# RESPONSE FRAMEWORK

Geographic Priorities

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| **SUMMARY OF GEOGRAPHIC PRIORITIES** | **SOURCE(S)** |
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Cluster Objective 1

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| **SUMMARY OF NEED(S)** | | | **SOURCE(S)** |
| **No** | | |  |
| **CLUSTER OBJECTIVE 1:** | | |  |
| Girls and boys 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 3-18[[1]](#footnote-2)] with access to safe and protective learning spaces with adequate gender-sensitive accessible WASH facilities | | |  |
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| **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) |  |  | Health Cluster |
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| **Preparedness**: Continue Education programming (Early Childhood Care and Development/Basic Education/Alternative or Non-Formal programming) with adaptations to ensure safety of learning spaces:   * Together with existing children’s clubs where possible, promote handwashing, hygiene and raise awareness around COVID-19 risks, with key messages appropriate to the age and language of learners. * 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 on a daily basis. * Implement social distancing practices (e.g. staggering start and end of the day, reduce large events, ensure minimal space between children’s desks, avoid contact). * Establish standard operating procedures in case students / teachers become unwell, emphasizing non-discrimination |  |  | [UNICEF, 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 |
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| **OBJECTIVE 1 STANDARDS:** | | | |
| **Activity** | **Cluster Standard** | **Costing** | **Source  (Standard/Costing)** |
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Cluster Objective 2

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| **SUMMARY OF NEED(S)** | | | **SOURCE(S)** | |
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| **CLUSTER OBJECTIVE 2:** | | |  | |
| Girls and boys affected by the COVID-19 crisis receive life-saving messages and mental health and psychosocial support | | | 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 3-18] with access to lifesaving messages re COVID-19 | | | 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, gender | |
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| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** | |
| **Preparedness**: 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) |  |  | Child Friendly Messaging on Corona Virus  (<https://www.mindheart.co/descargables>) | |
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| **Response:** Develop and delivery of remote guidance for teachers on lifesaving messages re COVID-19 and the importance of social isolation, how to remotely support wellbeing and play, including referrals and selfcare in coordination with child protection actors. |  |  |  |
| **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 selfcare in coordination with child protection actors. |  |  |  |
| **Response**: Provision of household-level recreational materials for home play |  |  |  | |
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| **OBJECTIVE 2 STANDARDS:** | | | | |
| **Activity** | **Cluster Standard** | **Costing** | **Source  (Standard/Costing)** | |
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Cluster Objective 3

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| **SUMMARY OF NEED(S)** | | | **SOURCE(S)** | |
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| **CLUSTER OBJECTIVE 3:** | | |  | |
| Ensure continuity of learning for girls and boys affected by COVID-19 school closures | | | 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 3-18] 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 | |
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| **Activity** | **Output indicators** | **Baseline/Target** | **Resources** | |
| **Preparedness**: Map available distance learning tools and prepare additional relevant content for academic skills as well as mental health and psychosocial support, health, and child protection key messages. |  |  | Liaise with MoE and cluster partners  Box folder? | |
| **Preparedness:** Together with local actors, child protection, health and other sectors, assess in-school services children are accessing (e.g. food programs) and identify modalities to continue critical services |  |  |  | |
| **Preparedness/Response**: Development/identification of child-friendly reporting mechanisms that can be accessed from a distance after schools close |  |  |  |
| **Preparedness/Response**: Development and delivery of distance learning content based on national curriculum, health and MHPSS messaging |  |  |  |
| **Preparedness/Response** Development and remote delivery of distance learning guidance, including the importance of educational continuity (especially for vulnerable groups) and tips for care givers/community volunteers to facilitate learning in local languages |  |  |  | |
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| **Preparedness/Response** Development and remote delivery of distance learning guidance for teachers, including tips on remote facilitation on learning |  |  |  | |
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| **Response**: Provision of home-based teacher and learner supplies |  |  |  |
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| **OBJECTIVE 3 STANDARDS:** | | | | |
| **Activity** | **Cluster Standard** | **Costing** | **Source  (Standard/Costing)** | |
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Cluster Objective 4

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| **SUMMARY OF NEED(S)** | | | | **SOURCE(S)** |
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| **CLUSTER OBJECTIVE 4:** | | | |  |
| Resilient systems, 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 | | | |  |
| 4.2: # of (and/or % of targeted) Cluster Partners benefitting from capacity building to improve quality and accountability of humanitarian response | | | |  |
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| **Activity** | | **Output indicators** | **Baseline/Target** | **Resources** |
| **Preparedness:** School and community training on safe schooling risk mitigation, and continuity planning | |  |  | Continuity Planning: [Safe Schools Common Approach Action Pack 2 Activity #10](https://savethechildren1.sharepoint.com/:w:/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 | |  |  | Save the Children’s Business Continuity Plan Template |
| **Preparedness/Recovery:** Establish school-level early-warning systems to monitor and identify future waves of COVID-19 infections | |  |  |  |
| **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 | |  |  |  |
| **Response**: Individual/household cash interventions to mitigate economic impact of COVID-19 on educational opportunities | |  |  |  |
| **Response:** Capacity building Cluster partners and key stakeholders in line with their needs to improve quality and accountability of emergency response | |  |  |  |
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| **OBJECTIVE 3 STANDARDS:** | | | | |
| **Activity** | **Cluster Standard** | | **Costing** | **Source  (Standard/Costing)** |
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# INDICATIVE RECOVERY FRAMEWORK

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| **CLUSTER RECOVERY OBJECTIVE 1:** | | | |  | |
| Girls and boys affected by the COVID-19 crisis have access to safe and protective learning spaces | | | | Supports Strategic Objectives relating to **Protection**, **Access to Services**, **Resilience** and Strategic Priority 2 of Global HRP (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 3-18] with access to safe, protective and quality learning spaces with adequate, gender-sensitive WASH facilities | | | |  | |
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| **Activity** | **Output indicators** | | **Baseline/Target** | **Resources** | |
| **Recovery**: Prepare guidelines on safe school reopening including clean-up if school has been used as temporary health center, in coordination with Health, WASH, Child Protection, and local actors including authorities and NGOs. |  | |  |  | |
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| **Recovery**: Minor rehabilitation of classrooms and provision of essential WASH supplies |  |  |  | |
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| **CLUSTER RECOVERY OBJECTIVE 2:** | | | |  | |
| Girls and boys affected by the COVID-19 crisis are supported as they return to formal learning | | | | Supports Strategic Objectives relating to **Protection**, **Access to Services**, **Resilience** and Strategic Priority 2 of Global HRP. | |
| Outcome Indicators | | | | Target | |
| 2.1: # of (and/or % of targeted) school-closure affected [children and youth/girls and boys 3-18] taught by a teacher trained in supportive teaching approaches | | | |  | |
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| **Activity** | **Output indicators** | | **Baseline/Target** | **Resources** | |
| **Recovery**: Teacher training on support to children as they return to formal learning, including MHPSS, positive discipline, and how to refer children with severe needs to specialised services (in coordination with child protection actors). |  | |  |  | |
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| **CLUSTER RECOVERY OBJECTIVE 3:** | | | |  | |
| Girls and boys affected by COVID-19 school closures have continuity of education provision and the opportunity to catch-up on lost learning | | | | Supports Strategic Objectives relating to **Protection**, **Access to Services**, **Resilience** and Strategic Priority 2 of Global HRP. | |
| Outcome Indicators | | | | Target | |
| # of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-18] accessing a relevant accelerated education programme | | | |  | |
| # of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-18] provided with adequate school supplies | | | |  | |
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| **Activity** | **Output indicators** | | **Baseline/Target** | **Resources** | |
| **Recovery**: Development and delivery of compressed curriculum, catch-up or accelerated learning content to avoid loss of school year |  |  |  | Review the [Accelerated Education Decision Tree](https://reliefweb.int/sites/reliefweb.int/files/resources/5bbf52724.pdf) to determine what pathways are relevant for your context. | |
| **Recovery**: Provision of teaching and learning supplies to reopened schools |  |  |  | |
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| **CLUSTER RECOVERY OBJECTIVE 4:** | | | |  | |
| Resilient systems, communities, schools and children | | | | Supports Strategic Objectives relating to **Protection**, **Access to Services**, **Resilience** and Strategic Priority 2 of Global HRP. | |
| Outcome Indicators | | | | Target | |
| 4.1 # of (and/or % of targeted) education stakeholders (government and partners) trained on education in emergencies and pandemic preparedness, response and recovery | | | |  | |
| 4.2: # of (and/or % of targeted) Cluster Partners benefitting from capacity building to improve quality and accountability of humanitarian response | | | |  | |
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| **Activity** | **Output indicators** | | **Baseline** | **Resources** | |
| **Recovery**: Support community mobilisation for (re)enrolment of children in schools (or non-formal programmes if needed) |  | |  | Box Folder – Back to School | |
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| **Recovery**: School and community training on safe schooling, risk mitigation, and continuity planning |  | |  |  | |
| **Recovery**: Individual and/or school-level cash interventions to mitigate economic impact of COVID-19 |  | |  |  | |
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1. The Age Group corresponds to the targeted age group identified by the Country Cluster Team [↑](#footnote-ref-2)