

COVID-19
Education Cluster Contingency Plan, 2020

Nepal Education Cluster

March 2020

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ABBREVIATIONS

BCC	business case continuity
BS	Bikram Sambat (Nepali era)
CDC	Curriculum Development Centre
CEHRD	Centre for Education and Human Resource Development
COVID-19	coronavirus disease 2019
CSO	civil society organisation
CTEVT	Council for Technical Education and Vocational Training
ECED	early childhood education and development
ECED/PPE	early childhood education and development and pre-primary education
EDCU	education development coordination unit
EGRP	Early Grade Reading Programme
EIE TWG	Education in Emergencies Thematic Working Group
ERP	Emergency Response Plan
ETC	education training centre
ICT TWG	Information and Communication Technology TWG
IEC	information education and communication
JEMC	Janak Education Material Centre
LG	local government
MoEST	Ministry of Education, Science and Technology
MoFAGA	Ministry of Federal Affairs and General Administration
MoHA	Ministry of Home Affairs
MoHP	Ministry of Health and Population
NEB	National Examination Board
NEC	Nepal Education Cluster
PABSON	Private & Boarding School's Organization Nepal
PG	provincial government
PPE	pre-primary education
SMC	school management committee
Tbc	to be confirmed
TVET	technical and vocational education and training
WASH	water, sanitation and hygiene

1 INTRODUCTION

1.1 Background as of 23 March 2020

The first case of the coronavirus disease 2019 (COVID-19) was reported in December 2019 in Huwei, China. Up to 23 March 2020, 207,860 people have tested positive for COVID-19 and 8,657 have died from the disease across 166 countries. On 11 March 2020, WHO declared the disease to be a Public Health Emergency of International Concern (PHENC) and classified COVID-19 as a pandemic. Nepal has reported two positive cases, of which the first one has recovered and the second one is undergoing treatment.

Nepal's education sector educates 993,900 3 to 5-year old children in early childhood educational development centres and pre-primary classes (ECED/PPE), 5,165,186 5 to 12-year-olds in basic education (Grades 1–8) and 1,554,792 13 to 16-year-olds in secondary education (Grades 9–12). There are a total of 35,055 schools including community (government), institutional (private) and traditional (religious) schools. About 26% of all students enrolled in school education (ECED to Grade 12) attend institutional schools. There are 226,931 teachers and 30,448 ECED/PPE teachers deployed in public schools and 119,679 in institutional schools. A total of 2,544,025 students are enrolled in residential/boarding schools, of which 69,003 are children living with disabilities. Nepal has achieved gender parity in school enrolment at all levels.

In higher education, 371,184 students are enrolled across the different universities and colleges. There are 189,981 students in school-level technical education or vocational training, as well as learners engaged through non-formal education and community learning centres (CLCs) across the country.

Crisis situations such as the 2015 earthquakes and an outbreak of COVID-19 could reverse the progress made in school education and especially gender and social inclusion-related parity.

Currently 13% of schools have facilities to access the internet (Flash 1, 2019-20) and 55% of households have access to the internet in their households and 51% of students could access media such as radio and TV (MICS, 2020). Based on these numbers, it is estimated that the remaining 45% students are unlikely to regularly access online or other media.

1.2 Current status

The final school exams up to Grade 9 were completed in the first week of March. Grade 10 exams and higher education (grade 11 and 12) exams have been postponed until further notice.

To prevent the spread of COVID-19, the Ministry of Education, Science and Technology (MoEST) postponed education activities and closed all schools and educational institutions till the end of April 2020. The school closure can be extended depending on the spread and impact of the disease.

After the identification of the second case on 23 March 2020, the government announced a complete lockdown in the country from 6am on 24 March to 27 April, allowing only essential government services to remain operational and movement for emergency purposes. Given the recent increase in cases (currently 31 people have tested positive with 4 of them recovered) schools are expected to remain closed for the remaining of April and May.

MoEST continues to monitor the situation to determine a possible date for reopening schools. To prevent the spread of COVID-19 through the school education system, on 18 March 2020 MoEST issued a directive:

- suspending the Grade 10 Secondary Education Exams (SEE), which were scheduled to begin on 6 Chaitra 2076 BS (19 March 2020) and ongoing and upcoming CTEVT and university exams until further notice;
- closing all public, community and private ECED/PPE centres, basic and secondary schools, educational institutions and universities until the end of Chaitra (12 April 2020);
- closing all programmes of community and privately-run training centres and educational consulting centres; and
- suspending all the trainings, seminars, workshops, conferences organized by INGOs and NGOs until 12 April 2020.

In addition, the MoEST published a notice of the honourable ministerial-level decisions made on the 4th of May 2020:

- As enrolment and teaching are postponed in all schools at present, it is notified that no school shall enrol, and cause to enrol, new students in any grades or levels, as well as carrying out, and causing to carry out, activities such as charging fee in any forms in the name of enrolment, charging fees in the name of online teaching or asking for depositing money in their bank accounts, until another decision is taken by the Government of Nepal.
- As the Ministry is carrying out in-depth study and consultations regarding the situation arising due to the postponement of the Secondary Education Examinations (SEE), taken at the end of grade 10, and examinations of grades 11 and 12, it is notified that no additional or new decision has been taken so far regarding conducting of examinations.
- Private schools are notified that they shall implement the decision taken by the Government of Nepal of waiving fees of all forms except residential charges in the fees for one month up to the secondary level and shall provide necessary information to parents and local level.

2 SCENARIOS

The government and the education cluster have developed three scenarios to allow identification of the needs and strategies in response to the current COVID-19 outbreak. These scenarios are elaborated below and are based on the projections and estimates that have been established through the work done by the various clusters that have been established/activated under the leadership of the Ministry of Home Affairs (MoHA) and with reference taken from the COVID-19 Strategic Preparedness and Response Plan (SPRP) operational guidelines developed by the World Health Organization (WHO). Based on this, three education-specific scenarios have been developed in the case of extended school closure (i) up to mid-July, (ii) up to September 2020, and (iii) for the majority or entire duration of the 2020-21 academic year. A case load projection (i.e. how many children will be affected/ in need of support) has been undertaken based on these three scenarios as presented in the table below.

Level	Affected population	Projected increase in drop-out (in the three scenarios)			Children with internet access	Children with access to media	Children with no access to media	Children most vulnerable/ at risk
		1	2	3				
3-4 years (ECED/PPE)	973,900	77,912	194,780	292,170	128,044	474,102	280,080	129,599
5-9 years (Grade 1-5)	3,672,155	282,737	706,843	1,060,264	462,869	1,789,717	1,078,690	468,202
10-12 years (grade 6-8)	1,820,943	160,700	401,751	602,626	233,073	886,417	523,772	207,304
13-14 years (grade 9-10)	1,027,512	33,593	83,983	125,974	132,151	500,890	294,331	119,862
15-16 years (grade 11-12)	631,536	20,237	50,593	75,889	83,257	307,143	181,086	70,123
Total	8,126,046	575,179	1,437,949	2,156,923	1,093,394	3,958,270	2,357,959	995,090

2.1 Scenario 1: Schools reopen before the new fiscal year (mid-July 2020)

In the case where the government has to extend the current lockdown (either nation-wide or partial), school closure will be extended beyond the end of April. In the case where the lockdown is lifted schools would be a possible location to quarantine people that will enter once the land borders reopen. This will cause schools unable to reopen during the quarantine period and in need to be disinfected afterwards. A number of the out of school children that has been enrolled over the recent years will be unlikely to return to school without targeted interventions and the lockdown will have increased the pressure on households in the lower socio-economic quintiles to have their children drop out of school to increase income or perform unpaid labour for the household instead, with adolescent girls' enrolment being expected to be disproportionately affected by this. Furthermore, the increased pressure on resources might increase migration of people in remote and food-deficient areas, increasing the pressure on the public school system in other areas. Social stigmas can increase due to fear and lack of awareness, as well as fear for schools being a high risk area in terms of getting infected (especially in those schools that lack adequate WASH facilities) causing hesitation among certain groups to send their children back to school.

The federal government will continue to closely collaborate with the provincial and local governments to (i) make online and media learning resources available for those children that have access to internet, radio, TV and mobile phones, and (ii) development and distribution of learning packs for those children that do not have access to these resources and will be at the highest risk of having their learning being disrupted. This will include tailored approaches based on need of for example children living with disabilities and other children identified with pre-existing vulnerabilities. Supported by the education cluster, the government will continue to focus on dissemination of key messages to ensure communities will be ready to send their children back, once schools reopen and will adapt the regular welcome-to-school campaign that normally takes place prior to the start of the academic year to focus on those children that are at risk of not returning.

The government and education cluster will continue to coordinate the response, based on the identified case-load, the costing of activities and the mapping of activities undertaken by government and support extended by education cluster members against these activities. Simultaneously, the education cluster will continue to coordinate with the committees/taskforces established in the Ministry of Education, Science and technology (MoEST) and the Nepal local education development partner group (LEDPG) to facilitate the transition from response to (early) recovery, and accordingly, from this contingency plan to a longer-term education sector response plan. The government will continue to specify the projections in terms of need and case load by categorizing children as follows:

- 1) Students who have access to all services**
 - a. Aim is to cater to the learning needs of these children through a student-centred approach using various types of media, ensuring coherence between the learning resources across these media and against the curriculum.
- 2) Students who have access to internet**
 - a. Aim is to cater to the learning needs of these children through the government's online learning portal, ensuring comprehensive learning materials (including tailored resources for children living with disabilities and with Nepali as a second language) covering the curriculum from ECED to grade 10 and including guidance for remote teaching/support and for parents and caregivers.
- 3) To students who have access to computer or mobile phones but no (regular/stable) access to internet**
 - a. Aim to cater to the needs of these children through ensuring that all online resources can be provided/downloaded and used as offline materials
- 4) Students who have access to mobile phones (non-smart phones)**
 - a. Aim to cater to the learning needs of these children through sms-based learning packages, automated voice messages, interactive question and answer programs, etc.
- 5) Students who have access to TV and/or radio**
 - a. Aim to cater to the learning needs of these children through the continuation and development of tv and radio programs that follow the curriculum and encourage home-based/ child centred learning.
- 6) Students who do not have access to any of the above-mentioned media.**
 - a. Aim to cater to the needs of these children through the distribution of printed learning packs, along with guidance for parents and caregivers on how to facilitate their children's learning and strategies to establish a community/peer-based learning approach when and where restrictions can be lifted
- 7) Students that have additional needs**
 - a. Aim to cater to the needs of these children through tailored packages and with support from available expertise and technical assistance to ensure needs are met for children that are identified as at high risk of discontinuing their education (children living with disabilities, children from poor or marginalized communities, etc.)

The Education Cluster will support the development of and disseminate education-specific messages targeting teachers, parents, and children. Furthermore, community campaigns will be run by government with support from Education Cluster members to contain and minimize the spread of COVID-19 within education institutions and from these institutions into their catchment areas. These campaigns will raise awareness among students, teachers and parents about social distancing, self-isolation when feeling unwell, handwashing and hygiene in schools and the regular dissemination of information in the following ways:

- **Prior to reopening** continue to disseminate messages on radio and social media and in newspapers to inform communities about school closure and opening dates, other related decisions, and strategies for home-based/peer-supported learning supported by parents/caregivers, social

distancing and hygiene along with messages against bullying and encouraging boys and girls to share domestic responsibilities so that girl students are not over-burdened. Ensure the developed Code of Conduct on using schools as quarantine centres is disseminated to communities.

- **Prior to and after reopening** to raise the awareness of students, teachers and parents about how to prevent contracting the disease, including through social distancing, self-isolation when feeling unwell, handwashing and hygiene and the regular dissemination of information.
- **On reopening** to introduce measures to achieve COVID-19 free learning environments, including measuring the temperatures of all persons entering schools, social distancing (including exploring methods to facilitate this like double shifts) and mandatory handwashing and disinfection and the regular sanitization of classrooms, toilet facilities and school premises.

2.2 Scenario 2: School reopen before Dashain (September 2020)

The current school closure will be extended beyond the start of the fiscal year (mid-July 2020), with schools either partially or nation-wide opening before the Dashain season (September 2020). Depending on the prevalence and spread of new COVID-19 cases, the government may decide to isolate treatment areas. This would result in partial school closures, where provincial governments (PGs) and local governments (LGs), in consultation with the federal government, can decide to open schools if confirmed cases are deemed not to pose a risk to their schools. As under scenario 1, school closure can be further extended due to the need to use schools as locations to quarantine people that returned back to their communities from the cities or abroad. The prolonged school closures will have a disproportionately negative impact on the most vulnerable students, as they have fewer opportunities for learning at home. The prolonged closure also presents increased pressure for parents, for example in ensuring adequate food in the absence of school meals for over a million children. A significant part of the recently enrolled out of school children will be likely to continue their education after the schools reopen without targeted interventions.

In this scenario, the federal, provincial and local governments will coordinate and collaborate to implement activities to (i) reduce the disruption of students' learning, including targeted support to those students that will be disproportionately affected, (ii) ensure readiness of schools to reopen and communities to send their children back to school, and (iii) develop strategies to make up for lost time during the remainder of the academic year.

2.3 Scenario 3: Schools remain closed for the entire academic year

In the scenario where the outbreak significantly increases and new cases are reported across the country, the government will not be able to reopen the schools, ECED centre or community-based learning centres within the remainder of the academic year. In this case, remote/distance learning for children accessing media and community/peer-based learning for those children that cannot will need to be further institutionalized. This scenario will entail significant long-term impact on the country's overall development and economic status and will be elaborated if it becomes clear during scenario 1 that this is a feasible scenario as it will need to be informed by larger cross-sectoral impact and needs assessments.

3 THE EDUCATION CLUSTER COVID-19 CONTINGENCY PLAN

Based on the above three scenarios, the government and the education cluster have developed and further updated the Education Cluster Contingency Plan for COVID-19 in Nepal.

3.1 Plan objectives

The overall objective of this Education Cluster Contingency Plan is to prevent the spread of COVID-19 from education institutions into local communities by providing safe learning environments by putting in place appropriate prevention measures in schools and awareness activities in ECED/PPE centres, community, institutional and religious schools and communities.

To achieve this objective the immediate response of the Education Cluster will focus on supporting the following:

- a. **Ensuring adequate capacity for management and coordination during the response period;**
 - Coordination between stakeholders and local and provincial governments to support schools and ECED/PPE and non-formal education centers to continue to provide education.
- b. **Strengthening prevention and resilience within the school system and among students, teachers, parents and caregivers;**
 - Improved hygiene in schools, ECED/PPE centers and non-formal classes.
 - Psychosocial support to needy children, teachers and parents.
 - Mobilize the media to disseminate education related messages and content.
- c. **Support Continuity of Education/Learning for all children in all areas including children with disabilities and from marginalized backgrounds;**
 - The continuity of learning for all children in all areas including children with disabilities and from marginalized backgrounds.
 - The development, adaptation and dissemination of distance and virtual learning, and self and peer learning materials in case of the closure of ECED/PPE centres and schools for a longer period
 - Support teachers to use digital and remote teaching materials and to increase their awareness on the transmission of COVID-19, Ensuring that these digital platform are accessible for children with disabilities.

3.2 Key prevention activities (Scenario 1 and 2)

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
A. Ensuring adequate capacity for management and coordination during the response period										
1	Establish provincial and local cluster mechanisms	PGs and LGs	Co-leads, Identified NEC members	Weekly Education Cluster meetings to monitor the prevalence of COVID-19 preparedness and to coordinate the response. The Nepal Education Cluster (NEC) will link with the coordination mechanisms established at PG and LG level as per MoFAGA's notice. The sub-national government, CSOs, and private organizations need to regularly coordinate and collaborate their actions. Conducting regular cluster meetings at all levels and aligning cluster approach across all tiers of government						
2	Establish Federal COVID-19 task teams	Co-leads	UNICEF & Save the Children	The federal level team will provide administrative capacity and dedicated government staff and experts to coordinate the education sector's preparedness mechanism.						
3	Mapping the capacity of the cluster	CEHRD	EDCUs, NEC co-leads	This activity will identify the capacity of three tiers of government, CSOs & other stakeholders to support the prevention and response activities.						
4	Projection of case load and costing	CEHRD	PGs, LGs & EDCUs	This activity will use existing data sources (EMIS, NLFS, MICS) for projecting needs to determine case load and costing of prevention and response activities.						
5	Action plan for completing Grade 10+ examinations	MoEST, NEB, CTEVT, Universities		Develop a plan for students yet to take their final Grade 10, exams. to review the materials learned during the academic year. This plan will be further elaborated if the grade 11, 12, TVET and higher education exams are confirmed to be postponed as well						
6	Identifying date and modality of reopening of schools	MoEST	LGs & schools	As per the government directive issued of 18 March 2020.						
7	Suspension of trainings, seminars, workshops, conferences	MoEST	LGs & schools	Suspension currently to end of Chaitra (12 April 2020), including events organized by INGOs, NGOs and institutional schools as per 18 March government directive.						

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
8	Address lack of information and prevent misinformation	MoEST, CEHRD, PGs & LGs	NEC members, municipality associations, PABSON and SMC Federation.	Disseminate MoHP official guidance on prevention of and response to COVID-19 infections (including links on MoEST's website) issued by MoHP to students, parents and teachers						
9	Develop IEC, and BCC materials.	MoEST, CEHRD	MoHP & NEC members	Develop sector specific IEC and BCC materials for COVID-19 for schools and distribute through LGs. Coordinate with the protection cluster to focus on children living with disabilities, children stranded without parents, bullying, inter-caste and ethnic targeting, the importance of social distancing, etc.						
10	Establish online/remote coordination facilities and modality	MoEST, CEHRD, PG, LGs	NEC members	Prepare for and then set-up a mechanism (including audio-video conference facilities, high speed connection) and network of cluster members for conducting meeting in lockdown situations						
11	Review, update and disseminate the ERP	CEHRD	NEC co-leads & members	Review the education sector ERP and update it as needed to ensure that all planned emergency preparedness (monsoon, landslides, etc.) activities can be undertaken in all three scenarios.						
12	Adapt guidelines for reopening of schools	MoEST, CEHRD,	WB, Save the Children, UNICEF & UNESCO, NEC members	Adaptation of the global guidelines of reopening schools						
13	Explore local strategies and initiatives to support home-based learning	Education COVID Task Team	Co-leads and NEC members	Map and develop contextualized strategies on supporting learning in a context where children and teachers are confined to home or face restricted mobility for an extended time, maximizing locally available opportunities and resources.						

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
B. Strengthening prevention and resilience within the school system and among students, teachers, parents and caregivers								\$16,057,245	\$3,978,561	\$7,082,314
14	Provide psycho-social support to teachers, students, parents and caregivers	MoEST, CEHRD, PGs, LGs	UNICEF, Save the Children, Humanity & Inclusion, CMC-Nepal, Protection Cluster	Develop and disseminate media packages on psycho social support in coordination with the protection cluster and through remote counselling and the use of digital and social media outreach.	All 8,126,046 3-16 year old students	\$33,283		\$34,667	\$1,384	\$1,384
15	Ensure clean school premises before reopening	Schools, LGs	UNICEF, Save the Children Humanity & Inclusion, World Vision, Street Child, Wash Cluster	Clean and disinfect school premises, classrooms and toilets before reopening in coordination with the WASH Cluster	28,849 schools	\$116,558	FG	\$125,000	\$8,442	\$133,442
							PG			
							LG			
16	Awareness programs to reduce social stigmas	CEHRD, LGs	UNICEF, Save the Children, Restless Development, Mercy Corps, World Vision, Street Child protection cluster	Launch awareness campaigns to mitigate increased social stigmas children with disabilities, ethnic minorities and other disadvantaged groups might face due to misinformation. Mobilize youth with disabilities for messages on COVID-19 for their peers and their parents/ caregivers	1,064,817 3-16 year old at risk students 69,727 3-16 year old children with disabilities	\$15,208	FG	\$43,750	\$28,542	\$54,792
							PG			
							LG			
17	Promote hand washing practices at schools,	LGs & schools	WFP, UNICEF, Save the Children, WASH cluster,	To be supported by cluster members in their project areas. To include installation of hand	28,849 schools	\$31,617	FG	\$961,633	\$930,016	\$930,016
							PG			

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
	ECED/PPE centres and education institutions		WASH in school committee	washing stations (accessible for children with disabilities) at school entrances and MHM.			LG			
18	Strengthening identification of high-risk children to inform need-based planning	MoEST/CEHRD	UNICEF, WEI in coordination with health cluster	Ensuring EMIS allows to identify children with disabilities or health conditions that cause them to be considered more vulnerable to the effects of COVID-19 if becoming infected to inform safeguarding and referral measures for these children upon re-opening of schools	69,727 3-16 year old children with disabilities	\$5,000	FG PG LG	\$5,000	\$0	\$0
19	Ensuring students continue to receive school meals in food deficient areas	MoEST/CEHRD	FFE, WFP and in coordination with the nutrition cluster	Ensuring children in food deficient areas continue to receive school meals during school closures	401,829 3-16 year old remote children	\$1,095,437	FG PG LG	\$2,930,003	\$1,834,566	\$4,764,569
20	Disseminate key messages and promote information sharing	MoEST, CEHRD,	MoHP, UNICEF, Save the Children, Restless Development, CMC-Nepal, Plan, Humanity & Inclusion, World Vision, Street Child	Disseminate MoHP-endorsed specific messages (including messages adapted for PWDs/CWDs) on importance of education for students, parents, caregivers and teacher and upload them on MoEST, CEHRD, PG and LG websites including timelines and dates of school closures	All 8,126,046 3-16 year old students	\$39,350	FG PG LG	\$45,000	\$5,650	\$28,150

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
21	Provision and stockpiling hygiene and sanitation materials	LGs	MoEST, CEHRD, UNICEF, Save the Children, Restless Development, Humanity & Inclusion, Street Child, WASH cluster	Stockpile adequate stocks of first aid kits, soap, disinfectants, masks, menstrual hygiene management materials, and other materials, ensuring access to them by the most marginalized communities	836,656 girls aged 12-16	\$84,742	FG \$10,62067,483 PG LG	\$10,705,150	\$3,741	\$3,741
22	Infection prevention assessment and response	CEHRD	WASH Cluster, LGs, EDCU, UNICEF, Save the Children	Carry out this assessment prior to the reopening of schools as part of the planned assessment by the WASH cluster	28,849 schools	\$35,821	FG PG LG	\$1,202,042	\$1,166,221	\$1,166,221
23	Analyse the impact on institutional, traditional, residential and special school students of Scenarios 2 and 3	Education COVID Task Team	UNICEF, Save the Children & NEC members, PAPSON, IEI TWG	Organize a consultation with private education providers to understand the likely impact of Scenarios 2 and 3 on the learning of children enrolled in institutional schools and to identify arrangements to accommodate these learners	2,130,838 3-16 aged students in private and traditional schools	\$5,000	FG PG LG	\$5,000	\$0	\$0
C. Support Continuity of Education/Learning for all children								\$12,722,632	\$10,483,037	\$18,354,404
24	Print and disseminate a learning package (ECED)	CEHRD, CDC	UNICEF, UNESCO, Save the Children, World Vision	Develop, print and disseminate (ECD-grade 12) learning packages, prioritizing students who cannot access online resources	63,045/129,599 3-4 year old 'most at risk' students (scenario 1)/ 'at risk' students (scenario 2)	\$69,167	FG PG LG	\$945,805	\$876,638	\$1,550,816
25	Print and disseminate a learning	CEHRD, CDC	UNICEF, UNESCO, Save the Children, Restless Development,				236,533/468,202 5-9 year old 'most at risk' students (scenario 1)/ 'at			

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
	package (grade 1-5)		Plan, World Vision		risk' students (scenario 2)		LG			
26	Print and disseminate a learning package (grade 6-8)	CEHRD, CDC	UNICEF, Save the Children, Restless Development, World Vision		117,199/207,304 10-12 year old 'most at risk' students (scenario 1)/ 'at risk' students (scenario 2)	\$125,025	FG PG LG	\$1,757,987	\$1,632,962	\$2,466,276
27	Print and disseminate a learning package (9-10)	CEHRD, CDC	Save the Children, Restless Development, World Vision		66,128/119,862 12-14 year old 'most at risk' students (scenario 1)/ 'at risk' students (scenario 2)	\$4,417	FG PG LG	\$991,921	\$987,504	\$1,493,859
28	Print and disseminate a learning package (10-12)	CEHRD, CDC	World Vision, Street Child		40,620/70,123 14-16 year old 'most at risk' students (scenario 1)/ 'at risk' students (scenario 2)		FG PG LG	\$609,299	\$609,299	\$876,536
29	Print and dissemination of disability-inclusive learning pack	CEHRD, CDC	UNICEF, Save the Children, Humanity & Inclusion		20,282 3-16 year old off-grid students with disabilities	\$157,498	FG PG LG	\$169,019	\$11,521	\$423,560
30	Development and distribution of Non-formal learning pack	CEHRD, CDC	UNICEF, World Vision, Street Child	Development of a learning pack for specific groups of learners that are enrolled in non-formal programs (FSP, OSP, CLC, GATE, Etc.)	Children enrolled in NFE programs	\$56,667	FG PG LG	\$60,000	\$3,333	\$183,333

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
31	Ensure distribution of textbooks	CEHRD, LGs	Save the Children	Delivery of curricula, textbooks, EGRP Grade 1 textbooks, learning packages (workbook + activity books, stationery) and guidance for LGs and schools on how to distribute or have students collect them at schools, ensuring access by children from marginalized groups.	All 8,126,046 3-16 year old students	\$835	FG PG LG	tbc	tbc	tbc
32	Develop and dissemination accelerated learning pack	CEHRD	UNICEF, Save the Children, Plan	Develop grade-specific accelerated learning packs to support children to 'catch up' upon school re-opening	523,534/995,090 3-16 year old students most at risk (scenario 1)/ at risk (scenario 2)	\$105,354	FG PG LG	\$436,278	\$330,925	\$723,888
33	Teacher support for remote teaching	CEHRD, LGs	ETCs, UNICEF, Save the Children, Plan, World Vision	Develop guidance for teachers on remote teaching skills and on how to support and monitor learning during extended school closure	751,612 teachers (ECD-grade 12)	\$53,317		\$56,250	\$2,933	\$59,183
34	Targeted welcome to school campaign for at risk children	MoEST, CEHRD, PGs and LGs	Education cluster, EIE TWG	Ensure parents, caregivers and communities are aware of preventive measures through the Welcome to School campaign when schools reopen focusing on children at risk of not continuing education after an extended school closure.	575,179/1,437,949 Scenario 1/ scenario 2 students that have dropped out due to the extended school closure	Tbc	FG PG LG	\$2,510,000	\$2,510,000	\$3,765,000

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
35	Develop parental awareness on how to support home-based learning	CEHRD, PGs, LGs	UNICEF, Save the Children, Restless Development, Mercy Corps, Good Neighbours International	The purpose is to guide parents on how to provide enabling learning environments and to balance studying and domestic work by children.	All 8,126,046 3-16 year old students	\$80,902	FG PG LG	\$81,575	\$673	\$673
36	Map and develop media and online resources for distance learning	MoEST, CEHRD, PGs, LGs	NEC members, ICT TWG	Map radio and internet resources that could be rapidly rolled out to provide distance learning considering access by and inclusion of marginalized groups.	3,958,270 3-16 year old students with access to radio and TV	\$329,267	FG PG LG	\$104,000	\$104,000	\$104,000
37	Broadcast education programs on radio and TV	MoEST, CEHRD		Secure primetime slots for broadcasting daily education programs on TV and radio	3,958,27 3-16 year old students with access to radio and TV			\$362,000	\$362,000	\$724,000
38	Develop of a virtual learning portal	MoEST, CEHRD	OLE, ADB	Establishment of a Government learning portal with interactive resources aligned with the ECD-grade 12 curriculum	1,039,394 students (3-16 year olds) with access to internet	\$100,000		\$100,000	\$0	\$0
39	Mapping and develop of virtual learning materials		UNICEF, Plan Good Neighbours International, World Vision	Mapping of resources for development of curriculum-based virtual learning materials for ECD- grade 12	1,039,394 students (3-16 year olds) with access to internet	\$329,266		\$338,000	\$8,733	\$8,733
40	Ensure the free access and use of online materials	MoEST, MICT	Internet, mobile network providers (NTC, Ncell, Worldlink, Subisu, etc.)	Seek arrangements for providers to provide free data for accessing and using online resources from government websites and portals.	1,039,394 students (3-16 year olds) with access to internet	\$0	FG PG LG	\$627,500	\$ -	\$ 627,500

s.no.	Activities	Responsible agencies	Supporting agencies	Details	Case load/ beneficiaries	Funding		Scenario 1		Scenario 2
						Cluster members	Government	Required funds	Funding gap	Required funds
				Local governments to be provided with guidance on how they can facilitate learners to access the resources.						
41	Development of mobile phone-based learning app	MoEST, CEHRD	UNICEF	A mobile phone-based app that allows teachers, students and parents to access the learning portal	7,540,791 3-16 year old students in households with mobile phones	12,583		\$25,000	\$12,417	\$12,417
Strengthening prevention and resilience within the school system and among students, teachers, parents and caregivers								\$16,057,245	\$3,978,561	\$7,082,314
Support Continuity of Education/Learning for all children								\$12,722,632	\$10,483,037	\$18,354,404
Total								\$28,779,877	\$14,461,598	\$25,436,719

4 EDUCATION CLUSTER SOP FOR THE COVID-19 RESPONSE

After an official announcement by the Health Emergency Operations Centre (HEOC) of the Ministry of Health and Population (MoHP) on the scenario of the outbreak of COVID-19 or a localized situation, the Education Cluster will as soon as possible organize an Education Cluster meeting to discuss how to respond. UNICEF and Save the Children, as cluster co-leads, will support the functioning of the cluster under the leadership of MoEST for a timely response through the steps in Table 4.

Table 4: Education Cluster standard operating procedures for responding to an outbreak of COVID-19

Time	Response steps	Details
Within 24 hours	Hold a meeting of cluster members to prepare a brief situation report to identify immediate response priorities and confirm meeting dates and times for the following daily meetings	In case of a lock down in Kathmandu and movement restrictions, cluster meetings will meet virtually.
Within 24 hours	Assign MoEST and CEHRD focal persons for communication with MoHA and MoHP and coordination with other relevant clusters.	
Within 24 hours	Communicate with the affected provinces, districts and local governments to get information on the status and level of outbreaks, and the impact on education and children and support required disaggregated by sex, caste and ethnic group, disability and location	In coordination with other clusters
24–48 hours	Update stockpiles of essential items for education and address gaps collectively at all levels	As this is a new scenario, there is the need to identify the prepositioning of materials.
24–48 hours	Coordinate with the health cluster to provide lifesaving support and case management for affected students .	
24–48 hours	Activate school and community case management mechanism in coordination with other clusters.	
48–72 hours	Continue awareness raising, refer cases to respective authorities and health faculties and insist on self-isolation through difference modes	
48–72 hours	Provide post-traumatic stress disorder (PTSD) and Psychosocial counselling- offline mode, in coordination with protection cluster	
Within 72 hours	Continue Awareness Raising, refer the case and self-isolation through difference modes	
From 72 hours–7 days	Activate distance learning or alternative models to continue student learning	Disseminate information and/or links to access distant and virtual learning. Resume learning through distance learning in association with print and digital learning resources and modalities, considering that it will impact learning by boys and girls differently
After 7 days	Continue all the above activities as long as the emergency continues	
	Develop a response monitoring mechanism and regularly update of COVID-19 related disruptions	

5 EDUCATION CLUSTER MEMBER CONTACT DETAILS

Table 5: Contact details of Education Cluster leads and co-leads

Lead/Co-Leads	Organization	Focal Person	Contact	Email
Leads	Ministry of Education, Science and Technology (MoEST)	Mr. Yubraj Subedi, Joint Secretary	9851154261	Yubaraj2021@gmail.com
		Mr. Jaya Acharya, Under Secretary	4200383/ 9841429705	acharyajayaprasad@gmail.com
	Centre for Education and Human Resource Development (CEHRD)	Mr. Ima Narayan Shrestha, Deputy Director General	9851153244	imanarayan@gmail.com
		Mr. Ghana Shyam Aryal Director, Under Secretary	6635134/ 9856035455	gsaryal@gmail.com
Co Leads	Save the Children	Dr. Laxmi Paudyal, Education Adviser	4468130/ 9851164908	laxmi.paudyal@savethechildren.org
		Ms. Archana Sharma (alternative)	9851098222/ 4468130	archana.sharma@savethechildren.org
	UNICEF	Ms. Sabina Joshi, Education Specialist	9851064207/ 5523200, ext. 1116	sajoshi@unicef.org
		Ms. Purnima Gurung (alternative)	9802038807/ 5523200	pgurung@unicef.org
Federal COVID-19 task team lead	CEHRD	Mr. Ana Prasad Neupane, Deputy Director General	9841624924	neupaneana@yahoo.com, neupaneana57@gmail.com
Coordinator	Save the Children	Sumita Rai	9851087862	sumita.rai@savethechildren.org

Table 6: Contact details of Education Cluster members

S.	AGENCY	NAME	TYPE	TITLE	OFFICE	CELLPHONE	EMAIL
1	Action Aid Nepal	Mr. Saroj Pokhrel	Member		4002177	9848611426	
2	ADRA Nepal		Member		5555913 5555914		
3	ASMAN Nepal	Mr. Nawal Kishore Yadav	Member	Director	5171649/04 1526635	9854024733	
		Shekhar Sapkota	Alt. Member	Program Manager	/041526635		shekhar.sangkalpa@gmail.com
4	CARE International	Urmila Simkhada	Member			9818678544	urmila.simkhada@care.org
		Mr. Keshab Bhatta	Member	Capacity Building		9848426545	Keshab.bhatta@care.org
5	CMC-Nepal	Mr. Ram Lal Shrestha	Member	Director	4102037 4226041	9841301076	ramlal@mos.com.np
6	Community SMC Federation of Nepal	Mr. Krishna Thapa	Member	Chair person	4226732	9851013829	nepal.smfcn@gmail.com
		Mr. Gunaraj Moktan	Alt. Member	General Secretary		9751060700	

		Ms. Devi Khadka	Alt. Member	Central Secretary		9841417484	Devi.smcfn@gmail.com
7	Education Pages	Mr. Laba Raj Oli	Member			9851073498	edu_pages@yahoo.com
		Mr. Upadesh Shrestha	Alt. Member				upadesh.shrestha@handsinternational
8	Finn Church Aid	Mr. Amish Shrestha	Member	Program Manager	4000555	9841228900	Amish.shrestha@kua.fi
9	German Nepalese Help Association	Mr. Kedar Tamang	Member	Country Representative		9851072859	gnha@gnha.org.np
		Mr. Thakur Prasad Paudel	Alt. Member	Education Officer		9851201715	Paudelthakur55@yahoo.com
10	Global Action Nepal	Mr. Babu Kaji Shrestha	Member			9851038834	newnepal014@gmail.com
		Mr. Shree Krishna Wenju	Alt. Member			9841338712	wenjusk@gmail.com
11	Good Neighbours International	Mr. Deepak Dulal	Member		5532050/5520493/5524	9851227440	deepak.dulal@gninepal.org
		Mr. Arun Chaudhary	Alt. Member	Sr. Officer		9858320475	Arun.chaudhary@gninepal.org
12	Humanitarian Inclusion	Ms. Subeshkya Karki	Member			9841437154	s.karki@hi.org,
13	Mercy Crops	Mr. Nabin Lamichhane	Member		5555532	9841668303	Nlamichhane@mercycorps.org
14	National Society for Earthquake	Mr. Narayan Pd. Marasini	Member	Sr. Program Manager	01-5591000,	9808565098	nmarasini@nset.org.np
15	National Campaign for Education	Mr. Dilli- Subedi		Chairperson		9851037136	dr.bichar@gmail.com>gcenepal08@gmail.com
		Mr. Ram Gaire		Program Manager		9851154566	ram@ncenepal.org.np; info@ncenep
16	Nepal Red Cross Society	Mr. Krishna Hari Koirala	Member		4284611	9851019497	krishnahari.koirala@nrcc.org
17	Nepal Teachers' Confederation	Mr. Babu Ram Thapa	Member	President		9841297938	Baburamt81@gamail.com
		Mr. Purna Prasad Dawadi	Alt. Member	General Secretary		9855066088	Purnadawadi2017@gmail.com
18	PABSON	Mr. Kumar Ghimire	Member	General Secretary		9851077240	Pabsoncc@gmail.com
19	People in Need	Mr. Bharat Man Shrestha	Member	Program Manager	4002100	9803362518	bharat.shrestha@peopleinneed.cz
20	Plan International	Mr. Prem Aryal	Member	Program Manager	5535580	9801241024/ 9849690860	prem.aryal@plan-international.org
		Ms. Januka Ghimire			5535580		Januka.Ghimire@plan-international.org
21	Planete Enfants	Mr. Buddi K. Shrestha	Member	Program Director	5520493/ 5524478	9841338898	Buddi.shrestha@planete-eed-org
22	Rato Bangla Foundation	Ms. Esha Thapa Dhungana	Member			9851108697	Directorrbf@gmail.com

	Restless Development	Abhisekh Shah	Member		5548192		abhisekh@restlessdevelopment.org"
23		Mr. Shyam Adhikari	Member		5548192	9851131089	shyam@restlessdevelopm
24	Samunnat Nepal	Mr. Yubaraj Laudari	Member		422 115	9851087069	ylaudari@gmail.com; samunnatnepal1@gmail.com
		Mr. Sulav Giri	Alt. Member			9851049671	girisulav@gmail.com
25	Save the Children	Dr. Laxmi Paudyal	Cluster co-lead	Education adviser	4468130	9851164908	laxmi.paudyal@savethechildren.org
		Ms. Archana Sharma	Alternate cluster co-lead		4468130	9851098222	archana.sharma@savethechildren.org
26	Seto Gurans	Ms. Kunti Rana	Member	Director		9840166837	setogurans@gmail.com
		Ms. Radhika Tambahangphey,	Alt. Member	Executive Member			
27	Shanti Volunteers Association	Mr. Binod Gurung	Member	Program Manager	4002006	9801130743	binod.das.gurung@sva.org.np
28	Street Child of Nepal	Mr. Kshitiz Basnet	Member	Program Manager	5536108	9851244896	Kshitiz@street-child.org.np
		Mr. Sanjay Budathoki	Alt. Member	Inclusive Education		9861397770	sanjay@street-child.org.np
29	UNESCO	Mr. Aagat Awasthi	Member		5554396	9813691058	a.awasthi@unesco.org
		Mr. Dhruva Chhetri	Member		5554396		d.chhetri@unesco.org
30	UNICEF	Ms. Sabina Joshi,	Cluster co-lead	Education specialist	5523200, ext. 1116	9851064207	sajoshi@unicef.org
		Ms. Purnima Gurung	Alternate cluster co-lead	Education specialist	5523200	9802038807	pgurung@unicef.org
31	VSO	Dr. Ananda Poudel	Member	Head of programs		9851192247	Ananda.poudel@vsoint.org
		Mr. Sushil Khanal	Alternate member	Program manager		9851003851	sushil.khanal@vsoint.org
32	World Education	Mr. Jyoti Rana Magar	Member	Program Coordinator		9841823052	Jyoti_rana_magar@np.worlded.org
		Ms. Padma Gurung	Alt Member	Program Officer	4422385	9841380843	Padma_gurung@np.worlded.org
33	World Vision	Mr. Parash Malla	Member	Program Manager	5548877	9841817980	Parash_malla@wvi.org
		Mr. Kehsab Raj Bhatta.	Alt Member	Education Specialist		9848294884	Keshab_bhatta@wvi.org

6 LIST OF AVAILABLE RESOURCES

Sub heading	Resource type	Resource title	Link
Ebola	Evidence report	Evidence on efforts to mitigate the negative educational impact of past disease outbreaks	https://reliefweb.int/report/world/helpdesk-report-k4d-evidence-efforts-mitigate-negative-educational-impact-past-disease
Ebola	Key message	Key Messages for Safe School Operations In Countries with Outbreaks of Ebola	https://www.who.int/csr/resources/publications/ebola/safe-school-operations/en/
Ebola	Guidance note	SIERRA LEONE OPERATING SAFE AND PROTECTIVE LEARNING ENVIRONMENTS IN EBOLA OUTBREAK CONTEXTS	http://www.campaignforeducation.org/docs/csef/Operating%20Safe%20and%20Protective%20Learning%20Environment%20in%20%20EVD_Guidance%20and%20Protocol_Sierra%20Leone.pdf
Ebola	Questionnaire	Joint Education Sector School Needs Assessment	https://www.alnap.org/help-library/joint-education-sector-school-needs-assessment
Education	Appeal	COVID19_Education Information MNOs appeal	https://www.dropbox.com/s/dn0z0bev3gkucg/Appeal%2C%20UNICEF%2C%20English%2C%20COVID19_Education%20MNOS%20appeal.pdf?dl=0
GESI	Guidance note	GBV Case Management and the COVID-19 Pandemic	https://reliefweb.int/report/world/gbv-case-management-and-covid-19-pandemic
GESI	Guidance note	Girls' Education Challenge Safeguarding and COVID-19 Guidance Note for Projects	https://gbvguidelines.org/wp/wp-content/uploads/2020/03/Girls-Education-Challenge-Safeguarding-and-COVID-19-Partner-Guidance.pdf
Health	Appeal	COVID19_Health Information MNOs appeal	https://www.dropbox.com/s/bb3eltpyds3nptb/Appeal%2C%20UNICEF%2C%20English%2C%20COVID19_Health%20Information%20MNOS%20appeal.pdf?dl=0
Home learning	Guidance note	Home Learning Modalities for Reaching All Children	https://www.dropbox.com/s/r606ser2mev6x5/Guidance%20note%2C%20UNICEF%20ROSA%2C%20English%2C%20Guidance%20on%20home%20learning%20modalities%20to%20reach%20all%20children%2030-03-2020.pptx?dl=0
Home learning	Guidance note	Continuity of Learning Guidance	https://www.dropbox.com/s/1iofkwh1n4mxpg/Guidance%20note%2C%20UNICEF%20ROSA%2C%20English%2C%20Continuity%20of%20Learning%20Guidance%20May%202020.pptx?dl=0
Home learning	Guidance note	PARENTS AND CAREGIVERS AS PARTNERS IN LEARNING: Home learning activities to help parents support children's learning during the Covid-19 crisis and beyond	https://www.dropbox.com/s/wpivic3rcd26edb/Guidance%20note%2C%20UNICEF%20EAPRO%2C%20English%2C%20Homelearning%20activities%20for%20parents_13Apr_DRAFT.pdf?dl=0
Home learning	Research Brief	Promising practices for equitable remote learning Emerging lessons from COVID-19 education responses in 127 countries	https://www.unicef-irc.org/publications/pdf/IRB%202020-10.pdf
Learning Assessment and Monitoring	Guidance note	ASSESSING AND MONITORING LEARNING DURING THE COVID-19 CRISIS	https://www.dropbox.com/s/wynkdqkmlqh5tldx/Guidance%20note%2C%20UNICEF%20EAPRO%2C%20English%2C%20Assessing%20and%20Monitoring%20Learning%20During%20the%20Covid-19%20Crisis_FINAL.pdf?dl=0

Learning materials	Learning materials	School Radio Programme Promotion	www.krishnasaronline.com.np
Learning materials	Learning materials	Self Learning Activities Book for_grade 4 to 8	https://drive.google.com/file/d/1D3dvKbt1zs6XHT0TlsSGu1j6UU4Zqcqk/view?fbclid=IwAR3poBV3KrDHFCfwuzB3Os1MEifNe3jdct6mMQCv8yyOzuypuiNameA9NRg
Mental health	Guidance note	Briefing note on addressing mental health and psychosocial aspects of COVID-19 Outbreak-Version 1.1	https://interagencystandingcommittee.org/system/files/2020-03/MHPSS%20COVID19%20Briefing%20Note%20%20March%202020-English.pdf
Parents and caregivers	Guidance note	Tips for parents and caregivers during COVID-19 School Closures: Supporting children’s wellbeing and learning	https://www.mhinnovation.net/resources/supporting-childrens-wellbeing-and-learning-during-school-closures
Protection	Guidance note	Technical Note: Protection of Children during the Coronavirus Pandemic (v.1)1	https://alliancecpha.org/en/COVID19
Quarantine	Code of conduct	Code of conduct for using school as a quarantine center (Nepali)	https://www.dropbox.com/s/pdnydyeyqvW04p1/Code%20of%20conduct%2C%20GoN%2C%20Nepali%2C%20Code%20of%20conduct%20for%20using%20school%20as%20a%20quarantine%20center%20%28Nepali%29.pdf?dl=0
Quarantine	Guidance note	COVID Quarantine Standards (Nepali)	https://www.dropbox.com/s/8s7in7npfgsphea/Guidance%20note%2C%20GoN%2C%20Nepali%2C%20COVID%20Quarantine%20Standards%20%28Nepali%29.pdf?dl=0
Reopening school	Guidance note	Re-opening Schools in South Asia	https://www.dropbox.com/s/wv6buwgy0ozq0aa/Guidance%20note%2C%20UNICEF%20ROSA%2C%20English%2C%20Re-opening%20Schools%20in%20South%20Asia_PPT_29%20April%202020.pptx?dl=0
Reopening school	Guidance note	Framework for Reopening Schools_APRIL28_FINAL	https://www.unicef.org/documents/framework-reopening-schools
Social stigma	Guidance note	Social Stigma associated with COVID-19	https://www.unicef.org/media/65931/file/Social%20stigma%20associated%20with%20the%20coronavirus%20disease%202019%20(COVID-19).pdf
UNICEF Programme	Guidance note	Guide for COVID-19 Programming in VISION and inSight	https://www.dropbox.com/s/egh4k1hgyc9adj4/Guidance%20note%2C%20UNICEF%2C%20English%2C%20UNICEF%20COVID%20programme%20operational%20guidance%20-%20advance%20copy.pdf?dl=0
Vulnerable children	Guidance note	All Means All – How to support learning for the most vulnerable children in areas of school closures	https://www.dropbox.com/s/sfx4rtzc4kbltc9/Guidance%20note%2C%20UNICEF%2C%20English%2C%2020200319%20All%20Means%20All%20-%20inclusive%20ed%20note.docx?dl=0