Papua New Guinea

COVID-19 Education Emergency Response and Recovery Plan

as of 4th of May 2020

Education Response Plan

Education Cluster Lead: National Department of Education (NDoE)

Education Cluster Co-lead: Save the Children (SC) and United Nations Children's Fund (UNICEF)

Education Cluster Members: Australia High Commission (AHC), Callan Services National Unit (CSNU), CARE International (CI), Caritas PNG (CP), ChildFund (CF), Decentralization and Citizen Participation Partnership (DCPP), Education Capacity Development Facility (ECDF), Digicel Foundation (DF), Japan International Cooperation Agency (JICA), PNG Council of Churches (PCC), PNG Disability Sector Coalition (PNGDSC), PNG Partnership Fund (PPF), United Nations Education Scientific and Cultural Organization (UNESCO), and World Vision International (WVI)

Total Budget: PGK 76,297,224 (USD 22,440,360)

Background

COVID-19

Coronavirus disease 2019 (COVID-19) was declared by WHO as a pandemic on March 11, 2020. There are currently no licensed treatments or vaccines for the COVID-19 virus, although experimental treatments as well as vaccines are under development. The epidemiology of COVID-19 is dynamically evolving with confirmation of the disease in different countries. The most up to date information on COVID-19 may be accessed here https://www.who.int/emergencies/diseases/novel-coronavirus-2019.

As of 28 April 2020, 213 countries and territories had reported cases, with almost 3 million cases worldwide. At the time of writing, 8 cases of COVID-19 have been confirmed in Papua New Guinea, with a range of infection prevention and control measures put in place.

The COVID-19 pandemic has disrupted learning for 1.5 billion children representing over 89% of the world's student population including all 2.4[1] million students in PNG. The gains in expanding access to education and improving the quality of education are being severely compromised. The loss of protection and other forms of support that schools provide including school-based health and child protection are also impacting children's well-being. Vulnerable children, including girls, children with a disability, poor and other marginalized groups, including those living in remote hard-to-reach areas are the most affected.

In Papua New Guinea, schools and other education settings were temporarily closed as part of the COVID-19 response and State of Emergency. School closures commenced on 6 April 2020, and Term 1 school holidays were brought forward. Tertiary institutions reopened on 20th of April, teachers were asked to return to school on the 27th of April and students are requested to return on the 4th of May. In total, 20 days of schooling have been missed to date. Whilst the date for return to school has been set, the situation remains exceptionally fluid and many provincial education authorities are considering a much later return to allow time for school facilities and staff to prepare adequately for student returns. Teachers, students and parents are not feeling prepared physically or mentally for return and there is significant fear in community about COVID-19. Very little information about the virus, its health risks and reduction measures is penetrating to remote and hard to reach areas.

[1] Including ECE

As such there is an urgent need to provide for the continuation of learning for students no longer able to access school for the period that these restrictions are in place and this uncertainty remains, as well as plan for students' return to school and their learning in school once they return. Additionally, there is an immediate need to respond to the safety and wellbeing needs of students, which may have been exacerbated by COVID-19.

Papua New Guinea Education System

The current PNG population is estimated at over 8.5 million people, 85% of which live in rural communities. It is administratively managed at the subnational level by 22 provinces and 89 districts. The National Department of Education (NDoE) ensures that the provision of quality basic education ranging from Prep through to Secondary Grade 12, Vocational Training Centers (VTC), FODE and Inclusive Education and curriculum support to ECE. In the National Education Plan (NEP) 2020-2029, ECE will be formally integrated into the NDoE mandate.

The National Education System had grown dramatically in the last 40 years. There are 66,789 teachers, 2,328,062 students in 9,400 elementary schools, 4,056 primary schools, 299 secondary and high schools, 148 vocational schools, 22 Flexible Open Distance Education (FODE) Centers and 22 Inclusive Education Resource Centres (IERC).[2] The tertiary subsector consists of 16 Colleges and 6 Universities. Additionally, there are approximately 75,600 students in at least 1,128 ECE centres across the country.

Under the Education Act (1983, amended 1995), the NDoE is responsible for national education policy and planning, developing curriculum, maintaining standards and facilitating teacher education and providing vocational training. The Teaching Service Commission (TSC Act 1988, amended 1995) primarily is responsible for teachers' salaries and conditions. The Provincial Divisions of Education (PDoEs) are responsible for the administration of elementary, primary, secondary and vocational education. Local Level Government responsibilities include the establishment and operation of elementary schools. The National Office of Child and Family Services (NOCFS) oversees the implementation of the Lukautim Pikinini Act (2009) as well as the Early Childhood Care and Development Policy. This includes the registration of Early Childhood Education (ECE) centers, which are largely run through churches, NGOs and private institutions. An ECE policy is currently drafted by the NDoE in collaboration with the NOCFS to formalize the establishment and management of ECE centres in PNG.

The Church Education Agencies, with the Provincial and Local-Level Governments, own and operate provincial institutions. Hence, education is a highly decentralized system involving many partners working together to manage schools, teachers and students.

[2] Education at a Glance, 2018

Table 1 School population by sector

School Level	Number of schools	Male	Female	Total
Early Childhood Education	1,128	37,800	37,800	75,600
Elementary	8,404	531,547	483,409	1,014,956
Primary	3,874	563,666	472,574	1,036,240
Secondary/High schools	283	120,997	81,926	202,923
National High Schools	6	1,991	1,275	3,266
Teachers Colleges	19	3,415	3,133	6,548
Technical Business Colleges	10	4,952	2,186	7,138
Vocational	133	27,770	13,546	41,316
Inclusive Education Resource Centres	24	5,415	4,336	9,751
FODE	22	10,860	8,750	19,610
Permitted Schools	113	16,267	13,181	29,448
	14,010	**1,324,536**	**1,121,432**	**2,445,968**

Needs Assessment

A rapid assessment of the COVID-19 situation in the National Education System (NES) was conducted between 22 April and 1 May 2020 by inspectors and guidance officers using telephone interviews[3] with the headteachers of 404 schools and education institutions (2 percent of NES). Telephone interviews were conducted in 13 provinces (59 percent) and 35 districts (40 percent of all districts). A sample of 52 ECE centres was also interviewed by church education partners and NGOs. Schools in the sample represented a total population of 127,504 students, including 70 boarding institutions.

The rapid assessment found that all schools and education institutions were adhering to the State of Emergency and were closed at the time of the rapid assessment. The assessment also found that the majority of schools face significant barriers to delivering remote learning, including very limited access for students in the home to basic learning materials, as well technology such as radio, basic and smart phone, television or internet. Over 72% of schools reported that less than half of their students have access to electricity at home and only 22% of schools reported that most of their students had access to radio. Schools also have limited access to these resources which will present a challenge to delivering quality education, including booster learning programs, for students on return to school.

In addition, the rapid assessment found that many schools are seeing additional challenges for students as a result of school closures and the COVID-19 response. Lack of access to accurate information about COVID-19 (82%), safety and protection issues (81%), lack of supervision at home (78%), and limited access to WASH facilities (75%) were the most commonly reported challenges. These reported challenges highlight the need for the education response to address issues of risk communication and community engagement (RCCE), protection and WASH, among others.

[3] Instruments: 1) provincial summary; 2) school telephone interview; 3) ECE centre telephone interview.

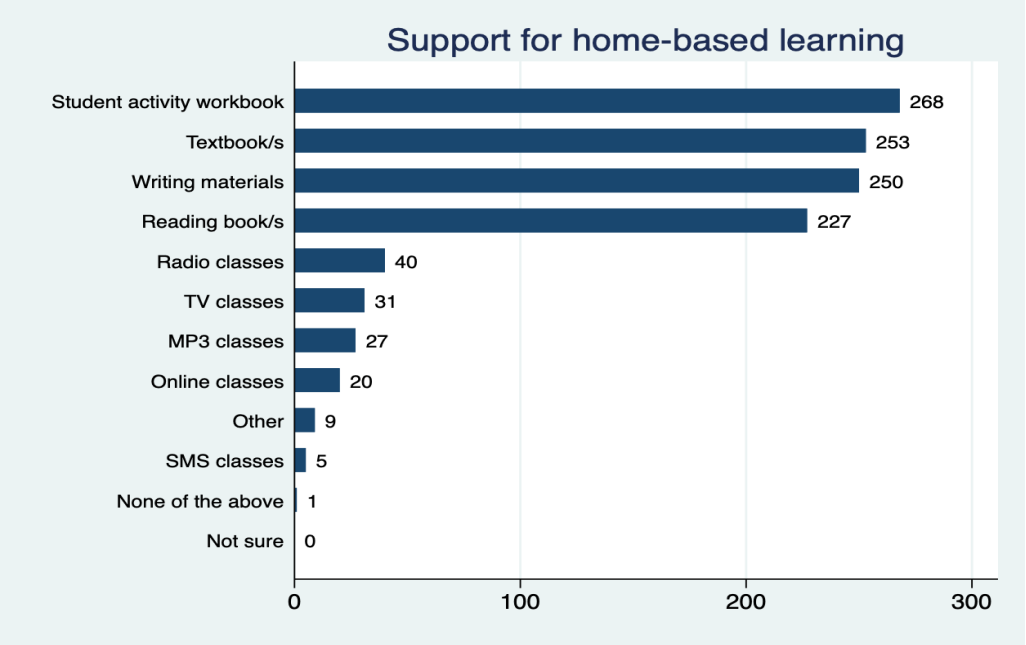
The results of the rapid assessment are indicative of the situation of the overall situation in Papua New Guinea, although the sample of telephone interviews is not statistically representative due to logistical challenges, particularly contacting remote schools.

Home learning

According to the headteachers of their schools, only 34% of students had access to writing materials at home for self-study. Students in the elementary sub-sector had less access which should be a consideration in home learning interventions. Moreover, students from a third of the schools in the sample (32.82 percent) had no access to textbooks while students from 25.46% of the schools had no access to reading books and only 3% of schools report that their students have access to textbooks at home.

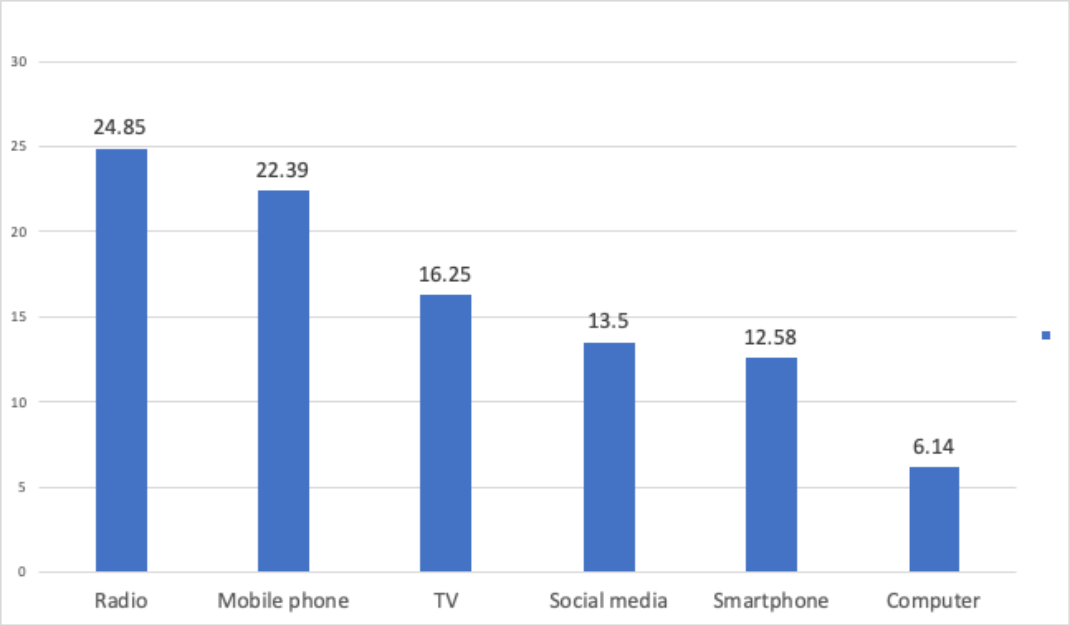
Based on this information, headteachers strongly recommended physical home learning materials: student activity books, writing materials, textbooks and reading books as home learning support. They did not recommend TV, radio, online or SMS for lessons. This finding was consistent across sub-sectors.

Figure 1 "What type of support would be best to help students at your school with home-based learning?"



Based on the responses from headteachers, remote learning by radio, TV, SMS and internet will not meet the needs of students. Radio was the most commonly available media (only one out of every four schools reported that a majority of students had access to radios), followed by mobile phones (22 percent) and television (16 percent). Smartphones and computers were uncommon. The value of using these media to provide home learning lessons and support should be carefully considered and focused on the secondary and tertiary sub-sectors which have higher proportions of students with access. Most schools' students did not even have electricity (38.96 percent).

Figure 2 Proportion of schools where at least a majority of students (50% or higher) have access to technology at home



Residential students

Residential students living in dormitories at secondary schools and tertiary institutions are particularly vulnerable to COVID-19 through increased risk of infection and being unable to safely travel back to their home communities. The rapid assessment found 754 students (504 male and 250 female) from the sample were still residing in dormitories, two percent of the secondary population in the sample. These students are currently a relatively small proportion, but high-risk group.

Teachers

Teachers were continuing to receive fortnightly salary during the State of Emergency. PNG has a relatively small number of volunteer teachers, mostly in the elementary sub-sector who may be highly vulnerable to economic shocks during school closures. The rapid assessment found 63 percent of teachers (2,652 teachers; 1,386 male and 1,266 female) remain located close to their schools and represent a substantial (and compensated) workforce who could be called upon to support home learning.

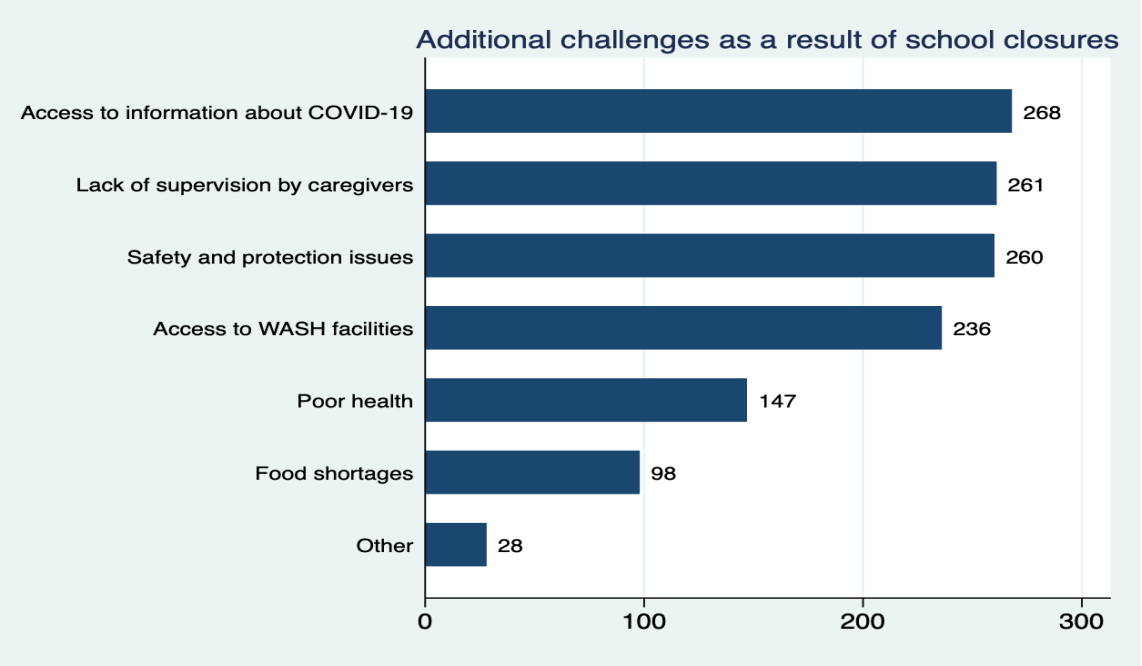
SMS was reported to be the best way to communicate with teachers as 89 percent of teachers had a mobile phone. Email and online resources are less likely to be effective as 62 percent had a smartphone. Around 28 percent of schools reported internet access with teachers at secondary schools being more likely to be connected.

It is also important to consider whether teachers have the basic curriculum documents to support home learning or booster classes. Just 31 percent of schools reported that all their teachers had the necessary teacher's guides. Approximately, 6 percent of schools stated that none of their teachers have any teaching guides.

Additional challenges

Aside from learning, headteachers reported that their students were facing other critical challenges during the crisis. In order of priority these challenges were reported to be access to information about COVID-19, lack of supervision by caregivers, safety and protection issues and access to water and sanitation (Figure 3). Guidance to schools and caregivers should prioritise these issues.

Figure 3 "Are students facing additional challenges as a result of school closure?"



Water and sanitation

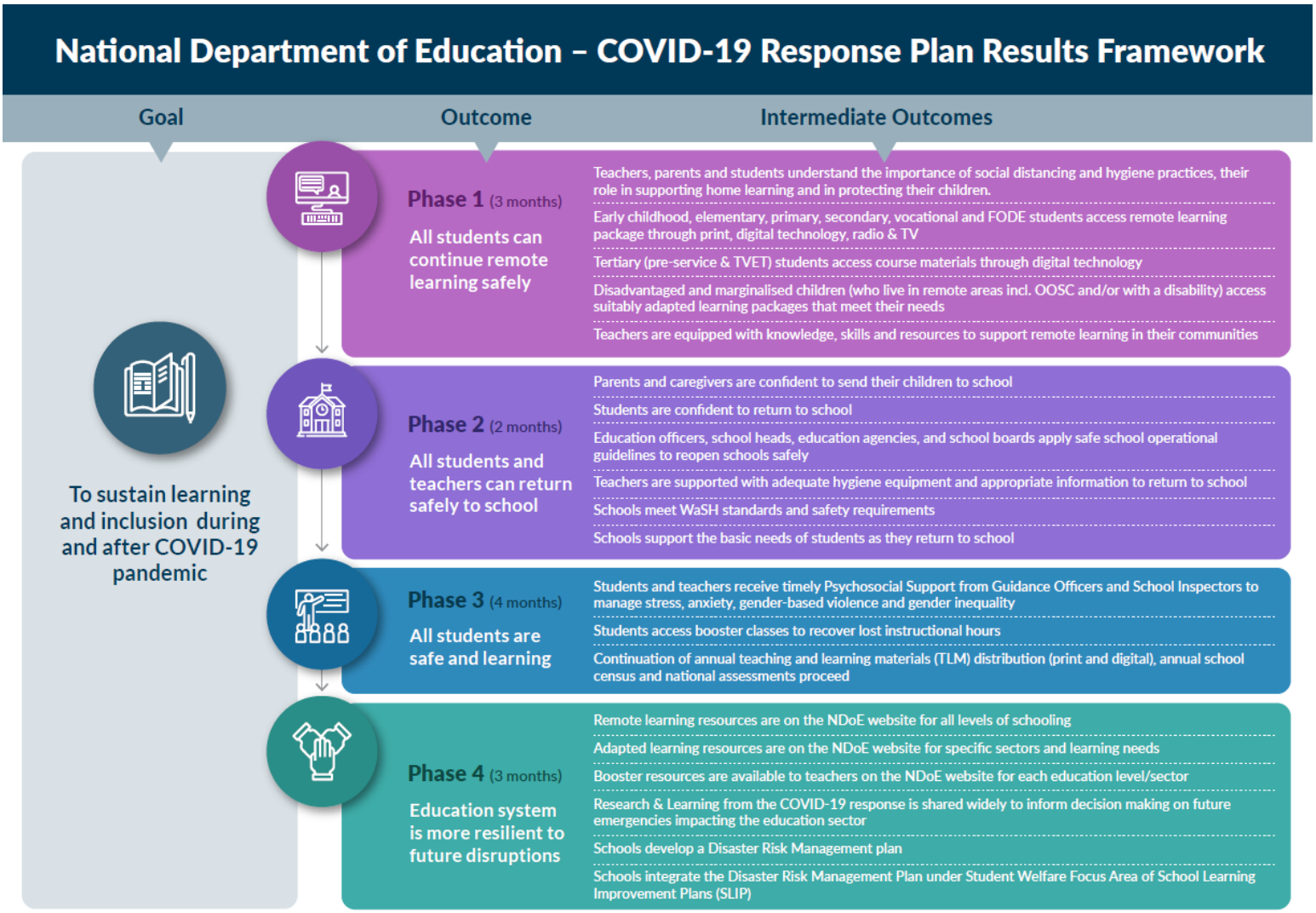
Access to clean water, sanitation and handwashing facilities remains a challenge for many schools surveyed. Just over 31% of schools in the rapid assessment did not have clean water which is critical for infectious disease control. More than 31% of schools reported not having access to clean water, and 89% of schools reported not having sufficient soap and water for all students to be able to practice handwashing behaviours. More than 27% of schools in the rapid assessment did not have any working toilets. In the rapid assessment results, access to WaSH was a particular problem in the primary sub-sector and Sandaun (West Sepik) Province.

Planning assumptions

Informed in part by the results of the rapid assessment, the following assumptions underlie the development of this Education Response Plan:

- The education of our children is continuous, and the pandemic will affect children's learning and education continuity.
- The population growth of PNG stands at 3% per annum. This has contributed to high teacher student classroom ratios, typically reaching 70 to 80 students per class in some schools in PNG. This makes social distancing regulations challenging to implement in schools.
- Schools and teachers' readiness and awareness of COVID-19 is very limited and there exists a lot of fear and uncertainty about CoVID-19 in school communities. Parents and caregivers may keep their children home for a large part of the 2020 academic year as they are allowed by the NDoE to do so.
- Further ongoing school closures may occur as part of COVID-19 infection prevention measures.
- Students benefit from a learning process which includes a clear structure with regular and high-quality teacher-student interactions. Some students will find it more difficult to self-direct their learning. Parents with lower levels of education or competing obligations may have limited time or capacity to support students' learning.
- Students across PNG have varied and often limited access to teaching and learning materials (e.g. reading books, textbooks, stationery, a place to work) and supportive technologies, including electricity, internet, television and radio. As such, a multi-method response is required to reach students in the most remote and disadvantaged communities.
- Students' learning and progression is affected and may be detrimental if the suspension of the academic year(s) is prolonged.
- Distribution of curriculum material is costly and challenging given the geographical landscape but may represent the only method of distributing learning materials to students in some communities with limited access to alternative technologies. Additional curriculum materials may need to be developed in order to meet the needs of all grades.
- Additional support needed by displaced, vulnerable and psychologically affected students as a result of disasters may not be available.
- School closures will lead to other implications for students and families, requiring focus on aspects of child protection, water, sanitation and hygiene (WaSH), health and psychosocial support.
- Monitoring and Evaluation is critical to ascertain whether our students are benefiting from COVID-19 preparedness, response and recovery.
- The NDoE does not yet have sufficient specific materials to respond to the education needs arising from the COVID-19 pandemic.
- Teachers and schools are not prepared to mitigate pandemics and may require specific training, resources and professional development.
- Teachers are not exposed to using technology for teaching and learning as well as school administration.

Phases of response



This Education Response Plan is structured around four phases of response: i) remote learning, ii) returning to school safely, iii) safe learning at school and, iv) resilience-building.[4] It is acknowledged that, given the fluid nature of the response to the COVID-19 pandemic, these phases may not occur in a linear pattern and duration of phases presented in this plan is indicative only. Schools which reopen may need to close again if a local outbreak of COVID-19 occurs. School closures may affect different provinces differently, depending on case numbers in each province and based on provincial response planning which does not automatically follow national planning guidance due to the nature of decentralisation in the country. Phases may take place simultaneously in different locations, or in order to meet the specific needs of different parts of the education system, or face-to-face classes may be staggered and reduced to avoid overcrowding in classrooms and promote social distancing. As such, the phases laid out in this response plan are also considered to be fluid and will be implemented as appropriate to the changing context.

[4] For detailed information on the strategies of this Response Plan, see Annex 1: Results Framework.

The goal of this plan is to sustain learning and inclusion during and after the COVID-19 pandemic. This will be achieved if all students can continue remote learning safely, all students and teachers can return safely to school, all students remain safe and are able to learn and the education system becomes more resilient to future disruptions.

PHASE 1: All students can continue remote learning safely

During the period of school closures, the NDoE and partners will implement activities to maintain continuity of learning for students at all levels of education. Additionally, dissemination of timely, accurate risk communication will be essential for parents, students and teachers to ensure that they can implement appropriate health and hygiene measures during the period of remote learning.

A range of strategies will be used in order to reach students across PNG, including in very remote and extremely remote schools. These will include development of key messages and learning packages for distribution online, through TV, radio and SMS, and print materials as appropriate. As identified as a need in the rapid assessment, due focus on print and radio materials in order to reach the majority of students. Adaptations will made to ensure remote learning packages are accessible for children with a disability and out-of-school children. Tertiary students will access their course materials primarily through digital technology. Teachers will receive training and support in implementing these strategies so that they can deliver and supplement remote learning strategies, providing the necessary support for their students. It is anticipated that broadcasting of lessons through these media will continue throughout the 2020 school year to ensure that students are able to continue to access lessons throughout. This will also support continuation of learning where students experience delays in returning to school.

During periods of school closures, the following intermediate outcomes will be prioritized:

1.1 Teachers, parents and students understand the importance of social distancing and hygiene practices, their role in supporting home learning and in protecting children
1.2 Early childhood, elementary, primary, secondary, vocational and FODE students access remote learning package through print, digital technology, radio & TV
1.3 Tertiary (pre-service & TVET) students access course materials through digital technology
1.4 Disadvantaged and marginalised children (who live in remote areas incl. OOSC and/or with a disability) access suitably adapted learning packages that meet their needs
1.5 Teachers are equipped with knowledge, skills and resources to support remote learning in their communities

PHASE 2: All students and teachers can return safely to school

Lessons learned from the 2018 earthquake in the Highlands indicate that when schools close due to an emergency response, there can be a long lag time to get children back into school once they re-open. Following the earthquake, many students did not return until the following school year. Fear, stigma and misinformation, as well as lack of access to learning materials and safe and healthy learning environments all contribute to delays in return to school. In April 2020, USD 14.7 Million was released to schools as part of the Government Tuition Fee Subsidy. The NDoE encourages schools to use this funds to create safe and healthy learning environments.

Provision of timely, accurate information to teachers, parents and children will be required to promote return to school. Additionally, schools will be supported to implement safety and hygiene measures to

promote student and teacher health. This may include delivery of health and hygiene messages and improvement of WaSH facilities. Teachers will be provided targeted support and incentives to facilitate timely reopening of schools and ensure they have the tools and resources they need for this.

In order to ensure that regular schooling can resume as quickly as possible following schools' reopening, the following intermediate outcomes will be prioritized:

2.1 Parents and caregivers are confident to send their children to school
2.2 Students are confident to return to school
2.3 Education officers, school heads, education agencies, and school boards apply safe school operational guidelines to reopen schools safely
2.4 Teachers are supported with adequate hygiene equipment and appropriate information to return to school
2.5 Schools meet WaSH standards and safety requirements
2.6 Schools support the basic needs of students as they return to school

PHASE 3: All students are safe and learning

Upon return to school, many students will still face barriers to successful continuation of their learning. Despite support to remote learning during school closures, learning has been disrupted to varying degrees at all levels of the education system and booster classes will be needed. A student assessment tool will be developed to enable teachers to understand the learning gaps and needs that students have for targeting through booster classes. Teachers will be provided guidance on delivering booster classes appropriate to school level.

Student and teacher safety and wellbeing will also be targeted in order to ensure that learning is able to successfully resume. Schools are environments which play an important role in the safety and wellbeing of students. This includes provision of mental health and psychosocial support to students and their families and as a forum to address issues relating to gender-based violence (GBV) and protection. Their closure, and the fact that many students and their families are facing additional challenges, stresses and fears, highlight the need to focus on psychosocial support (PSS), and safety as part of the education response.

Psychosocial support will be provided through schools in order to promote wellbeing and support recovery of students and teachers. Additionally, targeted sensitization activities will take place focusing on issues related to GBV and protection which are expected to be exacerbated by school closures.

Regular annual activities, such as distribution of teaching and learning materials (TLM), conducting school census and national assessments will experience some level of disruption as a result of school closures and restrictions on movement as part of the COVID-19 response. Through this phase, NDoE will ensure that disruption to these essential activities is minimised.

In order to ensure children are safe and able to continue learning once they have returned to school, the following intermediate objectives will be prioritised:

3.1 Students and teachers receive timely PSS from Guidance Officers and School Inspectors to manage stress, anxiety, gender-based violence and gender inequality
3.2 Students access booster classes to recover lost instructional hours
3.3 Continuation of annual TLM distribution (print and digital), annual school census and national assessments proceed

PHASE 4: Education system is more resilient to future disruptions

The Education sector response to COVID-19 provides opportunities to contribute to the ongoing resilience of the education system in PNG to adapt and respond to future crises. Learning materials are being developed for distribution on several platforms, accelerated learning programs will be developed and implemented through schools, and data collected throughout the response will contribute to learning which can be applied to system strengthening and preparedness for future emergencies.

In order to contribute to increased resilience of the education system, the following intermediate objectives will be prioritised:

4.1 Remote learning resources are on the NDoE website for all levels of schooling
4.2 Adapted learning resources are on the NDoE website for specific sectors and learning needs
4.3 Booster resources are available to teachers on the NDoE website for each education level/sector
4.4 Research & Learning from the COVID-19 response is shared widely to inform decision making on future emergencies impacting the education sector
4.5 Schools develop a Disaster Risk Management Plan
4.6 Schools integrate the Disaster Risk Management Plan under Student Welfare Focus Area of School Learning Improvement Plans (SLIP)

Key Considerations

Across all phases of the education response, there are several key considerations which cut across activities. These relate to promoting equity in access to the various components of the response and supporting the safety and wellbeing of all members of the school community.

Marginalised and Vulnerable Students

While remote learning strategies aim to ensure continued learning for all students, we know that the most marginalised children including children with disabilities, struggling learners, displaced children, children in the most rural hard-to-reach and poorest communities and girls tasked with caring for family members may not be able to access these opportunities. Additionally, among these children there may be an increase in early unwanted pregnancies, drug abuse, hunger (low income families) and sexual abuse (GBV).

By employing a broad range of education delivery mechanisms, as listed above, the education response will have increased coverage to reach students more vulnerable to the impacts of COVID-19. Additionally, targeted activities will be required to ensure continuity of learning and advocacy in very and extremely remote schools, as well as for other vulnerable students. Development of remote learning packages in a range of formats and delivery modalities also presents an opportunity to reach out of school children the potential to re-engage them in the return to school phase.

Inclusive Education

In PNG, children with disabilities are significantly underrepresented in schools. Key barriers to exclusion are: lack of awareness of the rights of children with disabilities; insufficient budget allocation to implement the Special Education policy; lack of competent teachers with disability-inclusive education training; difficulties with retention and transition in various educational settings from early childhood to post-secondary; inaccessible infrastructure and materials in educational settings; limited appropriate disability

services e.g. health, rehabilitation and early intervention services, and lack of inclusive education curriculum and assessment practices[5]. Children with disabilities are more likely to live in poverty[6] and have more limited access to technology which might facilitate distance learning. They may require more focused assistance in their learning, or specific adaptations to lessons and learning activities in order to engage fully. Parents may require additional support to be able to facilitate their child's learning at home. The services that do exist to support children with disability operate through 19 Inclusive Education Resource Centres (IERCs), where capacity for outreach and direct services to schools is limited.

Key strategies to promote accessibility and inclusion of children with disabilities in the education response are:

- Ensuring all learning resources developed have appropriate accommodations incorporated. This might include:
    - Sign language and subtitles added to video content
    - Large print
    - Braille materials
    - Video or audio adaptations of materials
- Live streaming of lessons
- Provision of learning packs for children with disabilities to support them learning from home
- Provision of learning devices/equipment needed for home learning
- Developing specific key messages and tips for parents on supporting the learning of children with disabilities for distribution through TV, radio and SMS channels with other key messages
- Engaging with the IERCs to identify students with a disability who may need additional support for remote learning and connecting directly with their families to support them to implement their IEP

Support for teachers

Teachers are vital to the implementation of this education response plan across all four phases. They will play an important role in distributing learning materials, checking on and supporting students and their families with the new learning environment and supporting the delivery of new forms of remote learning. Teachers will also play critical role in the return to school phase, supporting back to school efforts and implementing safety measures in schools. Teachers will deliver booster learning programs to students to bring students up to date with the curriculum. Throughout each phase, teachers play a role in provision of psychosocial support to students and will receive training and resources to support this, alongside school-based counsellors who are present in some primary and secondary schools across the country.

Teacher wellbeing and support is a necessary component of this response plan. Support to teachers will draw on existing resources and mechanisms, which may need to be adapted or supplemented as appropriate. This support will include:

- provision of training relevant to all phases of the response, including delivering remote education, preparation for reopening of schools, conducting rapid learning and psychosocial wellbeing assessments, delivering accelerated learning programs and providing psychosocial support to students
- distribution of teaching and learning materials relevant for the respective phases of the response
- provision of psychosocial support to teachers in response to the additional stresses, fears and challenges they face due to COVID-19 and considering their various roles in implementing the education response

[5] CBM (2018) Final Report: PNG Inclusive Education Analysis. Australian High Commission, Port Moresby
[6] Jenkin et al (2015) The Human Rights Needs and Priorities of Children with Disability in Papua New Guinea

Gender

While morbidity rates are higher in men, women carry a different kind of burden from COVID-19. Inequities disproportionately affect their wellbeing and economic resilience during lockdowns. Households are under strain, but childcare, care for the elderly, and housework typically fall on women. In PNG, responsibilities for agricultural production also largely fall on women, and these will be significantly compromised if they are also required to do additional household tasks. Concern over increased domestic violence are growing.[7] PNG is one of the most dangerous places in the world to be a woman, with the majority of women experiencing rape or assault in their lifetime and women facing systemic discrimination.[8] Additionally, the disruption of school closures can lead to an increase in the burden of care learning related tasks, likely impacting girls more than boys in many contexts. This will affect their ability to attend regularly when school returns and stay engaged in education in the longer term. In PNG, chronic disparities between girls and boys in access to education and completion persist and widen as children progress through their schooling. Although enrolment rates are high in Elementary Prep (EP), and the rate of girls' enrolment has grown faster than boys over the past two decades, attendance and completion patterns reveal the obstinacy of this issue. For girls and boys, the most significant loss in transition from one year to the next occurs from Grade 8 to 9 (primary to lower secondary), where only 63.1% of boys and 55.1% of girls transition.[9] Loss in retention however starts very early and by Grade 3, only 84% of boys and 81% of girls transition from Elementary 2 to primary school (Grade 3), with significant variation across provinces and districts. The COVID-19 pandemic puts pressure on this already very vulnerable period in children's education. As the economic crisis deepens in the country, pressure on boys to contribute to the family income may also increase, leading to permanent school dropout.[10]

Gender strategies are strongly integrated into the results framework and respond to the likely COVID-19 impact on girls and boys education continuity in the short and long term. The teaching and learning resource packs produced and disseminated to children and teachers in remote schools will build on the work done by cluster members in early grade reader production and teacher resources by challenging gender stereotypes and harmful gender norms and presenting positive models of girls and women in families and communities. Teacher training support materials will highlight how gender equality can be facilitated in the classroom through simple, practical actions like seating arrangements, allocating responsibilities for class tasks, leaders and answering questions. To challenge gender norms and promote positive parenting, a positive parenting pack will be developed and rolled out through school community outreach and Parent and Citizen's Associations (PCAs) in Phase one. The positive parenting pack will include guidance on positive parenting, child protection, protecting girls from the harmful GBV and creating a positive home learning environment. In Phase two, health and safety measures installed in schools will adhere to gender sensitive guidelines. Health messaging will be sensitive to gender considerations particularly in primary and secondary schools. To encourage upper primary and secondary girls return to school, menstrual hygiene packs will be distributed. Psychosocial support training provided in Phase three to school-based counsellors and teachers will be gender conscious and female counsellors will be promoted for training so female students can access female counsellors, when needed. During this phase, students will also receive age appropriate health, hygiene, protection and GBV messaging to ensure students continue to be safe in schools when classes resume.

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[7] The Lancet Editorial The gendered dimensions of COVID-19. Volume 395, Issue 10231, P1168. Published: April 11, 2020DOI:https://doi.org/10.1016/S0140-6736(20)30823-0

[8] Human Rights Watch (2017) Papua New Guinea – Events of 2016 Women and girl's rights

[9] Department of Education (2015) *EMIS data 2015.*

[10] De Paz, C; Muller M; Munoz Boudet, A; and Gaddis, I. (2020) Gender dimensions of the COVID-19 response. Policy Note April 16. The World Bank Group

Subject Prioritisation

Effectively implementing this response requires the development of high-quality teaching and learning materials across education levels and appropriate for different delivery mechanisms, as well as providing additional training and support to teachers to deliver these. In order to prioritise availability of human and financial resources, this response will focus on Language, Mathematics and Science subjects in the first instance. This will ensure that core subjects are sufficiently covered under this response, and this can be expanded pending the availability of funds and based on need as the impacts of COVID-19 on the education system evolve. Additionally, in Phase 3, consideration will be given to any subjects which need to be limited or adapted in order to respect social distancing requirements, such as Physical Education.

Partner Coordination

The Education Cluster (EC) led by the NDoE will continue to meet on a weekly basis for the foreseeable future to oversee the implementation of the National COVID-19 Education Response and Recovery Plan. Decentralised decision making will be encouraged by supporting each Provincial Division of Education (PDoE) to develop and oversee the implementation of a provincial-level response plan, which are aligned on the national response and recovery plan. The PDoE supported by Inspectors based in the districts will communicate COVID-19 messages directly to schools and monitor the implementation of provincial-level response plans. School-level COVID-19 response interventions will be agreed by school management and teachers in discussion with their respective boards of management funded in part by the Government Tuition Fee Subsidies. To reach the very remote and extremely remote schools, the NDoE and PDoE will collaborate closely with Council of Churches, Civil Society and Non-governmental Organisations.

Budget

The table below provides an overview of the COVID-19 education emergency response and recovery plan budget. The total budget required is PGK 76,297,224 and the table shows the intermediate outcomes and the budget required.

COVID-19 Education Emergency Response and Recovery Plan Budget

Outcome 1: All students can continue remote learning safely	
Intermediate Outcomes	Budget (in PGK)
1.1 Teachers, parents and students understand the importance of social distancing and hygiene practices, their role in supporting home learning and in protecting their children.	255,560
1.2 Early childhood, elementary, primary, secondary, vocational and FODE students access remote learning package through print, innovative technology, radio & TV	30,568,481
1.3 Tertiary (pre-service & TVET) students access course materials through innovative technology	1,055,600
1.4 Disadvantaged and marginalised children (who live in remote areas incl. OOSC and/or with a disability) access suitably adapted learning packages that meet their needs	1,412,800
1.5 Teachers are equipped with knowledge, skills and resources to support remote learning in their communities	1,430,125
SUB TOTAL	34,722,566

Outcome 2: All students and teachers can return safely to school	
Intermediate Outcomes	Budget (in PGK)
2.1 Parents and caregivers are confident to send their children to school	9,750
2.2 Students are confident to return to school	677,341
2.3 Education officers, school heads, education agencies, and school boards apply safe school operational guidelines to reopen schools safely	1,508,980
2.4 Teachers are supported with adequate hygiene equipment and appropriate information to return to school	690,737
2.5 Schools meet WaSH standards and safety requirements	2,020,000
2.6 Schools support the basic needs of students as they return to school	4,962,650
SUB TOTAL	9,869,458
Outcome 3: All students are safe and learning	
Intermediate Outcomes	Budget (in PGK)
3.1 Students and teachers receive timely Psychosocial Support from Guidance Officers and School Inspectors to manage stress, anxiety, gender-based violence and gender inequality	3,026,000
3.2 Students access booster classes to recover lost instructional hours	5,544,700
3.3 Continuation of annual teaching and learning materials (TLM) distribution (print and digital), annual school census and national assessments proceed	13,152,100
SUB TOTAL	21,722,800
Outcome 4: Education system is more resilient to future disruptions	
Intermediate Outcomes	Budget (in PGK)
4.1 Remote learning resources are on the NDoE website for all levels of schooling	340,000
4.2 Adapted learning resources are on the NDoE website for specific sectors and learning needs	180,000
4.3 Booster resources are available to teachers on the NDoE website for each education level/sector	120,000
4.4 Research & Learning from the COVID-19 response is shared widely to inform decision making on future emergencies impacting the education sector	4,307,400
4.5 Schools develop a Disaster Risk Management plan	3,700,000
4.6 Schools integrate the Disaster Risk Management Plan under Student Welfare Focus Area of School Learning Improvement Plans (SLIP)	1,265,000
SUB TOTAL	9,982,400
GRAND TOTAL	**76,297,224**

Annex 1: Results Framework

LEARNING FROM HOME – PHASE 1

OUTCOME 1: All students can continue remote learning safely (Phase 1) 3 months					
OUTCOME 1	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
All students can continue remote learning safely	Number of children (and % of children in the relevant age-group in the program area) in the program area supported with distance/homebased learning/tutoring programs	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	600,000	Phase I rapid needs assessment baseline and endline survey
Intermediate Outcome 1 (IO1)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
IO1.1 Teachers, parents and students understand the importance of social distancing and hygiene practices, their role in supporting home learning and in protecting their children.	% teachers, parents and students who feel confident they understand social distancing and safe hygiene practices. % parents and teachers who feel confident supporting children's learning at home % teachers and parents who feel confident in their ability to protect their children during COVID response	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0 0 0	90 75 75	Phase I rapid needs assessment baseline and endline survey
IOI.2 Early childhood, elementary, primary, secondary, vocational and FODE students access remote learning package through print, digital technology, radio & TV	% Early childhood, elementary, primary, secondary, vocational and FODE students access alternative and remote learning package through print, digital technology, radio & TV	By gender, level of education, age, disabilities, medium, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	40	Phase I rapid needs assessment baseline and endline survey
IO1.3 Tertiary (pre-service & TVET) students access course materials through digital technology	% tertiary students (pre-service & TVET) accessing course materials through digital technology	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	10	Phase I rapid needs assessment baseline and endline survey
IO1.4 Disadvantaged and marginalised children (who live in remote areas incl. OOSC and/or with a disability) access	% youth who live in remote areas and who are out of school able to access to Flexible Open Distance Education (FODE)	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	20	Phase I rapid needs assessment baseline and endline survey

suitably adapted learning packages that meet their needs	% children and youth with disabilities able to access suitably adapted learning packages at home		0	5	
IO1.5 Teachers are equipped with knowledge, skills and resources to support remote learning in their communities	% teachers trained who feel confident to support remote learning in their communities	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	90	Phase I rapid needs assessment baseline and endline survey
Outputs 1	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target (October 2021)**	**Data source**
O1.1 Teachers, parents and students have access to health, protection and wellbeing messages	Number of comms materials designed specifically for teachers, parents and students Number of schools receive health, protection and wellbeing messages for teachers, parents and students	By geographical zones (provinces/ districts/rural/urban)	0 0	5 1,000	Baseline and endline survey
O1.2 Parents and caregivers have access to information on remote learning content, teacher support and responsibilities of caregivers	% of parents and caregivers reached through various mediums with information on distance learning content and teaching methods	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	20	Baseline and endline survey
O1.3 Students have access to learning programs that are aligned with the national curriculum	Number of hours and types of radio/TV/online educational programs broadcasted Number of radio stations/TV programs/ online platforms broadcasting emergency distance learning programs	Media modality, grade, and subjects Radio station/TV program/online platform	0 0	500 5	Baseline and endline survey
OI.4 Pre-service teachers and TVET have access to digital learning programs that are aligned with the national curriculum	Number of pre-service teachers and TVET students enrolled in digital distance learning programs	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	100	Baseline and endline survey
O1.5 Disadvantaged and marginalised children (incl. those with a disability) have access to needs-based learning packages	Number of children (including those with a disability) provided with home needs-based learning kits	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	10,000	Baseline and endline survey
O1.6 Teaching and Learning Materials (TLMs) provided to teachers to support remote learning	Number of TLMs kits distributed	By level of education and geographical zones (provinces/ districts/rural/urban)	0	10,000	Baseline and endline survey

O1.7 Teachers trained in remote learning support	Number of teachers in PNG trained in using distance learning methods	By gender, level of education taught, and geographical zones (provinces/ districts/rural/urban)	0	3,000	Baseline and endline survey
Activities	**NDoE division responsible (NDOE PLEASE ADD)**	**Agency/NGO technical support**	**Proposed Development Partner**	**Timeframe**	**Budget requirement (in PGK)**
COMMUNICATIONS, LOGISTICS AND COORDINATION					
Key health messages are developed and endorsed by NDoH /comms cluster (O1.1)	Curriculum division	EC to adapt key messages to target teachers, parents, and children	Global Partnership for Education (GPE)	See timeframe in budget	127,780
Key messaging to promote digital learning and provide overview of TV, radio, on-line learning programs through SMS and other medium (O1.2)	eLearning, Media Communication Unit (MCU), and ICT Divisions: - Provide overview of TV, radio, online learning programs. - Provide digital learning promotional messaging	EC to support promotion of digital learning platforms	GPE	See timeframe in budget	137,530
Dissemination of key messages incl. inspector communications to teachers, parents & students (O1.1 and O1.2)	Head office, PDoEs, Inspections Wing, Division heads, CEAs: - Disseminate information on digital learning	PPF for target provinces – World Vision, CARE, Save the Children, Child Fund	GPE	See timeframe in budget	127,780
Development and dissemination of learning packs and education resources (O1.3)	Curriculum Development Division: - Develop and disseminate learning packs Church education agencies: - Support with dissemination of learning packs	EC work in partnership with CDD to support dissemination of learning packs		See timeframe in budget	7,647,120
MOU's/agreements with radio broadcasting channels, TV stations, ICT, and telecommunications service providers (O1.1 and O1.2)	eLearning, Media Communication Unit (MCU), and ICT Divisions to lead	Financial support for uploading education documents lessons on websites as well as broadcasting lessons on radio and television. Current GPE funding (April – June) is PGK 230,000	UNICEF	See timeframe in budget	0
Early Childhood Education					
Home play and learning pack development (O1.3)	Curriculum Development Division ICT Division	UNICEF & Save the Children		See timeframe in budget	20,000
SMS, TV and radio program (story time) (O1.3)	Curriculum division/e-learning Development Division eLearning Division ICT Division TE Division	UNICEF & Save the Children Callan Services National Unit	GPE	See timeframe in budget	362,600
ECE teacher training & support packs developed (O1.6 and O1.7)	TE Division ICT Division Guidance Division Inspections Division	UNICEF & Save the Children	GPE	See timeframe in budget	87,425

Positive parenting pack development (O1.2)	TE Division Curriculum Development Division eLearning Division ICT Division Guidance Division Inspections Division	UNICEF & NGOs	GPE	See timeframe in budget	945,000
Home learning pack, parenting pack and teacher pack dissemination (O1.3 and O1.6)	Procurement Division ICT Division Church Education Agencies	UNICEF		See timeframe in budget	1,890,000
ELEMENTARY (Prep, E1, E2)					
Elementary learning packs in English, Mathematics (1 Term) (O1.3)	Curriculum Development Division ICT Division	PPF/ChildFund/CARE/Save the Children/World Vision	GPE	See timeframe in budget	20,000
Elementary SMS, TV and, radio program, innovative technologies (1 Term) (O1.3)	Curriculum division/e-learning Development Division eLearning Division ICT Division TE Division (Inclusive Education Unit)	PPF/ChildFund/CARE/Save the Children/World Vision Callan Services	GPE	See timeframe in budget	74,002
Positive parenting pack development (O1.2)	TE Division Curriculum Development Division eLearning Division ICT Division Guidance Division Inspections Division	UNICEF & Save the Children & CARE		See timeframe in budget	6,920,300
Elementary teacher training & support packs developed (O1.6 and O1.7)	TE Division ICT Division Guidance Division Inspections Division	PPF/ChildFund/CARE/Save the Children/World Vision		See timeframe in budget	127,175
Home learning pack, parenting pack and teacher pack dissemination (O1.3 and O1.6)	Procurement Division ICT Division Church Education Agencies	UNICEF/PPF Implementing partners	GPE	See timeframe in budget	127,175
IERCs					
ECE, Elementary and Primary teacher learning backs versioned for children with disabilities (O1.5)	IE	Callan Inclusive Education Institute and Callan Services National Unit		See timeframe in budget	985,700
IERC teacher training & support packs developed (O1.5)	TE division IE Guidance division Inspections Division	Callan Inclusive Education Institute and Callan Services National Unit	GPE	See timeframe in budget	328,600
Home learning pack, parenting pack and teacher pack dissemination (O1.2 and O1.5)	Procurement Division ICT Division IERCs	UNICEF Callan Inclusive Education Institute and Callan Services National Unit	GPE	See timeframe in budget	81,000

	Church education agencies				
PPE's for IERC Officers for home visits and IERC based activities requiring physical contact. (O1.5)	Procurement Division IERCs	Callan Services National Unit	GPE	See timeframe in budget	17,500
Individual short-term plans developed for all registered CWDs addressing personal health and safety (covid-29, maltreatment) and education (O1.5)	IERC staff members	Inclusive Education Unit, Callan Inclusive Education Institute and Callan Services National Unit		See timeframe in budget	0
Develop braille language versions of health, protection and well-being messages (O1.5)	IE Unit of TED and IERC staff members (selected locations)	Callan Services National Unit		See timeframe in budget	0
Pilot sites for training of IERC staff members and volunteers to receive training (e.g. in PNG Sign Language Skill and also PNGSL – English interpreter skills be established) (O1.5)	IE Unit of TED IERC staff members in selected location(s)	Callan Services National Unit		See timeframe in budget	0
PRIMARY					
Primary TV, radio program (English), innovative technologies (1 term) of content for Grade 3 – 8 (O1.3)	Curriculum division/e-learning Development Division eLearning Division ICT Division TE Division (Inclusive Education Unit)	Callan Services National Unit	GPE	See timeframe in budget	74,002
Positive parenting pack development (O1.2)	TE Division (IE unit) Curriculum Development Division eLearning Division ICT Division Guidance Division Inspections Division	UNICEF & NGOs		See timeframe in budget	6,627,250
Primary teacher training & support packs developed (O1.6 O1.7)	TE Division ICT Division Guidance Division Inspections Division		GPE	See timeframe in budget	121,800
Home learning pack, parenting pack and teacher pack dissemination (O1.3 and O1.2 and O1.6)	Procurement Division ICT Division Church Education Agencies	UNICEF	GPE	See timeframe in budget	121,800
SECONDARY					
Secondary TV, radio program, innovative technologies (O1.3)	Curriculum Development Division eLearning Division	Callan Services National Unit UNESCO	GPE	See timeframe in budget	109,002

	ICT Division TE Division (Inclusive Education Unit)				
Positive parenting pack development (O1.2)	TE Division Curriculum Development Division eLearning Division ICT Division Guidance Division Inspections Division	UNICEF & NGOs UNESCO		See timeframe in budget	478,500
Secondary teacher training & support packs developed (O1.6 and O1.7)	TE Division	UNESCO	GPE	See timeframe in budget	8,800
Home learning pack, parenting pack and teacher pack dissemination (O1.3 and O1.2 and O1.6)	Procurement Division ICT Division Church Education Agencies	UNESCO UNICEF		See timeframe in budget	8,800
FODE & Vocational Training Centres					
FODE & Vocational Training Centres online and innovative technologies (Rachel) [30 - 40% ready to upload. 60 - 70% requires development.] (OI.4)	1. TVET School Operations Division/ Curriculum 2. FODE & Curriculum Development Division 3. eLearning Division 4. ICT Division 5. TE Division (Inclusive Education Unit) 6. General Education Service Division	Callan Services National Unit		See timeframe in budget	1,920,000
FODE & Vocational Training Centres home learning packs printed and disseminated (OI.4)	1. TVET School Operations Division/ Curriculum 2. VTC centres		GPE (PGK385,000)	See timeframe in budget	2,607,500
FODE/ Vocational Training Centres teacher training & support packs developed (OI.4)	1. TVET School Operations Division/ Curriculum 2. Provincial TVET inspections & coordinators 3. VTC managers 4. Procurement Division 5. ICT Division	Callan Services National Unit		See timeframe in budget	132,700
TERTIARY					
Tertiary students (National VET & TED) education content made available online (semester length?) (OI.4)	DHERST			See timeframe in budget	1,050,400
Lecturers training & support pack developed (OI.4)	DHERST			See timeframe in budget	5,200

EVERYONE BACK TO SCHOOL – PHASE 2

OUTCOME 2: All students and teachers return safely to school (Phase 2) 2 months					
Outcome 2	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
Students and teachers return safely to school	Number and % of schools in PNG reopened Number and % of students who return to school Number and % of teachers who return to school	Level of education, geographical zones (regions/ provinces/ districts/rural/urban) By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0 0 0	13,000 90 95	Phase II rapid needs assessment baseline and endline survey
Intermediate Outcome 2 (IO2)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
IO2.1 Parents and caregivers are confident to send their children to school	% of parents surveyed feel confident to send their children back to school	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	80	Phase II rapid needs assessment baseline and endline survey
IO2.2 Students are confident to return to school	% of students surveyed feel confident to return back to school	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	90	Phase II rapid needs assessment baseline and endline survey
IO2.3 Education officers, school heads, education agencies, and school boards apply safe school operational guidelines to reopen schools safely	% Education officers, school heads, education agencies, and school boards who know how to reopen schools safely	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	90	Phase II rapid needs assessment baseline and endline survey
IO2.4 Teachers are supported with adequate hygiene equipment and appropriate information to return to school	% teachers who report receiving some level of hygiene equipment and appropriate information to go back to school % of teachers who resume duties once the school system is reopened	By gender, level of education, age, disabilities, and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote) By gender, level of education taught, and geographical zones (provinces/ districts/rural/urban)	0 0	3,000 90	Phase II rapid needs assessment baseline and endline survey
IO2.5 Schools meet WaSH standards and safety requirements	% schools with WaSH facilities that meet national minimum standards	Level of education, Geographical zones (provinces/ districts/rural/urban)	0	10	Phase II rapid needs assessment baseline and endline survey

	% of schools in PNG equipped with minimum hygiene standards for prevention of COVID-19 % of schools with gender and disability-sensitive WASH facilities NEP 2.5 Percentage of schools with functional toilets (Minor Outcome 2.3)		0 0 0	20 10 10	
IO2.6 Schools support the basic needs of students as they return to school	% of children in PNG provided with access to school meal and nutrition and/or hygiene and sanitation kits (including menstrual health management) % of schools in PNG sanitised according to the 'New Normal' guidelines	By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban) Level of education and geographical zones (provinces/ districts/rural/urban)	0 0	5 90	Phase II rapid needs assessment baseline and endline survey
Outputs 2	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target (October 2021)**	**Data source**
O2.1 Schools have access to the 'New Normal' guidelines and 'Guidance for COVID-19 Prevention and Control In Schools'	Number and % of schools, boarding houses & IERCs that receive the guidance/policy	By school type, geographical zones (provinces/ districts/rural/urban)	0	90	Baseline and endline survey
O2.2 Training provided for PDoE, CEA, guidance officers and inspectors on the 'New Normal' guidelines and 'Guidance for COVID-19 Prevention and Control In Schools'	Number of education staff trained	By gender, level of education, age, disabilities, job position and geographical zones (provinces/ districts/rural/urban)	0	200	Baseline and endline survey
O2.3 Appropriate PPE for teachers and education staff officers (who visit schools) provided	Number of education officers and teachers who receive PPE	By gender, level of education, age, disabilities, job position and geographical zones (provinces/ districts/rural/urban)	0	5,000	Baseline and endline survey
O2.4 Monitoring visits carried out by Inspectors and Guidance Officers	Number of schools who receive an inspection monitoring visit by Inspectors and Guidance Officers	Level of education and geographical zones (provinces/ districts/rural/urban)	0	1,000	Baseline and endline survey
O2.5 National back-to-school campaign conducted	% of schools reached through the national back-to-school campaign	geographical zones (provinces/ districts/rural/urban)	0	90	Baseline and endline survey
O2.6 Student incentive packs for remote schools provided	Number of students received incentive packs in remote, very remote, and extremely remote schools	By gender, level of education, age, disability and geographical zones (provinces/ districts/rural/urban)	0	10,000	Baseline and endline survey

O2.7 Teacher incentive packs for remote schools provided	Number of teachers received incentive packs in remote, very remote, and extremely remote schools	By gender, level of education, age, disability and geographical zones (provinces/ districts/rural/urban)	0	1,000	Baseline and endline survey
O2.8 Grants (incl. commodities) for school hygiene kits, handwashing stations and toilets provided	Number of schools with hand washing stations installed in accordance with the national WaSH minimum standards	Level of education and geographical zones (provinces/ districts/rural/urban)	0	1,000	Baseline and endline survey
O2.9 Training for school boards & school heads on handwashing station and toilet construction provided	Number of school boards & school heads trained	By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban)	0	5,000	Baseline and endline survey
O2.10 School health and hygiene messaging posted around the school	Number of schools with visible health and hygiene messaging	Level of education and geographical zones (provinces/ districts/rural/urban)	0	90	Baseline and endline survey
Activities	**NDoE division responsible (NDOE PLEASE ADD)**	**Agency/NGO technical support**	**Proposed Development Partner**	**Timeframe**	**Budget required (in PGK)**
COMMUNICATIONS, LOGISTICS AND COORDINATION					
Key back to school messages for campaign adapted from national messages, launched nationally (O2.1)	Curriculum Development Division IE	PPF to adapt in coordination with Communications Cluster Callan Services National Unit EC members to support dissemination	GPE	See timeframe in budget	9,750
Key school health and hygiene messaging adapted for posters (O2.1)	Curriculum Development Division	PPF to adapt in coordination with Communications Cluster Callan Services National Unit	GPE	See timeframe in budget	3,100
Extract and simplify guidance on the 'New Normal' guidelines, 'Guidance for COVID-19 Prevention and Control In Schools', and FAQs (O2.1)	EiE Task Force (representatives from multiple divisions)	UNICEF & PPF	GPE	See timeframe in budget	3,100
Distribution of simplified guidance/policy to management on the 'New Normal' guidelines, 'Guidance for COVID-19 Prevention and Control In Schools', and FAQs (O2.1)	Office of the Secretary to instruct Provincial Education Advisors Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies	NGOs to support where there may be gaps/challenges	GPE	See timeframe in budget	127,780
Orientation and training on 'New Normal' and 'Safe School' guidelines for PDoE, CEA, guidance officers & inspectors developed & rolled out - Supportive supervision	Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies IE		GPE	See timeframe in budget	550,000

(monitoring & training simultaneously) (O2.2)					
Dissemination of back to school incentive packs for provinces/districts most affected by COVID-19 (stationary, etc.) (O2.5)	**Province and district education authority** District Education Officers Inspections Division/TVET Inspections/ TE Inspections Church Education Agencies	NGOs to support where there may be gaps/challenges	GPE	See timeframe in budget	677,341
Back to Work Health Incentive Pack procured and distributed for inspectors, guidance officers and teachers (i.e. soap, PPE) (O2.3 and O2.10)	Inspections Division/TVET Inspections/ TE Inspections Guidance Division Procurement Division in coordination with SOE Controller		GPE	See timeframe in budget	723,737
Inspector visits/monitoring to check messaging, incentive packs, WaSH grants and guidance on contingency planning has reached schools - Supportive supervision (monitoring & training simultaneously) (O2.4)	Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies		GPE	See timeframe in budget	792,000
WASH IN SCHOOLS					
WaSH in schools rapid audit (O2.8)	Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies	WaSH Cluster	GPE	See timeframe in budget	594,000
Handwashing station and toilet construction installed in accordance with the national WaSH minimum standards and School minimum standards based on PARI Index – 1. Requirements disseminated 2. Enforcing WaSH policy for schools to utilise grants 3. Support hardware procurement and distribution where required (O2.8)	WaSH in Schools – Policy and Research Wing Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies Procurement Division	NGOs/CARE to support where there may be gaps/challenges WaSH Cluster	GPE	See timeframe in budget	1,386,000
ToT and training manual for WaSH in school's management (O2.9)	Policy & Research Wing Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies	WaSH Cluster	GPE	See timeframe in budget	20,000

Maintenance and training rollout for WaSH in school's management (O2.9)	Policy & Research Wing Inspections Division/TVET Inspections/ TE Inspections Guidance Division Church Education Agencies	WaSH Cluster/CARE	GPE	See timeframe in budget	20,000
ECE					
ECE – Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force Procurement Division Inspections Division Guidance Division Church Education Agencies	NGOs support procurement UNICEF Save The Children Logistics Cluster	GPE	See timeframe in budget	425,000
ELEMENTARY					
Elementary Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force Procurement Division Inspections Division Guidance Division Church Education Agencies IE	NGOs support procurement UNICEF PPF/CARE/World Vision/Child Fund/Save the Children Logistics Cluster Callan Services National Unit	GPE	See timeframe in budget	915,000
EDUCATION FOR CHILDREN WITH SPECIAL NEEDS – IERCs					
IERC Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force IE Unit of TED, IERC staff Procurement Division Inspections Division Guidance Division Church Education Agencies	NGOs support procurement UNICEF Save The Children Callan Inclusive Education Institute Callan Services National Unit Logistics Cluster	GPE	See timeframe in budget	463,050
PRIMARY					
Primary Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force Procurement Division Inspections Division Guidance Division Church Education Agencies	NGOs support procurement UNICEF Logistics Cluster	GPE	See timeframe in budget	1,810,400
SECONDARY					
Secondary Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force Procurement Division Inspections Division Guidance Division Church Education Agencies	NGOs support procurement UNICEF Logistics Cluster		See timeframe in budget	322,800
FODE and VET					
FODE and VET Back to School incentive packs procured and distributed to students and teachers in most affected schools (O2.6)	EiE Task Force Procurement Division Inspections Division Guidance Division Church Education Agencies	NGOs support procurement UNICEF Logistics Cluster	GPE	See timeframe in budget	1,026,250

LEARNING IN SCHOOL AGAIN – PHASE 3

OUTCOME 3: All students are safe and learning (Phase 3) 4 months					
OUTCOME 3	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
All students are safe and learning	% of children previously enrolled in schools in PNG return to school once the school system is reopened	By gender, level of education, age group, disabilities, and geographical zones (provinces/ districts/rural/urban) PARI Index	0	90	Phase III rapid needs assessment baseline and endline survey
Intermediate Outcome 2 (IO3)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
IO3.1 Students and teachers receive timely Psychosocial Support from Guidance Officers and School Inspectors to manage stress, anxiety, gender-based violence and gender inequality	% of children and teachers who have access to PSS support % of children in PNG have access to programs and sensitization campaigns (minimizing the negative impacts of school closure, gender-based violence, unequal social norms)	By gender, level of education, age, disability, and geographical zones (provinces/ districts/rural/urban) By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban) PARI index	0 0	50 50	Phase III rapid needs assessment baseline and endline survey
IO3.2 Students access booster classes to recover lost instructional hours	% of children in PNG attend booster classes to mitigate loss of learning during school closure	By gender, level of education, age, disability, and geographical zones (provinces/ districts/rural/urban) PARI	0	10	Phase III rapid needs assessment baseline and endline survey
IO3.3 Continuation of annual teaching and learning materials (TLM) distribution (print and digital), annual school census and national assessments proceed	% of schools submit annual school census/assessments successfully	By census/assessment type	0	90	Phase III rapid needs assessment baseline and endline survey
Outputs 3	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target (October 2021)**	**Data source**
O3.1 Guidance officers, inspectors, and volunteer school counsellors have the capacity to support teacher and student wellbeing	Number and % of guidance officers, inspectors, and volunteer school counsellors supported with PSS information	By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban) PARI Index	0	90	Baseline and endline survey
O3.2 Student social emotional well-being assessment undertaken to inform specific counselling support	Number of children in PNG whose well-being was assessed to inform specific counselling support	By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban) PARI Index	0	100,000	Baseline and endline survey

O3.3 Student academic assessments undertaken to inform remedial class packages	Number of children in PNG whose learning was assessed to evaluate loss of learning during school closure	By gender, level of education, age, disabilities, and geographical zones (provinces/ districts/rural/urban) PARI Index	0	10,000	Baseline and endline survey
O3.4 Booster class packages developed by schools	Number of schools implementing booster classes	By level of education and geographic zones (provinces/district/rural/urban) PARI Index	0	1,000	Baseline and endline survey
O3.5 Teachers receive support to deliver booster classes and assessments	Number of teachers who receive support to deliver booster classes and assessments to mitigate loss of learning during school closure	By gender, level of education taught, and geographical zones (provinces/ districts/rural/urban) PARI Index	0	500	Baseline and endline survey
O3.6 Child and age appropriate health, hygiene, protection and GBV messaging is distributed to schools	Number of schools that receive key messaging packs on health, hygiene, protection and GBV	By level of education and geographic zones (provinces/district/rural/urban) PARI Index	0	1,000	Baseline and endline survey
O3.7 School sensitization events on health, hygiene, protection and school based GBV is carried out	Number of schools that conduct sensitisation events on health, hygiene, protection and school based GBV	By level of education and geographic zones (provinces/district/rural/urban) PARI Index	0	1,000	Baseline and endline survey
O3.8 Inspector and Guidance Officer visits carried out	Number and % of schools **who receive an inspector visit** visited by Inspectors and Guidance Officers	Level of education and geographical zones (provinces/ districts/rural/urban) PARI Index	0	2,000	Baseline and endline survey
O3.9 Annual school census **completed**	% of schools who complete annual school census	By geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	90	Baseline and endline survey
O3.10 Annual examinations completed	% of students who complete examinations (Year 8, 10 & 12)	By year level and geographical zones (provinces/districts) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	90	Baseline and endline survey
O3.11 Reading books (digital and physical) distributed to support PSS and booster classes	% of schools that receive reading books to support PSS and booster classes	Level of education and geographical zones (provinces/ districts/rural/urban) PARI Index (Highly accessible, accessible, moderately accessible, remote, very remote, extremely remote)	0	5	Baseline and endline survey
Indicative Activities	**NDoE division responsible (NDOE PLEASE ADD)**	**Agency/NGO technical support**	**Proposed Development Partner**	**Timeframe**	**Budget required (in PGK)**
PSS AND WELL-BEING PROGRAM					

Student well-being assessment tool developed/revised (O3.2)	Guidance Division to adapt to PNG	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Psychosocial Support (PSS) guidelines for teachers and students developed/revised (O3.1)	Guidance Division to incorporate COVID-19 guidelines to existing materials	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Training program for guidance officers, volunteer school counsellors, and teachers/IERCs on Psychosocial Support (PSS) developed/revised (O3.1)	Guidance Division to incorporate COVID-19 guidelines to existing training program IE	EC to provide guidance documents/ samples	GPE	See timeframe in budget	1,705,000
School based counselling sessions at schools and IERCs (O3.2 and O3.11)	Guidance Division Inspections Division/TVET Inspections/ TE Inspections IE	EC to provide guidance documents/ samples	GPE	See timeframe in budget	0
Messaging on health, hygiene, protection and GBV developed, endorsed, and disseminated	Health, hygiene, protection and GBV messages developed and dissminated by	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Inspector and Guidance Officer visits/monitoring to check messaging has reached schools & sensitisation events are held	Consultant/Inspections/Guidance/NDOH Inspector to monitor and asses schools have received senistisation messages	EC to provide guidance documents/ samples	GPE	See timeframe in budget	594,000
Sensitization program on health, hygiene, protection and GBV for schools developed & endorsed	Sensitization program developed, endorsed and disseminate to schools	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Teacher guidance on sensitisation developed & disseminated	Consultant/Curriculum/Guidance/NDoH Senistisation guide developed and dissminated	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Back to Work Health Incentive Pack procured and distributed for inspectors and guidance officers (i.e. soap)	Incentive packs for inspectors and guidance officers used during school visits	EC to provide guidance documents/ samples	GPE	See timeframe in budget	20,000
Inspector visits/monitoring to check messaging, PSS support, remedial program, sensitization, school census, examinations	Inspector to monitor and assess schools have received messages, PSS support etc	EC to provide guidance documents/ samples	GPE	See timeframe in budget	594,000

BOOSTER CLASSES					
Student academic assessment tool developed/revised (O3.3)	Inspections Division/TVET Inspections & Operations/ TE Inspections Guidance Division	UN/NGOs to support where applicable	GPE	See timeframe in budget	20,000
Instructions on booster classes developed for teachers (O3.4 and O3.5)	Curriculum Development Division Inspections Division/TVET Inspections/ TE Inspections Guidance Division	UN/NGOs to support where applicable	GPE	See timeframe in budget	20,000
Booster classes developed per school level & grade including support for grades sitting examination (O3.4 and O3.5 and O3.11)	Teachers at school level and type (including IERCs)	UN/NGOs to support where applicable	GPE	See timeframe in budget	1,421,700
Vocational Education Training courses developed and uploaded online/ through innovative platforms	TVET Unit	UN/NGOs to support where applicable	GPE	See timeframe in budget	1,708,000
Uploading and linking free online materials the PNG Syllabuses	TVET Unit	UN/NGOs to support where applicable	GPE	See timeframe in budget	360,000
Installation and configuration for Wifi connectivity	TVET Unit	UN/NGOs to support where applicable	GPE	See timeframe in budget	2,135,000
TEACHING AND LEARNING MATERILAS, CENSUS & EXAMINATION					
Annual school census preparation, administration & oversight (O3.9)	Policy & Research Wing	UN/NGOs to support where applicable	GPE	See timeframe in budget	132,000
Annual examinations – Grade 8,10 and 12 preparation, administration, oversight, correction & reporting (O3.10)	Measurement Services Division Inspections Division Guidance Division	UN/NGOs to support where applicable	GPE	See timeframe in budget	1,255,500
COVID-19 response – preparation, administration, oversight, analysis & reporting	Response report on CoVID-19 in Education	UN/NGOs to support where applicable	GPE	See timeframe in budget	66,000
Site and hosting of database that holds the Learning Management System (LMS)	Hosting of content online Locally hosted offline LMS in schools	UN/NGOs to support where applicable	GPE	See timeframe in budget	96,000
Provision of offline LMS in schools	Provision of zero rated link for teachers and students to have access the LMS for teaching and learning remotely	UN/NGOs to support where applicable	GPE	See timeframe in budget	75,000

Providing link for students in PNG to have access to online materials	Provision of zero rated link for teachers and students to have access the LMS for teaching and learning remotely	UN/NGOs to support where applicable	GPE	See timeframe in budget	19,200
Internet content filtering	To filter internet content	UN/NGOs to support where applicable		See timeframe in budget	6,000,000
Hosting of eLibrary for ECE, elementary, primary schools	e-library for ECE, elementary and Primary schools	UN/NGOs to support where applicable	GPE	See timeframe in budget	1,135,200
Caching of frequently visits sites	Caching internet content for local usage	UN/NGOs to support where applicable		See timeframe in budget	60,000
Training of Teachers on the LMA and lesson preparation	Teachers train to use ICT for teaching and learning	UN/NGOs to support where applicable	GPE	See timeframe in budget	4,303,200

STRONGER AND MORE RESILIENT EDUCATION SYSTEM – PHASE 4

OUTCOME 4: Education system is more resilient to future disruptions (Phase 4) 3 months					
OUTCOME 4	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
Education system is more resilient to future disruptions	% of schools with a Disaster Risk Management (DRM) Plan	By school, by province, district, PARI	0	20	Phase IV rapid needs assessment baseline and endline survey Score on INEE/UNICEF Preparedness Tool https://inee.org/resources/preparedness-plan-monitoring-tool
Intermediate Outcome 4 (IO4)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**
IO4.1 Remote learning resources are on the NDoE website for all levels of schooling	# of remote learning resources by sectors hosted on the NDoE website	By sector (year level and subject)	0	100	Phase IV rapid needs assessment
	% of schools able to access remote learning resources on the NDoE website	Province/ District/ PARI Index	0	5	baseline and endline survey
IO4.2 Adapted learning resources are on the NDoE website for specific sectors and learning needs	# of adapted learning resources by sectors hosted on the NDoE website	By sector (year level and subject)	0	10	Phase IV rapid needs assessment
	% of schools able to access adapted learning resources on the NDoE website	Province/ District/ PARI Index	0	5	baseline and endline survey
IO4.3 Booster resources are available to teachers on the NDoE website for each education level/sector	# of booster resources by sectors hosted on the NDoE website	By sector (year level and subject)	0	20	Phase IV rapid needs assessment
	% of schools able to access remedial resources on the NDoE website	Province/ District/ PARI Index	0	5	baseline and endline survey
IO4.4 Research & Learning from the COVID-19 response is shared widely to inform decision making on future emergencies impacting the education sector	# research and learning products and information sessions/events	By product and/or event	0	2	Phase IV rapid needs assessment baseline and endline survey

IO4.5 Schools develop a Disaster Risk Management plan	Number of schools with disaster risk management plans in place	Level of education and geographical zones (provinces/ districts/rural/urban)	0	2,000	Phase IV rapid needs assessment baseline and endline survey
IO4.6 Schools integrate the Disaster Risk Management Plan under Student Welfare Focus Area of School Learning Improvement Plans (SLIP)	% of schools with DRM Plan incorporated under Student Welfare Focus Area of SLIP	By sector, province, district PARI Index	0	2,000	Phase IV rapid needs assessment baseline and endline survey
Outputs 4	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target (October 2021)**	**Data source**
O4.1 ECE learning packs, TV, radio, and innovative platforms developed	Number of programs developed for learning packs, TV, radio, and innovative platforms	By emergent literacy and numeracy	0	10	Baseline and endline survey
O4.2 Elementary content for learning packs, TV, radio, and innovative platforms developed	Number of programs developed for learning packs, TV, radio, and innovative platforms	By elementary grade and subject (English and Mathematics)	0	10	Baseline and endline survey
O4.3 IERC versioned learning packs developed	Number of programs developed for learning packs, TV, radio, and innovative platforms	By type	0	10	Baseline and endline survey
O4.4 Primary English, Maths & Science TV, radio, on-line, and innovative platforms developed	Number of programs developed for learning packs, TV, radio, and innovative platforms	By year level and subject (English, Maths & Science)	0	10	Baseline and endline survey
O4.5 Secondary English, Maths and Science TV, on-line, and innovative platforms developed	Number of programs developed for learning packs, TV, and innovative platforms	By year level and subject (English, Maths & Science)	0	10	Baseline and endline survey
O4.6 FODE learning programs expanded for Grade 6 onwards	Number of Courses developed	By year level and subject	0	10	Baseline and endline survey
O4.7 TVET learning programs expanded through online and innovation platforms	Number of Courses developed and uploaded online/ through innovative platforms	By year level and subject/trade	0	10	Baseline and endline survey
O4.8 Booster resources made available to support teachers	Number of Booster resources are available on NDoE website	By year level and subject	0	5	Baseline and endline survey
O4.9 WaSH facilities and supplies are available and maintained.	Number of schools with WaSH facilities maintained	Level of education and geographical zones (provinces/ districts/rural/urban)	0	1,000	Baseline and endline survey
O4.10 Research & Learning initiatives undertaken from the COVID-19 response	Number of reports completed	By report (social economic impact)	0	2	Baseline and endline survey
O4.11 Disaster Risk Management Plan is integrated into SLIP plan for future school closures if COVID-19 outbreak	# schools receive guidance on integrating DRM into their SLIPs	Level of education and geographical zones (provinces/ districts/rural/urban)	0	2,000	Baseline and endline survey
Indicative Activities	**NDoE division responsible (NDOE PLEASE ADD)**	**Agency/NGO technical support**	**Proposed Development Partner**	**Timeframe**	**Budget required (in PGK)**
ECE					

Drafting, review & final copy for ECE learning packs (O4.1)	Curriculum Development Division TED (Inclusive Education) Research & Evaluation Church Education Agencies	UNICEF Save The Children PPF Callan Services	GPE	See timeframe in budget	40,000
Drafting, review and final copy of ECE TV, radio, and innovative platforms (O4.1)	Curriculum Development Division TED (Inclusive Education) eLearning Division ICT Division Research & Evaluation Church Education Agencies	UNICEF Save The Children PPF Callan Services	GPE	See timeframe in budget	40,000
ELEMENTARY					
Drafting, review & final copy for Elementary learning packs per grade level (O4.2 and O4.8)	Curriculum Development Division TED (Inclusive Education) Research & Evaluation Church Education Agencies IE	UNICEF Save The Children PPF Callan Services	GPE	See timeframe in budget	40,000
Drafting, review and final copy of Elementary TV, radio, and innovative platforms (disability inclusive) (O4.2)	Curriculum Development Division TED (Inclusive Education) eLearning Division ICT Division Research & Evaluation Church Education Agencies IE	UNICEF Save The Children PPF Callan Services	GPE	See timeframe in budget	40,000
EDUCATION FOR CHILDREN WITH SPECIAL NEEDS – IERCs					
Drafting, review & final copy for Elementary learning packs and IERC learning packs per grade level (O4.3)	Curriculum Development Division TED (Inclusive Education) Research & Evaluation Church Education Agencies IE	UNICEF Save The Children Inclusive Education Unit, Callan Inclusive Education Institute and Callan Services National Unit	GPE	See timeframe in budget	40,000
Drafting, review and final copy of disability inclusive TV, radio and on-line content (O4.3)	Curriculum Development Division TED (Inclusive Education) eLearning Division ICT Division Research & Evaluation Church Education Agencies IE	UNICEF Save The Children Inclusive Education Unit, Callan Inclusive Education Institute and Callan Services National Unit	GPE	See timeframe in budget	40,000
PRIMARY					
Drafting, review and final copy for Primary Grade 4 – 8 program (English) TV, Radio, and innovative platforms (O4.4 and O4.8)	Curriculum Development Division TED (Inclusive Education) eLearning Division ICT Division Research & Evaluation	UNICEF Callan Services	GPE	See timeframe in budget	40,000

	Church Education Agencies				
SECONDARY					
Drafting, review and final copy for Secondary TV and innovative platforms (O4.5 and O4.8)	Curriculum Development Division TED (Inclusive Education) eLearning Division ICT Division Research & Evaluation Church Education Agencies	UNICEF Callan Services	GPE	See timeframe in budget	40,000
FODE content expanded – more courses added (O4.6)	FODE General Education Services Division Curriculum Development Division		GPE	See timeframe in budget	220,000
TVET (VOCATIONAL TRAINING CENTRES)					
Vocational Education Training courses developed and uploaded online/ through innovative platforms (O4.7)	TVET Curriculum Division TVET Inspections National Apprentice Trade Testing Board	EU DFAT UNESCO	GPE	See timeframe in budget	40,000
RESEARCH, LEARNING & POLICY SUPPORT					
Knowledge sharing events (O4.10)	Policy & Research Wing	UNICEF	GPE	See timeframe in budget	10,000
Professional development on EiE for Inspectors & Guidance Officers (O4.10)	General Education Services Policy & Research Wing Inspections Division/TVET Inspections & Operations/ TE Inspections Guidance Division Church Education Agencies PDoEs	UNICEF UNESCO	GPE	See timeframe in budget	1,755,000
Education cluster secretariat support (O4.10)	General Education Services	UNICEF	GPE	See timeframe in budget	0
Conduct research on response and impact (O4.10)	Research & Evaluation Division	EC	GPE	See timeframe in budget	2,542,400
PRE-POSITIONING STOCKS & ICT INFRASTRUCTURE					
Pre-positioned stocks of EiE supplies in Australia (O4.9)	General Education Services	UNICEF	GPE	See timeframe in budget	20,000
Procure and install/enhance ICT infrastructure (satellite TV in primary schools and Internet in secondary schools) (O4.11)	eLearning Division ICT Division	EC	GPE	See timeframe in budget	3,750,000
CONTINGENCY PLANNING					
Develop and implement training on Disaster Risk Management Plans and incorporation into SLIP (O4.11)	General Education Services Policy & Planning Division Inspections Division/TVET Inspections & Operations/ TE Inspections Guidance Division	UNICEF	GPE	See timeframe in budget	1,265,000

	Church Education Agencies PDoEs				