has already penetrated into education processes and educators generally utilise various equipment to access various platforms. It is necessary to acknowledge that the physical mobility is the core principle of the Erasmus+ programme. However, taking account of the current conditions, flexible mobility formats should be further elaborated in light of the preparation of the next generation of EU programmes.</p>

The current situation may give a unique chance to further examine the opportunities to enhance blended mobility, as the combination of virtual and physical mobility, and consequently use it more broadly in future. Based on inter-institutional agreements universities should inform each other promptly on their plans as soon as these become apparent. Information on how the Erasmus+ programme will take place (at least in the winter semester) should be published on the HEI's website so that students can find their way in. It is also necessary to draw on the experience from the projects conducted in the area of digitisation and online accessibility of learning as well as those aimed at inter-institutional cooperation (such as European Universities under current Erasmus+ programme) and utilise these knowledge in future practice.

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

We have not collected relevant data yet. One of the challenges concerning distance learning has been access to distance learning by disadvantaged learners. Schools and teachers try to compensate by other forms of outreach – delivery of learning materials to learners. The public TV channel also broadcasted educational programs in order to maximize the outreach to learners. The situation shows the need to advance digital learning, including better access and boost digital competences.

We are now considering collecting feedback via questionnaire/survey from higher education institutions (HEIs) in coming months. We believe that it is too soon to conduct the impact evaluation while the country still has not been lifted from the state of emergency.

HEIs continue in distance learning, which might cause occasional obstacles, yet we consider the quality of provided education rather satisfactory. Some HEIs conducted individual internal surveys in order to collect the feedback directly from students (e.g. Slovak University of Technology in BA).

Ministry of education provided HEIs with online webinars on how to manage state exams via platform/s.

Generally, HEIs reacted as flexible and as early as possible as the situation allowed. On the systemic level, it was necessary to amend the relevant legislation enabling the distance provision of tertiary education.

The main challenges the pedagogical staff faced were:

- Staff support (the level of previous training in e. g. designing the massive e-learning courses as well as the training of how to provide the e-learning effectively),
- Technological preparedness not only of the HEIs but also of students;
- Assessment (ongoing) and examinations,
- the substitution for practical work (e. g. laboratories), especially in case these are compulsory,
- Social separation etc.

The same applied for the Erasmus+ mobilities, especially for incoming/outgoing students. The disruption of education affected also their studies. Some of the incoming (i. e. foreign) students decided to stay in Slovakia; some of those who decided to return home were offered the possibility to continue the studies in the form of distance learning. The main challenge – once the situation has stabilised – was to maintain the planned learning outcomes and the quality of distance learning offered.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

The Ministry of Education in cooperation with relevant stakeholders created a portal <https://www.ucimenadialku.sk/>, which offers not only a learning content and variety of digital tools but also information and guidance for educators and other staff at all levels of education. The use of particular tools is a choice of education institutions.

The Ministry is not monitoring which online tools are used by particular schools, as they should reflect the specific needs of the education processes/each study program individually. For example, HEIs usually use their own learning management systems within their own information systems, e. g. Moodle.

The intention of the Ministry is to facilitate distance learning and ensure a smooth continuation of quality education while trying to minimize negative impact of the crisis on learners and educators. In this regard, Ministry provides information, guidance and wide support to ET institutions.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

The re-opening of kindergartens and primary schools as of 1 June will go hand in hand with strict preventive and hygienic measures. The number of students in a class will be reduced and the classes will be fixed, therefore there will be no migration from class to class. The measures aim to prevent any spread of the virus and keep the level of contaminations low.

Secondary schools and HEIs shall not return to face-to-face teaching this academic year. The next academic year 2020/2021 shall be carried out in the standard regime, if the situation allows. The only challenging element might be the organization of learning mobility and establishing the conditions for foreign students due to international transport limitations or other possible restrictions.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

We are hoping that the next school/academic year will start as usual. Particular measures will depend on the epidemiological situation and will be discussed with ET institutions and determined by the Security Council and the Public Health Authority.

HEIs are autonomous; therefore, the schedule for the next academic year falls within their competence. The academic year 2020/2021 shall be in the standard regime and start in the second half of September, if the situation allows. It was recommended that HEIs shift part of the work-based learning to the next academic year while it could not be carried out during the previous one due to the crisis.

SLOVENIA

Last update: 4/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

The school year will end within the deadlines set in the school calendar and vacations will not be shortened. Regardless of the fact that schools are gradually opening, the Intervention Law Covid-19 gives a basis for adoption of guidelines that enable the completion of school year of every child.

On 17th April, the Ministry published a decision on measures for the smooth performance of education in a single-structure nine-year basic school (primary and lower secondary education), including measures for

<p>assessment of achieved knowledge, students' progress, passing remedial exams and implementation of the national examination in grade 6 and 9 of the basic school.</p>
<p>2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?</p>
<p>On 29 April, the Government decided that schools and kindergartens will start reopening on 18 May in a gradual process, whereby only the youngest and oldest pupils and students will return to classrooms, all others will end the year at home. The data show that 95 % of pupils returned to schools during the first week of re-opening and 81 % in special needs schools.</p> <p>Kindergartens reopened first and classes started in the first three grades of primary schools and for final-year students at secondary schools. Next, final-year students of primary schools returned to class on 25 May.</p> <p>On 3 June all students of basic school returned to face to face education and the return to school is obligatory for all. Other students (upper secondary education and higher education) will complete the school year via distance learning.</p> <p>There were number of challenges when deciding on re-opening of schools, but the well-being of each student and teacher was always at the forefront. All our decisions were assessed through several criteria and in consultation with all relevant stakeholders, in particular when developing hygienic and organisational-didactical guidelines.</p> <p>There were a number of different stakeholders involved in the decision making process, notably the Ministry of Education, the Ministry of Health, the National Institute of Public Health, the National Education Institute, the Center for Vocational Education, representatives of school leaders association, representatives of the trade unions etc.</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>Pupils and students have no obligation to pay fees if dormitories were closed down. In case of continuation with distance learning, students are not obliged to use and pay for the dormitories till the end of school/academic year.</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>It is of utmost importance to provide conditions and appropriate safety equipment so that it is possible to safely re-enter schools. Therefore, on 8 May the Education Ministry issued instructions to schools and kindergartens for their gradual re-opening, which note that up to 10-15 children are allowed to sit in a single classroom in primary and secondary schools, and up to 8-10 children in an individual kindergarten group.</p> <p>On 3 June all students of basic school returned to face to face education.</p> <p>After 3 June the restrictions of smaller groups is not valid any more. Other safety measures (sanitary and hygienic), personal protective equipment is still in use. In addition, students need to bring a signed statements confirming that they did not have any Covid-19 symptoms in the last 14 days,</p> <p>In kindergartens, a group in the first age category (one to three years) may count up to eight children, and up to ten children in the second category (four to six years). Employees in kindergartens are advised to wear face masks, especially when they encounter colleagues or parents of the children.</p>

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?
The greatest challenge was to include each student in the distance learning. Although there were different approaches and methods used, there were some students that have never participated in the distance learning (mainly students from vulnerable and minority groups).
ASSESSMENT, EXAMS AND ENROLMENTS
6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
The Intervention Law Covid-19 forms a basis for preparing a new timetable for execution of general matura exam (upper secondary general education), vocational matura exam (upper secondary vocational-technical education) and school leaving exams (upper secondary vocational education). The Ministry together with the supporting public institutions prepared guidelines regarding completion of education. The general and vocational matura exam, scheduled for 5 May 2020, will start on 30 May. The essay on Slovenian language (Italian and Hungarian language in case of minorities) will be written on 1 June. Oral part of the examinations will begin on 15 June. The students will be notified about the results on 7 July for vocational matura exam, and on 13 July for general matura exam. Practical part of the school leaving exams can be assessed online, postponed or in consultation with the school teacher the topic can be changed. The calendar for supplementary and remedial exams is unchanged, and exams will start from 1 July on.
7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
The Ministry published on its website a notice on enrolment at different levels for upcoming 2020/2021 school year. The deadline for the applications is postponed for all levels. Those applicants who have already submitted their application forms and have no prior conditions to fulfil can be accepted. All applicants applying for high school enrolment who need to fulfil certain conditions (talent tests, interviews, etc.) will continue their enrolment after the lifting of containment measures.
8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
All national and international competitions were cancelled or postponed.
PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
Work-based learning is currently not performed in any form of VET education, including apprenticeships. Measures will be therefore required for the final year students to recognize this missing part of WBL, because for them it would not be possible to replace missing hours. Work-based learning will be recognized as completed if other theoretical subjects (which also includes Slovene language) are positive, as defined in the Intervention Law Covid -19.

HIGHER EDUCATION
10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?
Decisions around emergency online teaching and assessment have been made in consultations between HEIs, national agencies and the Ministry, and since the COVID-19 pandemic, the cooperation and collaboration has been exemplary. The Ministry and other agencies in the HEI ecosystem seek to simplify the administrative procedures and supporting HEIs in their genuine efforts to maintain the high-quality student-based experience and skills/competences/knowledge-acquisition.
11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
According to Intervention Law Covid-19, some of the lost revenues will have been funded from the national crisis budget. This also includes financial compensation (partial or in full) to individuals when public service had been discontinued.
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
HEIs are applying various safety nets to ensure that student classification is not adversely affected by the new coronavirus. This safety net will be applied to all undergraduate and postgraduate taught students graduating in 2020. This is in addition to HEIs usual process of applying special circumstances discretion by considering one's overall profile and considering any marks affected by individual mitigating circumstances.
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
The national scholarship provider in Slovenia is the Ministry of Labour, Family, Social Affairs and Equal Opportunities. While in Slovenia we do not have a bespoke national scholarship scheme for international students, a (very) limited number of scholarships is, nonetheless, made available to international students. The requirement for the scholarship holders to keep the scholarship is to enrol / progress onto the next year's of the same programme.

14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?

The health and wellbeing of HE staff and students are our priority. We know that a great many people in the HE community are understandably anxious about the epidemic, and we have taken measures to address their concerns, to protect their health and wellbeing, and to ensure that learning can continue.

Slovenia set out its plan to return student life to as near normal as possible, for as many students as possible, as quickly and fairly as possible but in a way that is safe and continues to protect our health system. The steps we are taking to the gradual re-opening of the campuses and the resumption of on-campus activities and services as and when the current ‘coronavirus lockdown’ is eased are set out in an Ordinance and all HEIs must follow National Health guidelines. For the rest of this term, all physical lectures and classes for taught undergraduate and postgraduate programmes should continue online, with the exception of laboratory and other practical classes. So far as possible, teaching will be delivered online.

A blended approach to examination and assessment is being used by HEIs. In the vast majority of cases, examinations will be changed to alternative types of assessments such as ‘take-home’ or ‘open book’ examinations, projects or essays, which do not rely on sophisticated technology. If students are concerned that they do not have the necessary equipment to complete the assessment at home, they can contact their School.

TRAVEL: The Government introduced exemptions to students/staff returning from the EU / third countries so as quarantine is no longer required. All staff/students returning from the EU / third countries are being provided with documentation to present to the authorities if requested when travelling to Slovenia.

Our aim is to support students to progress or complete within normal timeframes wherever possible. University approach is also based on this principle. In exceptional circumstances, if students are unable to participate in their learning and assessments due to the impact of Covid-19, they will need to apply for mitigating circumstances.

15. Related to possible different MS’ approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

If students have had their study abroad or work placement year disrupted this year we want to continue to support them to complete their learning opportunity this academic year by using virtual mobility until travel is made possible again (i.e. using the blended mobility).

LESSONS LEARNT AND FUTURE STEPS

16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?

Since students come from different family backgrounds with different support environments, the inclusion of all into education process was the first challenge to tackle. Special focus went to the most vulnerable groups of students. Nevertheless, it is estimated that about 0,5 percent of basic school students and 1,3 percent of upper secondary school students did not participate in distance learning.

The Ministry and the National Education Institute has been regularly preparing guidelines and recommendations for schools. In addition, the National Education Institute has provided direct support to teachers. On the basis of data obtained by pedagogical advisers from the regional units of the National Education Institute, numerous support activities were carried out to help teachers to cope with challenges of distance education, such as video conferences, online classrooms, video trainings, preparation of materials for

teachers, etc. Support activities were available for teachers with no prior experiences as well as for those who were more advanced in digital education. 25.000 Slovenian teachers took part in these activities during the school closure, as reported by the National Education Institute.

A more detailed analysis of distance learning during the epidemic will be prepared by the National Education Institute and published at the end of June 2020. The target group are school leaders, teachers and students. The main topics: implementation of the distance learning, pedagogical guidance, perception of the distance learning by students in different ages groups. The research will identify the prevailing views and practices of distance education of Slovenian teachers at different levels of education.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

The on-going research implemented by the National education institute will identify among others good and not so good practices of distance learning. The results are expected by the end of June 2020. This will be also a basis for further development of teachers' learning and development.

Slovenia intends to work towards preparing long-term strategic orientations, including measures to improve distance/remote educational approaches in line with its goals to assure safe and incentive learning environments for all. The current process of revising the system of career development of teachers follows these objectives, as well as builds on teachers' experience. New aspects to be addresses more explicitly to ensure the quality education for all: technology supported forms of education, including remote digital learning and the potential to further build on open educational resources, and most importantly teacher professionalism, policies and development, for greater equity and well-being as well.

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

All indications of infections by Covid19 will be done on individual basis by involvement of all stakeholders. After the first step of return of students to face to face education there has been one example of an infected person by Covid19. The whole class was asked to go to the quarantine. All other classes of this basic school continued their work in classes since all safety measures have been properly applied.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

A more detailed analysis of distance learning during the epidemic will be prepared by the National Education Institute and published at the end of June 2020. The target group are school leaders, teachers and students. The main topics: implementation of the distance learning, pedagogical guidance, perception of the distance learning by students in different ages and groups. The research will identify the prevailing views and practices of distance learning of Slovenian teachers at different levels of education. The results of the research will be the basis for the further development of distance/blended learning.

SPAIN

Last update: 4/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

The school year will continue as scheduled until June: the educational activity will be maintained during this third trimester, mainly through distance learning. Schools are reopening for students about to finish secondary studies, baccalaureate or VET grades, but attendance is on a voluntary basis. Depending on the region, children up to 6, students with special education needs or those in reinforcement programs may also return to schools. During the summer break, administrations will promote voluntary reinforcement activities. The next academic year will start as scheduled and the educational administrations and schools will implement plans for the recovery and adaptation of the curriculum and educational activities, which will allow all students to advance. Special attention will be devoted to those lagging behind.

In relation to the Spanish universities, the Ministry of Universities has prepared a document of Recommendations that synthesizes the reflections elaborated in a technical ad-hoc group - with the participation of the Ministry of Universities, representatives delegated by the regional governments, representatives of the Agencies of Quality, representatives of the Conference of Rectors of Spanish Universities and representatives of the Council of University Students.

The beginning and end of the university academic year depends on the decision of each university. There is a relatively wide flexibility although, in general, the duration in academic weeks is quite the same in all of them when applying the operational principles of the EHEA. This means that, within limits, universities in a region may adapt this year completion and the beginning of the next one to assume changes in the teaching activity that must occur (and are occurring) in this second semester of the 2019/2020 year, as a consequence of the Covid-19 pandemic.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

While the state of alarm is in force, until at least 7th June, the Ministry of Health will have the status of delegated competent authority, both in its own area of responsibility and in other areas.

On 28th April, the Council of Ministers approved a four-phase plan to lift lockdown by the end of June. Regions will move to the next phase of de-escalation depending on the evolution of their health circumstances. The situation is revised approximately every two weeks. On the 4th June:

- There are no regions in phase 0.
- 30% of the regions are in Phase 1: schools have opened for disinfection, and directors, teachers and administrative staff are carrying out preparatory work. The education activity is carried out through distance learning. <https://www.boe.es/boe/dias/2020/05/09/pdfs/BOE-A-2020-4911.pdf>
- 70% of the regions are in phase 2: Students in courses concluding stages (4th year Secondary Education, 2nd Baccalaureate, 2nd Intermediate and Higher VET degrees), on a voluntary basis, will be able to resume face-to-face classroom activities, splitting groups over 15 in alternate attendance or parallel subgroups. Capacity will be limited. Depending on the region, children up to 6 years will go back to school if parents have to work. Regions will also decide on the opening of schools for students with

special education needs or reinforcement programs. The Ministries of Health and Education have prepared a guide with measures for a safety re-opening of schools <https://www.educacionyfp.gob.es/dam/jcr:52e023fd-339f-48af-96f1-ddd6ad77c4fd/20200514-medidas-sanitarias-para-reapertura-centros-fase-2-final.pdf>

Updated information can be found on <https://www.educacionyfp.gob.es/destacados/covid19.html>

It is unlikely that any Spanish university can resume face-to face classes this year; in this sense, some regional governments have communicated that there will not have more in-classroom teaching this year and they are updating non-classroom teaching modalities, both in the teaching activities that will still be carried out this academic year and in the final evaluation. Some universities have reopened for research activities.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

There are no changes regarding dormitories since universities remain closed.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?

The experts advising the Ministry of Health on how to organize the end of the confinement measures have recommended a "cautious and progressive" lift of lockdown measures. From the 27th April, children under 14 are allowed to leave their homes under controlled circumstances. Schools are being disinfected before reopening and groups over 15 will be split. The return is being carried out in phases and with special precautions, according to the situation of the coronavirus crisis at that time and the rate of progress of the pandemic in each region. The Ministries of Health and Educations have prepared a guide with measures for a safety re-opening of schools <https://www.educacionyfp.gob.es/dam/jcr:52e023fd-339f-48af-96f1-ddd6ad77c4fd/20200514-medidas-sanitarias-para-reapertura-centros-fase-2-final.pdf>

A physical safety distance of 2 metres must be guaranteed and masks are obligatory in all public spaces where social distancing cannot be respected. <https://www.mscbs.gob.es/gabinete/notasPrensa.do?id=4857>

It is unlikely that any Spanish university can resume face-to face classes this year; in any case, if possible, health recommendations such as the use of masks or physical distance would be followed. All universities have designed protocols to re-open, which include measures suggested by WHO and agreed by the Government, including reducing personal contacts by prioritizing teleworking, flexible labour timetable or shift work, using compulsory face masks, keeping physical safety distance of 2 meters.

5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?

One of the biggest challenges is that there are no references so far. The objective is that all students can go back to school sooner or later, but the educations system has to be prepared to deal with health issues. Hence, the need to prioritize: students who have more difficulties to work online, primary school students, children from vulnerable backgrounds, those who have connection difficulties... Since it is essential not to neglect those who can continue to progress according to their abilities.

Most of these challenges are shared by the rest of the Member states. All universities are preparing protocols and designing the face-to face training for the future re-opening.

ASSESSMENT, EXAMS AND ENROLMENTS
6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>The Ministries of Education and Vocational Training and of Universities, together with the regional governments, have agreed to delay the official examinations to access university, which will be held, tentatively, between June 22nd and July 10th. Also, contents and number of items have been modified so that students are not punished for not having worked in class any block or blocks of contents of any of the subjects. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-4576</p> <p>The Ministries of Health and Educations have prepared a specific guide with prevention and hygiene measures for the implementation of the exam to access university this year. https://www.educacionyfp.gob.es/dam/jcr:604d11ab-374c-4b8e-a987-8c9aab86b146/20200514-medidas-sanitarias-para-ebau-final.pdf</p> <p>Besides, diagnostic tests for primary and secondary students (3rd and 6th years in primary and 4th in secondary) have been cancelled.</p>
7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>Due to the circumstances caused by the pandemic, administrative acts, such as admission procedures or applications to the enter schools and universities, were postponed until the beginning of June. Procedures have been resumed and deadlines adapted.</p>
8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
<p>As regards skills competitions, the national competitions are scheduled for February / March 2021, so dates have not be changed taking into account that, at that time, hopefully, there will be no restrictions related to the covid-19 pandemic.</p> <p>However, depending if covid-19 restrictions are still in force, regional competitions could be modified.</p> <p>The Ministry, in collaboration with the Internet Users Association, launched a national competition (<i>“Internet pone la educación por las nubes”</i>) about the importance of the safe, equal and effective use of internet for distance learning during the COVID-19 pandemic. Teachers were invited to send videos sharing good practices, using online resources with their students and emphasizing how internet has contributed to education during the crisis. More information can be found in this link: https://intef.es/Noticias/nueva-edicion-del-concurso-internet-pone-a-la-educacion-por-las-nubes/ This competition was opened to all teachers in Spain. Neither this competition nor others which were released before the crisis have been created in order to assign credits to pupils enrolling in secondary schools or HEIs.</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
<p>Assessment will be continuous, promotion to the next grade will be the general norm and certification must be the usual practice for those students who finish cycle, either in secondary, baccalaureate or VET. A decision that, in any case, will be made by the faculty as a whole, taking into account, in the case of vocational training,</p>

that the student has achieved the general objectives of the cycle, the learning outcomes, and the professional and social competences.

As for Vocational Education and Training, the school calendar has been extended and flexibility has been allowed regarding practices in the workplace, extending the period established in the school calendar and limiting the hours to a minimum of 220 hours, if necessary.

Likewise, Work Based Learning modules will be exceptionally integrated with a project module so that the objectives associated with the work environment can be addressed. This measure will affect basic VET, as well as intermediate and higher grades.

These flexibility measures will allow regional governments to adapt the process of completing the practical work with total guarantees that the training of the students is adequate to the requirements to obtain the qualification.

As for Higher education, from the very first moment of the pandemic, it was considered the system had to be very flexible and adaptive to the very different academic realities, but at the same time guarantee quality, and so practices would still have to remain.

In general, when the practical training corresponds to the non-last year of the degree, it would be possible for the non-compulsory practical training to be postponed to the near future.

In practices for students in their final year and not in qualifying undergraduate or master's degrees, a minimum can be set in the percentage of completion from which the rest of the fixed time of practices can be replaced by the completion of face-to-face or other evaluable related academic activities, which can be of different types. This percentage can be increased by each university or degree as they consider.

In case of practical training aimed at final year students of degrees or masters which are necessary for regulated professions, the above criteria may be applied or, depending on the cases, specifying an implementation of said internships, or the time remaining in its implementation, of an intensive nature and temporarily concentrated as soon as the health situation allows it and always within this 2020 year, being temporarily appropriate not to exceed the month of September or October. For this type of practices that, although they are in qualifying titles have very different academic natures, the approaches agreed by the sectoral conferences of deans of these areas will be taken into account, since it could facilitate relatively common solutions in the same degree, even if taught at different universities. This could be the case of practices in degrees in the field of Health or Education, for example. For those students who are studying non-completion courses, the possible option would be to delay the completion of the practices (or the undeveloped time of the practices) to the next course.

Considering the evolution of the health conditions, we might be able to provide more detailed information in the coming weeks.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

In relation to the enrolment requirements, the exam for access to university has been postponed to the end of June or the beginning of July, therefore all the dates have been delayed.

On the other hand, a reform of the grant systems and tuition fees have been taken place. On 6th May, an amendment to the Spanish University Law - aimed at reducing the university tuition fees – was published in the Spanish Official Journal and, now, all the additional decisions are being taken.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
No measures have been taken until now.
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
In general, all the deadlines for the universities have been postponed and we are taking into consideration the proposals from other countries where the deadlines are later than in Spain.
13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?
Till now, no measure for non-EU students.
14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?
For those studying abroad in levels below university, the recognition of studies is guaranteed: https://www.educacionyfp.gob.es/dam/jcr:7963d8b5-f28f-4f9c-bcd5-146f607a6321/segunda-nota-informativa.pdf In Spain, universities have not returned to face-to-face teaching and learning and our international students are in the conditions that the national ones.
15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Different measures are been taken into consideration.
LESSONS LEARNT AND FUTURE STEPS
16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?
The response, in general, from the entire educational community (teachers, students, families, schools and companies that participate in school and VET programs) has been excellent. Considering the rapid and unexpected change in situation, from the classical classroom to electronic distance learning, the attitudes of the different actors involved have been very positive and they have adapted themselves rapidly and efficiently. The joint initiative "Lessons for education during the coronavirus crisis" https://oecdeditoday.com/coronavirus/ on the solutions education systems are using and how they are adapting to different student and teacher needs during the coronavirus crisis, highlights the speed of launching the website https://aprendoencasa.educacion.es/ , the clarity of its presentation, the quality of its content and the

collaboration of the different actors involved. <https://oecdeditoday.com/wp-content/uploads/2020/05/Spain-Aprendo-en-casa.pdf>

The Ministry has organized several webinars dealing with digital competence development or about how to teach online at home. It has also provided measures to facilitate communication among teachers from the same school (eTwinning projects) and carried out online workshops and courses to replace face to face events.

A vast variety of articles have been published (www.intef.es), showing examples of good practices with digital tools, decalogues about online assessment and digital formative assessment or digital resources and digital tools that teachers can use in distance learning. Furthermore, tutored online courses where the materials and resources are open and free-access, have been disseminated through social media so that all teachers can enter and self-learn with the tutorials and video-tutorials provided.

But it is necessary to improve digital skills for teachers and students, if it is the case, for families, and it is also necessary to modernize and update technological equipment in schools and homes.

- Teachers' digital competences: While some teachers have found in this situation an opportunity to help students develop other skills and also a new way to approach them, others have felt overwhelmed, needing more time to rethink and to handle the new scenario. In general terms, most teachers have made great efforts to cope with the problems they have encountered in their daily practice by finding creative ways to use the technology available.
- Students' digital competences: Although most students are digital natives, not all of them have developed sufficient digital competences to tackle with distance learning on a daily basis and some of them lack engagement to learn on their own. These issues might be added to the fact that some of them lack resources for online education.
- Family resources: This crisis has sharpened the digital gap. Families from vulnerable groups lack basic resources to follow online education or do not have enough devices at home for all their members to work with at the same time.
- Assessment has required an extra effort and additional regulation.

In this order, the Ministry of Education and Vocational Training is preparing two different action plans for the next academic year 2020/2021, which will begin to be implemented immediately this summer and will continue in the next academic year.

Face-to-face education is irreplaceable. But digitization has to contribute to qualitative changes to foster better educational results by providing attention to students in all their diversity and reducing gaps.

As for universities, the digitization has been important for a long time in Spain. This digitization did not only refer to the purchase and use of materials, but it was much more in-depth and included the training of teachers and administration staff who, in some cases, are further from digitalization than younger students.

It is important to consider that the pandemic, at the educational level in our universities, has been a complete challenge not so much for the use of digital but for the total replacement of face-to-face with digital. Digital has become the only way and not a complementary way from one day to the next.

In order to avoid gaps, the Ministry of Universities and CRUE Spanish Universities (the Conference of Spanish University Rectors) launched the portal "Conectad@s: la universidad en casa" ('Connected, the university at home'). This portal was created with the main aim of supporting teachers, students and society in general in terms of online education. Besides of this, each university has reinforced its online department to solve problems for teachers, students and administrative staff.

However, despite the efforts made, problems have arisen and are being studied. We hope we have the results of some studies in a short time.

17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?

The use of different online learning tools has increased during the crisis.

Tools for videocalls have been the most popular among teachers and students. Tools which offer videocalls to communicate with students (like Zoom, Cisco Webex, Jitsi,...) are easy and free to use, though data protection

issues should be taken into account. This matter is being tackled by the educational administrations so that data protection issues are driven adequately.

Along with videocall tools, Virtual Learning Environments (VLE) have been widely used to enable the online educational activity in a proper way. Moodle is the platform that most Regional Education Authorities in Spain offer to schools, but the urgent need of new platforms, has resulted in a variety of options that also include solutions such as Microsoft Teams or Gsuite.

Apart from that, there are tools like the eTwinning platform that allow teachers to develop their projects and keep in touch and connected with their partners and students via mail, chat and conferences. It has proven to be an effective tool for distance learning thanks to its project based learning approach.

Additionally, the professional development offered in eTwinning, allows teachers to update their development according to their needs.

Additional time would be needed to evaluate the effectiveness of the different tools used by universities, since tools are still in use since distance education remains. In any case, in parallel to the end of the course, we are beginning to work in order to assess how the different online tools have worked and, especially, the portal developed for the pandemic “Conectad@s: la universidad en casa” (‘Connected, the university at home’).

18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?

The Ministries of Health and Educations have prepared a guide with measures for a safety re-opening of schools <https://www.educacionyfp.gob.es/dam/jcr:52e023fd-339f-48af-96f1-ddd6ad77c4fd/20200514-medidas-sanitarias-para-reapertura-centros-fase-2-final.pdf> Among other aspects, measures include indications on the people who can access to schools, actions to be taken when symptoms appear in a person inside the school, hygiene and cleaning of the education institution, how to keep social distance and personal prevention measures.

Taking those joint measures into account, schools are preparing their own contingency plans, in accordance with their own circumstances and also bearing in mind the indications of their own regional and local administrations.

In Spain, the Universities have not returned to face-to-face teaching and learning.

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

For the next academic year, the Ministry of Education and Vocational Training and the regional governments have created a working group to tackle school organization adapted to the pandemic, syllabus, technological provision and reinforcement of the digital competence, as well as monitoring and support of distance learning. As for Higher Education, a technical ad-hoc Group - with the participation of the Ministry of Universities, representatives delegated by the regional governments, representatives of the Conference of Rectors of Spanish Universities and representatives of the Council of University Students – has been created in order to prepare the start of the course 2020/2021.

SWEDEN

Last update: 4/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

17 March the Government announced that the following educational institutions are recommended to switch to distance education from 18 March (after recommendations from the Public Health Agency): upper secondary school, municipal adult education, vocational higher education, higher education (until 15 June 2020, more about this on question 2). Schools and preschools have remained open.

The Government's ambition that the effects on the students' possibilities to complete their studies should be as minimal as possible. Through distance education, students can continue to receive teaching and thus also their student finance. Furthermore, to ensure that students can be provided with support in the form of student finance, there is a proposal that the Government should be able to decide that students can, in extraordinary events during peacetime, retain their study finance for the period which they have already been granted.

In Sweden the responsibility for the school lies with the education provider (municipalities or independent education provider). Education providers can decide to close schools based on assessments from the Public Health Agency and an infection control doctor, or due to for example shortage of staff. The Government has previously (13 March) decided on a temporary regulatory framework that makes it possible for schools to handle school closure in a swift and good way, if needed. For example, it makes it possible for exceptions to regulations concerning the design, scope and location of the education. Education providers can thereby adjust the placement of the academic year later than August if the decisions on the final grades from the compulsory school or the introductory program are made so late that the admissions process could not be completed in normal time. This also applies to education providers who are not covered by the possibility of acting under the regulation. The new regulation applies from 16 March 2020 until 30 June 2021.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

All educational institutions (open and distance learning) are required to follow the recommendations from the Public Health Agency and take relevant measures to ensure safety and well-being of pupils.

The Public Health Agency and the National Agency for Education provide advice to schools and preschools on their websites. Among other things advice regarding hygiene, the cleaning of schools, social contacts (for example keeping distance, avoid activities and gatherings in large groups, look into possibilities to eat lunch at different times, having classes outside etc.) and information to the pupils. The advice is based on WHO:s guidelines.

On the 29th of May the government announced that the recommendations from the Public Health Agency on distance education will be removed on the *15th of June*.

This allows for pupils in upper secondary schools to return to regular instruction on school premises. This also provides the conditions for education providers to make plans for the summer and the autumn term, which are important to schools' ability to fulfil their mandate. Like compulsory schools, upper secondary schools must follow the advice and recommendations of the Public Health Agency of Sweden and the National Agency for Education.

<p>This will also provide an opportunity for upper secondary school pupils, who need to attend summer school following a spring of remote learning, to study on school premises during the summer. This announcement will make it easier for schools to utilise the additional Government investments in holiday school.</p> <p>For adult education (municipal adult education, vocational higher education and higher education) they might need to temporarily continue with distance education in order to reduce the spread of infection, and to follow the general recommendations of the Public Health Agency. It is the education providers responsibility to lead the work of reducing the spread of infection and take relevant measures.</p> <p>It is important to underline that if the situation will become worse, education may have to return to distance learning (in accordance with the temporary regulatory framework implemented 13 March - see question 1).</p>
<p>3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?</p>
<p>4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?</p>
<p>All educational institutions (open and distance learning) are required to follow the recommendations from the Public Health Agency and take relevant measures to ensure safety and well-being of pupils.</p> <p>The Public Health Agency and the National Agency for Education provide advice to schools and preschools on their websites. Among other things advice regarding hygiene, the cleaning of schools, social contacts (for example keeping distance, avoid activities and gatherings in large groups, look into possibilities to eat lunch at different times, having classes outside etc.) and information to the pupils. The advice is based on WHO:s guidelines.</p>
<p>5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?</p>
<p>ASSESSMENT, EXAMS AND ENROLMENTS</p>
<p>6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>In Sweden we do not have school leaving examinations in upper secondary school. The school leaving certificate is awarded based on the results throughout the entire upper secondary school period. All course grades, from all three school years in an upper secondary programme, are included in this school leaving certificate. Grades from upper secondary school and the school leaving certificate are used when applying for Higher Education.</p> <p>For students in upper secondary school education that requires practical examination (for instance in VET) that cannot be done through distance learning, it's possible to make exceptions for small groups of students/pupils to conduct practical examination tests in schools. This exception is also applicable for students that has special needs and therefore require personal contact, or for educational areas that cannot be provided through distance learning.</p>

7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>The higher education institutions (HEI) are responsible for admissions and are, together with the Swedish Council for Higher Education, closely monitoring the current situation and are prepared to take measures, e.g. postponing the last day for completion.</p> <p>For admittance to HEIs, the Swedish Scholastic Aptitude Test (SweSAT) is one of the selection instruments used. The SweSAT, that was scheduled for 4 April was cancelled, which will have consequences for the admittance to various HEIs and university programs.</p> <p>On April 9, the Government announced that there will be no changes to the selection groups and how study places in higher education are distributed due to the cancelled SweSAT.</p> <p>On the 23rd of March, the National Agency for Education announced the cancellation of the semester's remaining national tests in compulsory school and upper-secondary school.</p>
8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
<p>For students in upper secondary school education that requires practical examination (for instance in VET) that cannot be done through distance learning, it has been made possible to make exceptions for small groups of students/pupils to conduct practical examination tests in schools. This exception is also applicable for students that has special needs and therefore require personal contact, or for educational areas that cannot be provided through distance learning.</p>
HIGHER EDUCATION
10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?
(See question 7)
11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
INTERNATIONAL STUDENTS AND MOBILITY
12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS?
<p>The Ministry of Education and Research is monitoring the situation closely and is in regular contact with the national authority, The Swedish Council for Higher Education that administer the Erasmus-programme, on the</p>

<p>effects of the pandemic and more specifically about the impact on learning mobility. There is also an ongoing dialogue with HEIs on the effects of the pandemic.</p> <p>Right now, a discussion is underway on how the next semester will be handled. It is too early to say exactly what measures that the Swedish Government will take regarding potential students from other countries. Through the continuous contact with the HEI's and other stakeholders the Government will analyse the situation to quickly identify threats and problems for mobility.</p>
<p>13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS)?</p>
<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>15. Related to possible different MS' approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p> <p>In general, schools, municipal adult education and HEIs have managed the transition to distance education quite well, but there is of course many challenges. The digitization of the schools and universities, that has been going on for several years, now has taken great strides forward in recent months. The rapid transition has contributed to a greater use of digital platforms and thus helps to further strengthen the competence to conduct distance education.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>

19. Does your MS already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

(See question 1 and 2)

NORWAY

Last update: 12/6/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, do you plan to prolong the school year and shorten vacations? Do you have any plans for compensation measures, such as extending the school day duration, weekend classes, summer courses? If so, please provide some details on how this would be implemented.

Schools have provided distance learning during the closure to ensure continuity in the progress of the curriculum. The school year will therefore not be prolonged. However, some municipalities will extend the already existing offer of summer school, which is a voluntary offer. The municipalities are responsible for primary and secondary education and they will put in place support measures for pupils in primary and lower secondary education who need catching-up of the curriculum due to the closing of schools. This will be implemented during the school year.

2. Have you decided to re-open ET institutions (primary schools, secondary schools, VET schools, ECEC institutions, HEIs) during this school/academic year? If so, when, and is the re-opening gradual (what criteria have been used in this respect?) or simultaneous? Is the return to face-to-face education mandatory or optional, with an option of continued distance education?

ECEC institutions and all education institutions apart from tertiary vocational and higher education reopened in May and early June. Secondary schools opened gradually in compliance with the national health authorities' sanitary guidelines to prevent propagation of COVID-19.

HEIs are gradually reopening. Priority was initially given to students and staff requiring to be physically present at campus to pursue their studies or research. Since mid-May, higher education staff have been subject to the same rules that apply for all employees in general regarding access to the work place. On 12 June, the government announced that all universities and university colleges would open for students from 15 June subject to certain conditions.

3. In case pupils' and students' dormitories have been closed or temporarily vacated, have pupils and students still had the obligation to pay the fees or have these been reduced, postponed, suspended etc.? Is the re-opening of ET institutions also followed by parallel re-opening of pupils' and students' dormitories?

Student dormitories have not been closed, apart from folk high schools, which are private institutions. Students at folk high schools have been compensated for tuition fees, or these have been reduced.

4. What organisational and safety measures do you foresee regarding the re-opening of ET institutions and dormitories (e.g. sanitary and hygienic standards, personal protective equipment, physical distancing, work in small groups, special measures concerning access for parents etc.)?
ECEC and Primary and Secondary Schools are required to follow sanitary guidelines adapted to each level of education and training. The guidelines are issued by Norwegian health authorities (the Norwegian Institute of Public Health) and the Directorate for Education and Training. The higher education institutions are requested to make their own sanitary guidelines, based on the national guidelines.
5. With the gradual re-opening of ET institutions, what do you experience as the greatest challenges (e.g. spatial and human capacities of ET institutions, fear of further spread of pandemic, etc.)?
So far, one of the greatest challenges has been spatial. Many schools and higher education institutions have not been big enough to cater for all pupils, students and staff as long as the one-meter distance requirement is strictly applied – and it still applies in higher education.
ASSESSMENT, EXAMS AND ENROLMENTS
6. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
Oral and written exams in lower and upper secondary school have been cancelled for ordinary pupils. Exams in VET will be take place as originally planned. National upper secondary examinations will take place as originally planned for those who resit examinations and for external candidates, however with some delays.
7. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
The application deadlines for admission to higher education have been kept, but for practical reasons such as delayed external secondary examinations, some delays have been allowed in the uploading of documentation. For a very small number of study programmes, admission requirements involving physical tests etc. have been changed.
8. Have national and international competitions in various subjects taken place during the crisis and how? In case participation in such competitions is usually a basis for assigning additional credits to pupils enrolling in secondary schools and/or HEIs, how do you compensate for competitions which might have not taken place?
N/A
PRACTICAL TRAINING AND WORK-BASED LEARNING
9. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How have practical exams in VET and HE been organised? How will this affect the award of qualifications?
Student clinical training in health institutions and/or in the community has been carried out to the extent possible. When not possible, HEIs have adopted alternative learning methods that can ensure the same learning outcomes. For example, recognising student emergency work in health institutions as clinical training in study

programmes. Diplomas are not issued unless the candidate has acquired all planned learning outcomes. The higher education institutions have shown great creativity in finding alternative learning methods or else in reorganising the curriculum. Only a very small number of final year students will have graduation postponed until the autumn. In many fine and performing art programmes, where the final examination is often a concert or a theatre performance or an art exhibition, even those who graduate through alternative examinations this spring will be given the opportunity of having the regular concert, performance or exhibition in the autumn, as these are also a traditional 'ticket' to professional life.

HIGHER EDUCATION

10. What decisions have your HEIs made regarding enrolment requirements and tuition fees?

HEIs in Norway generally do not charge tuition fees and this has not changed due to COVID-19. Enrolment requirements have not changed.

11. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Each HEI receives its funding from the Ministry as an annual block grant. The institutions manage their block grant under a high degree of autonomy. Being responsible for managing the block grant, the board of the institution allocates the funding in order to fulfil its aspirations and strategies and in order to meet nationally defined aims of the higher education sector. HEIs are expected to mainly manage the consequences of the pandemic within the allocated block grant. Additional funding has been targeted towards increased student capacity and increased capacity to offer education, including continuous education and learning to young and adult people out of employment, in need of up- and reskilling, etc. Some extra funding has also been made for Ph.D. fellows that have been delayed due to Covid-19 because of lack of access to laboratories, etc.

INTERNATIONAL STUDENTS AND MOBILITY

12. Taking into account the possible delay of state exit exams and award of qualifications, what approach has been taken to facilitate the admission and enrolment procedures of European students in HEIs in your MS/country?

The Ministry of Education and Research has encouraged student welfare organisations to be flexible towards incoming students from abroad on issues such as housing.

13. During the crisis, what approach has been taken concerning national scholarship schemes offering financial support to international students (e.g. in case these students have not been present in your MS/country)?

Some international students in Norway are supported financially by the State Educational Loan Fund of Norway. An extra loan of 26 000 NOK, of which 8000 NOK in scholarship, have been made available for those of these international students that can document a loss of income due to COVID-10. Many international students in Norway that have been temporarily laid off from their part time jobs qualify for financial support either through a salary compensation scheme or unemployment benefits from the Norwegian Labour and Welfare Administration (NAV).

<p>14. In the context of re-opening of ET institutions, and considering the still existing restrictions to traveling, have you foreseen any specific solutions in order to facilitate the continuation of learning for learners from other EU or third countries?</p>
<p>HEIs are considering continuing offering remote teaching, and that way incoming students may be able to participate prior to entering Norway or before they are done with their quarantine period.</p>
<p>15. Related to possible different MS'/country approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>Norwegian students admitted to study programmes abroad but not able to attend their studies from day one for Covid-19 reasons will be entitled to receive support from the State Educational Loan Fund to attend studies online as long as Covid-19 restrictions apply in the relevant country. Norwegian students admitted to study programmes abroad but not able to attend their studies from day one because of the pandemic will be entitled to receive support from the State Educational Loan Fund to attend studies online as long as Covid-19 travel restrictions apply in the relevant country.</p>
<p>LESSONS LEARNT AND FUTURE STEPS</p>
<p>16. What are the attitudes of different actors in the ET systems towards distance learning? How have teachers and learners experienced distance learning and what have been the greatest challenges (e.g. were there any issues with reaching learners, did learners and teachers have the necessary digital competences etc.)? What measures have been taken in order to train teachers to work in the digital learning context?</p>
<p>Teachers and staff at all levels of education and training started using digital tools during the closure whatever prior attitude they had. The levels of digital skills varied greatly – and still varies – both between teachers and learners, but help groups by and for teachers were quickly set up to assist those who needed it. In higher education, Unit – the Norwegian Directorate for ICT and Joint Services in Higher Education & Research quickly took action to improve network capacity as the whole sector went digital.</p>
<p>17. Which online learning tools have proved to be the most effective? Which ones have proved to be less useful and why? Has this situation prompted you to start developing new sustainable digital strategies?</p>
<p>The Ministry of Education and Research has recently charged Unit, in cooperation with the higher education institutions, with the revision of the strategy for the digitalisation of higher education when the country closed due to Covid-19. The draft of a new strategy will be sent to the Ministry in the autumn. Covid-19 experiences will hence most certainly be integrated in the new strategy to be launched 2021. The Ministry of Education and Research has recently started working on a revision of an action plan for digitalisation of primary and secondary education that will be presented in the autumn of 2020.</p>
<p>18. With the gradual re-opening of ET institutions, are there already any indications of how the return to face-to-face teaching and learning is affecting the spread of the pandemic in the wider community?</p>
<p>So far, the reopening of schools and other ET institutions does not seem to have affected the spread of the pandemic in the wider community.</p>

19. Does your MS/country already have plans regarding the start of the next school/academic year? If so, what are the plans? Do you plan to continue with any of the measures so far introduced also in the next school/academic year?

The plan is that the beginning of the new school and academic year should be as close to normal as safety and sanitary regulations allow. The higher education institutions are encouraged to prioritise first-year students if restrictions are such that they have to make a choice.

**Implications of the novel coronavirus (COVID-19) for Erasmus+ and European
Solidarity Corps projects:
Notes by the European Commission**

Note: E+/NA/DIR/2020/005

**Subject: Coronavirus – implications for Erasmus+ and European Solidarity Corps projects
31/1/2020**

In the context of the outbreak of the Coronavirus in China, National Agencies are requested to inform the participating organisations concerned and instruct them to contact the individual participants who already are in, or are planning to leave to or from the affected areas within the coming weeks. Participants should also be reminded of the assistance that can be provided by embassies, consulates and honorary consulates in the country of their stay.

It is for the participating organisations and individuals to decide on the course of action to take in the light of national travel advice and repatriation schemes, as for example cancelling or postponing all non-essential travels to China. The National Agencies should however monitor closely, in cooperation with the participating organisation, if the area can be considered safe by the time of travel for the entire duration of the mobility or project activity.

Please be reminded that National Agencies may apply the *force majeure* clause to activities taking place in China or other affected areas as well as to incoming mobility from these areas, as foreseen in the template of the grant agreement between National Agencies and the beneficiaries and as defined in the programme guide and other contractual documents. National Agencies may thereby cancel, postpone or move activities planned in such regions in the most flexible way, notwithstanding the respect of the general legal framework applying to Erasmus+ and the Corps. Given the exceptional circumstances, the same principles can be applied also to any incoming mobility from the affected regions.

Justified repatriation costs will be accepted as exceptional costs, whereas normal reporting requirements apply. For further information or clarifications, please do not hesitate to contact the Commission via your NA desk officer or by sending an email to EAC-NA-COORDINATION@ec.europa.eu.

Note: E+/NA/DIR/2020/012

**Subject: Coronavirus – exceptional measures with regard to Erasmus+ and European Solidarity Corps projects
25/2/2020**

In the context of the measures taken by the Italian Government to contain the spread of the Coronavirus infection in Northern Italy, I would like to inform you that the measures announced in our note of 31 January 2020 (ref. Ares (2020)619972) shall be considered fully applicable to any mobility in affected areas of programme and partner countries where the virus is detected and which are considered at risk.

In line with the abovementioned note, National Agencies are requested to inform the participating organisations concerned and instruct them to contact the individual participants who already are in, or are planning to leave for the affected areas within the coming days or weeks. Participants should also be reminded of the assistance that can be provided by embassies, consulates and honorary consulates in the country of their stay.

It is for the participating organisations and individuals to decide on the course of action to take in the light of national travel advice and repatriation schemes. The National Agencies should however monitor closely, in cooperation with the participating organisation, if the area of the planned mobility can be considered safe by the time of travel for the entire duration of the mobility or project activity.

Please be reminded that National Agencies may apply the *force majeure* clause to activities taking place in any affected area as well as to incoming mobility from these areas, as foreseen in the template of the grant agreement between National Agencies and the beneficiaries and as defined in the programme guide and other contractual documents. National Agencies may thereby cancel, postpone or move activities planned in such regions in the most flexible way, notwithstanding the respect of the general legal framework applying to Erasmus+ and the

European Solidarity Corps. Given the exceptional circumstances, the same principles can be applied also to any incoming mobility from affected regions. However, when assessing additional costs linked to a case of *force majeure*, the National Agencies should apply the provisions established in section 3.16 of the Guide for National Agencies.

Justified repatriation costs will be accepted as exceptional costs, whereas normal reporting requirements apply. For further information or clarifications, please do not hesitate to contact the Commission via your NA desk officer or by sending an email to EAC-NACCOORDINATION@ec.europa.eu.

Note: E+/NA/DIR/2020/014

Subject: Coronavirus – specific guidance in cases of force majeure

10/3/2020

Following the sending of notes 005 (31/01/2020) and 012 (25/02/2020) on the impact of the coronavirus COVID-19 on the implementation of the Erasmus+ and European Solidarity Corps programmes, we have been receiving a high number of questions from National Agencies on the practicalities regarding the application of the *force majeure* clause.

Most of the questions are on to the possibility of extending the duration of Grant Agreements with beneficiaries, the application of the definition of *force majeure* and the practicalities of covering additional costs, the reason why this note focuses on these aspects. Any questions not replied to by this note will be dealt with bilaterally, via e-mail or NACO, or additional notes, where needed.

As regards the application of *force majeure*

The template for Grant Agreements defines in Article II.1 (Definitions) a situation of *force majeure* as follows: *Force majeure: any unforeseeable, exceptional situation or event beyond the control of the parties that prevents either of them from fulfilling any of their obligations under the Agreement, which is not attributable to error or negligence on their part or on the part of the subcontractors affiliated entities or third parties in receipt of financial support and which proves to be inevitable despite their exercising due diligence. The following cannot be invoked as force majeure: labour disputes, strikes, financial difficulties or any default of a service, defect in equipment or materials or delays in making them available, unless they stem directly from a relevant case of force majeure.*

National Agencies are invited to use their judgement as to the situations in which the beneficiary is in the incapacity to fulfil its obligations under the grant agreement. The provision can thus be invoked beyond the applicable formal recommendations from the competent authorities¹, in situations in which obligatory parts to the agreement between the beneficiary and its partners/participants cannot be fulfilled.

As regards costs incurred, including possible additional costs:

In line with the Guide for National Agencies (article 3.16§2), there cannot be an increase of the total grant amount awarded.

Within this limit, National Agencies may accept additional costs of an extraordinary nature not foreseen in the initial budget, where duly justified (e.g. the cost could not be recovered under an insurance scheme, the generating event could not be rescheduled, etc.) on a real cost basis. Beneficiaries need to provide a signed declaration stating that the costs could not be recovered by other means. For reporting purposes, the beneficiaries should be advised to use the procedure for *force majeure* described in the IT documentation: <https://webgate.ec.europa.eu/fpfis/wikis/pages/viewpage.action?pageId=194407954>.

Any additional costs above the maximum grant amount will have to be financed from other sources.

If the National Agency decides to cancel a planned activity following the application of *force majeure*, the costs incurred can be considered eligible within the project at final report stage.

As regards the project duration:

Where relevant, the National Agencies may decide to authorise beneficiaries to extend the duration of their projects to allow postponement of activities with up to 12 months per project. While taking this decision, the National Agencies should take into account i.a. the following elements:

- the maximum duration of the Delegation Agreements between the Commission and the National Agency for the implementation of the entrusted tasks is still respected
- the additional administrative workload for the National Agency
- the equal treatment of beneficiaries facing the same situations

The normal rules on amendments set out in Article II.13 of the Grant Agreement apply.

In cases where the National Agency decides to grant the prolongation of projects, the final project duration may not in any case exceed 36 months² in total, in any Key Action³. Whereby such prolongation cannot be granted on the basis of the existing rules of the action, as set out in the Programme Guides of the Erasmus+ and European Solidarity Corps programmes, National Agencies need to sign an exception report in line with article 2.5.4 of the Guide for National Agencies.

For further information or clarifications, please do not hesitate to contact the Commission via your desk officer or by sending an email to EAC-NA-COORDINATION@ec.europa.eu.

We would like to inform all National Agencies that notes from the Commission to National Agencies are not to be disseminated or published. The functional mailbox EAC-NA-COORDINATION@ec.europa.eu is only to be used by National Agencies, not by project beneficiaries.

¹ In the context of this note, “competent authorities” are defined as the authorities in charge at national, regional or local level of issuing health recommendations and/or travel restrictions for public interest.

² This implies e.g. that projects of 12 months can be extended up to 24 months and 24 months projects may be extended up to 36 months. This also means that KA2 projects of already the maximum duration of 36 months cannot be extended.

³ In line with the e-mail of 26 February 2020 providing specific guidance for ICM projects, the new end date of the extended ICM 2018-projects will be 31/07/2021.

Note: E+/NA/DIR/2020/016

Subject: Extension of Erasmus+ deadlines for submission of applications

16/3/2020

Please be informed of the new submission deadlines below as a result of difficulties experienced by applicants due to the coronavirus outbreak.

The deadline for submission of applications has been extended until 23 April 2020 (12h00 Brussels time) for the following actions:

- Strategic Partnerships for School Education (KA201),
- Strategic Partnerships for Vocational Education and Training (KA202),
- Strategic Partnerships for Higher Education (KA203),
- Strategic Partnerships for Adult Education (KA204),
- School Exchange Partnerships (KA229).

We are revising the calendar for use of funds to take the extension into account and will publish it on NAconnECT as soon as possible.

The deadline for submission of applications (to the Education Audiovisual and Culture Executive Agency) for the Erasmus Charter for Higher Education will be extended until 26 May 2020.

Note: E+/NA/DIR/2020/017

Subject: Coronavirus – Extension of additional deadlines

17/3/2020

Within the framework of the Erasmus+ programme and European Solidarity Corps, the following deadlines for submission of applications will also be extended, besides those already announced in the Note 016 of 16 March 2020:

	Official deadline	New proposed deadline
ERASMUS+		
Key Action 1		
Mobility of individuals in the field of youth	30 April 2020	7 May 2020
Key Action 2		
Strategic partnerships in the field of youth	30 April 2020	7 May 2020
Key Action 3		
Youth Dialogue projects	30 April 2020	7 May 2020
Sport		
Collaborative partnerships	2 April 2020	21 April 2020
Small collaborative partnerships	2 April 2020	21 April 2020
Not-for-profit European sport events	2 April 2020	21 April 2020
EUROPEAN SOLIDARITY CORPS		
Volunteering projects	30 April 2020	7 May 2020
Traineeships and jobs	30 April 2020	7 May 2020

The websites of the European Commission and of the EACEA are being updated to inform the general public about these extensions.

Note: E+/NA/DIR/2020/018
Subject: Coronavirus – further specific guidance
18/3/2020

The outbreak of Coronavirus in the EU and in the world has big implications for the Erasmus+ programme and European Solidarity Corps. The closure of education, training, youth and sport institutions and organisations - as well as the broader measures undertaken in many EU countries to restrict mobility of citizens and increase social distancing - hamper the regular implementation of most of the ongoing or planned Erasmus+ and European Solidarity Corps activities.

The Commission is acutely aware of the difficulties faced by National Agencies and project beneficiaries in this respect. Our foremost concern, that we know you share, is the safety and protection of all programme participants.

Further to Note 014 sent to you on 10/03/2020, this note aims to provide additional clarifications concerning the scope and application of the *force majeure* principle as well as to provide additional guidelines and general recommendations in order to support National Agencies in managing the exceptional circumstances.

Application of *force majeure*

The World Health Organisation officially declared, on Wednesday 11 March, the Coronavirus as a global pandemic. Therefore, it is justifiable for National Agencies to apply the principle of *force majeure*. Considering the principle of prudence, which underlines and inspires all of our activities, it would be difficult to do otherwise given the current circumstances, under which a large and important number of activities – planned or currently undertaken in the framework of already selected projects - have already been cancelled or will be postponed. However, in this particular situation, and taking in consideration each national framework, it will be a duty of National Agencies - following a case-by-case assessment - to consider the scope to which the *force majeure* principle is applied in their context.

The modalities of application of *force majeure* are those indicated in the Note 014 of 10/03/2020. In this context, it is worth clarifying that the guidance as regards additional costs is applicable to all types of decentralised actions, while the guidance as regards project duration currently covers all actions except TCA and NET activities, for which specific guidance will be issued. For the prolongation of projects under the School Exchange Partnerships, specific guidelines will be issued to help National Agencies steering the process in a coordinated manner, thus reducing the administrative workload.

The IT documentation setting out detailed guidance linked to cases of *force majeure* in Mobility Tool is currently being updated to address the most frequently asked questions. A Q&A document will also be posted on NAconnect in order to reply to specific detailed questions raised by National Agencies in the last days.

Deadline for applications

Several deadlines for submissions relating to actions implemented - both at decentralised and centralised level - under the Erasmus+ programme and European Solidarity Corps have been extended. National Agencies have been informed of these prolongations through Note 016 of 16 March and Note 017 of 17 March. Please note that for the European Solidarity Corps Actions, the extension of the deadline to 7 May 2020 is valid for all four actions:

ESC11 – Volunteering projects

ESC21 – Traineeships and jobs

ESC13 – Volunteering partnerships - Annual grant requests

ESC31 – Solidarity projects

Furthermore, it will be possible to submit application forms without annexing the mandates requiring signatures of co-beneficiaries. However, only for selected projects, these documents will have to be sent to the National Agency before the signature of the grant agreement.

The websites of the European Commission and of the EACEA are being updated to inform the general public about these extensions.

Administrative deadlines

The Commission acknowledges the fact that the daily routine of staff in National Agencies and of people working for beneficiary organisations is severely impacted by practices introduced or recommended in many countries in order to contain the spread of the pandemic. Many people are asked to carry out distance-work or suspend their work; this implies the slowdown or suspension of non-critical activities. This will have an impact on the capacity of National Agencies to respect all the administrative deadlines for grant-lifecycle-management, as set in the Guide for National Agencies. In this context, it is the Commission's intention to update the Calendar on the use of funds annexed to the Guide for NAs, following a general principle of flexibility for National Agencies and beneficiaries.

This being said, and with due respect of specific situations in each country, the Commission:

a) calls on every National Agency to adopt an approach of maximum responsibility and ensure to the greatest extent the execution of grant-management tasks, primarily to safeguard beneficiaries and participants.

b) recommends National Agencies to identify as crucial any task that diminishes the risk for a beneficiary or for participants in selected projects to find themselves in difficult financial conditions (e.g. these tasks could be the payment of a due instalment which would allow a beneficiary to have sufficient cash-flow to cover costs of participants abroad, or the signature of a grant agreement which is a condition for a beneficiary to receive a loan, etc.).

Communication with stakeholders and participants

This unprecedented situation is having a huge impact on most stakeholders and participants. Erasmus+ mobility participants, especially students, who are experiencing a varying degree of disruption during their mobility, or had either to cancel or postpone their planned mobility period. We ask all NAs to strongly encourage their beneficiaries to be as flexible and pragmatic as possible to minimise any negative impact on their participants and, as regards students, to help facilitating the achievements of the learning outcomes indicated in their

learning agreements. This can be done through alternative means such as digital tools for example, in particular for those students who already started their mobility period abroad.

Many host institutions are enabling mobile students to continue their studies remotely by either offering them to follow courses online or by doing assignments. In some cases, students have returned to their home countries but continue to follow courses at the host institutions through various solutions. Given these exceptional circumstances, please note that the Commission will consider any such remote studying arrangements as eligible, provided they contribute to achieving the learning outcomes of the learning agreements. We also hope all sending institutions will be as flexible as possible in order to allow students to have all the ECTS obtained through such remote studying arrangements fully recognised.

We are aware that many institutions, organisations and international relations offices are now closed or are working with a very limited capacity. We encourage all NAs to make sure that Erasmus+ participants in mobility, especially young people and students, are well informed about where they can access information about the situation in each country and where they can turn to for support if they are temporarily not able to reach the international relations office of their sending or receiving organisations and institutions due to the closings.

National Agencies are strongly invited to keep active communication channels open with local antennas of Erasmus alumni, former participants, Europeers, students' associations, former volunteers etc. to detect any major problem faced by mobility participants abroad, whenever these networks are still active. In this regard, we invite you to contact the local Erasmus Student Network (ESN) sections and student unions in your country to see how you can best cooperate with them to disseminate information quickly to mobile students and provide peer to peer support to those who are anxious or facing language barriers which make their situation more difficult.

In the most serious situations, e.g. where repatriation is needed, National Agencies are invited, whenever possible, to facilitate contacts with embassies and authorities of the home country.

Operational consequences for the European Commission

The Coronavirus has already had an impact on the working of the European Commission services. In recent weeks, we have cancelled all nonessentials trips, external meetings and conferences; reduced the number of internal meetings and increased the use of teleworking and videoconferencing.

As of Monday 16 March, we entered into a new phase, whereby the majority of staff members of the European Commission are obliged to telework.

We have prepared for this eventuality to the extent possible, however we ask for your understanding in this exceptional situation.

For further information or clarifications, please do not hesitate to continue to contact the Commission via your desk officer, putting in copy EAC-NA-COORDINATION@ec.europa.eu.

We would like to inform all National Agencies that notes from the Commission to National Agencies are not to be disseminated or published. The functional mailbox EAC-NA-COORDINATION@ec.europa.eu is only to be used by National Agencies, not by project beneficiaries. Please be informed that notes related to the Corona virus will always be sent for information to programme committee members, national authorities and the Croatian Presidency.

Note: E+/NA/DIR/2020/021

Subject: Coronavirus – Guidance to the NAs on the application of section 3.16 (force majeure) of the Guide for National Agencies and ‘Questions and Answers’ (batch 1)

27/3/2020

Further to the Notes already issued, including the latest Note n° 018 sent on 18/03/2020, in relation to the coronavirus outbreak and as announced during the webinar held on Monday 23/03/2020, please find in annex two documents with further specific guidance to support National Agencies in managing these exceptional circumstances.

You will find the same information uploaded on NAconnect, where it is available for all staff to consult.

To keep our stakeholders informed also directly, a summarised version of the most relevant information provided in these documents will be published on DG EAC's website for beneficiaries and participants to consult. Nonetheless, you are kindly invited to disseminate promptly and widely the information to beneficiaries and programme stakeholders in your country. Beneficiary institutions and organisations should also be strongly recommended to keep an open channel of communication with participants in their projects, even if their premises are closed. For financial matters (refunds, eligibility of costs, conditions for grants, etc.) individual participants could preferably be invited to contact their home institution or organisation at a later stage, once the situation is back to normal.

1. Questions and Answers (Q&A)

We are receiving a high number of questions via different channels, including via the NACO platform, e-mails, social media, stakeholders, our webinars with you etc., which we need to consolidate and ensure that we provide you with coordinated and consistent answers, also in line with corporate guidelines and internal procedures. Please find attached a Q&A document (Annex 1) related to the first batch of specific implementation questions raised by you. These will also be available as of Monday 30/03/2020 on NAconnECT: FAQ: COVID-19 page. The next batch to reply to further questions already received is in preparation and will be released in the course of next week. You will be notified with a note to NA Directors when it has been finalised and it will be uploaded on the dedicated space on NAconnECT.

We endeavour to reply to all questions of principle via this channel; please kindly request your staff to follow the space on NAconnECT and verify at any time if a question has already been replied to in the Q&A section, to avoid duplication and allow for obsolete questions to be withdrawn / closed e.g. in NACO.

2. Guidance for National Agencies on the application of *force majeure* to the “costs entailed by activities that have not taken place or additional costs that were caused by the exceptional circumstances “

Understandably, many questions and concerns revolve around the eligibility of costs under various scenarios (prolongation, suspension, termination, cancellation before start) and the funding model to be applied to costs for cancelled activities and additional costs in these circumstances.

To be able to reply to the high volume of detailed questions raised, please find attached a guidance note that sets out the practice for the National Agencies for applying the *force majeure* principle caused by the coronavirus outbreak in the framework of Erasmus+ and European Solidarity Corps decentralised action (Annex 2).

I hope that this will provide you with the needed clarity to inform beneficiaries and participants how their cases will be handled so that they can take an informed decision as to whether or not they wish to terminate or continue the funded activities, as well as the frames within which costs can be considered eligible by the National Agencies.

For further information or clarifications, please do not hesitate to continue to contact the Commission via EAC-NA-COORDINATION@ec.europa.eu, putting your desk officer in copy.

**Both annexes were distributed to delegations, together with the note, by the Secretariat on 30/3/2020.*

Note: E+/NA/DIR/2020/023

**Subject: COVID -19 outbreak – ‘Questions and Answers’ (batch 2)
14/4/2020**

Following the note 021 of 27 March 2020 to National Agencies' Directors, providing specific guidance on the application of the *force majeure* principle in the programme implementation and a first set of answers to questions submitted, we wish to make available the second batch of questions and answers (Q&A) to support National Agencies in managing the exceptional circumstances in relation to the COVID -19 outbreak.

This second batch of Q&A (in Annex) contains 21 questions that are essentially linked to the extension, postponement or substitution of performance, including the questions on extension of KA2 projects and TCA/NET/TEC activities. You will shortly find the same information uploaded on NAconnECT, where it is available for all staff to consult here: FAQ: COVID-19 page.

We continue analysing and treating the remainder of the high volume of questions received to provide you with replies to questions of principle. These include among others exploring the possibility for National Agencies to make use of unused funds under open Delegation Agreements and the margins of simplification to alleviate the high workload you are currently facing in managing Grant Agreements with beneficiaries. However, as these questions relate to fundamental corporate financial rules, they require consultation with the Commission's budget department and central legal service.

For further information or clarifications, please do not hesitate to continue to contact the Commission via EAC-NA-COORDINATION@ec.europa.eu, putting your desk officer in copy.

**The Annex was distributed to delegations, together with the note, by the Secretariat on 14/4/2020.*

Note: E+/NA/DIR/2020/027

Subject: Coronavirus – ‘Questions and Answers’ (batch 3)

11/5/2020

Following Notes 021 and 023, of 27 March and 14 April 2020 respectively, providing specific guidance on the application of the *force majeure* in the programme implementation and the first two sets of answers to questions submitted, we wish to make available a new batch of questions and answers (Q&A) to support National Agencies in managing these exceptional circumstances.

This batch of Q&A (in Annex) contains 14 questions essentially linked to the eligibility of costs and contractual requirements, including the extension, postponement or substitution of performance. You will shortly find the same information uploaded to NAconNECt, where it is available for all staff to consult here: FAQ: COVID-19 page.

As announced during the fifth webinar, guidance on the eligible costs of virtual activities carried out under Key Actions 2 and 3 and the European Solidarity Corps is under preparation. In addition, we are still exploring the possibility to make use of unused funds under open Delegation Agreements and the margins of simplification in managing Grant Agreements with beneficiaries, in close cooperation with the Commission's central services. For further information or clarifications, please do not hesitate to continue to contact the Commission via EAC-NA-COORDINATION@ec.europa.eu, putting your desk officer in copy.

**The Annex was distributed to delegations, together with the note, by the Secretariat on 11/5/2020.*

Note: E+/NA/DIR/2020/028

Subject: COVID-19 – Measures for the implementation of the programmes in the coming months

18/5/2020

Further to the notes already issued in relation to the pandemic, this guidance note aims to provide a general framework of measures to be put in place by National Agencies and beneficiaries to optimise the implementation of the programmes in the coming months.

I. CONTEXT

While mobility is still at the heart of both the Erasmus+ and the European Solidarity Corps programmes, the exceptional circumstances created by the COVID-19 pandemic and the serious restrictions to physical mobility that are currently in place will continue to affect the timeline of implementation of mobility actions in the coming months. In this period of uncertainty and restrictions to physical travel, National Agencies and beneficiaries must be put in the condition to respond to the current situation.

In light of this, the following approach is proposed with regard to activities carried out in 2020 (projects selected under the 2020 call or in previous years).

II. ERASMUS+

1. PRECAUTIONARY MEASURES

Measures to increase the flexibility in responding to emerging priorities in the COVID-19 context

To address the most pressing needs for learners and young people during these extraordinary times when physical mobilities are restricted, the Commission, with Member States, are exploring means to invest unused 2020 individual mobility funding for decentralised actions.

To pull resources together and succeed in channelling these much-needed funds in the most effective way possible, National Agencies are asked, as a precautionary measure, **not to commit more than 80%** of the funds available **for all project selections under Key Action 1¹**, which are not yet finalised at the time of the present note.

2. BLENDED MOBILITY

KA1, KA2 (Learning, Teaching and Training activities) and KA 3 youth

Learners:

Erasmus+ learners could be offered the possibility to start their activity through virtual activities (any type of virtual activity which fits with the scope of the mobility, such as distance learning organised by the host institution, virtual training, online volunteering, etc.), to be combined with a physical mobility abroad at a later date if and when the situation allows for it. Where applicable, participants would be able to benefit from language learning opportunities through the Online Linguistic Support tool before the start of their virtual period, until the end of their mobility. In terms of recognition, both virtual and physical periods would count towards recognition of learning outcomes² or professional skills gained.

In school education, planned class exchanges for primary and secondary schools can kick-off through collaboration in the eTwinning platform. Among many other features, eTwinning allows teachers to set up virtual classrooms where pupils can engage with their peers from other countries.

Staff:

As regards the short-term mobility of staff (teachers, professors, trainers, youth workers, etc.)³: a full period of virtual mobility would be considered eligible, if the conditions to invoke the force majeure persist.

Funding rules:

In terms of funding, in continuity with current exceptional measures in place, beneficiaries would be entitled to receive financial support (e.g. the organisational support under KA1 mobility in education and training) from the programmes, regardless of whether the participants carry out their mobility virtually, physically, or as a combination of both. When appropriate, lower grants would be provided - to cover costs of participants - in case beneficiaries opt for replacing part of the physical period abroad with virtual activities.

3. STRATEGIC PARTNERSHIPS

KA 2 Education and Training, Youth

In order to minimise the negative impact caused by the pandemic on some project activities, and to facilitate the project continuity, beneficiaries would be allowed to carry out the activities (project meetings, multiplier events, activities to produce intellectual outputs, joint staff training, class exchanges, etc.) virtually. Project beneficiaries would have greater flexibility as it regards the transfers between the different budget categories within the project.

Funding rules:

In terms of funding, in continuity with current exceptional measures in place, beneficiaries would be entitled to receive financial support from the programmes even if they carry out project activities virtually. When appropriate, lowered grants would be provided - to cover costs of participants - in case beneficiaries opt for replacing part of the physical activities with virtual activities.

4. IN-COUNTRY ACTIVITIES

KA 3 Youth Dialogue Projects

To enable the programme to continue running and be fully activated during the crisis and the recovery period, formats such as in-country activities (i.e. activities taking place in the same country as the country of residence of the participants) could be further supported.

Under Erasmus+, national activities can take place under Key Action 3, Youth Dialogue projects. National Agencies would be allowed to increase their national Erasmus+ funds for Youth Dialogue Projects. This

approach could generate more opportunities for organisations and young people to get involved in the programme and foster in-country participation in response to the COVID-19 crisis. If appropriate, an increase of projects in the reserve lists for this action is recommended at this stage.

III. EUROPEAN SOLIDARITY CORPS

1. BLENDED ACTIVITIES

Volunteering, traineeships and jobs

European Solidarity Corps participants could be offered the possibility to start their activity through virtual activities with the same modalities described for blended mobility under Erasmus+ (section II.2 of this note).

2. IN-COUNTRY ACTIVITIES

Volunteering, Traineeships, Jobs and Solidarity Projects

Based on the uptake of in-country activities during the first years of implementation of the Corps, National Agencies would be allowed to partially increase the funds allocated to these activities while still ensuring compliance with the ceilings set in the legal basis for in-country activities for the entire programming period⁴. If appropriate, an increase of projects in the reserve lists for this action is recommended at this stage.

Volunteering teams in the COVID-19 context

Amongst the Corps activities, volunteering teams bring strong benefit to the communities and could be a particular relevant and strategic instrument to intervene and address the impact of the current pandemic (for example by contributing to bridge inter-generational and social divides exacerbated by the crisis).

Considering the current exceptional context, where physical cross-border participation is not possible due to COVID-19, National Agencies could support volunteering teams with solely physical in-country participation and, where possible, a transnational dimension without or with limited physical mobility (e.g. virtual participation of young people from other countries).

IV. OPERATIONAL IMPLEMENTATION OF THE MEASURES

When appropriate, the Commission will proceed with the revision of relevant reference documents and will provide further guidance on the operational modalities of this approach.

¹ As in current procedures, project reserve lists can be established.

² For example, through European Credit Transfer and Accumulation System (ECTS) credits for higher education students

³ Or in situations whereby participants are not able to have a period of physical mobility abroad due to the impact of COVID-19 (for example, in the case of students that will soon graduate and cannot start their mobility abroad at a later stage)



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Stralcio Verbale n. 90 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 22 giugno 2020

-omissis-

QUESITO DEL MINISTERO DELL'ISTRUZIONE SULLE MODALITÀ DI RIPRESA DELLE ATTIVITÀ DIDATTICHE DEL PROSSIMO ANNO SCOLASTICO

Il CTS analizza il quesito pervenuto dal Ministero dell'Istruzione relativo all'adozione del piano scuola 2020/2021, anche alla luce dell'evoluzione del quadro epidemiologico (allegato).

Il CTS, dopo ampia condivisione, approva unanimemente l'aggiornamento del "Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico" approvato dal CTS nella seduta n. 82 del 28/05/2020 che si riporta di seguito.

In riferimento all'andamento della pandemia da SARS-CoV-2 in Italia e con l'obiettivo di poter contribuire a fornire utili indicazioni per la ripresa delle attività didattiche frontali, il CTS ha analizzato l'andamento dinamico dell'epidemia che ha fatto registrare nelle ultime settimane un miglioramento complessivo degli indicatori che permettono, allo stato attuale, di prevedere il ritorno a scuola di ogni ordine e grado per tutti gli studenti, con l'apertura dell'anno scolastico 2020/2021.

Tuttavia, la documentata persistenza della circolazione del virus sul territorio nazionale, anche nel contesto internazionale (con incidenze epidemiche in alcuni Paesi particolarmente rilevanti), può far prevedere il possibile sviluppo di focolai epidemici e, comunque, un andamento dinamico nel tempo caratterizzato da una possibile variabilità territoriale.

Tutto ciò fa sì che, se da un lato il *trend* positivo può essere accompagnato da un rilascio delle misure di contenimento che permettano l'avvio delle attività



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scolastiche, dall'altro permane la necessità di misure cautelative e di controllo che consentano una prevenzione dell'insorgenza di infezioni e, al tempo stesso, di risposta immediata, al fine di evitare la diffusione di possibili focolai.

La riapertura della scuola, in considerazione anche al numero complessivo di più di 10 milioni di persone – fra studenti e lavoratori – costituisce un elemento intrinseco di attenzione nel controllo dell'epidemia, come hanno dimostrato anche recenti episodi di clusters d'infezione da SARS-CoV-2 in Israele e in Germania, con la necessità di chiusura di alcune scuole.

Il CTS ribadisce che, proprio per la dinamicità prima richiamata, non è possibile, ad oggi, prevedere con esattezza quale sarà lo scenario epidemico nei diversi contesti territoriali al momento dell'avvio dell'anno scolastico a settembre.

In merito alla differenziazione delle misure da adottare su base regionale, in ragione di differenti situazioni epidemiche, si ricorda che il CTS individua il proprio compito specifico nell'espressione di raccomandazioni generali di tipo sanitario sulle misure di prevenzione e contenimento, rimandando ai diversi proponenti ed alle autorità locali competenti, la scelta più appropriata della declinazione di indirizzo ed operatività sulla base della più puntuale conoscenza degli aspetti tecnico-organizzativi negli specifici contesti, prevedendo una risposta rapida e modulabile, in un'ottica di *preparedness*.

In tale contesto, il CTS ritiene opportuno raccomandare adeguate misure che possono essere così sintetizzate:

- Misure di sistema, organizzative e di prevenzione e protezione;
- Misure per i lavoratori;
- Miglioramento per il controllo territoriale.

Tali misure sono finalizzate a supportare il processo decisionale con elementi di analisi e proposte di soluzioni tecnico-organizzative che potranno trovare una



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modulazione contestualizzata, valorizzando l'autonomia scolastica a livello regionale e locale con il coinvolgimento delle autorità competenti, anche sulla base dell'andamento epidemiologico locale. È, infatti, essenziale che a livello nazionale, regionale e locale vi sia una valutazione puntuale del possibile impatto delle diverse azioni in termini di circolazione del virus SARS-CoV-2, così da contenere la diffusione epidemica al livello più basso possibile. In questa prospettiva, il CTS ritiene meritevole di considerazione ed eventuale attivazione in ambito nazionale sia di programmi di screening in ambito scolastico sia di un programma coordinato di campionamento random o per classi di operatori scolastici e studenti per l'analisi molecolare d'identificazione dell'RNA di SARS-CoV-2. Questo programma potrebbe fornire utili informazioni integrative sulla circolazione del virus, rispondendo alla logica di attuare strategie mirate a garantire sicurezza di accesso in ambito scolastico ad operatori e studenti. Per la realizzazione di entrambe queste tipologie di programmi, il CTS richiama l'attenzione sull'importanza di pianificare adeguatamente tutte le azioni necessarie allo scopo con le differenti realtà territoriali.

Misure di sistema, organizzative e di prevenzione e protezione

Il CTS ribadisce l'importanza di misure di sistema che valutino l'eventuale impatto degli spostamenti correlati con la mobilità degli studenti, in particolare nelle fasce orarie di punta del mattino e del pomeriggio, anche attraverso l'adozione di soluzioni quale la differenziazione dell'orario d'inizio delle lezioni.

Pertanto, tra le azioni di sistema, si ritiene opportuno valutare, per le scuole secondarie di II grado dei grandi centri urbani, una differenziazione dell'inizio delle lezioni al fine di contribuire alla riduzione del carico sui mezzi di trasporto pubblico nelle fasce orarie di punta.



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Per quanto riguarda le misure organizzative che ciascuna scuola deve mettere in atto, rimangono validi i tre principi cardine che hanno caratterizzato tutte le scelte e gli indirizzi tecnici forniti dal CTS:

- il distanziamento fisico;
- la rigorosa igiene delle mani, personale e degli ambienti e l'uso della mascherina;
- la capacità di controllo e risposta dei servizi sanitari della sanità pubblica territoriale e ospedaliera.

Il CTS ribadisce che la preconditione per la presenza a scuola di studenti e di tutto il personale a vario titolo operante è rappresentata da:

- assenza di sintomatologia respiratoria o di temperatura corporea superiore a 37,5°C anche nei tre giorni precedenti;
- non essere stati in quarantena o isolamento domiciliare negli ultimi 14 giorni;
- non essere stati a contatto con persone positive al SARS-CoV-2, per quanto di propria conoscenza, negli ultimi 14 giorni.

All'ingresso della scuola NON è necessaria la rilevazione della temperatura corporea.

Si rimanda alla responsabilità individuale, con i conseguenti risvolti di carattere penale, l'osservanza dei 3 punti sopra riportati pertinenti allo stato di salute proprio o dei minori affidati alla responsabilità genitoriale.

Il distanziamento fisico (inteso come un metro fra le rime buccali degli alunni) rimane un punto di primaria importanza nelle azioni di prevenzione; ciascuna scuola, nell'ambito della propria autonomia, dovrà programmare e adottare tutte le misure organizzative utili a prevedere il miglior *layout* dell'aula ottimizzando gli spazi disponibili e adottando anche soluzioni *ad hoc* (es. banchi monoposto) che permettano una migliore utilizzazione degli spazi.



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È necessario in ogni caso prevedere, per le scuole e le classi con maggior numerosità rispetto agli spazi disponibili, l'identificazione di tutte le soluzioni alternative che consentano la possibilità di attuazione delle più idonee azioni di sistema.

Il rispetto delle misure di distanziamento fisico permette di rispondere in maniera adeguata all'obiettivo di efficace contenimento epidemico.

In ogni caso, va prestata la massima attenzione al *layout* della zona interattiva della cattedra prevedendo tra l'insegnante e i banchi uno spazio idoneo di almeno 2 metri.

Rimangono altresì valide le iniziative di promozione delle misure richiamate per i percorsi, il consumo dei pasti e la gestione degli spazi ricreativi nonché dell'attività fisica come richiamato nel documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico approvato dal CTS nella seduta n. 82 del 28/05/2020.

Anche le misure di igiene delle mani, personale e degli ambienti, nonché le relative misure comunicative, rimangono valide come illustrate nel documento sopracitato, così come l'utilizzo della mascherina per gli studenti; rimane la possibilità di valutare – a ridosso della ripresa scolastica – la necessità dell'obbligo di mascherina per gli studenti (soprattutto della scuola primaria), per tutta la durata della permanenza a scuola dei diversi ordini e gradi, una volta che possa essere garantito l'assoluto rispetto del distanziamento fisico sopra menzionato sulla base dell'andamento dell'epidemia anche in riferimento ai diversi contesti territoriali. Tale decisione, non comportando nell'immediato necessità organizzative complesse, potrà infatti essere più compiutamente valutata successivamente.

Misure per i lavoratori



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Tutte le misure per la tutela dei lavoratori illustrate nel “Documento tecnico sull’ipotesi di rimodulazione delle misure contenitive nel settore scolastico” approvato dal CTS nella seduta n. 82 del 28/05/2020 rimangono valide.

Misure di controllo territoriale

Questa misura è di primaria importanza per garantire una risposta rapida in caso di peggioramento della situazione epidemiologica con ricerca attiva di contatti che possano interessare l’ambito scolastico. Sarebbe opportuno, a tal proposito, prevedere, nell’ambito dei Dipartimenti di prevenzione territoriali, l’identificazione di una struttura referente per l’ambito scolastico che possa raccordarsi con i dirigenti scolastici al fine di un efficace *contact tracing* e risposta immediata in caso di criticità.

In caso di comparsa a scuola in un operatore o in uno studente di sintomi suggestivi di una diagnosi di infezione da SARS-CoV-2, il CTS ribadisce che la persona interessata dovrà essere immediatamente isolata e dotata di mascherina chirurgica; dovrà essere avviata all’immediato ritorno al proprio domicilio, per poi seguire il percorso già previsto dalla norma vigente per la gestione di qualsiasi caso sospetto.

Per i casi confermati, le azioni successive saranno definite dal Dipartimento di prevenzione territoriale competente, sia per le misure quarantenarie da adottare previste dalla norma, sia per la riammissione a scuola secondo l’iter procedurale altrettanto chiaramente normato.

La presenza di un caso confermato necessiterà l’attivazione da parte della scuola di un monitoraggio attento da avviare in stretto raccordo con il Dipartimento di prevenzione locale al fine di identificare precocemente la comparsa di possibili altri casi che possano prefigurare l’insorgenza di un focolaio epidemico. In tale situazione, l’autorità sanitaria competente potrà valutare tutte le misure ritenute idonee.



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Qualora i sistemi di monitoraggio e di allerta precoce attivati sul territorio nazionale individuino situazioni locali meritevoli di misure di contenimento della diffusione epidemica, le stesse dovranno interessare anche le realtà scolastiche locali, a tutela della salute degli operatori e degli studenti.

Il CTS continuerà ad assicurare la massima attenzione, nell'ambito delle proprie competenze sanitarie, alla specifica tematica delle lezioni frontali consapevole dell'importanza fondamentale del ritorno a scuola in sicurezza per tutti, garantendo sia un monitoraggio dedicato all'evoluzione dell'epidemia, sia un continuo aggiornamento delle conoscenze scientifiche che si renderanno disponibili nel prossimo futuro anche sulla base di esperienze internazionali nello specifico settore.

Bibliografia essenziale

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- Nuovo coronavirus SARS-CoV-2. Proposte della conferenza delle Regioni e delle Province autonome per le linee guida relative alla riapertura delle scuole. 11 giugno 2020.

-omissis-



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DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 91 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 23 giugno 2020.

-omissis-

QUESITO DEL MINISTERO DELL'ISTRUZIONE SULL'IPOTESI DI IMPIEGO DELL'INDICE DI AFFOLLAMENTO ALL'INTERNO DELLE CLASSI

Relativamente al quesito pervenuto per le vie brevi dal Sig. Ministro dell'Istruzione sull'ipotesi di utilizzare l'indice di affollamento (metri quadrati per alunno) per il rilevamento del distanziamento fisico, anziché il metro lineare fra le rime buccali dei soggetti nelle aule degli istituti scolastici, il CTS sottolinea che tali indicatori non possono essere considerati analoghi. Nello specifico, l'indice di affollamento determina solamente il numero massimo di persone che possono occupare un ambiente (è quindi una misura di densità) e non fornisce sufficienti informazioni circa le necessarie modalità per assicurare il distanziamento.

-omissis-

ISTANZA DEL CTS AL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19 PER UNA EVENTUALE DEFINIZIONE DI UN PROGRAMMA DI SCREENING E DI CONTROLLO SIEROLOGICO DEL PERSONALE DOCENTE E NON DOCENTE PER LA RICERCA DI ANTICORPI ANTI-SARS-COV-2

Il CTS nella seduta n. 90 del 22/06/2020 ha raccolto dal Sig. Presidente del Consiglio dei Ministri un quesito relativo ad un eventuale programma di screening o di



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controllo sierologico per il personale della scuola prima dell'apertura del prossimo anno scolastico.

In quella sede, il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19, nell'assicurare la disponibilità quotidiana di mascherine per il personale docente, non docente e per gli alunni delle scuole di ogni ordine e grado, ha chiesto al CTS informazioni relative ad una eventuale futura gara per l'opportuno approvvigionamento di test diagnostici.

Nella seduta odierna il Commissario ribadisce al CTS la necessità di realizzare un percorso condiviso per giungere alla definizione delle tipologie delle indagini diagnostiche necessarie.

Data la complessità della tematica, il CTS, dopo ampia discussione, rimanda ad un'ulteriore valutazione complessiva prevista all'esito della predisposizione da parte di ISS di un'ipotesi di progetto relativa alla realizzazione dei test sierologici e/o molecolari alla popolazione dei lavoratori della scuola e/o degli studenti prima dell'inizio del prossimo anno scolastico.

-omissis-



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Stralcio Verbale n. 92 della riunione tenuta, presso il Dipartimento della Protezione Civile, nei giorni 01 e 02 luglio 2020.

-omissis-

INDAGINI DIAGNOSTICHE PER SARS-COV-2 IN FAVORE DEL PERSONALE DELLA SCUOLA PER LA RIPRESA DEL PROSSIMO ANNO SCOLASTICO

Il CTS ha approfondito la tematica indicata dai Ministeri della Salute e dell'Istruzione relativa alla possibilità di sottoporre il personale della scuola ad un programma di prevenzione e monitoraggio specifico relativamente all'infezione da virus SARS-CoV-2 in concomitanza della ripresa del prossimo anno scolastico per le scuole di ogni ordine e grado.

Al riguardo, dopo un ampio ed articolato dibattito, il CTS ritiene di declinare le seguenti considerazioni:

- Da un preliminare monitoraggio effettuato, allo stato attuale, i diversi Paesi Europei riportano per la riapertura delle scuole misure di monitoraggio e controllo basate su raccomandazioni relativamente a:
 - comportamento delle persone;
 - articolazione ed organizzazione degli spazi;
 - formazione ed informazione sui rischi;
 - sorveglianza attiva dei casi in stretto raccordo con le autorità sanitarie.
- In coerenza con il documento tecnico approvato dal CTS nella seduta n. 82 del 28/05/2020 e con le integrazioni approvate nella seduta n. 90 del 22/06/2020 sulla rimodulazione delle misure contenitive nel settore scolastico per l'emergenza da SARS-CoV-2, il CTS, prendendo atto del Decreto del Ministro dell'Istruzione del 26/06/2020 concernente l' "Adozione del Documento per la pianificazione delle attività scolastiche, educative e formative in tutte le



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Istituzioni del Sistema nazionale di Istruzione per l'anno scolastico 2020/2021" (allegato), ritiene che, per la piena sostenibilità delle misure previste, sia necessario mettere in atto piani di implementazione che tengano conto di:

- Attuazione delle misure cardine di prevenzione relative al distanziamento fisico, all'igiene personale, alla pulizia, alla sanificazione e aerazione degli ambienti scolastici, all'uso della mascherina nei contesti e negli ambiti previsti con un coinvolgimento attivo delle istituzioni scolastiche e di tutti i lavoratori del settore, degli studenti e di chi ha la responsabilità genitoriale nonché delle istituzioni nazionali e locali competenti. Le misure di sistema, organizzative e di prevenzione e protezione devono essere coerenti con le tempistiche e la fattibilità negli specifici contesti e ambiti territoriali. In tale contesto vanno attivati precocemente i percorsi di tutela dei lavoratori fragili e degli studenti portatori di disabilità.
- Attuazione di un piano di sorveglianza attiva sul territorio attraverso la messa a punto di un programma di misure capaci di intercettare ogni situazione di rischio relativa a nuovi focolai epidemici in maniera precoce, ivi compresa la eventuale presenza di persone con temperatura corporea superiore a 37,5°C. È prioritaria la corretta definizione dei compiti e dei ruoli di tutte le figure coinvolte. Risulta necessario identificare, per ogni struttura scolastica, una figura sanitaria afferente al Dipartimento di Prevenzione o comunque della ASL locale con specifici compiti e che funga da riferimento e raccordo tra scuola e ASL, al fine di definire le più idonee procedure e modalità di gestione dei casi sospetti o confermati all'interno di un piano complessivo di esclusione/riammissione negli istituti scolastici del personale e degli studenti e/o di chiusura/riapertura dei plessi, da valutare in contesti locali a maggiore rischio epidemiologico. L'inserimento nel sistema degli indicatori della scuola nel sistema complessivo di



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monitoraggio offre una prospettiva migliorativa a tutta l'azione di controllo dell'epidemia.

- La corretta informazione e comunicazione sul significato delle misure di prevenzione e monitoraggio contestualizzate all'ambito scolastico è essenziale per il raggiungimento degli obiettivi in tutti gli istituti di ogni ordine e grado per permettere a tutti di svolgere il proprio ruolo partecipato in un ambito complesso che coinvolge una larga parte della popolazione nazionale.
- L'attuazione di misure finalizzate al monitoraggio periodico attraverso indicatori epidemiologici e *testing* costituisce una importante attività di prevenzione in un'ottica di ulteriore attenzione anche rispetto ad altri contesti nazionali. L'effettuazione dello screening dell'intera popolazione lavorativa prima dell'inizio dell'anno scolastico emerge come ulteriore elemento di attenzione al mondo della scuola, eventualmente affiancato da misure non invasive di monitoraggio periodico su base campionaria della popolazione scolastica.
- Allo stato attuale delle conoscenze scientifiche, gli approcci diagnostici tecnicamente più vantaggiosi e attendibili rimangono unicamente quelli indicati dall'OMS, basati sul rilevamento del virus in secrezioni respiratorie attraverso metodi di real-time RT-PCR per amplificazione di geni virali espressi durante l'infezione da SARS-CoV-2, i cui differenti test sono stati comparati nel documento "SARS-CoV-2 molecular assay evaluation: results" del 23/06/2020 (allegato); la diagnosi molecolare per casi di infezione da SARS-CoV-2 va comunque eseguita presso i laboratori di riferimento regionali e laboratori aggiuntivi individuati dalle Regioni secondo le modalità concordate con il Laboratorio di Riferimento Nazionale in ISS e procedure indicate dall'OMS ed ECDC. Questi laboratori dispongono di strumentazione validata e personale



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formato per eseguire protocolli di estrazione del genoma virale e test di real-time RT-PCR. Inoltre, i campioni biologici su cui identificare SARS-CoV-2 devono essere manipolati in accordo a normative di biocontenimento indicate dall'OMS per evitare rischi di contaminazione degli operatori e dell'ambiente in accordo con il documento "Laboratory biosafety guidance related to coronavirus disease (COVID-19) Interim guidance" aggiornato al 13/05/2020 (allegato).

- Il CTS ribadisce che i test rapidi basati sull'identificazione di anticorpi IgM e IgG specifici per la diagnosi di infezione da SARS-CoV-2 non possono in alcun modo sostituire il test molecolare basato sull'identificazione di RNA virale in tamponi nasofaringei secondo i protocolli indicati dall'OMS.

Alla luce di queste considerazioni, il CTS ritiene che la strategia complessiva del programma di prevenzione e monitoraggio del personale della scuola deve essere sostanziato in una serie di azioni pianificate ad ampio raggio che prevedano diverse fasi e/o condizioni di contesto, senza le quali ogni singola azione – disgiunta dalle altre – non può ritenersi sufficiente:

- Potenziamento dei Dipartimenti di Prevenzione delle Aziende Sanitarie Locali (già raccomandato dal CTS nelle sedute n. 35 del 24/03/2020, n. 37 del 26/03/2020, n. 39 del 30/03/2020, n. 40 del 31/03/2020, n. 59 del 25/04/2020) che hanno l'obbligo di monitorare il territorio per le attività di *contact tracing* e che avranno una fondamentale funzione nelle azioni di monitoraggio e di prevenzione, non solo alla ripresa ma anche durante lo svolgimento dell'anno scolastico.
- Effettuazione di screening dell'infezione da SARS-COV-2 nel personale della scuola:
 - Allo stato attuale, per le finalità di screening, potrebbero potenzialmente prendersi in considerazione:



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- i test sierologici per la ricerca di IgG e/o IgM anti SARS-CoV-2 su sangue venoso;
 - i test sierologici per la ricerca di IgG e/o IgM anti SARS-CoV-2 su sangue capillare;
 - i test molecolari per la ricerca del virus SARS-CoV-2 su tampone rino-faringeo;
 - i test molecolari per la ricerca del virus SARS-CoV-2 su saliva.
- In considerazione delle condizioni di fattibilità dell'indagine di screening per la sicurezza degli operatori della scuola, per la tempestività con cui procedere all'esecuzione dello screening, considerando anche il tempo di trasporto dei campioni, di esecuzione della metodica di analisi, di attesa dell'esito del campione, dalle condizioni logistiche e di posizione geografica dei diversi complessi scolastici nelle province del Paese, sebbene allo stato attuale i test attualmente disponibili posseggano limiti diagnostici e/o di fattibilità per ciascuna delle tipologie esistenti, appare del tutto evidente che solo un approccio di screening sierologico/anticorpale rapidamente eseguibile e con altrettanta pronta disponibilità dei risultati sia considerabile per la progettualità relativa alla esecuzione dell'indagine.
 - L'identificazione di test rapidi per la ricerca di IgG/IgM da eseguire su sangue capillare deve essere improntata al reperimento di dispositivi medici in vitro connotati da sufficiente affidabilità, garantita dalla presenza di Certificazione CE con sensibilità superiore al 92% e specificità superiore al 95%.
 - Le modalità di esecuzione dei test sierologici devono prevedere, in caso di risultato positivo, la immediata (comunque entro la medesima giornata di



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effettuazione del test di screening) effettuazione del tampone rinofaringeo per la ricerca di SARS-CoV-2 e l'altrettanto immediato esito entro le 24 ore, al fine dell'adozione delle eventuali misure di isolamento e/o quarantena in caso di positività confermata al test molecolare. La tempestività dell'esecuzione e dell'esito del test molecolare risulta di fondamentale importanza anche per impedire misure di "autoisolamento" che, con l'attuale impianto normativo e senza alcuna previsione di tutela, sono poste a totale carico del personale della scuola, senza considerare il grave nocumento derivante dall'interruzione della continuità didattica.

- Il valore atteso relativo al riscontro di positività al test sierologico potrebbe essere stimato tra il 2% ed il 20% nelle differenti realtà regionali del Paese, mentre la percentuale di positività al test molecolare, sulla base degli attuali dati epidemici, potrebbe essere stimato tra 0,1% e 1%. Il test molecolare connesso al test sierologico in caso di positività potrebbe consentire di individuare soggetti contagiati asintomatici, dando dimostrazione della messa in atto di una strategia di prevenzione/sorveglianza.
- Per valutare il tasso di infezione da SARS-CoV-2 e la dinamica di diffusione, potrebbe essere proposta anche l'effettuazione di un'indagine molecolare su un campione rappresentativo della popolazione scolastica (previa acquisizione da parte dei genitori o dagli esercenti la potestà genitoriale del consenso all'effettuazione del test ed al trattamento dei dati) utilizzando test su tamponi rino-faringei (ovvero test su saliva come alternativa meno invasiva e più economica, una volta acquisita la certificazione) analizzati attraverso sistemi di *pooling*. In caso di riscontro positivo di un *pool*, tutti i soggetti inclusi sarebbero testati individualmente, attivando nel contempo (anche grazie all'applicazione



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“IMMUNI”) il tracciamento dei contatti, seguendo i protocolli in uso sia nella scuola che nei contatti extrascolastici.

- Impiego di metodologie di analisi quali/quantitativa attraverso il campionamento delle acque reflue degli istituti scolastici.
- Promozione di una specifica campagna di sensibilizzazione per l’installazione sugli smartphone dell’applicazione “IMMUNI” tra il personale docente e non docente, tra gli studenti di scuola secondaria superiore o, comunque, tra tutti gli alunni con età superiore ai 14 anni e tra i genitori di tutti gli studenti, al fine di rendere maggiormente stringente l’indispensabile contributo del precoce *contact tracing* nel contesto scolastico.

ISTANZA DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19 PER IL REPERIMENTO DI BANCHI SCOLASTICI MONOPOSTO DA DISTRIBUIRE ALLE SCUOLE DI OGNI ORDINE E GRADO PER LA RIAPERTURA DEL PROSSIMO ANNO SCOLASTICO

Il commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 interviene al CTS, rappresentando l’esigenza del Ministero dell’Istruzione relativa al reperimento di banchi scolastici idonei che possano consentire il rispetto delle misure di distanziamento all’interno delle aule. Vengono richiesti al CTS alcuni chiarimenti circa le diverse tipologie e le possibili caratteristiche dei banchi medesimi, al fine di una più puntuale azione di approvvigionamento.

In riferimento al quesito, il CTS rappresenta che il banco monoposto offre soluzioni di gestione degli spazi nell’ambito dell’emergenza epidemica da SARS-CoV-2, tali da contribuire al raggiungimento dell’obiettivo di definizione di un *layout* delle sedute



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degli studenti capace di rispettare il distanziamento fisico e consentire una migliore gestione dell'igiene della postazione.

Anche nell'ottica di un miglior approccio ergonomico all'interno delle aule, il banco monoposto permette di adattare la postazione ai dati antropometrici del singolo studente che lo utilizza, in modo da favorire l'adozione della corretta postura e contribuire ad un buono sviluppo psicofisico di bambini e ragazzi che trascorrono gran parte della loro giornata a scuola.

Facendo riferimento alle regole tecniche attualmente in essere, il CTS sottolinea che i banchi dovranno essere conformi alle norme UNI EN 1729-1:2016 e UNI EN 1729-2:2016 che disciplinano questa tipologia di arredi e avere dei requisiti minimi sia per quanto riguarda le dimensioni del piano di lavoro sia per l'altezza da terra che dovrà essere commisurata all'altezza delle sedie e degli studenti, preferendo banchi regolabili in altezza, ove disponibili. Le dimensioni del piano di lavoro devono corrispondere a quelle minime consentite dalla norma, al fine di garantire un'ottimale gestione degli spazi e il distanziamento fisico previsto nel "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico*" approvato ed aggiornato dal CTS nelle sedute, rispettivamente, n. 82 del 28/05/2020 e n. 90 del 22/06/2020.

Di seguito, si declinano le indicazioni tecniche finalizzate al contrasto e al contenimento dell'epidemia di COVID-19 relative ai criteri minimi degli arredi scolastici relativamente ai banchi scolastici che dovranno essere esclusivamente monoposto. Per la determinazione delle dimensioni funzionali, si fa riferimento alla norma UNI EN 1729-1:2016 che, per i piani di lavoro, prevede una profondità minima di 50 cm e una larghezza minima di 60 cm. Queste dimensioni del piano di lavoro sono considerate il minimo assoluto previsto dalla norma tecnica di riferimento, al di sotto del quale l'arredo risulterebbe fuori norma.



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Nella attuale situazione di emergenza sanitaria anche in considerazione degli approvvigionamenti disponibili, tali dimensioni potranno subire variazioni nella larghezza al massimo di 10cm (da 60 a 70cm), ferma restando la profondità di 50cm.

Per quanto riguarda l'altezza, sarebbe auspicabile disporre di banchi ad altezza regolabile, al fine di adattarli all'altezza della seduta delle sedie già disponibili nei plessi scolastici e all'altezza degli studenti, garantendo, in questo modo, la postura corretta dell'alunno. Il range di regolazione dovrebbe consentire una escursione variabile in altezza compresa da un minimo di 59 cm ad un massimo di 82 cm.

Nel caso di banchi ad altezza fissa, in coerenza con la norma tecnica UNI EN 1729-1:2016, di cui è riportata di seguito la relativa tabella dimensionale, è necessario disporre di banchi aventi diverse altezze sulla base dei fabbisogni, che mettano in relazione l'altezza del banco, della seduta della sedia, degli studenti, individuando il rapporto ottimale al fine di garantire l'ergonomia della postazione.

Tabella dimensionale banchi (in cm) da scuola secondo la normativa UNI 1729-1:2016		
<i>Classe di statura cm 80-95</i>	<i>altezza seduta 21</i>	<i>altezza banco 40</i>
<i>Classe di statura cm 93-116</i>	<i>altezza seduta 26</i>	<i>altezza banco 46</i>
<i>Classe di statura cm 108-121</i>	<i>altezza seduta 31</i>	<i>altezza banco 53</i>
<i>Classe di statura cm 119-142</i>	<i>altezza seduta 35</i>	<i>altezza banco 59</i>
<i>Classe di statura cm 133-159</i>	<i>altezza seduta 38</i>	<i>altezza banco 64</i>
<i>Classe di statura cm 146-176,5</i>	<i>altezza seduta 43</i>	<i>altezza banco 71</i>
<i>Classe di statura cm 159-188</i>	<i>altezza seduta 46</i>	<i>altezza banco 76</i>
<i>Classe di statura cm 174-207</i>	<i>altezza seduta 51</i>	<i>altezza banco 82</i>



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Per fasce di altezza omogenee si potrà quindi disporre di banchi e sedie delle misure più idonee.

Fermo restando la variabilità della popolazione scolastica nei diversi ordini e gradi, in assenza di elementi di dettaglio sulle esigenze di arredi distinte per tipologia di ordine di scuola e fasce di età degli studenti, si ritiene che l'altezza del banco di 64 cm sia compatibile con la scuola primaria e le altezze banco di 71 e 76 cm siano compatibili, rispettivamente, con la scuola secondaria di I e II grado. Va altresì tenuto conto che ciascun banco va corredato della sedia con altezza di seduta coerente sia se si utilizzano quelle già in uso sia che se ne acquisiscano di nuove.

Fra i requisiti minimi dei banchi, è importante prevedere superfici di lavoro semplici da pulire, resistenti ai prodotti utilizzati per la pulizia e la sanificazione, in coerenza con le richiamate norme tecniche di pertinenza.

È consigliabile che i banchi siano dotati di un sotto-piano dove riporre gli oggetti personali necessari all'attività didattica, al fine di limitare al minimo gli spostamenti degli alunni all'interno dell'aula.

In tema di sicurezza, la norma UNI EN 1729-2:2016 definisce i requisiti di sicurezza che devono essere rispettati.

Per quanto riguarda gli aspetti di reazione al fuoco, dovranno essere rispettate le normative vigenti in materia.

Gli arredi dovranno inoltre possedere il requisito di sicurezza "Classe E1" relativo alla emissione di formaldeide (norma UNI EN 13986:2015).

Infine, gli arredi dovranno essere conformi ai C.A.M. (Criteri Ambientali Minimi) previsti al fine di garantire la sostenibilità ambientale dei consumi del settore della pubblica amministrazione.

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Stralcio Verbale n. 93 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 03 luglio 2020

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ISTANZA DEL MINISTRO DELL'UNIVERSITÀ E DELLA RICERCA SULLE MODALITÀ DI RIPRESA DELLE ATTIVITÀ DIDATTICHE DELL'ANNO ACCADEMICO 2020/2021

Il CTS analizza il documento della Conferenza dei Rettori delle Università Italiane (CRUI) trasmessa dal Ministro dell'Università e della Ricerca per il tramite del Ministro della Salute concernente le "Modalità di ripresa delle attività didattiche Anno Accademico 2020/2021 nelle Università" (allegato).

Al riguardo, il CTS ritiene di esprimere le seguenti osservazioni:

- le misure di distanziamento interpersonale di almeno 1 metro e l'utilizzo obbligatorio dei dispositivi di protezione delle vie aeree devono essere sempre rispettate, soprattutto all'interno delle aule: il CTS osserva che nel testo proposto dalla CRUI, nel paragrafo relativo alle "Misure organizzative di prevenzione e di protezione per l'esercizio dell'attività didattica in presenza" al punto 1) (AULE) è declinato il distanziamento tra le sedute come "distanza media tra le stesse non inferiore a 1 metro". Il CTS raccomanda di espungere la parola "media" dal testo poiché, con gli attuali indici epidemiologici, il distanziamento minimo di 1 metro deve essere rispettato.

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 94 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 07 luglio 2020.

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PROGRAMMA DI SCREENING E DI CONTROLLO SIEROLOGICO DEL PERSONALE DOCENTE E NON DOCENTE PER LA RICERCA DI ANTICORPI ANTI-SARS-COV-2 E RELATIVA PROCEDURA AD EVIDENZA PUBBLICA DA PARTE DELLA STRUTTURA DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19 PER UNA EVENTUALE

Il CTS nella seduta n. 90 del 22/06/2020 ha raccolto dal Sig. Presidente del Consiglio dei Ministri e dal Sig. Ministro della Salute un quesito relativo ad un eventuale programma di screening o di controllo sierologico per il personale della scuola prima dell'apertura del prossimo anno scolastico.

Nella seduta n. 91 del 23/06/2020, il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 ha chiesto al CTS informazioni relative alle caratteristiche dei test diagnostici da impiegare nello screening.

Il CTS, nella seduta n. 92 del 02/07/2020 ha sottolineato che l'identificazione di test rapidi per la ricerca di IgG/IgM da eseguire su sangue capillare deve essere improntata al reperimento di dispositivi medici in vitro connotati da sufficiente affidabilità, garantita dalla presenza di Certificazione CE con sensibilità superiore al 92% e specificità superiore al 95%^{1,2,3}. Il CTS indica al Commissario straordinario

1 Deeks JJ, Dinnes J, Takwoingi Y, Davenport C, Spijker R, Taylor-Phillips S, Adriano A, Beese S, Dretzke J, Ferrante di Ruffano L, Harris IM, Price MJ, Dittrich S, Emperador D, Hoo. L, Leeflang MMG, Van den Bruel A – Cochrane COVID-19 Diagnostic Test Accuracy Group Antibody tests for identification of current and past infection with SARS-CoV-2 (Review) – Cochrane Database Syst Rev. 2020 06 25; 6:CD013652 (allegato).



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l'inserimento del criterio relativo alla celerità dei tempi di ottenimento della risposta dei test quale parametro aggiuntivo da tenere in considerazione per la valutazione delle offerte.

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 ha trasmesso al CTS la bozza dell'indizione di gara ad evidenza pubblica (allegato).

Il CTS, in relazione al programma attuativo dell'indagine di screening, in assenza di una proposta operativa, raccomanda alle Istituzioni competenti di procedere con urgenza alla sua elaborazione, tenendo conto anche delle criticità emerse durante l'attuazione dell'indagine sieropidemiologica nazionale.

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2 Kumleben N, Bhopal R, Cypionka T, et al. Test, test, test for COVID-19 antibodies: the importance of sensitivity, specificity and predictive powers – Public Health, 2020; 185: 88-90 (allegato).

3 Lucy A. McNamara, Stacey W. Martin – Principles of Epidemiology and Public Health, in Principles and Practice of Pediatric Infectious Diseases (Fifth Edition), Elsevier, 20

**INDIZIONE DI GARA IN PROCEDURA SEMPLIFICATA E DI MASSIMA URGENZA
PER L'ACQUISIZIONE E DISTRIBUZIONE DI 2.000.000 KIT RAPIDI QUALITATIVI PER L'EFFETTUAZIONE DI TEST
SIEROLOGICI SULL'INTERO TERRITORIO NAZIONALE PRIORITARIAMENTE DESTINATI AGLI OPERATORI SCOLASTICI**

1. Informazioni concernenti l'Amministrazione aggiudicatrice e la procedura di aggiudicazione

La procedura competitiva semplificata è indetta dal Commissario straordinario per l'attuazione e il coordinamento delle misure occorrenti per il contenimento e il contrasto dell'emergenza epidemiologica COVID – 19 (di seguito: "Commissario straordinario per l'emergenza COVID – 19" oppure "ente aggiudicatore"), ai sensi dell'art. 122 del decreto-legge 17 marzo 2020, n. 18, con le modalità qui di seguito definite:

- Procedura competitiva, aperta alle aziende produttrici e relativi agenti o distributori per l'Italia dei materiali sanitari richiesti, mediante la presente "indizione di gara" ("call") postata sui siti istituzionali del Ministero della Salute, del Ministero dell'Istruzione e della Presidenza del Consiglio dei Ministri - Dipartimento della protezione civile, valida per la durata di sette giorni e comunque non oltre il 15 luglio 2020;
- Presentazione delle offerte, con modalità telematica, entro la stessa data;
- Valutazione delle offerte da parte della Commissione esaminatrice, con le modalità e la tempistica indicata al punto n. 8 e sulla base dei criteri di valutazione di cui al punto n. 7;
- Successiva sottoscrizione del contratto di fornitura, entro il 28 luglio 2020.

Per quanto concerne la presente procedura i riferimenti essenziali sono i seguenti:

- Referente e responsabile del procedimento: Roberto Rizzardo;
- Modalità di trasmissione delle offerte: piattaforma di e-procurement Invitalia;
- Recapiti per comunicazioni o richieste di chiarimenti: piattaforma e-procurement Invitalia.

2. Tipo e oggetto della procedura

La procedura è una procedura competitiva semplificata di massima urgenza, predisposta in deroga alle disposizioni del Codice dei contratti pubblici (D. Lgs. 18 aprile 2016, n. 50), e concerne la fornitura urgente di 2.000.000 di Kit sierologici rapidi per la rilevazione di specifiche per SARS CoV 2, comprensivi di tutte le componenti necessarie a garantire utilizzo e risultato dell'analisi, aventi elevate caratteristiche di qualità, funzionalità e rapidità, adeguatamente validate da parte di laboratori qualificati o agenzie regolatorie a valenza nazionale o internazionale, con possibile successiva estensione della fornitura nelle circostanze e con le modalità di cui al punto 10.

3. Requisiti qualitativi dei beni oggetto della procedura

le caratteristiche essenziali dei prodotti oggetto della procedura sono:

- a) La tipologia di Kit qualitativo rapido, per la rilevazione di IgG e IgM specifiche per SARS CoV-2, completo di relativi accessori perché sia immediatamente utilizzabile e che abbia tempi di ottenimento del risultato quanto più celeri possibile;
- b) L'avvenuta validazione dei test da parte di laboratori qualificati o agenzie regolatorie operanti a livello nazionale o internazionale;

- c) Una specificità dei test non inferiore al 95%;
- d) Una sensibilità dei test non inferiore al 92 %;
- e) La rapidità di trasporto e consegna della fornitura almeno nei capoluoghi di provincia di tutto il territorio nazionale secondo le indicazioni del committente e comunque entro e non oltre il 10 agosto 2020;
- f) La capacità di assicurare la fornitura di un numero minimo di test pari a 500.000

L'assenza dei requisiti minimi descritti è condizione espressa di esclusione dalla gara.

4. Requisiti soggettivi degli operatori economici interessati

Sono richiesti i medesimi requisiti di onorabilità e affidabilità previsti dal Codice dei contratti pubblici (D. Lgs. 18 aprile 2016, n. 50), comprovabili, in considerazione dell'urgenza, anche mediante autocertificazioni.

Il mancato possesso dei requisiti previsti dall'art. 80 del predetto Codice è anch'esso motivo di esclusione dalla gara.

5. Modalità di inoltro delle offerte

Le offerte, corredate della documentazione occorrente, in formato PDF, andranno presentate tramite la piattaforma di e-procurement di Invitalia.

Il documento recante l'offerta qualitativa (descrizione dei prodotti e dei loro requisiti qualitativi come previsti al punto 3) e quello recante l'offerta economica dovranno essere sottoscritti digitalmente.

In particolare l'offerta economica dovrà indicare il prezzo unitario richiesto per ciascun Kit.

6. Commissione di gara

Le offerte saranno valutate da una Commissione di gara nominata dal Commissario straordinario per l'emergenza COVID – 19 e composta da:

- a) due esperti designati del Comitato tecnico-scientifico istituito presso il Dipartimento della protezione civile per l'emergenza COVID-19
- b) un rappresentante del Ministero della Salute (appartenente alla struttura ministeriale);
- c) un rappresentante del Ministero dell'Istruzione (appartenente alla struttura ministeriale);
- d) un esperto in materie giuridiche con funzioni di Presidente;
- e) un componente della struttura alle dipendenze del Commissario Straordinario per l'emergenza da COVID – 19, con funzioni di segretario e senza diritto di voto.

Nell'espletamento delle procedure di gara, ove necessario, la Commissione potrà avvalersi del Comitato Tecnico Scientifico istituito presso il Dipartimento della protezione civile per l'emergenza COVID-19.

Tutti lavori della Commissione di gara possono svolgersi in videoconferenza o avvalendosi di altri collegamenti da remoto.

7. Criteri di valutazione delle offerte

L'appalto sarà aggiudicato secondo il criterio dell'offerta economicamente più vantaggiosa sulla base del miglior rapporto qualità/prezzo, secondo gli elementi di valutazione e le modalità di seguito indicati.

Il punteggio complessivo sarà dato dalla somma tra il punteggio conseguito per l'offerta tecnica ed il punteggio conseguito per l'offerta economica. Il punteggio massimo complessivo è pari a 100 punti, come di seguito distribuiti:

ID	ELEMENTI DI VALUTAZIONE	PUNTEGGIO MASSIMO
1	OFFERTA TECNICA	90
2	OFFERTA ECONOMICA	10
TOTALE		100

La valutazione delle offerte pervenute sarà svolta in base ai criteri e sub-criteri di seguito indicati:

SUB CRITERI		Sub punteggi
A	a. Percentuale di specificità, oltre quelle minime richieste (95%)	38
B	b. Percentuale di sensibilità, oltre quelle minime richieste (92%)	37
C	c. Quantità di prodotti disponibili	10
D	d. Tempi di ottenimento del risultato del test	5
TOTALE OFFERTA TECNICA		90
E	Prezzo	10
TOTALE		100

L'individuazione dell'offerta economicamente più vantaggiosa sarà determinata in base alla seguente formula:

$$P = (a \cdot 38 + b \cdot 37 + c \cdot 10 + d \cdot 5 + e \cdot 10)$$

I coefficienti **a** e **b** di natura quantitativa dei criteri **A** e **B**:

- saranno determinati mediante l'applicazione della seguente formula, attribuendo il coefficiente zero all'offerta meno conveniente per la Stazione Appaltante (ossia a quella che prevede la percentuale minima con riferimento a ciascun criterio – (95% per il

subcriterio A e 92% per il Subcriterio B) e il coefficiente uno all'offerta economica più conveniente (ossia a quella che offre la percentuale + alta):

$$P = \frac{[\% \text{ offerta Concorente A} - \% \text{ minima}]}{[\% + \text{ alta ottenuta in gara} - \% \text{ minima}]} * \text{punti criterio}$$

I coefficienti **c** di natura quantitativa del criterio **c**

sarà determinato con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero all'offerta minima possibile (ossia quantità pari a 500.000) e il coefficiente uno alla quantità più elevata offerta in sede di gara:

$$P = Qa/Qmax * \text{punti criterio}$$

I coefficienti **d** di natura quantitativa del criterio **D**

sarà applicata la formula del Minor Tempo:

$$P = \text{punti criterio} * \text{Tempo}_{\text{minimo}} / \text{Tempo}_{i\text{-esimo}}$$

Coefficienti di natura quantitativa del criterio D

sarà applicata la formula del Minor Prezzo:

$$P = \text{punti criterio} * \text{Prezzo}_{\text{minimo}} / \text{Prezzo}_{i\text{-esimo}}$$

Tutte le operazioni di moltiplicazione per il punteggio massimo attribuibile in relazione a ciascun criterio sarà effettuata troncando prima della terza cifra decimale, senza eseguire arrotondamenti.

8. Modalità di espletamento della gara

La valutazione delle offerte si svilupperà in tre fasi sequenziali, da concludersi, comunque entro il 25 luglio:

- Valutazione dei requisiti generali di ammissibilità sulla base della sola documentazione prodotta, entro il 16 luglio;
- Verifica della coerenza delle offerte rispetto all'oggetto della gara, da effettuarsi a cura del Comitato Tecnico Scientifico, con immediata esclusione delle offerte inammissibili perché non coerenti o comunque inferiori ai requisiti minimi richiesti, entro il 19 luglio;
- Valutazione delle offerte ammissibili, secondo i criteri di cui al punto 7, entro il 24 luglio;
- Aggiudicazione e definizione della graduatoria, entro il 25 luglio.

9 – Aggiudicazione a più operatori economici:

Nel caso di posizioni apicali di pari merito nella graduatoria finale, la fornitura sarà aggiudicata pro quota agli operatori economici interessati. Nel caso che l'offerta posizionatasi al primo posto nella graduatoria finale non sia sufficiente al completo soddisfacimento delle esigenze, quantificate in 2.000.000 di kit da acquisire entro il 10 agosto 2020, **o di ritardo o inadempimento parziale delle consegne**, i quantitativi restanti necessari a soddisfare il fabbisogno di 2.000.000 di Kit potranno essere forniti dall'operatore secondo classificato e, nel caso di ulteriore insufficienza, **ritardo** o inadempimento parziale delle consegne, da quelli successivi.

10 – Ripetibilità della prestazione

Nel caso che, nel corso dell'emergenza epidemiologica in atto, si verifichi l'urgente necessità di ulteriori somministrazioni del test sierologico al personale docente e non docente della scuola (compreso quello addetto alla scuola per l'infanzia e agli istituti per disabili), agli aggiudicatari della presente procedura possono essere richieste, per non più di due volte, ulteriori forniture del kit oggetto della gara, per quantitativi calcolati in proporzione a quelli aggiudicati, con un preavviso massimo di 15 giorni, salvo il sopraggiungere di cause di esclusione dalla gara o di risoluzione del contratto.

11 – Ulteriori fabbisogni

Nel caso che, nel corso dell'emergenza epidemiologica in atto, si verifichi l'urgente necessità di ulteriori somministrazioni del test sierologico si potrà provvedere con una procedura a negoziazione ristretta cui avranno diritto a partecipare gli operatori economici che siano stati inseriti nella graduatoria di cui al punto 8 del presente bando.

12 - Clausola di risoluzione immediata

La fornitura di prodotti che, per ogni 100 kit, dovessero risultare non rispondenti ai requisiti di qualità richiesti e/o dichiarati, comporta la immediata risoluzione del contratto, con oneri a carico del fornitore, fatto salvo l'eventuale risarcimento del danno.



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Stralcio Verbale n. 94 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 7 luglio 2020.

-omissis-

QUESITI DEL MINISTERO DELL'ISTRUZIONE RELATIVI ALL'INIZIO DEL NUOVO ANNO SCOLASTICO

Il CTS condivide con il Ministro dell'Istruzione alcuni aspetti da affrontare relativamente alla ripresa del prossimo anno scolastico per le scuole di ogni ordine e grado. A tal fine, a margine dell'audizione del 02/07/2020 con le diverse rappresentanze sindacali che hanno illustrato alcuni aspetti relativi alle misure di contenimento del contagio da SARS-CoV-2 e dell'impatto che queste potrebbero avere sul mondo della scuola, in data 03/07/2020 sono pervenute dal Sig. Ministro dell'Istruzione al CTS alcune istanze (allegato) che vengono riscontrate con le osservazioni che di seguito si riportano:

- In riferimento al distanziamento previsto, il metro di distanza deve intendersi solo in condizione statica o anche in movimento? Qualora, infatti, non sia possibile garantire il metro previsto durante gli spostamenti che avvengono all'interno o all'esterno della classe, è sufficiente il solo utilizzo della mascherina?
 - Il previsto distanziamento di un metro è da intendersi, relativamente alla configurazione del *layout* delle aule, nel senso della necessità di prevedere un'area statica dedicata alla "zona banchi". Nella zona banchi il distanziamento minimo di 1 metro tra le rime buccali degli studenti dovrà essere calcolato dalla posizione seduta al banco dello studente, avendo



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pertanto riferimento alla situazione di staticità. Con riferimento alla “zona cattedra”, nella definizione del *layout* resta imprescindibile la distanza di 2 metri lineari tra il docente e l’alunno nella “zona interattiva” della cattedra, identificata tra la cattedra medesima ed il banco più prossimo ad essa. L’utilizzo della mascherina è necessario in situazioni di movimento e in generale in tutte quelle situazioni (statiche o dinamiche) nelle quali non sia possibile garantire il distanziamento prescritto. In coerenza con il documento tecnico approvato nella seduta n. 82 del 28/05/2020 e con le integrazioni approvate nella seduta n. 90 del 22/06/2020, il CTS ribadisce che la eventuale rivalutazione circa la possibilità di rendere non obbligatorio l’uso delle mascherine potrà essere valutata soltanto all’esito dell’analisi degli indici epidemiologici relativi alla diffusione del virus SARS-CoV-2 osservati nell’ultima settimana del mese di agosto p.v.

- In relazione al metro di distanziamento previsto, è possibile indicare il valore in metri quadri dello spazio di occupazione di ciascun studente?
 - Il distanziamento fisico (inteso come distanza minima di 1 metro fra gli alunni, tra le rime buccali) rimane un punto di primaria importanza nelle azioni di prevenzione. Come indicato nel documento tecnico del 28 maggio e nell’aggiornamento del 22 giugno *“il layout delle aule destinate alla didattica andrà rivisto con una rimodulazione dei banchi, dei posti a sedere e degli arredi scolastici, al fine di garantire il distanziamento interpersonale di almeno 1 metro”*, inoltre *“va prestata la massima attenzione al layout della zona interattiva della cattedra prevedendo tra l’insegnante e il banco/o i banchi uno spazio idoneo di almeno 2 metri.”* Pertanto, nella definizione del layout resta imprescindibile la distanza di 1 metro lineare tra gli alunni e di 2 metri lineari tra il docente e l’alunno



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nella zona interattiva della cattedra. Per tale motivo non viene indicato un valore in metri quadri dello spazio di occupazione dello studente in quanto tale parametro adottato singolarmente, potrebbe non garantire il distanziamento minimo lineare essenziale sopra ricordato.

- Quando uno studente o il personale scolastico dovesse presentare, all'interno della sede scolastica, dei sintomi riconducibili al virus Covid19, quali sono le procedure da adottare? È possibile la predisposizione di un unico protocollo sanitario valido su tutto il territorio nazionale? Quale deve essere il ruolo della ASL, del pediatra e del medico di base in caso di individuazione di soggetti positivi?
 - Il Documento tecnico, nell'aggiornamento del 22 giugno u.s., alla sezione "Misure di controllo territoriale" - di seguito riportata - ha individuato la procedura da adottare nel contesto scolastico in coerenza con quanto già individuato nel "Protocollo condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro" del 24 aprile 2020 (punto 11 - Gestione di una persona sintomatica in azienda). *"Misure di controllo territoriale - In caso di comparsa a scuola in un operatore o in uno studente di sintomi suggestivi di una diagnosi di infezione da SARS-CoV-2, il CTS sottolinea che la persona interessata dovrà essere immediatamente isolata e dotata di mascherina chirurgica, e si dovrà provvedere al ritorno, quanto prima possibile, al proprio domicilio, per poi seguire il percorso già previsto dalla norma vigente per la gestione di qualsiasi caso sospetto. Per i casi confermati le azioni successive saranno definite dal Dipartimento di prevenzione territoriale competente, sia per le misure quarantenarie da adottare previste dalla norma, sia per la riammissione a scuola secondo l'iter procedurale altrettanto chiaramente normato. La presenza di un*



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caso confermato necessiterà l'attivazione da parte della scuola di un monitoraggio attento da avviare in stretto raccordo con il Dipartimento di prevenzione locale al fine di identificare precocemente la comparsa di possibili altri casi che possano prefigurare l'insorgenza di un focolaio epidemico. In tale situazione, l'autorità sanitaria competente potrà valutare tutte le misure ritenute idonee. Questa misura è di primaria importanza per garantire una risposta rapida in caso di peggioramento della situazione con ricerca attiva di contatti che possano interessare l'ambito scolastico. Sarebbe opportuno, a tal proposito, prevedere, nell'ambito dei Dipartimenti di prevenzione territoriali, un referente per l'ambito scolastico che possa raccordarsi con i dirigenti scolastici al fine di un efficace contact tracing e risposta immediata in caso di criticità". Tale previsione sarà altresì utile per tutti i raccordi di competenza dell'Autorità sanitaria previsti dalla normativa vigente. Gli esercenti la potestà genitoriale in caso di studenti adeguatamente e prontamente informati si raccorderanno con il medico di medicina generale o pediatra di libera scelta per quanto di competenza. Nel contesto delle iniziative di informazione rivolte agli alunni, genitori e personale scolastico sulle misure di prevenzione e protezione adottate, si ravvisa l'opportunità di ribadire la responsabilità individuale e genitoriale.

- È possibile attivare una collaborazione tra le istituzioni scolastiche e le ASL territorialmente competenti, prevedendo l'individuazione di un referente e/o di una struttura locale specificatamente dedicata, volta ad assistere e supportare le scuole nell'attuazione delle misure di prevenzione e contenimento del contagio dal Covid-19?
 - Il Documento tecnico nell'aggiornamento del 22 giugno u.s. ha già indicato - come specificato nella risposta precedente - nel contesto delle



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“Misure di controllo territoriale” l’opportunità di prevedere, nell’ambito dei Dipartimenti di prevenzione territoriali, un referente per l’ambito scolastico che possa raccordarsi con i dirigenti scolastici al fine di un efficace *contact tracing* e risposta immediata in caso di criticità. Pertanto, è già prevista l’attivazione della collaborazione citata nella domanda. Tale sistema di raccordo tra sistema scolastico e sistema sanitario nazionale è una misura innovativa di grande rilievo, soprattutto nel contesto emergenziale in atto, per supportare le Istituzioni scolastiche nella realizzazione dei compiti assegnati per l’effettuazione di un anno scolastico in piena sicurezza. Tale sistema di monitoraggio e di allerta precoce attivato sul territorio nazionale consentirà di individuare situazioni locali meritevoli di misure di contenimento della diffusione epidemica, che potranno interessare specifiche realtà scolastiche locali, a tutela della salute dei lavoratori e degli studenti.

- Si ritiene necessaria l'obbligatorietà della figura del medico competente per la sorveglianza sanitaria ordinaria presso ogni sede scolastica?
 - Fermo restando quanto previsto dal D.Lgs 81/08 e successive modifiche e integrazioni -che prevede la sua applicazione *a tutti i settori di attività, privati e pubblici, e a tutte le tipologie di rischio* - nonché quanto previsto dalla specifica normativa ministeriale, nello specifico, per quanto concerne il quesito posto in tema dell'obbligatorietà della figura del medico competente per la sorveglianza sanitaria ordinaria presso ogni sede scolastica, si rappresenta che tale obbligo di nomina del medico competente è subordinato all’esito del processo di valutazione dei rischi che è specifica responsabilità del datore di lavoro. Pertanto, solo qualora la citata valutazione evidenzi la presenza di uno dei rischi “normati” dal D.Lgs 81/08 e s.m.i e che prevedano l’obbligo di sorveglianza sanitaria, è



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necessario nominare il medico competente. Va precisato che il contesto attuale emergenziale non introduce elementi di novità rispetto alla previsione di sorveglianza sanitaria ordinaria, mentre per quella definita come sorveglianza sanitaria “eccezionale”, si rimanda al quesito specifico successivo.

- In merito alle operazioni di pulizia degli ambienti scolastici, tenuto conto che diversamente dagli esami di stato il numero dei presenti nelle scuole sarà a settembre molto elevato, è possibile indicare le modalità e la periodicità con cui esse devono avvenire? Con particolare riferimento ai servizi igienici, è possibile specificare le modalità e la frequenza per lo svolgimento delle pulizie ed il numero minimo di bagni necessari in rapporto al numero totale degli studenti e del personale scolastico di ciascun istituto?
 - Si riportano di seguito le indicazioni presenti nel Documento tecnico del 28 maggio u.s., riguardanti le modalità e periodicità delle operazioni di pulizia: *“Le operazioni di pulizia dovranno essere effettuate quotidianamente secondo le indicazioni dell’ISS previste nella Circolare del Ministero della Salute “Indicazioni per l’attuazione di misure contenitive del contagio da SARS-CoV-2 attraverso procedure di sanificazione di strutture non sanitarie (superfici, ambienti interni) e abbigliamento” in particolare nella sezione “Attività di sanificazione in ambiente chiuso” di cui un estratto è in Allegato 1. Nello stesso allegato è riportato un estratto con i principi attivi indicati per le varie superfici tratto da Rapporto ISS COVID-19 n. 19/2020 - “Raccomandazioni ad interim sui disinfettanti nell’attuale emergenza COVID-19: presidi medico-chirurgici e biocidi. Versione del 25 aprile 2020”. A riguardo si precisa che per sanificazione si intende l’insieme dei procedimenti e operazioni atti ad igienizzare determinati ambienti e mezzi mediante l’attività di pulizia e di*



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disinfezione. Poiché la scuola è una forma di comunità che potrebbe generare focolai epidemici in presenza di un caso, a causa della possibile trasmissione per contatto, la pulizia con detergente neutro di superfici in locali generali, in presenza di una situazione epidemiologica con sostenuta circolazione del virus, andrebbe integrata con la disinfezione attraverso prodotti con azione virucida. Nella sanificazione si dovrà porre particolare attenzione alle superfici più toccate quali maniglie e barre delle porte, delle finestre, sedie e braccioli, tavoli/banchi/cattedre, interruttori della luce, corrimano, rubinetti dell'acqua, pulsanti dell'ascensore, distributori automatici di cibi e bevande, ecc. Qualora vengano usati prodotti disinfettanti, e qualora la struttura educativa ospiti bambini al di sotto dei 6 anni, si raccomanda di fare seguire alla disinfezione anche la fase di risciacquo soprattutto per gli oggetti, come i giocattoli, che potrebbero essere portati in bocca dai bambini. I servizi igienici sono dei punti di particolare criticità nella prevenzione del rischio. Pertanto, dovrà essere posta particolare attenzione alle misure già poste in essere dalle scuole per la pulizia giornaliera dei servizi igienici con prodotti specifici". Si ravvisa l'opportunità di verificare la funzionalità ed efficienza dei servizi igienici, assicurandone eventuale ripristino prima dell'avvio dell'anno scolastico.

- È possibile dettagliare i dispositivi di protezione che devono indossare le seguenti tipologie di lavoratori?
 - Collaboratori scolastici nelle attività di pulizia e detersione di cui alle indicazioni dell'ISS previste nel documento dell'8 maggio 2020 nella sezione relativa a "Opzioni di sanificazione tutti i tipi di locali" riportato in allegato 1;



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- Per i collaboratori scolastici impegnati nelle attività di pulizia e detersione si rimanda a quanto indicato nella citata Circolare del Ministero della Salute “Indicazioni per l’attuazione di misure contenitive del contagio da SARS-CoV-2 attraverso procedure di sanificazione di strutture non sanitarie (superfici, ambienti interni) e abbigliamento”. In particolare *“bisogna indossare sempre guanti adeguati per i prodotti chimici utilizzati durante la pulizia e la disinfezione, ma potrebbero essere necessari ulteriori dispositivi di protezione individuale (DPI, specie per i prodotti ad uso professionale) in base al prodotto”*. Pertanto, la scelta del dispositivo è esclusivamente correlata allo specifico prodotto utilizzato, come peraltro avviene già di norma e come previsto dagli specifici documenti di valutazione del rischio.
- Docenti/ATA nel caso di gestione di un eventuale caso sospetto da COVID;
 - Per i Docenti/ATA, nella gestione di un eventuale caso sospetto, è sufficiente mantenere il distanziamento di almeno un metro e utilizzare la mascherina chirurgica.
- Personale amministrativo nelle attività di ricevimento front office e nella gestione del cartaceo con spray idro alcolico.
 - Per il personale amministrativo nelle attività di ricevimento *front office* è sufficiente la mascherina chirurgica.
- Relativamente al prospettato utilizzo nella gestione del cartaceo da parte di personale amministrativo di “spray idro alcolico”, si rappresenta che in nessuno dei documenti tecnici del CTS è stato previsto un tale utilizzo che, pertanto, si ritiene non necessario.



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- Possono essere fornite indicazioni precise per la gestione dei laboratori tecnico-pratici degli istituti superiori, soprattutto per ciò che riguarda le misure di prevenzione del rischio da interferenze e da contagio tramite superfici?
 - Per la gestione dei laboratori tecnico-pratici degli Istituti superiori si rimanda al Documento di valutazione dei rischi, nonché all'ulteriore documentazione in materia di sicurezza sul lavoro, che ciascuna Istituzione scolastica dovrà integrare in collaborazione con il Responsabile del servizio di prevenzione e protezione, ferme restando le indicazioni già fornite in altri contesti circa la pulizia e la disinfezione delle superfici da contatto quando le postazioni vengono utilizzate da utenti diversi . Dovranno altresì essere assicurati adeguati ricambi d'aria.
- È necessario predisporre delle misure di pulizia e igienizzazione specifiche presso ogni sede scolastica in occasione della riapertura di settembre?
 - In via preliminare il Dirigente scolastico assicurerà, prima della riapertura della scuola, una pulizia approfondita, ad opera dei collaboratori scolastici, dei locali della scuola destinati alla didattica e non, ivi compresi androne, corridoi, bagni, uffici di segreteria e ogni altro ambiente di utilizzo. Non sono necessarie misure ulteriori analogamente a quanto già previsto per l'effettuazione degli esami di stato dello scorso mese di giugno.
- Chi cura il reperimento e la distribuzione di mascherine per il personale scolastico e per gli studenti in condizione di lavoratori (ad es. per attività di laboratorio)? Sarà cura del dirigente scolastico o della Protezione Civile? Analogamente, per quanto riguarda i banchi monoposto, chi ne cura il reperimento?



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- Fermo restando che tale domanda non ricade nelle specifiche competenze del CTS, si rappresenta che sulla base di specifiche informazioni ricevute nel corso di audizione del Commissario straordinario per l'emergenza, lo stesso curerà la fornitura di mascherine chirurgiche alle scuole sia per il personale scolastico che per gli studenti in condizioni di lavoratori. Inoltre, il Commissario straordinario per l'emergenza curerà l'acquisizione di banchi monoposto secondo il fabbisogno stimato dal Ministero dell'Istruzione.
- È possibile chiarire le condizioni di utilizzo delle mascherine rispetto alla fascia di età dello studente? Con particolare riferimento agli alunni della scuola dell'infanzia quali sono le indicazioni sulle modalità di inserimento e accompagnamento da parte dei genitori o di altre figure parentali?
 - Tutti gli studenti di età superiore ai sei anni dovranno indossare una mascherina chirurgica o di comunità di propria dotazione, fatte salve le dovute eccezioni (ad es. attività fisica, pausa pasto). Inoltre, in coerenza con quanto disciplinato dal comma 3, art. 3 del DPCM 17 maggio 2020 "non sono soggetti all'obbligo i bambini al di sotto dei sei anni, nonché i soggetti con forme di disabilità non compatibili con l'uso continuativo della mascherina ovvero i soggetti che interagiscono con i predetti." Va in ogni caso sottolineato, come già richiamato nei documenti tecnici, il ruolo degli esercenti della responsabilità genitoriale nel preparare e favorire un allenamento preventivo ai comportamenti responsabili degli studenti. La presenza di genitori o di altre figure parentali nella scuola dell'infanzia dovrà essere limitata al minimo indispensabile. Sarà cura delle singole scuole definire le modalità di inserimento e accompagnamento sulla base delle condizioni logistiche e organizzative specifiche di ciascuna realtà scolastica.



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- È possibile dettagliare maggiormente le modalità e le misure igienico-sanitarie da predisporre nell'ambito della refezione scolastica (anche nel caso di consumo del pasto in classe)?
 - Per il consumo del pasto in refettorio valgono le stesse misure di distanziamento fisico di almeno 1 metro già indicate per gli altri locali destinati alla didattica. Per il consumo del pasto in classe dovrà essere mantenuta la normale disposizione e distanziamento già previsti per le ore di didattica. Riguardo alle misure igienico sanitarie si rimanda alle misure già in essere per la refezione scolastica.
- Per i percorsi per le competenze trasversali e l'orientamento (già alternanza scuola lavoro) si pone un problema di responsabilità da parte della scuola che invia gli studenti presso aziende ed enti. A quali regole devono attenersi questi ultimi soggetti?
 - Allo stato attuale tutte le aziende hanno l'obbligo di attuare quanto previsto nel "Protocollo condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro" del 24 aprile 2020. È evidente che i raccordi tra la scuola con le figure della prevenzione degli Enti ospitanti gli studenti e la garanzia dell'adeguata informazione agli stessi dovrà essere curata, anche nell'ottica del contesto emergenziale e dell'effettivo periodo di effettuazione. Valgono comunque le regole dell'ente ospitante.
- Possono essere fornite indicazioni chiare sull'autorità medica competente a certificare la condizione di "fragilità" dei lavoratori?
 - La tutela dei "lavoratori fragili" si estrinseca attraverso la sorveglianza sanitaria eccezionale di cui all'art. 83 del Decreto Legge del 19 maggio 2020 n. 34 (attualmente in corso di conversione in Legge), assicurata dal



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datore di lavoro ed effettuata dal “medico competente” ove presente; in assenza del medico competente, il datore di lavoro potrà nominarne uno *ad hoc* per il solo periodo emergenziale o rivolgersi ai servizi territoriali dell’Inail che vi provvedono con propri medici del lavoro.

-omissis-



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Stralcio Verbale n. 95 delle riunioni tenute, presso il Dipartimento della Protezione Civile, i giorni 16 luglio 2020 e 20 luglio 2020.

-omissis-

QUESITI RELATIVI ALLA PROCEDURA DI GARA AD EVIDENZA PUBBLICA PER L'IDENTIFICAZIONE DI TEST RAPIDI PER LA RICERCA DI IGG/IGM ANTI SARS-COV-2 AI FINI DEL PROGRAMMA DI SCREENING E DI CONTROLLO SIEROLOGICO DEL PERSONALE DOCENTE E NON DOCENTE DELLE SCUOLE DI OGNI ORDINE E GRADO

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 ha trasmesso al CTS alcuni quesiti posti da società partecipanti alla procedura di gara ad evidenza pubblica relativi ad aspetti tecnici e/o sanitari. Il CTS trasmetterà al Commissario straordinario le risposte di natura tecnica relative alle istanze proposte (allegato).

Il CTS ribadisce l'indicazione fornita nella scorsa seduta n. 94 del 07/07/2020 relativamente alla designazione dei componenti esperti da inserire nella commissione di valutazione della procedura di gara, confermando i medesimi nominativi già indicati per la valutazione della procedura ad evidenza pubblica effettuata per le esigenze dello studio di sieroprevalenza nazionale.

-omissis-



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Stralcio Verbale n. 96 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 24 luglio 2020.

-omissis-

REPORT RELATIVO AL SUPPORTO DEL CTS AL MINISTERO DELL'ISTRUZIONE PER GLI ESAMI DI MATURITÀ

Al termine dello svolgimento degli esami di maturità, il Ministero dell'Istruzione ha trasmesso al CTS gli esiti delle evidenze dell'help desk realizzato per fornire – da parte del CTS medesimo – il supporto alle scuole impegnate nell'espletamento degli esami di maturità:

CTS ED ESAMI DI MATURITÀ	
Numero richieste complessive HDAC Esami di Stato	7.500
Service Desk (I livello)	7.423
Web Request HDAC (II Livello)	77
Segnalazioni specifiche per "Sospetti casi COVID-19"	6
Segnalazioni inoltrate al CTS	5
N° Commissioni egli Esami di Stato	13.169
N° Candidati Interni	497.740

-omissis-



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Stralcio Verbale n. 96 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 24 luglio 2020.

-omissis-

QUESITO DEL MINISTRO DELL'UNIVERSITÀ E DELLA RICERCA SULLE MODALITÀ DI RIPRESA DELLE ATTIVITÀ DIDATTICHE DELL'ANNO ACCADEMICO 2020/2021

Il CTS analizza il documento della Conferenza dei Rettori delle Università Italiane (CRUI) trasmessa dal Ministro dell'Università e della Ricerca relativa ad una richiesta di chiarimento – in riferimento al documento esaminato nella seduta del CTS n. 83 del 93/07/2020 – circa la riorganizzazione del layout delle aule didattiche (allegato).

In tale contesto, al fine di garantire il distanziamento di un metro fra gli studenti, le università hanno previsto l'occupazione di postazioni alternate "a scacchiera", manifestando l'esigenza oggettiva di tener conto di una incertezza nella misura di +/- 10% nel determinare le postazioni occupabili, nel rispetto del distanziamento minimo in considerazione delle caratteristiche antropometriche degli studenti, nonché della dinamicità della postura.

IL CTS, preso atto anche dell'adozione della misura complementare dell'obbligo dell'uso della mascherina, concorda con l'esigenza rappresentata.

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Stralcio Verbale n. 97 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 30 luglio 2020.

-omissis-

STRUTTURA DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19: INDIZIONE DI GARA IN PROCEDURA APERTA SEMPLIFICATA E DI MASSIMA URGENZA PER L'ACQUISIZIONE E LA DISTRIBUZIONE DI BANCHI SCOLASTICI E SEDUTE ATTREZZATE SULL'INTERO TERRITORIO NAZIONALE – INDIVIDUAZIONE DI ESPERTI TECNICI PER LA COMMISSIONE DI GARA

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 ha proceduto alla indizione di una gara in procedura aperta semplificata e di massima urgenza per l'acquisizione e la distribuzione di banchi scolastici e sedute attrezzate sull'intero territorio nazionale (allegato).

La Struttura commissariale ha indicato l'inserimento nella commissione di gara di due esperti, i cui nominativi sono stati richiesti al CTS (allegato).

Il CTS ha convenuto di richiedere i nominativi dei 2 esperti, rispettivamente, all'Istituto Superiore di Sanità ed all'INAIL.

L'ISS, raggiunto in precedenza per le vie brevi, ha indicato l'Ing. Davide Monterosso (allegato); l'INAIL ha indicato la Dott.ssa Marta Petyx (allegato).

-omissis-

AVVISO DI INDIZIONE DI GARA IN PROCEDURA APERTA SEMPLIFICATA E DI MASSIMA URGENZA PER L'ACQUISIZIONE E LA DISTRIBUZIONE DI BANCHI SCOLASTICI E SEDUTE ATTREZZATE SULL'INTERO TERRITORIO NAZIONALE

Lotto A CIG 8377980FCB

Lotto B CIG 8377988668

1. Informazioni concernenti la procedura di aggiudicazione e l'Amministrazione aggiudicatrice

Procedura aperta semplificata, di massima urgenza, predisposta in deroga alle disposizioni del Codice dei Contratti Pubblici (D. Lgs. 18 aprile 2016, n. 50), indetta dal Commissario straordinario per l'attuazione e il coordinamento delle misure occorrenti per il contenimento e il contrasto dell'emergenza epidemiologica COVID – 19 (di seguito: "**Commissario**"), ai sensi dell'art. 8, comma 8, del decreto-legge 16 luglio 2020, n. 76 e dell'art. 122 del decreto-legge 17 marzo 2020, n. 18, con le modalità qui di seguito definite:

- CPV: 39160000-1 - Arredo scolastico
- Procedura aperta mediante la presente "indizione di gara" ("call") pubblicata in G.U.U.E., sui siti istituzionali del Ministero dell'Istruzione e della Presidenza del Consiglio dei Ministri – Commissario straordinario all'emergenza, valida per la durata di 10 giorni consecutivi e comunque non oltre il 30 luglio 2020, alle ore 14:00 [2:00 P.M.];
- Presentazione delle offerte, con modalità telematica, entro la stessa data e alla stessa ora, ossia entro e non oltre il **30 luglio 2020, alle ore 14:00 [2:00 P.M.]**;
- Sottoposizione di eventuali richieste di chiarimento da parte degli operatori economici interessati a partecipare alla procedura di cui al presente Avviso: **entro il 27 luglio 2020**;
- Valutazione delle offerte da parte della Commissione esaminatrice, con le modalità e la tempistica indicata al punto n. 9 e sulla base dei criteri di valutazione di cui al punto n. 8;
- Successiva sottoscrizione del o dei contratti, entro il 7 agosto 2020.

Per quanto concerne la presente procedura i riferimenti essenziali sono i seguenti:

- Referente e responsabile del procedimento: Antonio Fabbrocini;
- Modalità di trasmissione delle offerte: mediante piattaforma di e-procurement messa a disposizione da Invitalia all'indirizzo: <https://gareappalti.invitalia.it/tendering/tenders/000148-2020/view/detail/1>, come meglio precisato al punto 6, previa registrazione ed abilitazione all'utilizzo, secondo le modalità descritte nell'**Allegato 1 - "Istruzione operative Piattaforma Telematica"**;
- Recapiti per comunicazioni o richieste di chiarimento: mediante piattaforma di e-procurement messa a disposizione da Invitalia.

La lingua ufficiale della presente procedura è quella italiana. La traduzione in inglese del presente Avviso e dei relativi allegati, nonché delle risposte che saranno pubblicate a seguito delle richieste di chiarimenti pervenute dagli operatori economici, hanno solo lo scopo di agevolare la partecipazione. Le Offerte dovranno pervenire in lingua italiana, così come i documenti e le certificazioni prodotte dai concorrenti dovranno essere, in conformità a quanto previsto dall'articolo 134, comma 7, del Codice dei Contratti Pubblici, accompagnati da una traduzione in lingua italiana certificata conforme al testo originale dalle Autorità diplomatiche o consolari italiane del Paese in cui sono stati redatti, oppure da un traduttore ufficiale.

2. Oggetto della procedura

La procedura è finalizzata all'acquisto, prima dell'avvio dell'anno scolastico 2020-2021, e nella tempistica meglio precisata al punto 9, di un numero **stimato di n. 3.000.000 (tre milioni)** di banchi scolastici monoposto e sedute attrezzate di tipo innovativo e un numero **stimato di n. 700.000 sedute tradizionali** complementari, nelle tipologie:

- Lotto A: fino a n. 1.500.000 banchi scolastici monoposto nella tipologia tradizionale e fino a n. 700.000 sedute complementari;
- Lotto B: fino a n. 1.500.000 sedute scolastiche attrezzate di tipo innovativo;

nelle quantità meglio specificate e con le caratteristiche di cui alle specifiche unite al presente avviso *sub Allegato 2 – “Specifiche Tecniche”*, a favore di istituti della scuola primaria e della scuola secondaria di primo e di secondo grado dislocati in tutto il territorio nazionale.

Si precisa che le quantità sopra indicate per ciascuna tipologia hanno un valore puramente indicativo nell'ambito del complessivo fabbisogno di tre milioni di banchi/sedute attrezzate innovative e saranno esattamente definite in sede di contratto, unitamente all'indicazione degli istituti scolastici destinatari, sulla base dei rispettivi fabbisogni, comunicati dal Ministero dell'Istruzione. Poiché la presente procedura prevede, come meglio dettagliato nel prosieguo, che l'Operatore Economico indichi per ciascun Lotto:

- **uno o più ambiti territoriali della fornitura offerta, laddove per “ambito territoriale” si intende una Regione o una Provincia Autonoma;**
- **un numero minimo di banchi/sedute attrezzate (pari n. 200.000 unità) e, per il solo Lotto A, un numero minimo di sedute complementari tradizionali (n. 70.000),**

si precisa sin d'ora che, alla luce dei fabbisogni degli istituti scolastici destinatari, la quantità di prodotti offerti, per l'ambito territoriale indicato, dall'Operatore Economico, potrebbe non essere acquistato per intero.

Si precisa altresì, con riferimento al Lotto A, che le offerte dovranno prevedere sempre una quantità di sedute per banchi tradizionali inferiori di almeno un terzo rispetto al numero dei banchi stessi. Nel caso in cui il numero delle sedute complementari indicato nell'Offerta fosse superiore a quello previsto, il numero delle sedute complementari sarà automaticamente ritenuto, dalla stazione appaltante, ridotto alla quantità consentita.

La fornitura richiesta comprende il servizio complementare di imballaggio, trasporto degli arredi e loro montaggio nei luoghi di destinazione, che saranno precisati in sede di sottoscrizione del contratto, secondo il piano di dettaglio dei fabbisogni predisposto dal Ministero dell'Istruzione (di seguito, il “**Servizio Complementare**”).

Essa può altresì comprendere, quale servizio aggiuntivo - se offerto dall'operatore economico - il ritiro di banchi usati e/o sedute usate, regolarmente disinventariati perché “fuori uso”, e relativo conferimento ad impianti di recupero o smaltimento, ferma la tracciabilità del suddetto conferimento ai sensi della normativa applicabile (di seguito, “**Servizio Aggiuntivo**”). Trattandosi di Servizio Aggiuntivo, il numero di banchi/sedie per il quale si offre detto Servizio Aggiuntivo e corrispondente prezzo sopra citati non potranno risultare superiori al numero degli arredi nuovi e al relativo prezzo offerto. Il Servizio Aggiuntivo sarà comunque erogato solo se richiesto dal Ministero dell'Istruzione a favore dagli istituti scolastici presso i quali il fornitore dovrà, qualora risultasse aggiudicatario, effettuare la consegna della fornitura.

3. Requisiti qualitativi dei prodotti oggetto della procedura

Le caratteristiche essenziali minime comuni a tutti i prodotti oggetto della procedura, nonché quelle per ciascuna tipologia di prodotto sono indicate nell'Allegato 2 – Specifiche Tecniche.

Con la presentazione della domanda di partecipazione, sottoscritta dall'operatore economico, mediante il proprio legale rappresentante ovvero proprio procuratore dotato di idonei poteri, l'operatore economico stesso dichiara, ai sensi degli artt. 46, 47 e 76 del D.P.R 445/2000, che i prodotti offerti sono conformi ai requisiti minimi essenziali richiesti e di possedere le relative certificazioni attestanti la conformità dei beni stessi a quanto richiesto.

Si precisa che l'assenza dei requisiti minimi descritti e/o delle relative certificazioni è condizione espressa di esclusione dalla gara.

4. Altri requisiti qualitativi essenziali dell'offerta

La singola offerta tecnica presentata dell'Operatore Economico, singolo o associato, in consorzio o in raggruppamento verticale od orizzontale o misto, deve rispondere ai seguenti requisiti essenziali:

- a) assicurare, per ciascun Lotto, un numero minimo di banchi/sedute attrezzate pari ad almeno n. 200.000 unità;
- b) assicurare imballaggio, trasporto, consegna e montaggio dei prodotti offerti, e conseguente reportistica della fornitura, **entro la data del 31 agosto 2020** (lunedì), secondo il piano di distribuzione di cui al punto n. 10, lettera a);
- c) assicurare la fornitura nei tempi prescritti negli istituti collocati nell'ambito territoriale non inferiore alla Regione/i e/o la/e Provincia/e Autonoma/e per la/le quale/i lo stesso ha presentato offerta conformemente a quanto previsto dal successivo punto 6;
- d) assicurare omogeneità qualitativa dei prodotti offerti;
- e) assicurare flessibilità dimensionale, in aumento o in diminuzione, della tipologia di prodotti oggetto del contratto, o dei contratti, di fornitura, secondo il piano delle esigenze che sarà predisposto dal Ministero dell'Istruzione, su almeno il 20 % dei prodotti offerti;
- f) assicurare le ordinarie garanzie per n. 5 anni, manutenzione ed assistenza previste dalla legge prestate dal produttore relativamente a ciascun prodotto offerto.
- g) assicurare l'impegno alla prestazione, prima della stipula del contratto, della garanzia definitiva della regolare esecuzione del contratto, conformemente a quanto previsto dall'articolo 103 del Codice dei Contratti Pubblici;

Si precisa che l'assenza dei requisiti minimi descritti di cui alle lettere **dalla a) alla g)** è condizione espressa di esclusione dalla gara.

5. Requisiti soggettivi degli operatori economici interessati

Sono ammessi a partecipare alla presente procedura tutti gli Operatori Economici, singoli o associati, in consorzio o in raggruppamento, purché in possesso dei seguenti requisiti e capacità:

- 1) **requisiti di carattere generale:** i medesimi requisiti di onorabilità e affidabilità previsti dall'articolo 80 del Codice dei Contratti Pubblici;
- 2) **requisiti di idoneità professionale:** iscrizione nel Registro delle imprese presso la Camera di Commercio, Industria, Artigianato ed Agricoltura (C.C.I.A.A.) della Provincia in cui ha sede, per attività coerenti con quelle oggetto della fornitura oggetto dell'appalto (o in uno dei registri professionali o commerciali dello Stato di residenza se si tratta di uno Stato dell'UE in conformità con quanto previsto dal Codice dei Contratti Pubblici). Il concorrente non stabilito in Italia ma in altro Stato Membro o in uno dei Paesi di cui all'art. 83, comma 3 del Codice dei Contratti Pubblici, dovrà presentare, a pena di esclusione, l'iscrizione nel registro commerciale corrispondente o dichiarazione giurata o secondo le modalità vigenti nello Stato nel quale è stabilito;

- 3) **requisiti di capacità tecnica ed economica:** capacità tecnica ed economica ad espletare la fornitura conformemente all'offerta presentata in relazione ai quantitativi offerti nel rispetto dei requisiti minimi della stessa come indicato nel precedente punto 4. Tali requisiti dovranno essere comunque suffragati dall'elenco delle principali forniture di prodotti analoghi effettuate negli ultimi tre anni (2017-2018-2019) per almeno il doppio dei quantitativi offerti e dalla indicazione del fatturato di settore negli ultimi tre anni (2017-2018-2019).

L'Operatore Economico – in sede di gara - dovrà attestare il possesso dei citati requisiti, mediante autocertificazione secondo il format allegato *sub Allegato 3- "Attestazione Requisiti"* che sarà compilato, datato e sottoscritto con firma digitale, da parte del legale rappresentante del soggetto dichiarante, e successivamente caricato nell'apposita sezione della piattaforma di e-procurement. Per i consorzi, i raggruppamenti temporanei, le associazioni temporanee di impresa, i requisiti debbono essere certificati per il rappresentante legale e per tutti gli operatori economici associati secondo le norme del Codice dei Contratti Pubblici. In ogni caso la mandataria deve coprire i requisiti in misura maggioritaria rispetto a ciascuna mandante.

Il mancato possesso dei suddetti requisiti - in caso di esito negativo delle verifiche dei requisiti, ovvero di mancata comprova degli stessi - è anch'esso motivo di esclusione dalla gara.

6. Contenuto e trasmissione delle offerte

Ciascun operatore economico concorre per il Lotto prescelto o per entrambi. Se si concorre per entrambi i Lotti, le Offerte (Tecniche ed Economiche) saranno presentate separatamente, per singolo Lotto, mentre la Documentazione amministrativa potrà essere presentata una sola volta. A tal fine, i concorrenti che decidono di presentare offerta per entrambi i Lotti sono tenuti a partecipare sempre nella stessa forma individuale o associata e nella medesima composizione.

La presentazione dell'offerta mediante l'utilizzo della piattaforma di e-procurement dovrà avvenire attraverso le operazioni descritte nell'Allegato 1 - "Istruzione operative Piattaforma Telematica".

L'offerta è composta da: **1) Documentazione amministrativa; 2) Offerta tecnica; 3) Offerta economica**, che dovranno essere sottoscritte con firma digitale o, in alternativa, mediante sottoscrizione autografa sul documento accompagnato da copia di un valido documento di identità del firmatario, dal legale rappresentante dell'operatore economico o dal procuratore dotato di idonei poteri a impegnare l'operatore economico stesso nei termini dell'offerta da questi presentata, come indicato nella tabella sottostante.

A PENA DI ESCLUSIONE NON DOVRANNO ESSERE INSERITI NELLA DOCUMENTAZIONE AMMINISTRATIVA RIFERIMENTI ALL'OFFERTA TECNICA E ALL'OFFERTA ECONOMICA.

A PENA DI ESCLUSIONE NON DOVRANNO ESSERE INSERITI NELLA OFFERTA TECNICA RIFERIMENTI ALL'OFFERTA ECONOMICA.

La Documentazione amministrativa dovrà contenere:

- a) attestazione dei requisiti secondo il format allegato al presente avviso *sub Allegato 3- "Attestazione Requisiti"* di cui al precedente punto 5;
- b) il file excel unito al presente Avviso *sub Allegato 4- "Forma di Partecipazione"* che l'Operatore Economico, singolo o associato, in consorzio o in raggruppamento (orizzontale, verticale o misto) dovrà compilare al fine di indicare la relativa forma di partecipazione e composizione;
- c) il documento contenente le condizioni specifiche di contratto allegato al presente Avviso *sub Allegato 5 - "Condizioni Specifiche di Contratto"*, con la sottoscrizione del quale l'Operatore economico accetta integralmente ed incondizionatamente dette condizioni specifiche;

L'Offerta tecnica:

1. dovrà contenere una relazione tecnica, sottoscritta digitalmente, che riporti tutti gli elementi qualitativi apprezzabili ai sensi di quanto previsto dall'Allegato 2 – “Specifiche Tecniche”;
2. dovrà altresì contenere:
 - a) descrizione dei prodotti offerti per il singolo Lotto e dei loro requisiti qualitativi come previsti al punto n. 3 ed eventuali elementi migliorativi, corredata di disegno tecnico dimensionale, fotografia e delle richieste certificazioni. Non saranno prese in considerazione offerte che presentino prodotti disomogenei dal punto di vista qualitativo;
 - b) indicazione dell'ambito territoriale a cui si riferisce l'offerta, ossia l'ambito entro il quale si è in grado di assicurare la fornitura con le modalità e nei tempi richiesti. L'ambito territoriale deve corrispondere ad almeno una Regione o una Provincia Autonoma. Non saranno pertanto prese in considerazione offerte il cui ambito sia inferiore al territorio di una Regione o di una Provincia Autonoma;
 - c) indicazione delle quantità dei prodotti che, con riferimento al singolo Lotto di interesse, si intende offrire, con le modalità e nei tempi richiesti, per ciascuna dimensione di prodotto. Non saranno prese in considerazione offerte che non prevedano, per il singolo Lotto di interesse, un numero minimo di banchi/sedute attrezzate pari ad almeno n. 200.000 unità;
 - d) indicazione del margine di flessibilità dimensionale, in aumento o in diminuzione, della tipologia di prodotti sulla relativa quantità offerta (espresso in termini percentuali). Non saranno prese in considerazione offerte che non prevedano, un margine di flessibilità almeno pari al 20% con riferimento ai prodotti offerti;
 - e) l'impegno alla prestazione delle garanzie aggiuntive rispetto a quelle minime previste dalla legge e dell'assistenza sul prodotto offerto, compresa quella della sostituzione gratuita a richiesta del prodotto non funzionante o non rispondente ai requisiti indicati nel contratto entro 10 giorni dalla richiesta, **salvo gli effetti della clausola risolutiva espressa di cui al punto 13**;
 - f) eventuale disponibilità, quale Servizio Aggiuntivo, al ritiro dei banchi e sedie complementari usati, **regolarmente disinventariati perchè “fuori uso”**, e relativo conferimento ad impianti di recupero o di smaltimento, e conseguente indicazione dei relativi quantitativi, fermo il medesimo ambito territoriale per il quale si intende effettuare la fornitura. È obbligatorio l'impegno dell'aggiudicatario ad attestare la tracciabilità del conferimento ai sensi della normativa applicabile. Non sarà presa in considerazione l'eventuale disponibilità al ritiro di un numero di banchi/sedie superiore al numero di prodotti complessivamente offerti;
3. dovrà infine contenere tutte le certificazioni di qualità conformi alle norme UNI EN, di cui all'Allegato 2 – “Specifiche Tecniche”, nonché tutte le certificazioni necessarie all'espletamento dell'Offerta tecnica presentata.

L'Offerta economica dovrà indicare:

- a) per il Lotto A:
 - a.1) il prezzo unitario offerto per ciascun banco, nelle tipologie e misure indicate nell'offerta tecnica ivi incluso il prezzo del Servizio Complementare;
 - a.2) il prezzo unitario offerto per ciascuna seduta complementare, nelle tipologie e misure indicate nell'offerta tecnica ivi incluso il prezzo del Servizio Complementare;
 - a.3) nel caso della disponibilità al Servizio Aggiuntivo, il prezzo unitario offerto per ciascun banco/seduta usati oggetto del Servizio Aggiuntivo medesimo. **Tale prezzo non concorre all'assegnazione del punteggio sull'offerta economica di cui al successivo articolo 8.**
- b) per il Lotto B:

b.1) il prezzo unitario offerto per ciascuna seduta attrezzata innovativa, nelle tipologie e misure indicate nell'offerta tecnica, ivi incluso il prezzo del Servizio Complementare;

b.2) nel caso della disponibilità al Servizio Aggiuntivo, il prezzo unitario offerto per ciascun banco/seduta usati oggetto del Servizio Aggiuntivo medesimo. **Tale prezzo non concorre all'assegnazione del punteggio sull'offerta economica di cui al successivo articolo 8.**

7. Commissione di gara

Le offerte saranno valutate da una Commissione di gara nominata dal Commissario straordinario per l'emergenza COVID – 19 e composta da:

- a) due esperti designati del Comitato tecnico-scientifico istituito presso il Dipartimento della protezione civile per l'emergenza COVID-19;
- b) due componenti designati dal Ministero dell'Istruzione;
- c) un esperto in materie giuridiche con funzioni di Presidente;
- d) un componente della struttura alle dipendenze del Commissario Straordinario per l'emergenza da COVID – 19, con funzioni di segretario e senza diritto di voto.

Nell'espletamento delle procedure di gara, ove necessario, la Commissione potrà avvalersi del Comitato Tecnico Scientifico istituito presso il Dipartimento della protezione civile per l'emergenza COVID-19, ovvero di altro personale tecnico.

Tutti i lavori della Commissione di gara possono svolgersi in videoconferenza o avvalendosi di altri collegamenti da remoto.

8. Criteri di valutazione delle offerte

L'appalto sarà aggiudicato secondo il criterio dell'offerta economicamente più vantaggiosa sulla base del miglior rapporto qualità/prezzo, secondo gli elementi di valutazione e le modalità di seguito indicati.

Il punteggio complessivo sarà dato dalla somma tra il punteggio conseguito per l'offerta tecnica ed il punteggio conseguito per l'offerta economica. Il punteggio massimo complessivo è pari a 100 punti, come di seguito distribuiti:

ID	ELEMENTI DI VALUTAZIONE	PUNTEGGIO MASSIMO
1	OFFERTA TECNICA	80
2	OFFERTA ECONOMICA	20
TOTALE		100

La valutazione delle offerte pervenute sarà svolta in base ai criteri e sub-criteri di seguito indicati

LOTTO A

SUB CRITERI LOTTO A		Sub punteggi
A.1	a.1 qualità formali e funzionali, oltre i requisiti minimi richiesti	7
a.2	a.2 banchi ad altezza variabile, senza pregiudizio della solidità costruttiva e della facilità d'uso	7
a.3	a.3 la realizzazione dei piani di lavoro e delle sedute in legno multistrato	7

SUB CRITERI LOTTO A		Sub punteggi
B.1	b.1 quantità offerte OLTRE LA QUANTITA' MINIMA RICHIESTA per i banchi	9
B.2.	b.2 quantità offerte OLTRE LA QUANTITA' MINIMA RICHIESTA per le sedie	5
C	c. ambito territoriale OLTRE L'AMBITO TERRITORIALE MINIMO RICHIESTO;	15
D	d. percentuale di flessibilità dell'offerta, con riferimento alle caratteristiche dimensionali della tipologia di prodotti oggetto del o dei contratti di fornitura;	10
E.	e. Estensione della garanzia: Vengono attribuiti punteggi premianti ad ogni anno di garanzia addizionale rispetto al minimo di 5 anni	5
F.	f. disponibilità al ritiro dei banchi e sedie usati e relativo conferimento in impianti pubblici di recupero/smaltimento per ogni Regione/Prov. Aut. per la quale si garantisce la copertura	10
G.	g. Aver già fornito arredi scolastici (banchi e sedute) nei confronti di Istituti scolastici italiani	5
Totale offerta tecnica		80
h.1	g. Prezzo unitario per i banchi (incluso il Servizio Complementare)	12
h.2	g.2 Prezzo unitario per le sedie (incluso il Servizio Complementare)	8
Totale offerta economica		20
Totale offerta		100

L'individuazione dell'offerta economicamente più vantaggiosa sarà determinata in base alla seguente formula:

$$P = (a_1 * 7 + a_2 * 7 + a_3 * 7 + b_1 * 9 + b_2 * 5 + c * 15 + d * 10 + e * 5 + f * 10 + g * 5 + h_1 * 12 + h_2 * 8)$$

Il coefficiente di natura qualitativa a.1:

sarà determinato effettuando la media dei coefficienti di valutazione (compresi tra zero e uno) attribuiti discrezionalmente da ciascun commissario.

In particolare, con riferimento alla offerta qualitativa, ogni elemento di valutazione sarà valutato da ciascun Commissario, il quale attribuisce il punteggio secondo il seguente schema di valutazione:

GIUDIZIO	DESCRIZIONE DEL GIUDIZIO	VOTO
NON APPREZZABILE	Trattazione non inerente all'argomento richiesto.	0
INSUFFICIENTE	Trattazione non chiara; assenza di benefici/vantaggi proposti rispetto a quanto previsto nel Disciplinare; carenza di contenuti tecnici analitici.	0.1
SCARSO	Trattazione lacunosa che denota scarsa concretezza della proposta rispetto al parametro di riferimento. I benefici/vantaggi proposti non sono chiari e/o non trovano dimostrazione analitica in quanto proposto.	0.2
SUFFICIENTE	Trattazione appena esauriente rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici sono appena apprezzabili.	0.3
PIÙ CHE SUFFICIENTE	Trattazione esauriente rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici sono apprezzabili.	0.4
DISCRETO	Seppure la trattazione sia completa rispetto alle aspettative espresse nel Disciplinare, essa non risulta, tuttavia, caratterizzata da elementi spiccatamente distintivi dell'offerta. I vantaggi e/o benefici appaiono essere in parte analitici e abbastanza chiari, ma privi di innovatività.	0.5

PIÙ CHE DISCRETO	Trattazione completa rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici appaiono essere in parte analitici e abbastanza chiari e si ravvisano primi elementi di innovatività.	0.6
BUONO	Trattazione completa dei temi richiesti negli aspetti della chiarezza, efficacia e efficienza rispetto alle aspettative espresse nel Disciplinare. Gli aspetti tecnici sono affrontati in maniera ancora superficiale; tuttavia i vantaggi appaiono percepibili e chiari e si denotano gli elementi caratteristici dell'offerta.	0.7
PIÙ CHE BUONO	Trattazione completa dei temi richiesti negli aspetti della chiarezza, efficacia e efficienza rispetto alle aspettative espresse nel Disciplinare, con buoni approfondimenti tecnici. Le soluzioni appaiono concrete e innovative. I vantaggi appaiono evidenti e chiari così da far risaltare gli elementi caratteristici dell'offerta.	0.8
OTTIMO	Trattazione completa dei temi richiesti con ottimi approfondimenti rispetto a tutti gli aspetti tecnici esposti. Ottima efficacia della proposta rispetto aspettative espresse nel Disciplinare anche con riferimento alle possibili soluzioni presenti sul mercato e alla realizzabilità della proposta stessa.	0.9
ECCELLENTE	Supera le aspettative espresse nel Disciplinare grazie ad una trattazione esaustiva e particolareggiata dei temi richiesti e degli argomenti trattati. Sono evidenti, ben oltre alle attese, i benefici e vantaggi perseguiti dalla proposta con riferimento anche alle possibili soluzioni presenti sul mercato e alla realizzabilità della proposta stessa. L'affidabilità dell'offerta è concreta ed evidente.	1

Una volta che ciascun commissario avrà attribuito il coefficiente a ciascun concorrente per il *subcriterio A*, sarà calcolata la media dei coefficienti attribuiti. Tale media sarà calcolata troncando prima della terza cifra decimale, senza eseguire arrotondamenti.

I coefficienti di natura quantitativa a.2 e a.3:

saranno determinati come di seguito indicato:

a.2, a.3= **1** per l'offerta che garantisce almeno il 95% dei prodotti forniti;

a.2, a.3= **0.8** per l'offerta che garantisce almeno il 70% e fino al 94,99% dei prodotti forniti;

a.2, a.3= **0.5** per l'offerta che garantisce almeno il 50% e fino al 69,99% dei prodotti forniti;

a.2, a.3= **0.2** per l'offerta che garantisce almeno il 40% e il 49,99% dei prodotti forniti;

a.2, a.3= **0** per l'offerta che garantisce sotto il 40% dei prodotti forniti ad altezza variabile;

I coefficienti di natura quantitativa b1 e b2

saranno determinati con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero all'offerta minima ammissibile (ossia alla quantità minima stabilita dal presente avviso pari a 200.000 per i banchi al criterio b2, a **70.000 per le sedie**) e il coefficiente uno alla quantità massima pari a 1.500.000 per i banchi, e pari a 700.000 per le sedie. Nel caso sia offerta una quantità superiore a quella richiesta dal presente avviso il punteggio sarà comunque assegnato fino ad un massimo di 1.500.000 per i banchi / 700.000 unità per le sedie:

$$b1, b2 = \frac{[\text{quantità offerta dal concorrente } i - \text{quantità minima richiesta}]}{\text{quantità max prevista dal presente avviso} - \text{quantità minima richiesta}}$$

Si ricorda che la quantità di sedute dovrà essere inferiore di almeno un terzo rispetto alla quantità di banchi offerti.

Il coefficiente di natura quantitativa c.

sarà determinato con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero all'offerta minima ammissibile (ossia quantità pari a 1 Regione o Provincia Autonoma per la quale si assicura la copertura) e il coefficiente uno all'offerta economica più conveniente (ossia il più alto numero di Regioni e/o Province Autonome che un concorrente ha garantito di coprire, ottenuto in sede di

gara):

$$c = \frac{[N. \text{ Regioni per le quali il concorrente iesimo garantisce copertura } -1 \text{ (minima copertura richiesta)}]}{+ \text{ alto } N. \text{ Regioni coperto ottenuto in sede di gara} -1 \text{ (minima copertura richiesta)}}$$

il coefficiente di natura quantitativa d:

sarà determinato mediante l'applicazione della seguente formula che attribuisce il coefficiente zero all'offerta meno conveniente per la Stazione Appaltante (ossia a quella che prevede la percentuale minima richiesta (pari al 20%) e il coefficiente uno all'offerta economica più conveniente (ossia la % più alta ottenuta in sede di gara):

$$d = \frac{[\% \text{ offerta Concorrente } i - \% \text{ minima}]}{[\% \text{ più alta ottenuta in gara} - \% \text{ minima}]}$$

Il coefficiente di natura tabellare e.

Sarà determinato come di seguito indicato:

e = 1 per l'offerta di 4 o più anni di garanzia extra oltre i 5 anni previsti come minimo

e = 0.75 per l'offerta di 3 anni di garanzia extra oltre i 5 anni previsti come minimo;

e = 0.5 per l'offerta di 2 anni di garanzia extra oltre i 5 anni previsti come minimo;

e = 0.25 per l'offerta di 1 anno di garanzia extra oltre i 5 anni previsti come minimo;

e = 0 per l'offerta di nessun anno di garanzia extra oltre i 5 anni previsti come minimo;

Il coefficiente di natura quantitativa f.

sarà determinato, qualora il concorrente dichiari la disponibilità al servizio, con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero alla mancata disponibilità al servizio e il coefficiente uno alla quantità massima di prodotti da ritirare ottenuta in sede di gara. Si rammenta che non sarà presa in considerazione l'eventuale disponibilità al ritiro di un numero di banchi/sedie superiore al numero di prodotti complessivamente offerti:

$$f = \frac{[\text{quantità di prodotti da ritirare offerta dal concorrente } i]}{\text{quantità max di prodotti da ritirare ottenuta in sede di gara}}$$

Il coefficiente di natura tabellare g:

sarà determinato come di seguito indicato:

g = 1 se l'offerta soddisfa il requisito;

g. = 0 se l'offerta non soddisfa il requisito;

La somma dei punteggi dell'offerta tecnica sarà calcolata troncando prima della terza cifra decimale, senza eseguire arrotondamenti.

Il coefficiente di natura quantitativa h₁ e h₂

I coefficienti **h₁ e h₂** di natura quantitativa (offerta economica) saranno determinati applicando la formula del Minor Prezzo:

$$h_1, h_2 = \frac{\text{prezzo unitario (incluso il Servizio Complementare) più basso ottenuto in gara}}{\text{prezzo unitario (incluso il Servizio Complementare) offerto dal concorrente } i}$$

LOTTO B

SUB CRITERI LOTTO B		Sub punteggi
a.1	a.1 qualità formali e funzionali, oltre i requisiti minimi richiesti	5
a.2	a.2 appoggio su sei ruote	5
a.3	a.3 fermo ruote	5
a.4	a.4 variabilità dell'altezza della seduta e del piano di lavoro	5
a.5	a.5 disponibilità in più colori pastello	5
B.	quantità offerte OLTRE LA QUANTITA' MINIMA RICHIESTA	10
C	c. ambito territoriale delle esigenze OLTRE L'AMBITO TERRITORIALE MINIMO RICHIESTO;	15
D.	d. percentuale di flessibilità dell'offerta, con riferimento alle caratteristiche dimensionali della tipologia di prodotti oggetto del o dei contratti di fornitura;	10
E.	e. Estensione della garanzia: Vengono attribuiti punteggi premianti ad ogni anno di garanzia aggiuntiva rispetto al minimo di 5 anni:	5
F.	f. disponibilità al ritiro dei banchi e sedie usati e relativo conferimento in impianti pubblici di recupero/smaltimento per ogni Regione/Prov. Aut.	10
G.	g. Aver già fornito arredi scolastici (banchi e sedute) nei confronti di Istituti scolastici italiani	5
Totale offerta tecnica		80
H.	h. prezzo unitario (incluso il Servizio Complementare) per le sedute attrezzate innovative.	20
Totale offerta economica		20
Totale offerta		100

L'individuazione dell'offerta economicamente più vantaggiosa sarà determinata in base alla seguente formula:

$$P = (a_1 * 5 + a_2 * 5 + a_3 * 5 + a_4 * 5 + a_5 * 5 + b * 10 + c * 15 + d * 10 + e * 5 + f * 10 + g * 5 + h * 20)$$

Il coefficiente di natura qualitativa a_1 :

sarà determinato effettuando la media dei coefficienti di valutazione (compresi tra zero e uno) attribuiti discrezionalmente da ciascun commissario.

In particolare, con riferimento alla offerta qualitativa, ogni elemento di valutazione sarà valutato da ciascun Commissario, il quale attribuisce il punteggio secondo il seguente schema di valutazione:

GIUDIZIO	DESCRIZIONE DEL GIUDIZIO	VOTO
NON APPREZZABILE	Trattazione non inerente all'argomento richiesto.	0
INSUFFICIENTE	Trattazione non chiara; assenza di benefici/vantaggi proposti rispetto a quanto previsto nel Disciplinare; carenza di contenuti tecnici analitici.	0.1

SCARSO	Trattazione lacunosa che denota scarsa concretezza della proposta rispetto al parametro di riferimento. I benefici/vantaggi proposti non sono chiari e/o non trovano dimostrazione analitica in quanto proposto.	0.2
SUFFICIENTE	Trattazione appena esauriente rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici sono appena apprezzabili.	0.3
PIÙ CHE SUFFICIENTE	Trattazione esauriente rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici sono apprezzabili.	0.4
DISCRETO	Seppure la trattazione sia completa rispetto alle aspettative espresse nel Disciplinare, essa non risulta, tuttavia, caratterizzata da elementi spiccatamente distintivi dell'offerta. I vantaggi e/o benefici appaiono essere in parte analitici e abbastanza chiari, ma privi di innovatività.	0.5
PIÙ CHE DISCRETO	Trattazione completa rispetto alle aspettative espresse nel Disciplinare. I vantaggi e/o benefici appaiono essere in parte analitici e abbastanza chiari e si ravvisano primi elementi di innovatività.	0.6
BUONO	Trattazione completa dei temi richiesti negli aspetti della chiarezza, efficacia e efficienza rispetto alle aspettative espresse nel Disciplinare. Gli aspetti tecnici sono affrontati in maniera ancora superficiale; tuttavia i vantaggi appaiono percepibili e chiari e si denotano gli elementi caratteristici dell'offerta.	0.7
PIÙ CHE BUONO	Trattazione completa dei temi richiesti negli aspetti della chiarezza, efficacia e efficienza rispetto alle aspettative espresse nel Disciplinare, con buoni approfondimenti tecnici. Le soluzioni appaiono concrete e innovative. I vantaggi appaiono evidenti e chiari così da far risaltare gli elementi caratteristici dell'offerta.	0.8
OTTIMO	Trattazione completa dei temi richiesti con ottimi approfondimenti rispetto a tutti gli aspetti tecnici esposti. Ottima efficacia della proposta rispetto aspettative espresse nel Disciplinare anche con riferimento alle possibili soluzioni presenti sul mercato e alla realizzabilità della proposta stessa.	0.9
ECCELLENTE	Supera le aspettative espresse nel Disciplinare grazie ad una trattazione esaustiva e particolareggiata dei temi richiesti e degli argomenti trattati. Sono evidenti, ben oltre alle attese, i benefici e vantaggi perseguiti dalla proposta con riferimento anche alle possibili soluzioni presenti sul mercato e alla realizzabilità della proposta stessa. L'affidabilità dell'offerta è concreta ed evidente.	1

Una volta che ciascun commissario avrà attribuito il coefficiente a ciascun concorrente per il *subcriterio A*, sarà calcolata la media dei coefficienti attribuiti. Tale media sarà calcolata troncando prima della terza cifra decimale, senza eseguire arrotondamenti.

I coefficienti di natura tabellare a_2, a_3, a_4, a_5 :

saranno determinati come di seguito indicato:

$a_2, a_3, a_4, a_5 = 1$ se l'offerta soddisfa il requisito;

$a_2, a_3, a_4, a_5 = 0$ se l'offerta non soddisfa il requisito;

I coefficienti di natura quantitativa b

sarà determinato con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero all'offerta minima ammissibile (ossia alla quantità minima stabilita dal presente avviso pari a 200.000 per i banchi) e il coefficiente uno alla quantità massima pari a 1.500.000. Nel caso sia offerta una quantità superiore a quella richiesta dal presente avviso il punteggio sarà comunque assegnato fino ad un massimo di 1.500.000 per i banchi:

$$b = \frac{[\text{quantità offerta dal concorrente } i - \text{quantità minima richiesta } 200.000]}{\text{quantità max prevista dal presente avviso } 1.500.000 - \text{quantità minima richiesta } 200.000}$$

Il coefficiente di natura quantitativa c .

sarà determinato con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero all'offerta minima ammissibile (ossia quantità pari a 1 Regione o Provincia Autonoma per la quale si assicura la copertura) e il coefficiente uno all'offerta economica più conveniente (ossia il più alto numero di Regioni e/o Province Autonome che un concorrente ha garantito di coprire, ottenuto in sede di gara):

$$c = \frac{[N. \text{ Regioni per le quali il concorrente } i \text{ garantisce copertura} - 1 (\text{minima copertura richiesta})]}{+ \text{alto } N. \text{ Regioni coperto ottenuto in sede di gara} - 1 (\text{minima copertura richiesta})}$$

Il coefficiente di natura quantitativa d:

sarà determinato mediante l'applicazione della seguente formula che attribuisce il coefficiente zero all'offerta meno conveniente per la Stazione Appaltante (ossia a quella che prevede la percentuale minima richiesta (pari al 20%) e il coefficiente uno all'offerta economica più conveniente (ossia la % più alta ottenuta in sede di gara):

$$d = \frac{[\% \text{ offerta Concorrente } i - \% \text{ minima}]}{[\% \text{ più alta ottenuta in gara} - \% \text{ minima}]}$$

Il coefficiente di natura tabellare e.

Sarà determinato come di seguito indicato:

e = 1 per l'offerta di 4 o più anni di garanzia extra oltre i 5 anni previsti come minimo

e = 0.75 per l'offerta di 3 anni di garanzia extra oltre i 5 anni previsti come minimo;

e = 0.5 per l'offerta di 2 anni di garanzia extra oltre i 5 anni previsti come minimo;

e = 0.25 per l'offerta di 1 anno di garanzia extra oltre i 5 anni previsti come minimo

e = 0 per l'offerta di nessun anno di garanzia extra oltre i 5 anni previsti come minimo

Il coefficiente di natura quantitativa f.

sarà determinato, qualora il concorrente dichiari la disponibilità al servizio, con la seguente formula, adoperando il metodo dell'interpolazione lineare, attribuendo il coefficiente zero alla mancata disponibilità al servizio e il coefficiente uno alla quantità massima di prodotti da ritirare ottenuta in sede di gara. Si rammenta che non sarà presa in considerazione l'eventuale disponibilità al ritiro di un numero di banchi/sedie superiore al numero di prodotti complessivamente offerti:

$$f = \frac{[\text{quantità di prodotti da ritirare offerta dal concorrente } i]}{\text{quantità max di prodotti da ritirare ottenuta in sede di gara}}$$

Il coefficiente di natura tabellare g:

sarà determinato come di seguito indicato:

g = 1 se l'offerta soddisfa il requisito;

g = 0 se l'offerta non soddisfa il requisito;

La somma dei punteggi dell'offerta tecnica sarà calcolata troncando prima della terza cifra decimale, senza eseguire arrotondamenti.

Il coefficiente di natura quantitativa h

I coefficienti **h** di **natura quantitativa** (offerta economica) sarà determinato applicando la formula del Minor Prezzo:

$$h = \frac{\text{prezzo unitario (incluso il Servizio Complementare) più basso ottenuto in gara}}{\text{prezzo unitario (incluso il Servizio Complementare) offerto dal concorrente } i}$$

9. Modalità di espletamento della gara

La valutazione delle offerte **avrà inizio il giorno 31 luglio 2020, alle ore 09:00 [9:00 A.M.]** e si svilupperà in più fasi sequenziali, da concludersi, comunque, entro il **5 agosto 2020 (mercoledì)**.

Conformemente a quanto previsto dall'articolo 56, co. 2, della Direttiva 2014/24/UE e conformemente a quanto previsto dall'articolo 1, co.3, del D.L. 18 aprile 2019, n. 32, convertito in L. 14 giugno 2019, n. 55, **la**

Commissione procederà all'esame delle offerte tecniche e delle offerte economiche presentate dai concorrenti prima della verifica della documentazione amministrativa.

Ciò premesso, dopo il termine di scadenza di presentazione dell'offerta, ma prima dell'insediamento della Commissione, il RUP procederà ad aprire la Documentazione Amministrativa delle offerte pervenute e ad estrarre il file excel di cui all'Allegato 4 – "Forma di Partecipazione" allo scopo di individuare i nominativi degli offerenti, singoli ed associati, in consorzio o in raggruppamento ed inviare il relativo elenco ai componenti della Commissione che dovranno rilasciare le necessarie dichiarazioni di insussistenza delle cause di conflitto di interessi, incompatibilità o inconfiribilità.

Una volta insediata la Commissione, la stessa procederà, per ciascun Lotto, alla:

- apertura delle Offerte tecniche verifica della loro coerenza rispetto all'oggetto della gara, con immediata esclusione delle offerte inammissibili perché non coerenti o comunque inferiori ai requisiti minimi richiesti;
- valutazione delle offerte tecniche ammissibili, secondo i criteri di cui al punto 8 e assegnazione dei punteggi;
- apertura delle Offerte economiche e attribuzione del punteggio;
- definizione della graduatoria, per tipologia di prodotto e su base territoriale (non inferiore alla Regione o alla Provincia Autonoma), secondo le esigenze indicate dal Ministero dell'Istruzione e le disponibilità manifestate dalle offerte, entro il **6 agosto 2020**;
- esame della Documentazione Amministrativa del possibile aggiudicatario (o dei possibili aggiudicatari) e dei successivi due classificati;

Il Commissario e ciascun aggiudicatario Aggirudicazione e sottoscrizione di uno o più contratti, **entro il 7 agosto 2020 (venerdì).**

E' possibile l'aggiudicazione a più operatori economici, fino a integrale copertura quantitativa e territoriale delle esigenze.

10. Contenuto dei contratti

Ciascun contratto definirà:

- a) l'oggetto della prestazione, nella tipologia funzionale prevista da ciascun Lotto, **nelle quantità e dimensioni previste nel piano dettagliato delle esigenze predisposto dal Ministero dell'Istruzione;**
- b) il prezzo unitario e complessivo convenuto, anche per il Servizio Aggiuntivo, laddove offerto, e le modalità di fatturazione e di pagamento. I prezzi applicati saranno quelli indicati nell'Offerta economica;
- c) le altre obbligazioni nascenti dal contratto, comprese le garanzie richieste, fra cui quella della sostituzione dei prodotti difettosi entro 10 giorni dalla richiesta, **salvo gli effetti della clausola risolutiva espressa di cui al punto 13;**
- d) la lista degli istituti scolastici che avranno diritto all'esecuzione della fornitura da parte di ciascun operatore economico contraente;
- e) i tempi e altre modalità di consegna, **secondo il piano dettagliato delle esigenze predisposto dal Ministro dell'istruzione;**
- f) la reportistica dovuta circa la corretta esecuzione del contratto.

Ciascun contratto riceverà le condizioni specifiche accettate dall'offerente con la sottoscrizione del documento sub Allegato 5 – "Condizioni Specifiche".

12 – Ulteriori fabbisogni

Nel caso si verifichi l'urgente necessità di ulteriori forniture dello stesso genere, si potrà provvedere, nell'ambito delle risorse economiche **messe a disposizione per le esigenze scolastiche**, con una procedura a negoziazione ristretta cui avranno diritto a partecipare gli operatori economici inseriti nella graduatoria di cui al punto 9 del presente bando.

13 - Clausola di risoluzione immediata

Costituiscono inadempimento e comportano la immediata risoluzione del contratto, con oneri a carico del fornitore, fatto salvo l'eventuale risarcimento del danno:

- Il ritardo **superiore a sette giorni** nella regolare consegna dei prodotti;
- la consegna di prodotti difettosi o non rispondenti ai requisiti di qualità richiesti e/o dichiarati, in numero superiore all'1 % della fornitura, indipendentemente dagli effetti della garanzia concernente la sostituzione dei prodotti difettosi entro 10 giorni dalla richiesta.

Allegati

Allegato 1 – “Istruzione operative Piattaforma Telematica”;

Allegato 2 – “Specifiche Tecniche”

Allegato 3 – “Attestazione Requisiti”

Allegato 4 – “Forma di Partecipazione”

Allegato 5 – “Condizioni Specifiche di Contratto”



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 97 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 30 luglio 2020

-omissis-

ISTANZA URGENTE DEL VICE MINISTRO DELL'ISTRUZIONE

Durante lo svolgimento della seduta odierna del CTS, giunge una istanza del Sig. Vice Ministro dell'Istruzione che richiede un parere urgente su alcuni quesiti relativi al "Documento di indirizzo e orientamento per la ripresa delle attività in presenza dei servizi educativi e delle scuole dell'infanzia" (allegato) che viene acquisito.

Il CTS, dopo ampia condivisione, rimanda il documento con le proposte di emendamento/integrazione (allegato) per i seguiti di competenza, significando che è in via di emanazione dall'Istituto Superiore di Sanità il documento "piano di contingenza SARS-CoV-2 nella scuola" la cui bozza finale verrà sottoposta al CTS nella prossima seduta.

-omissis-

DOCUMENTO DI INDIRIZZO E ORIENTAMENTO PER LA RIPRESA DELLE ATTIVITÀ IN PRESENZA DEI SERVIZI EDUCATIVI E DELLE SCUOLE DELL'INFANZIA

Il documento di indirizzo e orientamento per la ripresa delle attività in presenza dei servizi educativi e delle scuole dell'infanzia appare nel complesso strutturato in maniera corretta e coerente con altri documenti di indirizzo e orientamento per la ripresa delle attività educative in genere.

Di seguito si provvederà a fornire le risposte ai quesiti proposti nella lettera di accompagnamento del documento stesso:

Di seguito vengono indicati i quesiti posti al CTS rinviando al testo integrato per le modifiche relative suggerite:

- indicare la tipologia dei DPI opportuni a seconda della fascia di età e degli eventuali bisogni educativi speciali dei bambini con cui il personale interagisce.
- indicare i DPI da utilizzare al momento del cambio dei bambini frequentanti i servizi educativi e le modalità di pulizia del fasciatoio.
- indicare i criteri per la riammissione scolastica del bambino a seguito di un'assenza per malattia (es. attestazione da parte del Pediatra di Libera Scelta)
- indicare se le strutture educative per la fascia 0-3, nella fase dell'accoglienza giornaliera, possono provvedere oppure debbono provvedere alla misurazione della temperatura corporea per tutti i minori e per il personale all'ingresso e per chiunque debba entrare nella struttura (tale indicazione serve ad integrare il testo del Documento definendo se si tratti di un obbligo o di una facoltà).
- indicare la modalità, la tipologia di prodotti e la frequenza per procedere alla pulizia approfondita degli ambienti, degli arredi e dei materiali, compresi i giocattoli.

Inoltre sono stati inseriti specifici riferimenti per la tutela della salute e sicurezza dei lavoratori impegnati nel settore nonché della gestione di possibili casi di infezione.

Premessa

Le caratteristiche peculiari dei servizi educativi dell'infanzia e delle scuole dell'infanzia, di cui all'art. 2 del D.Lgs. n. 65/2017, necessitano di un approfondimento specifico, con l'obiettivo di fornire orientamenti per la ripartenza delle attività in presenza, nel rispetto delle diverse competenze coinvolte e delle indicazioni finalizzate alla prevenzione del contagio da COVID-19.

Il D.lgs. 65/2017 prevede, infatti, che lo Stato eserciti una generale funzione di indirizzo, programmazione e coordinamento dell'intero Sistema integrato e affida alle Regioni la definizione degli standard strutturali, organizzativi e qualitativi dei servizi 0-3 (art. 6), mentre tali competenze per le scuole dell'infanzia (statali e non statali) sono riservate allo Stato (legge 53/2003 e legge 62/2000). Questo documento, coerentemente a quanto già previsto nel Piano Scuola 2020/2021 a cui si rimanda per le indicazioni metodologiche specifiche per l'infanzia, si focalizza sull'organizzazione dei servizi educativi e delle scuole dell'infanzia, contesti in cui i bambini apprendono e sviluppano la socialità mediante relazioni, con l'obiettivo di definire le condizioni che consentano di guardare positivamente alla riapertura delle strutture educative e scolastiche dal prossimo mese di settembre.

Va evidenziato in premessa che occorre garantire la ripresa e lo svolgimento in sicurezza dei servizi educativi e delle scuole dell'infanzia in presenza assicurando sia i consueti tempi di erogazione sia l'accesso allo stesso numero di bambini accolto secondo le normali capienze. La capienza massima complessiva per ogni struttura ospitante servizi educativi per la prima infanzia resta quella indicata dalle normative regionali e per ogni struttura ospitante scuole dell'infanzia, la capienza massima complessiva è quella indicata dalle norme tecniche per l'edilizia scolastica, ferme restando, in entrambi i casi, eventuali capienze inferiori già definite in sede di autorizzazione al funzionamento o di disposizione igienico sanitaria o di prescrizione antincendio. Ogni Regione, nell'ambito delle proprie prerogative, indicherà la data di inizio dei servizi educativi, mentre le scuole dell'infanzia riprenderanno le attività didattiche seguendo il calendario scolastico 2020/2021.

Il presente Documento è articolato in punti che vengono, per comodità di lettura, di seguito anticipati.

- 1. Corresponsabilità educativa**
- 2. Stabilità dei gruppi**
- 3. Organizzazione degli spazi**
- 4. Aspetti organizzativi**
- 5. Figure professionali**
- 6. Refezione e riposo pomeridiano**
- 7. Protocolli di sicurezza**
- 8. Formazione del personale**
- 9. Disabilità e inclusione**
- 10. Indicazioni igienico-sanitarie/allegato tecnico**

1. Corresponsabilità educativa

Nella ripartenza delle attività dei servizi del sistema integrato 0 - 6 il rapporto tra il servizio educativo o la scuola e la famiglia gioca un ruolo fondamentale, per la corresponsabilità educativa che condividono, al fine di garantire il rispetto delle previste condizioni di sicurezza.

Per poter assicurare una adeguata riapertura del sistema 0-6, sarà fondamentale costruire un percorso volto a coinvolgere i genitori attraverso un patto di alleanza educativa finalizzato al contenimento del rischio. Il patto attiene alla dimensione educativa e alla necessaria connessione tra protocolli di sicurezza e qualità delle esperienze dei bambini e pone particolare attenzione al dialogo con le famiglie più fragili (ad esempio per condizioni sociali, personali, economiche). A riguardo occorre prevedere attività di promozione e sensibilizzazione verso le famiglie e il personale, come già previsto nel Piano Scuola 2020-2021, anche al fine di favorire una relazione positiva e costante con i servizi sanitari di base.

Resta inteso che il bambino, in caso di sintomatologia sospetta di COVID-19 sia del minore stesso che di un componente del nucleo familiare o convivente, non dovrà accedere al servizio educativo o alla scuola dell'infanzia. A tale fine, va promosso l'auto-monitoraggio delle condizioni di salute proprie e del proprio nucleo familiare, dei genitori e degli accompagnatori. Gli stessi dovranno essere informati circa i comportamenti da adottare in caso di comparsa di sintomi sospetti di COVID-19 e invitati a metterli in pratica scrupolosamente.

2. Stabilità dei gruppi

Il diritto dei bambini all'educazione e alla socialità si esplica in ambienti educativi (servizi 0-3 anni e scuole 3-6 anni) in cui il benessere deve essere garantito secondo le modalità tipiche di questa fascia

di età. La corporeità, la socialità, la relazione, l'esplorazione e il movimento sono aspetti irrinunciabili dell'esperienza di vita e di crescita fino a sei anni.

Per non compromettere la qualità dell'esperienza educativa, occorre garantire una serena vita di relazione nel gruppo dei pari (sia per gruppi di età omogenea che eterogenea a seconda dell'assetto organizzativo definito da ogni servizio educativo o scuola dell'infanzia per i gruppi/sezioni) e nell'interazione con le figure adulte di riferimento. Queste ultime devono essere individuate stabilmente, adottando un'organizzazione che favorisca l'individuazione per ciascun gruppo del personale educatore, docente e collaboratore, evitando, nei limiti della migliore organizzazione attuabile e delle sopravvenute esigenze, che tali figure interagiscano con gruppi diversi di bambini. I gruppi/sezioni, infatti, devono essere organizzati in modo da essere identificabili, evitando le attività di intersezione tra gruppi, con lo scopo prioritario di semplificare l'adozione delle misure di contenimento conseguenti a eventuali casi di contagio e limitarne l'impatto sull'intera comunità scolastica.

Per quanto concerne il rapporto numerico personale educativo/bambini, nei servizi educativi della fascia 0-3, si ritengono valide le indicazioni ordinarie stabilite su base regionale, salvo eventuali diverse disposizioni adottate dalle singole Regioni.

3. Organizzazione degli spazi

Conseguenza di quanto appena richiamato rispetto alla stabilità dei gruppi/sezioni, è l'organizzazione dello spazio che, insieme al tempo, è uno degli elementi fondamentali del curricolo nel sistema integrato 0- 6.

Nello spazio il bambino compie le proprie esperienze, interagisce con l'ambiente e con gli altri, realizzando la prima esperienza di vita, di crescita e di socialità fuori del contesto familiare. La necessità, laddove possibile, di garantire la stabilità dei gruppi/sezioni e la loro continuità di relazione con le figure adulte (educatori o docenti e operatori ausiliari) dovrà essere realizzata evitando l'utilizzo promiscuo degli stessi spazi da parte dei bambini di diversi gruppi. Occorre organizzare gli ambienti in aree strutturate, nel rispetto delle esigenze della fascia di età, anche attraverso una diversa disposizione degli arredi, affinché si possano realizzare le esperienze quotidianamente proposte, nel rispetto del principio di non intersezione tra gruppi diversi, utilizzando materiale ludico didattico, oggetti e giocattoli frequentemente puliti, assegnati in maniera esclusiva a specifici gruppi/sezioni e comunque puliti nel caso di passaggio del loro utilizzo a bambini diversi. In considerazione della necessità di ridurre i rischi di contagio è opportuno evitare di portare negli spazi delle attività oggetti o giochi da casa; se inevitabile devono essere puliti accuratamente all'ingresso.

Tutti gli spazi disponibili (sezioni, antisezioni, saloni, atri, laboratori, atelier) potranno essere "riconvertiti" in spazi distinti e separati per accogliere stabilmente gruppi di relazione e gioco. Anche in questo caso gli spazi devono essere puliti prima dell'eventuale utilizzo da parte di diversi gruppi o sezioni. Si raccomanda, inoltre, una frequente e adeguata aerazione degli ambienti.

Nella stessa ottica di prevenzione è consigliabile utilizzare gli spazi esterni, organizzando o lo spazio, laddove sia possibile per ampiezza, o le opportune turnazioni, valorizzando sia gli ambienti già a disposizione della scuola sia attivando alleanze con il territorio per reperire eventuali spazi aggiuntivi. Sarebbe, inoltre, opportuno predisporre spazi dedicati ad ospitare bambini e/o operatori con sintomatologia sospetta.

L'utilizzo dei bagni da parte dei bambini dovrà essere organizzato in modo tale da evitare affollamenti e garantire le opportune operazioni di pulizia.

4. Aspetti organizzativi

L'organizzazione delle diverse attività proposte dai servizi educativi e dalle scuole dell'infanzia dovrà tenere conto, come previsto nel Piano Scuola 2020-2021, dei bisogni dei bambini, conciliandoli, al contempo, con le esigenze lavorative dei genitori, nel rispetto delle indicazioni fornite.

Pre e post scuola: Anche nell'erogazione dei servizi a sostegno delle famiglie, come il pre e post-scuola o altri momenti di prolungamento dell'orario del servizio, occorre privilegiare, laddove possibile, quanto precedentemente indicato: attività strutturate in gruppi/sezioni, non intersezione di attività tra bambini appartenenti a gruppi/sezioni diversi, stabilità dei gruppi/sezioni, unicità di rapporto tra gruppi/sezioni e adulti di riferimento a cui gli stessi sono affidati.

Accoglienza e ricongiungimento: Compatibilmente con gli spazi a disposizione, è preferibile organizzare la zona di accoglienza all'esterno, facendo rispettare il distanziamento tra gli adulti evitando assembramenti da parte degli accompagnatori. Qualora in ambiente chiuso, si dovrà provvedere con particolare attenzione alla pulizia approfondita e all'aerazione frequente e adeguata dello spazio. Quando possibile, i punti di ingresso devono essere differenziati dai punti di uscita, con individuazione di percorsi obbligati, e ricorrendo eventualmente a ingressi e uscite scaglionati.

L'accesso alla struttura dovrà avvenire attraverso l'accompagnamento da parte di un solo genitore o di persona maggiorenne delegata dai genitori o da chi esercita la responsabilità genitoriale, nel rispetto delle regole generali di prevenzione dal contagio, **incluso l'uso della mascherina durante tutta la permanenza all'interno della struttura.**

Nei servizi educativi, per la fascia 0-3 anni, nel rispetto dei criteri pedagogici consolidati, qualora si ritenga necessario prevedere un periodo di ambientamento accompagnato da un genitore o un altro adulto accompagnatore, si suggerisce un ambientamento che potrebbe realizzarsi sempre in gruppi, comprendendo il genitore o l'adulto accompagnatore. Ove possibile, occorre preferire spazi esterni o diversi da quelli frequentati dai bambini, sempre nel rispetto delle misure adottate per il contenimento del contagio.

Per favorire le misure organizzative idonee alla limitazione del contagio ed al tracciamento di eventuali casi si potrà tenere, fermo restando il registro di presenze giornaliero dei bambini e del personale scolastico ed educativo, un registro delle presenze delle altre eventuali persone che accedono alla struttura. Anche la eventuale presenza dei tirocinanti dovrà essere organizzata nel rispetto delle indicazioni fornite con il presente Documento.

Resta inteso che occorre limitare per quanto possibile l'accesso di eventuali figure/fornitori esterni.

Nella gestione del rapporto con le figure esterne è consigliabile che prima di arrivare in struttura le stesse comunichino l'orario del loro arrivo. In caso di consegna merce, occorre evitare di depositarla negli spazi dedicati alle attività dei bambini.

Per una corretta gestione degli spazi, si potrà elaborare una tabella di programmazione delle attività che segnali, per ogni diverso momento della giornata, la diversa attribuzione degli spazi disponibili ai diversi gruppi/sezioni.

Complemento integrativo della tabella di cui sopra potranno essere i tempi da prevedersi per le operazioni di pulizia degli spazi nel caso gli stessi siano utilizzati in diversi momenti della giornata da

diversi gruppi di bambini.

5. Figure professionali

Ciascuno dei sottoscrittori del presente documento, per gli aspetti di competenza, si impegna a promuovere azioni e integrare e rafforzare interventi già previsti per facilitare il rientro in presenza in occasione della riapertura dei servizi educativi e scolastici avendo attenzione al benessere del bambino in tutti i suoi aspetti.

Inoltre, per garantire la ripresa e lo svolgimento in sicurezza dei servizi educativi e delle scuole dell'infanzia in presenza, laddove le indicazioni organizzative fornite con questo documento lo rendano necessario e stante l'esigenza di non diminuire il numero di bambini che accede ai servizi educativi e scolastici né l'offerta in termini di tempo, ciascuno dei sottoscrittori del presente Documento, secondo le proprie competenze in materia di Sistema integrato 0-6, si impegna a verificare la possibilità di individuare ulteriori figure professionali, di prevedere eventuali deroghe per le sostituzioni e di assegnare dotazioni organiche aggiuntive nei limiti delle risorse disponibili.

In riferimento all'adozione di misure specifiche per la tutela dei lavoratori anche nell'ottica del contenimento del contagio da SARS-CoV-2 e di tutela dei lavoratori "fragili" si rimanda a quanto indicato:

1. nella normativa specifica in materia di salute e sicurezza sul lavoro (D.Lgs. 81/08 e s.m.i.).
2. nella Circolare del Ministero della Salute "Indicazioni operative relative alle attività del medico competente nel contesto delle misure per il contrasto e il contenimento della diffusione del virus SARS-CoV-2 negli ambienti di lavoro e nella collettività" del 29 aprile 2020.
3. nell'art. 83 della Legge n. 77 del 17 luglio 2020 "Conversione in legge, con modificazioni, del decreto-legge 19 maggio 2020, n. 34, recante misure urgenti in materia di salute, sostegno al lavoro e all'economia, nonché di politiche sociali connesse all'emergenza epidemiologica da COVID-19.

6. Refezione e riposo pomeridiano

Anche per la refezione scolastica, in quanto esperienza di valorizzazione e crescita costante delle autonomie dei bambini che non può essere disattesa, si dovrà fare riferimento alle indicazioni previste per la frequenza in sicurezza delle attività educative e di istruzione.

L'utilizzo degli spazi dedicati alla refezione deve essere organizzato in modo da evitare l'affollamento dei locali ad essa destinati, a meno che le dimensioni dell'ambiente non consentano di mantenere i gruppi opportunamente separati. Viceversa, si potranno prevedere turni di presenza dei gruppi, oppure si potrà consumare il pasto nelle aule o negli spazi utilizzati per le attività ordinarie, garantendo l'opportuna aerazione e sanificazione degli ambienti e degli arredi utilizzati prima e dopo il consumo del pasto.

È consentito portare il necessario per il momento della merenda purché la struttura non preveda di fornirlo e purché l'alimento, la bevanda e il contenitore siano sempre facilmente identificabili come appartenenti al singolo bambino.

Lo spazio riposo, laddove presente, deve essere organizzato garantendo una pulizia approfondita della biancheria e degli spazi e una corretta e costante aerazione, prima e dopo l'utilizzo.

7. Protocolli di sicurezza

Seppur nel rispetto dei protocolli e delle misure che ciascuna struttura adotterà, "l'organizzazione dei diversi momenti della giornata educativa dovrà essere serena e rispettosa delle modalità tipiche dello

sviluppo infantile, per cui i bambini dovranno essere messi nelle condizioni di potersi esprimere con naturalezza e senza costrizioni” (Piano Scuola 2020 -21).

Per la tutela del benessere e, in particolare, della salute fisica di ogni bambino e del personale si farà riferimento ad un Protocollo di Intesa tra i diversi soggetti competenti per il settore 0-6 e le OOS per garantire l'avvio e lo svolgimento dei servizi educativi per l'infanzia e delle scuole dell'infanzia nel rispetto delle regole di sicurezza per il contenimento della diffusione di COVID 19, la cui attuazione spetta, in relazione ai diversi ruoli rivestiti, ad ogni singolo servizio educativo o scuola. ai

8. Formazione/Informazione del personale

È opportuno, come richiamato anche dal Piano scuola 2020-2021, prevedere momenti di formazione/informazione specifica per il personale, anche nella modalità della formazione a distanza, in materia di procedure organizzative interne finalizzate al contenimento del COVID-19 oltre che per l'adozione delle misure e dei comportamenti igienico-sanitari corretti.

9. Disabilità e inclusione

Nella consapevolezza delle particolari difficoltà che le misure restrittive per contenere i contagi comportano per bambini con disabilità e stante la necessità di garantire una graduale ripresa della socialità, particolare attenzione e cura vanno rivolte alla realizzazione di attività inclusive ed alle misure di sicurezza specifiche per favorire il pieno coinvolgimento di tutti i bambini. Pertanto, dovrà essere attuata un'attenta analisi della situazione specifica, per evitare di esporre a rischi ulteriori situazioni già fragili, o che si presentano particolarmente critiche.

Per il personale impegnato con bambini con disabilità, il Protocollo di sicurezza potrà prevedere l'utilizzo di ulteriori dispositivi di protezione individuale (nello specifico, il lavoratore potrà usare, unitamente alla mascherina, guanti e dispositivi di protezione per occhi, viso e mucose). Nell'applicazione delle misure di prevenzione e protezione si dovrà necessariamente tener conto della tipologia di disabilità.

10. Indicazioni igienico-sanitarie/allegato tecnico

Le strutture educative per la fascia 0-3, nella fase dell'accoglienza giornaliera, [possono provvedere oppure provvedono] alla misurazione della temperatura corporea per tutti i minori e per il personale all'ingresso e per chiunque debba entrare nella struttura.

La preconditione per la presenza nei servizi educativi e nelle scuole dell'infanzia di bambini, genitori o adulti accompagnatori e di tutto il personale a vario titolo operante è:

- l'assenza di sintomatologia respiratoria o di temperatura corporea superiore a 37.5°C anche nei tre giorni precedenti;
- non essere stati in quarantena o isolamento domiciliare negli ultimi 14 giorni;
- non essere stati a contatto con persone positive, per quanto di propria conoscenza, negli ultimi 14 giorni.

Analogamente agli altri istituti scolastici di ogni ordine e grado ed alle aule e strutture universitarie, all'ingresso NON è necessaria la rilevazione della temperatura corporea. Chiunque ha sintomatologia respiratoria o temperatura corporea superiore a 37.5°C dovrà restare a casa, come già richiamato al punto 1.

Pertanto si rimanda alla responsabilità individuale rispetto allo stato di salute proprio o dei minori affidati alla responsabilità genitoriale.

Ai fini della prevenzione del contagio dopo assenza per malattia superiore a 3 giorni la riammissione nei servizi educativi/scuole dell'infanzia sarà consentita previa presentazione della idonea certificazione del Pediatra di Libera Scelta/medico di medicina generale attestante l'assenza di malattie infettive o diffuse e l'idoneità al reinserimento nella comunità educativa / scolastica.

La presenza di un caso confermato di infezione da SARS-COV-2 nella struttura, necessiterà l'attivazione di un monitoraggio attento da avviare in stretto rapporto con il Dipartimento di Prevenzione locale al fine di identificare precocemente la comparsa di possibili altri casi che possono prefigurare l'insorgenza di un focolaio epidemico. In tale situazione l'autorità sanitaria competente potrà valutare l'attuazione di tutte le misure ritenute idonee.

Tutto il personale e i bambini dovranno praticare frequentemente l'igiene delle mani, utilizzando acqua e sapone o soluzioni/gel a base alcolica in tutti i momenti raccomandati (es. prima e dopo il contatto interpersonale, dopo il contatto con liquidi biologici, dopo il contatto con le superfici, all'arrivo e all'uscita, dopo l'utilizzo dei mezzi pubblici, prima e dopo l'uso del bagno, prima e dopo il pranzo, dopo aver tossito, starnutito, soffiato il naso). Tali comportamenti dovranno essere promossi con modalità anche ludiche-ricreative, compatibilmente con l'età e con il grado di autonomia e consapevolezza e delle competenze linguistiche in ordine alla lingua madre.

L'igiene personale, anch'essa elemento caratterizzante del percorso educativo dei bambini all'interno dei servizi educativi e di istruzione, deve essere **integrata nelle routine** che scandiscono normalmente la giornata dei bambini per l'acquisizione di corretti e rispettosi stili di comportamento, compatibilmente con l'età e con il loro grado di autonomia e consapevolezza, così come:

- **evitare** di toccare gli occhi, il naso e la bocca con le mani;
- **tossire o starnutire** all'interno del gomito con il braccio piegato o di un fazzoletto, preferibilmente monouso, che poi deve essere immediatamente eliminato.

Per i bambini di età inferiore a 6 anni non è previsto l'obbligo di indossare la mascherina. Tutto il personale è tenuto all'utilizzo corretto di DPI.

Per il personale, oltre la consueta mascherina chirurgica, potrà essere previsto l'utilizzo di ulteriori dispositivi (es. guanti in nitrile e dispositivi di protezione per occhi, viso e mucose) nelle varie attività, incluso il cambio dei pannolini.

Tutti gli ambienti, gli arredi e i materiali devono essere opportunamente igienizzati.

Nello specifico, prima della riapertura dei servizi educativi e delle scuole dell'infanzia, dovrà essere assicurata una pulizia approfondita di tutti i locali.

Le operazioni di pulizia dovranno essere effettuate quotidianamente secondo le indicazioni dell'ISS previste nella Circolare del Ministero della Salute "Indicazioni per l'attuazione di misure contenitive del contagio da SARS-CoV-2 attraverso procedure di sanificazione di strutture non sanitarie (superfici, ambienti interni) e abbigliamento" in particolare nella sezione "Attività di sanificazione in ambiente chiuso"

(<http://www.trovanorme.salute.gov.it/norme/renderNormsanPdf?anno=2020&codLeg=74133&parte=1%20&serie=null>).

Per i principi attivi da utilizzare per le varie superfici si rimanda al Rapporto ISS COVID-19 n. 19/2020 - "Raccomandazioni ad interim sui disinfettanti nell'attuale emergenza COVID-19: presidi medico-chirurgici e biocidi. Versione del 13 luglio 2020"

https://www.iss.it/documents/20126/0/Rapporto+ISS+COVID-19+n.+19_2020+Rev.pdf/172274b8-0780-241b-55ab-c544fda6033c?t=1594651444216).

A riguardo si precisa che per sanificazione si intende l'insieme dei procedimenti e operazioni atti ad igienizzare determinati ambienti e mezzi mediante l'attività di pulizia e di disinfezione. Poiché la scuola è una forma di comunità che potrebbe generare focolai epidemici in presenza di un caso, a causa della possibile trasmissione per contatto, la pulizia con detergente neutro di superfici in locali generali, in presenza di una situazione epidemiologica con sostenuta circolazione del virus, andrebbe integrata con la disinfezione attraverso prodotti con azione virucida.

Nella sanificazione si dovrà porre particolare attenzione alle superfici più toccate quali maniglie e barre delle porte, delle finestre, sedie e braccioli, tavoli, fasciatoi, interruttori della luce, corrimano, rubinetti dell'acqua, pulsanti dell'ascensore, distributori automatici di cibi e bevande, ecc. Qualora vengano usati prodotti disinfettanti, si raccomanda di fare seguire alla disinfezione anche la fase di risciacquo soprattutto per gli oggetti, come i giocattoli, che potrebbero essere portati in bocca dai bambini.

I servizi igienici sono dei punti di particolare criticità nella prevenzione del rischio. Pertanto dovrà essere posta particolare attenzione alle misure già poste in essere nei servizi educativi e nelle scuole dell'infanzia per la pulizia giornaliera dei servizi igienici con prodotti specifici. In tali locali, se dotati di finestre, queste devono rimanere, compatibilmente con le condizioni climatiche, aperte; se privi di finestre, gli estrattori di aria devono essere mantenuti in funzione per l'intero orario scolastico.



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 98 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 5 agosto 2020.

-omissis-

STRUTTURA DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19: INDIZIONE DI GARA IN PROCEDURA APERTA SEMPLIFICATA E DI MASSIMA URGENZA PER L'ACQUISIZIONE E LA DISTRIBUZIONE DI BANCHI SCOLASTICI E SEDUTE ATTREZZATE SULL'INTERO TERRITORIO NAZIONALE – INDIVIDUAZIONE DI ESPERTI TECNICI PER LA COMMISSIONE DI GARA

Il riferimento all'identificazione di due esperti nella commissione di gara, rispettivamente, afferenti all'Istituto Superiore di Sanità ed all'INAIL, il CTS ratifica la sostituzione dell'esperto dell'INAIL che ha indicato il Dr Bruno Papaleo (allegato 19) in sostituzione della Dott.ssa Marta Petyx che per gravi motivi familiari non può adempiere alla funzione.

-omissis-



Presidenza del Consiglio dei Ministri

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Stralcio Verbale n. 98 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 5 agosto 2020.

-omissis-

BOZZA DI DOCUMENTO RELATIVO ALLE INDICAZIONI OPERATIVE PER LA GESTIONE DI CASI E DI FOCOLAI DI SARS-COV-2 NELLE SCUOLE E NEI SERVIZI EDUCATIVI DELL'INFANZIA

Il CTS condivide la bozza del documento predisposto dal gruppo di lavoro tra esperti dell'ISS, Ministero della Salute, INAIL, Ministero dell'Istruzione, rappresentanti del tavolo di Coordinamento interregionale per la prevenzione denominato "Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia" (allegato 18).

L'obiettivo del documento è lo sviluppo di uno strumento operativo per la preparazione, il monitoraggio e la risposta a potenziali focolai da COVID-19 collegati all'ambito scolastico adottando modalità razionali, condivise e coerenti sul territorio nazionale ed evitando frammentazione e disomogeneità.

Tale documento sarà sottoposto ad aggiornamenti frequenti per potere fornire risposte ai quesiti tecnici legati ai possibili casi e/o focolai in ambito scolastico.

Sono presenti, tuttavia, due criticità su cui è necessario raggiungere un consenso tecnico e probabilmente la predisposizione di atti formali per poter rendere sostenibile la risposta a possibili casi e/o focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia:

- Attestazione da parte dei MMG/PLS che l'alunno/operatore scolastico possa rientrare a scuola dopo malattia. Nel documento di indirizzo è previsto che per rientrare a scuola dopo una malattia/sospetto di COVID-19 sia richiesto ai genitori dello studente e all'operatore scolastico una attestazione recante



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l'avvenuta consultazione del MMG/PLS e il nulla osta al rientro a scuola considerato lo stato di salute e il rispetto di tutte le procedure previste per i casi sospetti. Tuttavia, anche dal confronto con le regioni, è emerso che tale richiesta non è attualmente supportata da un atto normativo. L'obbligo di presentazione del certificato medico per la riammissione nelle scuole di ogni ordine e grado, per assenze dovute a malattia infettiva soggetta a notifica obbligatoria di durata superiore a cinque giorni, è stata inserita fino al DPCM dell' 8 marzo 2020 (art. 2 lettera "l": "fermo restando quanto previsto dalla lettera h) , la riammissione nei servizi educativi per l'infanzia di cui all'art. 2 del decreto legislativo 13 aprile 2017, n. 65, e nelle scuole di ogni ordine e grado per assenze dovute a malattia infettiva soggetta a notifica obbligatoria ai sensi del decreto del Ministro della sanità del 15 novembre 1990, pubblicato nella Gazzetta Ufficiale n. 6 dell'8 gennaio 1991, di durata superiore a cinque giorni, avviene dietro presentazione di certificato medico, anche in deroga alle disposizioni vigenti"). Il DPCM 08/03/2020 ha cessato di produrre effetti dalla data di efficacia delle disposizioni contenute nel DPCM 10/04/2020. Il documento quindi riporta la seguente frase: "In caso di diagnosi di patologia diversa da COVID-19, il MMG/PLS è tenuto a redigere una attestazione che il bambino/studente può rientrare a scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID-19 come disposto da documenti nazionali e regionali".

- Eventuale quarantena degli insegnanti coinvolti nella didattica in presenza e a distanza. La problematica riguarda la quarantena di una classe (o per maggiore precisione degli studenti che sono stati identificati come contatti stretti). L'attuale documento di indicazione, in modo generico riporta che: "Se un alunno/operatore scolastico risultasse COVID-19 positivo, il Dipartimento di Prevenzione valuterà di prescrivere la quarantena a tutti gli studenti della classe e agli eventuali operatori scolastici esposti che si configurino come contatti



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stretti. Nella condizione di quarantena di un'intera classe sarà possibile attivare la Didattica a Distanza (DAD), già efficacemente sperimentata dalle scuole nel periodo del *lockdown*, anche attraverso l'impiego del personale docente della stessa classe posto in quarantena. La chiusura di una scuola o parte della stessa dovrà essere valutata dal Dipartimento di Prevenzione in base al numero di casi confermati e di eventuali cluster e del livello di circolazione del virus all'interno della comunità. Un singolo caso confermato in una scuola non dovrebbe determinarne la chiusura soprattutto se la trasmissione nella comunità non è elevata. Inoltre, il Dipartimento di Prevenzione potrà prevedere l'invio di unità mobili per l'esecuzione di test diagnostici presso la struttura". Tale testo rimanda a una valutazione del Dipartimento di Prevenzione. Tuttavia, in base all'attuale circolare del Ministero della Salute (C.M. 18585 del 29/05/2020), nella definizione di contatto stretto è compreso chiunque si trovi in un luogo chiuso con un caso COVID-19 in assenza di DPI idonei (pertanto l'intera classe e gli insegnanti). L'ECDC raccomanda, nel documento di prossima pubblicazione sulla riapertura delle scuole, che: tutti gli alunni e gli operatori che hanno condiviso una aula/ambiente chiuso con un caso confermato siano considerati contatti stretti:

Table 1. Classification of a contact based on level of exposure

High-risk exposure (close contact)	Low-risk exposure
<p>A person:</p> <ol style="list-style-type: none"> 1. having had face-to-face contact with a COVID-19 case within two metres for more than 15 minutes; 2. having had physical contact with a COVID-19 case; 3. having unprotected direct contact with infectious secretions of a COVID-19 case (e.g. being coughed on); 	<p>A person:</p> <ol style="list-style-type: none"> 5. having had face-to-face contact with a COVID-19 case within two metres for less than 15 minutes; 6. who was in a closed environment with a COVID-19



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

4. who was in a closed environment (e.g. household, classroom, meeting room, hospital waiting room, etc.) with a COVID-19 case for more than 15 minutes;	case for less than 15 minutes;
	7. travelling together with a COVID-19 case in any mode of transport

Tuttavia, sebbene la quarantena degli studenti possa risultare sostenibile, molto più complessa è la gestione degli insegnanti che, in ampio numero, specie nelle scuole secondarie, ruotano nella stessa classe, ma anche in altre classi, nel giro di pochi giorni. In aggiunta, vanno inoltre considerati i seguenti fattori:

1. In altro documento, è stato richiesto agli insegnanti delle scuole superiori di mantenere una distanza di due metri dagli studenti e che nella classe ci sia un frequente ricambio d'aria;
2. Al momento attuale la disposizione normativa prevede che gli insegnanti indossino una mascherina chirurgica e gli studenti almeno una mascherina di comunità;
3. Per evitare di considerare contatti stretti tutti gli insegnanti di una classe con un caso confermato, si suggerisce che coloro che hanno rispettato la distanza dei 2 metri e portato costantemente la mascherina chirurgica possano continuare a lavorare ed effettuare un tampone all'inizio, dopo 5-7 giorni e dopo 14 giorni;
4. Mentre uno studente posto in quarantena continuerebbe a seguire le lezioni a distanza, un insegnante in quarantena è considerato un lavoratore in uno stato simile a quello della malattia, precludendone la possibilità di insegnare da remoto.

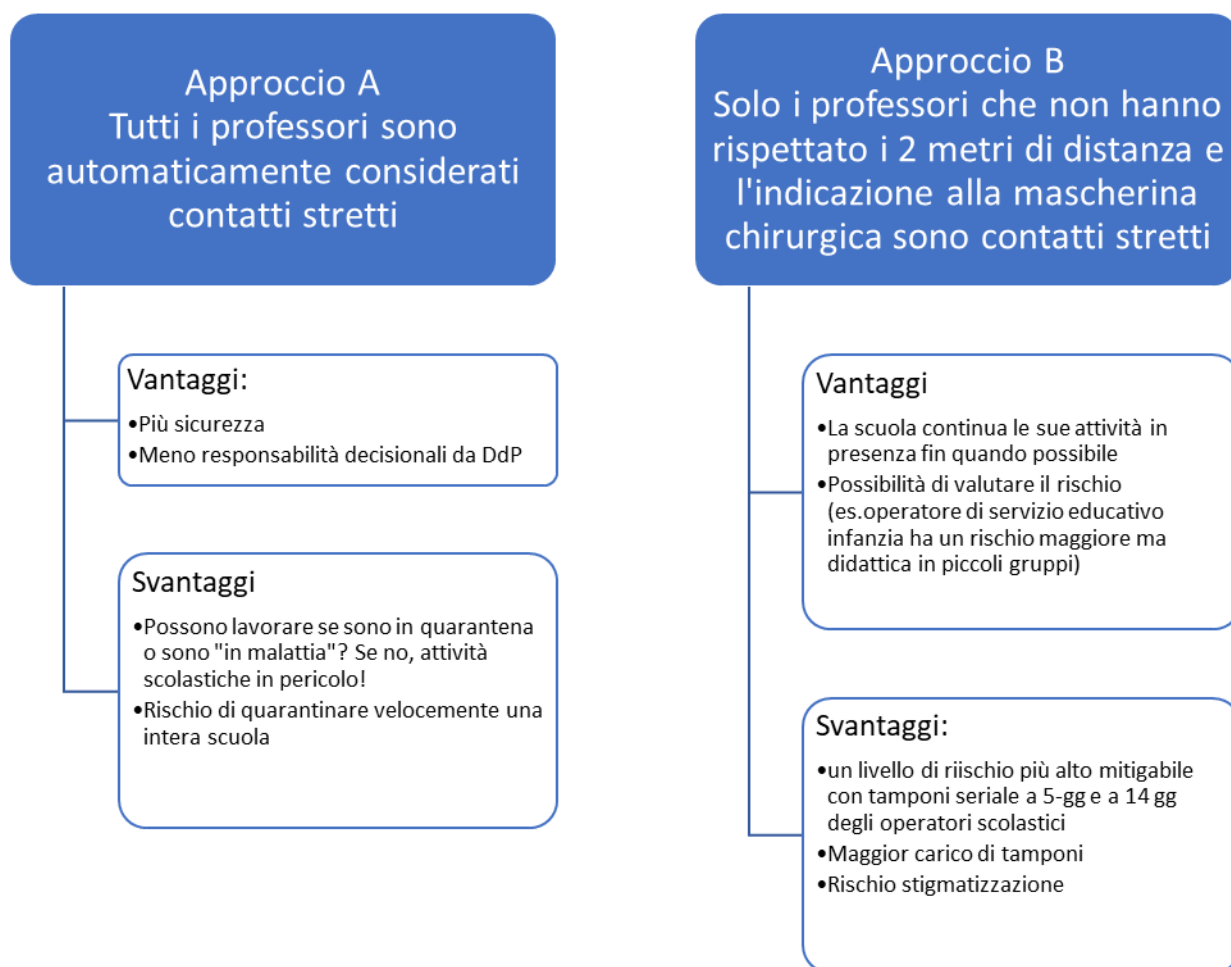
Vantaggi e svantaggi di un approccio più conservativo (A) rispetto a un approccio più sostenibile (B), sono riportati nello schema sottostante:



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Il CTS rimanda ad una più compiuta analisi dell'ampia e complessa tematica, anche alla luce delle considerazioni espresse, relative, tra l'altro:

- alla necessità di analizzare compiutamente le modalità di attestazione di positività/negatività al SARS-CoV-2 ovvero di malattia e di guarigione da Covid-19, al fine di evitare che siano gli operatori scolastici a dover valutare l'assenza di controindicazioni alla frequenza del bambino/studente;



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- alla necessità di valutare la possibilità di esprimersi sulla emanazione di un atto normativo che, come già accade in altri Paesi, preveda che un insegnante in quarantena, in buone condizioni di salute, possa continuare l'insegnamento a distanza agli studenti di una classe in quarantena e a quelli di altre classi.

-omissis-



Istituto Superiore di Sanità

Logo Ministero Istruzione

Logo INAIL

Logo Mds

Rapporto ISS COVID-19 • n. 58/2020

Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Veneto, Regione Emilia-Romagna

ALLEGATO N. 18

Versione del 5 agosto 2020

Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Versione del 5 agosto 2020

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Veneto, Regione Emilia-Romagna

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Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Veneto, Regione Emilia-Romagna,

2020, XXX p. Rapporto ISS COVID-19 n. 58/2020

Questo documento, in previsione della prossima riapertura delle scuole (settembre 2020), vuole fornire un supporto operativo ai decisori e agli operatori nel settore scolastico e nei Dipartimenti di Prevenzione che sono a pieno titolo coinvolti nel monitoraggio e nella risposta a casi sospetti/probabili e confermati di COVID-19 nonché nell'attuare strategie di prevenzione a livello comunitario. Al suo interno si forniscono indicazioni pratiche per la gestione di eventuali casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia tramite l'utilizzo di scenari ipotetici, in assenza, per il momento, di modelli previsionali solidi.

Istituto Superiore di Sanità

Operational Guidance for the management of SARS-CoV-2 cases and outbreak in schools and kindergartens

Working Group ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Veneto, Regione Emilia-Romagna,

2020, XXX p. Rapporto ISS COVID-19 n. 58/2020 (in Italian)

This document, in anticipation of the upcoming reopening of schools in Italy (September 2020), is aimed at providing a practical support to policy makers, school sector's operators and the staff of prevention departments of the local health units involved in the monitoring and response to suspect/probable/confirmed cases of COVID-19, and involved in prevention strategies at community level. In this document, practical instructions are provided for the management of any cases or outbreaks of SARS-CoV-2 inside the schools and kindergartens, with the help of hypothetical scenarios in absence, at the moment, of solid forecasting models.

Per informazioni su questo documento scrivere a: Fortunato "Paolo" D'Ancona

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Destinatari del Rapporto

Il presente rapporto è destinato alle istituzioni scolastiche e dei servizi educativi dell'infanzia nonché ai Dipartimenti di Prevenzione e a tutti coloro che potrebbero essere coinvolti nella risposta a livello di salute pubblica ai possibili casi e focolai di COVID-19 in ambito scolastico e dei servizi educativi dell'infanzia.

Glossario

ATA	Personale amministrativo tecnico e ausiliario scolastico
CTS	Comitato Tecnico Scientifico
DdP	Dipartimento di Prevenzione
MMG	Medico di Medicina Generale
PLS	Pediatra di Libera Scelta

Introduzione

La riapertura della scuola attualmente prevista nel mese di settembre 2020 pone dal punto di vista epidemiologico un possibile aumento del rischio della circolazione del virus nella comunità.

Per controllare/mitigare questa possibilità sono state già considerate alcune misure di prevenzione in documenti formali e in documenti tecnici del CTS inviati al Ministro dell'Istruzione (CTS, 28 maggio 2020; CTS, 22 giugno) che forniscono le indicazioni per la riapertura della scuola e dei servizi educativi dell'infanzia in linea con la situazione epidemiologica e con le conoscenze scientifiche finora disponibili.

Va sottolineato che tutte queste misure possono ridurre il rischio di trasmissione in ambito scolastico, ma non possono azzerarlo. Pertanto, in una prospettiva di probabile circolazione del virus a settembre, è necessario sviluppare una strategia nazionale di risposta a eventuali casi sospetti e confermati che ci si aspetta possano avvenire in ambito scolastico o che abbiano ripercussioni su di esso. Anche la strategia di risposta a eventuali casi e focolai in ambito scolastico sarà strettamente correlata alla situazione epidemiologica. Le attuali strategie di contenimento sono basate sulle conoscenze scientifiche disponibili. Per valutare il possibile impatto dell'epidemia in ambito scolastico è necessario fare alcune riflessioni.

Una valutazione rigorosa dell'effetto di diverse strategie di gestione di SARS-COV-2 nelle scuole in termini di interventi (chiusura preventiva, reattiva, graduale – cioè prima la singola classe, poi il grado (es. scuola primaria o secondaria) o aree dell'edificio a seconda della organizzazione ed infine l'intero istituto – o su base geografica) e di trigger (eccesso di assenteismo, incidenza di SARS-COV-2 nella popolazione generale, identificazione di casi sospetti, cioè con sintomi riconducibili a SARS-COV-2, identificazione di casi confermati, cioè tramite test molecolare in RT-PCR o tramite test PCR rapido) richiede la disponibilità di dati su una serie di fattori che caratterizzano la trasmissione di SARS-COV-2 nelle scuole e tra scuole e popolazione generale (ad esempio, famiglie degli studenti).

È nota la trasmissibilità di SARS-COV-2 nella popolazione generale nelle diverse regioni italiane (R_0 circa 3 prima dell'identificazione del paziente 1, con R_t ridotto a valori compresi tra 0.5 e 0.7 durante il lockdown) (Guzzetta et al., 2020; Riccardo et al., 2020; Istat et al., 2020). Sono noti con una certa precisione tutti i tempi chiave che regolano la trasmissione di SARS-COV-2 in Italia (periodo di incubazione, intervallo seriale, tempo da sintomi a ospedalizzazione, tempo da ospedalizzazione ad ammissione in terapia intensiva, periodo di degenza in terapia intensiva, ecc.) (Cereda et al., 2020; Lavezzo et al., 2020). Sono disponibili stime sulla probabilità per età di sviluppare sintomi, sintomi critici o morte, da cui emerge una probabilità molto inferiore dei bambini di ammalarsi o morire a seguito dell'infezione da SARS-COV-2 (Perez-Saez et al. 2020; Verity et al., 2020; Poletti et al. (a), 2020; Poletti et al. (b), 2020; Wu et al., 2020). È prevalente l'ipotesi che i bambini, esposti al rischio di infezione, sviluppino l'infezione con minor probabilità rispetto agli adulti e agli anziani, da cui si inferisce che i bambini possano trasmettere meno l'infezione rispetto ad adulti e anziani (Zhang et al., 2020; Jing et al. 2020; Wu et al., 2020; Bi et al., 2020). È infine noto che la carica virale di sintomatici e asintomatici non è statisticamente differente e quindi il potenziale di trasmissione è verosimilmente lo stesso (Cereda et al., 2020; Lavezzo et al., 2020).

Sono però ancora diverse le incognite, di cui alcune cruciali, che non permettono al momento una solida valutazione dell'efficacia delle diverse strategie di intervento attraverso i modelli. In primo luogo, non è nota la trasmissibilità di SARS-COV-2 nelle scuole, anche se cominciano ad essere disponibili descrizioni scientifiche di outbreak in ambienti scolastici (Stein-Zamir et al., 2020). Più in generale, non è noto quanto i bambini, prevalentemente asintomatici, trasmettano SARS-COV-2 rispetto agli adulti, anche se la carica virale di sintomatici e asintomatici e quindi il potenziale di trasmissione non è statisticamente differente. Questo non permette una realistica valutazione della trasmissione di SARS-COV-2 all'interno delle scuole nel contesto italiano. Non è inoltre predicibile il livello di trasmissione (R_t) al momento della riapertura delle scuole a settembre. Si è recentemente notato un aumento di R_t (con R_t vicino ad 1) a seguito delle riaperture

del 4 e 18 maggio e del 3 giugno. Se da un lato è evidente la migliorata capacità dei sistemi di prevenzione nell'identificare rapidamente i focolai, isolare i casi e applicare misure di quarantena ai contatti dei casi, cosa che contribuisce in modo determinante a mantenere la trasmissione sotto controllo, non è noto al momento quale sia il livello di trasmissione, ad esempio in termini di numero di focolai, che i sistemi di prevenzione riescono a gestire efficacemente. È prevedibile che gli scenari possano cambiare anche notevolmente a seconda che si riesca o meno a mantenere R_t sottosoglia. Un'ulteriore incertezza deriva dalla probabile co-circolazione del virus dell'influenza o altri virus responsabili di sindromi influenzali a partire dai mesi autunnali, che renderà probabilmente più complesse le procedure di identificazione dei casi di COVID-19 e quindi i trigger di applicazione delle strategie. Un altro aspetto importante da considerare riguarda l'età media dei casi e quindi l'impatto sul sistema sanitario. Recentemente è stata osservata un'importante decrescita dell'età media dei casi con relativamente poche nuove ospedalizzazioni da COVID-19. Non è al momento chiaro se questo è un fenomeno che può protrarsi nel tempo o è semplicemente dovuto al basso livello di circolazione attuale, che permette di mantenere protette le categorie a rischio, ad esempio, gli anziani. È del tutto evidente che l'identificazione di strategie di controllo ottimali dipenderà dalla nostra conoscenza di questo aspetto, che regola l'impatto della trasmissione nelle scuole sulla popolazione generale e quindi sulle categorie a rischio.

Per questi motivi, non è al momento possibile sviluppare modelli previsionali solidi sull'effetto delle diverse strategie di intervento. Questi modelli potranno essere sviluppati man mano che si acquisirà conoscenza su questi aspetti specifici, derivante dagli studi proposti in questo documento o da studi condotti in altri paesi.

Il presente documento vuole fornire un supporto operativo ai decisori e agli operatori nel settore scolastico e nei Dipartimenti di Prevenzione che sono a pieno titolo coinvolti nel monitoraggio e nella risposta a casi sospetti/probabili e confermati di COVID-19 nonché nell'attuare strategie di prevenzione a livello comunitario.

Scopo del Documento

Sviluppare un documento operativo per la preparazione, il monitoraggio e la risposta a potenziali focolai da COVID-19 collegati all'ambito scolastico adottando modalità razionali, condivise e coerenti sul territorio nazionale ed evitando frammentazione e disomogeneità.

A tale documento saranno correlati:

- altri elementi/iniziative di tipo informativo/comunicativo/formativo rivolti a vari target;
- strumenti di indagine volti a fronteggiare la mancanza di evidenze scientifiche e la relativa difficoltà di stimare il reale ruolo che possono avere le attività in presenza nelle scuole nella trasmissione di SARS-CoV-2.

1. Preparazione alla riapertura delle scuole in relazione alla risposta ad eventuali casi/focolai di COVID-19

Ogni scuola deve seguire le indicazioni per la prevenzione dei casi COVID-19 del Ministero della Istruzione, del Ministero della Salute e del Comitato Tecnico Scientifico (CTS). In particolare, i seguenti documenti aggiornati rappresentano il riferimento:

- MI: Documento per la pianificazione delle attività scolastiche, educative e formative in tutte le Istituzioni del Sistema nazionale di Istruzione iper l'anno scolastico 2020/2021 (26/6/2020)
- CTS: "Ipotesi di rimodulazione delle misure contenitive nel settore scolastico e le modalità di ripresa delle attività didattiche per il prossimo anno scolastico", approvato in data 28 maggio 2020 e successivamente aggiornato il 22 /6/2020
- Circolare n. 18584 del 29 maggio 2020: "Ricerca e gestione dei contatti di casi COVID-19 (contact tracing) ed App IMMUNI"
- Rapporto ISS COVID-19 n. 1/2020 Rev. - Indicazioni ad interim per l'effettuazione dell'isolamento e della assistenza sanitaria domiciliare nell'attuale contesto COVID-19. Versione del 24 luglio 2020

Ai fini dell'identificazione precoce dei casi sospetti è necessario prevedere

- un sistema di monitoraggio dello stato di salute degli alunni e del personale scolastico
 - coinvolgimento delle famiglie nell'effettuare il controllo della temperatura corporea del bambino/studente a casa ogni giorno prima di recarsi al servizio educativo dell'infanzia o a scuola
 - misurazione della temperatura corporea al bisogno (es. malore a scuola di uno studente o di un operatore scolastico), mediante l'uso di termometri che non prevedono il contatto che andranno preventivamente reperiti.
- Approntare un sistema flessibile per la gestione della numerosità delle assenze per classe che possa essere utilizzato per identificare situazioni anomale per eccesso di assenze, per esempio, attraverso il registro elettronico o appositi registri su cui riassumere i dati ogni giorno.

Si raccomanda alle scuole di:

- identificare dei referenti scolastici per COVID-19 adeguatamente formati sulle procedure da seguire;
- identificare dei referenti per l'ambito scolastico all'interno del Dipartimento di prevenzione (DdP) della ASL competente territorialmente (vedi specifica sezione);
- tenere un registro degli alunni e del personale di ciascun gruppo classe e di ogni contatto che, almeno nell'ambito didattico e al di là della normale programmazione, possa intercorrere tra gli alunni ed il personale di classi diverse (es. registrare le supplenze, gli spostamenti provvisori e/o eccezionali di studenti fra le classi etc.) per facilitare

l'identificazione dei contatti stretti da parte del Dipartimento di prevenzione della ASL competente territorialmente;

- richiedere la collaborazione dei genitori a inviare tempestiva comunicazione di eventuali assenze per motivi sanitari in modo da rilevare eventuali cluster di assenze nella stessa classe;
- richiedere alle famiglie e agli operatori scolastici la comunicazione immediata al dirigente scolastico e al referente scolastico per COVID-19 nel caso in cui, rispettivamente, un alunno o un componente del personale risultassero contatti stretti di un caso confermato COVID-19;
- stabilire con il DdP un protocollo nel rispetto della privacy, per avvisare i genitori degli studenti contatti stretti; particolare attenzione deve essere posta alla privacy non diffondendo nell'ambito scolastico alcun elenco di contatti stretti o di dati sensibili nel rispetto della GDPR 2016/679 EU e alle prescrizioni del garante (d.lgs 10 agosto 2018, n 101) ma fornendo le opportune informazioni solo al DdP. Questo avrà anche il compito di informare, in collaborazione con il dirigente scolastico, le famiglie dei bambini/studenti individuati come contatti stretti ed eventualmente predisporre una informativa per gli utenti e lo staff della scuola.
- provvedere ad una adeguata comunicazione circa la necessità, per gli alunni e il personale scolastico, di rimanere presso il proprio domicilio, contattando il proprio medico curante o pediatra di libera scelta, in caso di sintomatologia e/o temperatura corporea superiore a 37,5°C. Si riportano di seguito i sintomi più comuni di COVID-19 nei bambini: febbre, tosse, cefalea, sintomi gastrointestinali (nausea/vomito, diarrea), faringodinia, dispnea, mialgie, rinorrea/congestione nasale; sintomi più comuni nella popolazione generale: febbre, brividi, tosse, difficoltà respiratorie, perdita improvvisa dell'olfatto (anosmia) o diminuzione dell'olfatto (iposmia), perdita del gusto (ageusia) o alterazione del gusto (disgeusia), rinorrea/congestione nasale, faringodinia, diarrea (ECDC, 31 luglio 2020);
- informare e sensibilizzare il personale scolastico sull'importanza di individuare precocemente eventuali segni/sintomi e comunicarli tempestivamente al referente scolastico per COVID-19;
- stabilire procedure definite per gestire gli alunni e il personale scolastico che manifestano sintomi mentre sono a scuola, che prevedono il rientro al proprio domicilio il prima possibile, mantenendoli separati dagli altri e fornendo loro la necessaria assistenza utilizzando appositi DPI;
- identificare un ambiente dedicato all'accoglienza e isolamento di eventuali persone che dovessero manifestare una sintomatologia compatibile con COVID-19 (senza creare allarmismi o stigmatizzazione). I minori non devono restare da soli ma con un adulto munito di DPI fino a quando non saranno affidati a un genitore/tutore legale;
- prevedere un piano di sanificazione straordinaria per l'area di isolamento e per i luoghi frequentati dall'alunno/componente del personale scolastico sintomatici;
- condividere le procedure e le informazioni con il personale scolastico, i genitori e gli alunni e provvedere alla formazione del personale;
- predisporre modalità di insegnamento blended o misti nel caso di alcuni studenti e/o alcuni insegnanti siano in quarantena come contatti stretti o nell'evenienza di un lockdown della intera scuola per esigenze epidemiologiche.

1.1 Le peculiarità dei servizi educativi dell'infanzia (bambini 0-6 anni)

I servizi educativi dell'infanzia presentano alcune peculiarità didattiche/educative che non rendono possibile l'applicazione di alcune misure di prevenzione invece possibili per studenti di età maggiore, in particolare il mantenimento della distanza fisica di almeno un metro e l'uso di mascherine. Questo è un aspetto che deve essere tenuto in debita considerazione specialmente nella identificazione dei soggetti che ricadono nella definizione di contatto stretto.

Il rispetto delle norme di distanziamento fisico è un obiettivo che può essere raggiunto solo compatibilmente con il grado di autonomia e di consapevolezza dei minori anche in considerazione dell'età degli stessi. Pertanto, le attività e le strategie dovranno essere modulate in ogni contesto specifico. Questa parte verrà sviluppata successivamente in seguito alle indicazioni contenute nel documento di indirizzo e orientamento per la ripresa delle attività in presenza dei servizi educativi e delle scuole dell'infanzia (Ministero dell'Istruzione, 2020).

1.2 I bambini e gli studenti con fragilità

In questo contesto si rende necessario garantire la tutela degli alunni con fragilità, in collaborazione con le strutture socio sanitarie, la medicina di comunità (es. PLS, MMG etc.) , le famiglie e le associazioni che li rappresentano. La possibilità di una sorveglianza attiva di questi alunni dovrebbe essere concertata tra il referente scolastico per COVID-19 e DdP, in accordo/con MMG e PLS, nel rispetto della privacy ma con lo scopo di garantire una maggiore attenzione e precoce identificazione dei casi di COVID-19. Particolare attenzione quindi andrebbe posta per evidenziare la necessità di priorità di screening in caso di segnalazione di casi nella stessa scuola

Particolare attenzione deve essere posta agli studenti che per condizioni particolari non possono indossare la mascherina.

1.3 Le interfacce ed i rispettivi compiti tra SSN e Sistema educativo ai vari livelli

1.3.1 Interfaccia nel SSN

Si raccomanda che i dipartimenti di prevenzione identifichino figure professionali – referenti per l'ambito scolastico all'interno del DdP (a titolo puramente esemplificativo infermieri, assistenti sanitari, medici...) che supportino la scuola per le attività di questo protocollo e che facciano da riferimento per un contatto diretto con il dirigente scolastico o un suo incaricato (referente scolastico per COVID-19). Tali referenti devono possedere conoscenze relative alle modalità di trasmissione del SARS-CoV-2, alle misure di prevenzione e controllo, alle indagini epidemiologiche, alle circolari ministeriali in materia di contact tracing, quarantena/isolamento e devono interfacciarsi con gli altri operatori del Dipartimento. Si suggerisce che vengano identificati referenti del DdP, in numero adeguato (e comunque non meno di due) in base al territorio e alle attività da svolgere, in modo da garantire costantemente la presenza di un punto di contatto

con le scuole del territorio. Si suggerisce anche di organizzare incontri virtuali con le scuole attraverso sistemi di teleconferenza, che permettano la partecipazione di più scuole contemporaneamente, al fine di presentare le modalità di collaborazione e l'organizzazione scelta. Devono essere definiti e testati i canali comunicativi (es. e-mail, messaggistica elettronica) che permettano una pronta risposta alle richieste scolastiche e viceversa.

1.3.2 Interfaccia nel sistema educativo

Analogamente in ogni scuola è opportuno che venga identificato un referente (Referente scolastico per COVID-19), ove non si tratti dello stesso dirigente scolastico, che svolga un ruolo di interfaccia con il dipartimento di prevenzione e possa creare una rete con le altre figure analoghe nelle scuole del territorio. Deve essere identificato un sostituto per evitare interruzioni delle procedure in caso di assenza del referente.

Il referente scolastico per COVID-19 dovrebbe essere possibilmente identificato a livello di struttura piuttosto che di plesso scolastico, per una migliore interazione con la struttura stessa. Il referente e il suo sostituto devono essere in grado di interfacciarsi con tutti i referenti scolastici identificati, i quali devono ricevere adeguata formazione sugli aspetti principali di trasmissione del nuovo coronavirus, sui protocolli di prevenzione e controllo in ambito scolastico e sulle procedure di gestione dei casi COVID-19 sospetti/ o confermati.

È necessaria una chiara identificazione, messa a punto e test di funzionamento anche del canale di comunicazione biunivoca tra "scuola" e DdP (attraverso i rispettivi referenti) che andrà adattato in base alla tecnologia utilizzata (es. messaggistica breve, email, telefono etc.).

1.4 La tutela della salute e sicurezza dei lavoratori della scuola

La tutela della salute e sicurezza dei lavoratori della scuola è garantita - come per tutti i settori di attività, privati e pubblici - dal D.Lgs 81/08 e successive modifiche ed integrazioni, nonché da quanto previsto dalla specifica normativa ministeriale (DM 29 settembre 1998, n. 382).

Nella "ordinarietà", qualora il datore di lavoro, attraverso il processo di valutazione dei rischi evidenzii e riporti nel documento di valutazione dei rischi (DVR) la presenza di uno dei rischi "normati" dal D.Lgs 81/08 che, a sua volta, preveda l'obbligo di sorveglianza sanitaria, deve nominare il medico competente per l'effettuazione delle visite mediche di cui all'art. 41 del citato decreto, finalizzate all'espressione del giudizio di idoneità alla mansione.

Tale previsione non ha subito modifiche nell'attuale contesto pandemico; ogni datore di lavoro del contesto scolastico dovrà comunque integrare il DVR con tutte le misure individuate da attuare per contenere il rischio da SARS-CoV-2.

Elemento di novità è invece costituito dall'art. 83 del decreto legge 19 maggio 2020 n. 34 e sua conversione in Legge 17 luglio 2020, n. 77 che ha introdotto la "sorveglianza sanitaria eccezionale", assicurata dal datore di lavoro, per i "lavoratori maggiormente esposti a rischio di contagio, in ragione dell'età o della condizione di rischio derivante da immunodepressione, anche da patologia COVID-19, o da esiti di patologie oncologiche o dallo svolgimento di terapie salvavita o comunque da morbilità che possono caratterizzare una maggiore rischiosità".

Come anche evidenziato nel Documento tecnico sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione approvato dal CTS, fin dall'inizio della pandemia, i dati epidemiologici hanno chiaramente mostrato una maggiore fragilità

nelle fasce di età più elevate della popolazione in presenza di alcune tipologie di malattie cronico degenerative (ad es. patologie cardiovascolari, respiratorie e dismetaboliche) o in presenza di patologie a carico del sistema immunitario o quelle oncologiche (indipendentemente dall'età) che, in caso di comorbidità con l'infezione da SARS-CoV-2, possono influenzare negativamente la severità e l'esito della patologia.

Il concetto di fragilità va dunque individuato nelle condizioni dello stato di salute del lavoratore rispetto alle patologie preesistenti (due o più patologie) che potrebbero determinare, in caso di infezione, un esito più grave o infausto, anche rispetto al rischio di esposizione a contagio.

In ragione di ciò - e quindi per tali c.d. "lavoratori fragili" - il datore di lavoro assicura la sorveglianza sanitaria eccezionale, a richiesta del lavoratore interessato:

- a. attraverso il medico competente se già nominato per la sorveglianza sanitaria ex art. 41 del D.Lgs 81/08
- b. attraverso un medico competente ad hoc nominato, per il periodo emergenziale, anche, ad esempio, prevedendo di consorzicare più istituti scolastici
- c. attraverso la richiesta ai servizi territoriali dell'Inail che vi provvedono con propri medici del lavoro

1.5 I test diagnostici a disposizione

I test diagnostici per COVID-19 rappresentano uno strumento essenziale non solo per la gestione clinica dei pazienti ma anche e soprattutto per controllare la pandemia, mediante il riconoscimento e le successive misure di prevenzione e controllo dirette ad individui infetti, anche asintomatici, che possono diffondere la malattia (ECDC, 1 aprile 2020; WHO, 8 aprile 2020).

Il gold standard, cioè il metodo diagnostico riconosciuto e validato dagli organismi internazionali per rivelare la presenza del virus SARS-CoV-2 in un individuo infetto, e quindi lo strumento più adatto per un caso sospetto, è un saggio molecolare basato sul riconoscimento dell'acido nucleico (RNA) virale mediante un metodo di amplificazione (polymerase chain reaction, PCR) effettuato su un campione di secrezioni respiratorie, generalmente un tampone naso-faringeo. Questo saggio deve essere effettuato in un laboratorio di microbiologia utilizzando reagenti o kit diagnostici e macchinari complessi, nonché personale specializzato. Per tutto il processo diagnostico dal prelievo, al trasporto in laboratorio, all'esecuzione del test e alla refertazione -possono essere richiesti 1-2 giorni.

Questo saggio deve essere considerato il test di riferimento in termini di sensibilità (capacità di rilevare il virus) e specificità (capacità di rilevare SARS-CoV-2 e non altri virus seppur simili).

I test sierologici, invece, sono utili per rilevare una pregressa infezione da SARS-CoV-2 e sono molto importanti nella ricerca e nella valutazione epidemiologica della circolazione virale nella popolazione che non ha presentato sintomi. Pertanto hanno una limitata applicazione nella diagnosi di COVID-19 e nel controllo dei focolai e non saranno discussi ulteriormente in questo documento.

Sono stati, pertanto, sviluppati e sono in continua evoluzione tecnologica per migliorare la loro performance, dei test diagnostici rapidi che rilevano la presenza del virus in soggetti infetti. Questi test sono in genere basati sulla rilevazione di proteine virali (antigeni) nelle secrezioni respiratorie (tamponi oro-faringei o saliva). Se l'antigene o gli antigeni virali sono presenti in sufficienti quantità, vengono rilevati mediante il legame ad anticorpi specifici fissati su un supporto, producendo la formazione di bande colorate o fluorescenti. Questi test rapidi possono fornire una risposta qualitativa (si/no) in tempi rapidi, tipicamente entro 30 minuti, e non richiedono apparecchiature di laboratorio, anche se per la lettura dei risultati di alcuni

test è necessaria una piccola apparecchiatura portatile. Inoltre, tali test possono essere eseguiti sia nei laboratori (diminuendo la complessità e i tempi di lavorazione) sia anche al “punto di assistenza” (cosiddetto “point of care”) da personale sanitario che non necessita di una formazione specialistica. Sono in genere però meno sensibili del test molecolare classico eseguito in laboratorio, con una sensibilità (indicata dal produttore) nel migliore dei casi non superiore all'85% (cioè possono non riconoscere 15 soggetti su 100 infetti da SARS-CoV-2), anche se in genere la loro specificità appare buona (riconoscono solo SARS-CoV-2).

È prevedibile che nuovi sviluppi tecnologici basati sulle evidenze scientifiche permetteranno di realizzare test diagnostici rapidi con migliore sensibilità. La disponibilità di questi test dopo opportuna validazione potrà rappresentare un essenziale contributo nel controllo della trasmissione di SARS-CoV-2.

2. Risposta a eventuali casi e focolai da COVID-19

2.1 Gli scenari

Vengono qui presentati gli scenari più frequenti per eventuale comparsa di casi e focolai da COVID-19. Uno schema riassuntivo è in allegato 1.

2.1.1 Nel caso in cui un alunno presenti un aumento della temperatura corporea al di sopra di 37.5°C o un sintomo compatibile con COVID-19, in ambito scolastico

- L'operatore scolastico che viene a conoscenza di un alunno sintomatico deve avvisare il referente scolastico per COVID-19;
- Il referente scolastico per COVID-19 o altro componente del personale scolastico deve telefonare immediatamente ai genitori/tutore legale;
- Ospitare l'alunno in una stanza dedicata o in un'area di isolamento;
- Il minore non deve essere lasciato da solo ma in compagnia di un adulto che preferibilmente non deve presentare fattori di rischio per una forma severa di COVID-19 come ad esempio malattie croniche preesistenti (Nipunie Rajapakse et al., 2020; Götzinger F et al 2020) e che dovrà mantenere ove possibile il distanziamento fisico di almeno un metro e la mascherina chirurgica fino a quando l'alunno non sarà affidato a un genitore/tutore legale;
- far indossare una mascherina chirurgica all'alunno se ha un'età superiore ai 6 anni e se la tollera;
- Dovrà essere dotato di mascherina chirurgica chiunque entri in contatto con il caso sospetto, compresi i genitori o i tutori legali che si recano in Istituto per condurlo presso la propria abitazione;
- Fare rispettare l'etichetta respiratoria (tossire e starnutire direttamente su di un fazzoletto di carta o nella piega del gomito). Questi fazzoletti dovranno essere riposti dallo stesso alunno, se possibile, ponendoli dentro un sacchetto chiuso;
- Pulire e disinfettare le superfici della stanza o area di isolamento dopo che l'alunno sintomatico è tornato a casa.
- I genitori devono contattare il MMG/PLS per la valutazione clinica del caso;
- Il MMG/PLS deve contattare il DdP in caso di sospetto COVID-19.
- Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico.
- Se il test è positivo, si notifica il caso e si avvia la ricerca dei contatti e le azioni di sanificazione straordinaria della struttura scolastica nella sua parte interessata. Per il rientro in comunità bisognerà attendere la guarigione clinica (cioè la totale assenza di sintomi). La conferma di avvenuta guarigione prevede l'effettuazione di due tamponi a distanza di 24 ore l'uno dall'altro. Se entrambi i tamponi risulteranno negativi la persona potrà definirsi guarita, altrimenti proseguirà l'isolamento. Il referente scolastico COVID-19 deve fornire al Dipartimento di prevenzione l'elenco dei compagni di classe nonché degli insegnanti del caso confermato che sono stati a contatto nelle 48 ore precedenti l'insorgenza dei sintomi. I contatti stretti individuati dal Dipartimento di Prevenzione con le consuete attività di contact tracing, saranno posti in quarantena per 14 giorni dalla data dell'ultimo contatto con il caso confermato. Il DdP deciderà se implementare la strategia più adatta circa eventuali screening al personale scolastico e agli alunni.

- Se il tampone naso-oro faringeo è negativo, in paziente fortemente sospetto per infezione da SARS-CoV-2, si raccomanda di ripetere il test a distanza di 2-3 gg. Il soggetto deve comunque restare a casa fino a guarigione clinica e a conferma negativa del secondo test.
- In caso di diagnosi di patologia diversa da COVID-19, il MMG/PLS è tenuto a redigere una attestazione che il bambino/studente può rientrare scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID come disposto da documenti nazionali e regionali.

2.1.2 Nel caso in cui un alunno presenti un aumento della temperatura corporea al di sopra di 37.5°C o un sintomo compatibile con COVID-19, presso il proprio domicilio

- L'alunno deve restare a casa.
- I genitori devono informare il PLS/MMG.
- I genitori dello studente devono comunicare l'assenza scolastica per motivi di salute.
- Il MMG/PLS deve contattare il DdP (il referente per l'ambito scolastico) in caso di sospetto COVID-19.
- Il DdP provvede ad eseguire il test diagnostico e si procede come indicato al paragrafo 2.1

2.1.3 Nel caso in cui un operatore scolastico presenti un aumento della temperatura corporea al di sopra di 37.5°C o un sintomo compatibile con COVID-19, in ambito scolastico

- Assicurarsi che l'operatore scolastico si indossi, come già previsto, una mascherina chirurgica; invitare e ad allontanarsi dalla struttura, rientrando al proprio domicilio e contattando il proprio medico curante per la valutazione clinica necessaria. Il Medico curante valuterà l'eventuale prescrizione del test diagnostico.
- Il MMG deve contattare il DdP (il referente per l'ambito scolastico) in caso di sospetto COVID-19.
- Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico e si procede come indicato al paragrafo 2.1
- In caso di diagnosi di patologia diversa da COVID-19, il MMG è tenuto a redigere una attestazione che l'operatore può rientrare scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID come disposto da documenti nazionali e regionali.

2.1.4 Nel caso in cui un operatore scolastico presenti un aumento della temperatura corporea al di sopra di 37.5°C o un sintomo compatibile con COVID-19, al proprio domicilio

- L'operatore deve restare a casa.
- Informare il MMG.
- Comunicare l'assenza dal lavoro per motivi di salute, con certificato medico.

- Il MMG deve contattare il DdP (il referente per l'ambito scolastico) in caso di sospetto COVID-19.
- Il Dipartimento di prevenzione provvede ad eseguire il test diagnostico e si procede come indicato al paragrafo 2.1
- Si sottolinea che gli operatori scolastici hanno la priorità nell'esecuzione dei test diagnostici.

2.1.5 Nel caso di un numero elevato di assenze in una classe

- Il referente scolastico per il COVID-19 deve comunicare al DdP se si verifica un numero elevato di assenze improvvise in una classe (es. 35-40%. Il valore deve tenere conto anche della situazione delle altre classi).
- Il DdP effettuerà un'indagine epidemiologica per valutare le azioni di sanità pubblica da intraprendere a tenendo conto della presenza di casi confermati nella scuola o di focolai di COVID-19 nella comunità

2.1.6 Catena di trasmissione non nota

Qualora un alunno risultasse contatto stretto asintomatico di un caso di cui non è nota la catena di trasmissione, il DdP valuterà l'opportunità di effettuare un tampone contestualmente alla prescrizione della quarantena. Il tampone avrà lo scopo di verificare il ruolo dei minori asintomatici nella trasmissione del virus nella comunità.

2.1.7 Alunno o operatore scolastico convivente di un caso

Si sottolinea che qualora un alunno o un operatore scolastico fosse convivente di un caso, esso, su valutazione del DdP, sarà considerato contatto stretto e posto in quarantena. Eventuali suoi contatti stretti (esempio compagni di classe dell'alunno in quarantena), non necessitano di quarantena, a meno di eventuali successive valutazioni del DdP in seguito a positività di eventuali test diagnostici sul contatto stretto convivente di un caso (si consulti il capitolo 2.2.4).

2.2 Un alunno o un operatore scolastico risultano SARS-CoV-2 positivi

2.2.1 Effettuare una sanificazione straordinaria della scuola

- Chiudere le aree utilizzate dalla persona positiva fino al completamento della sanificazione.
- Aprire porte e finestre per favorire la circolazione dell'aria nell'ambiente.
- Pulire e disinfettare tutte le aree utilizzate dalla persona positiva, come uffici, aule, mense, bagni e aree comuni.
- Se sono trascorsi più di 7 giorni da quando la persona positiva ha visitato o utilizzato la struttura, non sono necessarie ulteriori operazioni di pulizia e disinfezione.
- Continuare con la pulizia e la disinfezione ordinaria.

2.2.2 Collaborare con il DdP

In presenza di casi confermati COVID-19, spetta al DdP della ASL competente territorialmente di occuparsi dell'indagine epidemiologica volta ad espletare le attività di contact tracing (ricerca e gestione dei contatti). Per gli alunni ed il personale scolastico individuati come contatti stretti del caso confermato COVID-19 il Dipartimento di prevenzione provvederà alla prescrizione della quarantena per i 14 giorni successivi all'ultima esposizione.

Per agevolare le attività di contact tracing, il referente scolastico per COVID-19 dovrà:

- Fornire l'elenco degli studenti della classe in cui si è verificato il caso confermato;
- Fornire l'elenco degli insegnanti/educatori che hanno svolto l'attività di insegnamento all'interno della classe in cui si è verificato il caso confermato;
- Fornire elementi per la ricostruzione dei contatti stretti avvenuti nelle 48 ore prima della comparsa dei sintomi e fino a 14 giorni dopo/al momento della diagnosi e dell'isolamento del caso. o Per i casi asintomatici, considerare le 48 ore precedenti la raccolta del campione che ha portato alla conferma e fino a 14 giorni dopo/al momento della diagnosi e dell'isolamento del caso.
- Indicare eventuali alunni/operatori scolastici con fragilità.
- Fornire eventuali elenchi di operatori scolastici e/o alunni assenti.

2.2.3 Elementi per la valutazione della quarantena dei contatti stretti e della chiusura di una parte o dell'intera scuola

La valutazione dello stato di contatto stretto è di competenza del DdP e le azioni sono intraprese dopo una valutazione della eventuale esposizione. Se un alunno operatore scolastico risulta COVID-19 positivo, il DdP valuterà di prescrivere la quarantena a tutti gli studenti della stessa classe e agli eventuali operatori scolastici esposti che si configurino come contatti stretti. Nella condizione di quarantena di un'intera classe sarà possibile attivare la Didattica a Distanza (DAD), già efficacemente sperimentata dalle scuole nel periodo del lockdown, anche attraverso l'impiego del personale docente della stessa classe posto in quarantena. Potrebbe essere necessario, come descritto anche in altra parte del documento, attivare eventuali forme miste di didattica (es. parte della classe e degli insegnanti in presenza e parte della classe e degli insegnanti in DAD). La chiusura di una scuola o parte della stessa dovrà essere valutata dal DdP in base al numero di casi confermati e di eventuali cluster e del livello di circolazione del virus all'interno della comunità. Un singolo caso confermato in una scuola non dovrebbe determinarne la chiusura soprattutto se la trasmissione nella comunità non è elevata. Inoltre, il DdP potrà prevedere l'invio di unità mobili per l'esecuzione di test diagnostici presso la struttura scolastica in base alla necessità di definire eventuale circolazione del virus.

2.2.4 Alunno o operatore scolastico contatto stretto di un contatto stretto di un caso

Si sottolinea che qualora un alunno o un operatore scolastico risultasse contatto stretto di un contatto stretto (ovvero nessun contatto diretto con il caso), non vi è alcuna precauzione da prendere a meno che il contatto stretto del caso non risulti successivamente positivo ad eventuali test diagnostici disposti dal DdP. In quel caso si consulti il capitolo 2.2.3.

2.3 Algoritmi decisionali

In una prima fase, con circolazione limitata del virus, si potrà considerare un approccio individuale sui casi sospetti basata sulla loro individuazione in collaborazione tra MMG/PLS, scuola e DdP per mantenere un livello di rischio accettabile.

In caso di una aumentata circolazione del virus localmente o di sospetto tale, sarà necessario definire trigger di monitoraggio appropriati per attivare azioni di indagine/controllo attraverso azioni indagini attive collegate a sistemi di monitoraggio del numero di assenze in ambito scolastico limitate per evidenziare eventuali eccessi (ad esempio anche un trigger indiretto come il numero di assenze in ambito scolastico potrebbe essere preso in considerazione)

3. Formazione, comunicazione e informazione per operatori sanitari e operatori scolastici

3.1 Formazione

L'impatto dell'emergenza COVID su tutto il settore "formazione" è stato notevole, con una progressiva rapida cessazione delle fonti di erogazione degli eventi formativi residenziali e la contestuale necessità/urgenza di formare il maggior numero di operatori possibile in tutto il territorio nazionale. L'urgenza temporale, congiuntamente all'esigenza di garantire il distanziamento fisico, impone la scelta di utilizzare la Formazione A Distanza (FAD) come modalità di erogazione dei percorsi formativi. L'ISS dispone della piattaforma EDUISS (<http://www.eduiss.it>) attraverso la quale, dal 2004, eroga formazione a distanza in salute pubblica. L'ISS, inoltre, è sia provider nazionale ECM sia soggetto certificato SOFIA. In questo contesto, attraverso opportuna fase preparatoria, come sintetizzato a seguire, il gruppo di lavoro ISS e le altre istituzioni coinvolte nella preparazione di questo piano di contingenza, attraverso la piattaforma EDUISS possono fornire tecniche e metodi didattici adeguati per la progettazione ed erogazione di percorsi formativi per il personale della scuola in tema di COVID-19.

I destinatari della formazione FAD sono i referenti COVID-19 per ciascuna istituzione o struttura scolastica e gli operatori sanitari referenti COVID-19 per le scuole.

Il corso FAD asincrono sarà accessibile e fruibile alla coorte di utenti (previsti 50.000/100.000 utenti) nel periodo 28 agosto /31 dicembre 2020

3.2 Informazione e comunicazione

Una campagna di comunicazione efficace sulle misure di prevenzione assume un ruolo molto importante per potere mitigare gli effetti di eventuali focolai estesi in ambito scolastico.

Sono da prevedere le seguenti azioni.

3.2.1 Azioni di comunicazione prima dell'inizio dell'anno scolastico

- Target: Stampa
 - Creazione di un coordinamento per la comunicazione a livello nazionale a cui afferiscono i principali uffici stampa (es. MI, MdS, ISS) coinvolti nella risposta di contenimento/mitigazione del SARS-CoV-2 in ambito scolastico in modo da garantire la produzione di un'informazione coerente. Il coordinamento, che farà da riferimento per gli Uffici Stampa delle ASL qualora ce ne sia necessità e per i Dirigenti scolastici, si servirà di ricercatori esperti per la costruzione e la validazione dei messaggi da diffondere e con cui affrontare eventuali casi di crisi. Gli stessi ricercatori faranno da portavoce per le interviste per stampa, Radio TV e WEB. Se necessario il coordinamento si riunirà periodicamente.
 - La comunicazione delle azioni di contenimento/mitigazione del SARS-CoV-2 in ambito scolastico dovranno essere comunicate a ridosso dell'apertura dell'anno scolastico attraverso la diffusione alla stampa di un press release, redatto dal coordinamento per la comunicazione. Nel press release saranno descritti il piano, i criteri su cui si basano le azioni previste e sarà sottolineato tra i messaggi centrali l'obiettivo di garantire per quanto possibile le attività didattiche

- Target: Famiglie e operatori scolastici
 - Creazione di una pagina web sul sito del Ministero dell'Istruzione dedicata alle informazioni sulle strategie di contenimento delle epidemie a scuola che verrà linkata e supportata negli spazi web delle altre istituzioni coinvolte.
 - Preparazione brochure, prodotte in collaborazione tra le istituzioni coinvolte scaricabili dal sito del Ministero dell'Istruzione e linkate dal Ministero della Salute e dall'ISS, destinate al personale ATA, alle famiglie, agli insegnanti e ai ragazzi.
 - Valutazione dell'opportunità di un video per il target ragazzi da promuovere e viralizzare a cura dell'ISS e condiviso con il coordinamento per la comunicazione.
 - Valutazione della possibilità di mettere a disposizione un numero gratuito a cura del Ministero della Salute per fornire informazioni e supporto alle scuole e i alle famiglie
 - Promuovere l'uso della App Immuni anche in ambito scolastico¹.

3.2.2 Azioni di comunicazione prima dell'inizio dell'anno scolastico

- Aggiornamento costante delle pagine web dedicate
- Il Coordinamento per la comunicazione, in base alla situazione epidemiologica, ai casi e/o focolai e ai provvedimenti conseguenti supporterà, nella gestione di un'eventuale comunicazione del rischio o di crisi i Dirigenti scolastici, le ASL e tutti i soggetti istituzionali coinvolti nell'emergenza

¹ E' necessario avere almeno 14 anni per usare Immuni. Se si hanno almeno 14 anni ma meno di 18, per usare l'app si deve avere il permesso di almeno uno dei genitori o di chi esercita la tua rappresentanza legale.

4. Monitoraggio e studi

4.1 Obiettivi specifici

- Definire le caratteristiche e modalità di raccolta dei dati necessari ad un monitoraggio più stringente delle infezioni da SARS-CoV-2 in contesti scolastici, anche esplorando la possibilità di integrare dati di sorveglianza epidemiologica con quelli di altri flussi informativi (es dati su assenteismo scolastico o da luogo di lavoro).
- L'ISS, per fronteggiare la mancanza di evidenza circa il reale ruolo che possono avere le attività in presenza nelle scuole nella trasmissione di SARS-CoV-2 all'interno delle scuole stesse e nella comunità, proporrà strumenti di indagine ad hoc (esempio protocolli di studio FFX adattati al contesto scolastico).

4.2 Proposte per la sorveglianza e gli studi

- Sviluppare una analisi ad hoc della trasmissione in ambito scolastico introducendo nella sorveglianza integrata nazionale per COVID-19 gestita dall'ISS una variabile che permetta di segnalare casi che lavorano o frequentano una scuola utilizzando i codici meccanografici già in uso per identificare le scuole e un campo ulteriore che permetta di specificare l'istituto frequentato. Questi dati andrebbero a complementare la rilevazione dei focolai settimanali già realizzata nell'ambito del monitoraggio di fase 2 da cui sarebbe possibile estrapolare i focolai attivi nell'ambito di interesse. La modifica alla sorveglianza andrebbe comunicata alle regioni per tempo per renderla operativa sin dall'inizio della scuola in tutto il territorio nazionale. Una sezione dedicata a monitoraggio COVID-19 nelle scuole potrà essere presente nel bollettino epidemiologico settimanale
- Realizzare una piccola indagine esplorativa di eventuali altre fonti dati complementari utili al monitoraggio epidemiologico e loro possibile integrazione, nonché definire, dalle fonti dati identificate, potenziali trigger per attivare le azioni di risposta sul territorio (vedere capitolo 3).
- Valutare la preparazione di un protocollo di indagine modello FFX per i primi focolai identificati nelle scuole a seguito della riapertura da proporre alle regioni per poter realizzare studi volti ad accertare la reale suscettibilità a COVID-19 e la capacità di trasmettere SARS-CoV-2 nelle varie fasce di età nel contesto scolastico e nella comunità.

5. Tempistica prevista di alcuni prodotti correlati a questa tematica

- Circolare del Ministero della Salute con le Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia: seconda settimana di agosto
- Revisione del protocollo di sorveglianza nazionale integrata su COVID-19 gestita da ISS: 17 agosto
- Revisione di questo documento di indicazioni: 17 agosto e successivamente ogni due settimane
- Disponibilità della FAD per i referenti COVID-19 delle istituzioni scolastiche e dei DdP: 28 agosto
- Inizio della sorveglianza scolastica integrata nella sorveglianza nazionale integrata su COVID-19 gestita da ISS: 14 settembre

6. Criticità

- Dovrebbe essere identificato il meccanismo con il quale gli insegnanti posti in quarantena possano continuare a svolgere regolarmente la didattica a distanza, compatibilmente con il loro stato di lavoratori in quarantena.
- Dovrebbe essere identificato e regolamentato il meccanismo di attestazione da parte dei MMG e PLS per il rientro degli studenti/staff a scuola dopo sospetto o conferma di caso di COVID-19.

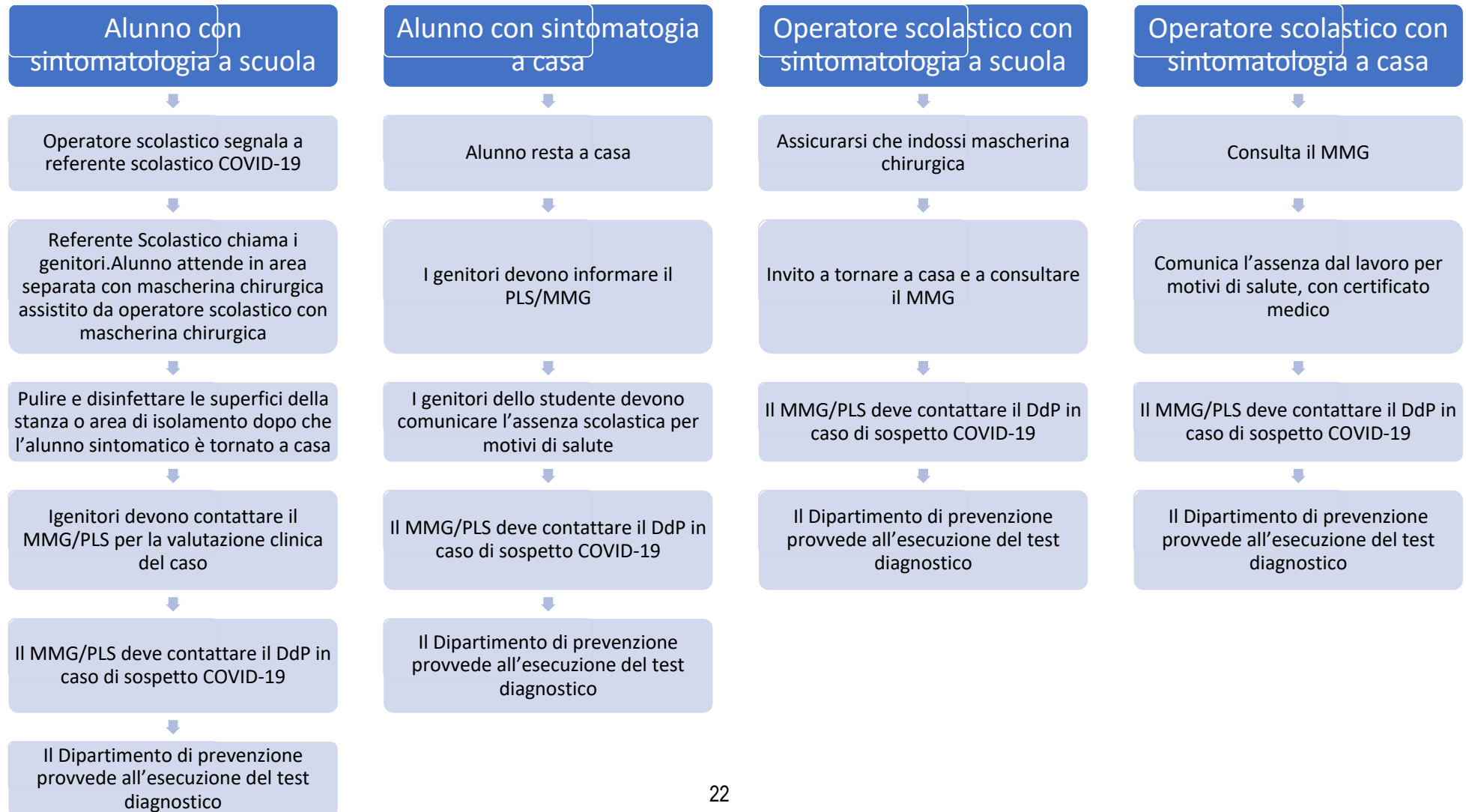
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Allegato 1: schema riassuntivo in caso di positività in ambito scolastico





Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 98 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 5 agosto 2020.

-omissis-

PROGRAMMA DI SCREENING E DI CONTROLLO SIEROLOGICO DEL PERSONALE DOCENTE E NON DOCENTE PER LA RICERCA DI ANTICORPI ANTI-SARS-COV-2

Il CTS nella seduta n. 90 del 22/06/2020 ha raccolto dal Sig. Presidente del Consiglio dei Ministri e dal Sig. Ministro della Salute un quesito relativo ad un eventuale programma di screening o di controllo sierologico per il personale della scuola prima dell'apertura del prossimo anno scolastico.

Alla data attuale, atteso il breve periodo che separa l'inizio delle attività didattiche del prossimo anno scolastico per le scuole di ogni ordine e grado, il CTS, in relazione al programma attuativo dell'indagine di screening, guarda con viva preoccupazione il ritardo che appare essere rilevante in assenza di una proposta operativa snella, dinamica che consenta di incidere positivamente sulla riuscita dell'indagine medesima, anche considerando che il programma di screening è su base volontaria e non risulta essere stata realizzata, al momento, una campagna comunicativa efficace che possa indurre alla partecipazione di massa il personale della scuola, anche per le grandi implicazioni economiche che l'indagine di screening comporta.

Il CTS ribadisce, così come già sottolineato nella seduta n. 94 del 07/07/2020, alle Istituzioni competenti e coinvolte nel programma di screening di procedere con urgenza alla sua elaborazione operativa, tenendo conto anche delle importanti criticità emerse durante l'attuazione dell'indagine sieroepidemiologica nazionale.



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Stralcio Verbale n. 100 della riunione tenuta presso le sedi delle Prefetture di Savona e Vibo Valentia, in collegamento con il Dip. della Protezione Civile, il giorno 10 agosto 2020.

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CONSENSUS CONFERENCE DEGLI STATI MEMBRI DELLA REGIONE EUROPEA DELL'OMS SUL RISCHIO DI CONTAGIO COLLEGATO ALLA RIAPERTURA DELLE SCUOLE

In accordo a quanto già condiviso in sede di CTS nella seduta n. 89 del 16/06/2020, l'OMS organizzerà in data 31/08/2020 la "Conferenza paneuropea Scuola e COVID (titolo da definire)" con la co-presidenza del direttore regionale OMS-EURO Hans Kluge e del Sig. Ministro della Salute italiano.

La conferenza sarà organizzata secondo il format di una riunione di consenso tra esperti e amministratori sanitari e scolastici, si svolgerà in teleconferenza ed avrà una durata stimata di circa quattro ore.

Sono in fase di inoltro le lettere di invito ai rappresentanti di tutti Paesi membri della Regione.

Sono altresì in fase di ultimazione due documenti di supporto: il primo raccoglierà le evidenze scientifiche al momento disponibili, il secondo formulerà i quesiti e traccerà il percorso in cui la conferenza sarà articolata.

Il 14/08/2020 sarà realizzata una videoconferenza preliminare tra esperti promotori dell'iniziativa che validerà, tra l'altro, l'agenda finale completa di relatori, la quale sarà condivisa con il CTS nella prima sessione utile.

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Stralcio Verbale n. 100 della riunione tenuta presso le sedi istituzionali delle Prefetture di Savona e di Vibo Valentia, in collegamento con il Dipartimento della Protezione Civile, il giorno 10 agosto 2020

-omissis-

ANALISI DELLE "LINEE GUIDA FINALIZZATE A DISCIPLINARE LO SVOLGIMENTO DEI SERVIZI DI TRASPORTO SCOLASTICO DEDICATO"

Il CTS riceve dal Ministero delle Infrastrutture e dei Trasporti il documento "*Linee guida per il trasporto scolastico dedicato*" (allegato), verificando che le osservazioni già espresse nella seduta n. 98 del 05/08/2020 sono state recepite.

CHIARIMENTI CIRCA LA DEROGA AL DISTANZIAMENTO NEI MEZZI DI TRASPORTO PUBBLICO PER I CONVIVENTI E/O CONGIUNTI RELATIVAMENTE ALLE "LINEE GUIDA PER L'INFORMAZIONE AGLI UTENTI E LE MODALITÀ ORGANIZZATIVE PER IL CONTENIMENTO DELLA DIFFUSIONE DEL COVID-19 IN MATERIA DI TRASPORTO PUBBLICO"

Ai sensi dell'art. 1 co. 3 del DPCM 07/08/2020, in riferimento alle "*Linee guida per l'informazione agli utenti e le modalità organizzative per il contenimento della diffusione del Covid-19 in materia di trasporto pubblico*" di cui all'Allegato 15 del DPCM 07/08/2020, il CTS specifica che, relativamente alle norme di distanziamento previste nella sezione "*Misure di carattere generale per il contenimento del contagio da Covid-19*", il distanziamento fisico di un metro non è necessario nel caso si tratti di persone che vivono nella stessa unità abitativa, nonché tra i congiunti, tra persone che intrattengono rapporti interpersonali stabili, previa autodichiarazione della sussistenza della condizione al momento dell'utilizzo del mezzo di trasporto



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(es.: coniuge, parenti e affini in linea retta e collaterale non conviventi, ma con stabile frequentazione; persone, non legate da vincolo di parentela, di affinità o di coniugio, che condividono abitualmente gli stessi luoghi e/o svolgono vita sociale in comune).

Il CTS ribadisce, comunque, che per alcune tipologie di trasporto (es.: aerei, treni a lunga percorrenza, ecc.) siano vigenti specifiche e più dettagliate indicazioni relativamente alle modalità di occupazione dei posti/sedili/riempimento dei vettori.

In considerazione degli indici epidemiologici attuali, in un'ottica di tutela della salute finalizzata a non aumentare il rischio comunitario, il CTS sottolinea l'importanza della corretta interpretazione dei concetti di "persone conviventi" o di "congiunti assimilabili". In tal senso, ad esempio, sono da considerare "congiunti assimilabili" una coppia stabile di fidanzati che, pur non condividendo la stessa abitazione, ha una stabile frequentazione. Viceversa, nel caso di colleghi di lavoro che pur frequentano abitualmente lo stesso luogo, le regole del distanziamento che sono previste nell'ambiente di lavoro devono essere rispettate anche in occasione di viaggi di lavoro che prevedano l'utilizzo del mezzo di trasporto pubblico con modalità di prenotazione on-line che possano contemplare l'assegnazione di posti adiacenti.

In questi casi, è di tutta evidenza l'importante richiamo alla responsabilità individuale all'atto della prenotazione per la dichiarazione dello stato individuale di convivente/congiunto che possa consentire il riempimento in sicurezza dei mezzi di trasporto collettivo, anche quando si proceda a prenotazioni multiple per più persone.

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LINEE GUIDA PER IL TRASPORTO SCOLASTICO DEDICATO

Per il nuovo anno scolastico sarà necessario adottare le opportune misure per la ripresa dell'attività didattica in presenza adottando su tutto il territorio nazionale misure di sicurezza omogenee per il trasporto dedicato, cui ottemperare con cura, nel rispetto della normativa sanitaria e delle misure di contenimento e gestione dell'emergenza epidemiologica da SARS-CoV.

Pertanto ferma restando la responsabilità genitoriale o del tutore su alcune misure di prevenzione generale quali:

- La misurazione della febbre a casa degli studenti prima della salita sul mezzo di trasporto;
- L'assoluto divieto di far salire sul mezzo di trasporto dedicato per raggiungere la scuola gli studenti in caso di alterazione febbrile o nel caso in cui gli stessi siano stati in diretto contatto con persone affette da infezione Covid-19 nei quattordici giorni precedenti la salita sul mezzo di trasporto dedicato per raggiungere la scuola.

1) Per il settore del trasporto scolastico dedicato trovano applicazione le seguenti misure specifiche:

- E' necessario procedere all'igienizzazione, sanificazione e disinfezione del mezzo di trasporto almeno una volta al giorno.
- E' necessario assicurare un'areazione, possibilmente naturale, continua del mezzo di trasporto e mettere a disposizione all'entrata appositi detergenti per la sanificazione delle mani degli alunni.
- La salita degli alunni avverrà evitando alla fermata un distanziamento inferiore al metro e avendo cura che gli alunni salgano sul mezzo in maniera ordinata, facendo salire il secondo passeggero dopo che il primo si sia seduto;
- Per la discesa dal mezzo dovranno essere seguite procedure specifiche per cui dovranno scendere, uno per uno, evitando contatti ravvicinati, prima i ragazzi vicino alle uscite, gli altri avranno cura di non alzarsi dal proprio posto se non quando il passeggero precedente sia sceso e così via;
- L'alunno eviterà di occupare il posto disponibile vicino al conducente (ove esistente). Il conducente dovrà indossare i dispositivi di protezione individuale. Gli alunni trasportati eviteranno di avvicinarsi o di chiedere informazioni al conducente.

- Al momento della salita sul mezzo di trasporto scolastico e durante il viaggio gli alunni trasportati indosseranno una mascherina di comunità, per la protezione del naso e della bocca. Tale disposizione non si applica agli alunni di età inferiore ai sei anni, **nonché agli studenti con forme di disabilità non compatibili con l'uso continuativo dei dispositivi di protezione delle vie aeree. In questi casi si raccomanda agli operatori del trasporto scolastico addetti all'assistenza degli alunni disabili l'utilizzo di ulteriori dispositivi qualora non sia sempre possibile garantire il distanziamento fisico dallo studente; in questi casi, l'operatore potrà usare unitamente alla mascherina chirurgica, guanti in nitrile e dispositivi di protezione per occhi, viso e mucose. Nell'applicazione delle misure di prevenzione e protezione si dovrà necessariamente tener conto delle diverse tipologie di disabilità presenti.**
- La distribuzione degli alunni a bordo sarà compiuta anche mediante marker segnaposto, in modo tale da garantire il distanziamento di un metro all'interno dei mezzi, limitando così la capienza massima. Sono esclusi da detta limitazione gli alunni che vivono nella medesima unità abitativa.
- La preconditione per la presenza degli alunni e di tutto il personale a vario titolo operante sui mezzi di trasporto scolastico dedicato, come già richiamato, è:
 - o l'assenza di sintomatologia (tosse, raffreddore, temperatura corporea superiore a 37.5°C anche nei tre giorni precedenti);
 - o non essere stati a contatto con persone positive al Covid-19, per quanto di propria conoscenza, negli ultimi 14 giorni.

Chiunque ha sintomatologia respiratoria o temperatura corporea superiore a 37.5°C dovrà restare a casa. Pertanto si rimanda alla responsabilità genitoriale o del tutore la verifica dello stato di salute dei minori affidati alla predetta responsabilità.

2) Deroghe al distanziamento interpersonale di un metro per il Trasporto dedicato

Fermo restando l'utilizzo dei dispositivi di protezione individuale e le misure di prevenzione connesse alla sanificazione dei mezzi, alla costante areazione del mezzo e alla salita e discesa dai mezzi di trasporto scolastico, nonché la preventiva misurazione

della temperatura e le dichiarazioni dei genitori o del tutore in materia di prevenzione sanitaria del contagio covid-19, di cui alle prescrizioni previste dal punto precedente:

- a) è consentita la deroga rispetto alla distanza di un metro nel caso in cui sia possibile l'allineamento verticale degli alunni **su posti singoli** e sia escluso il posizionamento c.d. faccia a faccia, **fatte salve le deroghe di cui ai punti b) e c)**;
 -
 - b) è consentita la capienza massima del mezzo di trasporto scolastico dedicato nel caso in cui la permanenza degli alunni nel mezzo nella predetta modalità di riempimento non sia superiore ai 15 minuti. Pertanto dovrà essere quotidianamente programmato l'itinerario del percorso casa-scuola- casa, in relazione agli alunni iscritti al servizio di trasporto scolastico dedicato, avendo cura che lo stesso itinerario consenta la massima capacità di riempimento del mezzo per un tempo massimo di 15 minuti.
 -
 - c) è consentita la deroga rispetto alla distanza di un metro nel caso di alunni che vivono nella medesima unità abitativa.
- 3) Ulteriori criteri per l'organizzazione del servizio**
- - Il Comune, sentite le Istituzioni scolastiche, sulla base delle indicazioni condivise con la Regione, in presenza di criticità rispetto al numero di mezzi destinati al trasporto scolastico dedicato, in relazione a un elevato numero di studenti iscritti al servizio, determinerà le fasce orarie del trasporto, non oltre le due ore antecedenti l'ingresso usuale a scuola e un'ora successiva all'orario di uscita previsto.
 - Per gli alunni in difficoltà come ad esempio sopravvenuto malessere, ad esclusione di sintomatologia Covid-19) o presenza di disabilità o che manifestino necessità di prossimità, sarà possibile il non rispetto temporaneo del distanziamento.



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Stralcio Verbale n. 100 della riunione tenuta presso le sedi delle Prefetture di Savona e Vibo Valentia, in collegamento con il Dip. della Protezione Civile, il giorno 10 agosto 2020.

-omissis-

QUESITO DEL MINISTERO DELL'UNIVERSITÀ SULLE MISURE FINALIZZATE AL CONTENIMENTO DEL CONTAGIO DA SARS-COV-2 DURANTE L'ESPLETAMENTO DEGLI ESAMI DI AMMISSIONE AI CORSI DI LAUREA

Il CTS riceve dal Sig. Ministro dell'Università per il tramite del Sig. Ministro della Salute un quesito relativo alle misure finalizzate alla prevenzione della diffusione del Covid-19 (allegato), che gli atenei dovranno adottare in modo uniforme su tutto il territorio nazionale per l'espletamento delle prove di ammissione ai corsi di laurea ad accesso programmato a livello nazionale per l'anno accademico 2020/2021, nonché del concorso per l'accesso alle scuole di specializzazione di area sanitaria.

Al riguardo, il parere richiesto al CTS concerne, nello specifico, le misure di seguito riportate:

- 1) rilevazione, al momento dell'identificazione del candidato, dello stato febbrile attraverso l'utilizzo di termoscanner da parte del personale autorizzato;
- 2) misura del distanziamento minimo tra le postazioni dei candidati durante la prova;
- 3) ogni altra misura ritenuta utile.

Per quanto concerne il punto 1), il CTS ritiene NON necessaria la rilevazione dello stato febbrile al momento dell'identificazione del candidato, rimandando alla responsabilità individuale rispetto al proprio stato di salute.

Relativamente al punto 2), il CTS ribadisce la necessità di garantire il distanziamento di un metro tra le postazioni dei candidati durante la prova anche tenendo conto delle specificità dei banchi universitari di cui al parere già precedentemente



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

espresso nella seduta n. 96 del 24/07/2020, garantendo sempre l'utilizzo della mascherina.

Per quanto riguarda il punto 3), il CTS raccomanda di favorire – garantendo una comunicazione efficace e preventiva – l'adozione di misure organizzative per la gestione delle entrate, delle identificazioni, dei percorsi, delle assegnazioni dei posti, volte a prevenire – tenuto conto anche della numerosità dei candidati coinvolti – ogni forma di assembramento ed a garantire le condizioni per l'adeguato distanziamento di un metro tra tutti, insieme ad un corretto uso della mascherina.

-omissis-



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Stralcio Verbale n. 100 della riunione tenuta presso le sedi delle Prefetture di Savona e Vibo Valentia, in collegamento con il Dip. della Protezione Civile, il giorno 10 agosto 2020.

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QUESITO DEL MINISTERO DELL'ISTRUZIONE SULL'IMPIEGO DELLE MASCHERINE

Il CTS riceve dal Sig. Ministro dell'Istruzione per il tramite del Sig. Ministro della Salute una nuova istanza in cui viene richiesto se "nelle situazioni in cui non sia possibile garantire il distanziamento prescritto, l'utilizzo della mascherina possa ritenersi soluzione idonea allo svolgimento dell'attività scolastica" (allegato).

Al riguardo, il CTS ritiene di esprimere le seguenti considerazioni:

Il distanziamento fisico (inteso come distanza minima di 1 metro fra gli alunni, tra le rime buccali), come peraltro rimarcato nel verbale del CTS n. 94 del 07/07/2020, rimane uno dei punti di primaria importanza nelle azioni di prevenzione del contenimento epidemico insieme alle misure organizzative e di prevenzione e protezione ampiamente citati nel "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico*" di cui al verbale n. 82 del 28/05/2020 e del suo successivo aggiornamento approvato nella seduta del CTS n. 90 del 22 giugno, nonché richiamate nelle risposte ai quesiti incluse nei verbali n. 87 del giorno 08/06/2020 e n. 94 del 07/07/2020.

In relazione a quanto riportato complessivamente nel verbale n. 94 del 07/07/2020 e, specificatamente, nella richiamata affermazione "*L'utilizzo della mascherina è necessario in situazioni di movimento e in generale in tutte quelle situazioni (statiche o dinamiche) nelle quali non sia possibile garantire il distanziamento prescritto*", il CTS precisa che, proprio per la dinamicità del contesto scolastico e nelle situazioni temporanee in cui si dovesse verificare l'impossibilità di garantire il distanziamento fisico sopradescritto, l'utilizzo della mascherina rappresenta uno strumento



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prevenzionale cardine unitamente alla rigorosa igiene delle mani, alla pulizia degli ambienti e all'adeguata areazione dei locali.

Al riguardo, il CTS sottolinea il richiamato verbale n. 94 del 07/07/2020 in cui si ribadisce che *“Tutti gli studenti di età superiore ai sei anni dovranno indossare – per l'intera permanenza nei locali scolastici – una mascherina chirurgica o di comunità di propria dotazione, fatte salve le dovute eccezioni (ad es. attività fisica, pausa pasto)”*, nell'ambito dei contesti dove non si riesca a garantire il distanziamento fisico, con protocolli validati dal CTS ai sensi dell'art. 1 co. 3 del DPCM 07/08/2020.

Analogamente, al solo scopo di garantire l'avvio dell'anno scolastico, in eventuali situazioni in cui non sia possibile garantire nello svolgimento delle attività scolastiche il distanziamento fisico prescritto, sarà necessario assicurare la disponibilità e l'uso della mascherina, preferibilmente di tipo chirurgico, garantendo periodici e frequenti ricambi d'aria insieme alle consuete e già richiamate norme igieniche.

È evidente che le eventuali situazioni sopra evidenziate, limitate al periodo necessario a consentire la ripresa delle attività didattiche, dovranno essere corrette il prima possibile, anche attraverso l'utilizzo di soluzioni strutturali provvisorie già utilizzate in altri contesti emergenziali per periodi temporanei, al fine di garantire il distanziamento prescritto.

In merito al quesito sulla possibilità di *“prevedere una differenziazione delle misure da adottare nei territori in cui la diffusione del virus risulti contenuta”*, in considerazione dei tempi di programmazione necessari alle scuole e dell'andamento variabile degli indicatori registrati a livello regionale nelle ultime settimane, seppur in un valore complessivo contenuto, il CTS non ritiene possibile prevedere, allo stato attuale, una modulazione contestualizzata a livello regionale e locale. Valutazioni al riguardo potranno essere effettuate a ridosso della riapertura delle scuole.



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QUESITO DEL MINISTERO DELL'ISTRUZIONE RELATIVO ALL'ASSENZA DI TEMPERATURA CORPOREA SUPERIORE AI 37,5 °C QUALE PRECONDIZIONE PER L'ACCESSO A SCUOLA

Il CTS riceve dal Ministero dell'Istruzione un quesito in merito all'assenza di temperatura corporea superiore ai 37,5°C quale preconditione per l'accesso a scuola (allegato).

Al riguardo, il CTS rappresenta che tale indicazione, presente nel documento elaborato nella seduta n. 82 del 28/05/2020, applica alla scuola quanto già contenuto nel "*Protocollo condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro*" stipulato tra Governo e Parti sociali il 14/04/2020, successivamente integrato il 24/04/2020.

È necessario, al riguardo, ribadire che il monitoraggio della temperatura corporea rappresenta una misura di prevenzione importante anche quando misurata autonomamente, all'interno del complesso e articolato sistema di misure organizzative di prevenzione e protezione da adottare nei luoghi di lavoro per contrastare l'insorgenza di focolai epidemici, seppur possa apparire in taluni casi non specifica.

Tuttavia, il CTS sottolinea che, in previsione della prossima riapertura delle scuole, verranno fornite ulteriori "*indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole*" pubblicate a cura di ISS con la collaborazione dell'INAIL, del Ministero della Salute, del Ministero dell'Istruzione e delle Regioni con l'intento di promuovere un'adeguata e corretta comunicazione tra gli operatori scolastici, gli alunni e le famiglie, al fine di promuovere azioni consapevoli e responsabili per il contenimento della diffusione del virus SARS-CoV-2 nel contesto scolastico, anche



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attraverso l'identificazione di eventuali sintomi/casi che, in stretto raccordo con il pediatra di libera scelta/medico di medicina generale e con il supporto dei Dipartimenti di prevenzione, verranno adeguatamente gestiti.

QUESITO SULLA REFEZIONE SCOLASTICA

In riferimento alle istanze prodotte dalle Organizzazioni Sindacali di Settore (allegato) e da Lega Coop Produzione&Servizi e da ANGEM – Associazione nazionale della ristorazione collettiva e servizi (allegato) in merito alle indicazioni sul “*pasto a scuola*”, elaborate nella seduta n. 82 del 28/05/2020, il CTS conferma quanto già espresso, ribadendo la necessità di un'adeguata organizzazione degli spazi (refettorio) e dei tempi (eventuali turnazioni) al fine di garantire il dovuto distanziamento e l'igiene degli ambienti dedicati.

Si precisa che l'indicazione del CTS, relativa alla fornitura del pasto in “*lunch box*” per il consumo in classe, rappresenta una misura proposta da attuarsi qualora le modalità di fruizione tradizionale (in refettorio) non permettano di rispettare i criteri di prevenzione citati; tale proposta rappresenta, infatti, una soluzione organizzativa residuale di fruizione del pasto qualora il numero di alunni e la capienza dei refettori non consentano di garantire l'interezza delle procedure di consumo del pasto e di igienizzazione dell'ambiente entro un lasso temporale compatibile con la didattica e le esigenze nutrizionali degli alunni.

Relativamente al concetto di “*mono-porzione*” richiamato nell'art. 4 del “*Protocollo d'intesa per garantire l'avvio dell'anno scolastico nel rispetto delle regole di sicurezza per il contenimento della diffusione di Covid-19*” sottoscritto dal Ministero dell'Istruzione e dalle organizzazioni sindacali, si ritiene possa essere riferito all'esigenza di garantire a ciascun alunno una porzionatura individuale del pasto. Per ogni eventuale ulteriore chiarimento, si rimanda agli estensori del citato Protocollo.



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Infine, pur ritenendo complessivamente congrue le caratteristiche di organizzazione del servizio sinteticamente riepilogate nel testo del quesito, il CTS invita, comunque, alla prosecuzione del confronto con gli Enti responsabili dell'erogazione del servizio di ristorazione scolastica, nel rispetto delle indicazioni fornite nei documenti del Comitato Tecnico Scientifico che *“non potranno che essere di carattere generale per garantire la coerenza con le misure essenziali al contenimento dell'epidemia, rappresentando primariamente un elenco di criteri guida da contestualizzare”* nelle diverse realtà locali.

ANALISI DELLE “LINEE GUIDA FINALIZZATE A DISCIPLINARE LO SVOLGIMENTO DEI SERVIZI DI TRASPORTO SCOLASTICO DEDICATO”

Il CTS riceve dal Ministero delle Infrastrutture e dei Trasporti il documento *“Linee guida per il trasporto scolastico dedicato”* (allegato), verificando che le osservazioni già espresse nella seduta n. 98 del 05/08/2020 sono state recepite.

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Stralcio Verbale n. 101 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 19 agosto 2020.

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AUDIZIONE DEL MINISTRO DELL'ISTRUZIONE E DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19 SULLA RIPRESA DELL'ANNO SCOLASTICO 2020-2021

Il CTS, al fine di acquisire informazioni sull'analisi dell'impatto globale dell'epidemia da SARS-CoV-2 sul mondo della scuola, nell'approssimarsi alla data di inizio del prossimo anno scolastico, con lo scopo di acquisire nuove informazioni circa le modalità organizzative relative al rispetto delle misure precauzionali per le azioni di contenimento del contagio, procede all'audizione del Ministro dell'Istruzione e del Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19.

L'analisi della complessa tematica relativa alla riorganizzazione del mondo della scuola attraverso nuove modalità organizzative che possano consentire la fruizione in presenza della attività didattiche da parte degli studenti di ogni ordine e grado è stata posta al centro della interlocuzione.

Il Sig. Ministro dell'Istruzione ha comunicato che il lavoro del Ministero dell'Istruzione, degli Uffici Scolastici Regionali e dei dirigenti scolastici ha permesso una drastica riduzione del numero degli studenti interessati dalle problematiche connesse alle difficoltà di rispetto delle modalità organizzative per il contenimento del contagio, che inizialmente interessava circa 1'200'000 unità.

Il CTS, condividendo l'esigenza di una pianificazione operativa nel breve-medio periodo, rappresenta la necessità di un percorso metodologico che contemperi, da un lato, il rigoroso rispetto delle misure di contenimento da parte degli attori del



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mondo della scuola (scolari, personale docente e non docente, ma anche famiglie degli studenti), dall'altro l'armonizzazione delle modalità organizzative per la fruizione delle attività didattiche in presenza che, a mero titolo di esempio, comunque non esaustivo, si riportano di seguito:

- riorganizzazione della didattica in turni;
- impiego di strutture alternative già esistenti grazie a diverse opzioni di reperimento, per le quali sono stati stanziati specifici fondi:
 - requisizione;
 - fitto dei locali;
 - esecuzione di lavori di adeguamento sia degli istituti scolastici, sia delle eventuali strutture reperite o dei locali recuperati alla didattica;
- reperimento di tensostrutture o di moduli provvisori da installare nelle adiacenze degli istituti scolastici;
- riorganizzazione degli orari di inizio e fine delle lezioni per evitare grandi concentrazioni di persone negli spazi adiacenti ai plessi scolastici;
- riorganizzazione del trasporto pubblico urbano e locale;
- riorganizzazione delle modalità di trasporto pubblico dedicato agli studenti (scuolabus);
- attivazione di modalità didattiche a distanza;
- altro.

Il CTS ribadisce quanto raccomandato nella seduta n. 100 del 10/08/2020 relativamente al distanziamento fisico (inteso come distanza minima di 1 metro fra gli alunni, tra le rime buccali) che rimane uno dei punti di primaria importanza nelle azioni di prevenzione del contenimento epidemico insieme all'impiego delle mascherine, della frequente igienizzazione delle mani e delle misure organizzative e di prevenzione e protezione.



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Il CTS ribadisce, altresì, che solo in situazioni di assoluta eccezionalità e solo quando tutte le altre iniziative sopra descritte non si siano potute intraprendere (condizioni comunque che, allo stato attuale, appaiono assolutamente residuali se non impossibili da realizzarsi), in alternativa alla procrastinazione dell'inizio delle attività didattiche, dovrà essere assicurata la disponibilità e l'uso della mascherina, preferibilmente di tipo chirurgico, garantendo periodici e frequenti ricambi d'aria insieme alle consuete e già richiamate norme igieniche.

Resta comunque valido quanto previsto dall'art. 1 co. 3 del DPCM 07/08/2020, in tema di soluzioni derogatorie.

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 ha condiviso con il CTS la consistenza numerica relativa alla distribuzione dei banchi presso gli istituti scolastici che ne hanno fatto richiesta.

Nello specifico, sono stati richiesti in totale, 2'443'807 banchi:

- poco più di 2'000'000 sono le richieste relative ai banchi monoposto ordinari per i quali il CTS ha trasmesso, su richiesta della Struttura Commissariale, le principali caratteristiche nella seduta n. 92 del 02/07/2020;
- poco più di 400'000 sono le richieste relative alle sedute c.d. "innovative".

Il Commissario straordinario rappresenta altresì, tra le diverse Regioni, una notevole diversità tra richiesta dei banchi, se raffrontati alla popolazione scolastica: si passa dalla Valle d'Aosta con una richiesta di banchi nuovi pari a circa l'8% della popolazione scolastica, alla Sicilia che ha presentato una richiesta di banchi nuovi per circa il 69% della popolazione studentesca.

Il Commissario assicura che l'inizio della distribuzione dei banchi avverrà a partire dal 7 o 8 settembre p.v. e si protrarrà nel mese di ottobre, rispettando una priorità coincidente con gli indici epidemiologici dei territori.



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Relativamente al programma di screening sul personale della scuola, il Commissario comunica che l'inizio dei test sierologici è previsto per il giorno 24/08/2020, anche con il coinvolgimento dei medici di medicina generale. Il Commissario comunica che ha richiesto al Ministero dello Sviluppo Economico ed all'INPS la possibilità di equiparare – ai fini dell'astensione dal lavoro ed in caso di positività alle IgG anti-SARS-CoV-2 – i giorni necessari all'ottenimento dell'esito del tampone rinofaringeo, ai giorni di quarantena.

Infine, il Commissario Straordinario ha confermato la distribuzione nelle scuole di 11'000'000 mascherine al giorno e di 160'000 litri di gel a settimana.

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BOZZA DI DOCUMENTO RELATIVO ALLE INDICAZIONI OPERATIVE PER LA GESTIONE DI CASI E FOCOLAI DI SARS-COV-2 NELLE SCUOLE E NEI SERVIZI EDUCATIVI DELL'INFANZIA

Il CTS acquisisce la bozza definitiva del documento predisposto dal gruppo di lavoro tra esperti dell'ISS, Ministero della Salute, INAIL, Ministero dell'Istruzione, Fondazione Bruno Kessler, rappresentanti del tavolo di Coordinamento interregionale per la prevenzione denominato "Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia" (allegato).

Il CTS rimanda alle Autorità politiche competenti l'approvazione definitiva e l'emanazione del documento.



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CONSENSUS CONFERENCE DEGLI STATI MEMBRI DELLA REGIONE EUROPEA DELL'OMS SUL RISCHIO DI CONTAGIO COLLEGATO ALLA RIAPERTURA DELLE SCUOLE

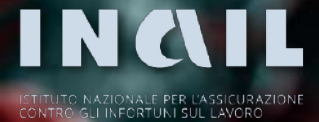
In accordo a quanto già condiviso in sede di CTS nelle sedute n. 89 del 16/06/2020 e n. 100 del 10/08/2020, l'OMS organizzerà in data 31/08/2020 la *Consensus Conference* sulle modalità di ripresa e gestione dell'epidemia da SARS-CoV-2 nell'ambito scolastico. La conferenza sarà presieduta dal direttore regionale OMS-EURO Hans Kluge e dal Sig. Ministro della Salute italiano. Alla *consensus conference* parteciperà anche l'INAIL.

Il CTS rimane in attesa di ricevere i due documenti di supporto, attualmente in fase di ultimazione, relativi alla raccolta delle evidenze scientifiche al momento disponibili ed alla formulazione dei quesiti da affrontare durante la conferenza.

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Istituto Superiore di Sanità



Rapporto ISS COVID-19 • n. 58/2020

Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Gruppo di Lavoro ISS, Ministero della Salute,
Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler,
Regione Emilia-Romagna, Regione Veneto

Versione del 19 agosto 2020

Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Versione del 19 agosto 2020

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Emilia-Romagna, Regione Veneto

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Istituto Superiore di Sanità

Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia.

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Emilia-Romagna, Regione Veneto
2020, 21 p. Rapporto ISS COVID-19 n. 58/2020

Questo documento, in previsione della prossima riapertura delle scuole (settembre 2020), vuole fornire un supporto operativo ai decisori e agli operatori nel settore scolastico e nei Dipartimenti di Prevenzione che sono a pieno titolo coinvolti nel monitoraggio e nella risposta a casi sospetti/probabili e confermati di COVID-19 nonché nell'attuare strategie di prevenzione a livello comunitario. Al suo interno si forniscono indicazioni pratiche per la gestione di eventuali casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia tramite l'utilizzo di scenari ipotetici, in assenza, per il momento, di modelli previsionali solidi.

Istituto Superiore di Sanità

Operational guidance for the management of SARS-CoV-2 cases and outbreak in schools and kindergartens.

Working Group ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Emilia-Romagna, Regione Veneto
2020, 21 p. Rapporto ISS COVID-19 n. 58/2020 (in Italian)

This document, in anticipation of the reopening of schools in Italy (September 2020), is aimed at providing a practical support to policy makers, workers in schools and the staff of prevention departments of local health units involved in the monitoring and response to suspect/probable/confirmed cases of COVID-19, and involved in prevention strategies at community level. In this document, practical instructions are provided for the management of any cases or outbreaks of SARS-CoV-2 inside the schools and kindergartens using hypothetical scenarios in the absence, at the moment, of solid forecasting models.

Per informazioni su questo documento scrivere a: paolo.dancona@iss.it

Citare questo documento come segue:

Gruppo di Lavoro ISS, Ministero della Salute, Ministero dell'Istruzione, INAIL, Fondazione Bruno Kessler, Regione Emilia-Romagna, Regione Veneto. *Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia. Versione del 19 agosto 2020.* Roma: Istituto Superiore di Sanità; 2020. (Rapporto ISS COVID-19 n. 58/2020 versione del 19 agosto 2020)

La responsabilità dei dati scientifici e tecnici è dei singoli autori, che dichiarano di non avere conflitti di interesse.

Redazione e grafica a cura del Servizio Comunicazione Scientifica (Sandra Salinetti e Paola De Castro)

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Destinatari del Rapporto

Il presente rapporto è destinato alle istituzioni scolastiche e dei servizi educativi dell'infanzia nonché ai Dipartimenti di Prevenzione del Servizio Sanitario Nazionale e a tutti coloro che potrebbero essere coinvolti nella risposta a livello di salute pubblica ai possibili casi e focolai di COVID-19 in ambito scolastico e dei servizi educativi dell'infanzia.

Glossario

ATA	Personale Amministrativo Tecnico e Ausiliario scolastico
CTS	Comitato Tecnico Scientifico
DAD	Didattica A Distanza
DdP	Dipartimento di Prevenzione
DPI	Dispositivi di Protezione Individuale
MMG	Medico di Medicina Generale
PLS	Pediatra di Libera Scelta

Introduzione

La riapertura della scuola attualmente prevista nel mese di settembre 2020 pone dal punto di vista epidemiologico un possibile aumento del rischio della circolazione del virus nella comunità. La questione centrale delle decisioni di riapertura scolastica non è se le scuole debbano riaprire o meno, ma piuttosto come procedere con una riapertura scolastica più sicura attraverso la comprensione e la consapevolezza dei rischi per la salute pubblica, non solo sui bambini, sul personale scolastico e sui loro contatti sociali immediati, ma anche su un aumento della trasmissione a livello di virus comunitari.

Per controllare/mitigare questa possibilità sono state già considerate alcune misure di prevenzione in documenti formali e in documenti tecnici del Comitato Tecnico Scientifico (CTS) inviati al Ministro dell'Istruzione (CTS, 28 maggio 2020; CTS, 22 giugno e successive specificazioni) che forniscono le indicazioni per la riapertura della scuola e dei servizi educativi dell'infanzia, in linea con la situazione epidemiologica e con le conoscenze scientifiche finora disponibili.

Va sottolineato che tutte queste misure possono ridurre il rischio di trasmissione in ambito scolastico, ma non possono azzerarlo. Pertanto, in una prospettiva di probabile circolazione del virus a settembre, è necessario sviluppare una strategia nazionale di risposta a eventuali casi sospetti e confermati che ci si aspetta possano avvenire in ambito scolastico o che abbiano ripercussioni su di esso. Anche la strategia di risposta a eventuali casi e focolai in ambito scolastico sarà strettamente correlata alla situazione epidemiologica. Le attuali strategie di contenimento sono basate sulle conoscenze scientifiche disponibili. Per valutare il possibile impatto dell'epidemia in ambito scolastico è necessario fare alcune riflessioni preliminari.

Una valutazione rigorosa dell'effetto di diverse strategie di gestione di SARS-CoV-2 nelle scuole in termini di interventi (*chiusura preventiva, reattiva, graduale*¹) e di *trigger* (eccesso di assenteismo, incidenza di SARS-CoV-2 nella popolazione generale, identificazione di casi sospetti² o casi confermati³) richiede la disponibilità di dati su una serie di fattori che caratterizzano la trasmissione di SARS-CoV-2 nelle scuole e tra scuole e popolazione generale (ad esempio, famiglie degli studenti).

È nota la trasmissibilità di SARS-CoV-2 nella popolazione generale nelle diverse regioni italiane (R_0 circa 3 prima dell'identificazione del paziente 1, con R_t ridotto a valori compresi tra 0,5 e 0,7 durante il lockdown) (Guzzetta et al., 2020; Riccardo et al., 2020; Istat et al., 2020). Sono noti con una certa precisione tutti i tempi chiave che regolano la trasmissione di SARS-CoV-2 in Italia (periodo di incubazione, intervallo seriale, tempo da sintomi a ospedalizzazione, tempo da ospedalizzazione ad ammissione in terapia intensiva, periodo di degenza in terapia intensiva, ecc.) (Cereda et al., 2020; Lavezzo et al., 2020). Sono disponibili stime sulla probabilità per età di sviluppare sintomi, sintomi critici o morte, da cui emerge una probabilità molto inferiore dei bambini di ammalarsi o morire a seguito dell'infezione da SARS-CoV-2 (Perez-Saez et al. 2020; Verity et al., 2020; Poletti et al. (a), 2020; Poletti et al. (b), 2020; Wu et al., 2020). È prevalente l'ipotesi che i bambini, specialmente quelli sotto i 10 anni, esposti al rischio di infezione, sviluppino l'infezione con minor probabilità rispetto agli adulti e agli anziani, da cui gli autori inferiscono che i bambini possano trasmettere meno l'infezione rispetto ad adulti e anziani (Zhang et al., 2020; Jing et al. 2020; Wu et al., 2020; Bi et al., 2020; Viner et al., 2020;). È infine noto che la carica virale di sintomatici e asintomatici non è statisticamente differente e quindi il potenziale di trasmissione è verosimilmente lo stesso (Cereda et al., 2020; Lavezzo et al., 2020; Lee et al. 2020). Inoltre alcuni recenti studi hanno riportato una carica virale più elevata nei bambini al di sotto dei 5 anni (Heald-Sargent et al., 2020)

Sono però ancora diverse le incognite, di cui alcune cruciali, che non permettono al momento una solida valutazione dell'efficacia delle diverse strategie di intervento attraverso i modelli. In primo luogo, non è nota la trasmissibilità di SARS-CoV-2 nelle scuole, anche se cominciano ad essere disponibili descrizioni scientifiche di

¹ cioè prima la singola classe, poi il grado - es. scuola primaria o secondaria - o aree dell'edificio a seconda della organizzazione ed infine l'intero istituto - o su base geografica

² Ad esempio individui con sintomi riconducibili a SARS-COV-2

³ Ad esempio individui diagnosticati tramite test molecolare in RT-PCR o tramite test PCR rapido

outbreak in ambienti scolastici in altri paesi (Stein-Zamir et al, 2020). Più in generale, non è noto quanto i bambini, prevalentemente asintomatici, trasmettano SARS-CoV-2 rispetto agli adulti, anche se la carica virale di sintomatici e asintomatici e quindi il potenziale di trasmissione non è statisticamente differente.

Questo non permette una realistica valutazione della trasmissione di SARS-CoV-2 all'interno delle scuole nel contesto italiano. Non è inoltre predicibile il livello di trasmissione (R_t) al momento della riapertura delle scuole a settembre.

Dopo molte settimane di continuo calo dei casi e di valore di R_t sotto la soglia di 1, si è notato un aumento, a partire dall'ultima settimana di luglio, di R_t (con R_t vicino ad 1) a seguito delle maggiori aperture nel nostro paese del 4 e 18 maggio e del 3 giugno. Se da un lato è evidente la migliorata capacità dei sistemi di prevenzione nell'identificare rapidamente i focolai, isolare i casi e applicare misure di quarantena ai contatti dei casi, cosa che contribuisce in modo determinante a mantenere la trasmissione sotto controllo, non è noto al momento quale sia il livello di trasmissione, ad esempio in termini di numero di focolai, che i sistemi di prevenzione riescono a gestire efficacemente. È prevedibile che gli scenari possano cambiare anche notevolmente a seconda che si riesca o meno a mantenere R_t sotto-soglia. Un'ulteriore incertezza deriva dalla probabile co-circolazione del virus dell'influenza o altri virus responsabili di sindromi influenzali a partire dai mesi autunnali, che renderà probabilmente più complesse le procedure di identificazione dei casi di COVID-19 e quindi i trigger di applicazione delle strategie. Un altro aspetto importante da considerare riguarda l'età media dei casi e quindi l'impatto sul sistema sanitario. Recentemente è stata osservata un'importante decrescita dell'età media dei casi con relativamente poche nuove ospedalizzazioni da COVID-19. Non è al momento chiaro se questo è un fenomeno che può protrarsi nel tempo o è semplicemente dovuto al basso livello di circolazione attuale che permette di mantenere protette le categorie a rischio, ad esempio, gli anziani. È del tutto evidente che l'identificazione di strategie di controllo ottimali dipenderà dalla conoscenza di questo aspetto che regola l'impatto della trasmissione nelle scuole sulla popolazione generale e quindi sulle categorie a rischio.

Per questi motivi, non è al momento possibile sviluppare modelli previsionali solidi sull'effetto delle diverse strategie di intervento. Questi modelli potranno essere sviluppati man mano che si acquisirà conoscenza su questi aspetti specifici, derivante dagli studi proposti in questo documento o da studi condotti in altri paesi o raccolte di evidenze scientifiche aggiornate e consensus da parte di istituzioni internazionali.

Il presente documento vuole fornire un supporto operativo ai decisori e agli operatori nel settore scolastico e nei Dipartimenti di Prevenzione che sono a pieno titolo coinvolti nel monitoraggio e nella risposta a casi sospetti/probabili e confermati di COVID-19 nonché nell'attuare strategie di prevenzione a livello comunitario.

Scopo del documento

Fornire un supporto operativo per la gestione dei casi di bambini con segni/sintomi COVID-19 correlati e per la preparazione, il monitoraggio e la risposta a potenziali focolai da COVID-19 collegati all'ambito scolastico e dei servizi educativi dell'infanzia, adottando modalità basate su evidenze e/o buone pratiche di sanità pubblica, razionali, condivise e coerenti sul territorio nazionale, evitando così frammentazione e disomogeneità.

A questo documento saranno correlati:

- altri elementi/iniziative di tipo informativo/comunicativo/formativo rivolti a vari target;
- strumenti di indagine volti a fronteggiare la mancanza di evidenze scientifiche e la relativa difficoltà di stimare il reale ruolo che possono avere le attività in presenza nelle scuole nella trasmissione di SARS-CoV-2.

1. Preparazione alla riapertura delle scuole in relazione alla risposta ad eventuali casi/focolai di COVID-19

Ogni scuola deve seguire le indicazioni per la prevenzione dei casi COVID-19 del Ministero della Istruzione (MI), del Ministero della Salute (MdS) e del Comitato Tecnico Scientifico (CTS). In particolare, i seguenti documenti aggiornati rappresentano l'attuale riferimento:

MI: Documento per la pianificazione delle attività scolastiche, educative e formative in tutte le Istituzioni del Sistema nazionale di Istruzione per l'anno scolastico 2020/2021 (26/6/2020)

CTS: "Ipotesi di rimodulazione delle misure contenitive nel settore scolastico e le modalità di ripresa delle attività didattiche per il prossimo anno scolastico", approvato in data 28/5/2020 e successivamente aggiornato il 22/6/2020

Circolare n. 18584 del 29 maggio 2020: "Ricerca e gestione dei contatti di casi COVID-19 (contact tracing) ed App IMMUNI"

Rapporto ISS COVID-19 n. 1/2020 Rev. - Indicazioni ad interim per l'effettuazione dell'isolamento e della assistenza sanitaria domiciliare nell'attuale contesto COVID-19. Versione del 24 luglio 2020.

Ai fini dell'identificazione precoce dei casi sospetti è necessario prevedere:

- un sistema di monitoraggio dello stato di salute degli alunni e del personale scolastico;
- il coinvolgimento delle famiglie nell'effettuare il controllo della temperatura corporea del bambino/studente a casa ogni giorno prima di recarsi al servizio educativo dell'infanzia o a scuola;
- la misurazione della temperatura corporea al bisogno (es. malore a scuola di uno studente o di un operatore scolastico), mediante l'uso di termometri che non prevedono il contatto che andranno preventivamente reperiti;
- la collaborazione dei genitori nel contattare il proprio medico curante (PLS o MMG) per le operatività connesse alla valutazione clinica e all'eventuale prescrizione del tampone naso-faringeo.

È inoltre necessario approntare un sistema flessibile per la gestione della numerosità delle assenze per classe che possa essere utilizzato per identificare situazioni anomale per eccesso di assenze, per esempio, attraverso il registro elettronico o appositi registri su cui riassumere i dati ogni giorno.

Si raccomanda alle scuole e ai servizi educativi dell'infanzia di:

- identificare dei referenti scolastici per COVID-19 adeguatamente formati sulle procedure da seguire (vedi capitolo 1.3.2);
- identificare dei referenti per l'ambito scolastico all'interno del Dipartimento di Prevenzione (DdP) della ASL competente territorialmente (vedi capitolo 1.3.1);
- tenere un registro degli alunni e del personale di ciascun gruppo classe e di ogni contatto che, almeno nell'ambito didattico e al di là della normale programmazione, possa intercorrere tra gli alunni ed il personale di classi diverse (es. registrare le supplenze, gli spostamenti provvisori e/o eccezionali di studenti fra le classi etc.) per facilitare l'identificazione dei contatti stretti da parte del DdP della ASL competente territorialmente;
- richiedere la collaborazione dei genitori a inviare tempestiva comunicazione di eventuali assenze per motivi sanitari in modo da rilevare eventuali cluster di assenze nella stessa classe;

- richiedere alle famiglie e agli operatori scolastici la comunicazione immediata al dirigente scolastico e al referente scolastico per COVID-19 nel caso in cui, rispettivamente, un alunno o un componente del personale risultassero contatti stretti di un caso confermato COVID-19;
- stabilire con il DdP un protocollo nel rispetto della privacy, per avvisare i genitori degli studenti contatti stretti; particolare attenzione deve essere posta alla privacy non diffondendo nell'ambito scolastico alcun elenco di contatti stretti o di dati sensibili nel rispetto della GDPR 2016/679 EU e alle prescrizioni del garante (d.lgs 10 agosto 2018, n 101) ma fornendo le opportune informazioni solo al DdP. Questo avrà anche il compito di informare, in collaborazione con il dirigente scolastico, le famiglie dei bambini/studenti individuati come contatti stretti ed eventualmente predisporre una informativa per gli utenti e lo staff della scuola;
- provvedere ad una adeguata comunicazione circa la necessità, per gli alunni e il personale scolastico, di rimanere presso il proprio domicilio, contattando il proprio pediatra di libera scelta o medico di famiglia, in caso di sintomatologia e/o temperatura corporea superiore a 37,5°C. Si riportano di seguito i sintomi più comuni di COVID-19 nei bambini: febbre, tosse, cefalea, sintomi gastrointestinali (nausea/vomito, diarrea), faringodinia, dispnea, mialgie, rinorrea/congestione nasale; sintomi più comuni nella popolazione generale: febbre, brividi, tosse, difficoltà respiratorie, perdita improvvisa dell'olfatto (anosmia) o diminuzione dell'olfatto (iposmia), perdita del gusto (ageusia) o alterazione del gusto (disgeusia), rinorrea/congestione nasale, faringodinia, diarrea (ECDC, 31 luglio 2020);
- informare e sensibilizzare il personale scolastico sull'importanza di individuare precocemente eventuali segni/sintomi e comunicarli tempestivamente al referente scolastico per COVID-19;
- stabilire procedure definite per gestire gli alunni e il personale scolastico che manifestano sintomi mentre sono a scuola, che prevedono il rientro al proprio domicilio il prima possibile, mantenendoli separati dagli altri e fornendo loro la necessaria assistenza utilizzando appositi DPI;
- identificare un ambiente dedicato all'accoglienza e isolamento di eventuali persone che dovessero manifestare una sintomatologia compatibile con COVID-19 (senza creare allarmismi o stigmatizzazione). I minori non devono restare da soli ma con un adulto munito di DPI fino a quando non saranno affidati a un genitore/tutore legale;
- prevedere un piano di sanificazione straordinaria per l'area di isolamento e per i luoghi frequentati dall'alunno/componente del personale scolastico sintomatici;
- condividere le procedure e le informazioni con il personale scolastico, i genitori e gli alunni e provvedere alla formazione del personale;
- predisporre modalità di insegnamento blended (parte dell'insegnamento della stessa classe effettuata in aula e parte effettuata a distanza) o misti (parte degli studenti della stessa classe in aula e parte a casa) nel caso di alcuni studenti e/o alcuni insegnanti siano in quarantena come contatti stretti o nell'evenienza di un lockdown della intera scuola per esigenze epidemiologiche.

1.1 Peculiarità dei servizi educativi dell'infanzia (bambini 0-6 anni)

I servizi educativi dell'infanzia presentano delle peculiarità didattiche/educative che non rendono possibile l'applicazione di alcune misure di prevenzione invece possibili per studenti di età maggiore, in particolare il mantenimento della distanza fisica di almeno un metro e l'uso di mascherine. Questo è un aspetto che deve essere tenuto in debita considerazione specialmente nella identificazione dei soggetti che ricadono nella definizione di contatto stretto. Per tale motivo è raccomandata una didattica a piccoli gruppi stabili (sia per i bambini che per gli educatori).

Il rispetto delle norme di distanziamento fisico è un obiettivo che può essere raggiunto solo compatibilmente con il grado di autonomia e di consapevolezza dei minori anche in considerazione dell'età degli stessi. Pertanto,

le attività e le strategie dovranno essere modulate in ogni contesto specifico. Questa parte verrà sviluppata successivamente in seguito alle indicazioni contenute nel documento di indirizzo e orientamento per la ripresa delle attività in presenza dei servizi educativi e delle scuole dell'infanzia (Ministero dell'Istruzione, 2020).

1.2 Bambini e gli studenti con fragilità

In questo contesto si rende necessario garantire la tutela degli alunni con fragilità, in collaborazione con le strutture socio sanitarie, la medicina di famiglia (es. PLS, MMG etc.), le famiglie e le associazioni che li rappresentano. La possibilità di una sorveglianza attiva di questi alunni dovrebbe essere concertata tra il referente scolastico per COVID-19 e DdP, in accordo/con i PLS e MMG, (si ricorda che i pazienti con patologie croniche in età adolescenziale possono rimanere a carico del PLS fino a 18 anni. Da ciò si evince la necessità di un accordo primario con i PLS che hanno in carico la maggior parte dei pazienti fragili fino a questa età) nel rispetto della privacy ma con lo scopo di garantire una maggiore prevenzione attraverso la precoce identificazione dei casi di COVID-19. Particolare attenzione quindi andrebbe posta per evidenziare la necessità di priorità di screening in caso di segnalazione di casi nella stessa scuola frequentata. Particolare attenzione va posta agli studenti che non possono indossare la mascherina o che hanno una fragilità che li pone a maggior rischio, adottando misure idonee a garantire la prevenzione della possibile diffusione del virus SARS-CoV-2 e garantendo un accesso prioritario a eventuali screening/test diagnostici.

1.3 Interfacce e rispettivi compiti del SSN e del Sistema educativo ai vari livelli

1.3.1 Interfaccia nel SSN

Si raccomanda che i dipartimenti di prevenzione identifichino figure professionali – referenti per l'ambito scolastico e per la medicina di comunità (PLS/MMG) all'interno del DdP (a titolo puramente esemplificativo assistenti sanitari, infermieri, medici) che, in collegamento funzionale con i medici curanti di bambini e studenti (PLS e MMG), supportino la scuola e i medici curanti per le attività di questo protocollo e che facciano da riferimento per un contatto diretto con il dirigente scolastico o un suo incaricato (referente scolastico per COVID-19 e con il medico che ha in carico il paziente. Tali referenti devono possedere conoscenze relative alle modalità di trasmissione del SARS-CoV-2, alle misure di prevenzione e controllo, agli elementi di base dell'organizzazione scolastica per contrastare il COVID-19, alle indagini epidemiologiche, alle circolari ministeriali in materia di contact tracing, quarantena/isolamento e devono interfacciarsi con gli altri operatori del Dipartimento. Si suggerisce che vengano identificati referenti del DdP in numero adeguato (e comunque non meno di due) in base al territorio e alle attività da svolgere, in modo da garantire costantemente la presenza di un punto di contatto con le scuole del territorio. Si suggerisce anche di organizzare incontri virtuali con le scuole attraverso sistemi di teleconferenza, che permettano la partecipazione di più scuole contemporaneamente, al fine di presentare le modalità di collaborazione e l'organizzazione scelta. Devono essere definiti e testati i canali comunicativi (es. e-mail, messaggistica elettronica) che permettano una pronta risposta alle richieste scolastiche e viceversa.

1.3.2 Interfaccia nel sistema educativo

Analogamente in ogni scuola deve essere identificato un referente (Referente scolastico per COVID-19), ove non si tratti dello stesso dirigente scolastico, che svolga un ruolo di interfaccia con il dipartimento di prevenzione e possa creare una rete con le altre figure analoghe nelle scuole del territorio. Deve essere identificato un sostituto per evitare interruzioni delle procedure in caso di assenza del referente.

Il referente scolastico per COVID-19 dovrebbe essere possibilmente identificato a livello di singola sede di struttura piuttosto che di istituti comprensivi e i circoli didattici, per una migliore interazione con la struttura stessa. Il referente del DdP e il suo sostituto devono essere in grado di interfacciarsi con tutti i referenti scolastici identificati, i quali devono ricevere adeguata formazione sugli aspetti principali di trasmissione del nuovo

coronavirus, sui protocolli di prevenzione e controllo in ambito scolastico e sulle procedure di gestione dei casi COVID-19 sospetti/ o confermati.

È necessaria una chiara identificazione, messa a punto e test di funzionamento anche del canale di comunicazione reciproca tra “scuola”, medici curanti (PLS e MMG) e DdP (attraverso i rispettivi referenti) che andrà adattato in base alla tecnologia utilizzata (es. messaggistica breve, email, telefono etc.).

1.4 La tutela della salute e sicurezza dei lavoratori della scuola

La tutela della salute e sicurezza dei lavoratori della scuola è garantita - come per tutti i settori di attività, privati e pubblici - dal D.Lgs 81/08 e successive modifiche ed integrazioni, nonché da quanto previsto dalla specifica normativa ministeriale (DM 29 settembre 1998, n. 382).

Nella “ordinarietà”, qualora il datore di lavoro, attraverso il processo di valutazione dei rischi evidenzia e riporta nel Documento di Valutazione dei Rischi (DVR) la presenza di uno dei rischi “normati” dal D.Lgs 81/08 che, a sua volta, preveda l’obbligo di sorveglianza sanitaria, deve nominare il medico competente per l’effettuazione delle visite mediche di cui all’art. 41 del citato decreto, finalizzate all’espressione del giudizio di idoneità alla mansione.

Tale previsione non ha subito modifiche nell’attuale contesto pandemico; ogni datore di lavoro del contesto scolastico dovrà comunque integrare il DVR con tutte le misure individuate da attuare per contenere il rischio da SARS-CoV-2.

Elemento di novità è invece costituito dall’art. 83 del decreto legge 19 maggio 2020 n. 34 e sua conversione in Legge 17 luglio 2020, n. 77 che ha introdotto la “sorveglianza sanitaria eccezionale”, assicurata dal datore di lavoro, per i “lavoratori maggiormente esposti a rischio di contagio, in ragione dell’età o della condizione di rischio derivante da immunodepressione, anche da patologia COVID-19, o da esiti di patologie oncologiche o dallo svolgimento di terapie salvavita o comunque da morbilità che possono caratterizzare una maggiore rischiosità”.

Come anche evidenziato nel Documento tecnico sulla possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2 nei luoghi di lavoro e strategie di prevenzione approvato dal CTS, fin dall’inizio della pandemia, i dati epidemiologici hanno chiaramente mostrato una maggiore fragilità nelle fasce di età più elevate della popolazione in presenza di alcune tipologie di malattie cronico degenerative (ad es. patologie cardiovascolari, respiratorie e dismetaboliche) o in presenza di patologie a carico del sistema immunitario o quelle oncologiche (indipendentemente dall’età) che, in caso di comorbilità con l’infezione da SARS-CoV-2, possono influenzare negativamente la severità e l’esito della patologia.

Il concetto di fragilità va dunque individuato nelle condizioni dello stato di salute del lavoratore rispetto alle patologie preesistenti (due o più patologie) che potrebbero determinare, in caso di infezione, un esito più grave o infausto, anche rispetto al rischio di esposizione a contagio.

In ragione di ciò - e quindi per tali c.d. “lavoratori fragili” - il datore di lavoro assicura la sorveglianza sanitaria eccezionale, a richiesta del lavoratore interessato:

- a. attraverso il medico competente se già nominato per la sorveglianza sanitaria ex art. 41 del D.Lgs 81/08;
- b. attraverso un medico competente ad hoc nominato, per il periodo emergenziale, anche, ad esempio, prevedendo di consorzio più istituti scolastici;
- c. attraverso la richiesta ai servizi territoriali dell’Inail che vi provvedono con propri medici del lavoro.

1.5 I test diagnostici a disposizione

I test diagnostici per COVID-19 rappresentano uno strumento essenziale non solo per la gestione clinica dei pazienti ma anche e soprattutto per controllare la pandemia, mediante il riconoscimento e le successive misure di prevenzione e controllo dirette ad individui infetti, anche asintomatici, che possono diffondere la malattia (ECDC, 1 aprile 2020; WHO, 8 aprile 2020).

Il *gold standard*, cioè il metodo diagnostico riconosciuto e validato dagli organismi internazionali per rivelare la presenza del virus SARS-CoV-2 in un individuo infetto, e quindi lo strumento più adatto per un caso sospetto, è un saggio molecolare basato sul riconoscimento dell'acido nucleico (RNA) virale mediante un metodo di amplificazione (Polymerase Chain Reaction, PCR) effettuato su un campione di secrezioni respiratorie, generalmente un tampone naso-faringeo. Questo saggio deve essere effettuato in un laboratorio di microbiologia utilizzando reagenti o kit diagnostici e macchinari complessi, nonché personale specializzato. Per tutto il processo diagnostico dal prelievo, al trasporto in laboratorio, all'esecuzione del test e alla refertazione -possono essere richiesti di norma 1-2 giorni.

Questo saggio deve essere considerato il test di riferimento in termini di sensibilità (capacità di rilevare il virus) e specificità (capacità di rilevare SARS-CoV-2 e non altri virus seppur simili).

I test sierologici, invece, sono utili per rilevare una pregressa infezione da SARS-CoV-2 e vengono utilizzati nella ricerca e nella valutazione epidemiologica della circolazione virale nella popolazione che non ha presentato sintomi. Pertanto hanno una limitata applicazione nella diagnosi di COVID-19 e nel controllo dei focolai.

Sono stati sviluppati, e sono inoltre in continua evoluzione tecnologica per migliorare la loro performance, dei test diagnostici rapidi che rilevano la presenza del virus in soggetti infetti. Questi test sono in genere basati sulla rilevazione di proteine virali (antigeni) nelle secrezioni respiratorie (tamponi oro-faringei o saliva). Se l'antigene o gli antigeni virali sono presenti in sufficienti quantità, vengono rilevati mediante il legame ad anticorpi specifici fissati su un supporto, producendo la formazione di bande colorate o fluorescenti. Questi test rapidi possono fornire una risposta qualitativa (sì/no) in tempi rapidi, tipicamente entro 30 minuti, e non richiedono apparecchiature di laboratorio, anche se per la lettura dei risultati di alcuni test è necessaria una piccola apparecchiatura portatile. Inoltre, tali test possono essere eseguiti sia nei laboratori (diminuendo la complessità e i tempi di lavorazione) sia anche al "punto di assistenza" (cosiddetto "point of care"), prevalentemente presso gli studi dei pediatri e medici di famiglia, da personale sanitario che non necessita di una formazione specialistica. Sono in genere però meno sensibili del test molecolare classico eseguito in laboratorio, con una sensibilità (indicata dal produttore) nel migliore dei casi non superiore all'85% (cioè possono non riconoscere 15 soggetti su 100 infetti da SARS-CoV-2), anche se in genere la loro specificità appare buona (riconoscono solo SARS-CoV-2).

È prevedibile che nuovi sviluppi tecnologici basati sulle evidenze scientifiche permetteranno di realizzare test diagnostici rapidi con migliore sensibilità. La disponibilità di questi test dopo opportuna validazione potrà rappresentare un essenziale contributo nel controllo della trasmissione di SARS-CoV-2.

2. Risposta a eventuali casi e focolai da COVID-19

2.1 Gli scenari

Vengono qui presentati gli scenari più frequenti per eventuale comparsa di casi e focolai da COVID-19. Uno schema riassuntivo è in Allegato 1.

2.1.1 Nel caso in cui un alunno presenti un aumento della temperatura corporea al di sopra di 37,5°C o un sintomo compatibile con COVID-19, in ambito scolastico

- L'operatore scolastico che viene a conoscenza di un alunno sintomatico deve avvisare il referente scolastico per COVID-19.
 - Il referente scolastico per COVID-19 o altro componente del personale scolastico deve telefonare immediatamente ai genitori/tutore legale.
 - Ospitare l'alunno in una stanza dedicata o in un'area di isolamento.
 - Il minore non deve essere lasciato da solo ma in compagnia di un adulto che preferibilmente non deve presentare fattori di rischio per una forma severa di COVID-19 come ad esempio malattie croniche preesistenti (Nipunie Rajapakse et al., 2020; Götzinger F at al 2020) e che dovrà mantenere, ove possibile, il distanziamento fisico di almeno un metro e la mascherina chirurgica fino a quando l'alunno non sarà affidato a un genitore/tutore legale.
 - Far indossare una mascherina chirurgica all'alunno se ha un'età superiore ai 6 anni e se la tollera.
 - Dovrà essere dotato di mascherina chirurgica chiunque entri in contatto con il caso sospetto, compresi i genitori o i tutori legali che si recano in Istituto per condurlo presso la propria abitazione.
 - Fare rispettare, in assenza di mascherina, l'etichetta respiratoria (tossire e starnutire direttamente su di un fazzoletto di carta o nella piega del gomito). Questi fazzoletti dovranno essere riposti dallo stesso alunno, se possibile, ponendoli dentro un sacchetto chiuso.
 - Pulire e disinfettare le superfici della stanza o area di isolamento dopo che l'alunno sintomatico è tornato a casa.
 - I genitori devono contattare il PLS/MMG per la valutazione clinica (triage telefonico) del caso.
 - Il PLS/MMG, in caso di sospetto COVID-19, richiede tempestivamente il test diagnostico e lo comunica al DdP.
 - Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico.
 - Il Dipartimento di prevenzione si attiva per l'approfondimento dell'indagine epidemiologica e le procedure conseguenti.
-
- Se il test è positivo, si notifica il caso e si avvia la ricerca dei contatti e le azioni di sanificazione straordinaria della struttura scolastica nella sua parte interessata. Per il rientro in comunità bisognerà attendere la guarigione clinica (cioè la totale assenza di sintomi). La conferma di avvenuta guarigione prevede l'effettuazione di due tamponi a distanza di 24 ore l'uno dall'altro. Se entrambi i tamponi risulteranno negativi la persona potrà definirsi guarita, altrimenti proseguirà l'isolamento. Il referente scolastico COVID-19 deve fornire al Dipartimento di prevenzione l'elenco dei compagni di classe nonché degli insegnanti del caso confermato che sono stati a contatto nelle 48 ore precedenti l'insorgenza dei sintomi. I contatti stretti individuati dal Dipartimento di Prevenzione con le consuete

attività di contact tracing, saranno posti in quarantena per 14 giorni dalla data dell'ultimo contatto con il caso confermato. Il DdP deciderà la strategia più adatta circa eventuali screening al personale scolastico e agli alunni.

- Se il tampone naso-oro faringeo è negativo, in paziente sospetto per infezione da SARS-CoV-2, a giudizio del pediatra o medico curante, si ripete il test a distanza di 2-3 gg. Il soggetto deve comunque restare a casa fino a guarigione clinica e a conferma negativa del secondo test.
- In caso di diagnosi di patologia diversa da COVID-19 (tampone negativo), il soggetto rimarrà a casa fino a guarigione clinica seguendo le indicazioni del PLS/MMG che redigerà una attestazione che il bambino/studente può rientrare scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID-19 di cui sopra e come disposto da documenti nazionali e regionali.

2.1.2 Nel caso in cui un alunno presenti un aumento della temperatura corporea al di sopra di 37,5°C o un sintomo compatibile con COVID-19, presso il proprio domicilio

- L'alunno deve restare a casa.
- I genitori devono informare il PLS/MMG.
- I genitori dello studente devono comunicare l'assenza scolastica per motivi di salute.
- Il PLS/MMG, in caso di sospetto COVID-19, richiede tempestivamente il test diagnostico e lo comunica al DdP.
- Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico.
- Il Dipartimento di Prevenzione si attiva per l'approfondimento dell'indagine epidemiologica e le procedure conseguenti.
- Il DdP provvede ad eseguire il test diagnostico e si procede come indicato al paragrafo 2.1.1

2.1.3 Nel caso in cui un operatore scolastico presenti un aumento della temperatura corporea al di sopra di 37,5°C o un sintomo compatibile con COVID-19, in ambito scolastico

- Assicurarsi che l'operatore scolastico indossi, come già previsto, una mascherina chirurgica; invitare e ad allontanarsi dalla struttura, rientrando al proprio domicilio e contattando il proprio MMG per la valutazione clinica necessaria. Il Medico curante valuterà l'eventuale prescrizione del test diagnostico.
- Il MMG, in caso di sospetto COVID-19, richiede tempestivamente il test diagnostico e lo comunica al DdP.
- Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico.
- Il Dipartimento di Prevenzione si attiva per l'approfondimento dell'indagine epidemiologica e le procedure conseguenti.
- Il Dipartimento di prevenzione provvede all'esecuzione del test diagnostico e si procede come indicato al paragrafo 2.1.1
- In caso di diagnosi di patologia diversa da COVID-19, il MMG redigerà una attestazione che l'operatore può rientrare scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID-19 di cui al punto precedente e come disposto da documenti nazionali e regionali.

- Si sottolinea che gli operatori scolastici hanno una priorità nell'esecuzione dei test diagnostici.

2.1.4 Nel caso in cui un operatore scolastico presenti un aumento della temperatura corporea al di sopra di 37.5°C o un sintomo compatibile con COVID-19, al proprio domicilio

- L'operatore deve restare a casa.
- Informare il MMG.
- Comunicare l'assenza dal lavoro per motivi di salute, con certificato medico.
- Il MMG, in caso di sospetto COVID-19, richiede tempestivamente il test diagnostico e lo comunica al DdP.
- Il DdP provvede all'esecuzione del test diagnostico.
- Il DdP si attiva per l'approfondimento dell'indagine epidemiologica e le procedure conseguenti.
- Il DdP provvede ad eseguire il test diagnostico e si procede come indicato al paragrafo 2.1.1
- In caso di diagnosi di patologia diversa da COVID-19, il MMG redigerà una attestazione che l'operatore può rientrare scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID-19 di cui al punto precedente e come disposto da documenti nazionali e regionali.
- Si sottolinea che gli operatori scolastici hanno una priorità nell'esecuzione dei test diagnostici.

2.1.5 Nel caso di un numero elevato di assenze in una classe

- Il referente scolastico per il COVID-19 deve comunicare al DdP se si verifica un numero elevato di assenze improvvise di studenti in una classe (es. 40%; il valore deve tenere conto anche della situazione delle altre classi) o di insegnanti.
- Il DdP effettuerà un'indagine epidemiologica per valutare le azioni di sanità pubblica da intraprendere, tenendo conto della presenza di casi confermati nella scuola o di focolai di COVID-19 nella comunità.

2.1.6 Catena di trasmissione non nota

Qualora un alunno risultasse contatto stretto asintomatico di un caso di cui non è nota la catena di trasmissione, il DdP valuterà l'opportunità di effettuare un tampone contestualmente alla prescrizione della quarantena. Il tampone avrà lo scopo di verificare il ruolo dei minori asintomatici nella trasmissione del virus nella comunità.

2.1.7 Alunno o operatore scolastico convivente di un caso

Si sottolinea che qualora un alunno o un operatore scolastico fosse convivente di un caso, esso, su valutazione del DdP, sarà considerato contatto stretto e posto in quarantena. Eventuali suoi contatti stretti (esempio compagni di classe dell'alunno in quarantena), non necessitano di quarantena, a meno di successive valutazioni del DdP in seguito a positività di eventuali test diagnostici sul contatto stretto convivente di un caso (si consulti il capitolo 2.3).

2.2 Un alunno o un operatore scolastico risultano SARS-CoV-2 positivi

2.2.1 Effettuare una sanificazione straordinaria della scuola

La sanificazione va effettuata se sono trascorsi 7 giorni o meno da quando la persona positiva ha visitato o utilizzato la struttura.

- Chiudere le aree utilizzate dalla persona positiva fino al completamento della sanificazione.
- Aprire porte e finestre per favorire la circolazione dell'aria nell'ambiente.
- Sanificare (pulire e disinfettare) tutte le aree utilizzate dalla persona positiva, come uffici, aule, mense, bagni e aree comuni.
- Continuare con la pulizia e la disinfezione ordinaria.

2.2.2 Collaborare con il DdP

In presenza di casi confermati COVID-19, spetta al DdP della ASL competente territorialmente di occuparsi dell'indagine epidemiologica volta ad espletare le attività di contact tracing (ricerca e gestione dei contatti). Per gli alunni ed il personale scolastico individuati come contatti stretti del caso confermato COVID-19 il DdP provvederà alla prescrizione della quarantena per i 14 giorni successivi all'ultima esposizione.

Per agevolare le attività di contact tracing, il referente scolastico per COVID-19 dovrà:

- fornire l'elenco degli studenti della classe in cui si è verificato il caso confermato;
- fornire l'elenco degli insegnanti/educatori che hanno svolto l'attività di insegnamento all'interno della classe in cui si è verificato il caso confermato;
- fornire elementi per la ricostruzione dei contatti stretti avvenuti nelle 48 ore prima della comparsa dei sintomi e quelli avvenuti nei 14 giorni successivi alla comparsa dei sintomi. Per i casi asintomatici, considerare le 48 ore precedenti la raccolta del campione che ha portato alla diagnosi e i 14 giorni successivi alla diagnosi;
- indicare eventuali alunni/operatori scolastici con fragilità;
- fornire eventuali elenchi di operatori scolastici e/o alunni assenti.

2.2.3 Elementi per la valutazione della quarantena dei contatti stretti e della chiusura di una parte o dell'intera scuola

La valutazione dello stato di contatto stretto è di competenza del DdP e le azioni sono intraprese dopo una valutazione della eventuale esposizione. Se un alunno/operatore scolastico risulta COVID-19 positivo, il DdP valuterà di prescrivere la quarantena a tutti gli studenti della stessa classe e agli eventuali operatori scolastici esposti che si configurino come contatti stretti. Nella condizione di quarantena di un'intera classe sarà possibile attivare la Didattica a Distanza (DAD), già efficacemente sperimentata dalle scuole nel periodo del lockdown, anche attraverso l'impiego del personale docente della stessa classe posto in quarantena. Potrebbe essere necessario, come descritto anche in altra parte del documento, attivare eventuali forme miste di didattica (es. parte della classe e degli insegnanti in presenza e parte della classe e degli insegnanti in DAD). La chiusura di una scuola o parte della stessa dovrà essere valutata dal DdP in base al numero di casi confermati e di eventuali cluster e del livello di circolazione del virus all'interno della comunità. Un singolo caso confermato in una scuola

non dovrebbe determinarne la chiusura soprattutto se la trasmissione nella comunità non è elevata. Inoltre, il DdP potrà prevedere l'invio di unità mobili per l'esecuzione di test diagnostici presso la struttura scolastica in base alla necessità di definire eventuale circolazione del virus.

2.3 Alunno o operatore scolastico contatto stretto di un contatto stretto di un caso

Si sottolinea che, qualora un alunno o un operatore scolastico risultasse contatto stretto di un contatto stretto (ovvero nessun contatto diretto con il caso), non vi è alcuna precauzione da prendere a meno che il contatto stretto del caso non risulti successivamente positivo ad eventuali test diagnostici disposti dal DdP e che quest'ultimo abbia accertato una possibile esposizione. In quel caso si consulti il capitolo 2.2.3.

2.4 Algoritmi decisionali

In una prima fase, con circolazione limitata del virus, si potrà considerare un approccio individuale sui casi sospetti basata sulla loro individuazione in collaborazione tra PLS/MMG, scuola e DdP per mantenere un livello di rischio accettabile.

In caso di una aumentata circolazione del virus localmente o di sospetto tale, sarà necessario definire *trigger* di monitoraggio appropriati per attivare azioni di indagine/controllo. Ad esempio potrebbe essere preso in considerazione un trigger indiretto come il numero di assenze in ambito scolastico che potrebbe rappresentare un elevato numero di studenti/staff ammalato.

3. Formazione, informazione e comunicazione per operatori sanitari e operatori scolastici

3.1 Formazione

L'impatto dell'emergenza COVID-19 su tutto il settore "formazione" è stato notevole, con una progressiva rapida cessazione delle fonti di erogazione degli eventi formativi residenziali e la contestuale necessità/urgenza di formare il maggior numero di operatori possibile in tutto il territorio nazionale. L'urgenza temporale, congiuntamente all'esigenza di garantire il distanziamento fisico, impone la scelta di utilizzare la Formazione A Distanza (FAD) come modalità di erogazione dei percorsi formativi. L'ISS dispone della piattaforma EDUISS (<http://www.eduiss.it>) attraverso la quale, dal 2004, eroga formazione a distanza in salute pubblica. L'ISS, inoltre, è sia provider nazionale ECM sia soggetto certificato SOFIA. In questo contesto, attraverso opportuna fase preparatoria, come sintetizzato a seguire, il gruppo di lavoro ISS e le altre istituzioni coinvolte nella preparazione di questo piano, attraverso la piattaforma EDUISS fornirà un percorso formativo in tema di COVID-19 per la gestione dei casi sospetti o confermati di COVID-19.

I destinatari della formazione FAD sono i referenti COVID-19 per ciascuna istituzione o struttura scolastica e gli operatori sanitari dei DdP referenti COVID-19 per le scuole.

Il corso FAD asincrono sarà accessibile e fruibile alla coorte di utenti (previsti tra i 50.000 e 100.000 utenti) nel periodo 28 agosto /31 dicembre 2020.

3.2 Informazione e comunicazione

Una campagna di comunicazione efficace sulle misure di prevenzione assume un ruolo molto importante per potere mitigare gli effetti di eventuali focolai estesi in ambito scolastico.

Vengono raccomandate le seguenti azioni.

3.2.1 Azioni di informazione e comunicazione raccomandate prima dell'inizio dell'anno scolastico

- Target: stampa
 - Comunicazione delle azioni di contenimento/mitigazione del SARS-CoV-2 in ambito scolastico a ridosso dell'apertura dell'anno scolastico attraverso la diffusione alla stampa di un press release. Nel press release si raccomanda vengano descritti il piano, i criteri su cui si basano le azioni previste e sarà sottolineato tra i messaggi centrali l'obiettivo di garantire per quanto possibile le attività didattiche.

- Target: famiglie e operatori scolastici
 - Preparazione brochure, prodotte in collaborazione tra le istituzioni coinvolte scaricabili dal sito del Ministero dell'Istruzione e *linkate* dal Ministero della Salute e dall'ISS, destinate agli insegnanti, al personale ATA, alle famiglie e ai ragazzi.
 - Valutazione dell'opportunità di un video per il target ragazzi da promuovere e viralizzare a cura dell'ISS e condiviso con il coordinamento per la comunicazione.

- Valutazione della possibilità di mettere a disposizione un numero gratuito a cura del Ministero della Salute per fornire informazioni e supporto alle scuole e i alle famiglie.
- Promuovere l'uso della App Immuni anche in ambito scolastico⁴.

3.2.2 Azioni di informazione e comunicazione raccomandate dopo l'inizio dell'anno scolastico

- Aggiornamento costante delle pagine web dedicate.
- Supporto da parte del Coordinamento per la comunicazione, in base alla situazione epidemiologica, ai casi e/o focolai e ai provvedimenti conseguenti, nella gestione di un'eventuale comunicazione del rischio o di crisi, i Dirigenti scolastici, le ASL e tutti i soggetti istituzionali coinvolti nell'emergenza.

⁴ È necessario avere almeno 14 anni per usare Immuni. Se si hanno almeno 14 anni ma meno di 18, per usare l'app si deve avere il permesso di almeno uno dei genitori o di chi esercita la tua rappresentanza legale.

4. Monitoraggio e studi

4.1 Obiettivi specifici

- Definire le caratteristiche e modalità di raccolta dei dati necessari ad un monitoraggio più stringente delle infezioni da SARS-CoV-2 in contesti scolastici, anche esplorando la possibilità di integrare dati di sorveglianza epidemiologica con quelli di altri flussi informativi (es dati su assenteismo scolastico o da luogo di lavoro).
- Per fronteggiare la attuale limitatezza di evidenze circa il reale ruolo che possono avere le attività in presenza nelle scuole nella trasmissione di SARS-CoV-2 all'interno delle scuole stesse e nella comunità, l'ISS proporrà strumenti di indagine *ad hoc* (esempio protocolli di studio FFX adattati al contesto scolastico).

4.2 Proposte per la sorveglianza e gli studi

- Sviluppare una analisi ad hoc della trasmissione in ambito scolastico introducendo nella sorveglianza integrata nazionale per COVID-19 gestita dall'ISS una variabile che permetta di segnalare casi che lavorano o frequentano una scuola utilizzando i codici meccanografici già in uso per identificare le scuole e un campo ulteriore che permetta di specificare l'istituto frequentato. Questi dati andrebbero a complementare la rilevazione dei focolai settimanali già realizzata nell'ambito del monitoraggio di fase 2 da cui sarebbe possibile estrapolare i focolai attivi nell'ambito di interesse. La modifica alla sorveglianza andrebbe comunicata alle regioni per tempo per renderla operativa sin dall'inizio della scuola in tutto il territorio nazionale. Una sezione dedicata a monitoraggio COVID-19 nelle scuole potrà essere presente nel bollettino epidemiologico settimanale.
- Realizzare una rapida indagine esplorativa di eventuali altre fonti dati complementari utili al monitoraggio epidemiologico e loro possibile integrazione, nonché definire, dalle fonti dati identificate, potenziali trigger per attivare le azioni di risposta sul territorio (vedere capitolo 3).
- Valutare la preparazione di un protocollo di indagine modello FFX per i primi focolai identificati nelle scuole a seguito della riapertura da proporre alle regioni per poter realizzare studi volti ad accertare la reale suscettibilità a COVID-19 e la capacità di trasmettere SARS-CoV-2 nelle varie fasce di età nel contesto scolastico e nella comunità.

5. Tempistica prevista di alcuni prodotti correlati a questa tematica

- Disponibilità della FAD per i referenti COVID-19 delle istituzioni scolastiche e dei DdP: 28 agosto.
- Inizio della sorveglianza scolastica integrata nella sorveglianza nazionale integrata su COVID-19 gestita da ISS: 14 settembre.

6. Criticità

- Dovrebbe essere identificato il meccanismo con il quale gli insegnanti posti in quarantena possano continuare a svolgere regolarmente la didattica a distanza, compatibilmente con il loro stato di lavoratori in quarantena.
- Dovrebbe essere identificato regolamentato e condiviso con gli attori coinvolti, il meccanismo di attestazione da parte dei PLS e MMG per il rientro degli studenti/staff a scuola dopo sospetto o conferma di caso di COVID-19.

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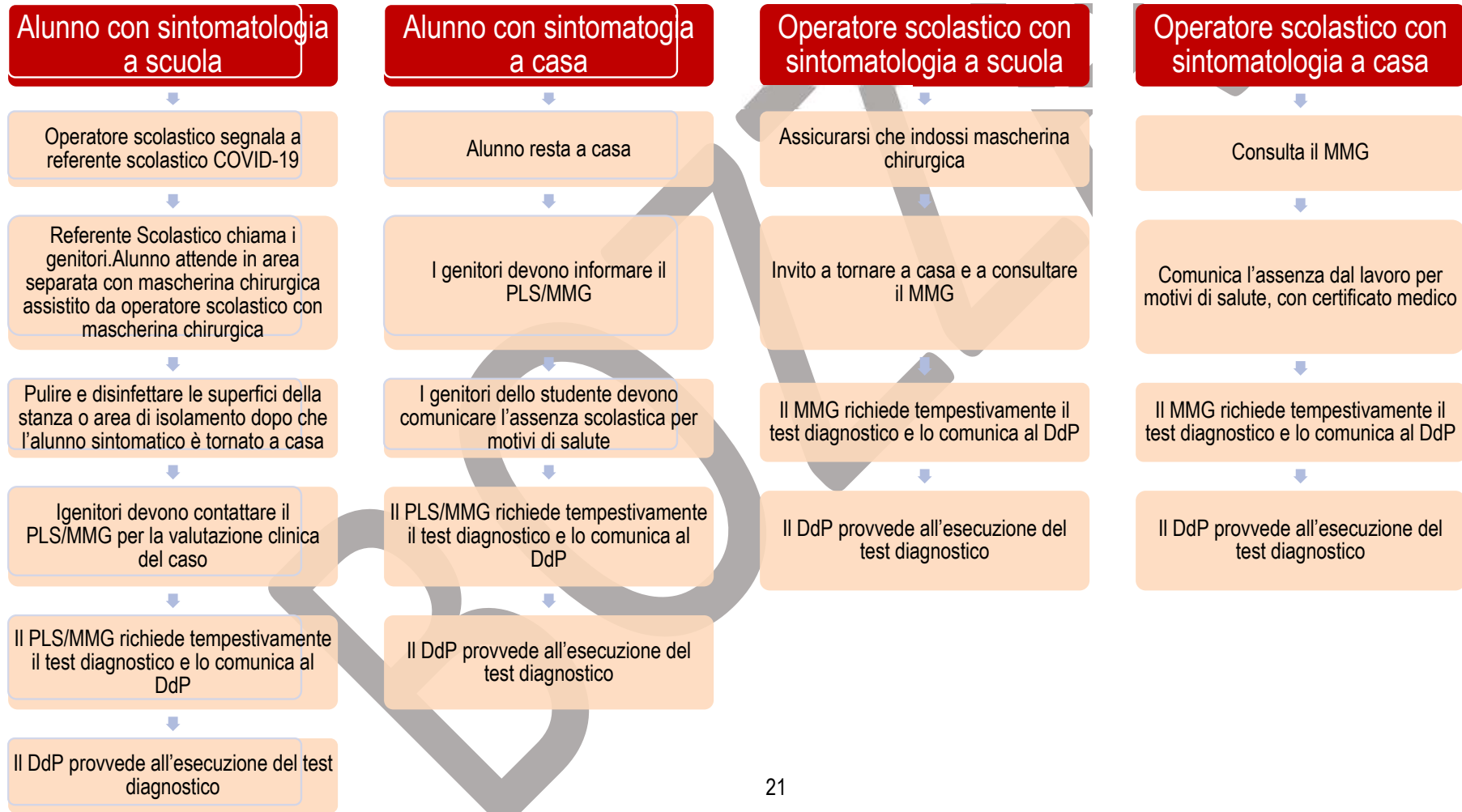
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Allegato 1: Schema riassuntivo



Rapporti ISS COVID-19

Accessibili da <https://www.iss.it/rapporti-covid-19>

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2. Gruppo di lavoro ISS Prevenzione e controllo delle Infezioni. *Indicazioni ad interim per un utilizzo razionale delle protezioni per infezione da SARS-CoV-2 nelle attività sanitarie e sociosanitarie (assistenza a soggetti affetti da COVID-19) nell'attuale scenario emergenziale SARS-CoV-2*. Versione del 10 maggio 2020. Roma: Istituto Superiore di Sanità; 2020 (Rapporto ISS COVID-19, n. 2/2020 Rev. 2)
3. Gruppo di lavoro ISS Ambiente e Gestione dei Rifiuti. *Indicazioni ad interim per la gestione dei rifiuti urbani in relazione alla trasmissione dell'infezione da virus SARS-CoV-2*. Versione del 31 maggio 2020. Roma: Istituto Superiore di Sanità; 2020 (Rapporto ISS COVID-19, n. 3/2020 Rev. 2)
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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 102 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 26 agosto 2020.

-omissis-

TRASPORTO PUBBLICO LOCALE E TRASPORTO URBANO NELLA CONTINGENZA DELLA RIPRESA DELLE ATTIVITÀ PRODUTTIVE E DELLA RIPRESA DELLE ATTIVITÀ DIDATTICHE DELLE SCUOLE DI OGNI ORDINE E GRADO

Il CTS, al fine di acquisire informazioni sull'analisi dell'impatto globale dei trasporti pubblici locali ed urbani relativamente alle misure di contenimento dell'epidemia da SARS-CoV-2 nell'approssimarsi della data di inizio del prossimo anno scolastico e della ripresa delle attività produttive escluse dalla possibilità di lavoro agile (c.d. *smart working*), acquisisce il documento "Contributo tecnico congiunto ANCI Regioni sulle problematiche del trasporto pubblico locale e scolastico causate dal COVID19" (allegato) trasmesso dal Ministero delle Infrastrutture e dei Trasporti in data 13/08/2020.

Al riguardo, il testo, oltre a contenere tematiche politico-economiche non di competenza del CTS quali la stima di risorse aggiuntive necessarie a garantire il Trasporto Pubblico Locale (TPL), affronta temi relativi alle disposizioni in atto per garantire il distanziamento a bordo dei mezzi di trasporto e la prevenzione dell'affollamento e la loro compatibilità con le necessità di garantire il trasporto all'utenza illustrando, in particolare, diverse criticità in funzione della riapertura delle scuole nel prossimo anno scolastico, che andrebbero a sommarsi – in termini di utilizzo del trasporto pubblico locale – al traffico generato dalla ripresa delle altre attività economiche già avvenuta nei mesi scorsi.

In particolare, viene sostenuto che *"Per quanto riguarda le misure da applicare, si fa presente che il mantenimento della regola del distanziamento, con le attuali deroghe*



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DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

permette una capienza del TPL al massimo al 60%, che nell'urbano dove il maggior numero delle persone si muove in piedi, si riduce ulteriormente al 50%. Ciò significa o raddoppiare il servizio, complesso in termini organizzativi e di risorse, oppure lasciare a casa la metà degli studenti, nonché aumentare notevolmente il traffico privato congestionando le città e aumentando i livelli di inquinamento, costringendo metà degli utilizzatori del TPL ad utilizzare l'automobile privata. Ad esempio, in città come Roma, Milano o Napoli significherebbe, mediamente, oltre mezzo milione di automobili in più. In città come Venezia peraltro, per i collegamenti via acqua, potrebbero non esserci mezzi privati disponibili".

Al riguardo, il documento non offre elementi valutativi su come si sia giunti all'assunto dello scenario che rischierebbe di lasciare "a casa la metà degli studenti" a causa del mantenimento delle misure contenitive attuali per la prevenzione della diffusione del contagio da SARS-CoV-2.

Con lo scopo di approfondire ulteriormente le informazioni relative alle modalità organizzative miranti al rispetto delle misure precauzionali per le azioni di contenimento del contagio nel trasporto pubblico locale ed urbano, il CTS ha partecipato ad un tavolo tecnico richiesto dal Ministero delle Infrastrutture e dei Trasporti a cui hanno aderito rappresentanti del MIT, delle Regioni, delle Province e dei Comuni. In quella sede, l'analisi della complessa tematica relativa ai trasporti ha messo in evidenza, sostanzialmente, la impossibilità di adozione di soluzioni organizzative che potessero affrontare in maniera organica e coordinata la problematica, nonostante il CTS avesse già messo in evidenza – fin dallo scorso mese di aprile – l'esigenza di identificare differenti ed adeguate misure di sistema e/o modalità organizzative da parte degli Enti e delle Istituzioni coinvolte. In questa maniera, si sarebbe potuto assicurare con congruo anticipo il diritto alla mobilità dei cittadini, contemperando l'adozione di corrette misure di contenimento del



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contagio per garantire il più alto livello di sicurezza sanitaria, in coerenza con il principio di massima precauzione.

Più specificamente, fin dalla seduta n. 55 del 18/04/2020, il CTS ha sottolineato l'esigenza di un nuovo approccio metodologico per affrontare al meglio la ripresa del pendolarismo nella contingenza epidemica da SARS-CoV-2 con la formulazione di determinate raccomandazioni di sistema, organizzative e di prevenzione per la ripresa della fruizione dei mezzi di trasporto pubblico – peraltro riprese da una specifica circolare del Ministero della Salute (Circolare n. 14916 del 29/04/2020) – rilevando altresì che ISTAT, relativamente alla distribuzione degli utenti dei mezzi pubblici, ha evidenziato che, tra questi, la percentuale degli studenti risulta compresa tra il 13,7 e il 24,7% e che oltre la metà di questi impiega meno di 30 minuti nello spostamento con i mezzi pubblici per raggiungere la scuola. La maggioranza degli studenti che impiega il TPL nel tragitto casa-scuola e viceversa frequenta le scuole secondarie di secondo grado.

Già allora, il CTS rimarcò come l'intero sistema di trasporto pubblico dovesse essere considerato un contesto a rischio di aggregazione medio-alto, con possibilità di rischio alto nelle ore di punta, soprattutto nelle aree metropolitane ad alta urbanizzazione, a causa dell'alto numero di persone concentrate in spazi limitati con scarsa ventilazione, della mancanza di controllo degli accessi per identificare soggetti potenzialmente infetti, della elevata possibilità di venire in contatto con superfici potenzialmente contaminate in quanto comunemente toccate (distributori automatici di biglietti, corrimano, maniglie, etc.).

Fu chiaramente ribadita la necessità di *“mettere in pratica una efficace riorganizzazione del sistema di trasporto pubblico, nell'ottica della ripresa del pendolarismo, anche garantendo la tutela della salute del personale addetto nelle stazioni e sui mezzi di trasporto, per sostenere la ripresa delle attività e quindi della*



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mobilità delle persone attraverso la gestione efficiente delle criticità legate ai rischi di affollamento e di esposizione a possibili fonti di contagio”.

Successivamente, nel “Documento Tecnico sull’ipotesi di rimodulazione delle misure contenitive nel settore scolastico” approvato nella seduta n. 82 del 28/05/2020, il CTS indicava, tra l’altro che: *“Tra le misure di sistema è necessario valutare anche l’eventuale impatto degli spostamenti correlati con la mobilità degli studenti. I dati ISTAT riportati nel “Documento tecnico sull’ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico collettivo terrestre, nell’ottica della ripresa del pendolarismo, nel contesto dell’emergenza da SARS-CoV-2” [cfr. verbale CTS n. 57 del 22/04/2020] evidenziano elementi di criticità nelle grandi aree metropolitane, durante le giornate lavorative, nelle fasce orarie di punta del mattino e del pomeriggio, con profili giornalieri confermati anche dall’elaborazione dei dati di telefonia mobile delle principali città italiane. Pertanto, tra le azioni di sistema si ritiene opportuno valutare, per le scuole secondarie di II grado dei grandi centri urbani, una differenziazione dell’inizio delle lezioni al fine di contribuire alla riduzione del carico sui mezzi di trasporto pubblico nelle fasce orarie di punta (tra le 7:00 e le 8:30)”.*

Per ciò che concerne l’ambito occupazionale, ECDC rileva che tra i lavoratori del settore dei trasporti si sono evidenziati alcuni cluster epidemici sulla base dei dati raccolti a livello europeo.

In ambito nazionale, sia i dati assicurativi di INAIL che quelli di Letteratura mostrano in Italia un numero limitato di focolai di infezione in lavoratori del settore del trasporto pubblico. Tuttavia, è da sottolineare che molti di questi dati sono correlabili a scenari in cui l’utilizzo del trasporto era estremamente ridotto, come durante la fase di *lockdown* o comunque connessi alle misure di contenimento, confermando la rischiosità del settore.



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L'uso delle mascherine introdotto nel trasporto pubblico costituisce sicuramente una misura di grande importanza per il contenimento del rischio di trasmissione, pur rimanendo il distanziamento la misura cardine per la prevenzione del contagio, come sottolineato anche dalle Linee Guida sulla progressiva riattivazione dei servizi di trasporto e di connettività della Commissione Europea "*Communication from the Commission. Guidelines on the progressive restoration of transport services and connectivity COVID-19 2020/C 169/02*" (allegato) che, nella sezione dedicata alla protezione dei viaggiatori, specificano che le misure di distanziamento fra passeggeri devono essere applicate finché la condizione sanitaria lo richiede, adottando misure di protezione aggiuntive (come l'uso di mascherina, la riduzione del numero dei passeggeri, il posizionamento di barriere protettive per i conducenti dei mezzi di trasporto o nelle biglietterie, ecc.) quando non sia possibile garantire un adeguato distanziamento fisico.

Le medesime Linee Guida, inoltre, quando siano disponibili diverse alternative di trasporto, sottolineano l'opportunità di prediligere la modalità che possa garantire il distanziamento in maniera più efficace.

Analogamente, nel documento "*COVID-19 in children and the role of school settings in COVID-19 transmission*" di ECDC (allegato), viene sottolineato il rischio di affollamento dei mezzi di trasporto in relazione alla mobilità degli studenti che rientrano a scuola, richiamando l'importanza delle misure di distanziamento, dell'indossare correttamente la mascherina e della frequente pulizia e disinfezione delle superfici a bordo dei mezzi di trasporto pubblico.

Pertanto, nel rilevare che il livello di rischio di contagio risulta significativamente più elevato a causa dell'applicazione solo parziale delle raccomandazioni e delle indicazioni fornite al tempo dal CTS, nella considerazione della necessità di concretizzare comunque una pianificazione operativa nel breve periodo, il Comitato Tecnico Scientifico rappresenta l'urgenza di intraprendere un percorso



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metodologico – comunque rimesso alla responsabilità delle competenti Autorità locali e Nazionali – che contemperino, da un lato, il rigoroso rispetto delle misure di contenimento da parte degli attori del mondo del trasporto pubblico (passeggeri, autisti, macchinisti, verificatori, controllori ed altro personale viaggiante), dall'altro, l'ottimizzazione delle modalità organizzative e di sistema per la migliore fruizione del trasporto pubblico locale ed urbano da parte dei cittadini che, a mero titolo di esempio, comunque non esaustivo, si riportano di seguito:

- Assoluto rispetto dell'uso delle mascherine che devono essere correttamente indossate per l'intero tragitto (che devono essere già indossate all'atto della salita e della discesa dal mezzo di trasporto pubblico);
- Ricorso ai *mobility managers*, tenuti per norma a monitorare i dati relativi alla mobilità cittadina e metropolitana) per la riorganizzazione delle corse, dei percorsi e degli orari dei mezzi di trasporto pubblico locale ed urbano;
- Incremento del numero dei mezzi di trasporto, anche attraverso il ricorso a soluzioni di contingenza (NCC, noleggio da rimessa, ecc.);
- Aumento delle corse dei mezzi di trasporto pubblico, soprattutto durante le ore di punta;
- Riorganizzazione degli orari di ingresso e di uscita delle scuole e delle attività produttive, al fine di ridurre la concentrazione e l'aggregazione di cittadini nei periodi di punta;
- Impiego a bordo dei mezzi di dispenser per la distribuzione di soluzioni idro-alcooliche per la frequente detersione delle mani;
- Immediata predisposizione di separatori, anche monouso, costituiti da materiali idonei alla interruzione delle proiezioni del *droplet*, facilmente sanificabili, realizzati con materiali non infiammabili e, comunque, che rispondano ai criteri di



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sicurezza nei trasporti per consentirne l'omologazione della Direzione Generale della Motorizzazione Civile;

- Organizzazione di percorsi di salita e di discesa separati e differenziati (per il TPL extraurbano, attendere che ciascun passeggero salito si sia seduto, prima di consentire la salita al passeggero successivo; analoga procedura deve essere osservata alla discesa dei passeggeri: il passeggero non potrà alzarsi dal posto per lasciare il mezzo di trasporto prima che il passeggero precedente non ne sia completamente disceso);
- Riduzione dei tempi di percorrenza;
- Mantenimento in esercizio degli impianti di aerazione senza ricircolo;
- Apertura dei finestrini dei mezzi di trasporto, al fine di favorire il ricambio dell'aria;
- Puntuale igienizzazione dei mezzi di trasporto;
- Sollecitazione alla diffusione ed all'utilizzo dell'App IMMUNI;
- Monitoraggio della circolazione del virus SARS-CoV-2 nel territorio regionale/provinciale/comunale, al fine di consentire alle Autorità locali di intraprendere tempestivi provvedimenti in caso di significativi incrementi degli indici epidemiologici;
- Ogni altra misura atta a garantire i principi fondamentali di prevenzione del contagio da SARS-CoV-2.

Ulteriori elementi di valutazione che, rispetto agli scenari antecedenti all'insorgenza dell'emergenza pandemica da SARS-CoV-2 vanno tenuti in considerazione per stimare gli scenari di utilizzo del TPL, sono rappresentati da:

- Permanenza in modalità *smart working* di oltre il 50% dei dipendenti pubblici e di un numero non trascurabile nel settore privato;



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- Drastica riduzione del turismo internazionale;
- Differenziazione-flessibilità degli orari delle attività produttive finalizzate alla riduzione dell'ora di punta in connessione con il pendolarismo;
- Organizzazione in turni degli orari scolastici;
- Ricorso alla didattica a distanza.

Il CTS rimarca quanto raccomandato relativamente al rigoroso rispetto del distanziamento fisico (inteso come distanza minima di 1 metro fra i passeggeri) che rimane uno dei punti di primaria importanza nelle azioni di prevenzione del contenimento epidemico insieme all'impiego delle mascherine, delle misure organizzative e di prevenzione e protezione ed alla frequente igienizzazione delle mani.

Il CTS ribadisce, altresì, che solo in situazioni di assoluta eccezionalità e solo quando tutte le altre iniziative sopra descritte non si siano potute intraprendere (condizioni comunque che, con gli attuali indici epidemiologici, devono essere considerate assolutamente residuali), nel rispetto della gerarchia delle azioni organizzative e di prevenzione e protezione sopra illustrate atte a prevenire l'affollamento, in considerazione delle evidenze scientifiche sull'assunto dei tempi di permanenza medi dei passeggeri indicati dai dati disponibili, potrebbe prendersi in considerazione un indice di riempimento fino ad un massimo pari al 75% della capienza omologata del mezzo di trasporto, prevedendo una maggiore riduzione dei posti in piedi rispetto a quelli seduti.

Il CTS sottolinea comunque la possibilità di indicazioni più restrittive al riempimento dei mezzi sulla base dell'andamento degli indicatori epidemiologici a livello locale da parte dell'Autorità sanitaria competente.

Il CTS, quando possibile, raccomanda comunque fortemente l'incentivazione della mobilità sostenibile (biciclette, e-bike, ecc.). Al riguardo, le conferenze di servizi



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previste dalle Linee Guida del Piano Scuola 2020-2021 emanate dal Ministero dell'Istruzione prevedevano specifici raccordi fra le autorità locali.

Le misure adottate in alcuni contesti metropolitani sulla differenziazione degli orari di apertura degli esercizi commerciali e delle attività produttive contribuiscono altresì nell'ottica complessiva del contenimento del contagio e, al riguardo, il CTS rileva, a titolo di esempio, l'accuratezza del progetto di studio previsionale sviluppato da Roma Mobilità in collaborazione con le Università degli Studi di Roma Sapienza, Tor Vergata e Roma Tre che offre interessanti spunti prevedendo diversi scenari di impatto sul TPL connessi alla ripresa della scuola (allegato). Lo sviluppo dello studio tiene in considerazione numerosi e attendibili fonti di dati riportando che anche nello scenario più pessimistico (Caso "pre-COVID-19" con *smart working*: Tutte le classi in presenza, senza doppi turni, possibile scaglionamento degli ingressi, frequenza di corsi universitari in presenza al 100%) si possa rilevare una riduzione attesa di circa il 30% della domanda di trasporto pubblico nelle ore di punta, rispetto alla domanda iniziale.

Relativamente al quesito del Ministero delle Infrastrutture e dei Trasporti inerente alla considerazione della possibile analogia tra conviventi/congiunti e gruppi di lavoratori che condividono il medesimo luogo di lavoro – al fine di evitare il rispetto del distanziamento fisico prescritto – il CTS ribadisce che quanto approvato nella seduta n. 100 del 10/08/2020 è relativo esclusivamente nel caso in cui si tratti di persone che vivono nella stessa unità abitativa, nonché congiunti, persone che intrattengono rapporti interpersonali stabili (es.: coniuge, parenti e affini in linea retta e collaterale non conviventi, ma con stabile frequentazione; persone, non legate da vincolo di parentela, di affinità o di coniugio, che condividono abitualmente gli stessi luoghi e/o svolgono vita sociale in comune). Più specificamente, il CTS, sempre nella seduta n. 100 del 10/08/2020, ha sottolineato l'importanza della corretta interpretazione dei concetti di "persone conviventi" o di



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“congiunti assimilabili”, osservando che, ad esempio, sono da considerare “congiunti assimilabili” una coppia stabile di fidanzati che, pur non condividendo la stessa abitazione, ha una stabile frequentazione. Viceversa, nel caso di colleghi di lavoro che frequentano abitualmente lo stesso luogo, le regole del distanziamento e della protezione individuale che sono previste nell’ambiente di lavoro devono essere rispettate anche in occasione di viaggi di lavoro che prevedano l’utilizzo del mezzo di trasporto pubblico.

IMPIEGO DI MASCHERINE TRASPARENTI

A seguito della richiesta di parere giunta dalla Struttura del Commissario straordinario per l’attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 relativamente all’impiego di dispositivi di protezione delle vie aeree trasparenti (allegato), il CTS ritiene di condividerne la fondamentale utilità, soprattutto per incrementare la capacità di comunicazione, favorendo il rapporto umano tra persone, ad esempio, tra persone sorde, tra bambini e adulti, tra *caregiver* e anziani, ecc.

Se questa tipologia di dispositivi è destinata all’utilizzo da parte dei lavoratori, il CTS rileva che è necessaria una idonea certificazione, attraverso i percorsi esistenti presso gli enti tecnici accreditati (UNI, Accredia, ecc.). Viceversa, in caso di utilizzo comunitario, la produzione e vendita di tali dispositivi può essere consentita ai sensi dell’art. 16 co. 2 del D.L. 18/03/2020.

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Stralcio Verbale n. 103 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 28 agosto 2020.

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RUOLO DEI MEDICI DI MEDICINA GENERALE E DEI PEDIATRI DI LIBERA SCELTA IN CONCOMITANZA DELLA RIPRESA DEL PROSSIMO ANNO SCOLASTICO

Relativamente al tema del coinvolgimento di medici di medicina generale e pediatri di libera scelta nella gestione delle problematiche sanitarie legate alla riapertura delle scuole e all'approssimarsi della stagione autunnale, il CTS rimarca come le figure mediche di assistenza primaria rispondano agli accordi collettivi nazionali che ne regolano le attività, mentre gli accordi integrativi regionali e locali possono prevedere elementi ulteriori rispondenti a specifiche necessità e modalità di remunerazione ulteriori.

Nella considerazione che l'eventuale nuova ridefinizione degli accordi necessiterebbe un tempo non compatibile con l'avvio dell'attività scolastica, il CTS registra importanti differenze di approccio alla problematica connessa al management dell'infezione da SARS-CoV-2 da parte dei medici di medicina generale e dei pediatri di libera scelta che potrebbero trovare un'efficace azione di sintesi su azioni basate sulle evidenze scientifiche.

Nel corso dello scorso semestre i comportamenti rispetto ai possibili rischi legati al contatto con gli assistiti, sia sintomatici, per COVID-19 o altre patologie, che non sintomatici, sono stati estremamente differenziati.

Tale circostanza potrebbe giovare di raccomandazioni che, rispetto ai diversi scenari, definiscano in modo chiaro, per ciascun contesto operativo appropriato e per le diverse categorie di pazienti, i livelli di rischio e le misure idonee a ridurre o eliminare il rischio medesimo.



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Sarebbe inoltre molto utile promuovere modalità di comunicazione con i pazienti adeguate a permettere, in particolare relativamente alla scuola, un contatto “certo” per i genitori al fine di trasmettere certezze sui comportamenti, in un’ottica di condivisione dei percorsi di prevenzione e cura, in grado di tranquillizzare i genitori sulla possibilità di un accesso sicuro in caso di necessità.

Il CTS sottolinea l’importanza di approfondire, in prospettiva, il tema della “televisita” e, più in generale, della dematerializzazione, anche tenendo conto di quanto realizzato in diversi territori, sempre con il duplice obiettivo di ridurre il rischio e garantire la ordinaria assistenza ai pazienti, in primo luogo se affetti da patologie croniche.

QUESITO DEL MINISTERO DELL’UNIVERSITÀ E DELLE RICERCA SCIENTIFICA SULLA GESTIONE DEI CASI DI POSITIVITÀ AL SARS-COV-2 CONFERMATI ALL’INTERNO DELLE AULE UNIVERSITARIE

Il CTS riceve dal Sig. Ministro dell’Università per il tramite del Sig. Ministro della Salute un quesito relativo alle procedure finalizzate alla gestione dei casi di Covid-19 nelle aule universitarie (allegato).

Al riguardo, il CTS declina le seguenti osservazioni, suggerendo sul “Protocollo per la gestione di casi confermati e sospetti di COVID-19 nelle aule universitarie” gli emendamenti evidenziati con il colore rosso (allegato):

- Il Protocollo di cui trattasi va ad integrare, in riferimento alla “prevenzione secondaria” dei focolai epidemici di COVID-19, quanto già riportato nel documento “Modalità di ripresa delle attività didattiche AA 2020/21 nelle Università”.
- Al punto 2 del Protocollo viene riportato che “La procedura descritta nel presente protocollo richiede una collaborazione stretta tra gli Uffici della



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Sicurezza degli Atenei e l’Autorità Sanitaria Competente, rappresentata dai Servizi di Igiene e Sanità Pubblica dei Dipartimenti di Prevenzione delle Aziende Sanitarie Locali, al fine di predisporre tempestivamente ed efficacemente le appropriate misure di prevenzione”. In merito è auspicabile, soprattutto relativamente agli Atenei di grandi dimensioni, che tale prevista “collaborazione stretta” venisse consolidata dall’individuazione di un referente del Dipartimento di Prevenzione, per una più agevole attuazione delle diverse misure nel caso in cui si rendessero necessarie.

- Relativamente al punto 4 della proposta, si ritiene opportuna una sua rimodulazione come riportato (in rosso) nel testo emendato, tenuto conto che – come peraltro affermato al punto 2 del documento – spetta all’Autorità Sanitaria Competente l’effettuazione dell’indagine epidemiologica.
- Ugualmente, al punto 5 sono riportate delle modifiche/integrazioni anche in considerazione della proposta di rimodulazione del punto 4.

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PIANO SCUOLA 2020-2021 – RICORSO PROPOSTO INNANZI AL TAR DEL LAZIO

Il Comitato Tecnico Scientifico riceve dal Servizio del Contenzioso del Dipartimento della Protezione Civile la nota n. CTZ/0043627 del 07/08/2020 (allegato), integrata dalla richiesta n. CTS/0045763 della Segreteria del CTS del 21/08/2020 (allegato) per conoscere dall’Avvocatura dello Stato eventuali specifiche richieste concernenti il ricorso proposto innanzi al TAR del Lazio da Charlotte Pedone e Fabrizio Di Nardo relativo all’impugnazione del “Piano Scuola 2020/2021” del Ministero dell’Istruzione, nonché del propedeutico documento “Modalità di ripresa delle attività didattiche del prossimo anno scolastico” approvato dal CTS nella seduta n. 82 del 28/05/2020.



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Al riguardo, il CTS sottolinea di non aver contribuito alla redazione del Piano Scuola 2020/2021 che, com'è ovvio, risulta di esclusiva competenza del Ministero dell'Istruzione.

Il CTS ribadisce quanto già esplicitato nel corso della seduta n. 82 del 28/05/2020 e nella successiva seduta n. 90 del 22/06/2020 in cui, su richiesta del Ministero dell'Istruzione, è stato integrato il documento relativo all'adozione delle misure per la ripresa dell'anno scolastico nelle scuole di ogni ordine e grado.

Il CTS, per il tramite del Segretario del Comitato Tecnico Scientifico, trasmetterà al Servizio Contenzioso del Dipartimento per gli Affari Giuridici e Legislativi della Presidenza del Consiglio dei Ministri, per i relativi seguiti, gli stralci dei verbali relativi alla tematica trattata durante le sedute del CTS.

-omissis-

Presidente

**PROTOCOLLO PER LA GESTIONE DI CASI CONFERMATI E SOSPETTI DI COVID-19
NELLE AULE UNIVERSITARIE**

1. Il presente protocollo per la gestione di casi confermati e sospetti di COVID-19 nelle aule universitarie integra il documento CRUI “Modalità di ripresa delle attività didattiche AA 2020/21 nelle Università” con le allegate raccomandazioni del Comitato Tecnico Scientifico di supporto al Capo del Dipartimento della protezione civile per l'emergenza di COVID-19, documento trasmesso dal Ministro dell'Università e della Ricerca con nota prot. 0002833 del 3007-2020. Il documento CRUI, infatti, descrive con completezza tutte le misure ed i comportamenti da tenere per la “prevenzione primaria” dell'infezione da SARS-CoV-2, atti cioè a ridurre l'esposizione al virus. La presente proposta di protocollo, invece, delinea una linea di attività (gestione dei casi confermati e sospetti di COVID-19 nelle aule universitarie) che rientra nella cosiddetta “prevenzione secondaria” dei focolai epidemici di COVID-19, attraverso l'individuazione dei casi confermati o sospetti di COVID-19 e la gestione tempestiva dei relativi contatti stretti o casuali.
2. La procedura descritta nel presente protocollo richiede una collaborazione stretta tra gli Uffici della Sicurezza degli Atenei e l'Autorità Sanitaria Competente, rappresentata dai Servizi di Igiene e Sanità Pubblica dei Dipartimenti di Prevenzione delle Aziende Sanitarie Locali, al fine di predisporre tempestivamente ed efficacemente le appropriate misure di prevenzione. In proposito, in ciascun Ateneo deve essere identificato un referente (Referente Universitario per COVID-19) che svolga un ruolo di interfaccia con il Dipartimento di Prevenzione. Il Referente Universitario per COVID-19, di norma individuato tra il personale degli Uffici della Sicurezza dell'Ateneo ed eventualmente coadiuvato dal Gruppo di Lavoro/Task Force COVID-19 laddove costituita, rappresenta l'anello di congiunzione tra l'Ateneo e l'Autorità Sanitaria Competente sia per i protocolli di prevenzione e controllo in ambito universitario sia per le procedure di gestione dei casi COVID-19 sospetti e confermati. Il Referente Universitario per COVID-19 e il Delegato di Ateneo per la Disabilità mettono in atto, inoltre, quanto necessario per il supporto e la comunicazione a studenti con disabilità, eventualmente, ove necessario, disponendo procedure dedicate.

3. Presupposto importante per la gestione dei casi confermati e sospetti di COVID-19 è che gli Atenei si dotino di sistemi che consentano di conoscere il nominativo degli studenti che siano iscritti a ogni corso o a ogni turno del corso, ove presenti (con riferimento all'aula e al giorno). Tali elenchi devono predisposti e devono essere conservati per almeno 14 giorni dalla data di ogni lezione per essere messi a disposizione del Dipartimento di prevenzione che potrebbe richiederli per eventuali attività di contact tracing. Tali sistemi possono essere i sistemi informatizzati di prenotazione da parte degli studenti e/o la rilevazione fisica delle presenze (tramite lettura di codice a barre, appello nominale in aula da parte del docente, ...) e/o infine l'elenco degli iscritti all'insegnamento o al turno. È importante infatti ricordare che il documento CRUI prevede che nella fase 3 la didattica sia erogata con modalità mista, con il docente in aula e gli studenti in parte in aula e in parte collegati da casa. Ciò impone la suddivisione della classe degli studenti in gruppi, in modo da programmare le opportune turnazioni. Tale organizzazione dell'erogazione implica la conoscenza dell'elenco degli studenti ammessi a frequentare in presenza.

Nel caso in cui l'Ateneo venga a conoscenza, ~~ad esempio~~ attraverso l'Autorità Sanitaria Competente, di un caso confermato di COVID-19 riferito a uno studente o a un docente presente in aula o al personale tecnico amministrativo preposto alle attività di supporto alla didattica, in un determinato giorno, **collabora, attraverso** gli Uffici della Sicurezza **con l'autorità sanitaria competente (Dipartimento di Prevenzione) all'adozione delle misure necessarie. In particolare sempre in raccordo con il DdP dispongono la chiusura dell'aula e la disinfezione e sanificazione della stessa, secondo le procedure previste dai protocolli in vigore;** supportano l'attività di contact tracing trasmettendo **contestualmente all'Autorità Sanitaria Competente l'elenco dei docenti, del personale tecnico amministrativo e degli studenti iscritti all'insegnamento e/o al turno con il caso confermato nel periodo compreso tra i due giorni precedenti l'inizio dei sintomi o l'effettuazione del tampone e la data d'inizio dell'isolamento. Inoltre a tali studenti, docenti e personale tecnico amministrativo gli Uffici della Sicurezza inviano, sempre in accordo con DdP comunicazione raccomandando, in via cautelativa, di isolarsi a casa e la sorveglianza passiva dei sintomi e invitando a seguire pedissequamente le disposizioni dell'Autorità Sanitaria Competente.** Spetta

infatti all'Autorità Sanitaria Competente l'effettuazione dell'inchiesta dell'indagine epidemiologica e l'individuazione delle eventuali misure da attuare (ad es. quarantena, isolamento, sorveglianza attiva, etc). e la distinzione tra contatti "stretti", per i quali è prevista la quarantena e la sorveglianza attiva, e i contatti "casuali", per i quali è prevista la sola sorveglianza passiva. La ripresa delle attività didattiche (in presenza/online) sono subordinate all'esito dell'indagine epidemiologica e alle raccomandazioni del Dipartimento di Prevenzione. In ogni caso, fatte salve diverse comunicazioni e disposizioni da parte dell'Autorità Sanitaria Competente si consiglia per gli studenti, i docenti e il personale tecnico amministrativo a supporto della didattica la ripresa dell'attività in presenza solo al termine di un periodo di quindici giorni, anche in considerazione che l'attività didattica può proseguire on-line e non è quindi sospesa. La medesima procedura viene attivata anche per le attività curriculari (esami di profitto, esami di lauree, ...)

4. Nel caso in cui si identifichi in aula e/o durante attività curriculare (esami, lauree, ...) un caso sospetto (cioè un soggetto con temperatura corporea al di sopra di 37,5°C, febbre e o sintomatologia compatibile con Covid-19 sospetta), questo va immediatamente dotato di mascherina chirurgica (qualora non ne fosse già dotato) e adeguatamente isolato (in una stanza dedicata o in un'area di isolamento) dalle altre persone, se non quelle strettamente necessarie a una sua assistenza e che comunque dovranno indossare mascherine chirurgiche e cercare, nei limiti consentiti dalla situazione di stare ad almeno un metro di distanza. È necessario provvedere a che lo stesso possa ritornare al proprio domicilio al più presto possibile, invitandolo la persona interessata a contattare il proprio medico di base (MMG) o in sua assenza l'USCA o il DdP per la valutazione clinica necessaria e l'eventuale prescrizione del test diagnostico. L'area di isolamento e quella frequentata dal soggetto con la sintomatologia dovranno essere sanificate in via straordinaria.

Contestualmente gli Uffici della Sicurezza trasmettono al DdP l'elenco dei docenti, del personale tecnico amministrativo e degli studenti iscritti all'insegnamento e/o al turno con il caso sospetto quel giorno e nei due giorni precedenti. Inoltre sempre in accordo con DdP a tali studenti, docenti e personale tecnico amministrativo gli Uffici della Sicurezza inviano comunicazione raccomandando la sorveglianza passiva dei sintomi e invitando di seguire pedissequamente le disposizioni che saranno fornite dall'Autorità Sanitaria Competente. Non è indicata, in questo caso, la sospensione dell'attività didattica in presenza, che ovviamente sarà disposta in caso di conferma del caso sospetto. Il caso, a questo punto confermato, innescherà la procedura di cui al precedente punto 4.



Conferenza dei Rettori
delle Università Italiane

5. Al fine di facilitare il tracciamento e l'identificazione dei contatti stretti e di quelli casuali laddove si verificassero i casi di cui ai punti 4 e 5, gli studenti, i docenti e il personale tecnico

amministrativo degli Atenei sono fortemente invitati a dotarsi della app IMMUNI tenendola attiva durante i periodi di presenza negli spazi dell'Ateneo.



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DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 104 della riunione tenuta presso il Ministero della Salute, il giorno 31 agosto 2020.

-omissis-

MISURE DI PREVENZIONE E RACCOMANDAZIONI PER GLI STUDENTI DELLE SCUOLE DI OGNI ORDINE E GRADO PER LA RIPRESA DELL'ANNO SCOLASTICO 2020-2021

La ripresa delle attività scolastiche, in un complesso equilibrio tra sicurezza, in termini di contenimento del rischio di contagio, benessere socio-emotivo di studenti e lavoratori della scuola, qualità dei contesti e dei processi di apprendimento e rispetto dei diritti costituzionali all'istruzione e alla salute, hanno richiesto negli ultimi mesi un'attenta riflessione in seno al Comitato Tecnico Scientifico e ampio confronto con i principali stakeholders del mondo scolastico.

L'apertura delle scuole rappresenta una esigenza primaria del Paese, così come lo è la sicurezza degli operatori scolastici e degli studenti e la continuità delle attività. Pertanto, accanto alle esigenze didattiche e formative, è necessario prendere in considerazione il principio di precauzione, la protezione dei lavoratori, l'efficacia, la sostenibilità e l'accettabilità delle misure proposte.

Per la riapertura delle scuole nel nuovo anno scolastico 2020-2021, il CTS ha elaborato un "Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico", attraverso il quale sono stati forniti elementi tecnici di valutazione al decisore politico circa la possibile rimodulazione delle misure di contenimento del contagio da SARS-CoV-2, con l'obiettivo di garantire la salute e la sicurezza per la riapertura delle scuole per il nuovo anno scolastico 2020-2021. Il documento, approvato dal CTS nella seduta n. 82 del 28/05/2020 e condiviso dal Ministero della Salute e dal Ministero dell'Istruzione, ha proposto misure di sistema, organizzative, di prevenzione e protezione per il contenimento



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della diffusione del contagio nel riavvio delle attività didattiche; questo testo è stato successivamente recepito nel "Piano Scuola 2020-2021 – Documento per la pianificazione delle attività scolastiche, educative e formative in tutte le Istituzioni del Sistema nazionale di Istruzione" del Ministero dell'Istruzione.

Il documento tecnico del 28 maggio ha visto successivi aggiornamenti ed approfondimenti, correlati sia all'andamento dinamico dell'epidemia, sia in risposta a specifici quesiti del Ministero dell'Istruzione, che hanno sostanzialmente confermato quali misure organizzative, di prevenzione e di protezione da adottare i principi cardine che sono stati alla base delle scelte e degli indirizzi tecnici del CTS in tutti i contesti lavorativi e di socialità:

- il distanziamento fisico/interpersonale;
- la rigorosa igiene delle mani e degli ambienti;
- l'uso della mascherina;
- la capacità di controllo e risposta dei servizi sanitari della sanità pubblica territoriale e ospedaliera.

In relazione alla misura contenitiva del distanziamento, il CTS ritiene opportuno ribadire che il distanziamento fisico (inteso come distanza minima di 1 metro tra le rime buccali degli alunni e, a maggior tutela degli insegnanti, di due metri nella zona interattiva della cattedra tra l'insegnante stesso e i banchi) rimane uno dei punti di primaria importanza nelle azioni di prevenzione del contenimento epidemico ed è da intendersi nel contesto scolastico, in linea generale, sia in condizione statica che in movimento. Il CTS ricorda, inoltre, che l'utilizzo della mascherina è particolarmente importante in situazioni di movimento, proprio perché, per la dinamicità della realtà scolastica, potrebbe non essere garantito il distanziamento minimo in tutti i contesti e momenti della vita scolastica, seppure per brevi periodi. Nel merito, è bene precisare che il CTS nella seduta n. 100 del 10/08/2020 così come ribadito nella seduta n. 101 del 19/08/2020, in risposta a specifico quesito del



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Ministero dell'Istruzione, al solo scopo di garantire l'avvio dell'anno scolastico e in via emergenziale, si è espresso sulla possibilità che in eventuali situazioni (transitorie o emergenziali) *“in cui non sia possibile garantire nello svolgimento delle attività scolastiche il distanziamento fisico prescritto, sarà necessario assicurare l'uso della mascherina, preferibilmente di tipo chirurgico, garantendo periodici e frequenti ricambi d'aria insieme con le consuete norme igieniche”*. *“Le eventuali situazioni sopra evidenziate, limitate al periodo necessario a consentire la ripresa delle attività didattiche, dovranno essere corrette prima possibile, anche attraverso l'utilizzo di soluzioni strutturali provvisorie già utilizzate in altri contesti emergenziali per periodi temporanei, al fine di garantire il distanziamento prescritto”*.

In riferimento all'uso della mascherina, il CTS già nel documento del 28 maggio ha previsto che *“gli alunni dovranno indossare per l'intera permanenza nei locali scolastici una mascherina chirurgica o di comunità di propria dotazione, fatte salve le dovute eccezioni (ad es. attività fisica, pausa pasto)...”*, precisando altresì che in coerenza con l'art. 3 del DPCM 17/05/2020, ripreso dall'art. 1 co. 1 del DPCM 07/08/2020 *“non sono soggetti all'obbligo i bambini al di sotto dei sei anni, nonché i soggetti con forme di disabilità non compatibili con l'uso continuativo della mascherina”*.

Nell'aggiornamento del *“Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico”*, approvato nella seduta n. 90 del 22/06/2020, anche in considerazione della favorevole evoluzione dell'andamento epidemico, veniva prevista dal CTS *“la possibilità di valutare a ridosso della ripresa scolastica la necessità dell'obbligo di mascherina per gli studenti (soprattutto nella scuola primaria) per tutta la durata della permanenza a scuola e nei diversi ordini e gradi, una volta che fosse garantito l'assoluto rispetto del distanziamento fisico sulla base dell'andamento dell'epidemia anche in riferimento ai diversi contesti territoriali”*.



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Il sistema di monitoraggio attivato nel Paese consente di modulare le azioni di prevenzione e controllo sulla base della circolazione del virus e del suo impatto sulla salute pubblica. Il sistema di controllo è stato ulteriormente rafforzato per rispondere alle esigenze specifiche della scuola e garantire la riapertura delle attività scolastiche in sicurezza adeguandole al contesto epidemiologico.

Al 25 agosto, il numero dei casi d'infezione registrati in Italia rimane nel complesso contenuto rispetto ad altri Paesi europei sebbene si registri una tendenza all'aumento da quattro settimane consecutive.

È necessario mantenere elevata la resilienza dei servizi territoriali, continuare a rafforzare la consapevolezza e la *compliance* della popolazione, realizzare la ricerca attiva ed accertamento diagnostico di potenziali casi, l'isolamento dei casi, la quarantena precauzionale dei loro contatti stretti. Queste azioni sono fondamentali per controllare la trasmissione ed eventualmente identificare rapidamente e fronteggiare recrudescenze epidemiche.

Il riavvio delle attività scolastiche, pertanto, dovrà continuare a tenere conto dell'evoluzione dell'andamento epidemiologico, anche prevedendo una modularità e scalabilità delle azioni di prevenzione inclusa quella in esame.

In particolare, l'Organizzazione Mondiale della Sanità, in un recente documento del 21 agosto fornisce indicazioni rispetto all'uso delle mascherine in ambito scolastico differenziandole per fasce di età:

- Fra 6 e 11 anni: uso condizionato alla situazione epidemiologica locale, prestando, comunque, attenzione al contesto socio-culturale e a fattori come la compliance del bambino nell'utilizzo della mascherina e il suo impatto sulle capacità di apprendimento;
- Dai 12 anni in poi: utilizzare le stesse previsioni di uso degli adulti.



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Tali linee guida, emanate dall'Organizzazione Mondiale della Sanità (OMS) e dal Fondo delle Nazioni Unite per l'infanzia (UNICEF), stanno trovando ampio consenso nelle indicazioni di Paesi europei ed extraeuropei che hanno recentemente modificato le loro *policy* sull'uso delle mascherine a scuola, anche in considerazione della situazione epidemiologica nazionale e dell'evolversi delle conoscenze scientifiche. La *consensus conference* promossa da OMS e realizzata nella data odierna ribadisce la necessità di affiancare l'uso delle mascherine alle altre misure preventive, quali il distanziamento fisico, la pulizia delle mani, l'etichetta respiratoria (i.e. tossire nell'incavo della piega del gomito), un'accurata informazione ed educazione sanitaria in un linguaggio adeguato all'età degli studenti.

Le evidenze disponibili sulle dinamiche di circolazione del virus SARS-CoV-2 fra la popolazione studentesca e sui tassi d'infezione fra studenti, fra studenti e personale scolastico e fra studenti e componenti del nucleo familiare sono ancora limitate e non conclusive.

Ciononostante, esistono alcuni studi pubblicati che documentano episodi di trasmissione in ambito scolastico sia nelle fasi iniziali della pandemia che nella fase di riapertura delle scuole, oltre a numerose e recenti notizie relative a focolai scolastici che si sono sviluppati successivamente alla riapertura delle scuole in Paesi europei ed extraeuropei che hanno previsto misure scalabili in relazione alla situazione epidemiologica.

Raccomandazioni tecniche

L'andamento dinamico dell'epidemia registrato nelle ultime settimane documenta la persistenza della circolazione del virus sia sul territorio nazionale che nel contesto internazionale (con livelli di incidenza particolarmente rilevanti in alcuni Paesi) che richiedono attente valutazioni per prevenire il possibile sviluppo di focolai epidemici,



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confermando la necessità di misure cautelative e di controllo che consentano una prevenzione dell'insorgenza di infezioni e, al tempo stesso, una risposta immediata.

La valutazione effettuata dall'analisi delle *policy* europee e internazionali, delle esperienze di *outbreak* di alcuni Paesi esteri e della Letteratura scientifica ha portato alla definizione delle raccomandazioni di seguito riportate, differenziate per situazione (dinamica o statica) e per ordine di scuola (primaria, secondaria di I e II grado).

Il CTS ribadisce quanto già indicato sulle situazioni dinamiche e in quelle statiche in cui non vi è il rispetto del distanziamento.

Il CTS ha preso atto nelle sedute n. 90 del 22/06/2020, n. 91 del 23/06/2020 e n. 101 del 19/08/2020 che il Governo ha garantito la disponibilità di 11 milioni di mascherine chirurgiche al giorno per gli Istituti Scolastici, assicurata dalla Struttura del Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19; tali mascherina verranno distribuite a titolo gratuito. Rimarcando l'importanza dell'uso di dette mascherine, si specifica che:

- Nell'ambito della scuola primaria, per favorire l'apprendimento e lo sviluppo relazionale, la mascherina può essere rimossa in condizione di staticità (i.e. bambini seduti al banco) con il rispetto della distanza di almeno un metro e l'assenza di situazioni che prevedano la possibilità di aerosolizzazione (es. canto).
- Nella scuola secondaria, anche considerando una trasmissibilità analoga a quella degli adulti, la mascherina potrà essere rimossa in condizione di staticità con il rispetto della distanza di almeno un metro, l'assenza di situazioni che prevedano la possibilità di aerosolizzazione (es. canto) e in situazione epidemiologica di bassa circolazione virale come definita dalla autorità sanitaria.



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- Nelle attuali condizioni epidemiologiche e facendo riferimento alle diverse realtà internazionali in cui si sono verificati focolai epidemici all'interno di scuole ed istituti scolastici, si ha consapevolezza che anche la riapertura delle scuole in Italia potrebbe procurare focolai di diverse dimensioni. Adottando il principio di massima precauzione per gestire in sicurezza il momento critico della riapertura, da contemperare comunque con la possibilità di adottare misure e soluzioni diverse per la prevenzione e il contenimento del contagio in base all'andamento epidemiologico effettivo risultante dal sistema di monitoraggio nazionale, appare raccomandabile, nella contingenza attuale ed alla luce delle evidenze disponibili riportate da ISS e INAIL, l'utilizzo di dispositivi efficaci e standardizzati per lavoratori della scuola e studenti quali le mascherine chirurgiche di adeguato dimensionamento per le diverse età scolastiche messe gratuitamente a disposizione dalla Struttura commissariale.

Il CTS sottolinea che l'uso delle mascherine è solo una delle misure di prevenzione che devono essere implementate in ambito scolastico, in una corretta associazione con tutte le altre misure già raccomandate al fine di limitare la circolazione del virus (es. distanziamento, igiene dell'ambiente e personale, ricambio d'aria, sanificazione ordinaria, ecc.).

Il dato epidemiologico, le conoscenze scientifiche e le implicazioni organizzative riscontrate potranno determinare una modifica delle raccomandazioni sopra riportate anche in relazione ai differenti *trend* epidemiologici locali/regionali, dalla autorità sanitaria, la quale potrà prevedere l'obbligo della mascherina anche in situazioni statiche con il rispetto del distanziamento per un determinato periodo, all'interno di una strategia di scalabilità delle misure di prevenzione e controllo, modulate rispetto alle esigenze della continuità ed efficacia dei percorsi formativi.



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Il CTS auspica altresì la promozione di iniziative comunicative, educative ed organizzative volte al corretto utilizzo e smaltimento dei dispositivi anche nell'ottica della sostenibilità ambientale.

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Stralcio Verbale n. 106 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 7 settembre 2020.

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QUESITO DEL MINISTERO DELL'ISTRUZIONE SULL'ETÀ DI IMPIEGO DELLE MASCHERINE

Il CTS riceve dal Ministero dell'Istruzione per il tramite del Ministero della Salute una nuova istanza in cui viene richiesto un chiarimento sulle indicazioni di impiego della mascherina per gli alunni con età superiore a 6 anni che frequentino la scuola dell'infanzia età e per gli scolari con età inferiore a 6 anni che frequentino la scuola primaria (allegato).

Al riguardo, il CTS ritiene di esprimere le seguenti considerazioni.

Seppur l'uso della mascherina a livello comunitario venga differenziato in base alle classi di età, è importante ricordare che l'uso nella scuola deve necessariamente trovare coerenza con l'organizzazione del sistema scolastico. Il recente documento dell'OMS "Advice on the use of masks for children in the community in the context of COVID-19" (allegato), pur differenziando l'uso della mascherina per classi di età, ribadisce che lo scaglionamento non è da considerarsi perentorio ma va adattato all'organizzazione del sistema scolastico dei singoli Paesi.

Il CTS ritiene, pertanto, che per gli alunni con età < di 6 anni frequentanti la scuola primaria e per gli alunni con età > di 6 anni frequentanti la scuola dell'infanzia l'obbligatorietà all'uso della mascherina dovrà essere allineato alle note indicazioni già in essere per lo specifico ciclo scolastico frequentato dall'alunno, al fine di garantire una chiara e efficace gestione delle misure da adottare nella classe e di evitare inoltre eventuali forme di stigmatizzazione.

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Stralcio Verbale n. 107 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 15 settembre 2020.

-omissis-

QUESITO DEL MINISTERO DELL'ISTRUZIONE RELATIVO AL DISTANZIAMENTO FISICO DURANTE LE LEZIONI DI CANTO PRESSO GLI ISTITUTI SCOLASTICI

In riferimento al quesito urgente rappresentato dal Ministero dell'Istruzione relativo al distanziamento fisico da mantenere durante le lezioni di canto presso gli istituti scolastici, il CTS ha già anticipato via mail al Sig. Ministro dell'Istruzione, per il tramite del Coordinatore, le considerazioni che, di seguito, si riportano.

La tematica è già stata affrontata in diverse sedute del CTS, in occasione della trattazione dei cori e dei cantori nell'ambito delle scuole di coreutica o all'interno delle liturgie di diverse confessioni religiose.

L'indicazione generale è stata quella di "raccomandare una distanza tra le persone di almeno due metri prevedendo, l'aerazione frequente dei locali oltre al rispetto delle abituali norme igieniche".

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Stralcio Verbale n. 108 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 18 settembre 2020.

-omissis-

AUDIZIONE DEL MINISTRO DELL'ISTRUZIONE

Il CTS, al fine di acquisire informazioni relative all'effetto sugli indici epidemiologici a seguito della ripresa dell'anno scolastico, procede all'audizione del Sig. Ministro dell'Istruzione, con lo scopo di condividere eventuali criticità rappresentate dai dirigenti scolastici.

Il Ministro dell'Istruzione rappresenta che i primi dati sono in fase di raccolta e potranno essere resi disponibili a partire dalla prossima settimana. Mette in evidenza il riscontro di difformità di interpretazione da parte dei Dipartimenti di Prevenzione territoriali, dei pediatri di libera scelta e dei medici di medicina generale relativamente alla problematica dell'isolamento fiduciario delle classi o delle intere scuole, nonché per la riammissione a scuola (per studenti e personale scolastico), a seguito del riscontro di casi positivi al virus SARS-CoV-2.

Al riguardo, il CTS ha condiviso con il Ministro dell'Istruzione l'esistenza di una bozza avanzata di circolare del Ministero della Salute relativa alla definizione di approcci comuni di gestione dei casi di positività al SARS-CoV-2 da distribuire alle articolazioni territoriali dei Dipartimenti di Prevenzione.

Durante l'interlocuzione, il CTS ha ribadito l'esistenza di criticità connesse alla eterogeneità di approccio tra le diverse Regioni in tema di gestione delle modalità di *contact tracing*, auspicando l'emanazione da parte del Ministero della Salute di una specifica circolare che renda uniforme l'applicazione delle raccomandazioni. Viene messa in evidenza anche la notevole eterogeneità dei comportamenti dei MMG e dei PLS concernenti le certificazioni sanitarie per il rientro dopo l'assenza a scuola per motivi di salute e la loro responsabilità per certificare la riammissione non



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supportata dall'evidenza dell'esito negativo dei test molecolari per la ricerca di SARS-CoV-2. Al riguardo, il CTS acquisisce la circolare dell'ASL Roma 3 (allegato), trasmessa ai Dirigenti Scolastici del territorio di propria competenza che chiarisce le modalità di certificazione medica per le assenze scolastiche nel periodo di contingenza con l'epidemia da SARS-CoV-2, sulla base delle indicazioni fornite dalla Regione Lazio (allegato).

È stata posta l'attenzione anche ad alcune segnalazioni riguardanti la presenza di docenti cosiddetti "negazionisti" che, durante l'esercizio delle funzioni di insegnamento, scherniscono gli studenti o ordinano loro la rimozione delle mascherine quando seduti al banco. Al riguardo, il CTS chiede al Ministro dell'Istruzione di farsi parte attiva affinché vengano arginati questi comportamenti deprecabili all'interno degli istituti scolastici. Altra problematica evidenziata è relativa ad una quota non trascurabile di studenti che non vogliono indossare le mascherine all'interno dei plessi scolastici.

Relativamente all'ambito scolastico, infine, il CTS acquisisce il documento dell'OMS "*Considerations for school-related public health measures in the context of COVID-19*", aggiornato al 14/09/2020 (allegato).

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 condivide con il CTS l'avvenuta distribuzione di 165 milioni di mascherine chirurgiche, di 650.000 litri di gel idroalcolico per l'igiene delle mani e di 200.000 tra banchi monoposto e sedute innovative, la cui distribuzione avvenuta in poco più di due settimane (dal 28/8 al 14/09 uu.ss.) corrisponde all'intera produzione italiana annuale, testimoniando lo sforzo straordinario che nessun Paese al mondo ha fatto.

Il Commissario comunica che sono stati finora eseguiti circa 533.000 test sierologici, la cui esecuzione ha consentito di esaminare circa il 60% del personale della scuola e che lo screening proseguirà ancora per alcuni giorni nelle Regioni nelle quali l'anno



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scolastico non sia stato ancora avviato. Comunica altresì che solo circa il 2,43% del personale docente e non docente è risultato positivo ai test sierologici e, per questi casi, si riserva di comunicare tempestivamente l'esito delle indagini molecolari per la ricerca di SARS-CoV-2.

Il Commissario, infine, sottolinea l'avvenuto rafforzamento della dotazione di tamponi e di reagenti di estrazione e di amplificazione per consentire il soddisfacimento delle aumentate richieste che si verificheranno con l'approssimarsi della stagione autunno-invernale.

Il CTS rileva che in diversi plessi scolastici sul territorio nazionale si stia provvedendo all'acquisizione di dispositivi e strumenti c.d. di sanificazione (tunnel di disinfezione, apparati di ozonizzazione, tunnel sanificanti con raggi UVC, ozono, ecc.) che, oltre ad avere costi molto rilevanti, non sono sicuramente risolutivi nella prevenzione del contagio da SARS-Cov-2.

Rimarca, infatti, che le indicazioni sulle attività di sanificazione inserite nel *"Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico"* approvato dal CTS nella seduta n. 82 del 28/05/2020 siano assolutamente sufficienti e bastevoli per la gestione dell'igiene nel contesto scolastico, sottolineando che l'impiego a titolo oneroso di dispositivi – di cui peraltro non risulta provata scientificamente la capacità specifica contro il virus SARS-CoV-2 – non sia assolutamente giustificato e costituisca, viceversa, un costo in alcuni casi ragguardevole che non presuppone alcun vantaggio nel contenimento del contagio dal virus SARS-CoV-2.

Viene infine rimarcata l'esigenza di trovare una soluzione condivisa per evitare che l'estensiva richiesta di test molecolari da parte dei PLS e dei MMG, anche a seguito del riscontro di lievi segni e/o sintomi influenzali ovvero a seguito di assenze anche non connesse a segni che potrebbero indirizzare verso una infezione sostenuta da SARS-CoV-2 per la riammissione a scuola di studenti e personale scolastico, possa



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condurre ad una insostenibilità dei tempi di attesa per l'esito del test. Sottolinea che già adesso, in diverse realtà nazionali, si è assistito ad un non trascurabile allungamento dei tempi di attesa dei campioni per l'esecuzione della metodica *real-time RT-PCR*, a cui corrisponde un allungamento dei tempi di risposta di anche diversi giorni durante i quali i soggetti restano in attesa del responso e della successiva certificazione sanitaria.

QUESITO DEL MINISTRO DELL'ISTRUZIONE SULLE MODALITÀ DI TRATTAZIONE E MANEGGIO DEL MATERIALE DIDATTICO CARTACEO (QUADERNI, LIBRI, ECC.)

Durante l'audizione odierna, il CTS riceve dal Sig. Ministro dell'Istruzione un'istanza relativa alle modalità di gestione e di eventuale sanificazione del materiale didattico cartaceo (quaderni, carta, libri, ecc.) e degli accessori alla didattica (penne, astucci, matite, righe, ecc.) durante lo svolgimento dell'attività scolastica.

Al riguardo, in coerenza con quanto indicato nella seduta n. 94 del 07/07/2020 durante la quale è stata data risposta a numerosi quesiti provenienti dal Ministero dell'Istruzione inerenti a diversi ambiti del mondo della scuola – tra cui il maneggio di materiale cartaceo da parte del personale amministrativo nelle attività di ricezione *front office* – il CTS ritiene di esprimere analoghe indicazioni per la trattazione da parte del personale docente di materiale cartaceo (quaderni, libri, fogli, testi, album, ecc.), così come pure per gli accessori alla didattica (penne, astucci, matite, righe, ecc.).

Specificamente, sottolineando che in nessuno dei documenti tecnici del Comitato Tecnico Scientifico è mai stato previsto l'utilizzo dello spray (o gel) idroalcolico nella gestione del materiale cartaceo, il CTS – nella trattazione e nel maneggio del materiale cartaceo sia per il personale amministrativo nelle attività di ricevimento *front office* sia per il personale docente e non docente nelle attività didattiche e di



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supporto – nel ribadire il rispetto delle misure generali di comportamento per il contenimento del contagio da SARS-CoV-2, non raccomanda l'impiego di spray idroalcolico sulle superfici cartacee – il cui maneggio immediato può avvenire senza l'uso di guanti – ritenendo sufficiente la frequente igienizzazione delle mani.

STRUTTURA DEL COMMISSARIO STRAORDINARIO PER L'ATTUAZIONE E IL COORDINAMENTO DELLE MISURE DI CONTENIMENTO E CONTRASTO DELL'EMERGENZA EPIDEMIOLOGICA COVID-19: RICHIESTA PUBBLICA DI OFFERTA AI FINI DELL'ACQUISIZIONE DI TEST RAPIDI PER LA RILEVAZIONE QUALITATIVA DI ANTIGENI SPECIFICI DI SARS-COV-2

Il Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19 rappresenta al CTS che, in base ad una specifica richiesta del Sig. Ministro della Salute, ha la necessità di procedere ad una richiesta pubblica di offerta per l'acquisizione di test rapidi per la rilevazione qualitativa di antigeni specifici di SARS-CoV-2.

Il Commissario declina le principali caratteristiche della richiesta di offerta riassumibili come di seguito indicato:

- Acquisizione fino a 5 milioni di test rapidi per la rilevazione qualitativa di antigeni specifici di SARS-CoV-2 presenti su tampone nasofaringeo compatibile con l'utilizzo come POCT (Point-Of-Care-Test);
- I potenziali fornitori saranno individuati tra i produttori o distributori per l'Italia di tali test con una capacità di fornitura di almeno 50.000 test al mese;
- Il produttore deve possedere un sistema di gestione della qualità adeguato;
- Il produttore deve aver fornito enti pubblici anche non italiani per un controvalore di almeno € 300.000 l'anno nei due anni precedenti;
- I kit diagnostici devono possedere marcatura CE o IVD;



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- I kit diagnostici devono essere dotati di un test immunocromatografico equivalente a lettura visiva o tramite segnale fluorescente o equivalente rilevato da uno strumento portatile dedicato eseguibile al punto di prelievo su tampone nasofaringeo o su campione salivare;
- I kit diagnostici devono essere conservabili a temperatura ambiente ed avere validità – a prodotto integro – non inferiore a sei mesi;
- I kit diagnostici devono essere corredati di tutto l'occorrente per eseguire il prelievo; devono fornire, per i test a lettura strumentale, un report cartaceo o archiviare in memoria i dati su un supporto SD o equivalente;
- I kit diagnostici non devono necessitare di attrezzature di laboratorio quali pipettatrici, centrifughe o altro;
- I kit devono avere un tempo di sviluppo del risultato contenuto al massimo in 30 minuti e consentire un'interpretazione chiara dei risultati;
- I kit devono prevedere la fornitura, ove previsto nella metodica, anche di eventuali calibratori e controlli esterni;
- I kit devono possedere una sensibilità analitica minima del 95% di rilevazione a 1000 TCID₅₀/ml o a 4x10⁶ copie di RNA/ml;
- I kit devono possedere una specificità maggiore o uguale al 98%;
- I kit devono possedere una sensibilità clinica minima capace di rilevare non meno dell'85% dei campioni con ciclo soglia di amplificazione ≤ a 25 in real-time PCR classica o con concentrazioni di RNA virale ≥ 1x10⁶ copie di RNA/ml.

Il Commissario straordinario declina le caratteristiche aggiuntive come di seguito specificate:

- utilizzabilità del test su saliva o su altri campioni compatibili con screening;
- avere un tempo di risposta inferiore a 30 minuti;
- avere una sensibilità analitica, una sensibilità clinica e una specificità clinica anche migliore;



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- deve dichiarare l'assenza di inibitori di PCR nel campione prelevato per il test rapido;
- semplicità di esecuzione e limitata necessità di addestramento specifico del personale;
- lettura automatizzata che permetta una valutazione oggettiva della positività o della negatività dell'indagine.

La procedura prevederà la nomina di un responsabile unico del procedimento individuato in un dirigente distaccato presso gli uffici del Commissario straordinario per l'attuazione e il coordinamento delle misure di contenimento e contrasto dell'emergenza epidemiologica COVID-19.

Per la procedura, il Commissario straordinario chiede di potersi avvalere di esperti che possano supportare il RUP nella valutazione delle proposte che perverranno.

In riferimento alla richiesta trasmessa dal Ministero della Salute alla Struttura Commissariale, non ancora pervenuta al CTS, il Commissario straordinario sottolinea che nel documento è riportato che *“il test antigenico può essere acquisito se è stato già approvato da Agenzie regolatorie nazionali o internazionali che diano sufficienti garanzie di affidabilità oppure già validato da un laboratorio accreditato del nostro Paese”*.

Il Commissario sottolinea che le ragioni per cui è stato definito questo requisito sono da ricercare nella scarsità attuale di prodotti che abbiano ricevuto certificazione e che possano consentire di soddisfare il rilevante fabbisogno. Per incrementare la capacità di approvvigionamento il Commissario ritiene necessario doversi procedere anche all'acquisizione di prodotti ritenuti affidabili da agenzie regolatorie anche internazionali.

Il Commissario straordinario rileva la necessità di individuare alcuni esperti da affiancare al RUP per stabilire *“che le agenzie che hanno certificato questi prodotti diano sufficienti garanzie di affidabilità”*.



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La soluzione proposta potrebbe prevedere, all'interno della procedura di richiesta pubblica di offerta, la designazione dei "componenti scientifici" che saranno chiamati a stabilire se un'agenzia regolatoria risulti affidabile oppure no.

Il Direttore generale dei dispositivi medici e del servizio farmaceutico del Ministero della Salute comunica al CTS la costituzione, concordata con il Capo di Gabinetto del Ministero della Salute, del gruppo di esperti costituito dal lui medesimo, dal Presidente del Consiglio Superiore di Sanità e dal Direttore Scientifico dell'Istituto Nazionale per le Malattie Infettive "Lazzaro Spallanzani" con il compito di valutare le garanzie di affidabilità delle diverse agenzie regolatorie e dei laboratori accreditati del nostro Paese che abbiano validato i test che saranno eventualmente preselezionati a seguito dell'offerta pubblica di acquisto.

Interviene il Direttore Scientifico dell'Istituto Nazionale per le Malattie Infettive "Lazzaro Spallanzani" che conferma di essere stato contattato in precedenza, confermando l'impegno e chiedendo se nel gruppo di esperti individuato sia inserito anche il Direttore Generale della Prevenzione Sanitaria del Ministero della Salute.

Su questa istanza, il Direttore generale dei dispositivi medici e del servizio farmaceutico del Ministero della Salute comunica che il gruppo dei componenti scientifici individuati resta formato dai 3 esperti precedentemente citati.

Il Commissario straordinario comunica la proposta di variazione del testo della procedura di offerta come di seguito: *"...A tal fine il seggio monocratico si avvarrà di una commissione di tre esperti individuati dal Comitato Tecnico Scientifico istituito presso il Dipartimento della Protezione Civile..."*.

Nell'allegato relativo all'approvazione del test antigenico da parte delle agenzie regolatorie nazionali o internazionali oppure già validato da laboratori accreditati del nostro Paese, il Commissario propone di modificare il testo come di seguito:



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“...la sussistenza di questo requisito verrà stabilita dalla Commissione degli esperti individuati dal Comitato Tecnico Scientifico...”.

Il Coordinatore del CTS rileva che l'individuazione dei 3 esperti sia pervenuta direttamente dal Ministero della Salute e comunicate al CTS durante la seduta odierna che, prendendo atto della circostanza, concorda sui nominativi indicati dal Ministero della Salute.

Il Capo di Gabinetto del Ministero della Salute chiede che il CTS individui uno o due esperti non appartenenti al Ministero della Salute che possano arricchire con la loro professionalità la Commissione.

Il Segretario del CTS osserva che i 3 esperti individuati dal Ministero della Salute siano assolutamente sufficienti e bastevoli per le attività di valutazione richieste dal Commissario straordinario per la procedura relativa alla richiesta pubblica di offerta, non ravvisando la necessità di individuare ulteriori elementi.

Il Capo di Gabinetto del Ministero della Salute rimarca che il Direttore Generale della Prevenzione Sanitaria non potrà fare parte del gruppo di esperti poiché sarà colui che, all'esito della conclusione della procedura, dovrà provvedere a sottoscrivere gli atti finali della gara ed a effettuare gli ordini di fornitura.

Il Commissario straordinario rimarca la necessità di ottenere i nominativi degli esperti per poter dare seguito alla pubblicazione della richiesta pubblica di offerta, indipendentemente che siano forniti dal Ministero della Salute o dal Comitato Tecnico Scientifico.

Il Capo di Gabinetto del Ministero della Salute, relativamente a quanto espresso dal Direttore generale dei dispositivi medici e del servizio farmaceutico del Ministero della Salute, evidenzia la significatività della proposta fatta su un tema così delicato all'interno del consesso quale membro del CTS e quale massima espressione della competenza e delle responsabilità in materia, rigettando anche il minimo dubbio



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circa una eventuale scelta predeterminata in tal senso da parte del Ministero della Salute.

Il Coordinatore del CTS ribadisce che mai è stato posto alcun dubbio sulla liceità della scelta operata dal Ministero della Salute né è stato posto alcun rilievo da parte di nessuno del CTS sulla identificazione degli esperti per la realizzazione della richiesta pubblica di offerta in argomento.

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Considerations for school-related public health measures in the context of COVID-19

Annex to Considerations in adjusting public health and social measures in the context of COVID-19

14 September 2020



Introduction

Countries around the world are taking broad public health and social measures (PHSM), including closure of schools, to prevent the spread of the SARS-CoV-2 virus, which causes COVID-19.¹ This Annex examines considerations for school operations, including openings, closures and re-openings and the measures needed to minimize the risk to students and staff of COVID-19. This Annex applies to **educational settings for children under the age of 18 years** and outlines general principles and key recommendations that can be tailored not only to schools but to specific school-related contexts, such as extracurricular activities.

This Annex **replaces** a document published by the World Health Organization on 10 May 2020 entitled *Considerations for school-related public health measures in the context of COVID-19*.² This document was developed with input from the Technical Advisory Group (TAG) of Experts on Educational Institutions and COVID-19 and experts from WHO, UNICEF, and UNESCO, who jointly reviewed the latest evidence to develop this interim guidance, which considers equity, resource implications, and feasibility. The main changes introduced in this document are a risk-based approach for school operations in the context of COVID-19 based on the level and intensity of the transmission at administrative levels lower than the national level, age-appropriate considerations for both physical distancing and the use of masks in the school setting and comprehensive, multi-layered measures to prevent introduction and spread of SARS-COV-2 in educational setting.

This Annex is intended to help policy makers and educators with making decisions on running schools as safely as possible during the COVID-19 pandemic. At the forefront of all considerations and decisions should be the continuity of education for children for their overall well-being, health and safety. Nonetheless, all decisions will have implications for children, parents or caregivers, teachers and other staff and more broadly, their communities and societies.³

Readers may also wish to refer to WHO-issued guidance on adapting PHSM as the epidemiology of COVID-19 evolves, while managing the risk of resurgence of cases.³

General principles

The principles underlying the considerations for school-related public health measures to prevent and minimize SARS-CoV-2 transmission in school settings are as follows:

- Ensuring continuity of safe, adequate and appropriate educational and social learning and development of children
- Minimizing the risk of SARS-CoV-2 transmission within school and school-associated settings among children, teachers and other school staff
- Guarding against the potential for schools to act as amplifiers for transmission of SARS-COV-2 within communities
- Ensuring school-related PHSM are integrated into and support the wider measures implemented at the community level

Considerations in decisions on school operations

From a public health perspective, deciding to close or re-open schools should be guided by a risk-based approach, taking into consideration the epidemiology of COVID-19 at the local level, the capacity of educational institutions to adapt their system to operate safely; the impact of school closures on educational loss, equity, general health and wellbeing of children; and the range of other public health measures being implemented outside school. Decisions on full or partial closure or reopening should be taken at a local administrative level, based on the local level of transmission of SARS-CoV-2 and the local risk assessment, as well as how much the reopening of educational settings might increase transmission in the community. The shutting down educational facilities should only be considered when there are no other alternatives.

Based on the best available data, COVID-19 appears to have a limited direct burden on children's health, accounting for about 8.5% of reported cases globally, and very few deaths (see the box **Research on COVID-19 in children and in schools** on page 8). In contrast, school closures have clear negative impacts on child health, education and development, family income and the overall economy. National and local governments should consider prioritizing continuity of education by investing in comprehensive, multi-layered measures (see Table 2) to prevent introduction and further spread of SARS-CoV-2 in educational settings, while also limiting transmission in the wider community.

SARS-CoV-2 transmission

The intensity of SARS-CoV-2 transmission within a distinctive administrative and epidemiological unit (district or sub-districts) can be classified as follows:

- **No cases:** an area with no cases detected locally (no laboratory-confirmed cases locally in an area with comprehensive surveillance)⁴
- **Sporadic transmission:** An area experiencing one or more cases, imported or locally. In this situation, all schools will be open (or re-opened if good control of previously widespread transmission has been achieved through implementation of public health measures).
- **Clusters transmission:** An area experiencing cases clustered in time, limited geographic location and/or by common exposures. In this situation, most schools will remain open, implementing COVID-19 prevention and control measures. Authorities may consider closing schools as part of broader PHSM in the areas experiencing an expansion in the number of clusters that includes schools.
- **Community transmission:** An area experiencing larger outbreaks of local transmission defined through an assessment of factors including, but not limited to: large numbers of cases not able to be linked to transmission chains; large numbers of cases from sentinel lab surveillance and multiple unrelated clusters in several areas. Depending on the trends and intensity of the transmission, local authorities may consider a risk-based approach for the operation of school and other community-wide PHSM, including school closure, particularly in areas with increasing trends of COVID-19 cases, hospitalizations for COVID-19 and COVID-19 deaths; any schools remaining open should adhere strictly to COVID-19 guidelines⁴(see Table 1).

Table 1: Status of SARS-COV-2 transmission level and consideration for school operations.

Transmission level at district/sub-district level	General considerations
No cases	All schools open and implement COVID-19 prevention and control measures.
Sporadic cases	All schools open and implement COVID-19 prevention and control measures.
Clusters transmission	Most schools open, and implement COVID-19 prevention and control measures. Authorities may consider closing schools as part of broader PHSM in the areas experiencing an expansion in the number of clusters that includes schools.
Community transmission	Risk-based approach for the operation of school and other community-wide PHSM with aim of ensuring the continuity of children's education. It is likely that broad PHSM including school closure will be in place in areas with increasing trends of COVID-19 cases, hospitalizations for COVID-19 and COVID-19 deaths; any schools remaining open should strictly adhere to COVID-19 guidelines. ⁴

School readiness and capacity to implement and maintain COVID-19 prevention and control measures

National guidance on the prevention and control of COVID-19 in schools has been published by some countries and international organizations.^{5,6} The recommended key measures to be taken to help ensure the safety of students and staff are summarized in Table 2. The capacity of schools to implement the outlined recommended measures should be considered in decisions regarding the operation of schools in all transmission scenarios.

Table 2: Comprehensive, multi-layered measures to prevent introduction and spread of SARS-COV-2 in educational settings. ^{1,5,7,8}

Community level	<p>Recommended broader community level measures in communities where schools are reopening: ³</p> <ul style="list-style-type: none"> • Early detection of suspected cases, test suspect cases; identify and trace contacts; quarantine contacts • Investigation of clusters to implement and communicate localized measures to limit gatherings and reduce mobility • Physical distancing of at least 1 metre, hand and other personal hygiene practices and age-appropriate wearing of masks when physical distancing cannot be achieved⁹ • Community-led initiatives for risk reduction (e.g. addressing incorrect and misleading information, rumours and stigma) and protection/shielding of vulnerable groups and safe public transportation, including organizing “walking buses” and safe cycling routes • Other PHSM, as appropriate.
School level	<ul style="list-style-type: none"> • Administrative policies: setting attendance and entry rules; cohorting (keeping students and teachers in small groups that do not mix, also referred to as bubble, capsule, circle, safe squad); staggering the start of school, breaks, bathroom, meal and end times; alternate physical presence (e.g. alternate days, alternate shifts) • Infrastructure: Reorganization of the physical space or its use, identifying entry/exits and marking direction of walking, handwashing facilities, building environmental design clues (“nudging”) to facilitate appropriate use of space • Maintaining clean environment: frequent cleaning of surfaces and shared objects • Ensuring adequate and appropriate ventilation with priority for increasing fresh outdoor air by opening windows and doors, where feasible, as well as encouraging outdoor activities, as appropriate • The age-appropriate use of masks where physical distancing cannot be maintained; this includes ensuring the availability of masks • Symptom screening by parents and teachers, testing and isolation of suspected cases, as per national procedures; stay-at-home when sick policies • Reorganization of school transportation and arrival/departure times • Clear accessible sharing of information, and feedback mechanisms established with parents, students and teachers • Continuation of essential school-based services such as mental health and psychosocial support, school feeding and nutrition programmes, immunization and other services.
Classroom level	<ul style="list-style-type: none"> • Physical distancing where appropriate • Wearing of masks, where recommended • Frequent hand hygiene • Respiratory etiquette • Cleaning and disinfection • Adequate ventilation • Spacing of desks or grouping of children if required.
Individuals at high-risk	<ul style="list-style-type: none"> • Identification of students and teachers at high-risk of severe illness – those individuals with pre-existing medical conditions; develop appropriate strategies to keep these individuals safe • Adoption of a coordinated and integrated approach to ensure vulnerable children’s holistic needs (protection, mental health and psychosocial support, rehabilitation, nutrition and other issues) • Maintenance of physical distancing and use of medical masks • Frequent hand hygiene and respiratory etiquette.

COVID-19 prevention and control measures

Physical distancing

Physical distancing at school

Physical distancing measures can be applied to individuals (in and outside classrooms) and through administrative measures that aim to keep groups apart (cohorting, staggering, alternating distance learning with presence in school, where possible, etc.).

Individual physical distancing

Outside classrooms

- Maintain a distance of at least 1 metre for both students (all age-groups) and staff, where feasible.

Inside classrooms, the following age-appropriate measures may be considered based on local SARS-COV-2 transmission intensity.

- Community-transmission districts/sub-districts
 - Maintain a distance of at least 1 metre between all individuals (students of all age groups and staff) for any schools remaining open.
- Cluster-transmission districts/sub-districts
 - A risk-based approach should be applied to maintain distance of at least 1 metre between students. The benefits of adhering to physical distancing of at least 1 metre inside a classroom should be weighed against the social, emotional, developmental and mental health gains from interactions between children.
 - Teacher and support staff should keep at least 1 metre from each other and from students. When maintaining at least 1 metre distance is not practical or hampers support to students, teachers and support staff should wear a mask.
- Sporadic cases transmission districts/sub-districts
 - Children under the age of 12 years should not be required to keep physical distance at all times.
 - Where feasible, children aged 12 years and over should keep at least 1 metre apart from each other
 - Teacher and support staff should keep at least 1 metre apart from each other and from students. When keeping at least 1 metre distance is not practical or hampers support to students, teachers and support staff should wear a mask.
- No cases transmission districts/sub-districts
 - Children under the age of 12 years should not be required to keep physical distance at all times.
 - Where feasible, children aged 12 years and over should keep at least 1 metre apart from each other
 - Teacher and support staff should keep at least 1 metre apart from each other and from students. When keeping at least 1 metre distance is not practical or hampers support to students, teachers and support staff should wear a mask.

Physical distancing between groups

- Limit mixing of classes and of age groups for school and after-school activities.
- School districts with limited space or resources may consider alternative class modalities to limit contacts between different classes. For example, in the staggering modality, different classes start and end at different times.
- The high-school timetable can be modified, with some students and teachers attending in the morning, others in the afternoon, others in the evening. Schools can also minimize shared break times by alternating when and where classes take meals.
- Consider increasing the number of teachers or having recourse to volunteer support, if possible, to allow for fewer students per classroom (if space is available).
- Ensure crowd control during school or day-care drop off and pick up periods; clearly identify entry and exits, with marking direction for walking; consider restrictions for parents and care-givers entering school campus and premises.
- Create awareness that ensures students do not gather in large groups or in close proximity when in lines, when leaving the school and in their free time.

Use of masks in school settings

WHO and UNICEF recently issued *Advice on the use of masks for children in the community in the context of COVID-19*.⁹ To operationalize this guidance for school settings, age categories should be aligned with the local educational structure.

In countries or areas where there is intense community transmission of SARS-CoV-2 and in settings where physical distancing cannot be achieved, WHO and UNICEF advise decision makers to apply the following criteria for use of masks in schools (either in classes, corridors or communal areas) when developing national policies:

- Children aged 5 years and under should not be required to wear masks.
- For children between six and 11 years of age, a risk-based approach should be applied to the decision to use a mask. This approach should take into consideration:
 - intensity of transmission in the area where the child is and updated data/available evidence on the risk of infection and transmission in this age group
 - social and cultural environment such as beliefs, customs, behaviour or social norms that influence the community and population’s social interactions, especially with and among children
 - the child’s capacity to comply with the appropriate use of masks and availability of appropriate adult supervision
 - potential impact of mask wearing on learning and psychosocial development
 - additional specific considerations and adaptations for specific settings such as sport activities or for children with disabilities or underlying diseases.
- Children and adolescents 12 years or older should follow the national mask guidelines for adults.
- Teacher and support staff may be required to wear masks when they cannot guarantee at least a 1-metre distance from others or there is widespread transmission in the area.
- All efforts should be made to ensure the use of a mask does not interfere with learning.
- Children should not be denied access to education because of mask wearing or the lack of a mask because of low resources or unavailability.

The use of masks by children and adolescents in schools should only be considered as one part of a comprehensive strategy to limit the spread of COVID-19. Schools should establish a system for waste management including disposal of used masks to reduce the risk of contaminated masks being disposed of in classrooms and playgrounds.⁹

Ventilation

Strategies for ensuring adequate ventilation in public buildings including classrooms are described in details in the *Operational considerations for COVID-19 management in the accommodation sector* and the recent WHO Q&A on ventilation and air conditioning in the context of COVID-19.^{10,11} To summarize:

- Consider using natural ventilation (i.e., opening windows if possible and if it is safe to do so) to increase dilution of indoor air by outdoor air when environmental conditions and building requirements allow.
- Ensure adequate ventilation and increase total airflow supply to occupied spaces, if possible.
- If heating, ventilation and air conditioning (HVAC) systems are used, they should be regularly inspected, maintained and cleaned. Rigorous standards for installation and maintenance of ventilation systems are essential to ensure that they are effective and safe. The same applies to monitoring the condition of filters. If feasible, increase central air filtration to the highest level possible without significantly diminishing design airflow.
- For mechanical systems increase the total airflow supply and the percentage of outdoor air, such as by using economizer modes of HVAC operations (potentially as high as 100%). First verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations.
- Disable demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy.
- Consider running the HVAC system at maximum outside airflow for 2 hours before and after times when the building is occupied, in accordance with the manufacturer’s recommendations.

Hygiene and daily practices at school

The hygiene and environmental cleaning measures to limit exposure include:

- Educate everyone in the school about prevention of COVID-19, including appropriate and frequent hand hygiene, respiratory etiquette, use of mask use, if recommended, symptoms of COVID-19 and what to do when one feel sick; offer

regular updates as the pandemic evolves; counter rumors and misleading information through messaging and communication.

- Create a schedule for frequent hand hygiene, especially for young children, specifically at school arrival and at certain key moments of the school routine, including before snacks and lunch and before school exit; provide sufficient soap and clean water or alcohol-based rub at school entrances and throughout the school and in classrooms where feasible; ensure physical distancing when students wait at hand hygiene/washing points using signage on the ground.
- Schedule regular cleaning of the school environment daily, including toilets, with water and soap/detergent and disinfectant;¹ clean and disinfect frequently touched surfaces such as door handles, desks, toys, supplies, light switches, doorframes, play equipment, teaching aids used by children and covers of shared books; elaborate checklists for schools' cleaners to ensure all daily hygiene tasks are accomplished and ensure provision of cleaning and protective supplies for cleaning staff such as personal protective equipment (PPE).
- Assess what can be done to limit risk of exposure, or direct physical contact, in physical education classes, sports, music or other physical activities and playgrounds, wet areas (shower/pool) and changing rooms, labs/computer labs, libraries, bathrooms and dining areas/cafeteria.
- Increase frequency of cleaning in the canteen, gym and sports facilities and changing rooms. Provide hand hygiene stations at entrances and exits, establish one-way circulation of athletes through the facilities and limit the number of persons allowed in the locker room at one time; display clear information as to the number of people allowed at the entrance of individual school facilities.
- Put in place respiratory and hand hygiene and physical distancing measures in transportation such as **school buses**. If possible, the bus windows should be kept open; provide information for students on safe commuting to and from school, including for those using public transportation.

Screening and management of sick students, teachers and other school staff

- Enforce the policy of “staying at home if unwell” for students, teachers or school staff with potential COVID-19 infection and connect them with local healthcare providers for assessment, testing and care. If possible, connect with local organizations to provide home care support and ensure communication between home and school.
- Create a checklist for parents/students /staff to decide whether they can go to school, with due consideration for the local epidemiology of COVID-19. The checklist should include:
 - underlying medical conditions and vulnerabilities, to protect the student/staff
 - recent illness or symptoms suggestive of COVID-19, to prevent spread to others
 - special circumstances in the home environment, to tailor support as needed.
- Waive the requirement for a doctor's note to excuse absences when there is community transmission of COVID-19.
- Consider daily screening for history of fever or feeling feverish in the previous 24 hours upon entry into the building for all staff, students and visitors to identify persons who are sick.
- Ensure students who have been in contact with a COVID-19 case stay home for 14 days. School officials should notify public health authorities in the event of a positive COVID-19 case among students or staff.

To respond to school-based cases, prompt isolation of cases and contact tracing and quarantine of contacts should be implemented while maintaining confidentiality.¹² This should also include:

- Decontamination of relevant areas of schools; contact tracing and risk assessment before considering class or school closures. Depending on the national policy, consider isolation of a classroom or a group within a classroom if contact has been limited to specific groups rather than moving school closure.

Communication with parents, students, teachers and school staff

Inclusive and early collaboration between the school and the community (including but not limited to community and religious leaders, teachers' union, community organizations, women's organizations and youth associations) is key to developing and implementing necessary measures. It will be important to maintain flexibility and modify approaches as needed and ensure learning and sharing of good practices.

- Ensure frequent communications and messaging on COVID-19 and school measures that will reassure parents, students, and teachers that schools are safe to attend once the mitigation measures have been undertaken. In addition, communication should be carried out to address and counter rumours and misleading information, as well as stigma among school staff, teachers, parents/caregivers and students,

- Consult with students, school staff and teachers about the measures the school is putting in place and their roles.
- Inform parents about the measures the school is putting in place and ask for cooperation to report any cases of COVID-19 that occur in the household. If someone in the household is suspected of having COVID-19, all children in the household should stay at home and keep schools informed.

Explain to the students the reason for school-related measures, including discussing the scientific considerations and highlighting the help they can get through schools (e.g. psychosocial support).

Additional school-related measures on re-opening a school that was closed

- Ensure that school-based and school-linked health services, health promotion, school feeding, care and support services are maintained where possible, while maintaining infection prevention and control:
 - Assess the impact of differential access to health information and education during school closures. Once schools reopen, design tailored catch-up strategies, especially for students with particular vulnerabilities.
 - Continue existing school health policies such as immunization. For school-based immunization programmes, ensure there is a plan for catch-up vaccination, if needed.
 - Reinstate and continue the provision of essential school health (including menstrual health management and related products) and school feeding/nutrition packages.
 - Intensify classroom-based socioemotional learning as schools reopen. Follow up with those who have dropped out of school to institute support mechanisms. Enhance opportunities for young people and their families to access mental health and psychosocial support services.
 - Be alert to the possibility that children or adolescents may have experienced violence or sexual violence during times of restricted mobility, and make provisions so that they can obtain support and care if needed.
- Boarding schools and other specialized institutions will need to extend all COVID-19 provisions to residential facilities, lecture halls, laboratories and other learning facilities.
- Water systems should be flushed and chlorinated to mitigate legionellosis risk following building reopening.

Remote learning

Where children cannot attend classes in person, support should be given to ensure students have continued access to educational materials and technologies (internet, texting radio, radio, or television). See the Framework for Reopening Schools for more details.⁵

Monitoring of school operations

As protective school measures are applied, it is important to conduct monitoring in close collaboration with schools and communities and establish surveillance programmes to carefully monitor the impact of schools reopening. With surveillance data the most appropriate measures to mitigate the risks and allow authorities/stakeholders to reassure parents, learners and teacher alike that schools are safe to attend. It will be important in these activities to maintain flexibility and modify approaches as needed and to ensure learning and sharing of good practices. The following effects and trends should be monitored:

- Effectiveness of symptoms-reporting, monitoring, rapid testing and tracing of suspected cases
- Effects of policies and measures on educational objectives and learning outcomes
- Effects of policies and measures on health and well-being of children, siblings, staff, parents and other family members
- Trend in school dropouts after lifting the restrictions
- The number of cases in children and staff in the school, and frequency of school-based outbreaks in the local administrative area and the country
- Assessment of impact of remote-teaching on learning outcomes and formative assessments

Check list for assessment of school readiness

Refer to the IASC Interim Guidance for COVID-19 Prevention and Control in Schools ⁶ and the School Reopening Framework⁵ for an extensive review of this section.

Research on COVID-19 in children and in schools

Data from individual countries and several studies suggest that children under the age of 18 years represent about 8.5 % of reported cases, with relatively few deaths compared to other age-groups.^{13–17} Infection in children generally causes mild disease, and serious illness due to COVID-19 is seen only infrequently. However, cases of critical illness have been reported.^{18,19} As with adults, pre-existing medical conditions have been suggested as a risk factor for severe disease and ICU admission in children.^{20,21}

The extent to which children contribute to transmission of SARS-CoV-2 remains incompletely understood. Young children seem to have lower susceptibility to infection compared to adults, with susceptibility generally increasing with age.^{22,23} Children under the age of 10 seem to become infected less frequently than adults and adolescents, whereas the epidemiology among adolescents is more like that of young adults. Current evidence from contact tracing and cluster investigations also suggests that children are less likely than adults to be main transmitters of infection.^{24,22,25,26,23} For example, a recent study from the Republic of Korea of both household and non-household contacts suggests that infected children under 10 years of age are less contagious than infected adults.²⁷

Documented transmission among children and staff within educational settings is limited because so many countries closed schools and children have largely remained at home during intense periods of community transmission.^{28–33} Studies in educational settings suggest that the introduction of the virus generally started with infected adults. Staff-to-staff transmission was more common than staff to student transmission, and student-to-student transmission was rare.^{28,17,35} Overall, most evidence from countries that have reopened schools or never closed them, suggest that schools have not been associated with significant increases in community transmission.³⁵ Adherence to enhanced prevention measures and timely detection and isolation of cases and their contacts has so far been successful in preventing progression to larger outbreaks in most situations (as outlined in page 2). The exception of one country, where a major school outbreak emerged 10 days after school reopening, highlights the potential for spread within crowded high-school environments when limited precautionary measures (masks and physical distancing) are taken.^{35,36} However, a clear causal role for schools in community resurgence has currently not been demonstrated.

Risk of an outbreak in schools and other settings where young people congregate is determined in large part by the background community transmission and settings-linked risk amplifiers.^{28,36,37} An outbreak in Georgia, United States of America, has demonstrated that SARS-CoV-2 can spread efficiently in youth-centric overnight settings, resulting in high attack rates in all age groups (the median age was 12 years old).³⁸ Understanding the high-risk settings where SARS-CoV-2 spread easily will guide policy makers in prioritizing preventive and response PHMS. Analysis of data from Japan suggests a small proportion of cases (20%) spread the virus to many others, creating clusters.³⁸ Based on analysis of the shared characteristics of clusters, Japanese authorities developed a concept called the “Three Cs” to denote high-risk places and situations: 1) *Closed spaces with poor ventilation*; 2) *Crowded spaces with many people*; and 3) *Close contact, such as from intimate conversations, loud cheering, singing, or exercise within a short distance from other persons*.³⁸ Mass public awareness was launched in Japan asking residents and visitors to avoid the Three Cs, and in some situations local jurisdictions have closed venues with environments related to them. The major COVID-19 outbreak in a high school that started 10 days after school reopening provides a cautionary tale that a “Three Cs” cluster can start in over-crowded school settings.³⁹

Considering that most countries are only slowly lifting restrictions on activities and social gatherings, the longer-term effects of keeping schools open on community transmission are yet to be evaluated. This underscores the importance of rigorous implementation of preventive measures when SARS-CoV-2 is circulating in the community.

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WHO, UNESCO and UNICEF will continue to closely monitor emerging evidence about this topic and the situation for any changes that may affect this interim guidance. Should any factors change, WHO, UNESCO and UNICEF will issue a further update. Otherwise, this interim guidance document will expire two years after the date of publication.

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Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

Stralcio Verbale n. 112 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 05 ottobre 2020.

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AUDIZIONE DEL MINISTRO DELL'ISTRUZIONE

Il CTS, al fine di acquisire informazioni relative all'effetto sugli indici epidemiologici a seguito della ripresa dell'anno scolastico, procede all'audizione del Sig. Ministro dell'Istruzione, con lo scopo di condividere eventuali criticità rappresentate dai dirigenti scolastici.

Il Ministro dell'Istruzione condivide con il CTS i dati raccolti dai dirigenti scolastici nel periodo 14-26 settembre 2020 (allegato).

Il Ministro rimarca di aver riscontrato difformità di interpretazione dei Dipartimenti di Prevenzione territoriali del Paese, dei pediatri di libera scelta e dei medici di medicina generale relativamente alla problematica dell'isolamento fiduciario delle classi o delle intere scuole, nonché per la riammissione a scuola (per studenti e personale scolastico), a seguito del riscontro di casi positivi al virus SARS-CoV-2.

Al riguardo, già nella seduta n. 108 del 18/09/2020, la Direzione Generale della Prevenzione Sanitaria del Ministero della Salute aveva condiviso con il CTS l'esistenza di una bozza avanzata di circolare relativa alla definizione di approcci comuni di gestione dei casi di positività al SARS-CoV-2 da distribuire alle articolazioni territoriali dei Dipartimenti di Prevenzione.

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Presidenza del Consiglio dei Ministri

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COMITATO TECNICO SCIENTIFICO EX OO.C.D.P.C. 03/02/2020, N. 630; 18/04/2020, N. 663; 15/05/2020, N. 673

DISPOSIZIONI ANTI COVID-19 ED ERGONOMIA SCOLASTICA

Il CTS acquisisce il documento “Disposizioni anti COVID-19 ed ergonomia scolastica”, relativo alle corrette prassi da seguire per preservare la salute degli studenti (allegato). INAIL ne curerà la pubblicazione.

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*Ministero dell'Istruzione
Il Capo di Gabinetto*

Allegato 7

Gentile Presidente, Caro Goffredo,

Ti invio in allegato, per il Comitato Tecnico Scientifico, un file riepilogativo dei casi di positività al COVID-19 riscontrati, al 19 e al 26 settembre u.s., tra studenti e personale docente e non.

Ti ringrazio,

Luigi Fiorentino



Firmato digitalmente da
FIORENTINO LUIGI
C = IT
O = MINISTERO ISTRUZIONE
UNIVERSITA' E RICERCA

Pres. Goffredo Zaccardi

Capo di Gabinetto del Ministro della Salute

ROMA

Casi di positività al COVID 19

Studenti				Personale docente				Personale non docente			
al 19 settembre	% rispetto al totale	al 26 settembre	% rispetto al totale	al 19 settembre	% rispetto al totale	al 26 settembre	% rispetto al totale	al 19 settembre	% rispetto al totale	al 26 settembre	% rispetto al totale
809	0,012%	1.492	0,021%	206	0,028%	349	0,047%	84	0,043%	116	0,059%

2020

Il periodo di emergenza sanitaria connessa alla pandemia da SARS-CoV-2 ha portato alla necessità di sospendere l'attività scolastica in aula per un lungo periodo di tempo. Oggi, il rientro richiede, comunque, di adottare importanti azioni per garantire il distanziamento tra gli alunni di almeno un metro "da bocca a bocca" e prevenire il rischio di nuovi casi di contagio.

I banchi monoposto sono una delle soluzioni che può contribuire al raggiungimento dell'obiettivo di mantenere il distanziamento fisico assicurando inoltre una migliore igiene della postazione; rappresentano non soltanto una misura di contrasto contro la diffusione del virus, ma anche un'opportunità per migliorare la qualità delle infrastrutture scolastiche, poiché realizzati secondo quanto previsto dalle norme tecniche europee sugli arredi scolastici UNI EN 1729-1 e UNI EN 1729-2*.

I dati presenti in letteratura indicano che tra gli studenti i disturbi muscoloscheletrici (mal di schiena, dolore al collo e alle spalle) sono molto frequenti e tra i fattori di rischio responsabili della loro insorgenza sono implicati le posture errate, gli arredi (banchi e sedie) e gli zainetti. Le soluzioni che si sono rivelate più efficaci nel prevenirli sono il miglioramento del design degli arredi, l'educazione alla postura, la riduzione del peso degli zainetti e il loro corretto utilizzo. I banchi monoposto di nuova generazione, in linea con le norme tecniche europee sugli arredi scolastici, rendono più agevole adattare la postazione al singolo studente e facilitare il mantenimento di una buona postura. Inoltre, contribuendo al mantenimento del distanziamento fisico e al miglioramento dell'igiene della postazione, rappresentano una misura di contrasto contro la diffusione del virus SARS-CoV-2, insieme alle altre misure adottate (uso della mascherina e igiene personale e ambientale).

Per preservare la salute della schiena quando si è seduti al banco è comunque importante seguire alcune semplici regole per evitare di assumere delle posture scorrette che non solo possono provocare dolore e fastidio, ma che, nel tempo, possono determinare alterazioni della schiena quali una minore flessibilità e l'atteggiamento di dorso curvo. Vediamo insieme alcuni consigli per una corretta postura:

La schiena deve essere sempre ben poggiata allo schienale della sedia e non curva.

Gli avambracci devono sempre avere un punto di appoggio (esempio: il banco, i braccioli, le gambe).

I piedi devono poggiare completamente sul pavimento o sulla barra poggia-piedi se presente (non mettere i piedi intorno alle gambe della sedia, non sedersi in ginocchio).

Le ginocchia non devono toccare la parte inferiore del piano del banco.

Deve essere garantito uno spazio sufficiente per muovere agevolmente le gambe.

Considerando il piano di seduta della sedia, deve esserci uno spazio libero tra la parte posteriore (dietro) delle ginocchia ed il bordo anteriore (avanti) della sedia.

Evitare di poggiare il gomito sul banco con il mento poggiato sulla mano.

Non dondolare con la sedia.

È bene che la sedia non sia troppo lontana dal piano d'appoggio utilizzato.



NO



Ricordiamo che qualsiasi posizione fissa se mantenuta a lungo è scomoda, quindi cerchiamo di cambiare spesso posizione e ogni tanto, con il permesso dell'insegnante, alziamoci in piedi per sgranchire i muscoli, praticando qualche piccolo esercizio (vedi elenco esercizi), rispettando sempre le regole di distanziamento.

*Le norme **UNI EN 1729-1 e 1729-2** indicano i requisiti di sicurezza e stabilità necessari per poter definire gli arredi scolastici sicuri; inoltre specificano le dimensioni che questi devono avere per essere compatibili con l'altezza media degli studenti, in maniera tale da assegnare loro, per fasce di altezza omogenee, banchi e sedie delle misure più idonee per facilitare il mantenimento di una buona postura.

Secondo le norme, i banchi devono avere una profondità minima di 50 cm indipendentemente dall'altezza dello studente che li utilizza e una lunghezza del piano di 60 cm. Il banco deve essere progettato in modo tale che gli studenti possano agevolmente appoggiare le braccia sul piano mantenendo le spalle rilassate. Le dimensioni dello spazio di seduta, degli schienali delle sedie e dell'altezza minima del banco da terra devono garantire spazio sufficiente per il movimento delle gambe e un buon appoggio della schiena, favorendo il mantenimento della posizione eretta, una giusta distribuzione del peso del corpo e il posizionamento corretto delle ginocchia (che quando si è seduti devono trovarsi alla stessa altezza delle anche). Rispetto alla sicurezza degli arredi, le norme stabiliscono che gli spigoli dei banchi e delle sedie debbano essere arrotondati e che le superfici debbano essere lisce, facilmente pulibili e realizzate in materiali resistenti che non generino, se danneggiate, schegge taglienti.

IL TRASPORTO DEI LIBRI DI SCUOLA - LO ZAINO

Portare sulle spalle uno zaino molto pesante può causare disturbi muscoloscheletrici e, in particolar modo, il mal di schiena. Il peso dello zaino non deve superare un *range* tra il 10 e il 15% del peso corporeo, pertanto è fondamentale portare con sé solo lo stretto necessario.

Uno zaino ergonomico deve avere dimensioni adeguate allo studente (non deve essere troppo grande), schienale rigido e imbottito con bretelle ampie e imbottite, cintura da allacciare all'altezza della vita e maniglia per sollevarlo o trasportarlo a mano. Inoltre deve essere leggero (da vuoto).

Di seguito alcuni consigli "ergonomici" per evitare che il trasporto dello zaino possa portare all'insorgenza del mal di schiena.

Come usare lo zaino in maniera corretta:

Riempire lo zaino partendo dallo schienale e mettendo le cose più pesanti vicino allo schienale e poi, via via, le cose meno pesanti.

Regolare le bretelle affinché siano della stessa lunghezza, cosicché lo schienale sia ben aderente alla schiena ed in modo che la parte inferiore dello zaino non scenda al di sotto della vita.

Non portare lo zaino su una spalla sola, ma indossare sempre ambedue le bretelle e allacciare sempre la cintura in vita (se c'è).

Quando è possibile (sull'autobus o quando si è fermi) togliere lo zaino dalle spalle e poggiarlo.

Se lo zaino è molto pesante è preferibile usare un trolley o montarlo su di un carrellino.

Se si usa una borsa per portare i libri, è bene ricordare che tenerla a lungo in mano può risultare dannoso, quindi è preferibile portarla a spalla o a tracolla. Si deve evitare di riempirla troppo ed è utile cambiare spesso la spalla di appoggio.



L'utilizzo del **TABLET** a scuola può risolvere in parte il problema del peso dello zaino. Tuttavia un uso prolungato, continuo (senza pause) e non corretto del tablet può causare disturbi e problematiche muscoloscheletriche che interessano i muscoli del collo/spalle, della schiena e degli arti superiori. Spesso usando il tablet (ma anche lo smartphone) si assume una postura scorretta con il capo rivolto verso il basso, la schiena flessa in avanti e le braccia sollevate per sorreggere il dispositivo. È necessario pertanto seguire alcune semplici raccomandazioni sul corretto utilizzo di questi dispositivi:

Evitare di usarli per tempi troppo lunghi, fare pause regolari e cercare di cambiare frequentemente posizione.

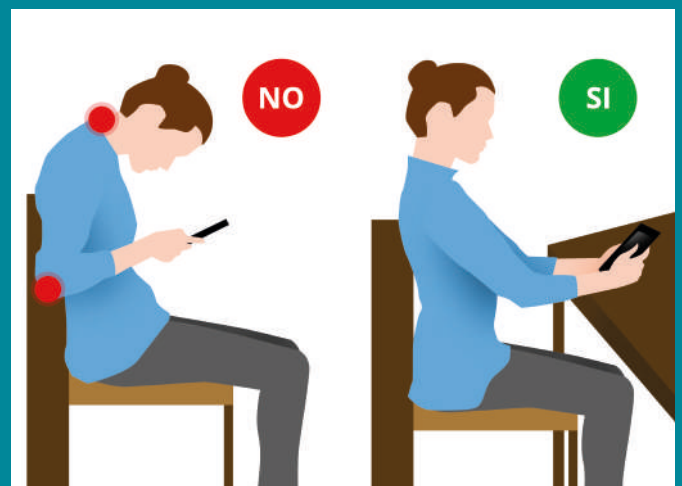
Durante le pause fare semplici esercizi per il collo (vedi elenco esercizi).

Stare seduti in posizione eretta (mantenendo la schiena poggiata allo schienale della sedia e evitando di curvarla in avanti).

Tenere il tablet in alto (posizionandolo sul tavolo o su un altro punto di appoggio) per evitare di dover flettere il collo in avanti per guardarlo.

Evitare di sostenere il tablet utilizzando solo le braccia.

Evitare di utilizzarlo tenendolo poggiato sulle gambe.



ESERCIZI PER PREVENIRE I DISTURBI MUSCOLOSCHIELETRICI

È bene effettuare una buona attività fisica per mantenere il nostro sistema muscoloscheletrico in salute e per contrastare la staticità delle attività al banco di scuola.

Si possono sfruttare alcuni momenti di pausa in modo "intelligente" per prevenire i disturbi alla colonna vertebrale, alle spalle e alle braccia che possono essere indotti dalle posture fisse e prolungate, svolgendo appositi esercizi.

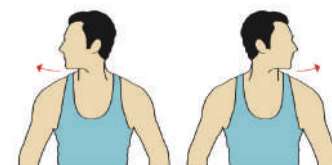
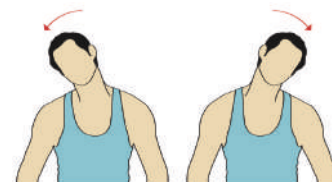
Di seguito verranno spiegati e illustrati alcuni semplici ma efficaci esercizi. Si consiglia di farli diventare un'abitudine motoria quotidiana e di attuare una progressiva sollecitazione a livello muscolare. Alcuni tra gli esercizi proposti vanno effettuati da seduti, altri in piedi.

L'esecuzione degli esercizi non deve provocare insorgenza di dolore nelle regioni sollecitate; qualora ciò dovesse accadere si consiglia di interrompere l'attività e parlarne con un medico.

ESERCIZI PER IL COLLO

Il collo è progettato per muoversi e far muovere la testa, invece quando si sta seduti al banco di scuola, nella maggior parte dei casi, si sta fermi in una postura fissa con il collo flesso (quando si scrive, si disegna) oppure esteso (quando si guarda la lavagna o l'insegnante).

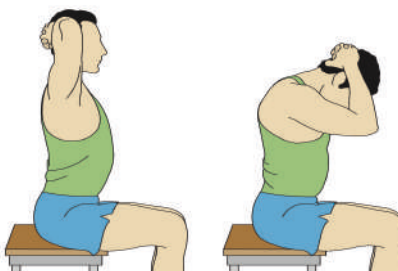
Questo porta alla contrattura della muscolatura, con conseguente carenza di ossigenazione dei muscoli e dolore. Per questo è importante effettuare degli esercizi di mobilizzazione del collo.



1

ESERCIZIO N. 1

Inclinare il collo verso il lato destro, guardando dritto davanti a sé (non alzare la spalla sinistra). L'esercizio risulta più efficace se ci si aiuta con la mano destra nell'inclinazione del capo. Ripetere 10 volte alternando con il lato sinistro. Si può completare l'esercizio compiendo alcune rotazioni laterali del capo.



2

ESERCIZIO N. 2

Tirare il capo lentamente verso il basso con le dita intrecciate su di esso e i gomiti vicini. Fermarsi in questa posizione per 10". Ripetere l'esercizio 10 volte.

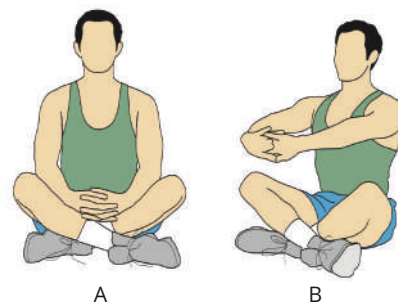
ESERCIZI PER LE BRACCIA E PER LE MANI

Le braccia e le mani vanno incontro a disturbi causati dalla posizione fissa e dalla contrazione dei muscoli. Il mantenere gli avambracci poggiati sulla superficie del banco permette di scaricare la tensione muscolare e prevenire l'intorpidimento o il dolore.

È comunque consigliabile effettuare degli esercizi per "sgranchire" i muscoli, specialmente se si usa il computer.

ESERCIZIO N. 3

Seduti, dita delle mani incrociate e palmi delle mani rivolti all'interno (A). Espirando, estendere le braccia in avanti, portando i palmi delle mani verso l'esterno, senza staccare le dita tra loro (B). Mantenere la posizione, rilassare e ripetere.



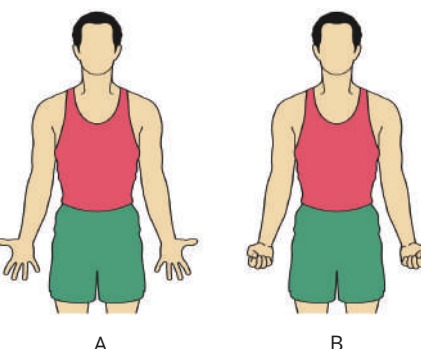
3

A

B

ESERCIZIO N. 4

Aprire le mani a ventaglio, i palmi rivolti verso l'alto (A). Tenere la posizione per 5", i polsi più fermi possibile. Chiudere le mani a "pugno" (B). Ripetere 5 volte. Alternare con i palmi rivolti verso il basso.



4

A

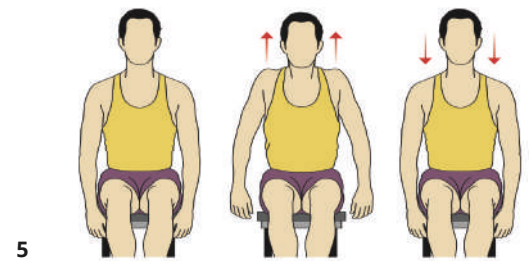
B

ESERCIZI PER LE SPALLE

Bruciore alla base del collo che si irradia alle scapole, sensazione tra collo e spalla come se l'uno tirasse l'altro o come se ci fosse su un peso, sono i segni di contratture causati dalla posizione fissa o dal peso degli zainetti sulle spalle. Per prevenirli è consigliabile fare degli esercizi per rinforzare la muscolatura delle spalle!

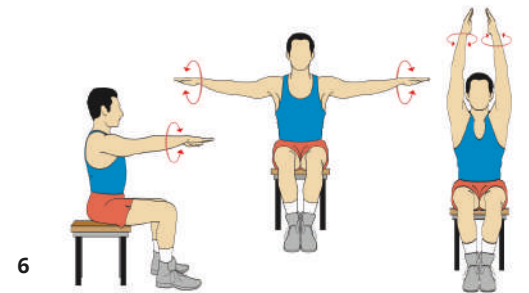
ESERCIZIO N. 5

Sollevare le spalle per 10", poi rilassarle. Far scendere le spalle (curvandole leggermente) per 10", poi rilassarle. Ripetere l'esercizio per 5 volte.



ESERCIZIO N. 6

Stendere le braccia in avanti all'altezza delle spalle e formare dei piccoli cerchi, in senso orario e antiorario. Ripetere l'esercizio portando le braccia lateralmente e in alto.

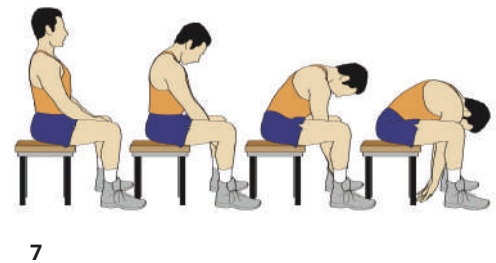


ESERCIZI PER LA SCHIENA

Quando stiamo seduti il fatto di obbligare la parte bassa della nostra colonna vertebrale ad adattarsi a una posizione che non è la sua naturale provoca problemi... primo fra tutti il mal di schiena. Tenere la schiena poggiata ad un buon schienale della sedia è senza dubbio di grande aiuto.

ESERCIZIO N. 7

Seduti su una sedia, la schiena ben dritta, i piedi appoggiati a terra, le gambe leggermente divaricate. Abbandonare le braccia fra le gambe, lasciarsi cadere in avanti a partire dalla testa fino a toccare terra con il dorso delle mani. Restare in questa posizione qualche istante, poi tirarsi su lentamente: prima la schiena, poi il dorso, le spalle ed infine la testa.

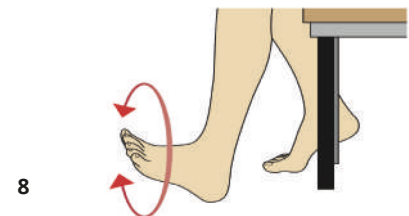


ESERCIZI PER LE GAMBE E PER I PIEDI

La posizione seduta fissa mantenuta per lungo tempo, senza l'attività muscolare a far da pompa, fa ristagnare i liquidi nei tessuti delle gambe, specie nelle zone più basse, con conseguente gonfiore e senso di pesantezza agli arti inferiori. Alcuni semplici esercizi possono riattivare la pompa muscolare e portare beneficio alle gambe.

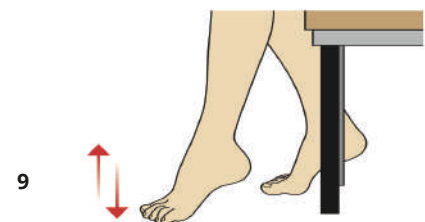
ESERCIZIO N. 8

Stando seduti, compiere con la punta del piede dei piccoli cerchi in entrambi i sensi. Alternare con l'altro piede.



ESERCIZIO N. 9

In posizione seduta spingere sulla punta del piede. Alternare con l'altro piede.



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Stralcio Verbale n. 114 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 08 ottobre 2020.

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SVOLGIMENTO DELLE PROVE CONCORSUALI PER IL RECLUTAMENTO DI PERSONALE DOCENTE NELLE ISTITUZIONI SCOLASTICHE STATALI

In riferimento alla richiesta pervenuta dal Ministero dell'Istruzione per il tramite della Ministero della Salute concernente l'analisi del documento "Elementi informativi concernenti lo svolgimento delle procedure concorsuali per il reclutamento di personale docente nelle istituzioni scolastiche statali, con particolare riferimento all'espletamento della prova scritta computerizzata per la procedura straordinaria per titoli ed esami per immissione in ruolo di personale docente della scuola secondaria di primo e secondo grado. D.D. n. 510 del 23 aprile 2020 e D.D. n. 783 del 08 luglio 2020" (allegato).

Al riguardo, il CTS declina le seguenti considerazioni:

- 1) La procedura straordinaria è bandita a livello nazionale, organizzata su base regionale ed espletata nel periodo compreso tra il 22 ottobre ed il 16 novembre 2020.
- 2) Le prove sono declinate in virtù di una suddivisione precisa sulla base di ogni specifica classe di concorso e tipologia di posto con una ripartizione correlata dei candidati.
- 3) Le prove scritte si svolgeranno avvalendosi delle aule informatizzate che sono state rese disponibili all'esito del nuovo assetto organizzativo del corrente anno scolastico dalle istituzioni scolastiche e collaudate nei giorni scorsi
- 4) Il Ministero congiuntamente con CINECA cui è demandata la gestione delle prove ha elaborato diverse stime in modo da individuare un numero di aule non solo tale da garantire il distanziamento interpersonale prescritto, ma



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anche di giungere ad una media di candidati presenti nell'aula al di sotto del numero di 10. In merito, nel Protocollo è stato precisato che il numero massimo dei candidati presenti contemporaneamente nell'aula dovrà essere determinato in rapporto alla capienza degli spazi individuati, garantendo il rispetto del distanziamento fisico richiesto dalle disposizioni vigenti.

- 5) In data 01/10/2020 sono state diramate agli Uffici Scolastici Regionali le istruzioni per l'espletamento della prova scritta precisando che tali disposizioni devono intendersi integrate dal Protocollo di sicurezza per la gestione delle prove scritte allegate allo stesso documento ed elaborato sulla base delle indicazioni del protocollo di regolamentazione delle misure per il contrasto ed il contenimento della diffusione del COVID-19 nello svolgimento dei concorsi pubblici di competenza della Commissione Ripam emanato dal Dip.to della Funzione Pubblica della PCM.
- 6) La prova scritta sarà articolata suddividendo i candidati in due turni, antimeridiano e pomeridiano; "Le operazioni di identificazione dei candidati avranno inizio alle ore 8.00 per il turno mattutino e alle ore 13.30 per il turno pomeridiano. Il turno mattutino è previsto dalle 9:00 alle 11:30 e il turno pomeridiano dalle 14:30 alle 17:00".
- 7) Preliminarmente gli uffici sono stati invitati a valutare di suggerire ai dirigenti scolastici di posticipare l'ingresso in aula degli alunni nella mattina della prova al fine di non sovrapporre le operazioni di entrata nell'Istituto con ingresso unico
- 8) Il Protocollo di sicurezza unitamente alle istruzioni operative è stato pubblicato sul sito del Ministero
- 9) È stato disciplinato e previsto l'obbligo da parte dei componenti della commissione, del personale di vigilanza e di tutte le figure presenti nelle aree concorsuali di indossare una "mascherina chirurgica". Stesso obbligo – a pena



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di esclusione dalla procedura – per i candidati “sia durante il periodo di attesa per l’ingresso all’interno della istituzione scolastica, sia all’ingresso nell’aula sede di esame, sia durante lo svolgimento della prova, nonché in uscita dalla struttura. I candidati hanno altresì l’obbligo di igienizzarsi le mani con apposito gel disinfettante contenuto nei dosatori all’ingresso e in più punti delle aree (es. ingresso, aule, servizi igienici, ecc.) assicurandone un utilizzo frequente”.

- 10) Il personale impiegato oltre alla mascherina chirurgica e all’igienizzazione delle mani, dovrà utilizzare guanti monouso al momento delle operazioni di riconoscimento dei candidati, alla consegna dei moduli, del materiale occorrente e nelle operazioni di gestione della prova computerizzata.
- 11) Nel caso in cui l’USR abbia assegnato al candidato l’assistenza di un tutor durante la prova occorre siano rispettate le medesime disposizioni di sicurezza. In tale evenienza sia il candidato che il tutor dovranno essere muniti di mascherina chirurgica e visiera protettiva
- 12) Il personale incaricato dovrà verificare il rispetto delle misure di sicurezza durante tutte le fasi della procedura, di svolgimento della prova e per tutto il tempo di permanenza dei candidati all’interno dell’area concorsuale. Si dovrà assicurare che non si creino assembramenti.
- 13) I candidati potranno accedere all’interno dell’aula sede di esame solo uno per volta, nel rispetto dell’obbligo di igienizzarsi le mani, di indossare correttamente la mascherina; è prevista la misurazione della temperatura corporea.
- 14) Le istituzioni scolastiche provvederanno oltre ad assicurare quotidianamente le operazioni di pulizia dell’area concorsuale previste dal rapporto ISS COVID-19, n. 19/2020, anche a sottoporre regolare detergenza e igienizzazione i locali, gli ambienti, le postazioni dei candidati e gli strumenti utilizzati sia prima dello



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svolgimento della prova per ciascun turno mattutino e pomeridiano che al termine di ogni turno.

Dalla sintesi sopra riportata, in combinato con l'analisi del "Protocollo di sicurezza per lo svolgimento delle prove scritte della procedura straordinaria, per titoli ed esami, per l'immissione in ruolo di personale docente della scuola secondaria di primo e secondo grado su posto comune e di sostegno" (di seguito denominato Protocollo), il CTS riporta, di seguito, le seguenti osservazioni:

- In riferimento alla sezione "*Dispositivi di protezione individuale*" di cui al Protocollo, è previsto "l'obbligo da parte dei candidati [omissis] di indossare una mascherina chirurgica [omissis] Ciascun candidato dovrà dotarsi di idoneo dispositivo di protezione individuale e indossarlo a pena di esclusione dalla procedura [omissis]"; nel caso in cui il candidato dovesse invece presentarsi con una mascherina di comunità, è opportuno prevedere la disponibilità di mascherine chirurgiche da consegnare all'interessato. Per quanto concerne la previsione di utilizzo dei guanti relativamente alle operazioni di riconoscimento dei candidati, della consegna dei moduli, del materiale occorrente e nelle operazioni di gestione della prova computerizzata, si ritiene che una frequente e accurata igiene delle mani sia comunque misura sufficiente ed adeguata, così come anche recentemente ribadito dall'ECDC.
- Relativamente alla sezione "*Accesso all'aula concorsuale*" di cui al Protocollo, sarebbe opportuno un rafforzamento ed integrazione della già prevista segnalazione del percorso di accesso all'aula sede di esame e di deflusso dalla stessa, in riferimento, ad es., al percorso per la fruizione dei servizi igienici. Nelle procedure di identificazione dei candidati è opportuno ribadire l'obbligo del rispetto del distanziamento di un metro oltre che tra i candidati, anche tra il candidato ed il personale addetto alle operazioni di identificazione. In riferimento alla prevista misurazione della Temperatura corporea, si precisa – proprio in aderenza all'evocato art. 1, c.1 lett. a) del DPCM 11 giugno 2020 – che



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la stessa debba essere effettuata al momento dell'accesso alla struttura scolastica (anche in aderenza al "Protocollo condiviso di regolamentazione delle misure per il contrasto e il contenimento della diffusione del virus Covid-19 negli ambienti di lavoro" del 24 aprile 2020) e non al successivo momento dell'ingresso in aula. (In merito si rileva che nella nota del Ministero dell'Istruzione agli USR viene segnalata la necessità di prevedere all'ingresso dei candidati presso l'istituzione scolastica una fase preliminare di verifica per accertare l'inclusione dei candidati negli elenchi degli ammessi alla prova; in tale momento può essere effettuata la misurazione della Temperatura corporea).

-omissis-



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Stralcio Verbale n. 114 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 08 ottobre 2020.

-omissis-

QUESITO DEL MINISTRO DELL'ISTRUZIONE SULLE MODALITÀ DI TRATTAMENTO E MANEGGIO DEGLI INDUMENTI (CAPPOTTI, GIUBBOTTI, ECC.)

In riferimento al quesito trasmesso dal Ministero dell'Istruzione relativo alle modalità di trattamento degli indumenti indossati degli studenti prima dell'ingresso negli istituti scolastici e dei comportamenti da osservare al fine di prevenire la trasmissione del virus SARS-CoV-2 (allegato), il CTS rappresenta che il rispetto delle buone prassi previste per il comportamento delle persone (in particolare l'igiene della mani, l'etichetta respiratoria, l'igiene ambientale) nonché il rispetto delle indicazioni previste nel settore scolastico (sanificazione periodica, uso della mascherina, igiene delle mani degli alunni e del personale in ingresso a scuola) consentono di limitare la diffusione del virus riducendo la probabilità di contaminazione degli indumenti e di trasmissione dagli indumenti medesimi.

Pertanto, confermando la validità delle regole già in uso presso le scuole prima all'attuale emergenza sanitaria (es. evitare il posizionamento sovrapposto dei cappotti), il CTS non ritiene necessarie ulteriori regole di comportamento per prevenire la trasmissione del virus.

-omissis-



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Stralcio Verbale n. 124 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 08 novembre 2020.

-omissis-

QUESITI DEL MINISTERO DELL'ISTRUZIONE RELATIVI AL CONTESTO SCOLASTICO

In riferimento ai quesiti relativi al contesto scolastico (allegato) ed alle modalità di certificazione o attestazione sanitaria (allegato) trasmessi dal Ministero dell'Istruzione per il tramite del Ministero della Salute, il CTS declina, per ciascuna istanza, le seguenti considerazioni:

- Le mascherine devono essere indossate anche qualora si rispetti il metro di distanza? Ciò è auspicabile?
 - L'articolo 1, comma 9, lettera s) del DPCM del 3 novembre 2020 dispone che *"l'attività didattica ed educativa per la scuola dell'infanzia, il primo ciclo di istruzione e per i servizi educativi per l'infanzia continua a svolgersi in presenza, con uso obbligatorio di dispositivi di protezione delle vie respiratorie salvo che per i bambini di età inferiore ai sei anni e per i soggetti con patologie o disabilità incompatibili con l'uso della mascherina"*. Il medesimo DPCM non indica per il contesto scolastico eccezioni correlate al distanziamento. Al riguardo, anche in considerazione dell'andamento della contingenza epidemiologica, il CTS ritiene auspicabile e opportuno confermare la misura adottata, in coerenza con la scalabilità delle misure previste dalle *"Misure di prevenzione e raccomandazioni per gli studenti delle scuole di ogni ordine e grado per la ripresa dell'anno"*



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scolastico 2020-2021” approvate nella seduta del CTS n. 104 del 31/08/2020.

- Quali procedure sono previste per rafforzare il controllo sulla diffusione del virus nelle scuole: effettuare i c.d. test rapidi per studenti e personale docente e non in presenza di un caso di positività?
 - Il CTS sottolinea che la Circolare del Ministero della Salute del 29 settembre 2020 concernente l’ *“Uso dei test antigenici rapidi per la diagnosi di infezione da SARS-CoV-2, con particolare riguardo al contesto scolastico”* indica l’utilizzo dei test antigenici rapidi in ambito scolastico, in caso di sospetto diagnostico ovvero in caso di esposizione al rischio del personale scolastico o degli alunni, per accelerare la diagnosi di casi sospetti di COVID-19. Inoltre, il documento *“Test di laboratorio per SARS-CoV-2 e loro uso in sanità pubblica. Nota tecnica ad interim”*, aggiornato al 23/10/2020 ed allegato alla Circolare del Ministero della Salute n. 35324 del 30/10/2020, ha ribadito che, nell’ambito della strategia di comunità (incluso l’ambiente scolastico e lavorativo), il test antigenico rapido può senz’altro costituire uno strumento strategico sostenibile rispetto ai test molecolari (qualora la sostenibilità delle capacità diagnostiche nell’esecuzione dei test molecolari sia saturata) quando, nelle attività di *contact tracing*, è necessario ottenere rapidamente l’isolamento del soggetto ed intercettare rapidamente tutti i possibili contatti. La rapidità del risultato permette infatti un veloce monitoraggio di eventuali contagi e l’isolamento del soggetto con la conseguente interruzione della catena di trasmissione in ambiente comunitario. In particolare, la citata nota tecnica precisa che:



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- Le procedure previste per i contatti stretti asintomatici di un caso confermato positivo prevedono come prima scelta l'effettuazione di test rapido antigenico su tampone oro/nasofaringeo o nasale senza conferma con test molecolare su tampone oro/nasofaringeo per i casi positivi. Nell'ambito della strategia di comunità dove necessita avere rapidamente, a seguito di positività, la possibilità di isolare il soggetto ed intercettare rapidamente tutti i possibili contatti, non è necessario confermare il test rapido antigenico con il test di biologia molecolare.
- Qualora nel contatto stretto compare sintomatologia, la prima scelta diagnostica è l'effettuazione di test molecolare su tampone oro/nasofaringeo (in alternativa test rapido antigenico su tampone oro/nasofaringeo o nasale + conferma con test molecolare su tampone oro/nasofaringeo per i casi positivi). Lo stesso percorso diagnostico si applica al contatto stretto asintomatico che vive o frequenta regolarmente soggetti fragili a rischio di complicanze o soggetti non collaboranti.
- I medici o il personale sanitario possono intervenire d'urgenza direttamente in classe per effettuare tamponi?
 - Le misure d'urgenza proposte, di norma, possono essere disposte dal Dipartimento di prevenzione sulla base del numero di casi confermati, di eventuali *cluster* e del livello di circolazione del virus all'interno della specifica comunità scolastica. Al riguardo, il documento "*Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia*" condiviso nella seduta del CTS n. 101 del 19/08/2020 ha indicato la possibilità che il Dipartimento di prevenzione



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possa prevedere l'invio di unità mobili per l'esecuzione di test diagnostici presso la struttura scolastica in base alla necessità di determinare l'eventuale circolazione del virus. L'effettuazione del tampone per gli alunni minori sarà comunque soggetta ad autorizzazione preventiva del genitore o di chi esercita la potestà genitoriale.

- Dopo un'assenza inferiore a 3 giorni (infanzia) o 5 giorni (primaria e secondaria) per motivi di salute, uno studente a cui non è stato eseguito il tampone COVID-19 può essere riammesso a scuola senza il certificato del MMG/PLS?
 - Se l'assenza è inferiore a 3 gg (infanzia) o 5 gg (primaria e secondaria) per motivi di salute NON correlati a COVID-19 (pertanto senza effettuazione del tampone) l'alunno può essere riammesso a scuola senza il certificato ma con la giustificazione ordinaria della famiglia. In caso di assenze di durata superiore – a partire dal 3° giorno (infanzia) o dal 5° giorno (primaria e secondaria) – per motivi di salute NON correlati a COVID-19 (anche in questo caso senza effettuazione del test diagnostico del tampone: es. malattie esantematiche, osteoarticolari, fratture, ecc.), lo studente rimarrà a casa fino a guarigione clinica seguendo le indicazioni del PLS/MMG che redigerà certificazione o attestazione per il rientro a scuola.
 - In alternativa alla certificazione prodotta dal PLS/MMG, per i soli casi di sintomatologia NON riconducibile a COVID-19, potrà essere previsto l'utilizzo di un modello di autodichiarazione da parte del genitore che dichiara di aver consultato il PLS/MMG, il quale ha ritenuto lo studente esente da patologie o da controindicazioni in atto che possano impedire la ripresa dell'attività scolastica.



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- Qualora l'assenza sia dovuta ad allontanamento dalla scuola di un alunno che presenti un aumento della temperatura corporea al di sopra di 37,5°C e/o sintomatologia compatibile con COVID-19 in ambito scolastico, la riammissione dovrà avvenire con certificazione del PLS/MMG che attesti che l'alunno/studente può rientrare a scuola al termine del percorso diagnostico-terapeutico e di prevenzione per COVID-19.
- Un alunno che presenta un sintomo riconducibile a COVID-19 (es. raffreddore) viene condotto in ambiente dedicato all'accoglienza e all'isolamento. Se non è stato assente per più di 3 giorni (infanzia) o 5 giorni (primaria e secondaria), può essere riammesso a scuola in assenza di certificazione medica?
 - No. In base a quanto indicato nel documento "*Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia*" condiviso nella seduta del CTS n. 101 del 19/08/2020, in caso di sintomatologia compatibile con COVID-19 e/o temperatura corporea superiore a 37,5°C:
 - L'alunno non può essere riammesso a scuola.
 - In presenza di sintomatologia sospetta, il PLS/MMG richiede tempestivamente il test diagnostico e lo comunica al Dipartimento di prevenzione, o al servizio preposto sulla base dell'organizzazione regionale che provvede all'esecuzione del test diagnostico. Se il caso viene confermato, il Dipartimento di prevenzione si attiva per l'approfondimento dell'indagine epidemiologica e le procedure conseguenti.
 - Se un alunno è stato allontanato da scuola per presenza di sintomatologia riconducibile a COVID-19, qualora si tratti di diagnosi di patologia diversa



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da COVID-19 (test diagnostico non effettuato o negativo), lo studente rimarrà a casa fino a guarigione clinica seguendo le indicazioni del PLS/MMG che, indipendentemente dal numero di giorni di assenza, redigerà una attestazione che il bambino/studente può rientrare a scuola poiché è stato seguito il percorso diagnostico-terapeutico e di prevenzione per COVID-19.

- In alternativa all'attestazione prodotta dal PLS/MMG per tutte le assenze, le Regioni possono valutare un modello di comportamento in caso di sintomatologia NON riconducibile a COVID-19, in cui il PLS/MMG gestirà ordinariamente la patologia o la condizione clinica, indicando alla famiglia le misure di cura e, in base all'evoluzione del quadro clinico, i tempi per il rientro in comunità come previsto dalla normativa regionale senza certificazione medica per la riammissione alla frequenza scolastica. In questo caso potrà essere contemplato l'utilizzo di un modello da parte del genitore che autodichiara di aver consultato il PLS/MMG che ha ritenuto lo studente esente da patologie o da controindicazioni in atto che impediscano la ripresa dell'attività scolastica. Tale autocertificazione dovrà essere prodotta anche in caso di assenze di un solo giorno, salvo diverse disposizioni regionali.
- Nel caso di assenze prolungate di un alunno per cause differenti da quelle di salute, è necessario presentare un certificato medico per il rientro o può bastare un'autocertificazione da parte della famiglia sulla motivazione dell'assenza?
 - La riammissione a scuola per assenza dovuta ad altre motivazioni non sanitarie potrà essere effettuata (indipendentemente dal numero di giorni) senza certificazione qualora sia stata preventivamente comunicata alla scuola dalla famiglia, salvo diverse disposizioni regionali.



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- La Regione Toscana con Delibera del 15/09/2020, Allegato A, ha previsto che “La riammissione ai servizi educativi/istituzioni scolastiche nel caso di assenze non superiori ai 3 giorni per i bambini frequentanti i servizi educativi/scuole dell’infanzia o di assenze superiori a 5 giorni per gli alunni frequentanti le scuole primarie e secondarie, avviene previa presentazione di dichiarazione sostitutiva con la quale i genitori o tutori legali dichiarano che durante l’assenza non si sono manifestati sintomi compatibili con COVID-19”. L’art. 49 del DPR 445/2000 prevede invece che con le dichiarazioni sostitutive non è possibile autocertificare il proprio o l’altrui stato di salute. Quali indicazioni seguire?
 - Non è possibile autocertificare lo stato di salute del proprio figlio. Nelle dichiarazioni sostitutive per la riammissione a scuola – dopo assenze non superiori a 3 giorni (infanzia) o 5 giorni (primaria e secondaria) – il genitore potrà solo autodichiarare di aver consultato il PLS/MMG che ha ritenuto lo studente esente da patologie o da controindicazioni in atto che impediscano la ripresa dell’attività scolastica.
 - In alternativa all’attestazione prodotta dal PLS/MMG per tutte le assenze, le Regioni possono valutare un modello di comportamento in caso di sintomatologia NON riconducibile a COVID-19, in cui il PLS/MMG gestirà ordinariamente la patologia o la condizione clinica, indicando alla famiglia le misure di cura e, in base all’evoluzione del quadro clinico, i tempi per il rientro in comunità come previsto dalla normativa regionale senza certificazione medica per la riammissione alla frequenza scolastica. In questo caso potrà essere contemplato l’utilizzo di un modello da parte del genitore che autodichiara di aver consultato il PLS/MMG che ha ritenuto lo studente esente da patologie o da controindicazioni in atto che impediscano la ripresa dell’attività scolastica. Tale autocertificazione dovrà



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essere prodotta anche in caso di assenze di un solo giorno, salvo diverse disposizioni regionali.

- Le scuole possono accettare i certificati e/o attestazioni rilasciate da pediatri in pensione per la riammissione degli alunni in classe dopo l'assenza per malattia e/o dopo l'allontanamento da scuola per sospetti sintomi COVID-19?
 - I certificati per la riammissione degli alunni in classe dopo sospetto COVID-19 possono essere rilasciati da medici di fiducia e da pediatri, purché ancora iscritti all'Ordine provinciale dei Medici Chirurghi e degli Odontoiatri.
- In presenza di alunni allergici, che presentano frequentemente sintomatologia assimilabile a quella dovuta al contagio da COVID-19, come comportarsi?
 - Il PLS/MMG, in base alla valutazione clinica e alla presenza di sintomatologia attribuibile a possibili cause alternative a COVID-19 (es. stato allergico, recente vaccinazione, ecc.), potrà giudicare opportuna o meno l'esecuzione del test diagnostico. Si sottolinea che la sintomatologia compatibile con COVID-19 deve essere conclamata: ad esempio occasionali e isolati colpi di tosse mattutini non rappresentano una controindicazione alla frequenza scolastica.
- Qualora non sia un alunno a manifestare sintomi febbrili ma un suo familiare convivente, l'alunno può recarsi comunque a scuola o deve attendere che venga verificato l'eventuale contagio del convivente?
 - L'alunno può recarsi a scuola fino al risultato del test diagnostico effettuato sul convivente sintomatico. Se il test risulta positivo, l'alunno



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sarà posto in quarantena dal Dipartimento di prevenzione in quanto identificato quale contatto stretto di caso.

- Qualora la sintomatologia del convivente dell'alunno sia fortemente sospetta per COVID-19, nell'attesa dell'effettuazione del test diagnostico, appare opportuno che l'alunno convivente si astenga dal recarsi a scuola e attenda l'esito del tampone del convivente.

-omissis-



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Stralcio Verbale n. 124 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 08 novembre 2020.

-omissis-

QUESITO DEL MINISTERO DELL'UNIVERSITÀ E DELLA RICERCA SCIENTIFICA SULLE ATTIVITÀ IN PRESENZA DEGLI ISTITUTI SUPERIORI DI STUDI MUSICALI

In riferimento all'istanza trasmessa dal Ministero dell'Università e della Ricerca Scientifica concernente il quesito della Conferenza dei Direttori dei Conservatori di Musica relativo alla gestione delle attività formative e curriculari in presenza negli Istituti superiori di studi musicali (allegato), il CTS sottolinea l'attuale vigenza del DPCM 03/11/2020 che prevede una diversificazione delle misure restrittive nelle diverse Regioni al fine del contenimento del contagio dal virus SARS-CoV-2 che interessano anche le Università, i Conservatori di Musica e gli Istituti Superiori di studi musicali.

Pur nell'attuale contingenza epidemica e qualora le attività in presenza fossero ancora autorizzate, in coerenza con quanto già espresso nella seduta n. 107 del 15/09/2020 relativamente ad un analogo quesito posto dal Ministero dell'Istruzione concernente le lezioni di canto presso gli istituti scolastici, il CTS raccomanda il rispetto della distanza tra le persone di almeno due metri prevedendo l'aerazione frequente dei locali, la sanificazione degli ambienti dopo ogni lezione, oltre al rispetto delle abituali norme igieniche.

-omissis-



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Stralcio Verbale n. 127 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 13 novembre 2020.

-omissis-

AUDIZIONE DEL MINISTRO DELL'ISTRUZIONE

Il CTS, al fine di acquisire informazioni relative all'andamento dell'anno scolastico delle scuole di ogni ordine e grado, procede all'audizione del Sig. Ministro dell'Istruzione, con lo scopo di condividere le criticità emergenti anche a seguito delle misure di contenimento regionali previste dal DPCM del 03/11/2020.

Il CTS condivide con il Sig. Ministro l'aggiornamento dei dati epidemiologici sulle fasce di popolazione in età scolastica presentato da ISS (allegato).

In riferimento ai quesiti relativi al contesto scolastico consegnati dal Ministro dell'Istruzione durante la sua partecipazione alla seduta odierna (allegato) ed alle ulteriori istanze pervenute per il tramite del Ministero della Salute (allegato), il CTS declina, per ciascuna istanza, le seguenti considerazioni:

Contagi in ambito scolastico

- In base ai dati che abbiamo a disposizione l'incidenza del virus in ambito scolastico – ancora oggi, a quasi due mesi dall'apertura delle scuole – è più bassa di quella generale. Inoltre, la curva è rimasta stabile. Lo afferma anche l'analisi dell'ISS. Lo stesso Istituto ricorda che i focolai scolastici sono un numero molto limitato rispetto al totale. Anche alcuni studi indipendenti confermano che la scuola non ha avuto impatto rilevante sulla curva dei contagi dell'intera comunità. Possiamo, oggi, dare un



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messaggio rassicurante sui rischi collegati all'attività scolastica che serve anche a rasserenare il clima e a tranquillizzare le famiglie italiane?

- Ricordo che, anche grazie alle indicazioni dello stesso CTS, all'interno delle scuole ci sono regole e misure molto rigide. Abbiamo conferma del fatto che tali regole e misure siano applicate e rispettate con impegno da parte di alunni/studenti e famiglie. Partendo da questa osservazione il CTS è d'accordo sul fatto che all'aumentare delle restrizioni "esterne" alla scuola, diminuiscano i rischi anche "all'interno" delle scuole? Possiamo quindi anche ipotizzare l'effetto, solo apparentemente paradossale, che in un eventuale irrigidimento delle restrizioni in comunità si riducano i rischi di trasmissione del virus, rispetto ad oggi, legati alle attività scolastiche in presenza?
 - L'impatto dell'apertura scolastica sulla pandemia da SARS-CoV-2 è ancora in corso di studio. Tuttavia, i dati preliminari a disposizione, estratti dal sistema di sorveglianza epidemiologica affidato all'ISS dall'ordinanza del Capo del Dipartimento della Protezione Civile n. 640 del 27/02/2020 consentono di avviare una prima analisi sui casi in età scolare, estraendo dal sistema di sorveglianza i casi diagnosticati da fine agosto ad oggi relativi ai nati tra il 01/01/2002 e il 30/04/2018 (approssimativamente tra i 3 e i 18 anni di età).
 - Questa analisi preliminare ha consentito di evidenziare che nella fase della riapertura delle scuole in Italia si è verificato un aumento complessivo dei casi in tutte le Regioni/PPAA, con un aumento significativo soprattutto nella fascia di età 15-18. Tale andamento crescente osservato per i casi diagnosticati in età scolare appare tuttavia analogo all'andamento crescente registrato



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complessivamente dei casi diagnosticati di Covid-19 in Italia, con una velocità crescente da inizio ottobre.

- Le misure di prevenzione messe in atto dalle scuole (distanziamento, uso mascherine, igienizzazione, misure organizzative) insieme con i protocolli per la gestione di casi e focolai (attuati in stretto raccordo con i Dipartimenti di Prevenzione territoriali competenti) consentono di ritenere che le scuole al loro interno siano nel complesso contesti operativi sicuri e controllati dove però è necessario continuare a mantenere un livello di attenzione alto. È infatti condivisibile e auspicabile che l'aumento delle restrizioni "esterne" alla scuola determini una riduzione della trasmissione del virus e conseguentemente anche una diminuzione dei rischi "all'interno" delle comunità scolastiche. Tuttavia, risulta fondamentale continuare a mettere in atto le misure e i protocolli di prevenzione in essere.

Primo ciclo (trasmissione del virus nella fascia in età scolare + soccorso pubblico)

- Ci sono pubblicazioni scientifiche, anche recenti (JAMA Pediatrics), che affermano che il rischio di trasmissione nei giovani in età scolare si dimezza rispetto agli adulti. Considerato anche che il primo ciclo non impatta minimamente sul trasporto pubblico, è possibile affermare che, nell'attuale contesto epidemiologico, non vi sia necessità di sospendere le lezioni in presenza per scuole dell'infanzia, primaria e secondaria di primo ciclo?
 - Pur rimanendo il tema della trasmissibilità nelle fasce di età inferiori a 12 anni oggetto di dibattito scientifico, la Letteratura prevalente e la posizione delle Agenzie internazionali di riferimento sostengono



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comunque la concreta possibilità di una minore trasmissibilità delle fasce infantili. Anche i dati di sorveglianza epidemiologica sono coerenti con queste analisi.

- La sospensione dell'attività didattica in presenza per le scuole secondarie di primo grado (con eccezione del primo anno di corso) si inserisce in un contesto più ampio di misure necessarie a scenari del massimo livello di rischio ed in coerenza con il documento di "Prevenzione e risposta a COVID-19: evoluzione della strategia e pianificazione nella fase di transizione per il periodo autunno invernale", condiviso dalla Conferenza delle Regioni e Province autonome l'8 ottobre 2020.
- È condivisibile l'analisi, anche sulla base degli studi fatti in tema di trasporto pubblico locale, che le scuole del primo ciclo di istruzione abbiano un impatto molto limitato sul trasporto pubblico locale che, invece, contribuisce in maniera rilevante su quelle di secondo grado.

Secondo ciclo (organizzazione e scaglionamento)

- Come già accaduto questa estate, ho chiesto nuovamente agli assessori regionali ai trasporti di segnalare, territorio per territorio, le fasce orarie di maggior criticità. La scuola continua ad essere a disposizione per organizzare gli orari di ingresso e uscita in modo da non incidere sugli assembramenti a bordo dei mezzi del TPL. Sciolto questo nodo sono convinta che sia auspicabile tornare quanto prima ad accogliere nelle scuole superiori di secondo grado una percentuale di studenti in presenza. Qual è l'opinione del CTS?



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- L'obiettivo di garantire la scuola in sicurezza non può prescindere, soprattutto per la scuola secondaria di secondo grado, dalla necessità di prevenire gli affollamenti che possono determinare condizioni di rischio di contagio nel trasporto pubblico locale ed in tutte le fasi di potenziale aggregazione periscolastica, garantendo sia per gli studenti che per i lavoratori della scuola, e più in generale per l'intera popolazione, adeguati livelli di sicurezza. Tuttavia, il tema trasporti non è l'unico dei fattori chiamati in causa. Al riguardo, è da rilevare che nella fase della riapertura delle scuole in Italia l'aumento più significativo di casi in età scolare ha riguardato proprio la fascia di età 15-18 anni. Tale dato necessita di ulteriori approfondimenti per capire se l'origine della diffusione risieda nel contesto scolastico o extra/periscolastico. Il CTS ribadisce in ogni caso la necessità che tutte le istituzioni coinvolte utilizzino questa fase di ridotto carico dei mezzi di trasporto al fine di adottare tutte le misure atte a prevenire il rischio di contagio nel TPL già indicate dal CTS fin dalla seduta n. 55 del 18/04/2020 e ribadite – proprio in coincidenza con le azioni propedeutiche all'apertura dell'anno scolastico – nella seduta n. 102 del 26/08/2020.

Impatto delle chiusure

- Recentemente ho definito un disastro pedagogico ed educativo la sospensione delle attività didattiche in presenza. Un numero crescente di studi in ambito internazionale afferma infatti che la chiusura prolungata delle scuole abbia delle ricadute gravi sulla formazione ma anche sulla tenuta psicologica degli studenti. Qual è l'opinione del CTS al riguardo?



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- Se da un lato gli studi confermano che la chiusura delle scuole possa contribuire a ridurre la trasmissione SARS-CoV-2, tuttavia è condivisibile e necessario considerare l'impatto sociale, economico ed educativo delle chiusure scolastiche prolungate.
- Il CTS ritiene assolutamente condivisibile il danno pedagogico, educativo e psicologico che la chiusura prolungata delle scuole ha non solo sulla formazione degli studenti ma anche sulla loro crescita complessiva. Con queste motivazioni e preoccupazioni il CTS in questi mesi ha operato con la ferma volontà di riaprire e tenere aperte le scuole al fine di assicurare, quanto più possibile, lo svolgimento di attività didattiche ordinarie.
- Anche nelle misure di contenimento adottate dal Governo per far fronte al significativo incremento dei casi della seconda ondata epidemica, la scuola è stata preservata assicurando comunque la prosecuzione delle attività didattiche seppur con inevitabili rimodulazioni organizzative.
- Il CTS, come già espresso, considera l'assoluta priorità della tutela della scuola e della didattica in presenza in tutti gli ordini e gradi, compatibilmente con la necessità di controllo della pandemia.

Test/tracciamento

- Sappiamo che le Asl in alcuni territori sono andate in affanno e non sono più in grado di dare risposte celeri alle scuole, nell'esecuzione del protocollo di sicurezza. Resto convinta che i test antigenici possano essere una parte della soluzione. Ci sono obiezioni su questo? Perché non si



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procede? Recenti studi (Bambin Gesù) affermano che anche i test salivari possano essere usati con successo. Qual è l'opinione del CTS in merito?

- Il Ministero della Salute, con la Circolare n. 35324 del 30/10/2020, ha previsto l'utilizzo del test antigenico rapido in caso di sospetto diagnostico o di esposizioni a rischio da parte del personale scolastico o degli alunni. Anche gli accordi con la medicina di comunità per l'effettuazione dei tamponi presso gli studi medici dei MMG e dei PLS sono uno strumento per implementare e accelerare le modalità di identificazione dei casi sospetti anche nel contesto scolastico. Il CTS auspica che tutte le strutture e istituzioni deputate all'implementazione di tali politiche di screening possano essere operative il più rapidamente possibile anche per un miglior monitoraggio complessivo dell'andamento dell'epidemia nel contesto scolastico.
- La recente introduzione sperimentale dei test salivari, meno invasivi e di più semplice esecuzione rispetto a quelli che prevedono l'utilizzo del tampone naso-faringeo, potrebbe risultare utile per lo screening su grandi numeri. Come per i tamponi naso-faringei, sussistono test salivari di tipo molecolare e di tipo antigenico. Tuttavia, attualmente sono ancora in una fase di validazione attraverso esperienze pilota per identificare esattamente il loro contesto di utilizzo. Dopo opportuna validazione potranno rappresentare un essenziale contributo nel controllo della trasmissione da SARS-CoV-2.
- Il CTS rappresenta che il documento *"Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi*



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educativi dell'infanzia", attualmente in corso di revisione e di prossima pubblicazione, potrà costituire uno strumento partecipato di supporto sulla base dell'evoluzione delle conoscenze scientifiche.

Con l'obbligo di mascherina viene ridefinito il perimetro dei contatti stretti a scuola. È possibile procedere a un aggiornamento del protocollo?

- Il documento tecnico *"Misure di prevenzione e raccomandazioni per gli studenti delle scuole di ogni ordine e grado per la ripresa dell'anno scolastico 2020-2021"* condiviso nella seduta del CTS n. 104 del 31/08/2020, nel definire le raccomandazioni tecniche sull'uso della mascherina in condizioni statiche e dinamiche nel contesto scolastico, rimandava al dato epidemiologico la possibilità di modificare le raccomandazioni anche in relazione ai differenti trend epidemiologici locali/regionali.
- L'attuale aumento della circolazione del virus ha richiesto l'innalzamento delle misure di protezione determinando l'obbligo dell'uso della mascherina anche in condizioni statiche e con il rispetto del distanziamento.
- Tale misura è da considerarsi transitoria, ma allo stato attuale sostanziale, nel contesto di una strategia di modulazione delle misure di prevenzione e controllo con l'obiettivo di preservare la scuola e assicurare comunque una continuità dei percorsi formativi in presenza.
- Il CTS, anche in considerazione dell'attuale aumento della circolazione del virus, non ritiene al momento opportuno procedere ad un aggiornamento dei protocolli in essere. Eventuali impatti sulla



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scalabilità di tale misura circa la definizione “dei contatti stretti a scuola” trova una sua contestualizzazione nella revisione del documento “*Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell’infanzia*”.

Rispetto all'evoluzione dell'emergenza epidemiologica, la sospensione dell'attività didattica in presenza, anche su base territoriale, o la chiusura, in maniera indistinta, per le istituzioni scolastiche di ogni ordine e grado di istruzione, non coordinata con un sistema omogeneo e calibrato di diverse misure per l'intero arco della giornata, risulta strumento idoneo ai fini della limitazione della diffusione del contagio?

- Le misure adottate dal Governo sono coerenti con il criterio di proporzionalità nell’andamento dell’epidemia sulla base del monitoraggio condiviso con le Regioni e coerenti con le previsioni e gli scenari di rischio del documento di *preparedness*. In tale ottica è evidente che le misure che riguardano la scuola devono essere inserite in un sistema omogeneo di azioni secondo il regime della proporzionalità e della gradualità rispetto al rischio monitorato.

Nell'ipotesi di peggioramento dell'emergenza epidemiologica, qualora fosse necessario procedere a misure restrittive quali chiusure ed interventi generalizzati a livello territoriale o nazionale, la conseguente limitazione nelle attività quotidiane dei giovani oltre alla riduzione del carico dei mezzi di trasporto pubblico, sarebbero elementi di riduzione del rischio sanitario anche all’interno delle scuole? La permanenza dell'apertura delle istituzioni scolastiche, considerata la rigidità dei protocolli sanitari adottati e rispettati all'interno delle medesime, sarebbe dunque da considerarsi ipotesi praticabile?

I protocolli adottati, frutto di un lavoro attento e partecipato, costituiscono ancora oggi una solida base per garantire la sicurezza delle attività scolastiche. Anche nello



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scenario di massimo rischio (cosiddette zone rosse) la scuola del primo ciclo, con l'eccezione degli ultimi due anni, continua in presenza proprio per la valenza prioritaria della scuola. Al fine di ridurre il livello di rischio, che è stato definito alto nei monitoraggi, è necessario adottare misure contenitive che permetteranno di ridurre la circolazione del virus e di contenere il rischio di contagio in tutti i contesti, anche in quello scolastico.

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Stralcio Verbale n. 129 della riunione tenuta presso il Dipartimento della Protezione Civile, il giorno 20 novembre 2020.

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RIUNIONE INFORMALE DEL MINISTERO DELL'ISTRUZIONE, DELL'UFFICIO REGIONALE EUROPEO DELL'OMS, DELL'UFFICIO REGIONALE EUROPEO DELL'UNESCO SULLA RIPRESA IN PRESENZA DEI PERCORSI FORMATIVI E SCOLASTICI NELLE SCUOLE

In riferimento alla riunione informale "Schooling during the time of COVID-19" (allegato) organizzata dall'OMS il 19/11/2020 su richiesta del Ministero della Pubblica Istruzione che ha visto la partecipazione dell'OMS dalla sede centrale di Ginevra e dall'Ufficio Regionale Europa di Copenhagen, dell'Unesco dalla sede centrale di Parigi, il CTS condivide l'esigenza di procedere ad una tempestiva soluzione delle tematiche riguardanti il mondo della scuola, definendo, al contempo, anche l'agenda per la conferenza internazionale concordata tra il Ministro della Salute e il Direttore Regionale Europa di OMS programmata per il giorno 08/12/2020. Di seguito, si riassumono schematicamente i principali punti di interesse emersi:

- La continuità del percorso formativo e scolastico è fondamentale per garantire l'apprendimento, lo sviluppo, il benessere, la salute e la sicurezza degli studenti;
- Le scuole dovrebbero essere le ultime istituzioni ad essere chiuse, in caso di *lockdown* generale emergenziale, e le prime a riaprire quando le condizioni lo permettano;
- Considerate le conseguenze devastanti su bambini, ragazzi e adolescenti e sulla società nel suo insieme, le chiusure scolastiche dovrebbero essere considerate



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come l'ultimo provvedimento, temporaneo e solo locale, nel caso in cui l'epidemia non possa essere gestita con diverso approccio;

- Le chiusure non dovrebbero mai essere “pro-attive”, ma solo reattive; dovrebbero essere della più breve durata possibile, limitate esclusivamente agli ambiti territoriali interessati, finalizzate alla diminuzione della pressione della trasmissione virale;
- Istruzione e salute sono intimamente interconnesse. Le chiusure scolastiche hanno un impatto negativo sulla salute dei ragazzi, alterando anche il benessere affettivo e sociale, che si ripercuote negativamente anche sullo sviluppo del contesto socioeconomico;
- In caso di chiusura, è indispensabile garantire la partecipazione degli studenti agli eventi formativi e l'accesso alle risorse, ai materiali didattici ed educativi investendo in tecnologie digitali appropriate;
- Va garantita la priorità ai ragazzi con particolari esigenze;
- I bambini sono meno suscettibili al COVID-19 rispetto agli adulti e la presentazione clinica severa è rara;
- In considerazione che i bambini di età inferiore a 10 anni trasmettono l'infezione meno degli adulti, mentre gli adolescenti hanno livelli di contagiosità simili agli adulti, le chiusure degli istituti scolastici dovrebbero essere finalizzate anche per fasce di età.

IMPIEGO DI MASCHERINE TRASPARENTI

A seguito della richiesta di parere giunta dal Ministero dell'Istruzione per il tramite del Ministero della Salute (allegato) e della nota giunta dall'Ufficio per le politiche in favore delle persone con disabilità della Presidenza del Consiglio dei Ministri (allegato) relativamente all'impiego di dispositivi di protezione delle vie aeree trasparenti, il CTS sottolinea di avere trattato l'argomento in maniera estensiva durante le sedute n. 100 del 10/08/2020 e n. 102 del 26/08/2020.



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Il CTS ribadisce di condividerne la fondamentale utilità, soprattutto per incrementare la capacità di comunicazione, favorendo il rapporto umano tra persone con specifiche esigenze come, ad esempio, tra persone sorde, tra bambini e adulti, ecc.

Se questa tipologia di dispositivi è destinata all'utilizzo professionale da parte dei lavoratori quali dispositivi di protezione individuale, il CTS sottolinea che è necessaria una idonea certificazione, attraverso i percorsi esistenti previsti dalla normativa vigente.

Per l'utilizzo delle mascherine trasparenti da parte degli studenti con esigenze specifiche, il CTS rimanda alla valutazione dell'ISS l'analisi degli aspetti tecnici di competenza.

QUESITO DELLA REGIONE VENETO SULLE ATTIVITÀ DI INSEGNAMENTO DELL'EDUCAZIONE FISICA, CANTO E USO DI STUMENTI A FIATO NELLE SCUOLE

In riferimento all'istanza trasmessa dalla Giunta regionale della Regione Veneto concernente il quesito relativo all'insegnamento dell'educazione fisica, canto e uso degli strumenti a fiato nelle scuole del primo ciclo scolastico (allegato), il CTS sottolinea l'attuale vigenza del DPCM 03/11/2020 che prevede una diversificazione delle misure restrittive nelle diverse Regioni al fine del contenimento del contagio dal virus SARS-CoV-2.

Pur nell'attuale contingenza epidemica e qualora le attività in presenza fossero ancora autorizzate, in coerenza con quanto già espresso nelle sedute n. 107 del 15/09/2020 relativamente ad un analogo quesito posto dal Ministero dell'Istruzione concernente le lezioni di canto presso gli istituti scolastici e n. 124 del 08/11/2020 relativamente ad un quesito del Ministero dell'Università e della Ricerca scientifica sulle attività in presenza degli Istituti superiori di studi musicali, il CTS raccomanda il



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rispetto della distanza tra le persone di almeno due metri prevedendo l'aerazione frequente dei locali, la sanificazione degli ambienti dopo ogni lezione, oltre al rispetto delle abituali norme igieniche.

Per le attività di insegnamento di educazione fisica, nell'attuale contingenza epidemica e qualora le attività in presenza fossero ancora autorizzate, il CTS ritiene che le attività didattiche di educazione fisica svolte in presenza nelle scuole di ogni ordine e grado siano comunque da svolgersi con la fruizione in presenza delle altre attività didattiche. In coerenza con il Piano Scuola 2020/2021 di cui all'allegato al Decreto del Ministero dell'Istruzione n. 39 del 26/06/2020 *"Per le attività di educazione fisica, qualora svolte al chiuso (es. palestre), dovrà essere garantita adeguata aerazione e un distanziamento interpersonale di almeno 2 metri"*. Restano comunque sconsigliati i giochi di squadra e gli sport di gruppo, favorendo le attività fisiche sportive individuali che permettano il distanziamento fisico. Rimane comunque previsto l'uso della mascherina negli spostamenti, negli spogliatoi, nell'uso dei bagni, nelle fasi di attesa, non durante l'attività fisica, se viene rispettato il distanziamento di 2 metri. Il CTS ribadisce l'accurata igienizzazione delle mani e degli attrezzi ginnici. Qualora un alunno non sia autonomo nell'igienizzazione delle mani, deve essere il docente di classe a garantire tale operazione.

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Stralcio Verbale n. 131 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 27 novembre 2020

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GESTIONE DEL RISCHIO RELATIVO ALLE ATTIVITA' PERISCOLASTICHE CON PARTICOLARE RIFERIMENTO AL TRASPORTO PUBBLICO LOCALE

Il CTS, nell'ottica della riattivazione di tutte le attività scolastiche in presenza, anche alla luce dell'incontro del 25/11/2020 tra Ministero dell'Istruzione e Sindaci delle Aree Metropolitane (allegato), rappresenta l'importanza di un coinvolgimento partecipato delle Istituzioni locali e del settore scolastico territoriale – in particolare nelle aree metropolitane – in coerenza con quanto rappresentato nella seduta n. 102 del 26/08/2020 relativamente alla tematica *“Trasporto pubblico locale e trasporto urbano nella contingenza della ripresa delle attività produttive e della ripresa delle attività didattiche delle scuole di ogni ordine e grado”*.

Al fine di offrire ulteriori elementi di supporto tecnico-scientifico alla prevenzione e alla gestione del rischio di contagio in tutti contesti anche nel percorso casa-scuola, INAIL predisporrà un documento tecnico dedicato.

-omissis-

Incontro

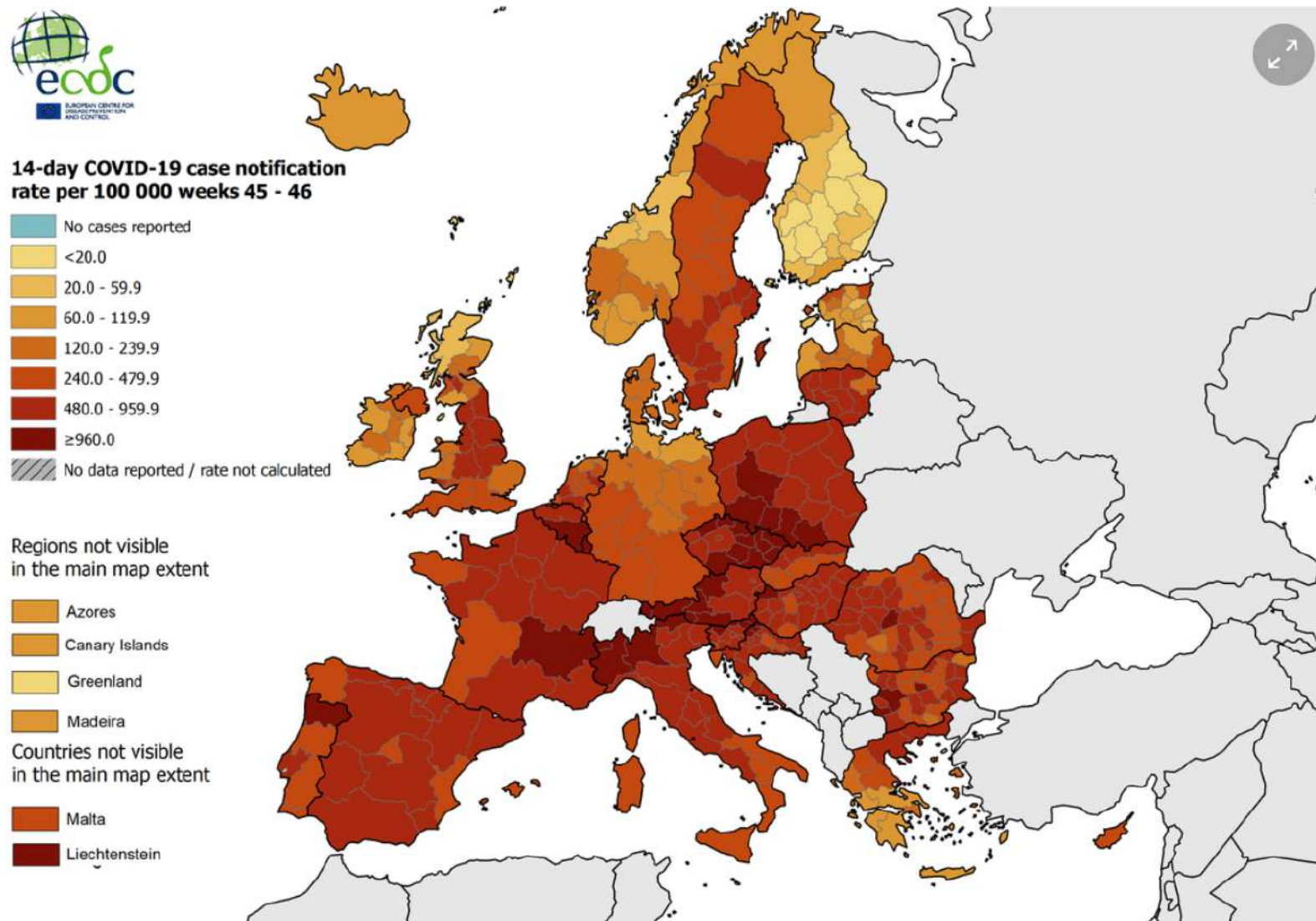
Ministero dell'Istruzione – Sindaci delle Aree Metropolitane

INAIL

ISTITUTO NAZIONALE PER L'ASSICURAZIONE
CONTRO GLI INFORTUNI SUL LAVORO

25 novembre 2020

Tasso casi notificati COVID-19 per 100.000 abitanti in Europa su 14 giorni -settimane 45-46



La sicurezza degli studenti e delle attività periscolastiche nel contesto dell'emergenza nelle aree metropolitane

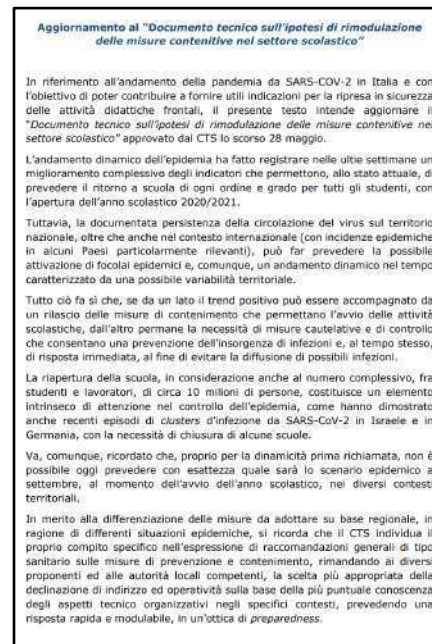
- ❖ La **prevenzione degli affollamenti nel TPL** è l'obiettivo più importante e tra i più sfidanti nelle politiche di contrasto al contagio da SARS-CoV-2 nel contesto del trasporto pubblico ed è particolarmente complessa nelle aree metropolitane.
- ❖ I protocolli di sicurezza nelle attività scolastiche hanno sempre evidenziato l'importanza di mettere in sicurezza l'intero fenomeno, incluse **le attività periscolastiche** ed in particolare quelle relative a tragitto da casa a scuola e viceversa.
- ❖ La **riduzione di oltre il 30% medio dell'utilizzo del TPL**, frutto anche delle politiche di diversificazione della domanda e dell'offerta rispetto all'anno precedente, non ha impedito il verificarsi di fenomeni di affollamento nelle ore di punta.
- ❖ La collaborazione fra istituzioni, in questa fase di misure contenitive, può ulteriormente migliorare la prevenzione del contagio per permettere la ripresa delle attività scolastiche in presenza anche attraverso **un'analisi del fenomeno nel periodo settembre-ottobre**, precedente all'introduzione delle misure contenitive.
- ❖ Per le caratteristiche proprie, **la scuola può offrire diverse opportunità organizzative e preventive** per un utilizzo in sicurezza del TPL anche rispetto ad altra tipologia di utenza.
- ❖ La sicurezza delle attività periscolastiche deve considerare anche altri contesti di **rischio oltre il TPL**: aggregazioni nei pressi della scuola in entrata e uscita, attività ludico ricreative ecc.

Misure per la gestione della riapertura delle scuole



Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico

Verbale CTS 82



Aggiornamento del documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico

Verbale CTS 90



Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia

Rapporto ISS COVID-19, n. 58

28 maggio

22 giugno

28 agosto

Misure per la gestione del trasporto pubblico locale



Documento tecnico sulle ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico terrestre, nell'ottica della ripresa del pendolarismo nel contesto dell'emergenza da SARS-CoV-2

Verbale CTS 59



Linee guida per l'informazione agli utenti e le modalità organizzative per il contenimento della diffusione del COVID-19 in materia di trasporto pubblico

Verbale CTS 98



TPL e trasporto urbano nella contingenza della ripresa delle attività produttive e della ripresa delle attività didattiche delle scuole di ogni ordine e grado

Verbale CTS 102

24 aprile

5 agosto

26 agosto

Misure proposte per la gestione del TPL

Misure fondamentali

- ❑ Uso corretto delle protezioni delle vie respiratorie (mascherina chirurgica o mascherina di comunità)
- ❑ Rigoroso rispetto del distanziamento fisico
- ❑ Presenza di distributori di gel idroalcolico a bordo dei mezzi e nelle stazioni di metropolitane

Misure organizzative

- ❑ Gestione accessi e organizzazione dei percorsi nelle stazioni della metropolitana
- ❑ Ricorso ai *mobility managers*
- ❑ Interventi per ridurre l'uso del TPL nelle ore di punta
 - Scaglionamento ingressi scuole, uffici, attività commerciali
 - Incremento numero dei mezzi (anche ricorrendo a NCC, noleggi da rimessa etc)
 - Aumento della frequenza delle corse
 - Riduzione tempi di percorrenza
 - Personale dedicato alle stazioni per la prevenzione affollamenti

Interventi a bordo

- ❑ Differenziazione percorsi salita/discesa
- ❑ Qualità dell'aria
- ❑ Igienizzazione puntuale e frequente dei mezzi
- ❑ Separatori in materiale idoneo

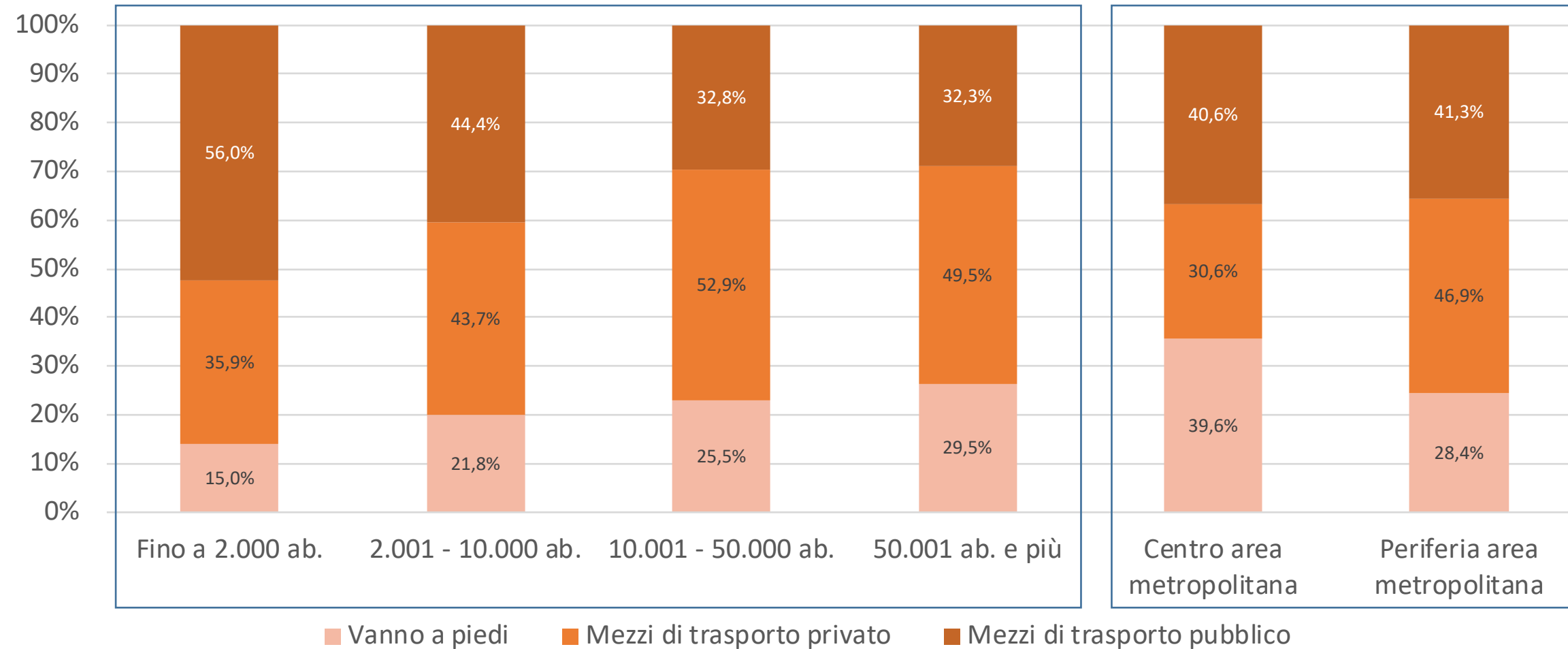
Aumento dell'occupazione fino al 75% della capienza omologata, nel rispetto della gerarchia delle misure organizzative e di prevenzione indicate e compatibilmente con gli indicatori epidemiologici

Spostamenti verso la scuola/università degli studenti in Italia

- ❖ Nel 2019, **11,1 milioni di studenti** si sono mossi quotidianamente sul territorio nazionale
- ❖ **3,5 milioni di studenti** si sono spostati fuori dal proprio Comune
- ❖ Il **70%** degli studenti è uscito tra le 7:30 e le 8:00
- ❖ **Più di 3,5 milioni di studenti (35% circa)** si sono spostati con **mezzi pubblici**. Di questi circa **1 milione** risiede tra **Lombardia e Lazio**
- ❖ Tra questi i più utilizzati sono **pullman e corriere (13,9%)** e **tram e bus (11,7%)**
- ❖ Gli utenti della metropolitane ammontano a circa **500 mila studenti**
- ❖ **4 milioni** hanno usato **l'auto** (da passeggero o conducente) **o la moto** per raggiungere la scuola o l'università
- ❖ **3.2 milioni** circa si sono spostati a piedi o in bici
- ❖ Oltre la metà ha impiegato **meno di 30 minuti** con i **mezzi pubblici**
- ❖ Con i mezzi privati il **72,5%** ha impiegato meno di **15 minuti** per raggiungere la scuola o l'università in auto o moto

Spostamenti verso la scuola/università degli studenti in Italia per mezzo di trasporto utilizzato e tipo di comune

Bambini e studenti (0-34 anni) che escono di casa per andare a scuola o all'università per mezzo di trasporto utilizzato e tipo di comune

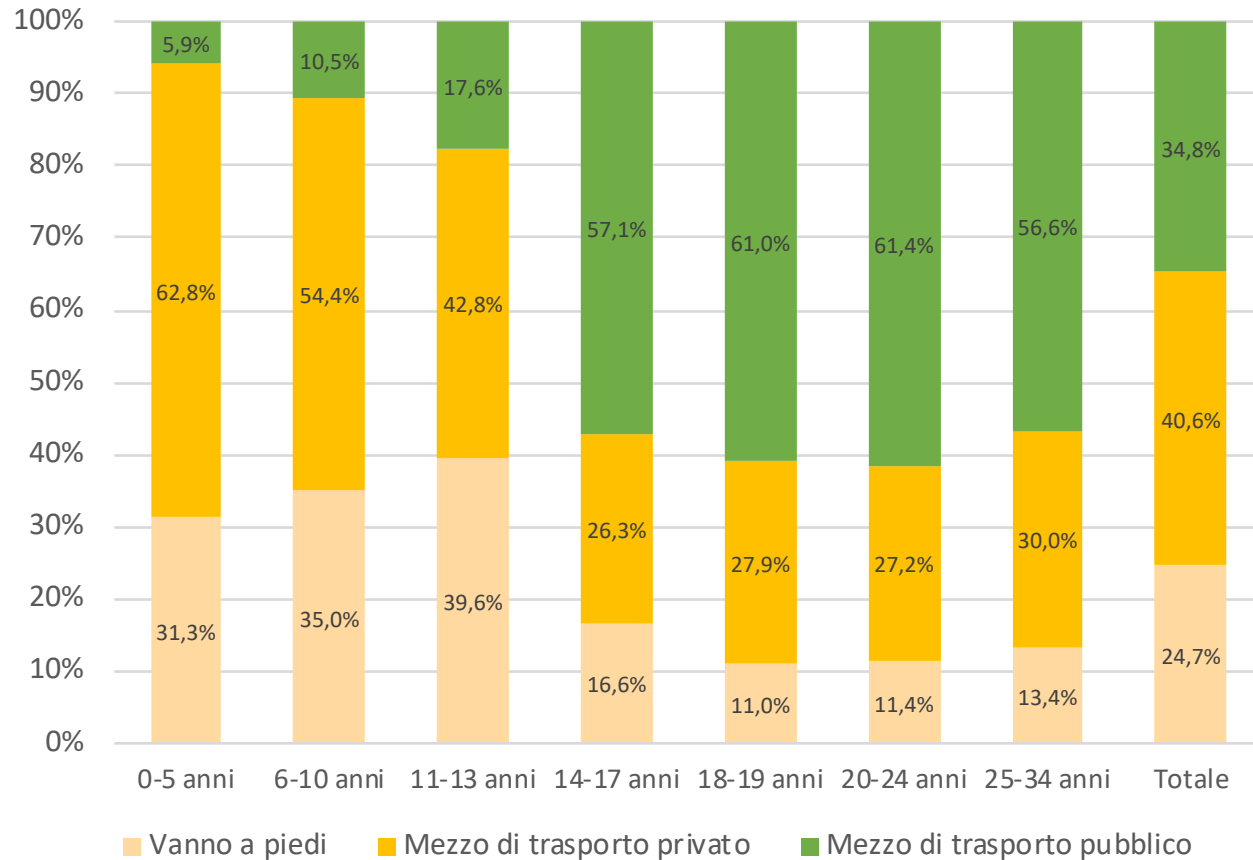


Fonte: Elaborazione INAIL su dati estratti da Aspetti della vita quotidiana anno 2019, ISTAT

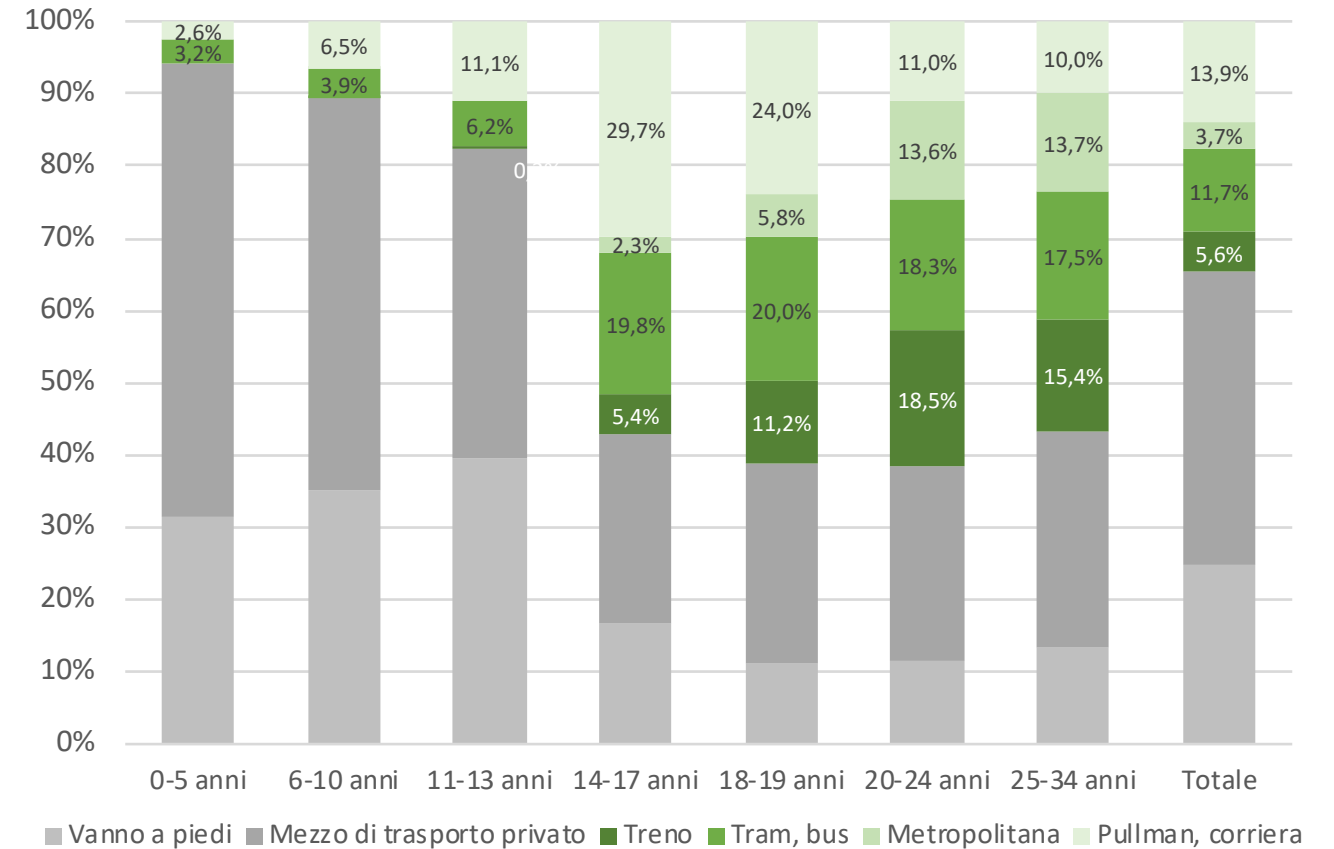
Spostamenti verso la scuola/università degli studenti in Italia per fascia di età e mezzo di trasporto utilizzato

FOCUS SUL TIPO DI TRASPORTO PUBBLICO UTILIZZATO

Bambini e studenti (0-34 anni) che escono di casa per andare a scuola o all'università per mezzo di trasporto utilizzato



Bambini e studenti (0-34) che escono di casa per andare a scuola o all'università per mezzo di trasporto utilizzato



Mappatura dati disponibili

- Apple

(<https://covid19.apple.com/mobility>)

Dati di mobilità aggregati (da App Mappe) per paese, regione e città. Sono riferiti agli spostamenti a piedi, in auto e con mezzi pubblici. Le variazioni sono espresse in percentuale rispetto alla baseline del 100% fissata al 13 gennaio 2020.

- Google

(<https://www.google.com/covid19/mobility/index.html?hl=it>)

Dati di mobilità aggregati (da App Google Maps) per paese regione e città. Sono riferiti alle visite di negozi, parchi, luoghi di lavoro, farmacie, stazioni e abitazioni. Sono espressi in variazione percentuale rispetto ad un valore mediano del periodo di 5 settimane dal 3 gennaio al 6 febbraio 2020.

- Moovit Intel

([https://moovitapp.com/insights/it/Analisi Moovit sull indice per la mobilit%C3%A0 pubblica-countries](https://moovitapp.com/insights/it/Analisi_Moovit_sull_indice_per_la_mobilit%C3%A0_pubblica-countries))

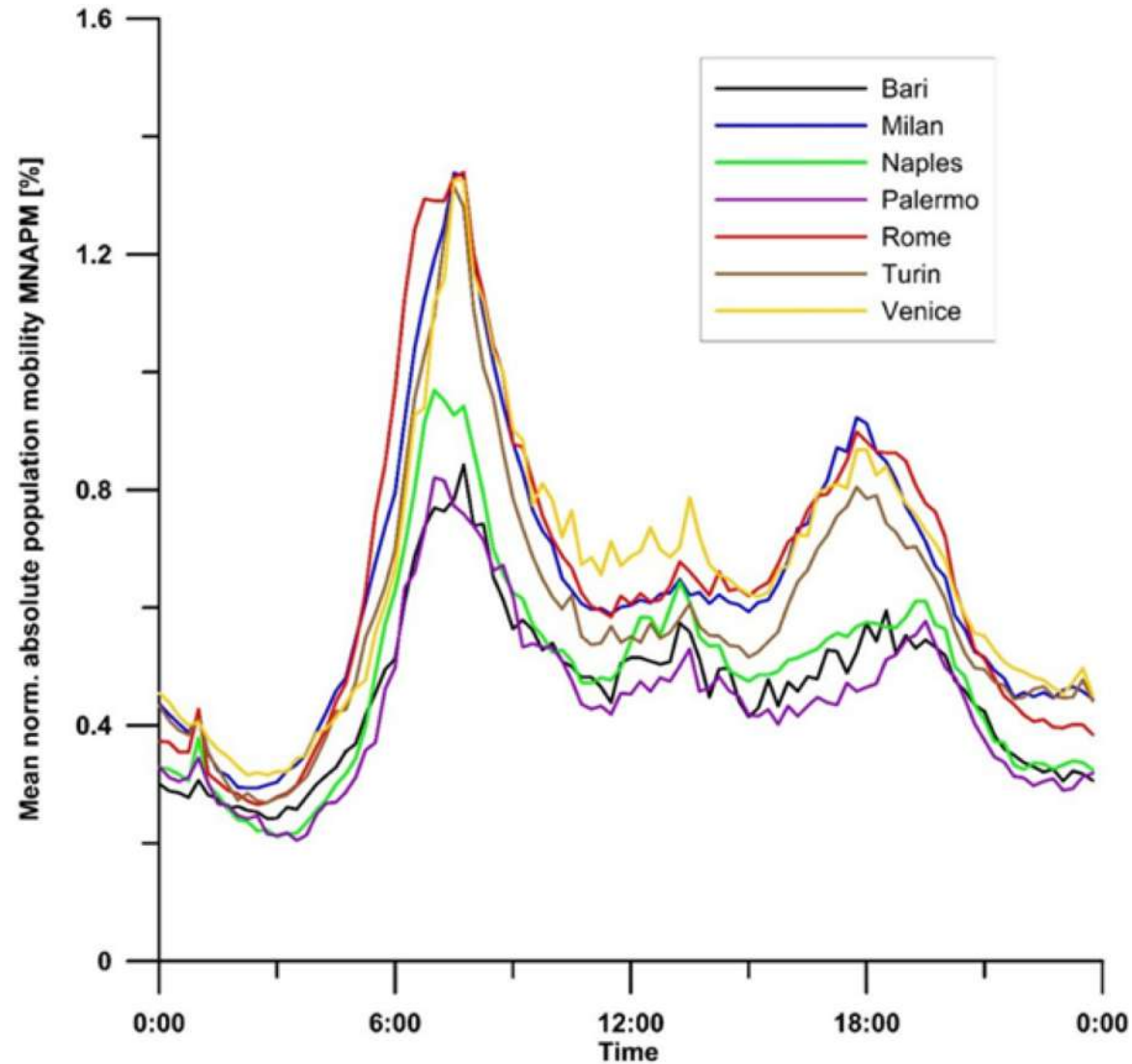
Dati aggregati della domanda di trasporto pubblico in tutto il mondo. Sono espressi in variazione percentuale dell'utilizzo dei mezzi di trasporto pubblico rispetto all'utilizzo nella giornata lavorativa del 15 gennaio 2020.

- Dati mobilità dei municipi (es. Roma Mobilità)

(<https://romamobilita.it/it/covid-19-impatto-sulla-mobilita>)

Dati riferiti al territorio comunale di Roma relativi alla quantità di traffico veicolare che transita ogni ora, alle vidimazioni in ingresso alle stazioni metropolitane, ai passaggi di pedoni e veicoli attraverso i segnali bluetooth dei telefoni cellulari in forma anonima, ad un campione di veicoli con dispositivo di geolocalizzazione a bordo.

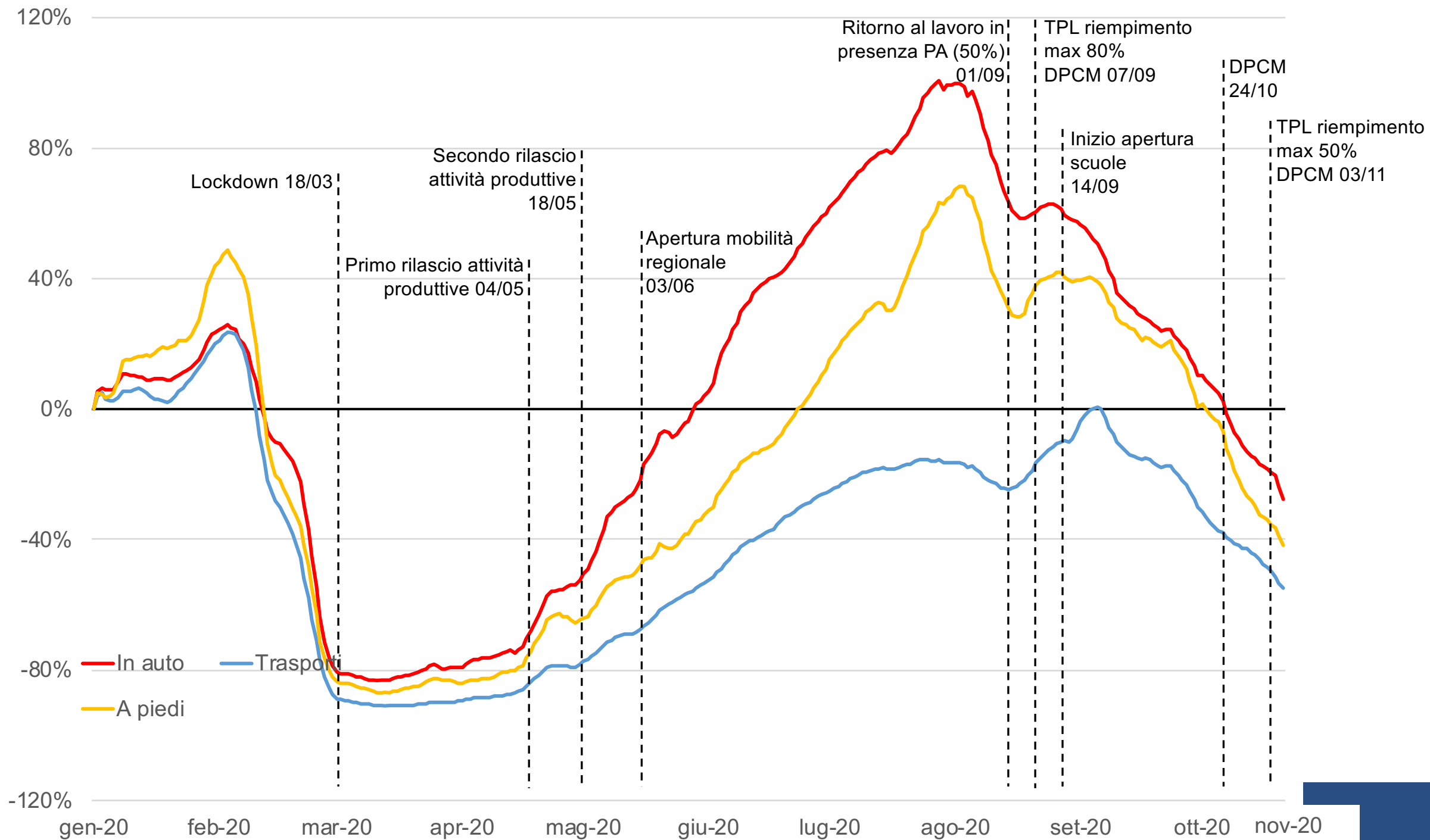
Profili giornalieri percentuali e parametri di mobilità nei giorni lavorativi per le principali città metropolitane (prima del Covid-19)



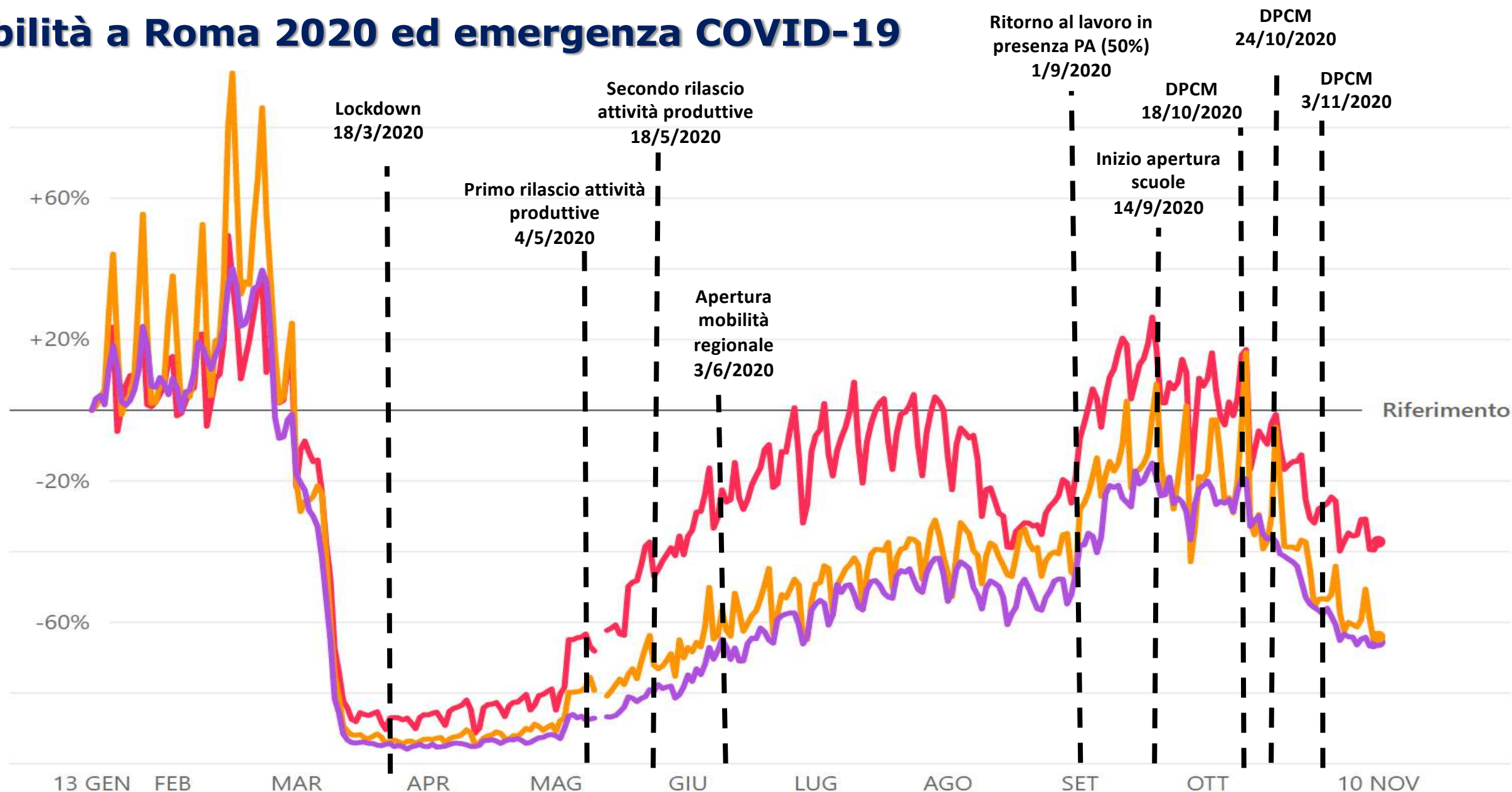
Città	Mattino		Pomeriggio	
	Picco di mobilità	Durata del picco	Picco di mobilità	Durata del picco
Roma	07:21	03:14	18:22	03:56
Milano	07:29	03:20	18:03	03:35
Torino	07:30	02:38	18:04	03:30
Venezia	07:42	02:41	18:11	03:52
Napoli	07:22	02:51	18:46	03:51
Bari	07:32	03:25	18:39	04:18
Palermo	07:27	03:03	19:14	02:58

Fonte: Documento Tecnico Trasporti INAIL-ISS

Mobilità in Italia 2020 ed emergenza Covid-19 (baseline 13-gen)

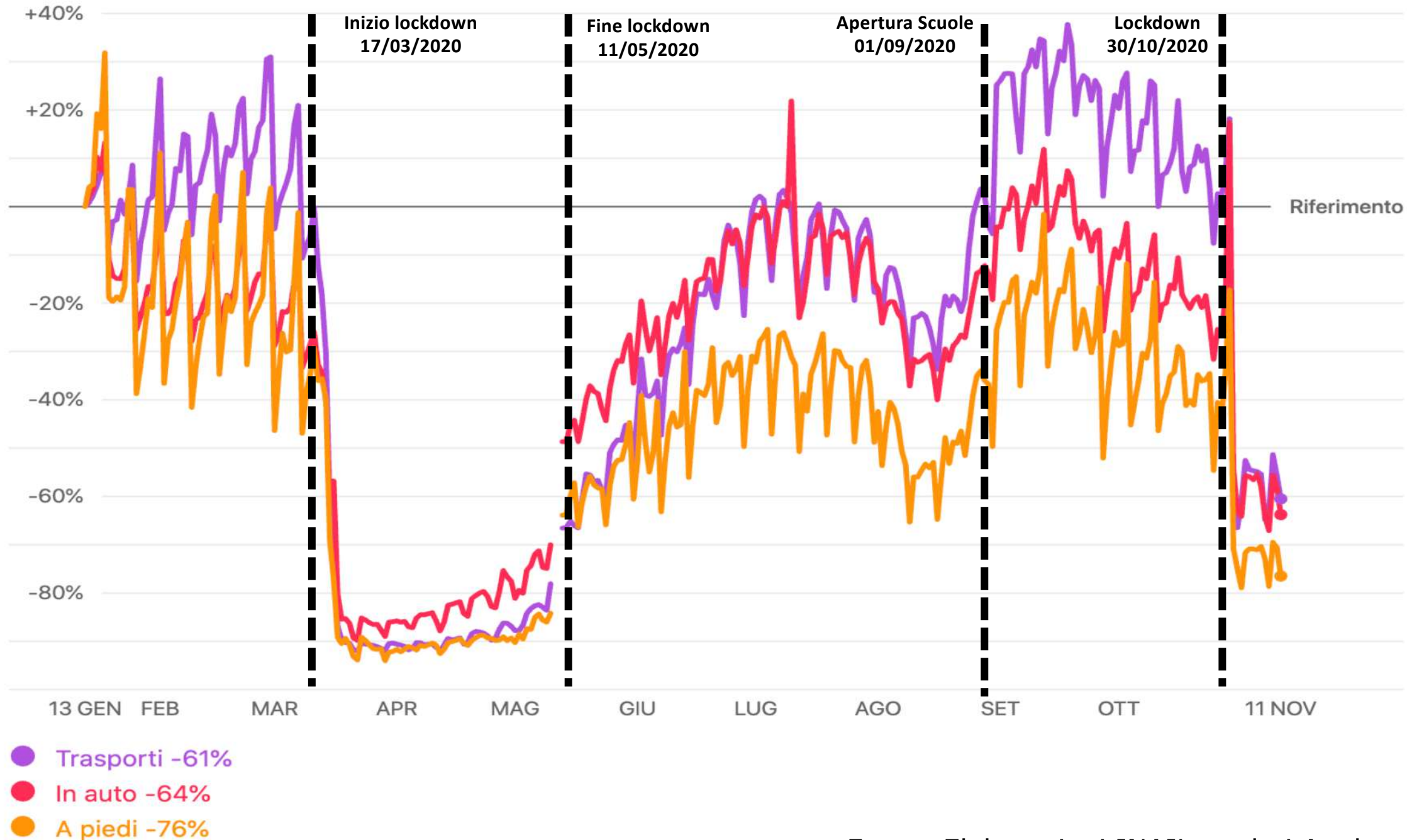


Mobilità a Roma 2020 ed emergenza COVID-19

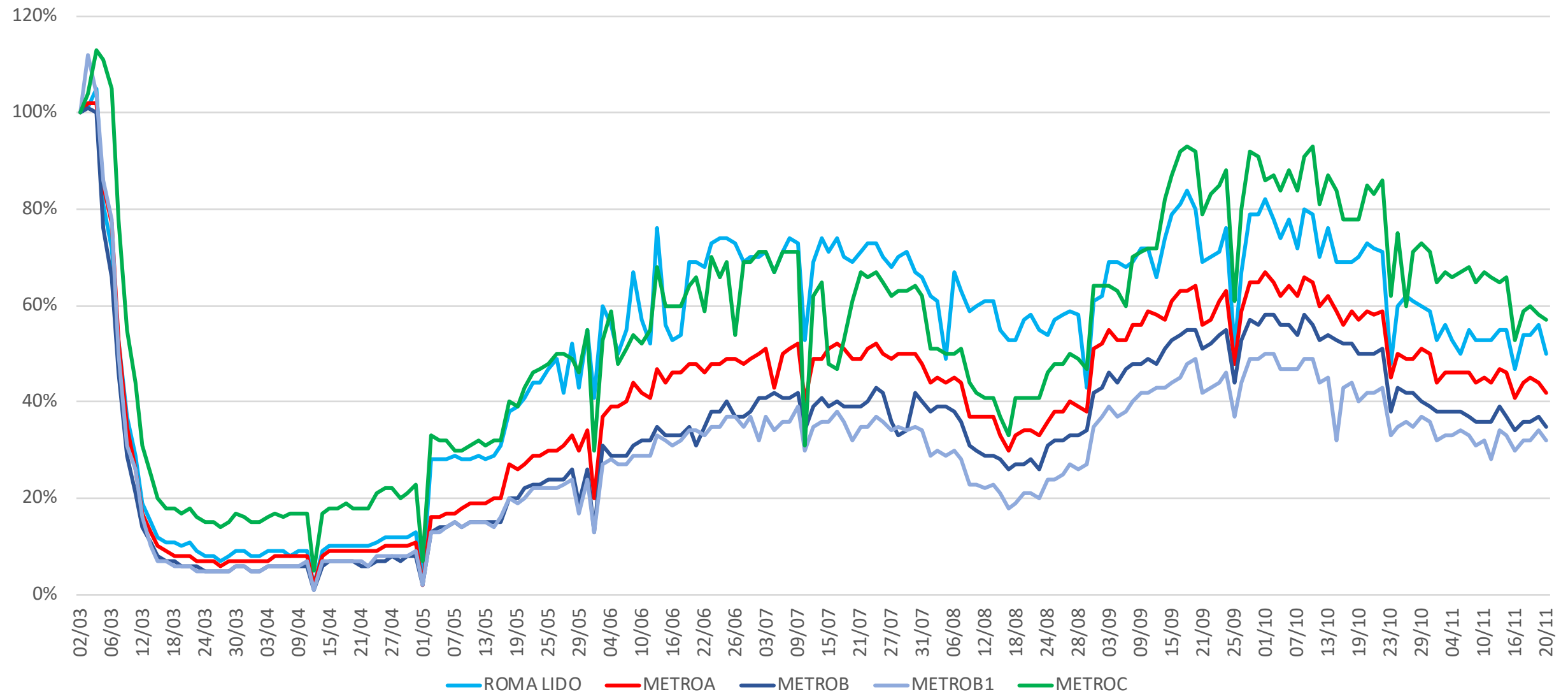


- In auto -37%
- A piedi -64%
- Trasporti -66%

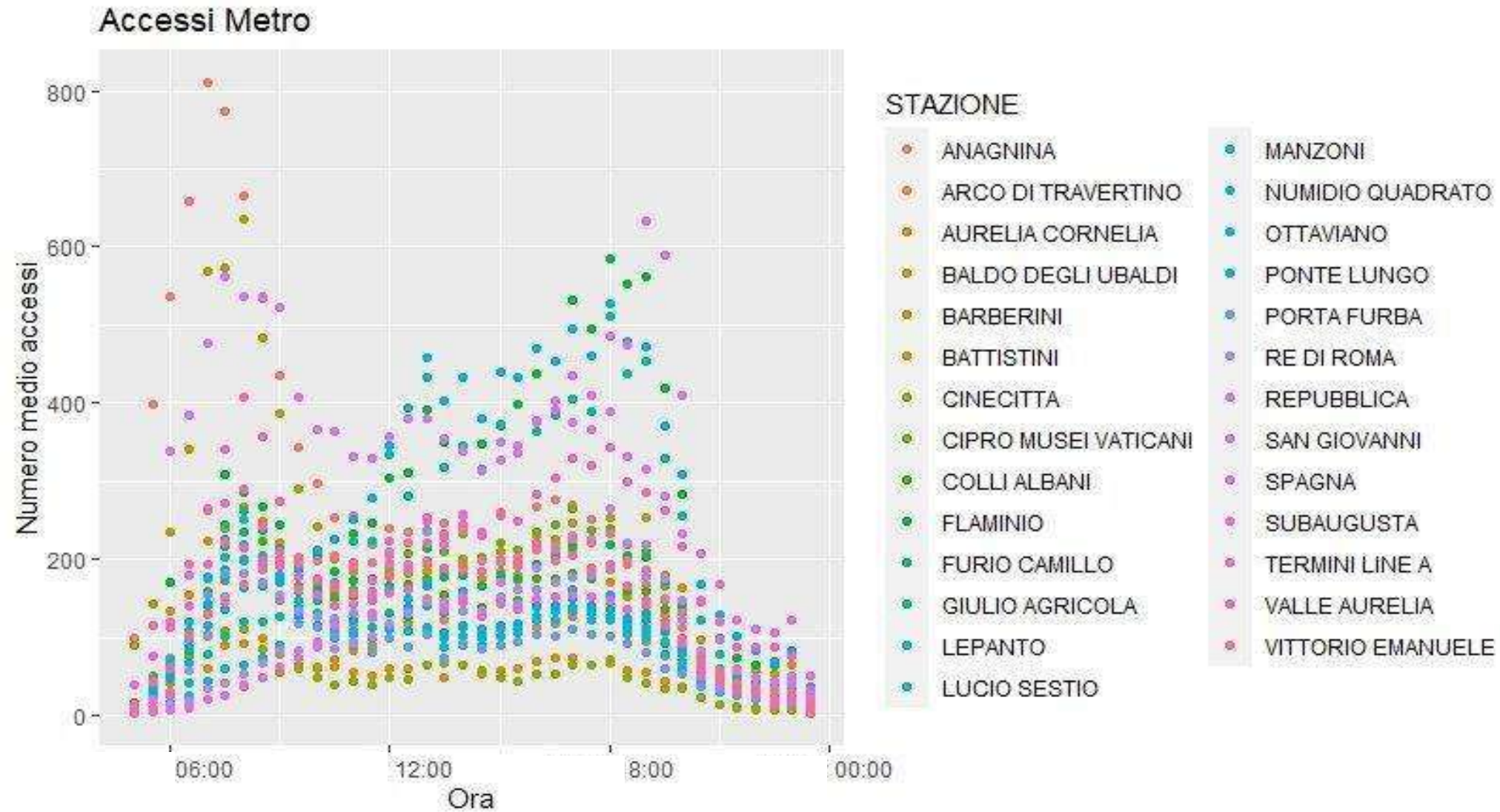
Mobilità a Parigi 2020 ed emergenza COVID-19



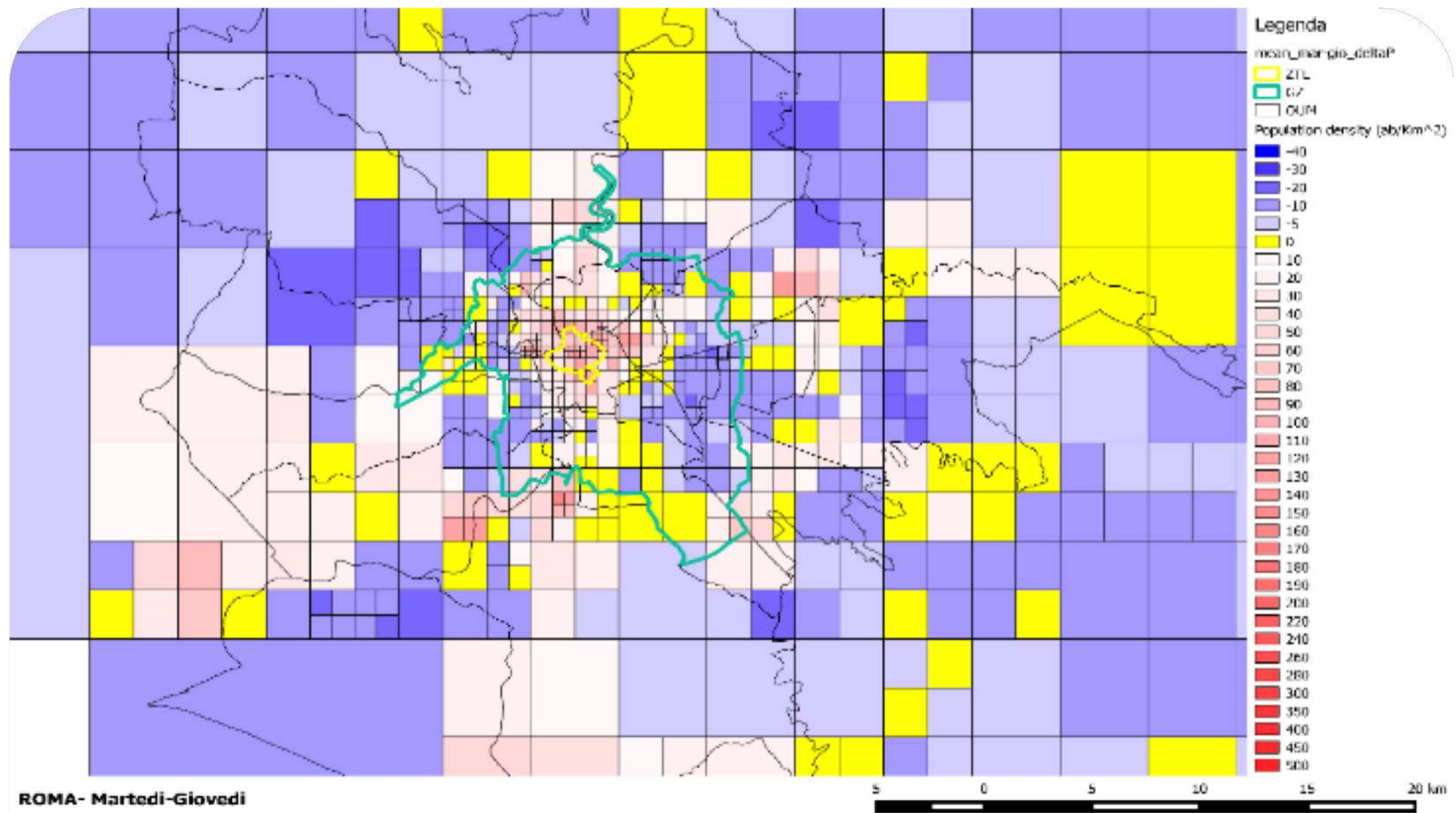
Ingressi nel sistema della metro a Roma (confronto giornaliero rispetto al 2 marzo)



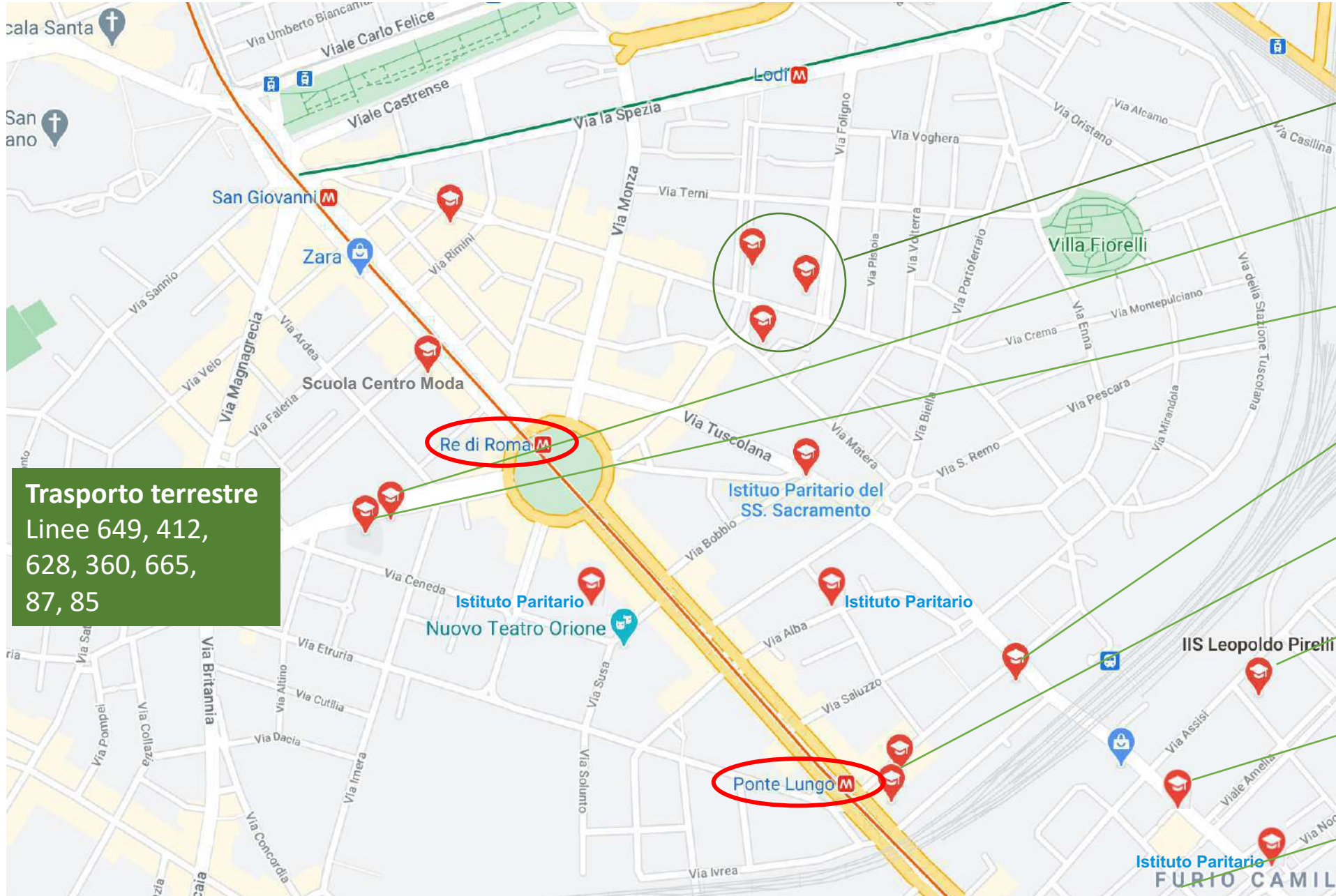
Accessi Metro A – Roma (dati giorno medio settembre-ottobre 2020)



Mappa di densità di popolazione in mobilità in base ai dati di telefonia mobile a Roma



Case Study



Trasporto terrestre
Linee 649, 412,
628, 360, 665,
87, 85

IIS Duca D'Aosta
1300 alunni, 130 os

Liceo De Chirico
850 alunni, 85 os

Liceo Margherita di Savoia
900 alunni, 90 os

Liceo Russell
1600 alunni, 160 os

Liceo Augusto
940 alunni, 94 os

IIS Pirelli succ.
550 alunni, 55 os

Liceo Darwin
900 alunni, 90 os

Scuole paritarie
Circa 250 alunni, 50 os

Conclusioni

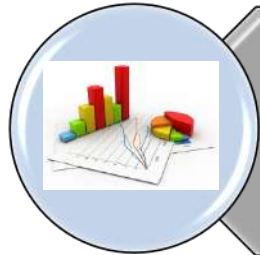
1. Oltre il 40% degli studenti che risiedono nelle aree metropolitane utilizzano il TPL prevalentemente nelle fasce superiori ai 14 anni di età (circa il 60%). Il tempo di percorrenza medio è inferiore ai 30 minuti al giorno per chi usa il trasporto pubblico. Circa 500.000 studenti utilizzano la metropolitana nel tragitto casa scuola. Il 70% degli studenti si sposta tra le 7:30 e le 8:00.
2. L'utilizzo dei dati di mobilità prodotti dai monitoraggi delle strutture di mobility delle aree metropolitane ma anche i big data resi disponibili dalle piattaforme digitali (Apple, Google, Intel) offrono grandi opportunità per la comprensione del fenomeno anche in rispetto ai picchi orari e alle tratte più critiche.
3. L'analisi di distribuzione e di densità degli istituti scolastici su base territoriale può fornire ulteriori elementi, anche attraverso survey mirate, per una corretta pianificazione fra domanda e offerta del TPL.
4. I dati sui contesti periscolastici non connessi ai trasporti offrono meno dati di analisi ma sono meritevoli di approfondimenti e azioni dedicate, soprattutto per la prevenzione degli affollamenti e delle aggregazioni in particolare in luoghi di ritrovo in entrata e soprattutto uscita dalla scuola.

Aree d'intervento



Collaborazione

Attivazione di un canale diretto all'interno dell'area metropolitana con le scuole del territorio, attraverso gli uffici scolastici, i dip. mobilità comuni, con eventuali link con strutture di carattere nazionale



Comprensione fenomeno

- Uso dei dati di mobilità (settembre - ottobre 2020)
- Approfondimento esigenze del trasporto pubblico
- Attività periscolastiche
- Survey mirate delle scuole su aree specifiche



Identificazione e attivazione misure organizzative

- Modulazione della domanda: differenziazione orari accesso a scuola, accordi tra scuole per casi mirati
- Potenziamento mezzi anche attraverso mezzi aggiuntivi di superficie dal privato
- Potenziamento personale dedicato alle stazioni più critiche
- Incentivare mobilità sostenibile



Comunicazione

La complessità passa per la comunicazione attraverso uno sforzo condiviso per la promozione della consapevolezza sui rischi/bisogni della comunità e la modifica delle abitudini



Presidenza del Consiglio dei Ministri

DIPARTIMENTO DELLA PROTEZIONE CIVILE

COMITATO TECNICO SCIENTIFICO

EX OO.C.D.P.C. 03/02/2020, n. 630; 18/04/2020, n. 663; 15/05/2020, n. 673; 07/10/2020, n. 706; 25/11/2020, n. 715

Stralcio Verbale n. 134 della riunione tenuta, presso il Dipartimento della Protezione Civile, il giorno 04 dicembre 2020

-omissis-

GESTIONE DEL RISCHIO RELATIVO ALLE ATTIVITA' PERISCOLASTICHE CON PARTICOLARE RIFERIMENTO AL TRASPORTO PUBBLICO LOCALE

Il CTS, come già trattato nella seduta n. 131 del 27/11/2020, acquisisce il "Documento tecnico sulla gestione del rischio di contagio da SARS-CoV-2 nelle attività correlate all'ambito scolastico con particolare riferimento al trasporto pubblico locale" (allegato) che sarà pubblicato da INAIL.

-omissis-

DOCUMENTO TECNICO SULLA GESTIONE DEL RISCHIO DI CONTAGIO DA SARS-COV-2 NELLE ATTIVITÀ CORRELATE ALL'AMBITO SCOLASTICO CON PARTICOLARE RIFERIMENTO AL TRASPORTO PUBBLICO LOCALE

PREMESSA

Il periodo di emergenza sanitaria connessa alla pandemia da SARS-CoV-2 ha portato alla necessità di adottare importanti azioni contenitive che hanno coinvolto il settore scolastico.

Tra i primi interventi adottati nella fase acuta, a partire dal 4 marzo 2020, sono stati sospesi sull'intero territorio nazionale i servizi educativi per l'infanzia, le attività didattiche nelle scuole di ogni ordine e grado, nonché la frequenza delle attività scolastiche e di formazione superiore, garantendo in ogni caso la possibilità di svolgimento di attività formative a distanza. L'urgenza di tali misure ha contribuito a contrastare efficacemente la circolazione del virus SARS-CoV-2 nella popolazione, non solo per le caratteristiche intrinseche di prossimità e aggregazione proprie dell'ambito scolastico, ma anche per l'impatto che la mobilità per l'espletamento delle attività scolastiche ha, complessivamente, su quella della popolazione generale.

Successivamente, la fase di transizione epidemica ha consentito una ri-modulazione in senso meno stringente delle misure di contenimento adottate, consentendo la riapertura progressiva delle attività lavorative. In questa fase, caratterizzata da una sostanziale stabilità dei casi in condizioni di bassa incidenza, è stato possibile focalizzare le attività sulla *preparedness* in previsione della stagione autunno-invernale 2020 e, nello specifico, l'elaborazione di documenti finalizzati alla riapertura delle scuole (a partire dal 14 settembre 2020), anche in coerenza con le attività svolte in ambito internazionale.

In particolare, nella seduta del 28 maggio, il Comitato Tecnico Scientifico (CTS) ha approvato il "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive nel settore scolastico*" (CTS verbale n. 82 del 28 maggio 2020) con l'obiettivo di fornire elementi tecnici al decisore politico per la definizione di azioni di sistema da porre in essere a livello centrale e locale al fine di consentire la riapertura delle scuole in sicurezza, nel nuovo anno scolastico 2020-2021. Il documento proponeva misure di sistema, organizzative, di prevenzione e protezione, nonché semplici regole rivolte alle scuole di ogni ordine e grado, statali e paritarie, per consentire l'avvio dell'anno scolastico 2020-2021 rispetto alla situazione epidemiologica ed alle conoscenze scientifiche maturate al 25 maggio 2020, fornendo indicazioni di carattere generale finalizzate a garantire la coerenza con le misure essenziali al contenimento dell'epidemia, rappresentando primariamente un elenco di criteri guida da contestualizzare nelle specifiche realtà scolastiche.

La documentata persistenza della circolazione del virus sul territorio nazionale e internazionale ha richiesto aggiornamenti del documento (CTS verbale n.90 del 22 giugno 2020) in previsione di un possibile sviluppo di focolai epidemici e, comunque, di un andamento dinamico nel tempo caratterizzato da una possibile variabilità territoriale tale da richiedere la necessità di misure cautelative e di controllo che consentissero una prevenzione dei contagi e, al tempo stesso, una risposta immediata, al fine di evitare la diffusione di possibili focolai.

Con questa finalità, il 28 agosto 2020 è stato pubblicato il documento "*Indicazioni operative per la gestione di casi e focolai di SARS-CoV-2 nelle scuole e nei servizi educativi dell'infanzia*" curato dall'Istituto Superiore di Sanità (ISS), dal Ministero della Salute, dal Ministero dell'Istruzione e dall'Inail (Rapporto ISS COVID-19 n. 58/2020), finalizzato a fornire indicazioni operative per le istituzioni scolastiche e i servizi educativi dell'infanzia, nonché per i Dipartimenti di Prevenzione del Servizio Sanitario Nazionale e per tutti coloro che potrebbero essere coinvolti nella risposta - a livello di salute pubblica - ai possibili casi e focolai di Covid-19 in tali contesti.

A partire dal 14 settembre e, con diverse articolazioni regionali, fino al 29 settembre 2020 è stato avviato sul territorio nazionale l'anno scolastico 2020-2021. Con l'aggravarsi della situazione epidemiologica, anche in coerenza con il documento della *preparedness* sopracitato, sono state attuate una serie di misure contenitive

proporzionali al livello di rischio attribuito dal monitoraggio settimanale alle Regioni e alle Province Autonome che ha portato progressivamente all'erogazione della didattica a distanza nelle scuole del secondo ciclo, estesa anche alle ultime due classi del primo ciclo nelle Regioni e nelle Province Autonome a livello di rischio massimo. In alcuni territori, ordinanze dei presidenti delle Regioni hanno introdotto ulteriori misure restrittive che, come nel caso della Campania, hanno portato alla chiusura delle scuole di ogni ordine e grado.

Tali restrizioni sono, in ogni caso, fra le misure più dolorose adottate dall'inizio della pandemia. La didattica a distanza, pur a fronte del grande sforzo fatto in supporto dalle famiglie, dagli studenti stessi, dalla scuola e dai suoi lavoratori costituisce una soluzione non ottimale. In molti contesti, l'accessibilità alla connettività e le dotazioni informatiche non adeguate costituiscono un'occasione di incremento delle ineguaglianze sociali, aumentando altresì il rischio di dispersione scolastica. Mantenere la scuola in presenza e controllare la pandemia sono obiettivi prioritari e per questo è necessario uno sforzo ulteriore nell'ottica della prossima riapertura completa delle scuole, alla luce del progressivo miglioramento degli indicatori epidemiologici.

Nel percorso di valutazione delle misure contenitive da attuare nel settore scolastico, oltre ad un'analisi delle sue attività peculiari, è necessario considerare anche il complesso di attività correlate all'ambito scolastico (anche definite nel linguaggio comune con il termine "peri-scolastiche"): ovvero quelle attività che, pur svolgendosi esternamente dal contesto scolastico propriamente detto, sono funzionali e/o correlate alle attività didattiche vere e proprie svolte nell'istituto scolastico (es. gli spostamenti tra casa e scuola e viceversa, gli incontri tra studenti per svolgere attività di studio o altre forme di aggregazione studentesca al di fuori dell'orario scolastico).

Il settore scolastico, nella classificazione di cui al Documento Tecnico Inail di aprile 2020 è considerato a rischio medio-basso, con classe di aggregazione medio-alta. I dati di sorveglianza epidemiologica e la letteratura scientifica disponibile dimostrano una complessiva e soddisfacente efficacia delle misure e dei protocolli adottati, evidenziando che il rischio di contagio nelle scuole non evidenzia livelli superiori rispetto a quelli della popolazione generale. Tuttavia, in accordo con quanto riportato dall'OMS e dalla letteratura scientifica prevalente, si osserva una maggiore incidenza di casi nelle fasce di età più elevate (>12 anni), proprio in quella porzione di studenti per i quali vi sono occasioni di rischio più rilevanti connesse alle attività correlate all'ambito scolastico e per i quali l'utilizzo del trasporto pubblico risulta più sostanziale.

In tale ottica, è necessario un approccio complessivo per mettere in sicurezza la scuola e mantenerla in presenza, pensando non solo alle misure organizzative di prevenzione e protezione negli edifici scolastici, ma anche in tutte le attività correlate all'ambito scolastico, con particolare riferimento al percorso casa-scuola degli studenti.

Sul tema della gestione del trasporto pubblico locale (TPL) già nella seduta del 24 aprile, il CTS ha approvato il "*Documento tecnico sull'ipotesi di rimodulazione delle misure contenitive in relazione al trasporto pubblico terrestre, nell'ottica della ripresa del pendolarismo nel contesto dell'emergenza da SARS-CoV-2*" (CTS verbale n. 59 del 24 aprile 2020), con l'obiettivo di fornire elementi tecnici al decisore politico circa l'adozione di misure di sistema, organizzative e di prevenzione, nonché semplici regole per l'utenza per il contenimento della diffusione del contagio sui mezzi di trasporto pubblico collettivo terrestre. Successivamente, ulteriori approfondimenti sono stati dedicati alla stessa tematica tra cui si citano, in particolare, le "*Linee guida per l'informazione agli utenti e le modalità organizzative per il contenimento della diffusione del Covid-19 in materia di trasporto pubblico*", le "*Linee guida finalizzate a disciplinare lo svolgimento dei servizi di trasporto scolastico dedicato*" (CTS verbale n. 98 del 5 agosto 2020) e, in previsione della riapertura delle scuole, lo specifico approfondimento dedicato anche al settore scolastico "*TPL e trasporto urbano nella contingenza della ripresa delle attività produttive e della ripresa delle attività didattiche delle scuole di ogni ordine e grado*" (CTS verbale n. 102 del 26 agosto 2020).

Nei citati documenti, viene ribadito come l'intero sistema di trasporto pubblico, anche sulla base della classificazione del livello di rischio di contagio da SARS-CoV-2 di cui al Documento Tecnico Inail, debba essere considerato un contesto a rischio di aggregazione medio-alto, con possibilità di rischio alto nelle ore di punta, soprattutto nelle aree metropolitane ad alta urbanizzazione. Tale livello di rischio richiede un'efficace riorganizzazione del sistema di trasporto pubblico, affiancata a misure di prevenzione e protezione collettive

e individuali che necessitano, comunque, della collaborazione attiva degli utenti che dovranno continuare a mettere in pratica i comportamenti previsti per il contrasto alla diffusione dell'epidemia.

In questo contesto, l'obiettivo del presente documento è quello di fornire elementi utili per l'analisi e la gestione del rischio di contagio in tutte le attività correlate all'ambito scolastico, con particolare riferimento all'utilizzo del TPL.

LA MOBILITÀ CONNESSA AL FENOMENO SCOLASTICO

I protocolli di sicurezza hanno da subito evidenziato l'importanza di mettere in sicurezza, oltre che le attività scolastiche, anche quelle relative al tragitto da casa a scuola e viceversa, richiedendo un'analisi approfondita e differenziata in base ai contesti territoriali.

La presente analisi non tratta il trasporto scolastico dedicato organizzato dalle amministrazioni comunali e che riguarda soprattutto gli studenti del primo ciclo, per il quale si rimanda alle specifiche linee guida emanate nel mese di agosto e citate in premessa, che sono state allegate al DPCM vigente (<https://www.mit.gov.it/sites/default/files/media/notizia/2020-08/trasporto%20scuola%20dpcm.pdf>).

Allo stato attuale, le misure contenitive hanno riguardato prevalentemente la scuola del secondo ciclo con conseguente didattica a distanza che ha contribuito a ridurre il carico sul TPL. Nell'ottica di ipotesi di rilascio di tali misure, è necessaria un'analisi attenta del fenomeno, al fine di prevenire gli affollamenti, che sono una rilevante situazione di rischio.

Le complessità emerse con i fenomeni di affollamento nel TPL, nel periodo di settembre-ottobre, sono risultate maggiormente evidenti nelle aree ad alta urbanizzazione.

Nelle aree metropolitane, la prevenzione degli affollamenti nel TPL rappresenta l'obiettivo più importante e tra i più sfidanti nelle politiche di contrasto al contagio da SARS-CoV-2, con livelli di complessità che richiedono valutazioni ed azioni sinergiche. La collaborazione fra istituzioni, in questa fase di misure contenitive, è di fondamentale importanza per migliorare la prevenzione del contagio e permettere lo svolgimento delle attività scolastiche in presenza, anche attraverso un'analisi puntuale del fenomeno nel periodo settembre-ottobre, precedente all'introduzione delle misure contenitive.

Le misure progressivamente adottate dall'inizio dell'epidemia, pur con il rientro in presenza, a settembre scorso, della popolazione scolastica, hanno comunque mantenuto una sensibile riduzione dell'utilizzo del TPL che mediamente, può essere stimato intorno al 30% nel confronto con gli stessi periodi del 2019, anche a causa di concorrenti elementi, quali la riduzione del turismo internazionale e l'uso diffuso dello smart working. A riguardo, si deve evidenziare come tale riduzione nell'utilizzo del TPL non ha impedito il verificarsi di fenomeni di affollamento nelle ore di punta, che hanno coinvolto anche l'utenza scolastica.

È pertanto fondamentale identificare misure adeguate, in sinergia con le istituzioni scolastiche che potranno offrire diverse opportunità organizzative e preventive per un utilizzo in sicurezza del TPL, anche rispetto all'utenza complessiva.

Dati sull'utilizzo del trasporto da parte degli studenti in Italia

Secondo l'ultima indagine "Aspetti della vita quotidiana" realizzata dall'ISTAT, nel 2019 11,1 milioni di studenti si sono mossi quotidianamente sul territorio nazionale per raggiungere i luoghi di studio; tra questi, 3,5 milioni di studenti si sono spostati fuori dal proprio Comune, soprattutto residenti dei piccoli centri, delle periferie delle aree metropolitane e del Nord. La maggior parte degli spostamenti avviene nella fascia oraria tra le 7:30 e le 8:00 in cui si muove il 70% degli studenti. Scolari e studenti del Nord escono mediamente prima: alle 7:30 hanno già intrapreso il viaggio 2 studenti su 3.

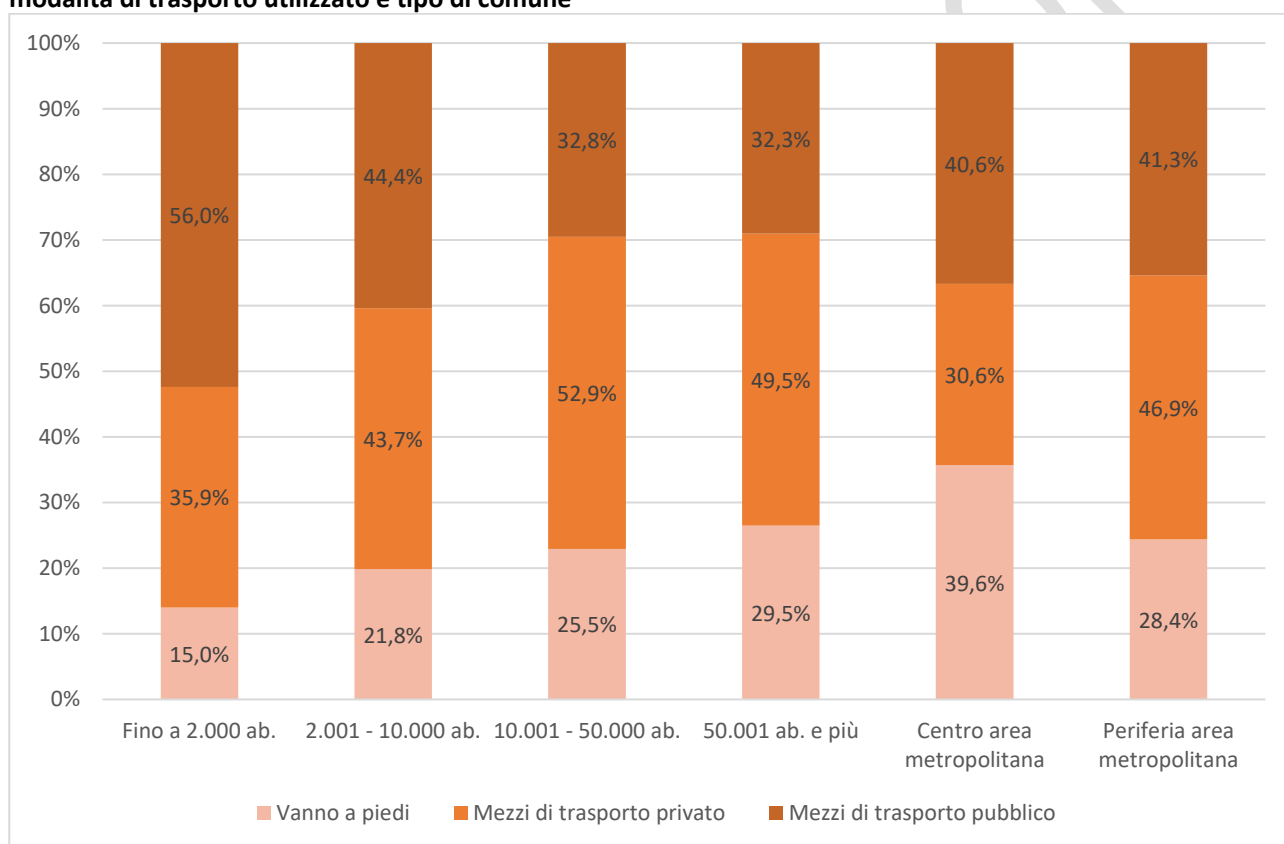
Relativamente all'utilizzo dei diversi mezzi di trasporto, 4 milioni di studenti hanno usato l'auto (da passeggero o conducente) o la moto per raggiungere la scuola o l'università.

Oltre 3,5 milioni di studenti (35% circa) si sono, invece, spostati con mezzi pubblici; di questi, circa 1 milione risiede tra Lombardia e Lazio. Tra i mezzi pubblici maggiormente utilizzati si registrano il pullman e la corriera (13,9%) ed il tram e i bus (11,7%), mentre sono circa 500.000 gli studenti che utilizzano la metropolitana (presente in sette città) nel tragitto casa-scuola. Sono 3,2 milioni gli studenti che si sono spostati a piedi o in bici.

Per quanto riguarda i tempi, oltre la metà degli studenti che si muovono con i mezzi pubblici impiegano in media meno di 30 minuti per raggiungere il luogo di studio. Gli spostamenti con i mezzi privati sono stati più veloci: il 72,5% ha impiegato meno di 15 minuti per raggiungere i luoghi di studio in auto o in moto.

L'indagine evidenzia, inoltre, percentuali maggiori di studenti che si muovono a piedi registrate nelle zone centrali delle aree metropolitane (39,6%). I mezzi di trasporto pubblico sono maggiormente utilizzati nei piccoli centri, con quote che raggiungono il 56,0% nei comuni fino a 2.000 abitanti e scendono al 32,3% per i comuni con più di 50.000 abitanti. Tale percentuale si attesta al 40,6% nel centro delle aree metropolitane e al 41,3% in quelle periferiche (Fig. 1).

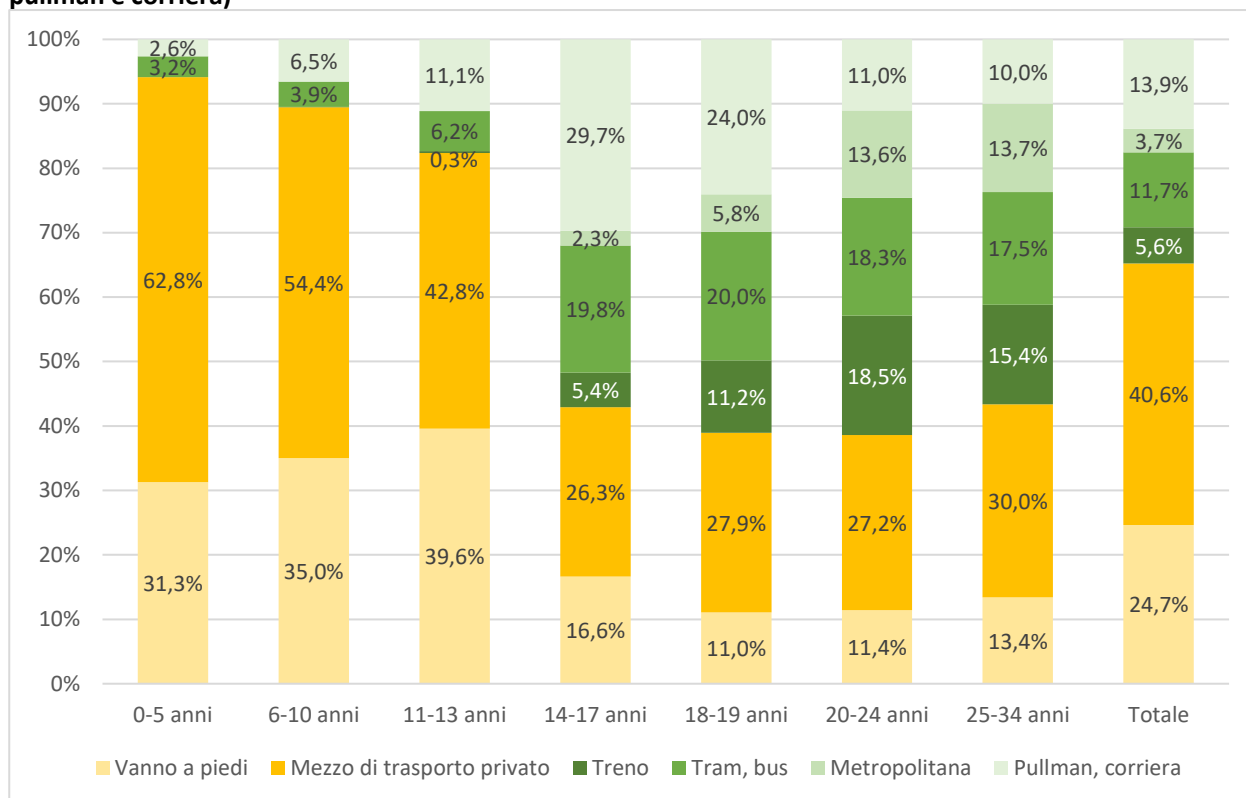
Fig. 1 - Bambini e studenti (0-34 anni) che escono di casa per andare a scuola o all'università, distribuiti per modalità di trasporto utilizzato e tipo di comune



Fonte: Elaborazione INAIL su dati estratti da Aspetti della vita quotidiana anno 2019, ISTAT

I dati disaggregati per fascia di età evidenziano un incremento sensibile nell'utilizzo dei mezzi di trasporto pubblico (treno, tram e bus, metropolitana, pullman e corriera) tra le fasce di età con più di 14 anni rispetto a quelle più giovani (0-13 anni). Infatti, le percentuali dell'utilizzo di tutti i mezzi di trasporto pubblico negli ultraquattordicenni sono circa pari al 60%, mentre per gli studenti al di sotto dei 13 anni raggiunge circa il 18%. Se si esplorano i risultati del trasporto pubblico, tra i mezzi maggiormente utilizzati dagli studenti si registrano pullman e corriera con il 29,7% nella fascia di età 14-17 anni; seguono tram e bus con percentuali comprese tra il 17% ed il 20% nelle fasce da 14 anni a 34 anni. Il treno risulta essere maggiormente utilizzato nella fascia di età 20-24 anni (18,5%) e la metropolitana risulta essere preferita maggiormente dagli studenti di 20 anni e oltre con percentuali all'incirca del 14% (Fig. 2).

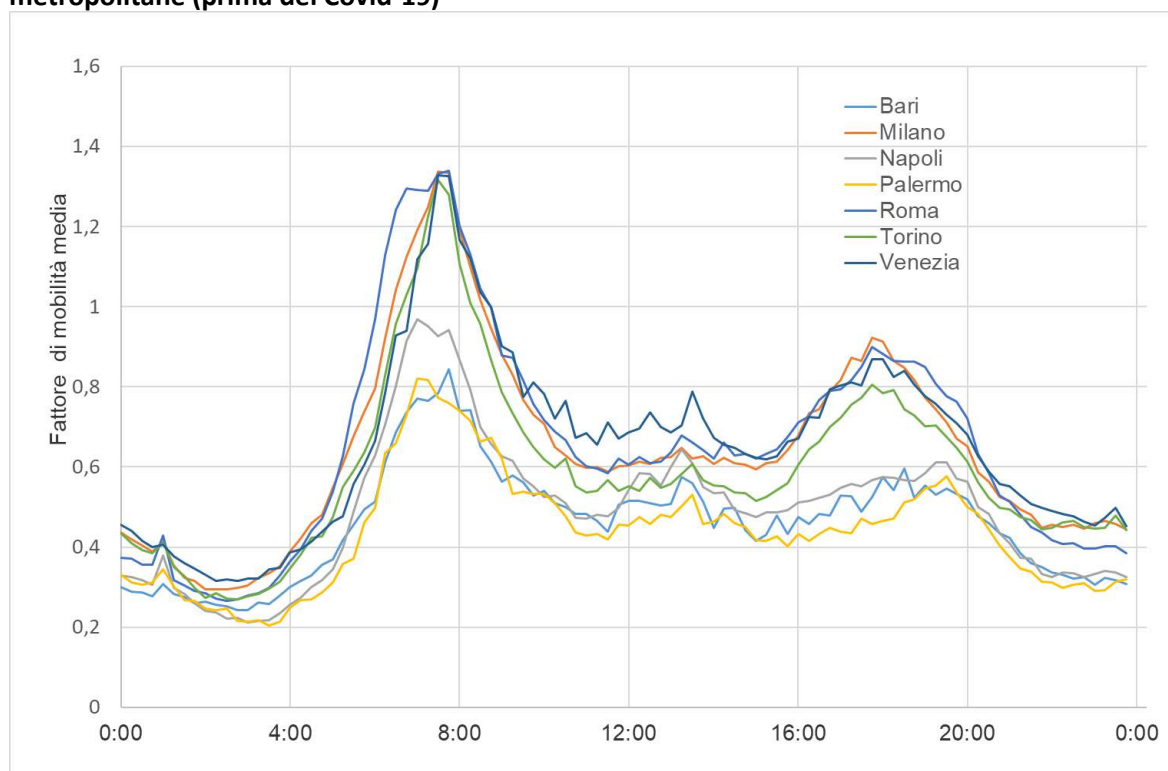
Fig. 2 - Bambini e studenti (0-34 anni) che escono di casa per andare a scuola o all'università, distribuiti per modalità di trasporto utilizzato, con dettaglio del mezzo di trasporto pubblico (treno, tram e bus, metropolitana, pullman e corriera)



Fonte: Elaborazione INAIL su dati estratti da Aspetti della vita quotidiana anno 2019, ISTAT

Il tema della mobilità nelle aree metropolitane ad alta urbanizzazione, con particolare riferimento alle criticità relative alle fasce orarie di punta, era stato già affrontato nel *“Documento tecnico sull’ipotesi di rimodulazione delle misure contenitive di fase 2 in relazione al trasporto pubblico collettivo terrestre nel contesto dell’emergenza da SARS-CoV-2”* pubblicato da INAIL e ISS nell’aprile 2020. I profili giornalieri di mobilità nelle principali città italiane, ottenuti sulla base dell’elaborazione dei dati di telefonia mobile e riferiti al periodo precedente all’emergenza Covid-19, mostrano che i picchi principali di mobilità durante le giornate lavorative si registrano tra le 07:20 e le 7:40 circa del mattino e tra le 18:00 e le 19:00 circa del pomeriggio. In Fig. 3, viene riportato l’indicatore della mobilità della popolazione elaborato sulla base del traffico telefonico mobile (chiamate, SMS e internet) riferita alle principali aree metropolitane nei giorni lavorativi.

Fig. 3 - Profili giornalieri percentuali e parametri di mobilità nei giorni lavorativi per le principali città metropolitane (prima del Covid-19)



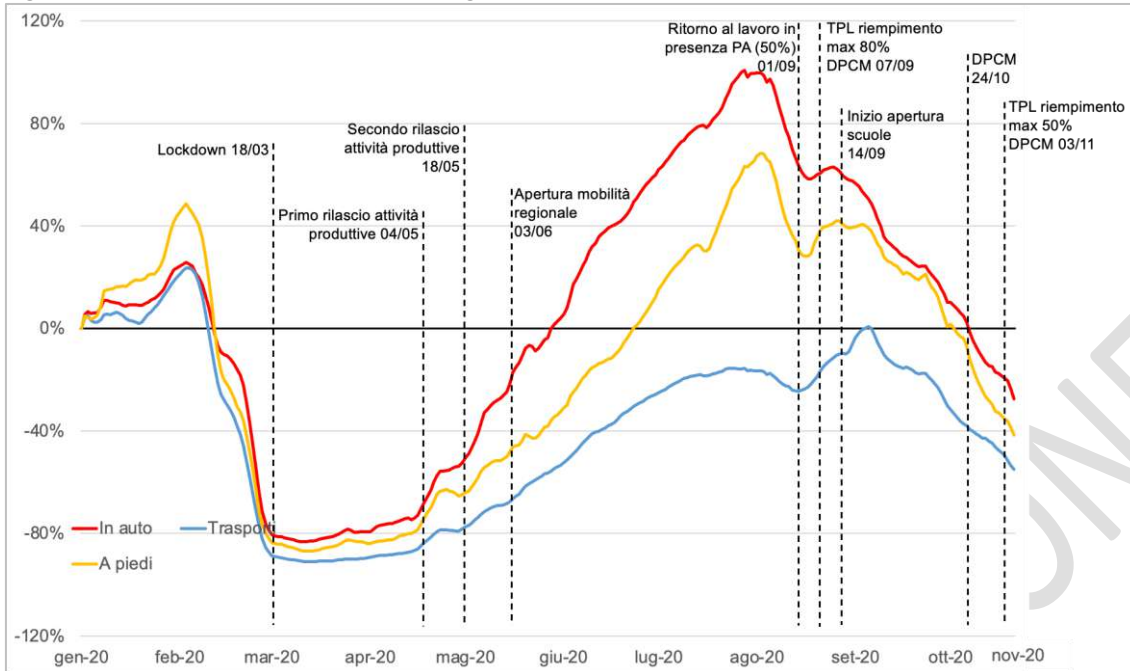
Fonte: Elaborazione INAIL su dati di telefonia mobile

Al fine di valutare l'impatto dell'emergenza Covid-19 sulla mobilità possono essere utilizzati i dataset resi disponibili, in ambito sia internazionale che nazionale, su alcune piattaforme on-line quali Apple, Google e Moovit Intel che raccolgono dati di mobilità aggregati per paese, regione e città, riferiti agli spostamenti a piedi, in auto e con mezzi pubblici, nonché gli spostamenti riferiti a visite di negozi, parchi, luoghi di lavoro, farmacie, stazioni e abitazioni.

Per le città metropolitane si segnalano i dati di mobilità messi a disposizione dalle strutture preposte delle amministrazioni comunali; tra questi Roma Mobilità rende disponibili i dati riferiti al territorio comunale di Roma relativi alla quantità di traffico veicolare che transita ogni ora, alle vidimazioni in ingresso alle stazioni metropolitane, ai passaggi di pedoni e veicoli attraverso i segnali *bluetooth* dei telefoni cellulari in forma anonima e ad un campione di veicoli con dispositivo di geolocalizzazione a bordo.

Dall'elaborazione di questi dati è possibile evidenziare la variazione della mobilità rispetto alla situazione precedente all'emergenza Covid-19 su base nazionale, regionale o per area metropolitana. In Fig. 4 è riportata la variazione percentuale, rispetto al 13 gennaio 2020, della mobilità relativa agli spostamenti in auto (rosso), a piedi (giallo) e con mezzi pubblici (azzurro) su base nazionale nel periodo gennaio-novembre 2020. Nella figura sono evidenziate anche le date dei principali provvedimenti adottati nelle varie fasi a livello nazionale. In particolare, si evidenzia l'impatto del *lockdown* sulla diminuzione degli spostamenti, sebbene l'inizio del trend decrescente sia avvertito già dalle settimane precedenti. Nella parte destra della figura è invece evidente il contributo della riapertura delle scuole sulla mobilità mediante mezzi di trasporto pubblici, che a partire dal 14 settembre ha riportato i valori a quelli di gennaio, seppur per un breve periodo, per poi decrescere nuovamente come le altre modalità di spostamento.

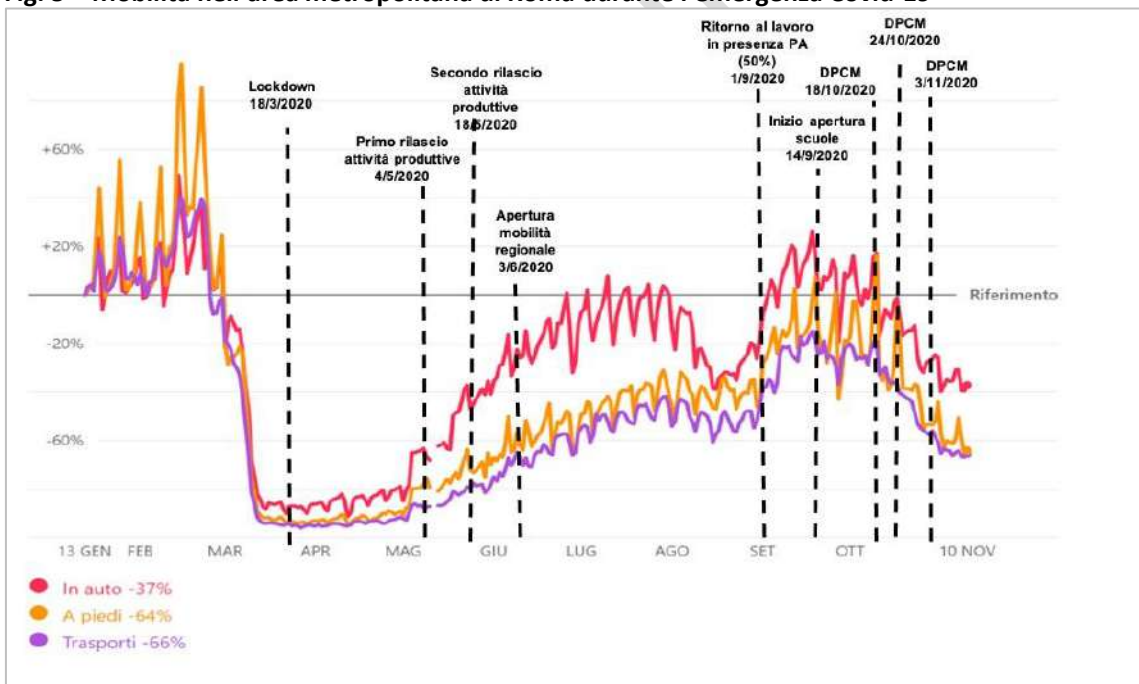
Fig. 4 – Mobilità in Italia durante l'emergenza Covid-19



Fonte: Elaborazione INAIL su dati Apple (baseline 13 gennaio 2020)

Dall'analisi della Fig. 5 si nota che anche l'andamento della mobilità nell'area metropolitana di Roma segue l'andamento nazionale descritto nella figura precedente.

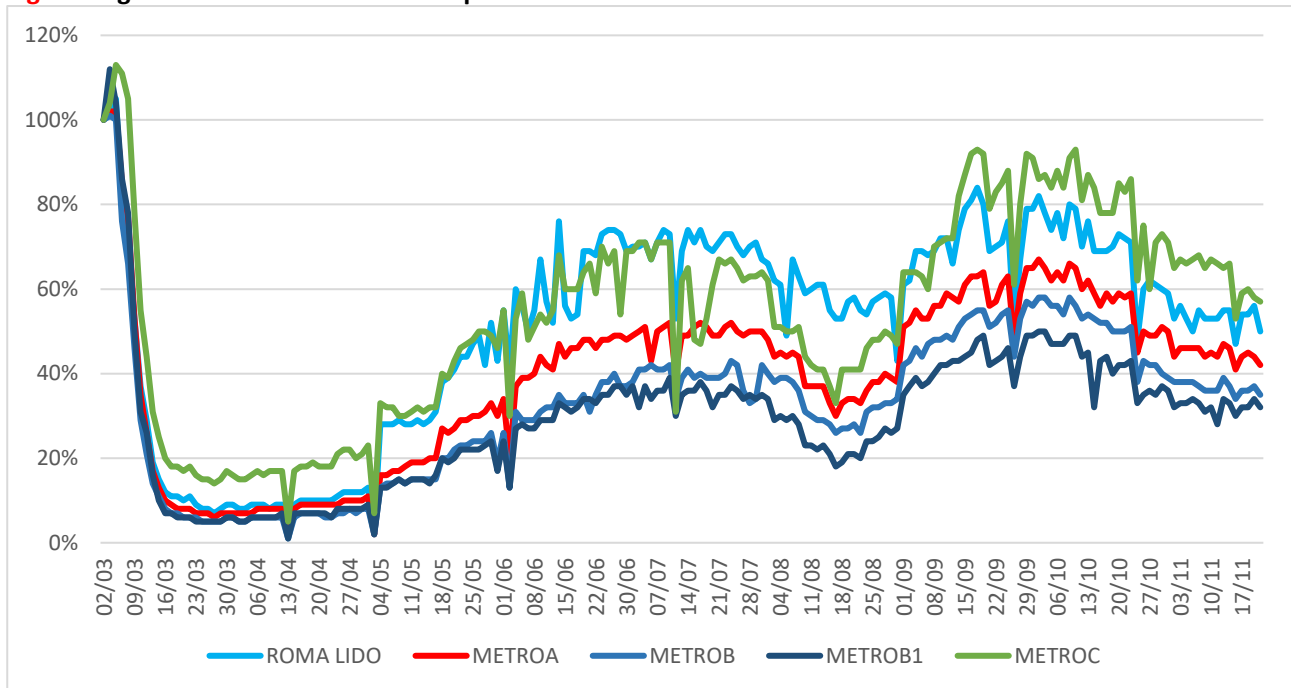
Fig. 5 – Mobilità nell'area metropolitana di Roma durante l'emergenza Covid-19



Fonte: Elaborazione INAIL su dati Apple (baseline 13 gennaio 2020)

Nella Fig. 6 si riportano i dati relativi agli ingressi per ciascuna linea metropolitana di Roma, estratti dal dataset di Roma Mobilità confrontati giornalmente con i dati del 2 marzo 2020, che viene posto pari al 100%.

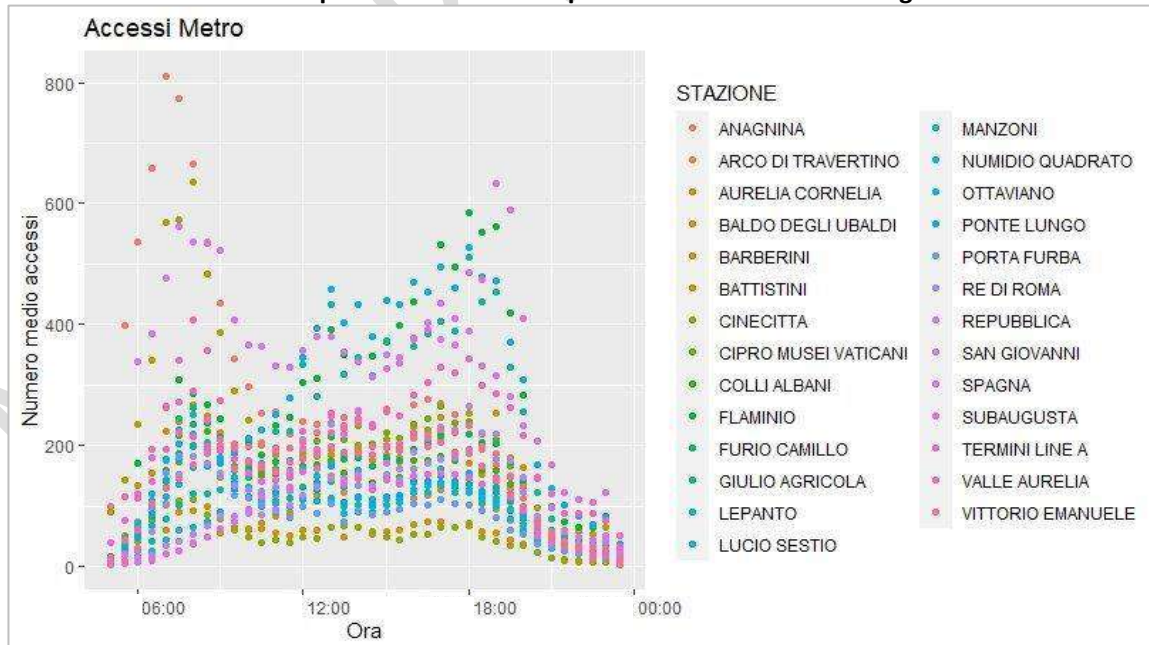
Fig. 6 – Ingressi nel sistema della metropolitana a Roma



Fonte: Elaborazione INAIL su dati Roma Mobilità (baseline 2 marzo 2020 = 100%)

In particolare, con riferimento alla Linea Metropolitana A di Roma, nella Fig. 7 si riporta il numero medio di accessi per stazione durante un giorno medio lavorativo, evidenziando come i numeri più elevati si concentrano in poche stazioni e in determinate fasce orarie. Tale analisi può offrire elementi di grande rilievo al fine della modulazione dell’offerta e della collaborazione con le strutture scolastiche per differenziare gli orari di ingresso e uscita.

Fig. 7 - Numero medio di accessi per stazione di metropolitana a Roma durante un giorno medio lavorativo

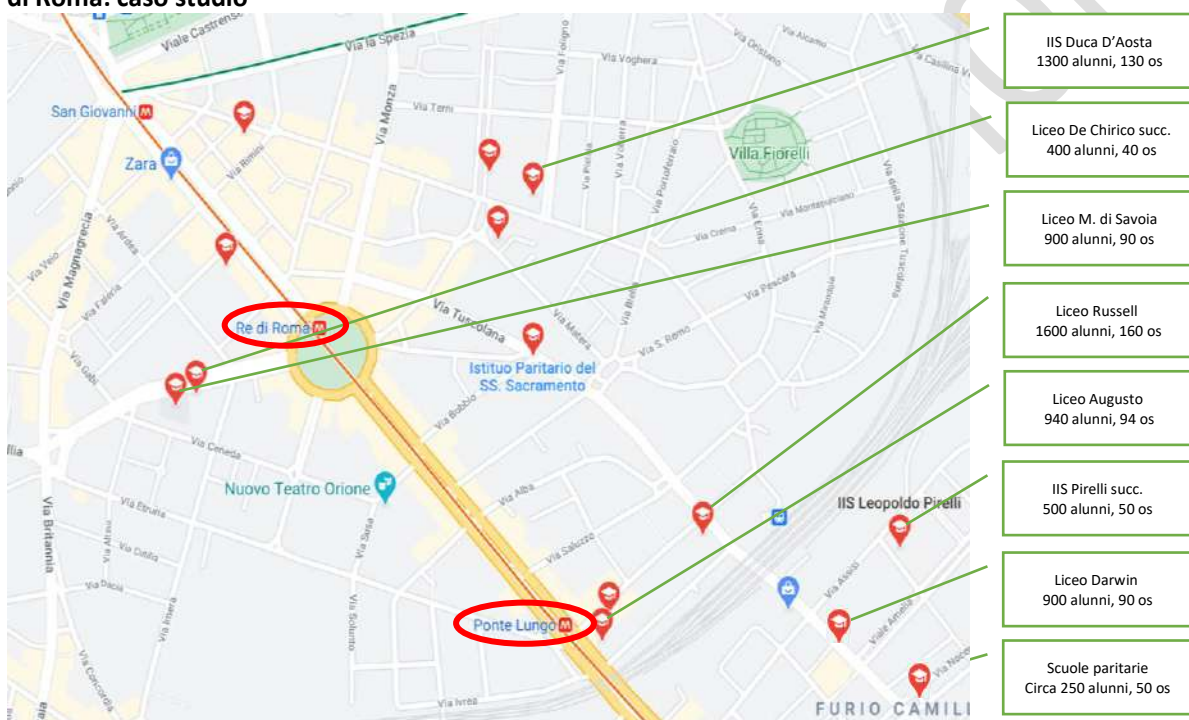


Fonte: Elaborazione INAIL su dati di Roma Mobilità

Dall'analisi dei dati di utilizzo, la scuola, e in particolare, quella del secondo ciclo offre - pur nelle sue dimensioni e complessità - elementi di mappatura e comprensione del fenomeno utili ad una funzionale modulazione della domanda e dell'offerta di trasporto pubblico, che non può prescindere da una collaborazione fra le strutture di coordinamento scolastico territorialmente competenti e quelle che governano la mobilità locale.

A titolo esemplificativo si evidenzia nella mappa seguente (Fig. 8) la distribuzione degli istituti scolastici in prossimità di due stazioni della Linea Metropolitana A di Roma (Ponte Lungo e Re di Roma). L'analisi dell'utenza potenziale di migliaia di studenti e lavoratori, considerando le stime dell'ISTAT sopra citate, evidenzia come una differenziazione degli orari e, contestualmente, il potenziamento mirato del trasporto metro e bus, effettuato anche sulla base di eventuali indagini svolte dalle scuole circa i mezzi di trasporto maggiormente utilizzati dagli studenti per il percorso casa-scuola, possano contribuire in modo innovativo e sostanziale alla riduzione del rischio.

Fig. 8 - Mappa di distribuzione degli istituti scolastici in prossimità di due stazioni della Linea Metropolitana A di Roma: caso studio



Fonte: Elaborazione INAIL

I dati sulla mobilità sostenibile in Italia

Attualmente, sulla base di quanto desunto dal 4° Rapporto Nazionale sulla *Sharing Mobility* del 2020, su 110 capoluoghi di provincia in Italia, sono 38 quelli che hanno almeno un servizio di micromobilità in *sharing*, di cui la gran parte si trovano al Nord Italia, 6 al Centro e 4 al Sud. Tra questi servizi, il più diffuso è il *bikesharing* con stazioni dedicate presente in 26 città, seguito dai monopattini in *sharing* (38 servizi in 17 città), dal *bikesharing* "free-floating" (ossia senza stalli fissi, 13 servizi in 12 città) e dallo *scooter sharing* che è presente solamente in 4 città (Milano, Roma, Torino, Genova). Negli ultimi anni, si è registrato un aumento sensibile nell'offerta e nell'utilizzo dei suddetti strumenti di mobilità sostenibile. Il numero di motorini in condivisione è passato da 150 nel 2015 a 5.070 nel 2019, di cui oltre il 95% è elettrico. I monopattini *sharing* presenti nelle città italiane sono aumentati di oltre cinque volte nel giro di pochi mesi, la maggior parte dei quali sono stati lanciati in seguito alla fine del *lockdown* (tra giugno e settembre 2020). Anche la flotta del *bikesharing* è più che triplicata tra il 2015 ed il 2019, raggiungendo 5.413 biciclette elettriche, su un totale di circa 35.000 biciclette.

Il crescente utilizzo della mobilità sostenibile, oltre agli impliciti benefici sull'ecosostenibilità della mobilità e sul miglioramento degli stili di vita, offre ulteriori modi di diversificare e potenziare l'offerta di mobilità anche nel contesto scolastico. Al fine della sostenibilità, anche utilizzando esperienze internazionali, le amministrazioni comunali potrebbero prevedere nell'offerta, indirizzata alla popolazione studentesca ed in fasce orarie dedicate, facilitazioni per un utilizzo economicamente sostenibile.

Le esperienze internazionali sulla mobilità anche in riferimento al trasporto pubblico utilizzato dagli studenti

Il tema delle attività correlate all'ambito scolastico e della mobilità degli studenti è stato di recente richiamato come di grande rilievo dal Direttore regionale dell'OMS in occasione di un evento dedicato alla scuola nel contesto pandemico e promosso oltre che dall'OMS anche dall'UNESCO e dal Ministero dell'Istruzione italiano.

Tuttavia, i dati sull'impatto e sulle specifiche misure sono molto limitati nel contesto internazionale e per lo più dedicati alla disciplina del trasporto dedicato (scuolabus).

La maggior parte degli interventi e delle misure di gestione per il trasporto pubblico locale sono stati realizzati nei vari Paesi nella fase iniziale della pandemia e per la gestione della ripresa delle attività lavorative, commerciali e scolastiche successivamente al rilascio delle misure di contenimento attuate.

In questo contesto, e tenuto conto anche della nuova attitudine e propensione della popolazione all'utilizzo di forme alternative di mobilità, vi è stata una forte spinta verso lo sviluppo del trasporto attivo, ovvero di tutte quelle forme di mobilità condivisa e di micromobilità che sono state sostenute attraverso la previsione di incentivi per l'acquisto e/o il noleggio di biciclette e monopattini da un lato, e la realizzazione di interventi come l'ampliamento delle piste ciclabili esistenti o la creazione di nuove, l'ampliamento delle aree pedonali o la riorganizzazione del traffico per favorire la mobilità alternativa.

Anche lo specifico tema della mobilità degli studenti è oggetto di numerosi interventi sul trasporto pubblico locale, sebbene le azioni messe in campo si differenzino anche notevolmente da un Paese all'altro. In linea generale, le misure di prevenzione della diffusione del contagio (ad esempio, uso obbligatorio di mascherine a bordo dei mezzi di trasporto, nelle stazioni e alle fermate; frequente igiene delle mani, anche predisponendo dispenser di gel idroalcolico sui mezzi) sono previste in tutti i Paesi.

In alcuni contesti, vengono prese in considerazione misure a carattere organizzativo come la rimodulazione degli orari di ingresso e uscita dalle scuole (Francia, Spagna, Regno Unito), l'individuazione di linee del TPL da dedicare all'uso esclusivo da parte degli studenti in determinate fasce orarie (Regno Unito), la realizzazione di strumenti di gestione del traffico TPL (ad esempio il *Travel Demand Management tool* nel Regno Unito), l'utilizzo di app di geolocalizzazione o tracciamento per gestire l'affollamento, facilitare il mantenimento del distanziamento interpersonale e facilitare il tracciamento (Regno Unito, USA).

Indicazioni per il sostegno alla mobilità sostenibile e sicura connessa alle attività scolastiche

Dai dati sopra riportati è possibile evidenziare come l'impatto dell'emergenza sanitaria abbia determinato un decremento generale della domanda di mobilità, con modulazioni rispetto ai differenti periodi dell'anno ed alle misure di gestione implementate su base nazionale e regionale.

Permangono, nelle aree metropolitane, criticità connesse alla mobilità che appaiono concentrate in punti specifici del sistema dei trasporti pubblici locali ed in limitate fasce orarie.

In tale contesto l'utilizzo dei dati di mobilità prodotti dai monitoraggi delle strutture di *mobility* delle aree metropolitane, ma anche i *big data* resi disponibili dalle piattaforme digitali (Apple, Google, Moovit Intel), offrono grandi opportunità per la comprensione del fenomeno, anche rispetto ai picchi orari ed alle tratte più critiche. Inoltre, un'attenta analisi sulla distribuzione e densità degli istituti scolastici su base territoriale

può fornire ulteriori elementi, anche attraverso *survey* mirate rivolte all'utenza delle singole scuole, per una corretta pianificazione fra domanda e offerta del TPL.

Appare pertanto necessario creare un sistema di **collaborazione diretta** tra mondo della scuola e chi assicura la mobilità (soprattutto nelle aree metropolitane) finalizzato ad azioni concrete, sia a livello complessivo che distrettuale, anche attraverso l'attivazione di tavoli di coordinamento presso Prefetture-UTG in coerenza con la normativa vigente.

Attraverso le collaborazioni sopracitate, sarebbe opportuno **analizzare il fenomeno** sia a livello dell'intera area metropolitana che attraverso approfondimenti in specifici contesti territoriali. L'analisi del fenomeno sarà proporzionale alla complessità delle realtà indagate (grande centro urbano o piccolo comune) e correlata all'ambito di intervento. A tal fine per le aree metropolitane sarà fondamentale rendere disponibili e mappare i dati di mobilità per approfondire il rapporto tra domanda e offerta, evidenziando, nello specifico, linee ed orari a rischio di affollamento, per modulare risposte coerenti e adeguate. Inoltre, la scuola può contribuire a fornire elementi ulteriori in aggiunta ai dati statistici e di mobilità, anche attraverso le *survey* mirate su quali mezzi e modalità di trasporto vengono utilizzati nel percorso casa-scuola.

Sulla base di tale percorso analitico e di collaborazione potranno essere identificate e attivate specifiche **misure organizzative** finalizzate a:

- modulare la domanda delle scuole, anche attraverso idonea differenziazione degli orari di accesso a scuola rispetto alle fasce orarie di punta, da realizzarsi anche tramite accordi tra scuole limitrofe, su casi mirati;
- potenziare l'offerta di trasporto pubblico, anche attraverso l'impiego di mezzi aggiuntivi di superficie resi disponibili dal privato in maniera mirata rispetto alla mappatura delle criticità emerse per linee, stazioni ed orari;
- potenziare il personale dedicato alle stazioni di scambio (tra metropolitana, ferrovie e capolinea bus) più critiche per afflusso, al fine di assicurare maggiore controllo per la prevenzione di assembramenti;
- incentivare la mobilità sostenibile anche mediante accordi e/o sovvenzioni specifiche per l'utenza scolastica.

Sarà altresì necessario favorire iniziative di **comunicazione** per:

- promuovere la responsabilità individuale di tutti gli utenti dei servizi di trasporto, per garantire il distanziamento sociale, le misure igieniche, nonché per prevenire comportamenti che possano aumentare il rischio di contagio;
- promuovere i comportamenti corretti e responsabili a scuola e in tutte le attività correlate all'ambito scolastico ed in particolare nell'utilizzo del TPL rispettando le regole cardine (uso costante e corretto della mascherina, distanziamento, igiene personale ed in particolare delle mani);
- promuovere comportamenti che favoriscano forme alternative di mobilità sostenibile particolarmente nei contesti ad alta urbanizzazione, privilegiando il trasporto pubblico per chi ne ha realmente bisogno.

ALTRE ATTIVITÀ CORRELATE ALL'AMBITO SCOLASTICO

La sicurezza delle attività peri-scolastiche deve considerare anche altri contesti di rischio oltre il TPL. I contesti di aggregazione non connessi ai trasporti pur offrendo meno dati di analisi, sono tuttavia meritevoli di approfondimenti ed azioni dedicate, soprattutto per il rischio di assembramenti, in particolare nei luoghi di ritrovo in entrata e in uscita dalla scuola e in occasione di attività di studio in contesto extrascolastico.

Le **aggregazioni nei pressi della scuola**, in entrata e uscita, seppure minimizzate dalle misure organizzative messe in atto con la diversificazione degli orari, rappresentano un punto di criticità e richiedono l'applicazione di misure di prevenzione. In tali contesti è auspicabile il potenziamento di personale dedicato al controllo dei punti di accesso alle scuole e dei luoghi limitrofi agli istituti scolastici per limitare le iniziative di aggregazione spontanea degli studenti che si configurino quali situazioni a rischio di assembramento. Inoltre, si richiama alla responsabilità individuale degli studenti e genitoriale delle famiglie nel mettere in

atto, anche in queste occasioni, le misure di prevenzione (distanziamento e uso della mascherina) già in uso nel contesto scolastico.

Le **attività di studio in collaborazione** tra studenti sono parte del percorso di apprendimento e hanno un intrinseco valore positivo anche per l'interazione e la socialità che si crea tra coetanei. Tuttavia, è nella responsabilità individuale degli studenti e genitoriale delle famiglie assicurare che, anche nel contesto di queste forme di aggregazione che si concretizzano prevalentemente in ambiente domestico, vengano attuate le indicazioni e le misure di prevenzione previste. In particolare, qualora si ospitino studenti per attività di studio in condivisione, dovrà essere limitato il numero di presenze, assicurando il rispetto delle indicazioni previste per i contatti tra "non congiunti" (distanziamento e uso di mascherina) con gli stessi indicatori e scalabilità delle misure previste nel contesto scolastico locale.

L'insieme delle misure proposte ricadono nell'ambito della raccomandazione con l'obiettivo di fornire una giusta guida e promuovere consapevolezza rispetto ad una gestione del rischio nel contesto delle attività correlate all'ambito scolastico che, se non correttamente applicata, potrebbe inficiare le misure di sistema complessivamente messe in atto.

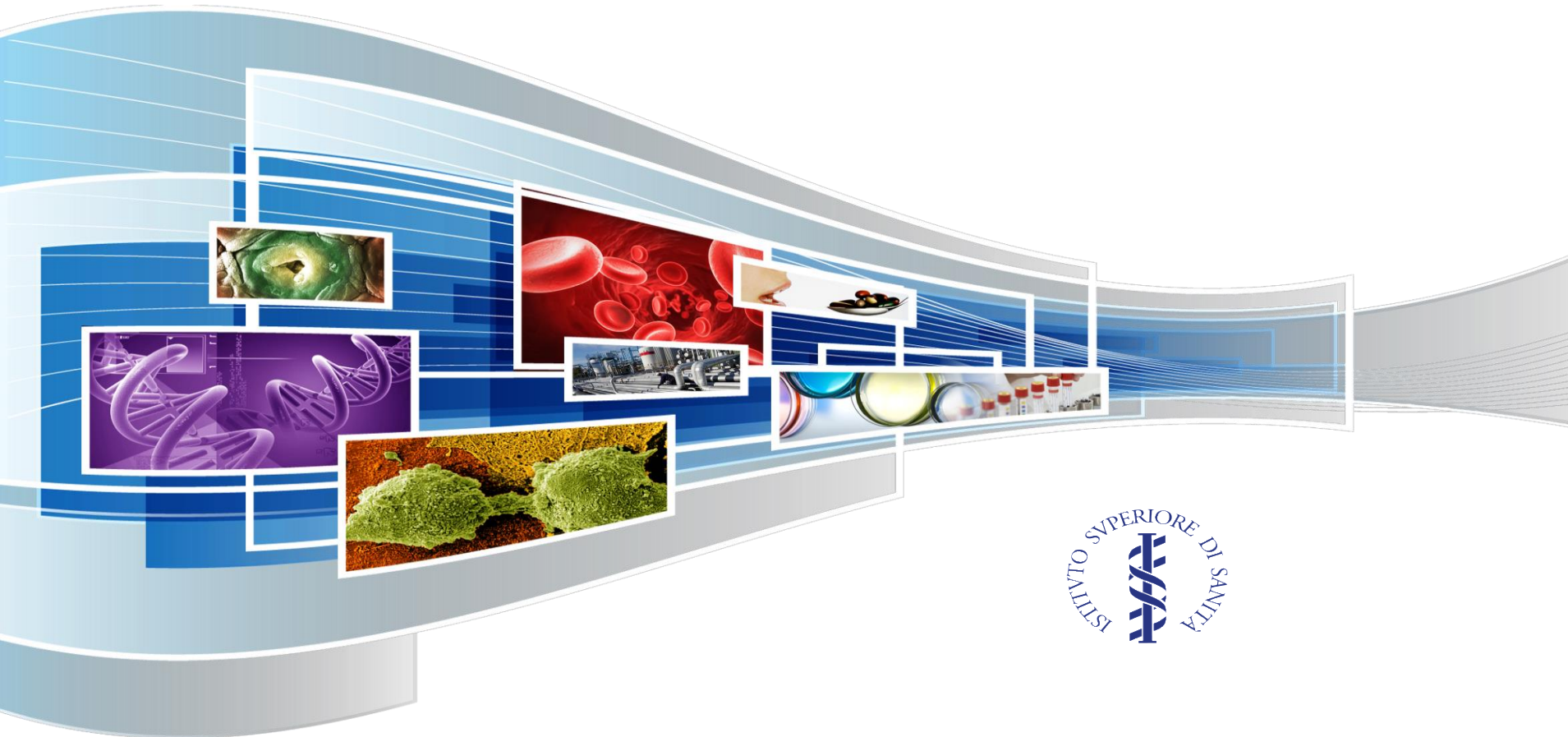
NON PER DIFFUSIONE

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SORVEGLIANZA COVID-19: FOCUS SCUOLA

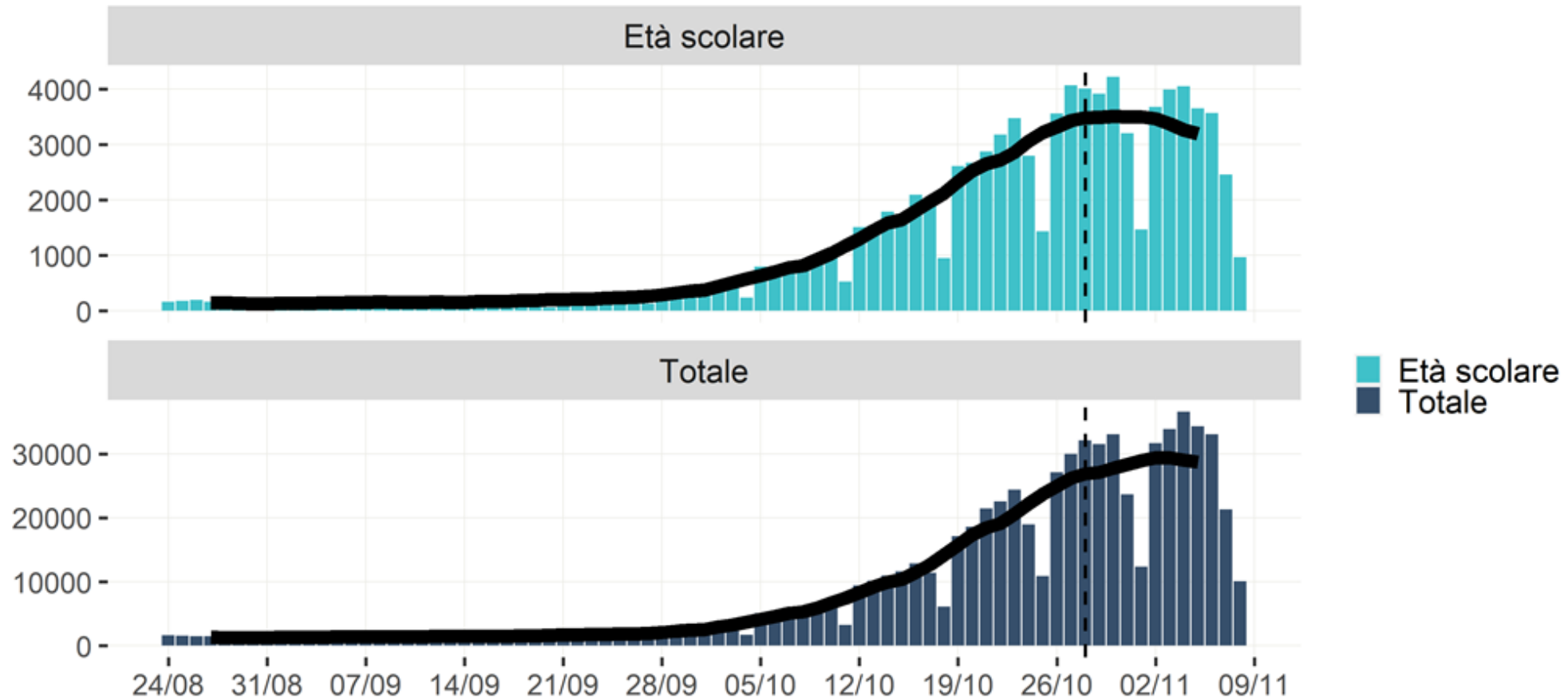


Sistema sorveglianza Covid-19

Caratteristiche principali e alcuni caveat

- Informazioni su casi individuali diagnosticati con tampone positivo (ad oggi ufficialmente solo molecolare)
- Dati inviati dalle regioni che sono responsabili di qualità, completezza e tempestività; ISS manda report settimanali: su andamento e su qualità
- Principali informazioni raccolte: regione segnalazione, età, sesso, comune domicilio/residenza, data diagnosi, data ricovero, data ingresso terapia intensiva, data morte, evoluzione gravità (semplice scala), setting dove è verosimile sia avvenuta infezione (es: familiare, ospedale, RSA, luogo ricreativo, scuola, etc), operatore sanitario (si/no), personale scolastico (docente/non docente)
- Oltre 1 milione di casi segnalati in neanche 9 mesi; forte sofferenza del territorio per la raccolta di informazioni, in particolare di quelle epidemiologiche; molte informazioni mancanti su setting e, per questo caso specifico, su esposizione del personale scolastico e dei casi in fascia di età scolare

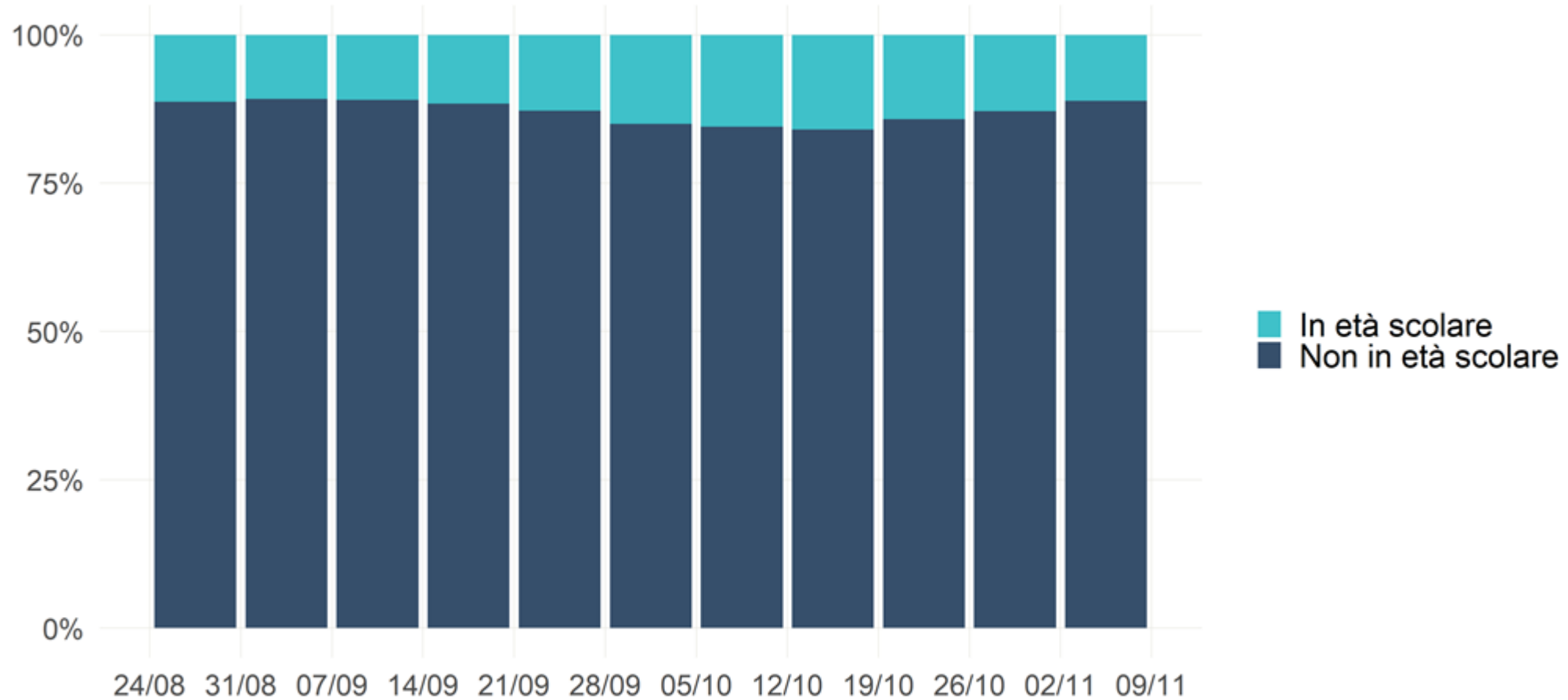
Confronto casi in età scolare e totali in Italia (9/11/2020)



Nota: dati ultime due settimane (dopo linea tratteggiata) incompleti per ritardo di notifica

Nota: età scolare è qui intesa da 3 a 18 anni

Confronto casi in età scolare e totali in Italia (9/11/2020)

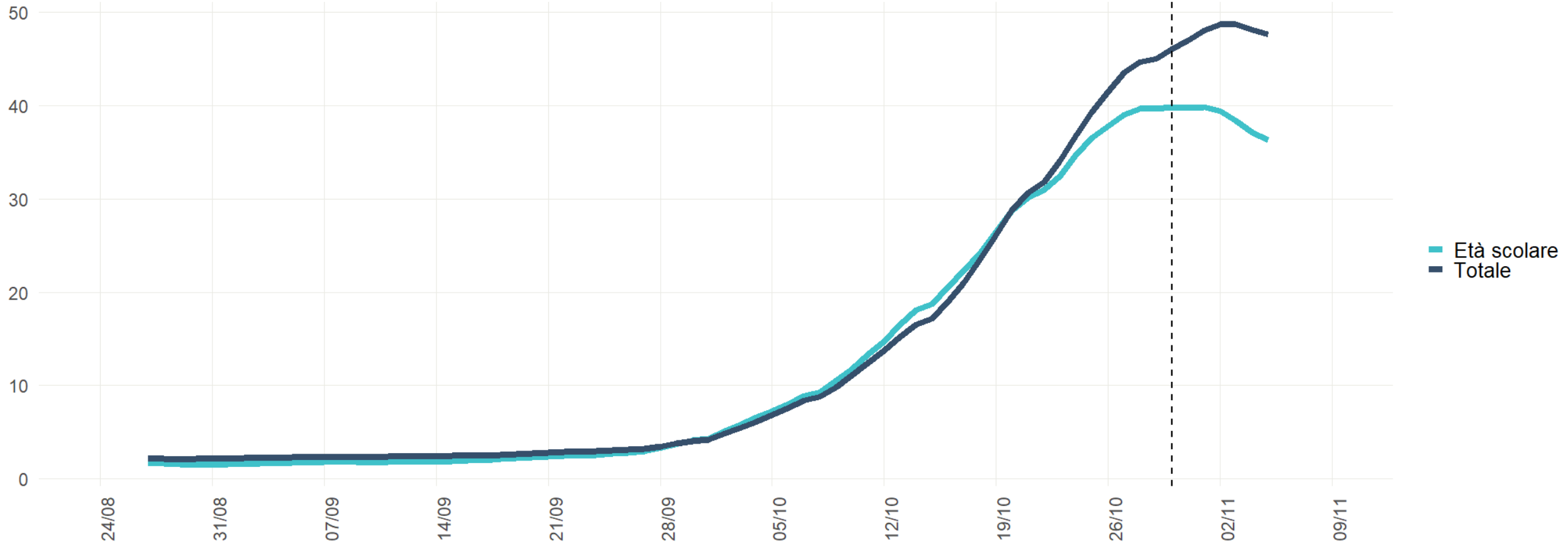


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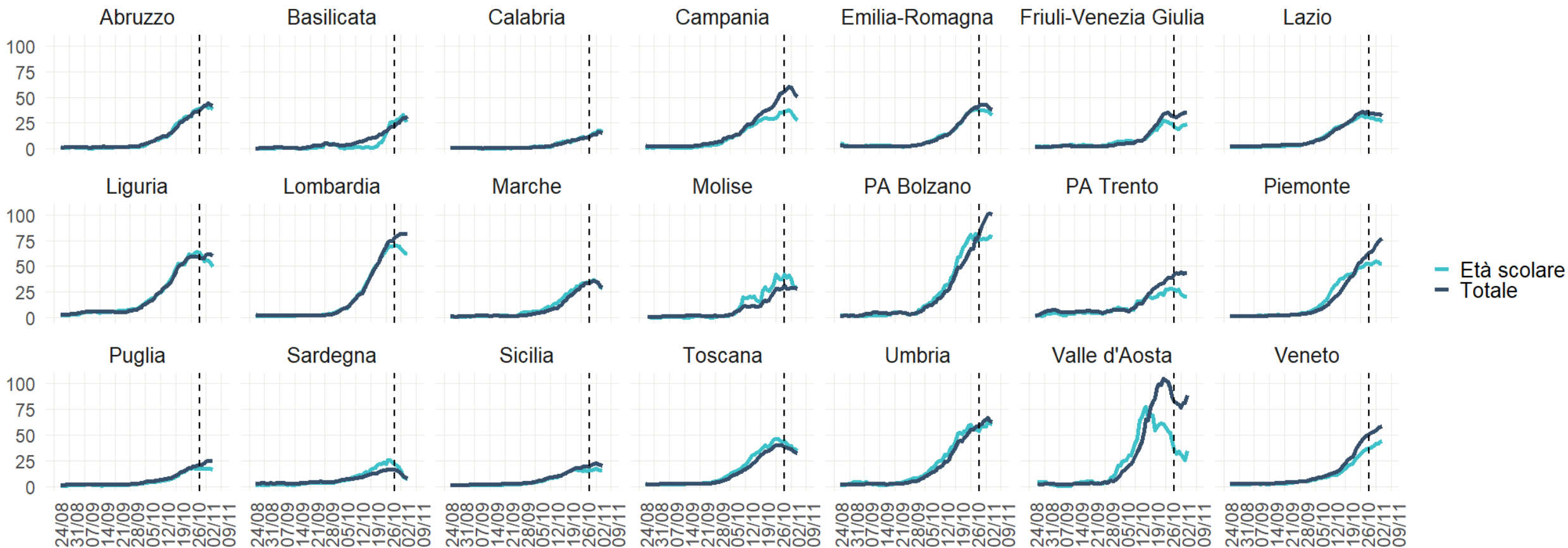
Monitoraggio età scolare - periodo 24 agosto – 8 novembre

Media mobile a sette giorni incidenza giornaliera per 100.000 casi totali e casi in età scolare

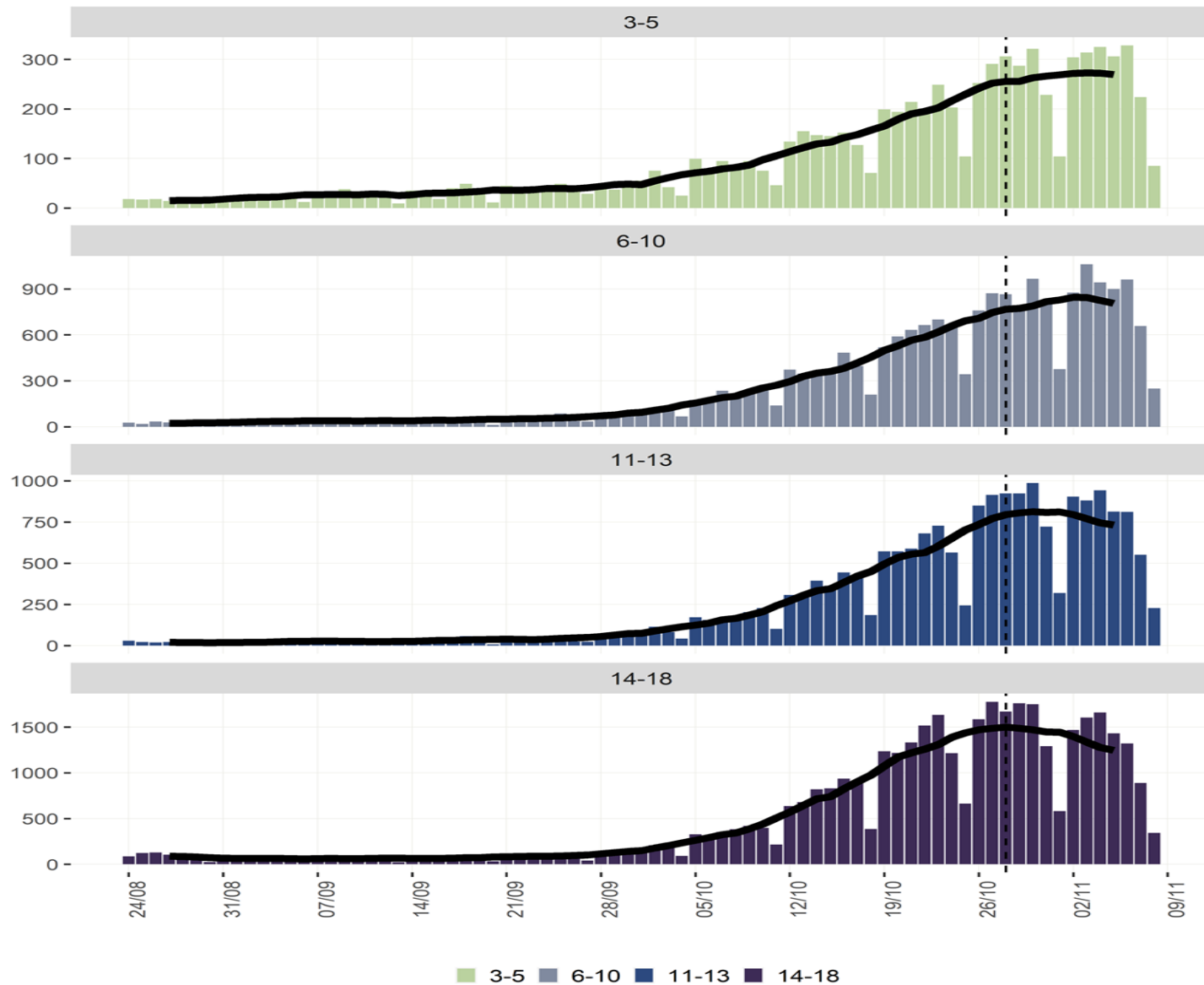


Monitoraggio età scolare - periodo 24 agosto – 8 novembre

Media mobile a sette giorni incidenza giornaliera per 100.000 casi totali e casi in età scolare per regione

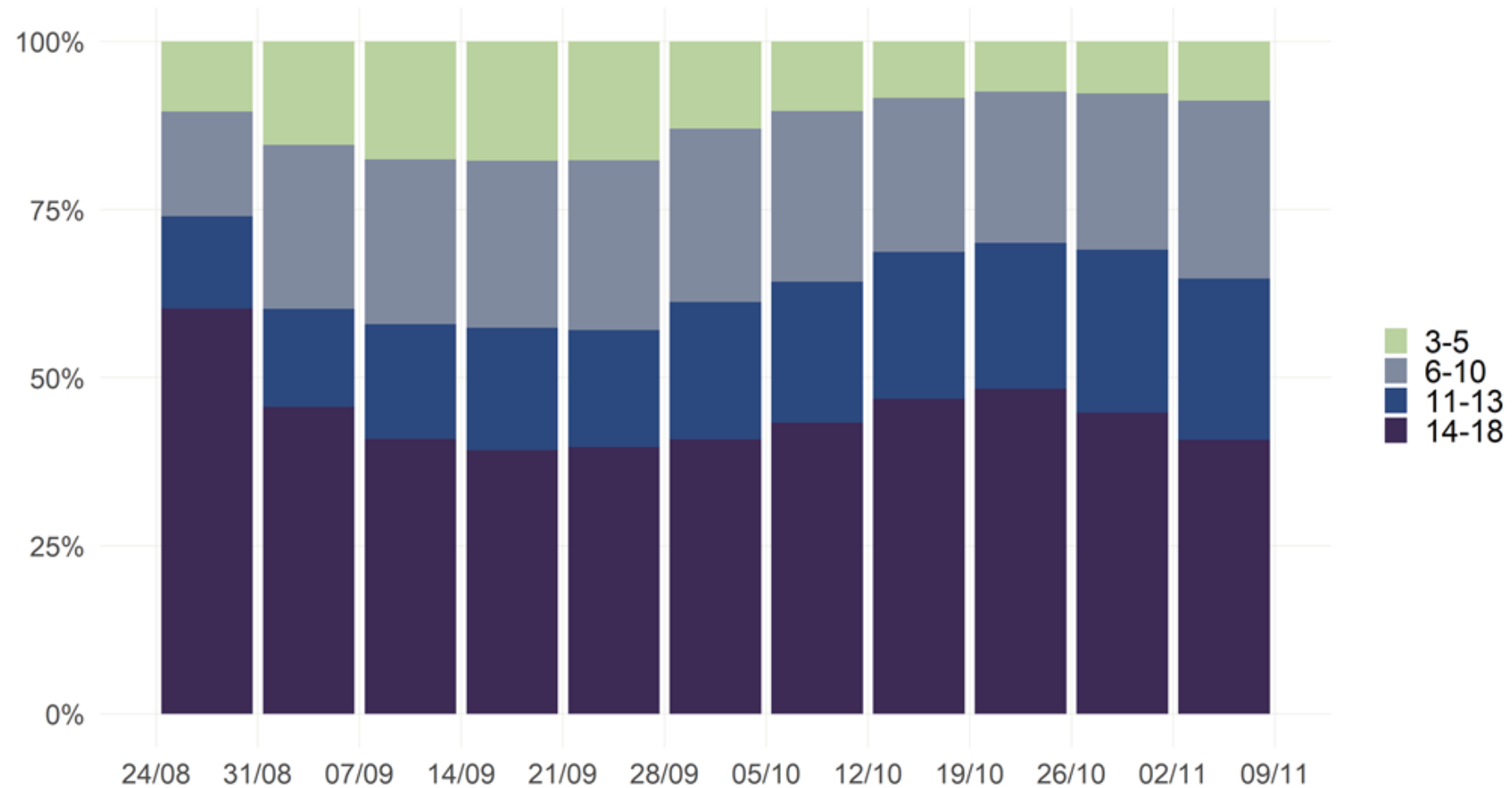


Confronto numero casi giornaliero per fascia d'età scolare in Italia (9/11/2020)



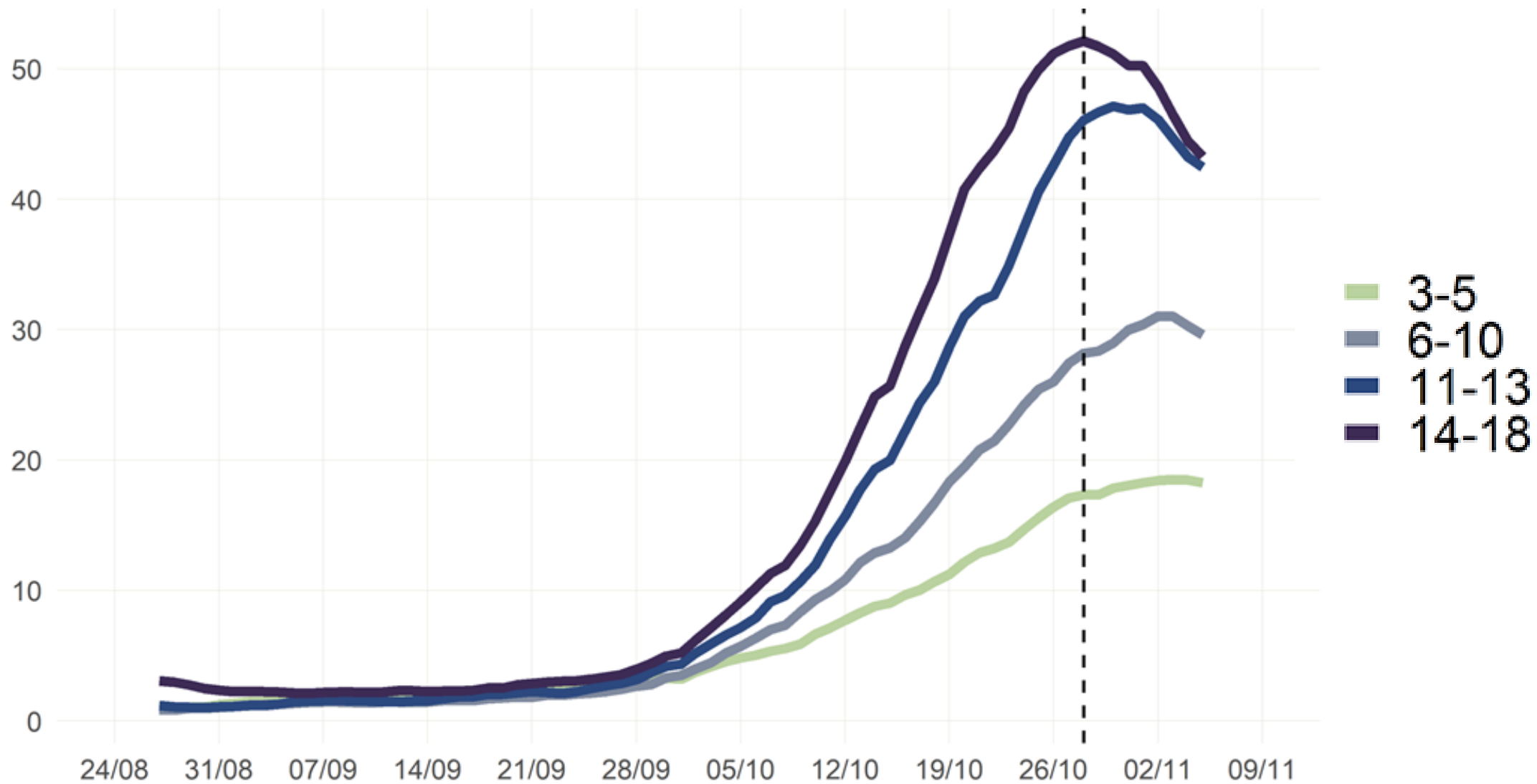
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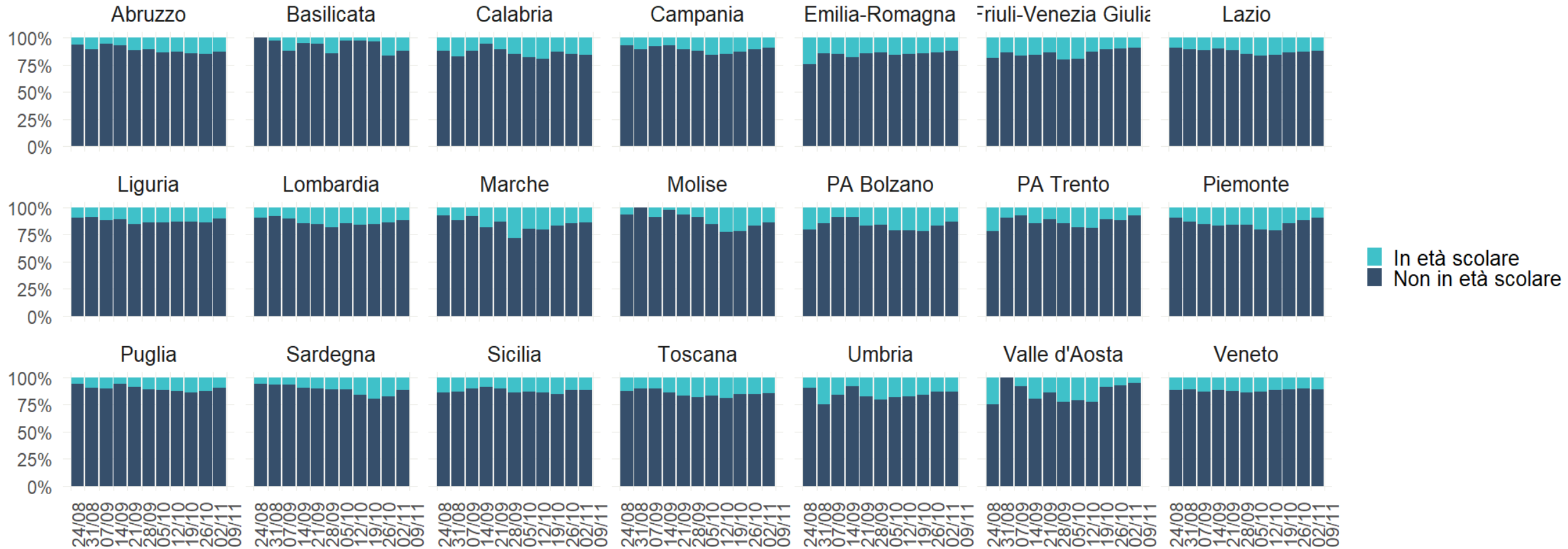


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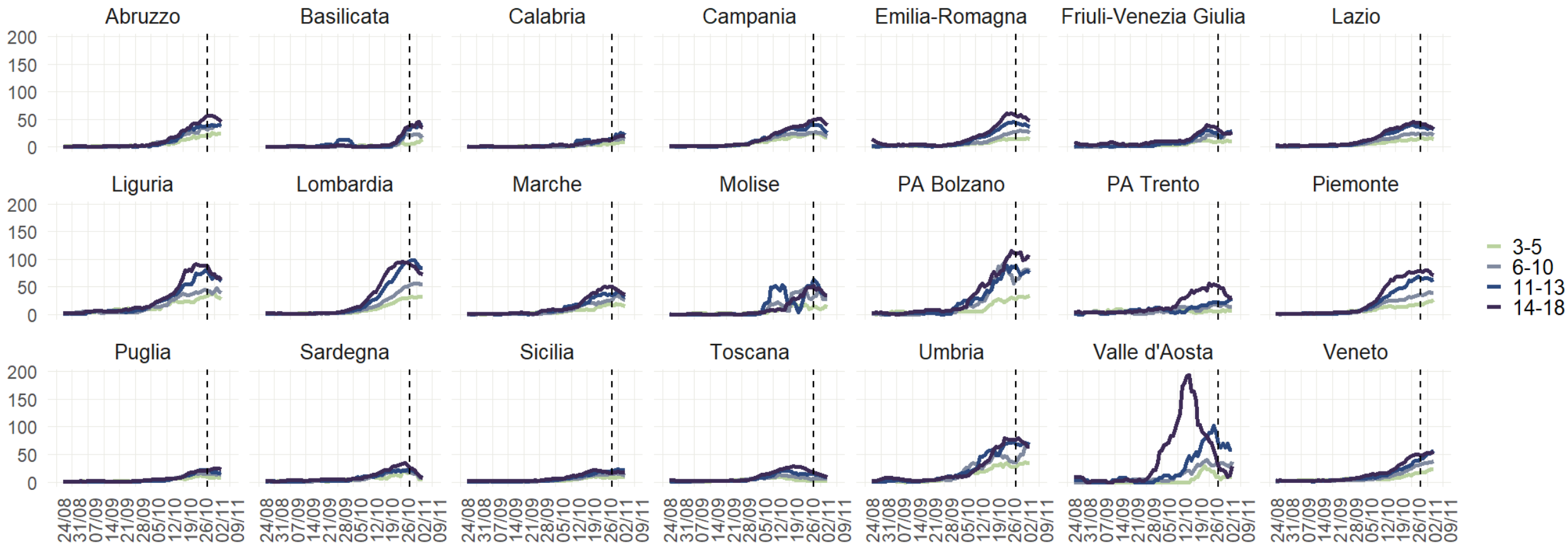
Monitoraggio età scolare - periodo 24 agosto – 9 novembre

Rapporto casi in età scolare e casi non in età scolare per regione e per settimana di prelievo/diagnosi



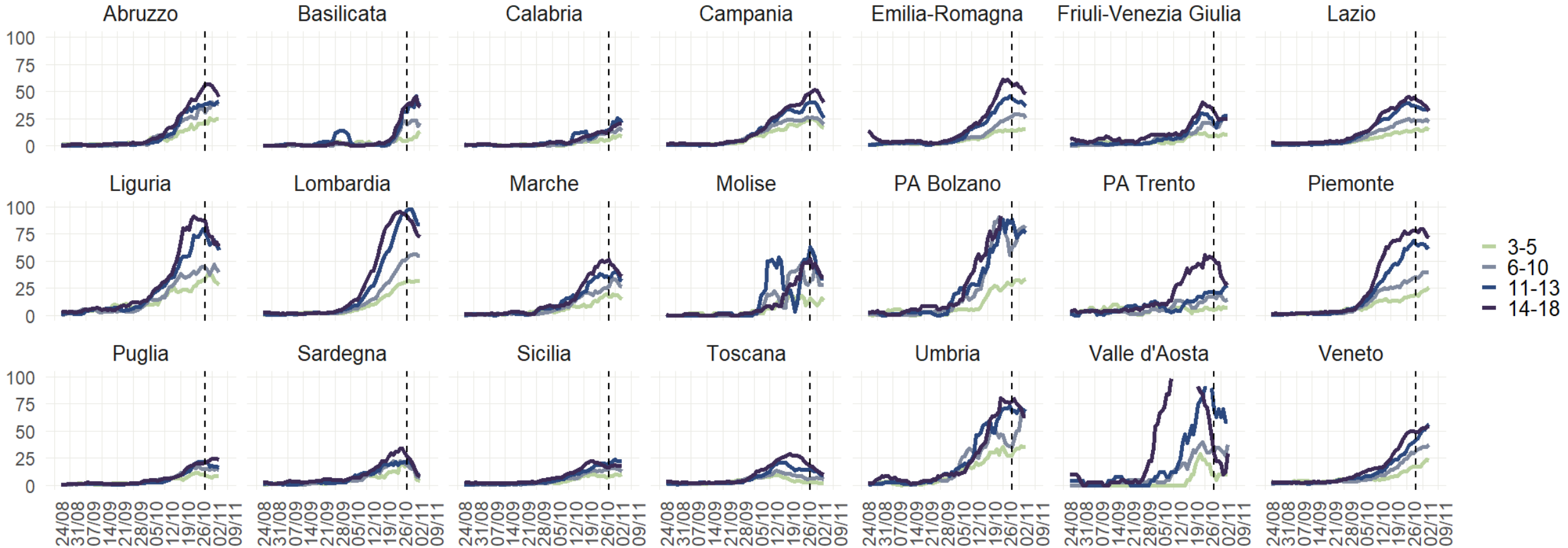
Monitoraggio età scolare - periodo 24 agosto – 9 novembre

Media mobile a sette giorni incidenza giornaliera per 100.000 per fascia d'età e per regione



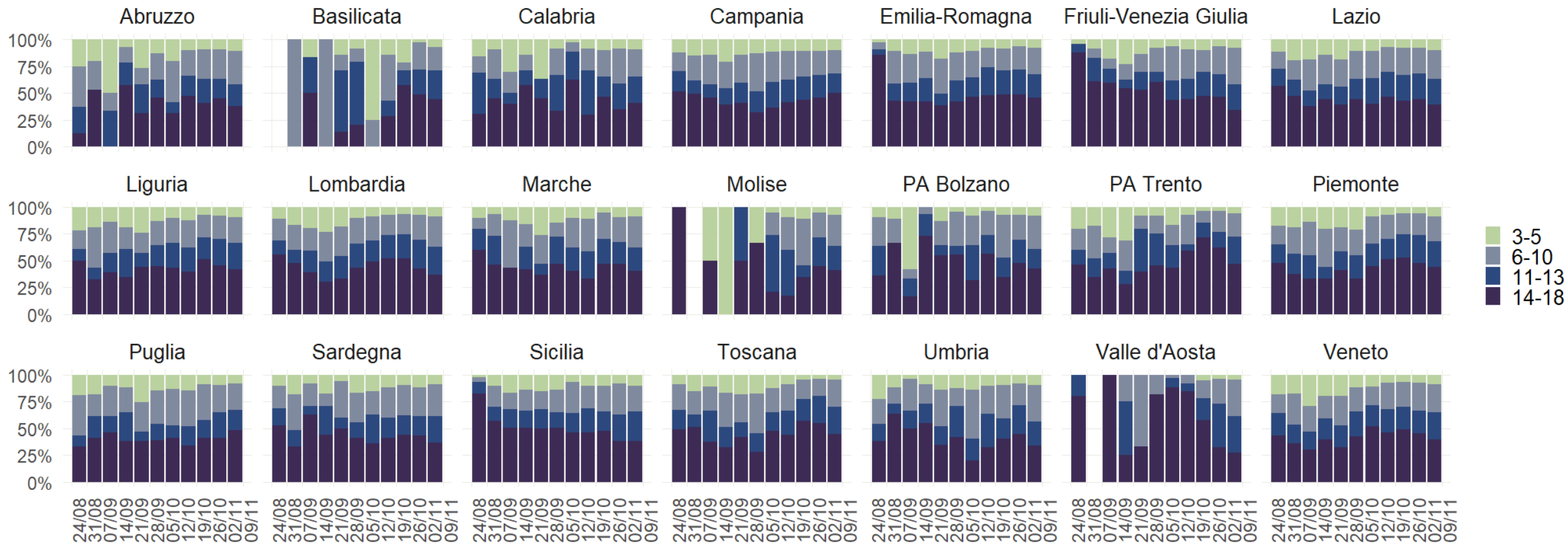
Monitoraggio età scolare - periodo 24 agosto – 9 novembre

Media mobile a sette giorni incidenza giornaliera per 100.000 per fascia d'età e per regione (valori troncati a 100)



Monitoraggio età scolare - periodo 24 agosto – 9 novembre

Rapporto casi nelle diverse fasce d'età per regione e per settimana di prelievo/diagnosi



Altre informazioni utili

Monitoraggio settimanale dei focolai

- Scheda sintetica inviata da ciascuna regione con numero e setting dei focolai (due o più persone associate) ; questa settimana riportati 375 (2.2% del totale) focolai associati alla scuola di ogni ordine e grado.

Nota: Anche questa rilevazione risente della qualità dell'indagine (difficile capire se casi avvengano in scuola o altri luoghi peri/extra scolastici)

Considerazioni finali

- Cautela interpretativa data l'incompletezza dei dati più recenti
- Dati preliminari suggeriscono che dal 20 ottobre non crescano allo stesso ritmo dei casi in età non scolare
- i casi in età scolare sembra abbiano raggiunto un plateau; dati prossime settimane dovrebbero chiarire meglio
- Incidenza più bassa nelle fasce di età più giovani (minore trasmissibilità? Minore capacità diagnostica? Minor numero di contatti a rischio?)
- Curve regionali simili

Grazie

