Guidelines for the Continuity of Learning 2021-2022

Ministry of Education and National Reconciliation
St. Vincent and the Grenadines
Acknowledgement ........................................ ii
Introduction ............................................. iii

Structure of Phased Approach .......................... 1

PART I
Virtual/Remote Learning

SECTION 1
Roles and Responsibilities of Key Stakeholders ........................................ 3
Principal and School Leaders ............................................. 3
Guidance Counsellors .................................................. 8
Teachers ............................................................. 9
Parents ............................................................ 14

SECTION 2
Communication with Students and Parents/Guardians .......................... 16

PART II
Onsite/Face-Face School

SECTION 1
Entry Protocols for Schools ........................................ 17
During the School Day .............................................. 18
RESPONSIBILITIES OF THE AUXILIARY STAFF ......................................................... 19
RESPONSIBILITIES OF TEACHERS ................................................................. 20
RESPONSIBILITIES OF STUDENTS ................................................................. 20
RESPONSIBILITIES OF PARENTS ................................................................. 21

SECTION 2
PHYSICAL SPACE

SIGNAGE & PHYSICAL SPACING ................................................................. 22
CLASSROOMS/SICK BAY/CAFETERIA/PLAYGROUND ............................... 22
SANITIZATION OF SCHOOL COMPOUND PRIOR TO OPENING .......... 23
EFFECTIVE CLEANING STRATEGY .......................................................... 24
CLEANING OF CLASSROOM SPACES .................................................... 24
CLEANING OF BATHROOMS ................................................................. 25
SECURITY ............................................................................. 25

SECTION 3
OTHER OPERATIONS

TRANSPORTATION OF STUDENTS ............................................................ 25
ENFORCEMENT AND COMPLIANCE ..................................................... 26
Acknowledgement

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Introduction

The Covid-19 pandemic has impacted education delivery in ways unprecedented across the globe. In St. Vincent and the Grenadines, the resulting challenges were exacerbated by the April 2021 explosive eruptions of the La Soufriere volcano. With the drastic change in the educational landscape when students could no longer attend the familiar face-to-face sessions, St. Vincent and the Grenadines like the rest of the world, has responded to the circumstances by implementing various mitigations. As we enter the 2021 – 2022 academic year, plans to return to the classroom were again thwarted by new spikes in the number of Covid-19 cases in the country. In light of the highly contagious nature of the disease, the decision to allow for the continuity of learning on a continuum was deemed most suitable. Students will access their education remotely at the start of the year; then through a blended format of online and face-to-face as conditions evolve; and finally, full face to face sessions when clearance to do so is approved by the Public Health Protocols.

This document serves to provide a framework within which learning institutions in St. Vincent and the Grenadines will operate.
Online/Virtual Learning at all schools
**October 04 – 15, 2021**

Blended Learning
(Online and Onsite) – Commencing
**October 18, 2021**

Full Onsite Engagement for all schools
**Date to be determined**
in consultation with the
Ministry of Health, Wellness and the Environment
Structure of Phased Approach

The Ministry of Education and National Reconciliation, taking into consideration the reports and recommendations of the Ministry of Health, Wellness and the Environment, proposes that a three-phased approach be adopted to the reopening of schools for the 2021 – 2022 academic year.

Phase 1. - Online/Virtual Learning at all schools
(Students Learn Away from School Safely)

All students are engaged in learning utilizing the e-learning platforms approved by the Ministry of Education; for example, MS Teams 365 for Education, Google Suite for Education and Moodle.

Principals are encouraged to create a plan to reach students without access to the online instruction. This may include the creation of instructional packets / School In A Bag.

The Curriculum Development Unit can be contacted for support.

Phase 2. Hybrid/Blended Learning

i. Schools unable to accommodate full face-to-face engagement due to the size of their population and capacity to physical distance, in accordance with the health protocols, will have on-site classes on a rotational basis, with greater focus at the entry and exit levels.

ii. All students who cannot be accommodated on-site will attend classes remotely.
iii. Principals will develop and communicate the individualized blended format for their institutions to stakeholders.

**Phase 3** - Full Onsite Engagement (Date to be determined in consultation with the Ministry of Health, Wellness and the Environment).

i. Only schools with the capacity to practice physical distancing with strict adherence to the health protocols will be opened physically.

ii. In this case, all students will have access to face-to-face instruction in accordance with the established health protocols by the Ministry of Health and the Environment.

**N.B** The hours of the typical school day should be maintained in all phases unless amended by the Chief Education Officer.
PART I
Remote/Virtual Learning

SECTION 1
Roles And Responsibilities Of Key STAKEHOLDERS

I. PRINCIPALS AND OTHER SCHOOL LEADERS

Leadership And Management

1. Stay motivated

   i. As school leaders, your responsibility as a motivator is essential, more so with the challenges of teaching and learning during this pandemic. Leaders should remain level-headed, while encouraging their staff, and ensuring that teachers receive the requisite support. Always inspire your team.

   ii. Designate a point person or a team responsible for the implementation of the school’s remote learning plan.

   iii. Establish / Boost your school’s management team as needed

   iv. Put a contingency plan in place.

2. Collect relevant data

   i. How many teachers and learners have access to devices and internet connections?

   ii. What alternate means are available for teachers and learners to connect?

   iii. Are there teachers, students or ancillary staff who are in physical or emotional distress?
iv. How many students are reached daily? Weekly?

v. How well are students progressing?

3. Put into motion the elements for effective schools

i. Establish reporting protocols for staff and students

   a. Maintain a staff register for daily attendance and duration of time engaged.

   b. Set in motion attendance register for students’ participation in online learning. Have students report to Class / Form Teacher at the start of the morning and afternoon sessions so that attendance can be taken.

   c. Subject teachers must also maintain an attendance register.

ii. Establish a back-up system for students’ records kept on the compound. Secure hard copies in plastic boxes/ filing cabinets, etc.

iii. Establish electronic files for students.

iv. Establish feasible time-tables.

<table>
<thead>
<tr>
<th>Primary School</th>
<th>Secondary School</th>
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</thead>
<tbody>
<tr>
<td>Live / synchronous session - per day</td>
<td>3 hours</td>
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<tr>
<td>Asynchronous sessions - per day</td>
<td>1 - 2 hours</td>
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<tr>
<td>(tutorial, homework, assignment, discussions)</td>
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<tr>
<td></td>
<td>4 hours</td>
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<tr>
<td></td>
<td>1 - 2 hours</td>
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<tr>
<td></td>
<td>(tutorial, homework, assignment, discussions)</td>
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</table>
a. Time-tables must engage students effectively for the duration of the school day and include all subjects.

b. Time-tables must include breaks so as to create a sense of normalcy for the students. At least a 10 or 15-minute break between classes is recommended to allow students to stretch and join sessions on time.

Do take into consideration the requirement of the curriculum/syllabus, the students’ ages etc when settling on duration of lessons. **Between 20 and 40 minutes** is recommended for primary school sessions and 45 minutes to 1 hour for secondary schools.

c. Be open to adjusting the work day to accommodate students, especially early grade learners.

4. Maintain the school log

5. **Maintain a list of names of students who require school meals and work with the School Feeding Coordinator, Senior Education Officers and PTA to develop a meal and food item distribution plan for the respective school**

6. Create a plan to support students with academic, social, and emotional needs

7. Remain in contact with ALL categories of staff - teachers, administration (secretaries), YES and SET volunteers, janitors, security officers, among others.

This includes determining a reasonable number of online staff briefings and meetings per term.

8. Organize training opportunities for staff to expand their knowledge of the online platform.
9. **Where and when possible**, visit the school plant to ensure that there is no damage.

10. Management teams must ensure that the School Improvement and Safety Plans are revised to reflect the restrictions and constraints to be considered during the COVID-19 pandemic as these emerge and evolve. (or any other disaster)

11. Management teams must support principals and deputy principals in the following areas:

   - Monitoring and supervision of students and teachers
   - Communication with all stakeholders
   - Planning for the daily administration of the school.
   - Implementation of Effective School’s Initiatives that reinforces positive behaviour.

**Instruction And Assessment**

1. **Support teachers in planning and developing high-quality content**

   Set clear deadlines for the submission of Term Plans, Schemes of Work and Records, Lesson Plans etc.

   Provide meaningful and timely feedback to teachers after reviewing the above.

2. **Encourage teachers to plan for a blend of synchronous (in real time) and asynchronous online learning opportunities for students.**

   A good mixture is likely to create a balanced and enriching experience for the students.
3. Monitor instruction and assessment

i. Continue to monitor instruction and have grade heads/heads of departments do the same. This will mean having a presence in the virtual spaces from which teachers operate.

ii. Establish reporting protocols to track progress

iii. Ensure that the school’s remote learning programme places emphasis on the courses and exam preparation for students who need to write national or regional examinations.
II. GUIDANCE COUNSELLORS

1. Convene whole class and group sessions to teach specified skills. Each Guidance Counsellor should interact with each class within the first two weeks of the new term to assist teachers as they orient students to the new school year.

2. Conduct scheduled transition lessons for First Formers throughout the first term.

3. Collaborate closely with HFLE teachers in providing guidance and transition lessons.

4. Organize for individual students who need one-to-one counselling sessions.

5. Provide support to students that have been adversely affected by the pandemic and other factors.

6. Provide students and staff with coping strategies

7. Maintain and update student files to capture any pertinent information.

8. Report concerns to appropriate authorities for intervention and support.

9. Submit term plans and end of term reports to the principal
III. TEACHERS

1. Communicate Expectations

Communicate to students the instructional plan for the term. This should include topics to be covered, learning objectives, required activities, assignments, links to resources, and assessments, along with due dates.

2. Plan effective lessons

**Structure:** Ensure that the basic structure of a good lesson is maintained - introduction, development, closure and teacher reflection. Remember to schedule feedback, as well as follow-up instructions for the next class.

**Content:** Encourage student-centred learning by allowing the students’ interests to drive the lesson’s content while ensuring that the skills and concepts they learn align with the appropriate levels of the national and regional curriculum frameworks. Students are likely to better appreciate and understand lessons and activities that are based on concepts of active learning and are connected to real-world experiences.

**Resources:** While online, students can be engaged with a variety of learning resources including games, interactive materials, self-graded assignments, collaborative boards, online discussions, among others. However, standardized textbooks, workbooks and other hard copy learning materials should not be sidelined. Continue to set assignments using these resources in addition to those online.
3. Plan in collaboration with other teachers, especially those in the same grade levels

As far as possible, plan lessons collaboratively. This can be done by grades or forms within schools and may even be extended across zones. Even though lessons are delivered by individual teachers, collaborative planning and review is recommended in light of capacity-building, an essential element for teachers to comfortably navigate the new learning environment. Collaborative planning may also help to minimize the challenges in homes where there are many children competing for one device with assignments scheduled or due at the same time.

4. Submit lesson plans

   i. Prior to the teaching of your lesson, submit the plan to the relevant personnel (principal, head of department or senior management team, etc.) as stipulated.

   Create soft copies of all lesson plans and assessments.

5. Using eLearning platforms

   i. Be punctual! Sign on fifteen (15) minutes before the scheduled class time. This will allow for the identification of any technical problems and trouble-shooting if necessary.

   ii. Use a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities. A good mixture of synchronous and asynchronous platforms is likely to create a balanced and enriching experience for students.

   For the purpose of monitoring, the principal or designated person or Education Officer should have access to your class, regardless of the platform.
Example of synchronous learning - An online session on Microsoft Teams or Zoom or Google Meet or Moodle

Example of asynchronous learning - An instructional video uploaded to MS Teams or an assignment posted for students to complete and return.

iii. When in synchronous sessions, please be reminded of the following:

- Clearly outline class rules and expectations
- Avoid moving around; have your plans and other relevant materials in close reach.
- Ensure that students know which applications, tabs/buttons to use during the session and how to use them. They may be new to some students.

Do not assume that ‘digital natives’ know how to use every technology!

iv. Upload instructional material to the e-learning platforms - MS Teams, etc – before sessions begin

v. Use the Filing Tab to save lessons and other activities for students to access at a later date. You may also record the lessons

vi. Devise a systematic naming format for instructional assignments and assessments
6. Connecting with students in the virtual classroom

i. Connecting with students in the virtual is important. For this reason, it is recommended that you deliver the lesson with your video on and ask the students to do the same where the bandwidth permits. At least, do spotchecks or check in at the beginning and end of each lesson.

(Be sensitive to students who may be bashful about their physical environment being on camera)

ii. Identify appropriate activities and assignments for students who need additional support or enrichment activities.

7. Record Keeping

i. Monitor students’ participation in sessions, grade assignments and assessments. Provide timely feedback on work submitted by students

ii. Ensure that your grade book is updated on completion of assessments.

iii. Update your attendance register at every class. Inform your Grade Head/Head of Department/Principal of students who are absent or not completing assignments.
8. Dress Code

i. In a virtual classroom environment, dress comfortably but respectfully. Your choice of attire should maintain dignity and should not be distracting.

ii. The same applies to profile pics for teachers and students in the virtual classroom

9. Spaces to conduct virtual classrooms

Select an area that has little noise and no distracting images. If you are unable to control a distracting visual scene in your space, use a non-distracting virtual background.

10. Language

Use language correctly and appropriately. Do not encourage the use of social media language.

See you tomorrow
Don’t let your child treat online school as a vacation

Does this time at home feel like a vacation for your child? It is important to remind him that his education still comes first. Obligations like class assignments, tests, etc. are not disappearing because classes have moved online.

Make space for learning

Create a specific space for your child to use as his/her classroom. Children are likely to function best in a quiet, comfortable and dedicated space, that is devoted to learning. This space should be a different set-up than where your child normally plays games or watches television.

Maintain breaks

Routines and schedules are extremely important for children at school, and this is no different with their ‘at-home’ school. Setting alarms similar to those they would encounter at school can be helpful for keeping them on a schedule. Around lunch time, encourage them to get up, get some fresh air, go for a walk, etc. so that they don’t sit for the entire day.

Don’t underestimate the power of a schedule. Help your child prioritize and learn to create goals, tasks and deadlines.
Allow for social interactions

At school, children are used to a lot of social contact, so they will feel the effects of being distanced from their peers. While it might not be safe for your child to see his friends in person, you can allow him to interact with them online, beyond social media or text messaging. Video chats are often the closest thing to seeing someone in person, and are a good way to get in some social time without endangering yourself or others. Where electronic interaction is not possible, you can allow him to meet with a small group of friends and practise physical distancing.

Mix screen time with old-school learning mediums

Encourage your child to continue to use the standardized text-books and hard copy materials. You too should encourage print and book reading as much as possible.

Keep in touch with the school and other parents

Social distancing is important during this time, but staying in touch with others via virtual communication is very important.
i. Communicate with students and their parents/guardians using your school’s approved methods.

ii. Make allowances for students and parents/guardians to contact you if they are experiencing school related issues for example, problems signing into the eLearning platform. However, do set and communicate clear boundaries like when and how they should contact you.

iii. When contacting students, do so within reasonable time (between 8:00 a.m. and 6:00 p.m. Monday – Friday unless otherwise agreed to by parents/guardians).

Avoid one-to-one video calls with students and other forms of private interaction online.

iv. Counselors and other staff providing one-on-one support to students should dialogue with the school administrators in order to establish the best mode of communication.

v. Provide report of students participation and progress as determined by the school.
PART II
Onsite/ Face-to-Face School

Health Protocols for Face-To- Face School

Any student or staff member experiencing flu like symptoms or exposed to someone who tested positive for Covid-19 are asked to REMAIN at home and seek medical attention.

Inform the principal and present a negative Covid-19 test result upon return.

Frequent hand washing and avoiding the touching of the face remain the main preventive actions to reduce any possible transmission of COVID 19.

SECTION 1
Entry Protocols for Schools

At the entrance point of each school, the following MUST be observed. Security Guards must be stationed at entry points

1. All persons seeking access to the school MUST wear a mask regardless of their vaccination status. ONLY persons wearing their masks correctly will be allowed to enter.

2. Temperature checks MUST be done using an infrared thermometer and recorded in a Temperature/Screening Record Book.

3. Staff and other adults who show respiratory symptoms or have a high temperature will not be granted entry to the school compound.

4. Parents /guardians MUST be notified and asked to collect the child immediately if a high temperature is detected. Meanwhile, he/she will be quarantined.
5. Staff and students are required to obtain medical clearance to return to school if they were asked to leave due to any symptoms of Covid-19.

6. Hand sanitization stations must be clearly marked.

7. Security officers must ensure that all persons on entering the school’s compound sanitize their hands.

8. Where students’ bags are usually checked (School). Security Officers must do so AFTER all screening has taken place.

10. Visitors must observe the school’s policy and guidelines that have been instituted.

**Protocols for During the School day**

1. All persons must wear a mask at all times on the school compound.

2. General assemblies are prohibited, however, classroom assemblies encouraged. Attendance registers must be marked prior to assembly.

3. If a child develops symptoms of Covid-19 or becomes ill, a teacher or assigned staff member must take the student or staff to sick bay or designated area.

4. In the case of a child, call the parent / guardian in case of the staff member, call his or her emergency contact, immediately.

5. Relocate class, ventilate the area and a few hours later clean and disinfect areas that the ill student or staff occupied to reduce risk of infection.

6. Inform the office of the Chief Education Officer, Ministry
of Education or his/her designate about the sick child or staff member.

The Ministry of Health in collaboration with the Ministry of Education will determine the way forward.

7. If a staff member or student tests negative for COVID-19, he/she should return to school with a letter/note giving clearance by the Ministry of Health.

8. If the staff or student tested positive for COVID-19, he or she must self-isolate.

Then the school administrators begin to collect a list of those persons who were in close contact with the individual. This information should be communicated to the designated officer in the office of the Chief Education Officer. A copy will be forwarded by the CEO to the designated person in the Ministry of Health.

**Responsibilities Of the Auxiliary Staff**

1. *Security guards* - Securing the facility, its contents, and all persons on the premises

2. *Cleaners* – Disinfecting and cleaning all assigned spaces

3. *Groundsmen*– Ensuring that the premises are clean, litter free and the foliage pruned

4. *Secretaries & Receptionists* – Support the work of the school administrators, organize the office space, and manage the flow of persons in the office

5. *Cooks and Cafeteria operators* – Maintain and sanitize the kitchen/meal serving spaces and ensure healthy meals are distributed to students in a timely manner.
Responsibilities of Teachers

1. Adhere to the Covid-19 protocols by wearing masks, physical distancing and sanitizing regularly.

2. Remain at home if you are experiencing symptoms of Covid-19

3. Inform Grade heads or Heads of Department if a child is ill or shows symptoms of Covid-19.

Responsibilities of Students

1. Adhere to the COVID-19 protocols by wearing masks, sanitizing their hands and keeping their physical distance at all times.

2. Remain at home if you experience flu-like symptoms and report your absence to the class teacher through your parent/guardian and

3. Be regular and punctual for ALL sessions.

4. Actively participate in all class sessions and complete assignments.

5. Adequately prepare for classes.

6. Adequately prepare for all assessments and submit all assignments by given deadline.

7. Maintain a clean and organized learning space by properly disposing of trash and arranging furniture as instructed by the teacher.
8. Conduct him / herself in a respectful manner by adhering to the school rules

9. Show respect to all school personnel and other students

Responsibilities Of Parents / Guardians

1. Communicate regularly with the school representatives regarding your child/ ward.

2. Attend school meetings and conferences virtually or on-site

3. Update the school of changes in contact information - emails and/or phone number, mailing and residential addresses

4. Respond promptly to the school’s requests, especially when asked to collect a sick child/ward

5. Ensure that your child/ward has clean masks and hand sanitizer daily. Students may need to change their masks if they gets damaged or dirty.

6. Encourage your child/ward to adhere to the COVID-19 protocols as outlined by the Ministry of Health and the National COVID-19 Task Force

7. Encourage your child/ward to complete assignments and other activities before attending classes

8. Inform the school of the child’s illness and intention to be absent when the need arises.
9. Provide your child/ward with snacks or water to be used during their break period. Children should be encouraged to remain in school until the school day is completed.

10. Show respect to all school personnel

SECTION 2
The Physical Space

Signage & Physical Spacing

1. Physical distancing markers should be placed in strategic places such as in and outside the principals’ offices, cafeteria, entrance to washrooms and auditoriums.

2. Desks and chairs within the classrooms should be arranged so that it reflects the physical distancing guidelines given by the Ministry of Health and the Environment.

3. Posters displaying COVID-19 protocols must be placed in highly visible and central areas on the school premises.

Cleaning Of Spaces

Classrooms/Sick Bay/Cafeteria/Playground

1. Students and staff are required to always wear their masks.
2. To prevent the spread of COVID-19, it is important that there is regular cleaning, sanitizing, and disinfecting of spaces in all school.

**High/Frequently Touch Surfaces include:**
- Doors, Windows and Handles
- Work surfaces
- Personal Computer Keyboards
- Touchscreen Personal Devices
- Counter Tops, as well as Kitchen and Food Prep Areas
- Bathroom Surfaces
- Toilets and Taps
- Telephones

3. Classrooms, sick bay, cafeteria and playground must be kept clean and free of clutter.

4. Map out play areas and stagger breaks to ensure use by smaller groups.

5. Physical distancing must be observed in class and areas where students tend to congregate such as the cafeteria, washrooms, principal’s office and sanitisation stations. School security and other members of staff will assist in maintaining order.

**Sanitization of School Compound Prior To Opening**

The Ministry of Education will collaborate with the Environmental Health Department to ensure a clean and safe school environment for teachers and students. This will be done through the following:

i. Scheduling school visits to conduct fogging and sanitizing exercises. This will be communicated to school leaders in a timely manner.

ii. Providing the necessary cleaning/sanitizing agents and equipment to be used daily at the school facilities. The school
leader will work with their ancillary staff to ensure that this exercise is ongoing.

**Effective Cleaning Strategy**

1. Clean all surfaces with water and soap or a detergent FIRST to remove organic matter/dirt.

2. Then disinfection.

3. Apply disinfectants using a cloth or wipe soaked in the solution. Disinfecting indoor spaces via spraying is NOT recommended for COVID-19.

4. Consistent wiping with either hydrogen peroxide or the rubbing alcohol is necessary in closed spaces (spaces with AC units like computer labs, offices etc)

5. Disposable disinfecting wipes (eg. Clorox wipes) can also be used and thrown in a garbage bin right after use.

**Cleaning of Classroom Spaces**

1. All surfaces and furniture should be cleaned (thoroughly wiped with a recommended cleaning solution) before and after use.

2. Door handles should be wiped with a recommended solution (rubbing alcohol or hydrogen peroxide) or disinfectant wipe once touched.
Cleaning of Bathrooms

1. Bleach solution should be used to clean all bathroom surfaces
2. Bathroom surfaces should be cleaned after each use

Security

The Ministry of Education will work with the Police Department to support the enforcement of the health protocols on the school compound and for students using the transportation service. The Police Department will:

i. Use different media to reinforce the health protocols as it relates to the use of public transport.

ii. Perform routine checks on buses and school compounds to ensure compliance to the health protocols

iii. Work with Auxiliary Officers and School Security personnel to guard against breachers of the school parameters and lawfully act on such breaches.

Transportation

The Ministry of Education will work with the Ministry of Transport and Works to provide transportation for students commuting to and from school daily. To facilitate the smooth operation of this service, the following will be done:

i. The Ministry of Education will meet with the Ministry of Transport and share all pertinent information for the effective scheduling of student embarking and disembarking available buses.
ii. The Ministry of Transport will share with the Ministry of Education the transportation schedules according to routes, available bus number and type, contact details which will be communicated using different media.

iii. Private contracted buses negotiated by the Ministry of Transport and Works will be used to satisfy the transportation requirements of students who cannot be accommodated through the government bus service system.

iv. To the extent possible, principals will work with the designated bus operators to install personnel in the buses to assist with monitoring student’s adherence to the COVID-19 protocols.

v. The sanitizing of buses at strategic locations to further ensure the health and safety of our school population.

**Enforcement And Compliance**

Teachers who by the Public Service Commissions are found to be in breach of the Acts, Orders, Regulations, Agreements, Protocols or any other such documents/provisions governing conduct, on submission of reports in the prescribed manner, will incur any penalties or sanctions as deemed appropriate by the Commission within the confines of the law.
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