**COX’ BAZAR-BANGLADESH**

**COVID 19 RESPONSE STRATEGY**

**2020**

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# NEEDS OVERVIEW

On 24th March 2020, the Refugee Relief and Repatriation Commissioner (RRRC) (based in Cox’s Bazar) released a statement defining the essential and critical activities in all 34 camps in Cox’s Bazar for COVID19. The statement defined education as a non-essential activity. This resulted in severely restricted access for UN and NGO staff and the closure of learning facilities. This closure means that the education sector closed nearly 6,000 education facilities across the camps for the foreseeable future, disrupting learning of over 325,000 children (of which, 49 per cent are girls and adolescents aged 3 to - 24 years), and cutting off their access to education. These students are missing vital learning opportunities and have had their social support systems further disrupted. Moreover, without access to learning facilities – and in isolation – there is little scope to provide clear communication messaging, psychosocial support to both students and educators, as well as meet their social-emotional learning needs or provide life skills education.

The learning facility closures, also mean that the over 3,300 (81 per cent female) host-community teachers do not have access to the camps, and, like their refugee teacher colleagues, they may be required to gain additional knowledge and skills to support distance learning. The crisis also disproportionately affects all opportunities for professional development and learning. Online platforms for customized professional development opportunities are nearly absent and the current teaching force lacks the necessary IT literacy, skills and attitudes (confidence, competence, agility) to continue self-learning to equip themselves with the new skills needed for remote teaching. Teachers may also require support to access technology such as hardware, internet connections and digital learning portals to support online learning. The Bangladeshi teachers are better placed than their refugee counterparts to access e-learning, but even these online professional development opportunities have yet to be developed and tailored to their needs. At this stage, education partners will continue to pay all teacher salaries but the challenge for education partners is on how to continue the active engagement of teachers due to restrictive measures.

Teachers, parents and caregivers lack the tools and strategies to home-school their children without structured guidance, while also ensuring children’s safety, security, and physical-mental wellbeing. Rohingya caregivers/parents, mostly with low educational attainment, do not have experience in distance schooling, and will struggle to support their children’s learning. Additionally, the mental and psychological wellbeing of children during this stressful time will be compromised. Without access to their usual peer networks or community-based learning opportunities, girls will become more vulnerable to exclusion more isolated and more susceptible to gender-based violence, and child labour for boys. Children are especially the most at risk group to be affected by increased levels of domestic violence as caregivers and parents are staying home for prolonged hours and tensions build up, exacerbating the existing problems in overcrowded camps. Children who experience learning and/or physical challenges will face additional difficulties through further lack of support, frustration at home, and the discontinuation of positive outlets. Furthermore, without access to internet in the camps, many technology-based solutions are not viable. Over 8,500 teachers and education facilitators, both from the host and refugee communities, are disconnected from their students and from regular continuous professional development activities, as Education Partners have suspended all training and coaching programmes...

The Government of Bangladesh has restricted access to Information Communication Technology (ICT) in the Rohyinga refugee camps. While there is on-going advocacy for the need for internet access during this crisis, this is not certain and currently accessibility to digital resources are almost non-existent. While there exists a number of online platforms for teachers and students, most are not guided by a comprehensive learning framework, and not directly linked to standard curricular delivery for both learners and teachers. While global learning resources are available, these are not readily comprehensible by the teaching force in the camps with low academic readiness, skills and confidence to use online platforms (English language capacity, capacity to process complex concepts, using tools and resources to utilize in teaching in innovative ways, etc.). The current education system in the camps is largely unprepared to address such issues, including selection of relevant content, delivery methods and modality of delivery.

General awareness related to mental health and psycho social wellbeing is also low in the camps. While child protection actors can currently continue their work as an essential service, we must consider the cost of isolation, disruption in routines and the fear surrounding COVID-19 on the wellbeing of children.

STRATEGY PRINCIPLES

# Coordination

The Cox Bazar Education Sector will support Education in Emergency (EiE) partners with ongoing coordination and monitoring of activities to ensure efficiency, adequate reach to vulnerable children and to avoid duplication and also to identify and pursue areas of advocacy and collaboration.

# Harmonization and alignment

The Education Sector strategy is routed in the harmonization and alignment of activities to effectively and efficiently respond to the coronavirus (COVID 19) crisis. Through the harmonization and alignment of tools and approaches, the duplication of activities (such as the design of Information Education and Communication IEC) materials and targeting the same beneficiaries) is avoided and savings and efficiencies are leveraged**.**

# Inclusive education, equity, gender, and disability

The Education Sector and this strategy recognizes the different needs of girls and boys and the special needs of children living with disabilities under the framework of Education for All. All activities implemented under this strategy need to directly address gender discrimination and promote gender equality in order to ensure that no harm comes to children. All activities implemented under this strategy need to directly encourage and ensure the participation of children living with disabilities in implemented education activities and furthering the inclusiveness of education activities. Additionally, accountability to affected populations will be further strengthened through consultation with local communities and inclusion of local actors to all steps of the needs identification, response design, and implementation**.**

# Inter-Sector collaboration

This strategy recognizes the need and benefits of closely collaborating with the Food Security and Livelihoods (FSL), Nutrition, Health, and Shelter Sectors to ensure the achievement of this strategy’s objectives. This is critical as the Refugee Relief and Repatriation Commissioner RRRC has categorised the Education Sector as a non-essential function at this particular time. The education sector will therefore leverage on the synergies and close collaboration with these other sectors to ensure that education services are provided to children during the COVID 19 period. The inter-sector coordination will be effective with close collaboration of teachers/facilitators in the camps as these are key in ensuring continuation of teaching and learning. Teachers can play an active and important role in key message dissemination; knowledge transfer and behavior change on Health and nutrition as well as WASH to ensure that children and communities are protected as well as localizing the response.

# Cost efficiency

The strategy recognizes the overwhelming needs generated by the COVID 19 pandemic worldwide and aims to provide an effective and efficient response to the COVID 19 crisis in Cox’s Bazar. The strategy aims to support all school children in and out of camps in mitigating the impact of the COVID 19 crisis on their health and their education by planning a harmonized response, avoiding duplications, sharing best-practices, and encouraging strategic, longer-term partnerships between local and international actors in order to transfer expertise and know-how both ways from local to international and vice versa. In order to achieve efficiency and sustainability, the Sector will adopt a more localized and inclusive response, harnessing the capacity and organizational needs of local actors, and communities who are the frontline responders.

# Advocacy

The Government of Bangladesh has not included education as one of the essential services for the COVID 19 response, hence the Education Sector partners currently do not have direct access to children in the camps. While cognizant of the access through other sectors such as FSS, WASH, CP, and Nutrition, the Education Sector will lobby and advocate with government departments and key stakeholders such as the RRRC to ensure permission is granted to enable education activities to continue. Advocacy will also be around alternative learning methods such as digital learning which may include audio and videos. Another key advocacy point will be around the inclusion of teachers/facilitators as key actors in the Covid 19 response as teachers hold influential positions in the community and are generally respected, hence messages coming from teachers have a higher level of acceptance. Donors and international actors will be advocated to include education in their funding arrangements for the Covid-19 response. Relevant advocacy work, including collection of evidence, will be done in coordination and collaboration with local NGOs, authorities, affected people in camps and host communities, and the academia. For effective use of resources, direct funding of local implementers and co-implementation arrangements between local and international actors will be strongly encouraged.

# Building Back Better/Resilience

The strategy strives to build the resilience of Rohingya refugees and host communities through the COVID 19 preparedness and response activities, for example through the dissemination of health messages and the upgrading of WASH facilities at the learning centers amongst others. The COVID 19 Education Sector response (i.e through the provision of alternative learning programmes/remote learning, radio programming and accelerated learning/remedial education) in camps will ensure that children continue to learn and not miss learning opportunities. Furthermore, in line with the Global Covid-19 HRP, the central role of the local actors will be enhanced through principled partnerships of international-local actors and improving the organizational and technical capacities of local and national NGOs as part of a sustainable and efficient response.

# RESPONSE FRAMEWORK

The goal of the Covid 19 response is to ensure continued learning and psychosocial wellbeing during the pandemic and create conducive environment for resumption of teaching and learning for children affected by the Covid 19 outbreak.

The Objectives, Activities and Indicators for the Education Sector COVID-19 response were developed by a Technical Working task team established by the Education Sector with active participation by Education Sector partners who are dedicated members of the ECD Working Group, the Youth Working Group and the Technical Working Group.

The activities have been defined to respond to the specific needs resulting from the COVID-19 crisis, inclusive of the largest number of like-minded partner activities while being specific enough to meet the overriding objectives. Education Sector partners are encouraged to consider the implementation of the proposed programmes (including in project/funding proposals). This will ensure a harmonized response across schools and minimize duplication of efforts across Education Sector partners.

The Education Sector COVID-19 strategy include four objectives corresponding to: re-opening of schools (Objective 1), during school closure (Objective 2 and 3) and education sector system strengthening (Objective 4). They will include the following:

***1. Protect, prevent spread and transmission of COVID 19 coronavirus among teachers, learners and school communities***

***2. Mitigate the impact of COVID-19 on learners, teachers and communities through life-saving messaging, mental health and psychosocial support interventions.***

***3. Ensure continued and safe return to quality learning for teachers, learners and school communities***

***4. Improve ability of education partners to respond to education needs in emergencies***

# Geographic Priorities

|  |  |
| --- | --- |
| **SUMMARY OF GEOGRAPHIC PRIORITIES** | **SOURCE(S)** |
| Cox’s Bazar: 34 camps formally designated by the Government of Bangladesh (GOB) in Ukhiya and Teknaf upazillas of Cox’s Bazar District for the refugees, and the most vulnerable among the host communities in Cox’s Bazar. | GOB |

# Sector Objective 1

|  |  |
| --- | --- |
| **SUMMARY OF NEED(S)** | **SOURCE(S)** |
| * Resources for handwashing facilities at learning centers and schools
* Disinfectants and cleaning materials for learning centers and schools
* Development and dissemination of key messages
 | HRP, JPR and GOB |
| **SECTOR OBJECTIVE 1:**  |  |
| Girls, boys and youth (age 3 to 24) in the communities affected by the COVID-19 crisis have access to safe and protective learning spaces [only relevant in Preparedness and Recovery Phases unless school closures are not widespread] | Supports Strategic Objectives relating to **Protection**, **Access to Services**, **Resilience**, and Strategic Priority 2 of the Global HRP Covid-19 (Decrease deterioration of human assets and rights, social cohesion, and livelihoods).  |
| Outcome Indicators | Target |
| # of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-24[[1]](#footnote-1)] with access to safe and protective learning spaces with adequate gender-sensitive accessible WASH facilities | Rohingya Community: 100 %Host Community (4 to 24): 100% |
|  |  |
|  |  |
| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** |
|  **Preparedness**: Share Country-level contextualised advocacy and key messages on education sector role in prevention, mitigation, containment of pandemic (e.g. school closures to be accompanied by social distancing) | # of key messages developed on COVID-19 for parents and caregiver as well as children  |  | Health Sector messaging ‘translated’ into child friendly messaging by the Education Sector and the Child Protection Sub-Sector |
| **Preparedness**: Continue education programming (Early Childhood Care and Development/Basic Education/Alternative or Non-Formal programming) with adaptations to ensure safety:* Provide learning spaces with adequate handwashing facilities as per in-country guidance (e.g. soap, handwashing stations, provision of water)
* Clean and disinfect learning spaces
* Establish standard operating procedures in case students / teachers become unwell, emphasizing non-discrimination
 | # of disinfected learning facilities# of handwashing station available in learning facilities # of learning centers provided with cleaning and disinfection materials# of functional referral systems | 0/59894029/11,978  | [ICRC, WHO Guide](https://www.unicef.org/media/66036/file/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools_March%202020.pdf) pg. 7, [UNICEF COVID-19 key](https://www.unicef.org/media/65716/file/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools_March%202020.pdf) messageswith the support of Health and protection sector. |
|  |  |  |  |
|  |
| **OBJECTIVE 1 STANDARDS:** |
| **Activity** | **Sector Standard** | **Costing** | **Source** **(Standard/Costing)** |
| Child friendly key message/poster development on COVID-19 awareness with help of CP subsector and ensure the delivery  | 3 child friendly posters on COVID-19 awareness |  | Education Sector and Child Protection sub sector, CwC and ISCG |
| Clean and disinfect learning spaces  | Every Learning Space is disinfected  |  |  |
| Establish hand washing facility  | Gender segregated hand washing facility  |  | [Education Sector standards 2019](https://drive.google.com/open?id=1RmkIrPcsZ_gr7N-V2347z_EgRdxMZqVs) |
| Consolidate and disseminate messages developed by Health sector for caregivers and parents on COVID-19 awareness  | Printed messages are distributed, and audio messages broadcast on radio.  |  | Education Sector and Child Protection sub sector, CwC and ISCGRadio Messages: <https://childrensradiofoundation.org/covid-19-background-symptoms-prevention-and-treatment/> |

|  |  |
| --- | --- |
| **SUMMARY OF NEED(S)** | **SOURCE(S)** |
| Sector Objective 2 |
| **Summary of Need(s)** | **Source(s)** |
| **SECTOR*** Alternative approaches to facilitate teaching and learning
* Continued supply of teaching and learning materials in Burmese language
* Alternative capacity development/training for caregivers to facilitate learning in homes

 **OBJECTIVE 2:**  | **(\*\*)** |
| Girls, boys and youth (age 3 to 24) affected by the COVID-19 crisis receive life-saving messaging, mental health and psychosocial support, and support the development of healthy coping strategies | Supports strategic objectives relating to: **Protection**, **Access to Services**, **Resilience** and Strategic Priority 1 of the Global HRP Covid-19 (Contain the Spread of the Covid-19 pandemic and decrease morbidity and mortality). |
| Outcome Indicator(s): | Target |
| 2.1: # of (and/or % of targeted) school-closure affected [children and youth/girls and boys 3 -24 with access to lifesaving messages regarding COVID-19  |

|  |  |  |  |
| --- | --- | --- | --- |
| Age | Rohingya | Host |  |
| F | M | F | M | Total |
| 3 | 7,763 | 7,174 | 0 | 0 | 14,937 |
|  4 to 5  | 41,072 | 40,651 | 1,452 | 1,351 | 84,526 |
|  6 to 14  | 106,010 | 113,944 | 13,319 | 11,071 | 244,344 |
|  15 to 18  | 4,797 | 3,413 | 7,030 | 4,812 | 20,052 |
|  19 to 24  | 511 | 429 | 312 | 304 | 1,556 |
| Total | 160,153 | 165,611 | 22,113 | 17,538 | 365,415 |

Disaggregate by modality, gender, age, disability |
| 2.2: # of (and/or % of targeted) school-closure affected caregivers who receive guidance on supporting children’s wellbeing and play  | Disaggregate by modality, gendertarget 119, 533 caregivers |
|  |  |
|  |  |
| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** |
| **2.1 Preparedness**: Adapt/Develop and deliver child-friendly key messages on COVID-19 prevention and preparedness in relevant local languages (In coordination with health, WASH and child protection actors, and with child participation where safe) | **# of** child, adolescent, and youth friendly **key messages developed** on COVID-19 prevention and preparedness | 0/ target | Child Friendly Messaging on Corona Virus([https://www.mindheart.co/descargables](https://www.mindheart.co/descargables%20h))(books-unbound.org) |
| # of camps, communities and caregivers reached with key messages  | 34 camps and 2 communities |  |
| **# of** children, adolescent, and youth **reached** with child, adolescent, and youth friendly key messages  | 365,415 children (see breakdown above) |  |
|  | **% of children, adolescent, and youth who express understanding** of the COVID-19 prevention and preparedness messaging | 80% | A survey will be used to establish knowledge |
| **2.2 Response:** Develop and delivery of remote guidance for teachers (and relevant person like - Burmese Language Instructors, youth and adolescent volunteers) on lifesaving messages re: COVID-19 and the importance of social isolation, how to remotely support well being and play, including referrals and self care in coordination with child protection actors for Rohingya and host community | **# of** child, adolescent and youth friendly **guidance on lifesaving messages** re: COVID-19 and the importance of social distancing, how to remotely support child adolescents and youth well being and play and self-care. **# of** children, adolescent, and youth **reached** **benefiting from remote guidance** on COVID-19 prevention, how to remotely support adolescents and youth well being and play, and self-care**% of teachers, Burmese Language Instructors and youth volunteers who express understanding** of the remote guidance | 0/ 8559 | Coronavirus prevention campaign through Community Radios in Bangladesh, Published by Bangladesh NGOs Network for Radio and Communication: <https://bnnrc.net/covid-19/><https://inee.org/covid-19/resources/health-nutrition-wash>INEE Resources on Distance Learning: <https://inee.org/covid-19/resources/distance-learning> |
| **2.3 Response:** Develop and deliver remote guidance for caregivers/ community volunteers on EiE lifesaving messages re COVID-19, how to facilitate wellbeing and play, how to access specialized services and self-care in coordination with child protection actors. | **# of capacity building opportunities provided** to caregivers, community volunteers, youth and adolescent volunteers on EiE and child, adolescent, and youth-friendly messages**# of** relevant and essential **persons** such as caregivers, community volunteers, youth and adolescent volunteers **engaged in capacity building opportunities** on EiE and child, adolescent, and youth-friendly messages**% of** relevant and essential **persons** such as caregivers, community volunteers, youth and adolescent volunteers **expressing increased competence and capacity** to deliver the guidance on EiE and child, adolescent, and youth-friendly messages | At least 1 training for each community volunteer with continuous information sharing0/ target 11953380% |  |
| **2.4 Response**: Provision of household-level recreational materials for home play and edutainment for children, adolescents, and youth  | # of household-level recreational materials for home play and edutainment distributed to Children adolescent and youth# of skill development training materials to support skills development distributed to adolescent and youth% of children, adolescents, and youth expressing increased understanding of the messages provided in the edutainment materials% of adolescents, and youth expressing increased skill development training competencies | 365,415 materials70% |  |
|  |
| **OBJECTIVE 2 STANDARDS:** |
| **Activity** | **Sector Standard** | **Costing** | **Source** **(Standard/Costing)** |
| Develop and deliver audio messages for caregivers on parenting for ECD (3 to 5 YO) (including COVID-19 awareness) |  |  | UNICEF Guidance for Parents:* <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
* <https://www.unicef.org/coronavirus/6-ways-parents-can-support-their-kids-through-coronavirus-covid-19>

SC’s Tips for parents and caregiversduring COVID-19 School Closures:Supporting children’s wellbeing and learning: [Link](https://savethechildren1.sharepoint.com/what/humanitarian/SCDocuments/Forms/AllItems1.aspx?id=%2Fwhat%2Fhumanitarian%2FSCDocuments%2FGlobal%20%2D%20COVID%2D19%2FGlobal%2FTechnical%20resources%2FEducation%2FInternal%20Resources%2FLearn%20COVID%2D19%20Tool%5FTips%20for%20parents%5Fschool%20closures%5FEng%2Epdf&parent=%2Fwhat%2Fhumanitarian%2FSCDocuments%2FGlobal%20%2D%20COVID%2D19%2FGlobal%2FTechnical%20resources%2FEducation%2FInternal%20Resources) to SC’s Resource Center |
| Providing color pencils, blank drawing books, student workbooks for GIEP and LCFA, and pens for encouraging drawing and craft activities for mental health and psychosocial support as well as guidance to caregivers on using the materials to support children well-being and play. |  |  |  |
| Develop and provide guidance for teachers who are part of the essential services network and who deliver services door-to-door to caregivers. The guidance will be about how caregivers can:* Support children's wellbeing and play.
* Promote Educational activities - for learners enrolled and non-enrolled in GIEP/LCFA and youth programme
* Use referrals and self-care in coordination with child protection, WASH and Health.
 |  |  |  |
| Adapt/Develop and provide public announcement messages to support mental health and for psychosocial support. The messages will focus on having a positive home learning environment.  |  |  |  |
| Translate learning materials into audio and video messages to be used on mobile phones, public addresses, Mp3 and Mp4, WhatsApp and other technological devices |  |  |  |
| Adaption/Development and delivery of guidance for SMC members and caregivers in the host community for life-saving messages and mental health and psychosocial support during COVID19 response in line with efforts organized by the MoE and MoPME |  |  |  |
| Adaption/Development and delivery of guidance for head teachers and teachers in the host community for life-saving messages and mental health and psychosocial support during COVID19 response in line with efforts organized by the MoE and MoPME |  |  |  |

# Sector Objective 3

|  |  |
| --- | --- |
| **SUMMARY OF NEED(S)** | **SOURCE(S)** |
| * Alternative methods of how to continue active engagement of teachers and learners
* Continuous monitoring mechanisms to ensure that caregivers are adequately supported to support learners at home
* Resources to use of distance learning methods such as mobile phones, tablets, Mp3 and Mp4
 |  |
| **SECTOR OBJECTIVE 3:**  |  |
| Ensure continuing education for adolescent and youth learners (male and female) affected by the COVID-19 closure of schools and other formal and informal learning opportunities | Supports Strategic Objectives relating to: **Protection**, **Access to Services**, **Resilience** and Strategic Priority 2 of the Global HRP Covid-19 (Decrease deterioration of human assets and rights, social cohesion, and livelihoods). |
| Outcome Indicator(s): | Target |
| 3.1: # of (and/or % of targeted) school-closure affected [children and youth/girls and boys 3-24 ] accessing distance learning | Disaggregate by learning modality, gender, age, disability |
| 3.2: # of (and/or % of targeted) teachers (formal and volunteers) trained in distance learning facilitation | Disaggregate by learning modality, professional status, gender |
|  |  |
| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** |
| **3.1 Preparedness**: Map available distance/ continuous education tools and prepare additional relevant content for academic skills as well as mental health and psychosocial support, health, and child protection key messages. | # of continuing education tools identified following the mapping exercise# of content and/or materials developed for learning and skill development # of child, adolescent, and youth friendly MHPSS, LSE, CSE and CP key messages developed  | 5 key messages | Liaise with MoE and Sector partnersBox folder, distance learning material (mp3/4, tablets, SD cards  |
| **3.2 Preparedness:** Together with child protection, health, and other relevant sectors - map educational facilities and spaces (e.g. food programs, MHM) and identify modalities to continue providing critical services using those identified spaces | # of available educational spaces and facilities identified to support the delivery of critical services through the mapping exercise# of modalities identified to continue providing critical services in available educational spaces and facilities | 5989 Learning centers and 113 schools |  |
| **3.3. Preparedness/Response**: Development/identification of child, adolescent, and youth-friendly referral, reporting and feedback mechanisms that can be accessed from a distance after the closure of learning facilities and home-based learning opportunities. | # of child, adolescent, and youth-friendly referral, reporting, and feedback mechanisms developed and identified # of children, adolescent, and youth benefiting from developed and identified referral, reporting, and feedback mechanisms that include issues such as child protection, GBV, ASRHR% of children, adolescent, and youth who comprehend how and when to use referral, reporting, and feedback mechanisms that include issues such as child protection, GBV, ASRHR |  |  |
| **3.4 Preparedness/Response** Development and delivery of distance learning content based available curriculum or learning framework, health and MHPSS messaging | # of distance (continuing educational) learning guidance materials developed # of sessions held for relevant essential persons (teachers, caregivers, children-adolescent and youth) using the developed content # of relevant essential persons using the materials | 365,4156,000 volunteers |  |
| **3.5 Preparedness/Response**: Development and remote delivery of distance learning guidance for teachers, including tips on remote facilitation on learning | # of distance learning guideline developed based on the national, Myanmar, education-sector approved curriculum, existing LSE and skill development training for teachers # of distance learning sessions delivered with children, adolescents, and youth based on the national, Myanmar, education-sector approved curriculum, existing LSE and skill development training  | 1 guidance book |  |
| **3.6 Response**:Provision of home-based teacher and learner supplies | # of children, adolescent, and youth benefiting from the provided educational, recreational, and skill development materials and supplies# of relevant and essential persons receiving educational, recreational, and skill development materials and supplies to facilitate continuous learning for children, adolescents, and youth |  |  |
|  |
| **OBJECTIVE 3 STANDARDS:** |
| **Activity** | **Sector Standard** | **Costing** | **Source** **(Standard/Costing)** |
| Delivery of the Audio-Visual message for caregivers  |  | (recording cost) | Caregiver led home learning guideline  |
| Develop and deliver audio messages for caregivers on play/simple home-based activities |  | Recoding and translation cost  | Education and Child Protection Sector standards |
| Develop guidance for play kits (instructional content + material list) for distribution to ECD learners |  | Recording and translation for audio; illustration and development costs for picture guides  | Education Sector standards |
| Develop and deliver audio and videos to support caregiver-led ECD activities - stories, songs, rhymes, or step-by-step activities – could be based on LCFA and/or existing partner content |  | Recoding and video editing cost  | Education Sector standards |
| Develop and deliver monitoring guidance to collect data on caregiver-led education including ECD activities |  | Phone call cost  | Education Sector standards |
| Develop and deliver guidance for facilitators on how to support caregiver-led ECD guidance document with text/messaging designed for audio recording/SMS/ WhatsApp - will include COVID-19 awareness and facilitator wellbeing messaging |  |  | Standards based on Health, Child Protection and Education Sectors |
| Development and delivery of distance learning guidance during COVID19 response, including the importance of learning at home (especially for vulnerable groups) and tips for caregivers/community volunteers to facilitate learning in local languages. |  |  | Standards based on Health, Child Protection and Education Sectors |
| Teachers/volunteers’ home visits to learners to support caregivers on instructing learners |  |  |  |
| Development of LCFA, national, Myanmar, LSE based home learning materials for leaners using low cost technology |  | Translation and printing of materials | Education Sector standards |
| Delivery of teaching and learning materials either in paper, electronic or any other model to learners |  |  | Education Sector standards |

# Sector Objective 4

|  |  |
| --- | --- |
| **SUMMARY OF NEED(S)** | **SOURCE(S)** |
| * Support in developing disaster preparedness plans
* Access to resources for the implementation of disaster management plans and contingency plans
 | (\*\*) |
| **SECTOR OBJECTIVE 4:**  |  |
| Resilient systems, partners, communities, schools and children | Supports Strategic Objectives relating to: **Access to Services, Resilience** and Strategic Priority 2 of Global HRP (Decrease deterioration of human assets and rights, social cohesion, and livelihoods).  |
| Outcome Indicator(s): | Target |
| 4.1 # of (and/or % of targeted) education stakeholders (government and partners) trained on education in emergencies and pandemic preparedness, response and recovery | (42) 100% |
| 4.2: # of (and/or % of targeted) Sector Partners benefitting from capacity building to improve quality and accountability of humanitarian response | 80% |
|  |  |
| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** |
| **Preparedness:** School and community training on safe schooling risk mitigation, and continuity planning  | # of education personnel or school managers (heads) trained disaster management and risk reduction |  | Continuity Planning: [Safe Schools Common Approach Action Pack 2 Activity #10](https://savethechildren1.sharepoint.com/%3Aw%3A/r/what/child_protection/_layouts/15/Doc.aspx?sourcedoc=%7BB6E0A7C2-FA58-435D-AA7F-0CB43377BBB5%7D&file=Safe%20Schools%20Action%20Pack%202.docx&action=default&mobileredirect=true)) (pages 34-35) or [Participatory School Disaster Management Toolkit](https://resourcecentre.savethechildren.net/sites/default/files/documents/309._sc_participatory_school_disaster_management_toolkit_2016_06_ltr.pdf) (pages 46-50/206) |
| **Preparedness:** National, local and international humanitarian education actors have business continuity plans in place | # of education partners trained on EiE# of education partners with Emergency preparedness and contingency plans# of education partners with Business Continuity Plans | 424280% | Education Sector Business Continuity Plan based on Save the Children’s template |
| **Preparedness/Recovery:** Establish school-level early-warning systems to monitor and identify future waves of COVID-19 infections | # of education person/school managers (heads) with knowledge of signs and symptoms of COVID 19 | 80% | Health Sector standards |
| **Preparedness/Response**: Conduct consultations with students to understand their needs, the impact the crisis has had on their families/rights/community and what actions they may want to take, in coordination with other sectors | # of psychosocial support sessions held with children to discuss effects of COVID 19  |  | Child Protection Sector standards |
| **Response:** Capacity building Sector partners and key stakeholders in line with their needs to improve quality and accountability of emergency response | # of education sector partners trained on ERP and EiE# of education sector partners trained on their institutional capacity needs | 4280% | Education SectorStrategic Partnerships, coaching, cluster trainings. |
|  |  |  |
|  |
| **OBJECTIVE 4 STANDARDS:** |
| **Activity** | **Sector Standard** | **Costing** | **Source** **(Standard/Costing)** |
| School and community training on safe schooling risk mitigation, and continuity planning | Training on EiE using INEE standards | Trainings | Continuity Planning: [Safe Schools Common Approach Action Pack 2 Activity #10](https://savethechildren1.sharepoint.com/%3Aw%3A/r/what/child_protection/_layouts/15/Doc.aspx?sourcedoc=%7BB6E0A7C2-FA58-435D-AA7F-0CB43377BBB5%7D&file=Safe%20Schools%20Action%20Pack%202.docx&action=default&mobileredirect=true)%20h) (pages 34-35) or [Participatory School Disaster Management Toolkit](https://resourcecentre.savethechildren.net/sites/default/files/documents/309._sc_participatory_school_disaster_management_toolkit_2016_06_ltr.pdf%20h) (pages 46-50/206)Standardised Business Continuity Plan based on Save the Children’s Business Continuity Plan Template |
| National, local and international humanitarian education actors have business continuity plans in place |  | Trainings | Standardised Business Continuity Plan based on Save the Children’s Business Continuity Plan Template |
| Establish school-level early-warning systems to monitor and identify future waves of COVID-19 infections |  | Disaster management response plans | EPR Working Group standards |
| Conduct consultations with students to understand their needs, the impact the crisis has had on their families/rights/community and what actions they may want to take, in coordination with other sectors |  | Awareness sessions | Education Sector partners |
|  |  |  |  |

# MONITORING PLAN

**Education Sector Response Monitoring**

The Education Sector maintains a Response Monitoring Tool/5W Matrix (Who is doing What, Where, When and for Whom) for monitoring Education Sector partners activities under the current Joint Response Plan (JRP). Partners submit their reports on a monthly basis to the Education Sector coordination team. Based on the submissions, the Education Sector coordination team develops maps and other IM tools to strengthen the coordination of the EiE response, identify gaps and prevent duplication of activities/programmes.

**COVID-19 Response Monitoring**

Due to the fast-changing nature of the COVID-19 response combined with the specific activities, the Education Sector is establishing additional monitoring tools via KOBO/ONA for the COVID-19 response. The Monitoring System aims to minimize reporting requirements to partners while at the same time provide regular required information about the progress of programme implementation.

**Partner participation**

Regular partner participation in this monitoring is critical to maintaining strong coordination. This will continue to allow the Sector to visualize gaps and needs, build partnership and collaboration, and advocate for the continuation of education to reach every learner.

|  |  |  |
| --- | --- | --- |
| **ACTION**  | **RESPONSIBLE**  | **DAY OF MONTH**  |
| Monitoring Tool updates submitted to the Sector IM  | Monitoring Tool focal point from each Sector partner  | Weekly  |
| Data compiled and analysis products developed  | Sector IM  | 15th  |
| Updated analysis products shared during the Education Sector meetings  | Sector Team  | First week of the month  |

# OPERATIONALIZATION OF STRATEGY

**Current COVID-19 programming**

Education Sector partners are already implementing activities aimed at preventing the spread and transmission of COVID-19 in the camps and are helping to mitigate the impact of the COVID-19 crisis in Cox’s Bazar both in the Rohingya camps and the host communities. The strategy is based on practical and applicable programming models but with innovation to be able to reach every learner, hence the exploration of digital learning platforms such as audio and videos in Mp3 and Mp4 formats.

**Potential Covid-19 programming**

Given additional funding, Education Sector partners have the capacity to rapidly establish or scale up Covid-19 related education activities as a result of established presence and programming in the camps and communities in Cox’s Bazar. Education Sector partners are able to implement programmes in all the camps and host communities in Cox’s Bazar.

# STRATEGY NOTES

**Operational Plan**

The Education Sector strategy will be based on a timeframe that includes the immediate term (4-6 weeks), mid-term (6-8 weeks) and long term (8-12 weeks) putting timelines to the implementation of the different proposed activities. The activities will be implemented through dedicated Working Groups: ECD Working Group, Youth Working Group, and the Technical Working Group. The Working Groups and their Chairs are responsible to the Education Sector Coordinators for the timely and satisfactory implementation and completion of the activities.

**Update and revision**

The Education Strategy is a living document and will be revisited based on the situation developing on a monthly basis.

# BUDGET

The response will require about USD 4,5 million to ensure that learners are reached with essential learning materials. Of this amount, already 1.5million has been acquired through Education Cannot Wait funding support.

# CONTACT DETAILS

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1. The Age Group corresponds to the targeted age group identified by the Country Cluster Team [↑](#footnote-ref-1)