

## SECTOR: EDUCATION SECTOR COVID-19 CONTINGENCY PLAN

### A. Overall Objective for intervention related to Education concern:

- To ensure the school community (learners, teaching and non-teaching staff) are protected from infection and transmission of Covid-19

### B Specific objectives related to Education; To

- ensure the continuation of formal and non-formal education in the event of an outbreak of Covid-19.
- Provide uninterrupted education in the event of an outbreak of Covid-19.
- provide safe Water Sanitation and Hygiene (WASH) facilities to support prevention and transmission of Covid-19.
- Train and sensitize the school community on preventive measures against Covid-19 outbreak.
- provide psychosocial support for members of the school community.
- coordinate Education Sector response.

### C Protection mainstreaming Principles for Education

- All activities should be done with consideration for principles of dignity, safety and with the informed consent of all affected populations.
- Effort should be made to ensure that schooling is uninterrupted through the practice of safe health measures/practices except as may be directed by government.

## EDUCATION Sector Covid-19 Contingency Planning Worksheet

Activity Category	Preparedness activity	Response activity	Link with INEE (Inter-agency Network for Education in Emergencies) Minimum Standard	By Whom	When
1 Assessment, Monitoring, Evaluation and Information Management	<b>Government:</b> <ul style="list-style-type: none"> <li>Conduct stakeholder coordination meetings with other sectors like</li> </ul>	<b>Government:</b> <ul style="list-style-type: none"> <li>Hold coordination meetings to strategize key response action</li> </ul>	Community participation,	<b>Lead:</b> FME/SmoE, <b>Others:</b> NCDC, Min. of Health, NEMA, SEMA,	Before, during and after emergency

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	<p>WASH, Health, Nutrition and Protection</p> <ul style="list-style-type: none"> <li>Develop a comprehensive assessment tool for monitoring classroom and boarding facilities</li> <li>Create Database for schools at risk</li> <li>Safeguard Baseline data (infrastructure, personnel, school-level data (<i>Disability and Gender lens</i>))</li> <li>Ensure that logistic arrangements (movement, security) are in place</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Widely disseminate information in schools through Sensitization</li> <li>Encourage social spacing among students</li> <li>Establish, update and maintain early warning surveillance systems</li> </ul> <p><b>Individual:</b></p>	<ul style="list-style-type: none"> <li>Conduct rapid assessment and situation analysis (<i>Disability and Gender lens</i>)</li> <li>Strengthen data exchange between FME/SMoE</li> <li>Strengthen FME/SMoE Public Relations unit for dissemination of emergency information management.</li> <li>Monitor and evaluate response at all levels</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Regularly monitor students and staff health status for possible COVID-19 infection</li> <li>Isolate suspected case of COVID-19 infection.</li> <li>Adequately respond to possible COVID-19 cases (Flag-up and refer to appropriate health authorities)</li> <li>Hold meetings with the governance bodies (SBMCs/PTA) to provide updates as needed</li> </ul> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>Self-quarantine subject to confirmation</li> </ul>	<p>Coordination and Analysis</p>	<p>LEMC, NERDC, UBEC, NMEC, Red Cross, communities, NOA, EIEWG, UNICEF/Save The Children etc</p>	

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	<ul style="list-style-type: none"> <li>Practice safe self-hygiene behaviours</li> <li>Peer Information sharing</li> </ul>	<ul style="list-style-type: none"> <li>Practice safe self-hygiene behaviours</li> </ul>			
2 Cluster coordination/management and Human Resources	<ul style="list-style-type: none"> <li>Identify annual budget line for EiE at National and state levels</li> <li>Strengthen Inter-sectorial (WASH, Protection, etc) collaboration and coordination – Assign roles and responsibilities</li> <li>Utilize needs assessment Reports and Response Plan to mobilize resources</li> <li>Share key information to guide strategic responsive action</li> <li>Build capacity of institutions and personnel to tackle Covid-19 outbreak.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly hold coordination meetings</li> <li>Utilize resources (Human &amp; Financial) to mount response to Covid-19 (School visits, WASH facilities, IEC materials etc)</li> <li>Monitor and evaluate response</li> </ul>	Coordination Community participation Monitoring and evaluation Analysis	<b>Lead:</b> UNICEF/FME  <b>Others:</b> NCDC, NEMA, SEMA, Red Cross, NMEC, SAME, Caritas, PTA, SBMC, Social workers, NGOs, CBOs, Private School Proprietors	Before, during and after
3 Teacher recruitment, mobilisation, Training and Compensation	<ul style="list-style-type: none"> <li>Within each school, identify teachers that can provide basic counselling services or</li> </ul>	<ul style="list-style-type: none"> <li>Recruit more teachers in support of shifting system</li> </ul>	Teachers and other Educational personnel	<b>Lead:</b> SMoE, SUBEB, <b>Others:</b> NCDC, LGEA, NCCE, NTI, NGOs UNICEF, UNESCO, Save	Before and after

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	<p>psychosocial support to traumatized students</p> <ul style="list-style-type: none"> <li>• Train teachers/facilitators /Care Givers to handle Covid-19 cases</li> <li>• Procure teacher resource materials including digital thermometers and Hand sanitizers</li> <li>• Update parental contacts to facilitate discussions, check in on children's progress and share assignments.</li> <li>• Schools should prepare reading and assignment packages- following the curriculum</li> <li>• Identify the textbooks and reading books that would be sent home and prepare the necessary release slips for these.</li> <li>• If safe to do so identify locations for small groups of children to meet with their teacher on a regular basis</li> <li>• Explore radio Education options using available NCNE scripted lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Provide counselling services to learners and staff in need of psychosocial support</li> <li>• Provide teacher resource materials and other relevant materials like thermometers and sanitizers</li> <li>• Teachers could be deployed for home visits to check assignments on children's progress.</li> <li>• Use WhatsApp- (see above), or U-report, home visits to check children are listening, engaging and learning</li> <li>• Broadcast Radio education programmes beginning and ending lessons with key messages on combating stigma and promoting preventative measures</li> </ul>		<p>the Children, SEMA, NEMA, Red Cross, Private School Proprietors</p>	

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	primers to get the widest catchment of children (either Governments networks or negotiate space on private radio stations).				
4 Temporary learning spaces (TLS) and psychosocial support strategies (PSS)	<ul style="list-style-type: none"> <li>• In collaboration with community representatives identify safe sites for educational activities</li> <li>• Advocate to and mobilize resources from relevant bodies including communities to handle Covid-19 outbreak at school community levels.</li> <li>• Preposition of WASH facilities and thermometers at school levels</li> </ul>	<ul style="list-style-type: none"> <li>• Institute shifting system to reduce class load (Overcrowding)</li> <li>• Establish temporary learning spaces (<i>Protection, Disability and Gender lens</i>)</li> <li>• Engage NMEC, National Commission for Nomadic Education (NCNE) towards roll-out of radio education program in formal sector</li> <li>• In collaboration with WASH sector, provide supporting WASH facilities (<i>Protection, Disability and Gender lens</i>)</li> <li>• Collaborate with other sectors as needed</li> </ul>	Access and Learning environment  Community Participation	<b>Lead:</b> SMoE, SUBEB  <b>Others:</b> UNICEF, EIEWG, SEMA, Red Cross, community, SAME, NMEC, PTAs, RUWASSA, SMoWA, SMOH, Communities	Before, during and after the emergency

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5 Education supplies, Logistics and Emergency Education Curricula (formal and non-formal) (i.e. school-in-a-box kits; textbooks, Curriculum, stationary etc)	<ul style="list-style-type: none"> <li>• Develop budget for school supplies (WASH facilities, thermometers and newly recruited teachers)</li> <li>• Conduct advocacy to and mobilize resources from relevant bodies</li> <li>• Identify and assign key roles and responsibilities to collaborating agencies.</li> <li>• Develop modules to complement NCE-approved accelerated education program Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Procure school supplies (WASH facilities, thermometers)</li> <li>• Engage newly recruited teachers in support of shifting system</li> <li>• Distribute School level Standard Operating Procedure (SOP) for Covid-19 in schools</li> <li>• Retrain teachers to meet emergency needs</li> <li>• Implement accelerated education program curriculum at school level</li> </ul>	Teaching and Learning, Education Policy	FME, SMoE, SUBEB, NCDC, NERDC, UNICEF, Save the Children, SAME, Red Cross, RUWASSA, Caritas, SBMC CBOs, other NGOs and security agencies ie. local vigilante groups, paramilitary	Before, during and after
6 Rehabilitation, construction of schools and resumption of formal education	<ul style="list-style-type: none"> <li>• Make costed plan for Back to School campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Disinfect/fumigate school environment in preparation for resumption of formal education</li> <li>• Identify safer sites for the continuing education activities if necessary</li> <li>• Conduct Back to School campaign</li> </ul>	Access to learning environment, secure and safe.	<b>Lead:</b> SMoE, SUBEB, and SMoWH  <b>Others:</b> SAME, , NGOs, CBOs, SBMCs, Community members	Before, during and after the crisis