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<td>13:00 – 13:05</td>
<td>Welcome</td>
<td>Reminder and Update on Action points agreed from 12th TAG – WHO on behalf of the co-chairs</td>
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<td>13:05 – 13:10</td>
<td>Declarations of Interest – WHO</td>
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<td>13:10 – 13:30</td>
<td>How should teachers, teaching staff and students be prioritised for vaccination</td>
<td>Presentation</td>
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<td>13:30 – 14:00</td>
<td>Open discussion and request for advice from TAG members on priority areas for WHO/UNICEF/UNESCO in the coming months</td>
<td>Open discussion</td>
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<td>14:00 – 14:05</td>
<td>Update on the one stop-shop document on COVID-19 and educational institutions by Fiona Russell, Murdoch Children's Research Institute</td>
<td>Presentation</td>
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<td>14:05 – 14:10</td>
<td>Wrap up and reminder of date of next meeting</td>
<td>Concluding remarks</td>
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Note for the Record
13th Meeting of the Technical Advisory Group (TAG) of Experts on Educational Institutions and COVID-19
19th August 2021 13:00-14:30 (CET)

TAG Members:
Anshu Banerjee,

TAG Secretariat: Robert Jenkins, Christopher Castle, Anshu Banerjee, Valentina Baltag, Linda Jones, Sarah Karmin, Abdi Manamud, Asif Saeed Memon, Sylvain Séguy

Action points from the 12th TAG meeting that took place on 12 June 2021:

- To provide comments on two papers that were shared by Linda Jones from UNICEF. The feedback provided made it into the statements from the Executive Director of UNICEF and the Director General of UNESCO. We can share the link of the press release and sort out the statements.

Approval of the agenda:

- The follow-up on the third survey of the third round play by UNESCO, UNICEF, the World Bank and the OECD has been postponed to the next session hoping to have the results by then. As well, the session on IPC and the latest around infection prevention, control updates will be postponed to the next meeting as the guideline development group has not yet finalized the work. Last point, the update from the research network was not included in the agenda as the group didn’t have any meeting during the summer.

- The agenda is going to be:
  1. How should teachers, teaching staff, and students be prioritized for presented by
  2. Open discussion around what you as technical members feel should be priority areas for WHO, UNICEF and UNESCO for the coming months
  3. Update on the one-stop-shop document on COVID-19 and educational institutions.

Declaration of interests:

- No change but Elizabeth Saewyc stepped down due to other commitments and Rosalind Eggo has taken a break until March 2022 to parental leave. The Secretariat intends to enlarge the group including representatives from a wider range flow and middle income countries. Please feel free to give us your suggestions.

Presentations:

Modelling the impact of different vaccination strategies on schools. Presented by Nick Scott, Head, Modelling Working Group, University of Copenhagen

- Nick Scott informed that his presentation is an update. During the last TAG meeting, he presented some preliminary results, as they were working with Kenya to look at some modeling around the school policies. Since then, they have also worked with a team in Zimbabwe.

- There are four main questions that they try to answer:
- In a number of different epidemic contexts, the priority was to vaccinate teachers and school staff. What impact could this have just on them and on the whole population?
- What is the value in vaccinating students and teaching staff compared to other members of the population if we have a limited supply?
- If we use NPIs in schools, and we vaccinate teachers and school staff, how can we reduce these NPIs?
- Is it better to vaccinate students, teachers and teaching staff or other members of the population to protect around the schools?

- Description of the model: an agent based model was used. The model simulates individual people in a population, people in their households according to the household size, distribution and age structure of households.

- People in the model also have work contracts and different types of community contacts. They can participate in various activities in the community. Some dynamics are taking into account such as disease prognosis or susceptibility to infection.

- Transmission: individual classrooms are simulated. Students can interact with each other, with teachers and teaching staff. This enables to capture the transmission within schools but also the transmission within the community.

- Zimbabwe: the country experienced an epidemic wave at the beginning of the year and it was largely under control but more recently, they have been experiencing a resurgence in delta. The projection included 20 000 daily tests, and assumed the delta variant. The graph shows a percentage of infections that could be averted with different vaccination strategies. In terms of preventing infections, it does appear that there is a good bank for buck in vaccinating teachers and teaching staff. In terms of hospitalization averted, as a result of the exact same strategies, the best value need to vaccinate people over 60 but still teachers and teaching staff remain a key priority group. Vaccinating all teachers and staff is about equivalent to having NPIs in school that are about 15% effective.

- Countries are not just interested in bang for buck but also in the sequencing of different population group. The series of scenarios cover not only the vaccination of groups and see what would happen but also are thought according to a more real world situation where the prioritization is done on a fixed number of doses per day across different groups.

- Interpretation:
  - allocating vaccines in reverse age increases the impact on hospitalizations and deaths
  - beyond age-targeting, other prioritization strategies made minimal overall difference on hospitalisations and deaths
  - Further prioritization should be based on the easiest and fastest way to rollout, rather than addition granularity in population targeting
  - Vaccinating teaches could avert more infections
  - When community transmission is lower, vaccines are more likely to be able to replace NPIs in schools

*Delta variant COVID-19 transmission in schools and childcare. Presented by Dr Archana Koirala and Professor Kristine Macartney, National Centre for Immunisation Research and Surveillance, Australia*
➢ Australis has been in rather unique position for this whole pandemic as they ave actually had very low cases., allowing schools to be kept opened. During the winter season, the cases increased around 10,000/day.

➢ The data is really at the population level and in New South Wales but really across Australia. 90% of the contacts have been traced and tested. In new South Wales with 8.7 million of people, they experience an outbreak since 16th June 2021. The first school case was notified on 18th June 2021 followed by a lockdown. The outbreak was expanded to the rest of the country. The percentage of young people infected with delta is quite high and acquired their infection through household contact. 20% of adults in new South Wales get their first dose and 5% the second one. The pediatric cases represent a third of all cases.

➢ The schools remained opened during holidays and majority of the study returned to school beginning of July through the online learning. The mask is mandatory for the anyone greater than the age of 12 years old. All extracurricular activity was cancelled.

➢ Dr Koirala presented a table comparing data from 2020 and 2021 (lockdown). The rate of infection was very low in primary schools. It seems that the drivers of infection within the settings were primarily staff to staff.
➢ The vaccination rate climbed a lot in the last two months in response to this outbreak. No increase of hospitalization rate in children but the hospitalization of younger adults increased.

Open discussion and get feed back from technical members on what could be a priority area for the next meetings

Ana Bento: a lot of modeling work is done in US and Europe.. Testing is a powerful tool to avoid a lot of these tricky situations and vaccination is the key. Unfortunately, a lot of people or countries have no access to the vaccination. Ana thinks that we should be really focused on is access to testing and try to understand what is the optimal frequency of testing according to the country or social setting. Also a big focus on pushing information on testing publishing information.

Erin Maughan: perhaps we can see if we can do something about advocating for stronger link score. A big factor in helping us understand what is going on in the schools.

Update on the one stop-shop document on COVID-19 and educational institutions. Presented by Professor Fiona Russell, Melbourne Children’s Global Health

Suggestion to have a working group around public health and social measures in relation to the delta variant to look at two things one the recommendations to maintain schools open as long as possible by
controlling transmission and to update the annex to the public health and social measures document called “The considerations for school related public health measures in the context of COVID 19.”