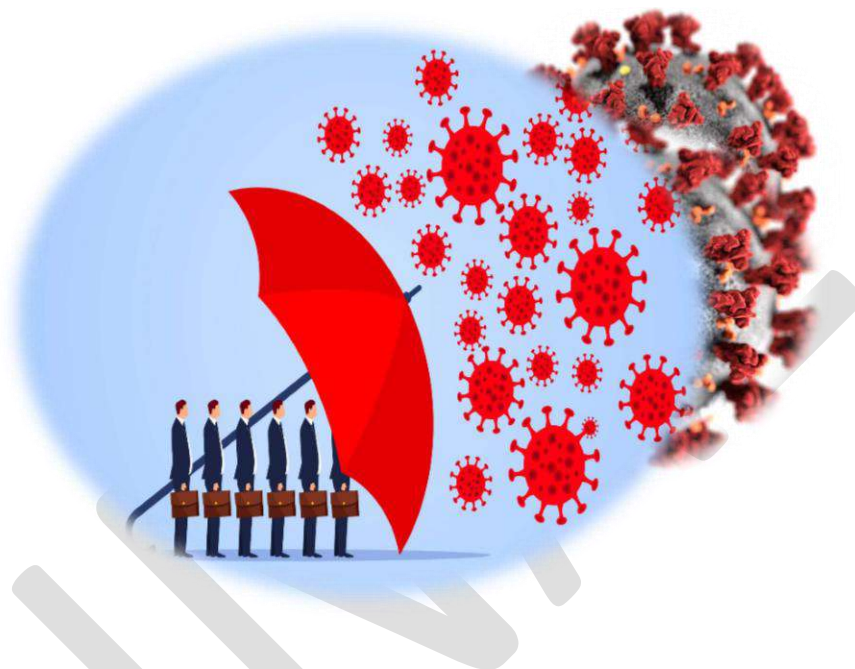




MEHRD

MINISTRY OF EDUCATION AND
HUMAN RESOURCES DEVELOPMENT



COVID-19 LEARNING CONTINUITY PREPAREDNESS & RESPONSE: IMPLEMENTATION PLAN.

Effective Date : November 2020.	Prepared by: Teaching & Learning Division/ Learning Continuity Committee.	Comments: Sub-Component of the ESRSCP.
	Approved on 19th January 2021 by: PS/MEHRD Senior Management Team/SMT.	

Contents

INTRODUCTION.....	3
BACKGROUND AND CONTEXT.....	3
KEY GUIDING PRINCIPLES FOR MEHRD EDUCATION SYSTEM RESPONSE.....	4
THE LEARNING CONTINUITY (LC) RESPONSE FRAMEWORK: AT A GLANCE.....	4
LEARNING CONTINUITY RESPONSE: COORDINATION, COMMUNICATION AND COLLABORATION.....	7
LEARNING CONTINUITY IMPLEMENTATION OVERVIEW: ACHIEVEMENTS, OPPORTUNITIES, STRENGTHS AND ISSUES, CHALLENGES, RISKS.....	11
LC PREPAREDNESS AND RESPONSE STRATEGY: IMPLEMENTATION STRATEGIES, KEY OUTPUTS AND PRIORITY ACTIONS.....	14
ANNEX 1. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: IMPLEMENTATION PLAN.....	20
ANNEX 2. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: MONITORING & EVALUATION PLAN.....	25
ANNEX 3. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: PARTNERSHIPS AND COLLABORATION.....	27

INTRODUCTION.

The Solomon Islands Education Strategic Framework 2016-30¹ defines the vision, goals and strategies for the education sector in the Solomon Islands. The Framework provides an outline of a phased implementation of the strategy through three rolling five-year National Education Action Plans (NEAP) and captures the sector goals of improving quality, increasing access and improving management and better use of education resources. The first NEAP covered the period 2016-20 which lapses this year, consultations for the succeeding NEAP 2021-2025 are on-going and this NEAP will be developed based on lessons learned over the last 5 years. Rising up to the COVID-19 global pandemic, the Ministry of Education & Human Resources Development (MEHRD) developed the Education System Response Scenario Plan (ESRSCP). The ESRSCP is a rolling plan, which does not alter the education goals, but rather reinforces the areas that need immediate attention such as public health and safety, teaching and learning continuity and preparedness, resilience, adaptation and well-being that includes community engagement and support in response to the COVID-19 global pandemic. The closure of schools and institutions in response to the COVID-19 pandemic presents an unprecedented risk to children's education, protection and wellbeing in the world². It is against this backdrop that this MEHRD "Learning Continuity Preparedness and Response Implementation Plan" has been prepared.

BACKGROUND AND CONTEXT.

In response to the COVID-19 global pandemic, the Solomon Islands Government established the Joint Oversight Committee (OSC) under the Office of the Prime Minister and Cabinet³ to provide strategic direction on a whole-of-government planning and response to COVID-19. In response to the State of Public Emergency (SOE) declared on 25th March 2020, the National Emergency Operations Centre (NEOC) and all National Disaster Operations Committee (N-DOC) Sectors for Health, Camp Management, Infrastructure, Livelihood, Education, Protection, Safety and Security were activated to Full-On Activation Mode. On the 27th March 2020, the Prime Minister declared, Honiara (from Alligator Creek in the east to Poha in the west) as emergency zones. Subsequently, the Provincial Disaster Councils (PDC) and the Provincial Disaster Operations Committees (P-DOC) in all the 10 Provinces, including Honiara City Council (HCC) were requested to prepare and implement their COVID-19 preparedness and response plans.

On 30th March 2020⁴, the Ministry of Education and Human Resources Development advised all schools in the Solomon Islands to close. A month later, on 27th April 2020, MEHRD advised schools in the non-emergency zones⁵ in the Provinces to resume form 3, 5 and 6 classes. By 25th May 2020⁶, all schools throughout the Solomon Islands were advised to recommence regular classes.

In a special COVID-19 national address of 4th October 2020, the Prime Minister officially announced the Solomon Islands loss of its COVID-19 free status, following the first confirmed COVID-19 case. And as at 9th November 2020, the Solomon Islands had recorded thirteen cases of Covid-19. This heightens critical risks for the country and therefore the urgent need to strengthen preparedness and resilience in the education sector response.

¹ MEHRD, Education Strategic framework 2016-2030

² UNESCO, UNICEF, World Bank, WFP, Framework for reopening schools April, 2020

³ National Disaster Council, National Situational Report 03, 9th April, 2020


⁴ Statement 2/PS/COVID-19, 30th March, 2020

⁵ Emergency zones are Honiara, Guadalcanal, Munda, Gizo, Taro and Shortlands

⁶ Ministry of Education and Human Resources Development Radio Broadcasts Special Program Series 9


KEY GUIDING PRINCIPLES FOR MEHRD EDUCATION SYSTEM RESPONSE.

The following 4 key principles guide the entire Education System Response, as laid out in the ESRSCP document:

- 


1

Safety of All Persons – Students, Teachers, Principals, School Staff, EAs, MEHRD

 - Ensure that the physical, mental, and psychosocial health of all persons is prioritised first and foremost.
- 


2

Community Engagement & Mobilization

 - Embedment of public health and education continuity objectives into community.
 - Community-driven and community-led behaviour change and education support.
- 

3

Continuation of Critical Functions

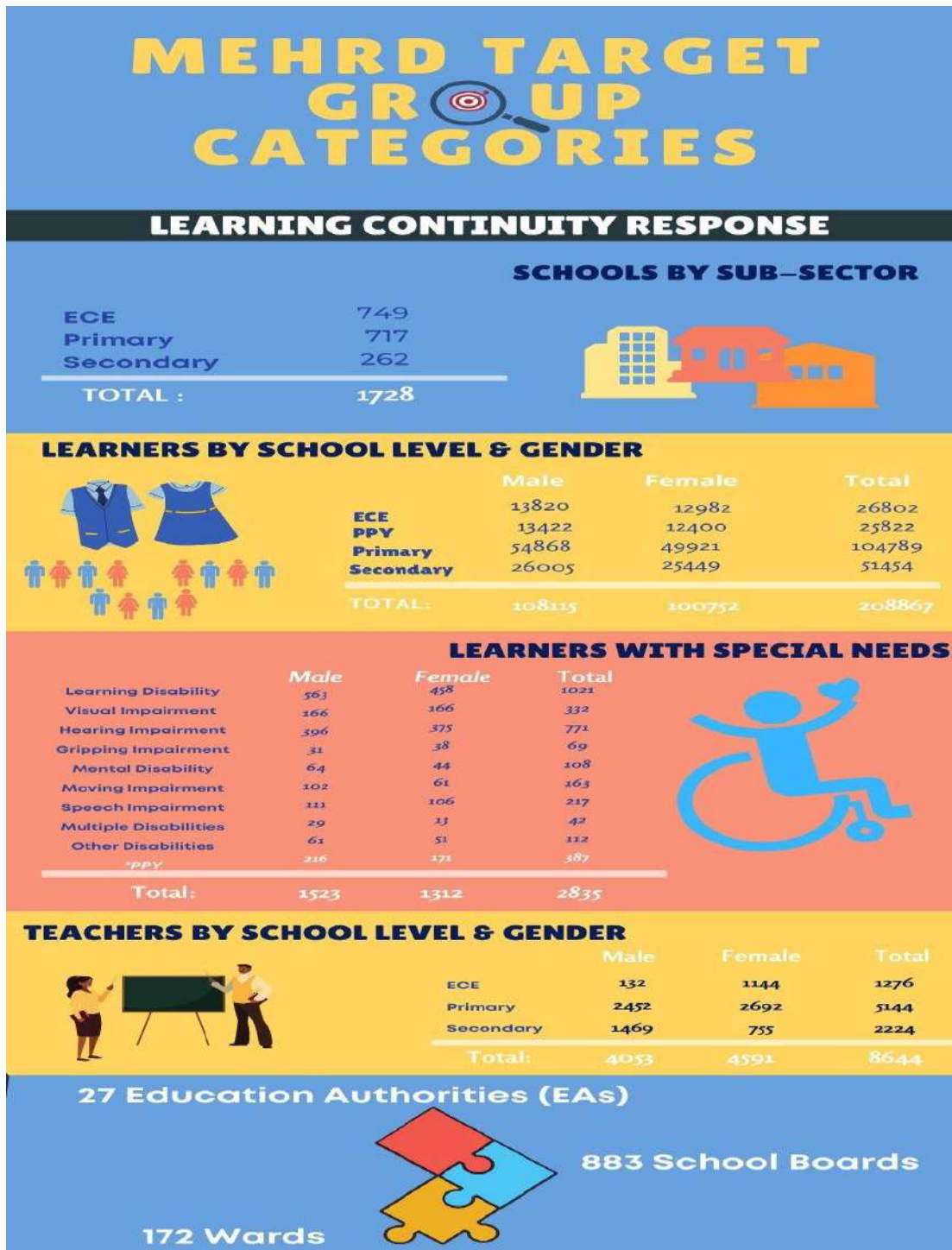
 - Ensure that critical functions carried out by MEHRD continue, e.g. payment of teacher and staff salaries.
- 

4

Learning Continuity

 - Provide widely accessible distance learning programme covers prioritised curriculum/minimum standards for each learning level in multi-media formats.
 - Embedment of community-directed learning into programme.
 - Support for school leaders, teachers, and parents/guardians for at-home learning as well as for return to school processes.

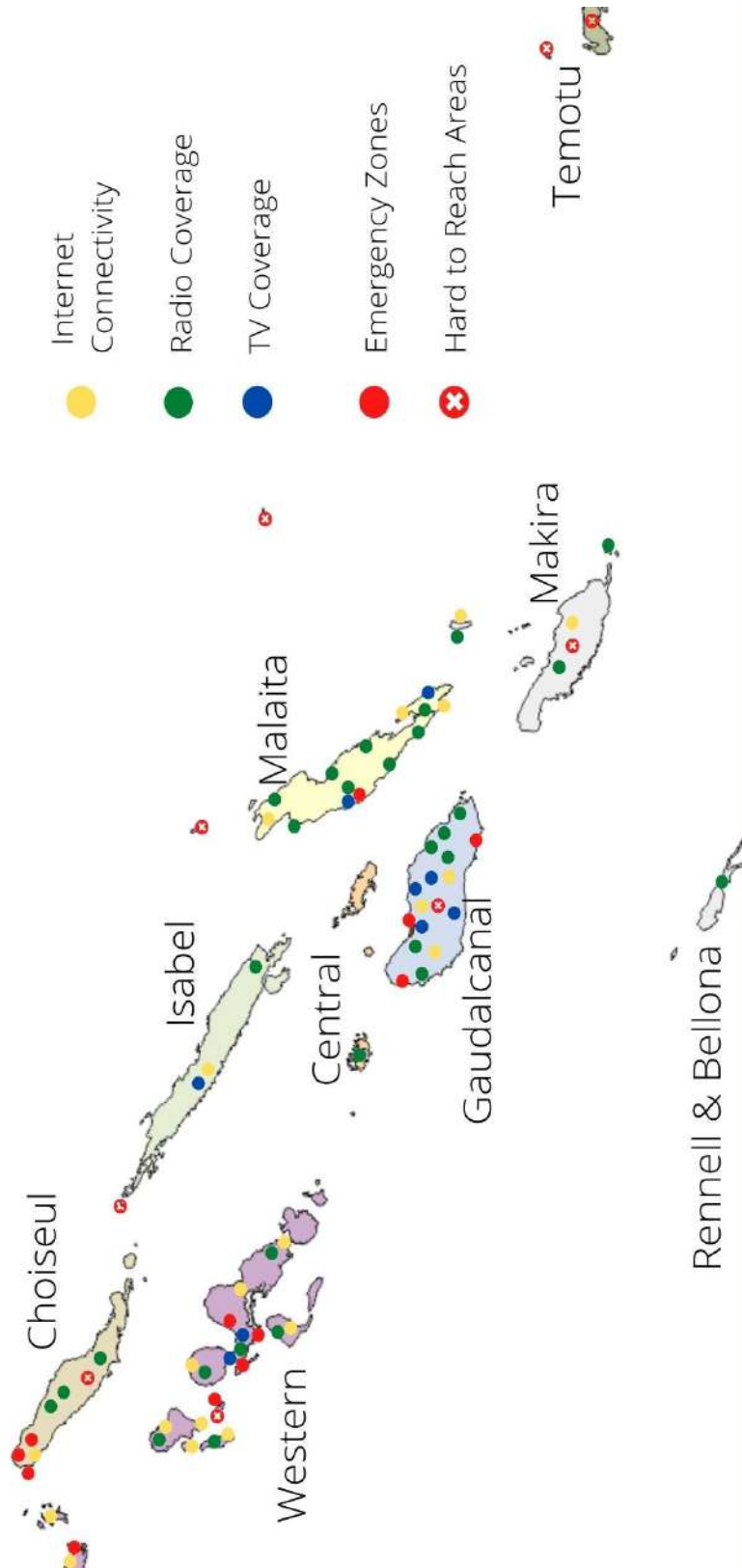
THE LEARNING CONTINUITY (LC) RESPONSE FRAMEWORK: AT A GLANCE



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⁷ Data (2019) used in the design of this Figure 1 was obtained from MEHRD/SSU/Monitoring & Evaluation Unit, Honiara, November 2020.

Geographic Focus: MEHRD COVID-19 Learning Continuity Response



Targets:

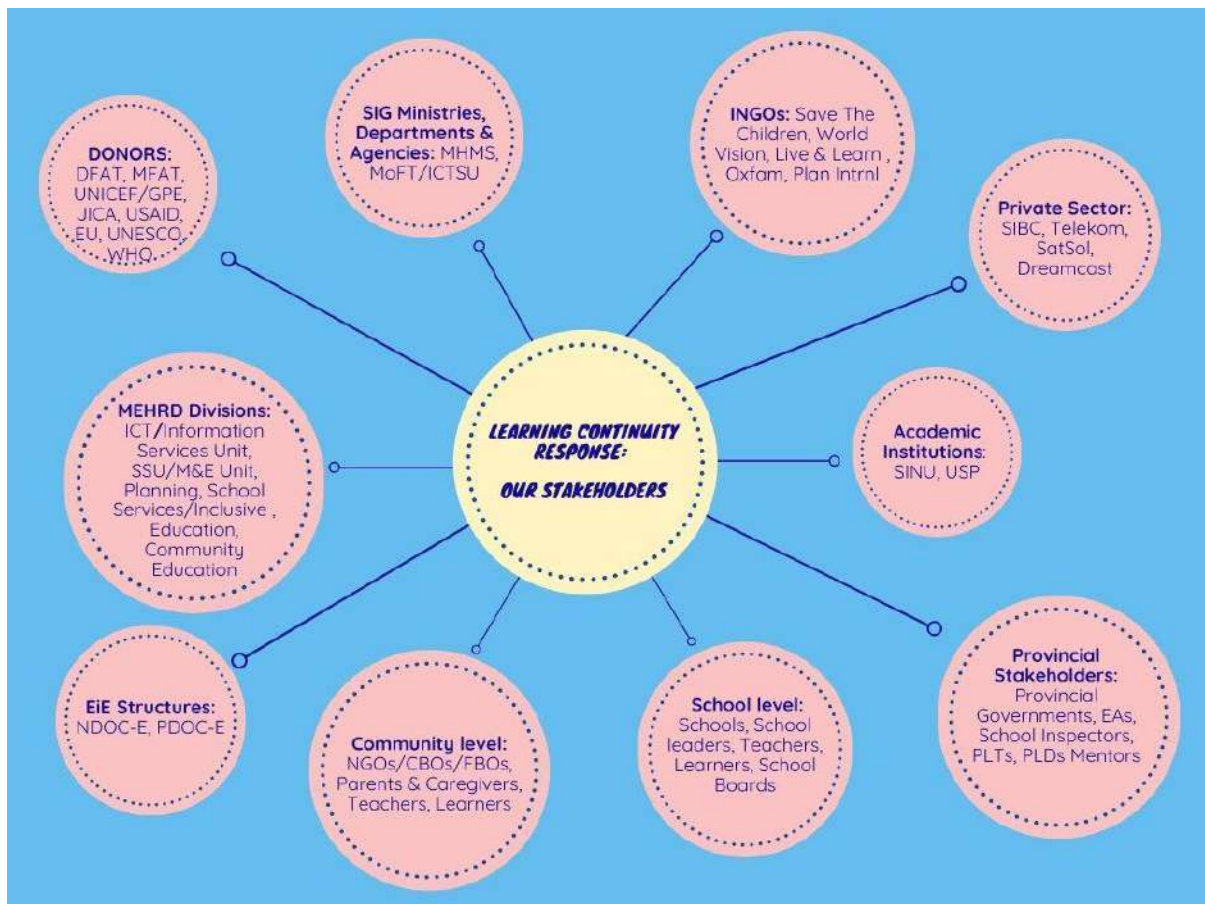
1728 Schools	172 Wards
208867 Learners	8644 Teachers
	883 School Boards

8

⁸ Information used for the design of this Figure 2 was obtained from formal discussion with, and mapping by, MEHRD/Teaching & Learning Division staff, Honiara, November 2020. **N.B:** A rigorous assessment and mapping of radio, TV and internet coverage by province and ward should be done under this implementation plan. Hard to reach due to terrain, weather conditions and isolated/dispersed islands.

LEARNING CONTINUITY RESPONSE: COORDINATION, COMMUNICATION AND COLLABORATION.

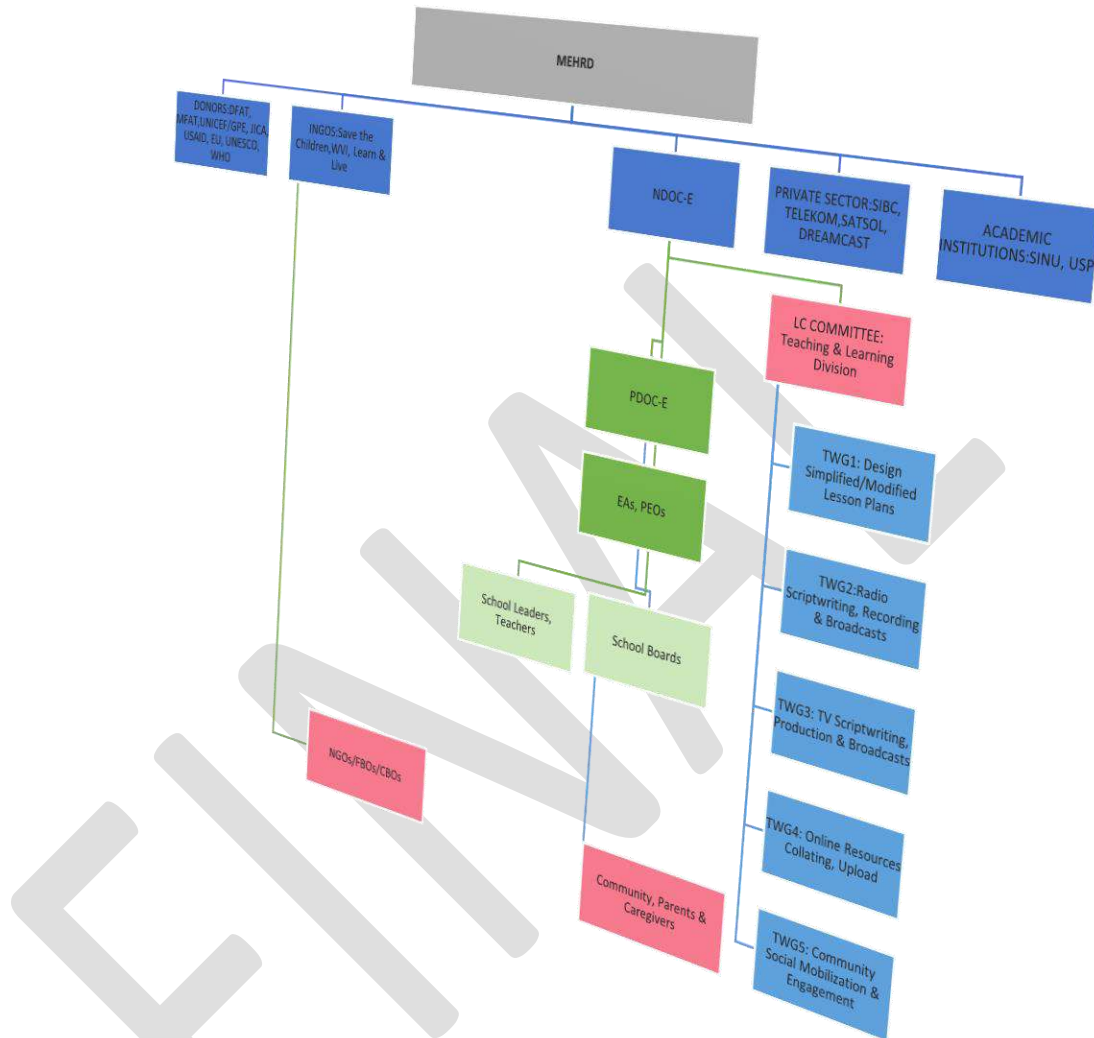
The Education Sector under the coordination of the Ministry of Education & Human Resources Development (MEHRD), is striving to prepare and respond to the COVID-19 emergency in a cohesive, harmonized and aligned manner promoting learning continuity (LC) for all learners, including for learners with special needs. The education sector partners and stakeholders include donors, international NGOs, academic institutions, central government ministries, departments & agencies (MDAs), provincial governments (PGs) & Education Authorities (EAs), MEHRD Divisions, NGOs/FBOs/CBOs and private sector. Figure 3 (Stakeholders Bubble) below, highlights key partners and stakeholders:



The COVID-19 response in the Education sector is led by MEHRD/NDOC-E and supported by all education partners. Under the leadership of the MEHRD/Teaching & Learning division, and drawing on the stakeholders identified above, working groups, such as, Task Forces or Committees or Technical Working Groups (TWGs) with specified roles and responsibilities, to support specific aspects in implementing the Learning Continuity plan will be revitalized.

Essential elements of the LC preparedness and response implementation plan are coordination, collaboration and community engagement. Strong coordination and collaboration at national level, at and with sub-national/provincial level (PGs, EAs) and engaging schools (school leaders, teachers and learners), working with communities, parents & caregivers will increase the likelihood of inclusive, effective and sustained home-based remote learning. The learning continuity interventions will be contextualized to match local community capacities and resources, where communities will be engaged in a coordinated manner to identify needs, available resources and determine the most appropriate options for implementing and monitoring community-directed remote learning.

The framework below (Figure 4. Coordination Structure), seeks to provide a representation of a coordinated and collaborative Learning Continuity response with education partners and stakeholders at national, sub-national/provincial level, school and community levels. The Learning Continuity (LC) Committee, housed within the MEHRD/Teaching & Learning division is the interlocutor for coordinating this learning continuity preparedness and response.



The *Learning Continuity (LC) Committee*, Chaired by the Deputy Secretary Teaching & Learning (T&L) division, will consist of the T&L division team leads (of Curriculum Development Division/CDD, National Examinations & Assessment Division/NEAD, Teacher Professional Development Division/TPDD, School Review & Standards/SRS, Innovation Unit/IU and Learning Resources Unit/LRU); MEHRD internal divisions (Standards Division/M&E Unit, School Services/Inclusive Education/Community Education, Education Services/Teaching Services/EAs); relevant line ministries (MHMS, MoFT/ICT SU), relevant UN agencies (UNICEF, UNESCO); relevant INGOs (Save The Children, World Vision); and relevant private sector (SIBC, Telekom/TTV, Dreamcast). The LC Committee is responsible for: i) Quality Assurance of the learning resources prepared and disseminated by the respective TWGs; ii) facilitating inter-committee and inter-sectoral coordination, collaboration of and communication on learning continuity preparedness and response activities iii) ensuring learning continuity preparedness and response functions are maintained; and iv) develops and maintains relationships with other committees and key stakeholders relevant for Covid-19/emergency preparedness and response (e.g NDOC-E).

Five national level *Technical Working Groups (TWGs)* have been identified. Creating synergies and linkages, sustained cross-sectoral and multi-stakeholder engagement, coordination and collaboration will be done through the membership of the TWGs and the LC Committee. The TWGs, *chaired by a T&L division team lead*, comprise of MEHRD divisions; other relevant line ministries; donors, UN agencies, INGOs and private sector. The five TWGs are as follows:

TWG 1: *Design simplified/modified lesson plans (Co-Chair/NEAD team lead, Co-chair/CDD team lead).*

To develop strategic and technical guidelines for designing simplified/modified lesson plans for at home/self-directed remote learning materials for ECE/PPY, Yr1-3, Yr4-6, Yr7-9, Yr10-12; design simplified/modified learning materials and guidelines for learners, teachers, parents & caregivers for at home learning. *TWG 1 membership will be:* NEAD team lead, CDD team lead, LRU team lead, National Library/NL team lead, TPDD representative, IU representative, MEHRD School Services/Inclusive Education, UNICEF, Save The Children, SINU, EAs representative, Teacher representative, Student representative, Parent & Caregiver representative, Local NGOs/CBOs representative. A male and female representative for teachers, students and parents & caregivers will be identified.

TWG 2: *Radio Scriptwriting, Recording & Broadcasts. (Chair/IU team lead, Co-chair/SIBC).*

To develop strategic and technical guidelines for radio scriptwriting, recording and broadcasts for at home/self-directed remote learning for ECE/PPY, Yr1-3, Yr4-6, Yr7-9, Yr10-12. Design content for awareness creation, information sharing and guidelines for EAs, learners, teachers, parents & caregivers, communities for at home remote learning. *TWG 2 membership will be:* SIBC, FM Community radio, Innovation Unit/IU team lead, CDD representative, NEAD representative, IU representative/s, NL representative/s, MEHRD School Services/Inclusive Education, UNICEF, Save The Children, SINU, Teacher representative/s, Student representative, Parent & Caregiver representative, Local NGOs/CBOs representative. A male and female representative for teachers, students and parents & caregivers will be identified.

TWG 3: *TV Scriptwriting, Recording & Broadcasts. (Chair/TPDD team lead, Co-chair/Dreamcast).*

To develop strategic and technical guidelines for TV scriptwriting, recording and broadcasts for at home/self-directed remote learning for ECE/PPY, Yr1-3. Ensure TV production and broadcasting content for ECE/PPY, Yr1-3 for at home remote learning continuity. *TWG 3 membership will be:* Dreamcast, Telekom, TPDD team lead, CDD representative, NEAD representative, IU representative/s, LRU/NL representative/s, MEHRD School Services/Inclusive Education, UNICEF, Teacher representative/s, Student representative, Parent & Caregiver representative, Local NGOs/CBOs representative. A male and female representative for teachers, students and parents & caregivers will be identified.

TWG 4: *Online Resources Collating & Upload. (Chair/T&L ICT Manager, Co-chair/LRU team lead).*

To develop strategic and technical guidelines for collating, uploading and monitoring usage of the iResource content for at home/self-directed remote learning for ECE/PPY, Yr1-3, Yr4-6, Yr7-9, and Yr10-12. *TWG 4 membership will be:* T&L ICT Manager, LRU/NL representative, CDD representative, IU representative/s, MEHRD Standards Division, MEHRD/Inclusive Education, relevant line ministry (MoFT/ICT SU, MHMS), UNICEF, UNESCO and private sector representative (Telekom, SatSol), Teacher representative, Student representative.

TWG 5: *Community Social Mobilization & Engagement. (Chair/SRS team lead, Co-chair/Community Education).*

The *TWG 5 membership will be:* SRS team lead, MEHRD School Services/Community Education, IU representative, MEHRD School Services/Inclusive Education, World Vision, Save The Children, Live

&Learn, EAs representative, Teacher representative, Student representative, Parent & Caregiver representative, Local NGOs/CBOs representative, LEAP Mentors. A male and female representative for teachers, students and parents & caregivers will be identified. The Learning Communities project initiative INGOs, working as a team with MEHRD and T&L division and other TWGs to implement, monitor and assess remote learning through community level coordination, engagement of parents & caregivers and support to build local capacities- as per agreed upon community engagement model and minimum standards.

Coordination and collaboration at community level is one facet where a bespoke model for Solomon Islands will succeed in sustaining remote learning continuity. The model will be impacted by local values and culture, by how leadership is enacted across communities and by how decision-making is made in communities. When schools close, teachers will also be based in communities, so this resource and skills need to be secured. The model championed and best suited for community social mobilization, engagement, coordination and support for distance learning is the “Learning Communities project initiative”. This model taps into the substantial network of local community groups, NGOs/CBOs and FBOs/churches that provide a strong resource to support learning – not of the formal school curriculum but in traditional learning knowledge, skills, customs and vernacular language.

It provides the missing link between teachers-learners-parents & caregivers and MEHRD when schools close and yet all are based in the communities. The model will link to the MEHRD mentors and provincial literacy trainers (PLTs) work already in progress in schools, and use of inspectors to monitor learning continuity progress. It models “*Activity 4: NGO Activities in Communities*” of the *Learning Communities project* initiative, as outlined below:

“This activity is aligned with objective four - implement learning continuity through learning communities’ activities. Activities in this project have been agreed on by MEHRD and NGOs based on the content of the Learning Continuity Plan 2020, the ability of the medium proposed to reach as many learners as possible, the desire to support parents and caregivers as first teachers, and the existing and potential capacity and ability of implementing partners to participate effectively:

- 4.1 Create and support child-friendly spaces for children in the ECE and PPY age group.
- 4.2 Create lesson and homework clubs based on MEHRD radio and television lesson times.
- 4.3 Engage adolescents and youth to support younger learners with education curriculum.
- 4.4 Coordination of Kastom Stori Taem on radio and in communities on Saturday evenings.
- 4.5 Create and provide resources to support traditional learning activities in communities.
- 4.6 Radio programmes to support parents as first teachers, implementing partners and community leaders particularly on traditional activities, learning through everyday household activities, etc.
- 4.7 Promoting learning at household levels when Covid-19 is present in communities, including with MEHRD printed learning packages⁹”.

The MEHRD *Covid-19 Education System Response Scenario Planning* document’s principle of community engagement and mobilisation seeks to embed public health and education continuity objectives into communities, and to promote community-driven and community-led behaviour change and education support. In addition, the principle of learning continuity aspires to embed community-directed learning into its programme, and to support school leaders, teachers, and parents/guardians with at-home learning, as well as for return to school processes. These principles require support from NGOs involved in community development and engagement in order for MEHRD to achieve its goals.

Addressing inclusive education, equity, gender, and learners with special needs is key under this Learning Continuity prepared and response planning. In times of COVID-19 and other emergencies like disasters, learners with disabilities (special needs) and girls become the most vulnerable. This Learning Continuity Plan will prioritize unique needs of this subgroup of learners. For example, content for TV will require sign language for learners with hearing impairment. Print media will be published

⁹ The Learning Communities Project, MEHRD, June 2020.

in brail or radio programs targeting for learners who are visually impaired. Education Partners, such as UNICEF can help adapt the materials available to be used for learners with special needs.

Girls and other vulnerable groups, such as female parents & caregivers will be considered, in most instances, the workload for household chores is borne by these vulnerable population groups. Pre-recorded audio-video (radio and TV broadcasts), as well as the self-learning kits can benefit them for self-paced and flexibly timed learning. This theme will be used with teachers in preparation work for school closures, for teachers support to distance learning and to self-directed learning at home by students. Some guidelines have been sent to schools already and one guide is on the MEHRD iResource.

LEARNING CONTINUITY IMPLEMENTATION OVERVIEW: ACHIEVEMENTS, OPPORTUNITIES, STRENGTHS AND ISSUES, CHALLENGES, RISKS.

The learning continuity implementation plan will leverage the following achievements, opportunities and strengths that were identified during the inception phase consultations and desk review activities:

Coordination and collaboration of education sector partners and stakeholders in response to Covid-19 is in good progress. An Education Development Partners Coordination Group (EDPCG) is in place with the purpose of supporting collaboration and information sharing between MEHRD and development partners. The EDPCG membership is SIG/MEHRD, DFAT, MFAT, JICA, SPC, World Vision, UNESCO and UNICEF. The NDOC-E is housed at MEHRD and a Covid-19 response Learning Continuity committee has been established within MEHRD's Teaching & Learning division. A mapping of partnerships of education stakeholders for learning continuity support has been done and some meetings held; these have included NGOs (Save the Children, World Vision, Live & Learn, and Oxfam), SINU, MEHRD Divisions, EAs, Donors (DFAT, MFAT, UNICEF) and the ESSP. Private-public partnerships with media and internet service providers, such as SIBC for radio, Telekom for TV and the ICTSU/SatSol for internet is an opportunity that can be considered, to improve the reach and coverage.

Partnerships with CBOs/FBOs at community level are under consideration, through the NGOs implementing the "Learning Communities Project" initiative. The project goal is to promote learning continuity through learning communities. The duration of the project is proposed for an initial six month period, to respond to the immediate requirements of the Covid-19 context, and to initiate and embed systems, relationships and connections across communities that support learning continuity over time. Engaging the media/internet service providers, together with the "Learning Communities Project" is an opportunity to leverage mapping of the radio, TV and online/internet coverage and access by province and ward/school community. *The education sector development partners' assistance and funding has been made available to support learning continuity activities.* Efforts towards reach and inclusivity of teachers, learners, communities, parents and caregivers are ongoing. The MEHRD's "Learning Communities Project" through NGOs, is an opportunity and example of initiatives to leverage subnational stakeholders and community strengths and capacity for supporting learning continuity in general and use of remote learning resources in particular.

Response capacities of education systems at national and sub-national level is picking up. The MEHRD communication on Covid-19 health and safety measures in schools and the Covid-19 learning continuity preparedness and response plan is ongoing, aired periodically on SIBC radio. MEHRD has enhanced its communication and awareness creation on Covid-19 safety measures in schools and school communities. Appropriate messages as guided by the Ministry of Health have been developed, IEC materials disseminated to schools, alongside radio messages being broadcast periodically (daily and weekly). Some Covid-19 awareness messages are on the iResource for schools and parents.

The Teaching & Learning division has convened quarterly planning sessions, reviewing performance, alignment and integration of the learning continuity plan into the AWP 2020/2021. The T&L division has designed numerous tools for monitoring implementation and assessment of learning continuity for use at national, provincial/EAs and school levels. *Support to learning continuity activities to schools and school communities are being provided on an ongoing basis.* Though with delays, print materials of some learning packages have been printed and distributed to schools and to learners. The integrated learning packages have been designed by school level and sub-sector to support learning continuity activities. The T&L division has produced five learning packages for ECE/PPY, Year 1-3, Year 4-6 and Year 7-9 (Junior Secondary), none have been prepared for Yr 10-12. The table below shows the learning packages so far printed and distributed (as provided by the Learning Resources Unit/T&L division). However, it could not be ascertained whether the distribution is matched and meeting the enrollment in schools.

More learning packages are in the process of being printed for distribution; with a priority focus on the gazetted Covid-19 emergency zones, and

Province	ECE	PPY	Yr1-3	Yr4-6	Yr7-9	Yr10-12
Guadalcanal	4043	4043	10242	7772	5543	None Prepared
HCC	3563	2113	6331	5942	5308	
Malaita	4834	8714	16520	12802	8061	
Central	1025	1025	2817	2239	1530	
Isabel	1243	1227	2727	2405	1987	
Western	1349	3290	7193	5968	4464	
Choiseul	744	744	2888	2690	1777	
Temotu	1122	921	2093	1799	997	
Renbell	89	90	215	181	198	
Makira	2053	2106	5125	4000	3061	

Malaita outer islands which have already received, Honiara and the Western province border areas are yet to receive. There is no easily accessible data on the number of schools that have received the learning packages. However, the Learning Resources Unit is reworking its distribution strategy to enable tracking of schools that have actually received and whether the number of learning packages received is a surplus or a deficit, in relation to the enrolment.

Over the period, remote learning resources through SIBC radio broadcasts have been ongoing. The T&L division has so far prepared and broadcasted radio lessons as follows: for ECE (22), PPY (8), Year 1-3 (25), Year 4-6 (27) and Year 7-9/Junior Secondary(15); Year 10-12 (2). These radio lessons and additional remote learning resources have been uploaded on the MEHRD iResource. These numbers are as reported by individual team leads for the respective subgroups assigned to the grade levels/subsectors. *SIBC (radio) is said to reach all provinces*, but the extent of radio coverage across islands varies, particularly the quality of reception that varies depending on the time of the day, location. Some provinces (Temotu and Western) have local stations that operate for limited hours. Renbel rather picks NZ and Australian stations and does not get SIBC radio. Internet is reported to be most reliable in and around Honiara and to provincial main towns, but access beyond these towns is highly variable. There is some access to internet and television in selected provincial capitals and towns namely Honiara, Gizo, Noro, Munda, Auki and Lata.

Although, some schools, for example Honiara schools have taken *good steps in collating information about their Covid-19 responses*; overall, this area has not been successfully achieved yet. That is collating information about schools' Covid-19 responses, such as how they are using Facebook to share information with families; providing additional learning material for students to use at home; and offering additional classes for exam level students.

Key Issues, Challenges and Risks

Drawn from inception activities, the following key issues, challenges and risks associated with remote learning and the medium of delivery to learners in times of emergency and disaster, will require to be addressed in this implementation plan:

Decision making, planning and response under “Education in Emergency” has been challenging to MEHRD. The MEHRD is already overstretched with annual workplan activities delivered by the T&L teams across geographically dispersed and isolated hard to reach provincial islands, in some instances. This has impeded effective prioritization, sequencing, integration and alignment of the learning continuity plan with the T&L annual workplan (AWP).

Multiple demands that challenged adaptability, for example in producing radio, TV and learning packages content. Together with insufficient coordination, participatory inclusiveness and monitoring of the processes for content designing and approving of the curriculum learning materials for home-based remote learning. From the consultative meetings and sessions held with MEHRD senior management and Staff, the radio lessons produced have been characterized as deficient in in-depth discussion of the associated pedagogy or pedagogical aspects, such as, the role of communities, parents and caregivers in assisting students during radio lessons (for effective listening and learning). Monitoring and assessment of the radio lessons is non-existent, for there is no system in place yet to do this. This could provide an opportunity to better define what the expectation is of radio or TV content, for example providing information to parents to encourage at-home learning; providing pedagogical content to teachers; making the radio lessons more interactive and interesting. The MEHRD/T&L division, can draw from the ECE team as an example of having a clear vision at the start of their work (adhering to the guidelines), and fostering learning through play in a home setting with parents as first teachers.

Drawing on the consultations held, *access challenges to learning as a whole and to home-based remote learning through radio, TV, online/internet, print materials particularly are evident.* Access challenges for both SIBC coverage and airwaves and a lack of radios and TVs in most homes coupled with a casual attitude towards listening to radio lessons and inadequate awareness on the MEHRD ongoing radio lessons broadcasts are rampant. A few people own radios, laptops and television sets, and a small number have access to the internet and electricity power. There are limited resources outside of the formal school systems in communities to support learning continuity and home-based/remote learning, especially to learners with special needs and in hard to reach geographic locations. Overall, there hasn't been a clear assessment and mapping of radio, TV and internet coverage by province and ward. Limitations of the Education Authorities, aggravating coordination and management capacities of schools and effective implementation monitoring of learning continuity operations at subnational and community levels. This is coupled with insufficient capacities of the teaching workforce, communities, parents and caregivers to cope with delivering remote learning resources to learners in times of an emergency crisis and a disaster, beyond Covid-19.

Lack of evidence and information to effectively plan and implement home-based remote learning. The largely unanswered question being: *How do we identify learners' accessibility to remote learning resources and appropriateness by province and ward?.* Weak school and community level assessments and progress reporting on learners access to quality continuous learning and use of remote learning resources. Concerns of widespread students and teachers absenteeism, scanty support towards teachers and learners psychosocial effects on how they are coping with remote teaching and learning have been raised. One theme to consider here, drawing from the Learning Communities Project with NGOs, is encouragement of traditional knowledge, skills and customs. Rather than seeking to replicate school curriculum for an extended period in communities or homes, the focus is to enable traditional learning to fill the gap, including with local language learning. This is especially the case for more remote communities. Success in this relies on local NGOs, community groups and organisations working with community leaders, families, and the children. The Learning Communities project's community coordination and engagement model has been adopted.

Inadequate collaboration and co-ordination mechanisms, by and between MEHRD divisions internally and with education sector partners (development partners, EAs, NGOs/CBOs, schools and school communities in the delivery of the learning continuity program in general and use of home-based remote learning resources specifically. Particularly weak community engagement and disconnect in local

service delivery. This is exacerbated by the fact that quick decision making for/in education in emergency is difficult and a challenge for MEHRD, as pointed out by the Permanent Secretary; and

MEHRD’s commitment towards pursuing a coherent and holistic stakeholder collaboration at national, sub-national and community levels may be *compromised by budgetary constraints to implement identified initiatives for learning continuity* and home-based remote learning.

LC PREPAREDNESS AND RESPONSE STRATEGY: IMPLEMENTATION STRATEGIES, KEY OUTPUTS AND PRIORITY ACTIONS

To address effective learning continuity, the rationale and model for use of the remote learning resources and platforms is outlined below:

Rationale and Model: Remote Learning Resources and Platforms				
	Radio	TV	Print material	Online
Rationale	Radio has an extensive reach. But the children’s way of learning currently, many are not interested in listening to radio for learning.	Audio-Video mode very effective, though with a very limited reach.	Print is the most widely used currently, but it comes with challenges: the workload/print is expensive and time consuming.	Easiest mode, but challenges of internet connectivity and access.
Purpose	Information sharing. Guiding advice to adults for supporting learning. Emergency instructions on Covid-19 outbreak (linked to NDOC-E plans). Reduce the number of weekly broadcasts in normal times. Ensure content is repeated in the evenings/weekends.	To produce TV content and to be shared as widely as possible. TTV to broadcast but also share onto online sources (Facebook; iResource) and on Audio-Video recorded memory sticks or on digital tablets. Partnership with Dreamcast & Teachers for scriptwriting, recording/production.	Distribute materials to those most at risk of not receiving other modes. Ensure some learning material is in homes if schools close. Make best use of 2020 printed materials; distribute early 2021. Partner with NGOs/CBOs for distribution and with EAs in provinces not covered by the NGOs/CBOs.	Create awareness to increase the use of the iResource. Downloading material directly to teachers and students wherever possible (schools). Increase access to online resources by sharing through memory sticks or links to an approved Facebook Page/s (e.g School Page/s)
Learning Focus	Generic themes. No specific curriculum lessons. Make it more interactive and interesting (sports, music, assessments through quizzes and drawing etc). Competencies that support learning (eg communication; problem solving; play-based learning; using natural and local resources; special needs). Weekly NGO/CBO sessions. Traditional story: Saturday 7pm.	Literacy and Numeracy programs. Play based focus for ECE. Project-based/Inquiry approach for senior secondary (integration across curriculum areas). Make it with a visual appeal.	Literacy & Numeracy focus, with some project-based, local environment focus. ECE is play based learning focus. Possibly exclude senior secondary.	Across all curriculum areas. Additional resources from across Pacific and other countries. Promote self-directed learning for senior students.
Options	Target ECE/PPY to Yr 1-3 primary. Specific content for school leaders and EA. Outsourcing SIBC. Use of Community FM radio at least for community messages eg to promote the iResource or other activities.	If funds allow produce across levels, otherwise focus on ECE to early primary (Yr1-3). Partnership with Dreamcast for recording/production and TTV for broadcasting.	Prioritise emergency zones. Partnering with schools and EA to reduce how much material MEHRD prints. Finding out what EAs/Schools are able to do and directly fund the EAs/Schools who can print material.	Focus for junior and senior secondary levels. Provide some content for parents & caregivers, teachers and school leaders.
Main Audience	Parents & Caregivers; Teachers, School Leaders and EAs.	Students; Teachers; Parents & Caregivers.	Students; Parents & Caregivers; NGOs/CBOs support.	Students; Teachers
Frequency	2 times per week, plus NGO time. Increase during lock down.	TV broadcasts of 2 per week (Budget driven).	Second version as per modified planning and budget limitations 2021.	Ongoing

Leveraging emerging themes around the key issues, challenges, strengths, achievements and opportunities articulated in the preceding section, the following *strategic focus areas* and corresponding *key outputs and priority actions* have been identified and agreed upon.

Focus Area 1. Coordination, Collaboration and Communication among education partners and stakeholders. With the objective of improving coordination and collaboration of education key partners and stakeholders for implementation of home-based remote learning continuity. The key outputs and priority actions to be considered are:

Key Output/s.

- Education sector stakeholders and TWGs coordinated.
- Learning Continuity coordination mechanism agreed and shared.
- Education partners and stakeholders for Learning Continuity mapped.
- MEHRD/Learning Continuity (LC) Committee revitalized.

Priority Actions.

1.1 Revitalize the role, responsibilities and expand composition of the MEHRD/Learning Continuity Committee, currently within the Teaching & Learning division.

1.2 Conduct a mapping of education stakeholders Learning Continuity implementation support, specifying roles and responsibilities.

1.3 Revitalize coordination mechanisms and expand composition of Technical Working Groups (TWGs) to include national (MEHRD internal, Development partners, INGOs), provincial, schools (school leaders, teachers, learners) and community level (community leaders, parents & caregivers) stakeholders for a better coordinated home-based remote Learning Continuity response.

1.4 Monitor implementation and assessment of the Learning Continuity plan at national, provincial, school and community level.

1.5 Convene periodic dialogues and cross sector communication on the implementation progress and performance of the Learning Continuity plan at national, provincial and community/school level.

Focus Area 2. Remote learning response capacity building for MEHRD, EAs, School Leaders, Teachers and Learners. At-home remote learning model with the outbreak of Covid-19 is new to most, around the globe. This focus area aims at strengthening home based remote learning response capacities of education systems at national and sub-national levels and to schools, teachers and learners. The key outputs and priority actions being:

Key Outputs.

- Teachers trained on using simplified/modified curriculum learning materials and assessment guideline to deliver remote learning in emergency.
- Teachers trained on using child-centred teaching strategies to deliver remote learning in emergency.
- Teachers trained on using quality literacy and numeracy strategies to deliver remote learning in emergency.
- MEHRD, EAs, school leaders, teachers & learners response capacities strengthened.

Priority Actions.

2.1 Curriculum development division (CDD) to collate and share existing online curriculum learning resources for/in emergency settings to adopt, adapt or create.

2.2. LC Committee to agree on the content for remote learning resources by multiple grade learning, in line with MEHRD policy focus on themes that foster competencies and skills in the learner and are transferrable across themes/subjects, and can be of benefit to the learner if schools close (or in an emergency setting).

2.3. CDD/NEAD to lead simplification of curriculum learning materials and modification of learning outcomes and assessment to suit remote learning continuity in an emergency setting, including for learners with special needs.

2.4. LC Committee to confirm a standardized approach across TWGs and validate the curriculum learning materials for home-based remote learning continuity in emergency setting using the existing agreed upon guideline, including for learners with special needs.

2.5 LC Committee certifies the **quality of the curriculum learning materials** for remote learning in emergency setting meet the requirements and are complete with (**simplified lesson plans/learning guidelines** for engagement/reflection-representation/understanding-action/expression-feedback/assessment; teacher guide; learners guide and community/parents & caregivers guide).

2.6 LC Committee through the TWGs to coordinate implementation and inclusive participatory design process of the learning resources, and to:

- Pragmatically plan **‘Provincial Cluster Workshops’** to design simplified lesson plans/learning guidelines, Radio & TV scriptwriting and recording broadcasts. This process, done properly will **assimilate province-specific traditional learning and cultural contexts** in the learning resources, providing opportunity for appreciation of the nation’s diversity, social cohesion and unity.
- Identify Teachers from each province by grade/subject area, establish a **contracted group of teachers** for simplified lesson plans/learning guidelines, for Radio and TV scriptwriting/recordings and for **learning resources for learners with special needs**.
- Manage successful TV production and recording, ensuring the TWG/Dreamcast focus on the design of the set and adhere to scheduled recording times.
- Identify two to three MEHRD/national level facilitators attached to each provincial cluster workshop, constituting a TWG to include education stakeholders for technical support (UNICEF, Save the Children, Live & Learn, WVI, READ SI, Plan International etc).
- LC Committee at the national level to review, validate and distribute/disseminate/broadcast/upload the learning resources.

2.7 MEHRD to support the Provincial Education Officers and EAs with planning, coordination and implementation of the Learning Continuity plan under all scenarios (schools closed, schools re-open, recovery and adaptation).

2.8 MEHRD to support school leaders and teachers with planning, coordination and implementation of the Learning Continuity plan under all scenarios (schools closed, schools re-open, recovery and adaptation).

2.9 MEHRD to support the school communities (school boards, parents and care givers) with planning, coordination and implementation of the Learning Continuity plan under all scenarios (schools closed, schools re-open, recovery and adaptation).

2.10 MEHRD/LC Committee/TWGs to prepare guidelines and handbooks for EAs, schools, teachers, parents & caregivers (e.g ECE guidelines) to support learning. Provide knowledge on how to support learning from the internet and other strategies to support learning, such as audio-video recordings on flash drives/memory sticks, audio-video recording of school based handbooks.

Focus Area 3. Development, Testing, Quality Assurance and Availability of remote learning resources. The overarching aim is providing remote learning resources to support learning continuity in schools and home-based learning in communities using different platforms and media formats. Key outputs and priority actions considered include:

Key Outputs.

- Print adapted/simplified lesson plans prepared for ECE/PPY, Primary, JS and SS, including for learners with special needs.
- Radio lessons prepared (Radio scriptwriting completed).
- Radio lessons recorded and broadcasted.
- TV lessons prepared (TV scriptwriting completed).
- TV lessons recorded and broadcasted.

- Online remote learning resources prepared/inventoried and uploaded.
- Learning resources quality assured and remote learning gadgets purchased/availed.

Priority Actions.

3.1 Conduct a stock-take and a reflection session of/on the Learning Continuity implementation over the past eight months.

3.2 Assess, identify needs/gaps, map and validate remote learning modalities (rationale and model) appropriate to Solomon Islands context (e.g Radio, TV, Online, SMS, Print) by province/ward and suitable for age to ensure effective learning occurs. MEHRD to conduct a research study/Survey.

3.3 TWG 1 to design simplified/modified lesson plans/learning guidelines in emergency setting, agreed and specified themes and elements of skills building for multiple grade learning.

3.4 Validate, print/upload and distribute learning resources to all schools and learners.

3.5 TWG 2/SIBC to guide contracted group of teachers to develop and deliver radio lessons (radio scriptwriting, recording, timetable for broadcasts).

3.6 TWG 3/Dreamcast to guide contracted group of teachers to develop and deliver TV lessons (TV scriptwriting/ production/recording, time-table for recordings/broadcasts).

3.7 TWG 4/Dreamcast to distribute the TV recordings more widely via FaceBook and upload on the iResource to help mitigate the limited broadcast reach.

3.8 TWG 4/ICT TA and Learning Resources Unit (LRU) to collate existing and upload agreed upon online learning resources in emergency setting and guide teachers/learners to navigate online resources.

3.9 TWG 4/LRD/ICT team to download learning materials on the digital tablets and distribute to the vulnerable hard to reach remote areas.

3.10 MEHRD to promote teacher engagement and support for distance learning in communities through radio messages, field visits and Radio/TV guidelines on audio-video recorded memory sticks.

3.11 MEHRD to support availability and **testing** of remote learning continuity by declaring a **one-week drill** of radio lessons broadcasts/recorded, TV lessons broadcasts/recorded and use of online learning resources.

3.12 Resource mobilization support for purchase of cost-effective gadgets (digital tablets, memory sticks/flash drives) for remote learning for subnational stakeholders (EAs, school leaders, teachers and learners) to sustain teaching and learning in school communities.

3.13 Resource mobilization for remote learning gadgets (laptops, memory sticks/flash drives, solar radios, **one pilot community screen/projector/Solar TV System** for learning) to support isolated and hard to reach schools/communities, teachers and learners without electricity and internet access in off-grid homes and communities.

Focus Area 4. Community Social Mobilization, Participation & Engagement and Teachers/Learners/Parents & Caregivers Support. Institutionalizing community-directed home-based remote learning implementation and assessment; enhancing community-led communication and awareness creation on Covid-19 safety measures in schools and on home-based remote learning. Key outputs and priority actions would be:

- Communities mobilized and oriented to support community-directed learning for at-home remote learning continuity.
- Parents & caregivers mobilized to support learners with at-home remote learning continuity.
- Psychosocial support to teachers, learners and parents & caregivers provided.

4.1 Mobilize school communities (teachers, school leaders and community leaders) through NGOs/CBOs/FBOs to promote, track and monitor implementation of remote learning continuity.

4.2 Conduct a study and through NGOs/CBOs/FBOs map the availability, suitability and preference by the communities, of the learning resources platforms and medium (Radio, TV, Online or Print).

4.3 MEHRD to conduct a nationwide campaign and advocacy for learning continuity through Radio, Newspaper and online, highlighting the different modes of lesson delivery available for continued learning and the roles of communities, teachers, learners and parents & caregivers.

4.4 Develop and disseminate widely the timetable for Radio, TV broadcasts by school level/grade and multiple grade learning.

4.5 Communities and parents & caregivers to ensure continued learning at home or in community halls for all learners, using the appropriate mode/s of lesson delivery and the timetable for broadcasts.

4.6 MEHRD to guide other stakeholders especially community leaders and parents & caregivers on their roles and responsibilities to enable continued learning under all scenarios (Schools closed, Schools re-open, recovery, adaptation).

4.7 MEHRD to promote teacher engagement and support for distance learning in communities through radio messages, field visits and Radio/TV guidelines on audio-video recorded memory sticks.

4.8 Community-led monitoring and assessment of remote learning resources (access, reach and effectiveness, impact) through NGOs/CBOs/FBOs (Learning Communities Project initiative).

4.9 MEHRD to promote psychosocial support for teachers, learners and parents & caregivers through messages, field visits and community involvement.

Focus Area 5. Communication and Awareness Creation. Enhancing communication and awareness creation on Covid-19 safety measures in schools and on home-based remote learning continuity. Key outputs and priority actions include:

- Key messages on Covid-19 safety measures developed and disseminated to schools.
- Key messages on home-based learning continuity developed and disseminated to schools, communities/parents & caregivers.

5.1 Identify and agree on media for dissemination (Radio, TV, SMS, and Print) and develop messages as appropriate.

5.2 Develop and disseminate awareness and health safeguarding messages to schools/learners, teachers, school communities.

5.3 Develop key messages and distribute IEC materials under all scenarios (schools closed, schools re-opened, recovery and adaptation) on home based learning continuity.

5.4 Issue guidelines and updates to schools periodically.

5.5 Support and monitor implementation of Covid-19 safety measures during learning continuity and document lessons learnt.

FINAL

ANNEX 1. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: IMPLEMENTATION PLAN.

Key Outputs	Priority Actions	Timeframe (In Quarters)												Responsibility/Key Stakeholder	Planned Budget (SBD)				
		2020			2021			2022			2023				2024			Amount	Funding Source
Focus Area 1: Coordination, Collaboration and Communication among education partners and stakeholders.																			
MEHRD/Learning Continuity (LC) Committee revitalized.	1.1 Revitalize the role, responsibilities and expand composition of the Learning Continuity Committee.				x	x											LC Committee TWGs	-	-
Education partners and stakeholders for Learning Continuity mapped.	1.2 Conduct a mapping of education stakeholders learning continuity implementation support.				x												LC Committee TWGs	-	-
Learning Continuity coordination mechanism agreed and shared.	1.3 Revitalize coordination mechanisms and expand composition of Technical Working Groups (TWGs).				x	x											LC Committee TWGs	-	-
Education sector stakeholders and TWGs coordinated.	1.4 Monitor implementation and assessment of the learning continuity preparedness and response plan.				x	x	x	x	x	x	x	x	x	x	x	x	LC Committee TWGs	-	-
	1.5 Convene periodic dialogues and communication on the implementation progress and performance of the learning continuity plan.				x	x	x	x	x	x	x	x	x	x	x	x	LC Committee, T&L/MEHRD	SIG/MEHRD/272	
Focus Area 2: Remote learning response capacity building for MEHRD, EAs, School Leaders, Teachers and Learners.																			
Teachers trained on using simplified/modified learning materials and assessment guideline.	2.1 CDD to collate and share existing online curriculum learning resources for/in emergency settings to adopt, adapt or create.				x	x											T&L, CDD	-	-
	2.2. LC Committee to agree on the content for remote learning resources by multiple grade learning.				x	x											T&L, LC Committee	-	-
	2.3. CDD/NEAD to lead simplification of learning materials and modification of learning outcomes and assessment.				x	x	x										T&L, NEAD, CDD	-	-

Key Outputs	Priority Actions	Timeframe (In Quarters)												Responsibility/Key Stakeholder	Planned Budget (SBD)						
		2020			2021			2022			2023				2024			Amount	Funding Source		
	2.4. LC Committee to confirm a standardized approach across TWGs and validate the learning materials for home-based learning.				x	x	x												LC Committee, T&L	-	-
Teachers trained on using child-centred teaching strategies to deliver remote learning. Teachers trained on using quality literacy and numeracy strategies to deliver remote learning.	2.5 LC Committee certifies the quality of the learning materials for remote learning are complete with (simplified lesson plans/learning guidelines).					x	x	x											LC Committee, T&L	-	-
	2.6 LC Committee through the TWGs to coordinate implementation and inclusive participatory design process of the learning resources.					x	x												TWG1, TWG2, TWG3, TWG4.	-	SIG/MEHRD/272 Donor Support/372
MEHRD, EAs, school leaders, teachers & learners response capacities strengthened.	2.7 MEHRD to support the PEOs & EAs with planning, coordination & implementation of the LC plan under all scenarios (schools closed, schools re-open, recovery and adaptation).					x	x	x	x	x	x	x	x	x	x	x	x	x	T&L/MEHRD, Education & School Services	-	SIG/MEHRD/272
	2.8 MEHRD to support school leaders & teachers with planning, coordination & implementation of the LC plan under all scenarios (schools closed, schools re-open, recovery and adaptation).					x	x	x	x	x	x	x	x	x	x	x	x	x	T&L/MEHRD, Education & School Services/Teaching Services	-	SIG/MEHRD/272
	2.9 MEHRD to support the school communities with planning, coordination & implementation of the LC plan under all scenarios (schools closed, schools re-open, recovery and adaptation).					x	x	x	x	x	x	x	x	x	x	x	x	x	T&L/MEHRD, School Services/Community Education	-	SIG/MEHRD/272
	2.10 MEHRD/LC Committee/TWGs to prepare guidelines and handbooks for EAs, schools, teachers, parents & caregivers to support remote learning.					x	x	x	x	x	x	x	x	x	x	x	x	x	T&L/MEHRD, Education & School Services	-	SIG/MEHRD/272
Focus Area 3: Development, Testing, Quality Assurance and Availability of remote learning resources.																					
	3.1 Conduct a stock-take and a reflection session of/on the LC implementation over the past eight months.				x														MEHRD, T&L (NEAD, CDD, TPDD, IU, SRS, LRU/NL)	-	-

Key Outputs	Priority Actions	Timeframe (In Quarters)												Responsibility/Key Stakeholder	Planned Budget (SBD)						
		2020			2021			2022			2023				2024			Amount	Funding Source		
Print adapted/simplified lesson plans prepared for ECE, PPY, JS and SS, including for learners with special needs.	3.2 Assess, identify needs/gaps, map and validate remote learning resources (rationale and model) appropriate to Solomon Islands context. MEHRD to conduct a research study/Survey.				x	x	x													TBD	UNICEF/GPE
	3.3 TWG 1 to design simplified/modified learning materials and guidelines for multiple grade learning.					x	x													63,000	SIG/MEHRD/272 Donor Support/372
	3.4 Validate, print/upload and distribute learning resources to all schools and learners.						x	x												-	SIG/MEHRD/272
Radio lessons prepared (Radio scriptwriting completed).	3.5a TWG 2/SIBC to guide contracted group of teachers to develop and prepare radio lessons.			x	x	x	x													300,000	SIG/MEHRD/272 Donor Support/372
Radio lessons recorded and broadcasted.	3.5b TWG 2/SIBC to guide contracted group of teachers to broadcast and deliver radio lessons (audio memory sticks).			x	x	x	x													-	Donor Support/372
TV lessons prepared (TV scriptwriting completed).	3.6a TWG 3/Dreamcast to guide contracted group of teachers to develop and prepare TV lessons.				x	x	x													224,000	SIG/MEHRD/272 Donor Support/372
TV lessons recorded and broadcasted.	3.6b TWG 3/Dreamcast to guide contracted group of teachers to broadcast and deliver TV lessons (recorded audio-video memory sticks for teachers and learners).					x	x													-	Donor Support/372
Online remote learning resources prepared/inventoried and uploaded.	3.7 TWG 4/Dreamcast to distribute the TV recordings more widely via FaceBook and upload on the iResource.						x	x												-	SIG/MEHRD/272
	3.8 TWG 4/ICT TA and LRU to collate, upload agreed upon online learning resources and guide teachers to navigate.				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	SIG/MEHRD/272
	3.9 TWG 4/ICT TA/LRU to download learning materials on digital tablets and distribute to hard to reach areas.					x	x	x												-	Donor Support/372
Learning resources quality assured and remote learning gadgets purchased/availed.	3.10 MEHRD to promote teacher engagement and support for distance learning in communities.					x	x	x	x	x	x	x	x	x	x	x	x	x	x	9,000,000	SIG/MEHRD/272 Donor Support/372

ANNEX 2. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: MONITORING & EVALUATION PLAN.

Development Results (Impact and Outcome): Evaluation													
	Core	Unit of Measure	Baseline 2020	Annual/Cumulative Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)	
				2020	2021	2022	2023	2024					
1. Increased community-directed learning for at-home remote learning continuity.	X	Percentage	0	5%	25%	25%	25%	20%	Annually	Survey, NGO Reports, Field data.	SSU/M&E Unit/MEHRD, NGOs	Proportion of communities that will be actively leading at-home learning.	
2. Increased role and participation of parents/guardians/caregivers in at-home remote learning continuity.	X	Percentage	0	5%	25%	25%	25%	20%	Annually	Survey, NGO Reports, Field data.	SSU/M&E Unit/MEHRD, NGOs	Proportion of parents/caregivers that will be supporting learners with at-home learning.	
3. Learners with improved access to quality continuous remote teaching & learning.	X	Number, %	0	5%	25%	25%	25%	20%	Annually	Survey, NGO Reports, Field data.	SSU/M&E Unit/MEHRD, NGOs	Disaggregate by medium of delivery (Radio, TV, Online, Print) to access and grade level.	
...of which are female learners.	X	Percentage	0	5%	25%	25%	25%	20%	Annually	Survey, Field data.	SSU/M&E Unit/MEHRD, NGOs	Disaggregate learners by gender.	
...of which are learners with special needs (learning disability, hearing impairment, visual impairment etc).	X	Percentage	0	5%	25%	25%	25%	20%	Annually	Expert Survey, Field Data, Focus Groups and Document Review.	SSU/M&E Unit/MEHRD, NGOs	Disaggregate learners by special learning needs.	
...of which are Early School Leavers (ESL).		Percentage	0	5%	25%	25%	25%	20%	Annually	Survey, Field data.	SSU/M&E Unit/MEHRD, NGOs	Proportion of ESL participating in remote learning.	
4. Teachers with strengthened capacities to deliver remote teaching & learning.	X	Number, %	0	5%	25%	25%	25%	20%	Bi-Annually	Survey, School Reports, Field data.	SSU/M&E Unit/MEHRD	Disaggregate by gender and medium of delivery (Radio, TV, Online, and Print) as below.	
...of which are female teachers.		Percentage	0	5%	25%	25%	25%	20%	Bi-Annually	-do-	-do-	-do-	
...of which with strengthened capacity in using Radio for remote teaching & learning.		Percentage	0	5%	25%	25%	25%	20%	Bi-Annually	Survey, School Reports, Field data.	SSU/M&E Unit/MEHRD	-do-	
... of which with strengthened capacity in using TV for remote teaching & learning.		Percentage	0	5%	25%	25%	25%	20%	Bi-Annually	Survey, School Reports, Field data.	SSU/M&E Unit/MEHRD	-do-	
...of which with strengthened capacity in using Online resources for remote teaching & learning.	X	Percentage	0	5%	25%	25%	25%	20%	Bi-Annually	Survey, School Reports, Field data.	SSU/M&E Unit/MEHRD	Closely monitor and evaluate use of online resources, potential for impactful distance learning in general.	
...of which with strengthened capacity in using Print resources for remote teaching & learning.		Percentage	0	5%	25%	25%	25%	20%	Bi-Annually	Survey, School Reports, Field data.	SSU/M&E Unit/MEHRD	-do-	

Intermediate Results (Outputs) : Monitoring												
	Core	Unit of Measure	Baseline 2020	Annual/Cumulative Target Values					Frequency	Data Source/ Methodology/ Means of Verification	Responsibility for Data Collection	Description (indicator definition etc.)
				2020	2021	2022	2023	2024				
Education sector stakeholders and TWGs coordinated effectively.		Time	-	4	4	4	4	4	Quarterly Annually	Periodic Meetings Minutes	T&L/MEHRD, LC Committee	Quarterly meetings conducted (4 meetings annually).
Simplified/modified curriculum learning materials and assessment guideline for remote learning in emergency developed by school level/multiple grade, including for learners with special needs.		Quality	0	-	6	-	-	-	Annually	T&L/MEHRD reports, LC Committee Minutes.	T&L/MEHRD, CDD, NEAD, LC Committee	Quality assurance provided by the LC Committee, of which the MEHRD Standards Division is a member.
Number of teachers trained on using simplified/modified curriculum and assessment guideline to deliver remote learning in emergency.		Number	0	-	180	180	180	180	Quarterly	T&L/MEHRD reports, School Reports, Survey.	T&L/MEHRD, TPDD, CDD, NEAD, LC Committee	Quantity of teachers trained in a quarter annually.
Number of teachers trained on using child-centred teaching strategies to deliver remote learning in emergency.		Number	0	-	180	180	180	180	Quarterly	T&L/MEHRD reports, School Reports, Survey.	T&L/MEHRD, TPDD, LC Committee	Quantity of teachers trained in a quarter annually.
Number of teachers trained on using quality literacy and numeracy strategies to deliver remote learning in emergency.		Number	0	-	180	180	180	180	Quarterly	T&L/MEHRD reports, School Reports, Survey.	T&L/MEHRD, TPDD, IU, LC Committee	Quantity of teachers trained in a quarter annually.
Number of print learning packages prepared & distributed for ECE, PPY, JS and SS, including for learners with special needs.		Quality, Number	0	-	2500	2500	2500	2500	Annually	T&L/MEHRD reports, School Reports.	T&L/MEHRD, LRU, TWGI, LC Committee	Quantity of quality assured print learning materials prepared and distributed.
Number of Radio lessons prepared (Radio scriptwriting completed).		Number, Quality		-	24	-	-	-	Annually	T&L/MEHRD reports.	T&L/MEHRD, IU TWG2, LC Committee	Quantity of quality assured radio lessons prepared.
Number of Radio lessons recorded and broadcasted.		Number, Quality		99	24	-	-	-	Annually	T&L/MEHRD reports. B/cast Log	T&L/MEHRD, IU, TWG2, LC Committee	Quantity of quality assured radio lessons broadcasted.
Number of TV lessons prepared (TV scriptwriting completed).		Number, Quality	0	0	24	-	-	-	Annually	T&L/MEHRD reports.	T&L/MEHRD, TPDD, TWG3, LC Committee	Quantity of quality assured TV lessons prepared.
Number of TV lessons recorded and broadcasted.		Number, Quality	0	0	24	-	-	-	Annually	T&L/MEHRD reports.	T&L/MEHRD, TPDD, TWG3, LC Committee	Quantity of quality assured TV lessons broadcasted.
Online remote learning resources prepared/inventoried and uploaded.		Number, Quality	0	-	18	-	-	-	Quarterly	T&L/MEHRD reports. B/cast Log	T&L/MEHRD, ICT, TWG4, LC Committee	Quantity of quality assured iResource content.
Number of communities supporting community-directed learning for at-home remote learning continuity.		Number	0	-	50	50	50	22	Quarterly	T&L/MEHRD reports, NGO Reports, Survey.	T&L/MEHRD, TWG4, LC Committee, INGOS	Quantity of communities at ward level (172) supporting LC.
Number of parents/guardians/caregivers supporting learners with at-home remote learning continuity.		Number	0	-	225	225	233	200	Quarterly	T&L/MEHRD reports, NGO Reports, Survey.	T&L/MEHRD, TWG4, LC Committee, INGOS	Quantity of parents at school board level (883) supporting LC.

ANNEX 3. LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: PARTNERSHIPS AND COLLABORATION

LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: PARTNERSHIPS AND COLLABORATION								
STRATEGIC AREAS OF PARTNERSHIPS AND COLLABORATION								
	Stakeholder	1. Simplified & Modified Lesson Plans/Guidelines	2. Teacher Support & Engagement for Distance Learning	3. Radio Scriptwriting, Recording & Broadcasts	4. TV Scriptwriting, Production & Broadcasts	5. Online/iResources	6. Community Engagement & Support for Distance Learning	7. Resource Mobilization
1	DFAT/ MFAT/ESSP	-	-	-	-	-	-	Provide funding support/opportunities for LC activities.
2	UNICEF/GPE	Participate in TWG1 & LC Committee.	Solicit technical support for teachers of learners with special needs.	Participate in TWG2	-	-	-	Provide funding support/opportunities for LC activities.
3	JICA, USAID, EU	-	-	-	-	-	-	Provide funding support/opportunities for LC activities.
4	INGOs: Save the Children, World Vision, Live & Learn	Participate in TWG1 & LC Committee.	Involve teachers in community learning continuity activities.	Participate in TWG2	-	-	Implement the Learning Communities project. Participate in TWG5.	-
5	UNESCO	Participate in LC Committee.	Technical support for distance learning.	-	-	Solicit support for online learning resources.	-	Provide funding support/opportunities for LC activities.
6	WHO	-	-	-	-	-	Technical support for Covid-19 messaging.	-
7	SIG MDAs: MHMS, MoFT/ICTSU	-	-	-	-	Solicit ICT support from ICTSU.	MHMS Covid-19 messaging to communities & schools.	MoFT/SIG funding.
8	SIBC	-	Train teachers in radio script writing.	Participate in TWG2. Broadcast radio lessons and messaging.	-	-	-	Build partnerships for radio airtime for LC activities.
9	TELEKOM	-	-	-	Participate in TWG3. Broadcast TV lessons.	-	-	Build partnerships for airtime/data/SMS provision for remote hard to reach schools.
10	DREAMCAST	-	Train teachers in TV scriptwriting.	-	Participate in TWG3. Production of TV lessons.	-	-	-
11	SATSOL	-	-	-	-	Participate in TWG4	-	Build partnerships for solar panel provision for remote hard to reach schools.
12	SINU	Participate in TWG1.	Teacher Training	Participate in TWG2.	-	-	-	-

LEARNING CONTINUITY PREPAREDNESS AND RESPONSE: PARTNERSHIPS AND COLLABORATION

STRATEGIC AREAS OF PARTNERSHIPS AND COLLABORATION								
	Stakeholder	1. Simplified & Modified Lesson Plans/Guidelines	2. Teacher Support & Engagement for Distance Learning	3. Radio Scriptwriting, Recording & Broadcasts	4. TV Scriptwriting, Production & Broadcasts	5. Online/iResources	6. Community Engagement & Support for Distance Learning	7. Resource Mobilization
13	USP	-	Teacher Training	-	-	-	-	-
14	EAs	Participate in TWG1	Psychosocial support to teachers.	Participate in TWG2	Participate in TWG3	-	-	-
15	School Inspectors, PLTs, PLD Mentors	-	Psychosocial support for teachers. Train teachers.	-	-	-	Support community engagement when schools close.	-
16	Schools: School Leaders, Teachers, Learners.	Participate in TWG1 (Teachers & Learners)	Psychosocial support for teachers (School leaders).	Participate in TWG2 (Teachers & Learners)	Participate in TWG3 (Teachers & Learners)	-	School leaders & teachers to engage with communities when schools close.	Support LC activities from School Grant.
17	School Boards, Parents & Caregivers	Participate in TWG1 (Parents & Caregivers)	-	Participate in TWG2 (Parents & Caregivers)	Participate in TWG3 (Parents & Caregivers)	-	Parents & caregivers to promote learning continuity.	Participate in community fundraising for LC activities.
18								
19	Oxfam	-	-	-	-	-	Solicit support for community engagement.	-
20	Plan International	-	Solicit support for teachers in remote learning.	-	-	-	Solicit support for community engagement.	-
21	Local NGOs/FBOs/CBOs	-	-	-	-	-	Participate in TWG5 and the Learning Communities Project.	-
22	MEHRD Divisions: ICT/Information Service Unit, Planning, SSU/M&E Unit, School Services/Inclusive Education, Community Education	Participate in TWG1 (Inclusive Education).	Support teachers in remote learning, including learners with special needs.	Participate in TWG2 (Inclusive Education).	Participate in TWG3 (Inclusive Education).	Participate in TWG4 (ICT/Information Services Unit).	Participate in TWG5 (Community Education division and Inclusive Education). Planning/SSU/M&E unit to support LC M&E needs and research.	-