



Nigeria
Education in Emergencies
Working Group

2020



Nigeria Education Sector COVID19 Response Strategy in North East

Education in Emergency Working Group (EiEWG)

Education Sector Coordination

The Nigeria Cluster is coordinated centrally by a team of experienced coordination specialists. The team consists of Sector Coordinators from both sector Lead Agencies, UNICEF and Save the Children, as well as an Information Management Officer seconded from IMMAP to UNICEF. The EiEWGN team is responsible for facilitating the coordination of partners by ensuring the Sector Core Functions are maintained. The EiEWGN team also maintains inter-cluster coordination with other sector-specific Clusters and Areas of Responsibilities (AoRs) and - as the central coordination unit for EiE in Nigeria - The EiEWGN team develops and maintains relationships with the Humanitarian Country Team, the Federal Ministry of Education and the Global Education Cluster (GEC).

Nigeria Education in Emergencies Working Group (EiEWG)¹

The Nigeria Education Working Group (EiEWG) is based in Maiduguri, coordinated centrally by a team of coordination specialists. The team consists of two Co-coordinators who are hosted by both Sector Lead Agencies - Save the Children and UNICEF – in addition to an Information Management Officer seconded from IMMAP to UNICEF. The EiEWG team is overall responsible for:

1. Facilitating the coordination of partners, information sharing, and mobilizing partners to ensure a coherent and effective EiE response;
2. As the central coordination unit for EiE in Nigeria - the EiEWG team develops and maintains relationships with the Humanitarian Country Team, the Federal Ministry of Education (MoE), the State Ministry of Education, the State Universal Basic Education Board (SUBEB), relevant local education authorities and the Global Education Sector (GEC); and
3. Engaging in continual inter-Sector coordination with OCHA and sector-specific actors and Areas of Responsibilities (AoRs) as well as donors.

Partner Roles and Responsibilities

Led by the State Universal Basic Education Board (SUBEB), Save the Children and UNICEF, the EiEWG is comprised of partners who implement EiE programming in Nigeria. Partners work towards multilateral coordination through the EiEWG via the following means:

1. Endorsing the overall aim and objectives of the Sector and standards for the design and implementation of emergency education projects;
2. Adhering to EiEWG endorsed standards in the design and implementation of EiE programming (Framework);
3. Maintaining regular attendance at Working Group meetings at the national and sub-national level (Structure) and other relevant platforms, such as Technical Working Groups, and Strategic Advisory Groups;
4. Reporting their EiE activities on a monthly basis using the Sectors' ReportHub² and highlighting needs, gaps, and duplications;
5. Supporting the development of the Humanitarian Response Plan and Multi-Year Education Sector Strategy;
6. Working as a team, with government, and other Sector members to implement EiE activities, according to agreed minimum standards, including engaging with affected communities, and support to build local capacities; and

¹ Please see the ANNEX of the Nigeria Strategy for the comprehensive structure, stakeholder and responsibilities document of the Nigeria EiEWG.

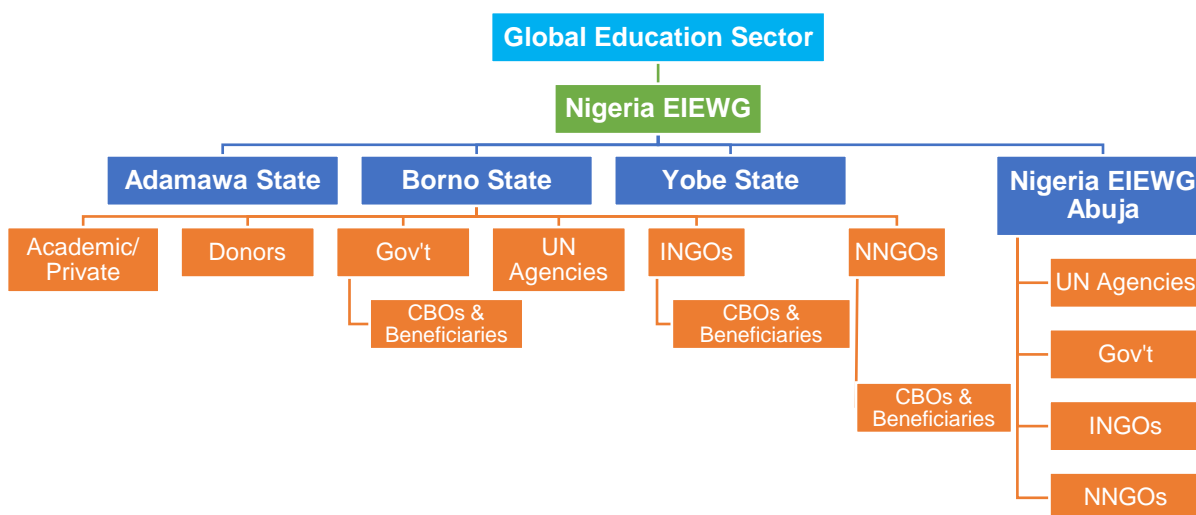
² <https://reporhub.org/desk/#/cluster/login>

- Participating in Sector activities, including assessing needs, developing plans, joint monitoring, and developing policies and guidelines through working groups.

Partner Experience & Capacity

The EiEWG is currently comprised of over 50 partner organizations, with 25 of which these actively reporting their implementing activities in the North East. Half of the EiEWG partners who do attend monthly meetings did not report any EiE implemented activities in 2019 due to difficulty in accessing funds. 20 of these partners’ project proposals have been approved on the project module and are part of the 2020 HRP/HRS.³ The core of the response and coordination is based in the BAY area with three education working groups in Borno, Yobe, and Adamawa respectively – with Yobe and Adamawa reporting to the Borno working group as the Sector lead. All of these UN, INGOs, and NGOs have at least 3 years of experience implementing education programs, 44 per cent of them in Nigeria. In 2019, 25 EiEWG partners reached 1,034,090 people (64 per cent) out of 1,543,614 people targeted in the 2019-2021 HRS.

The EiEWG Structure



³ Reader Note: for 2019-2021 in Nigeria the commonly called humanitarian Response Plan (or HRP) is called the Humanitarian Response Strategy (HRS).

NEEDS OVERVIEW

Three months ago, the Director General of the World Health Organization (WHO) declared the outbreak of the coronavirus disease 2019 (COVID-19) on 30th January 2020 a Public Health Emergency of International Concern (PHEIC).

On 27th February 2020 the Federal Ministry of Health announced the confirmation of the first case of Corona virus disease in Lagos State, Nigeria. In the same communication the Honourable Minister of Health announced that the Multi-sectoral Coronavirus Preparedness Group led by the Nigeria Center for Disease control (NCDC) has immediately activated its National Emergency operations Center⁴. Since then, in less than 2 months, Nigeria has reached more than 50 cases across the country. NCDC keeps and updates figures daily.⁵

On March 19th, 2020 a circular⁶ from Federal Ministry of Education has granted an approval for the closure of all school for a period of one (1) month commencing from Monday 23rd March 2020 to prevent the spread of the Corona virus (COVID19). Each State in North-East Nigeria has contextualised this circular. In Borno State, on 20th March 2020, the Governor appointed the Deputy Governor to head Borno's response team and asked the team to tighten IDP camps and directed that schools close in one week.

Not only will the closure of schools affect close to 46 million students throughout the country, 4.2 million students in BAY States, the most vulnerable groups of children targeted by the education partners through the mechanisms of the HRP are likely to be impacted the most. About 400,000 IDP children attending some form of learning in the camps and host communities will be affected by the stoppage of learning activities. Planned activities for the first and second quarter of 2020 will not be completed as planned. The education system in North East was already stretched before the coronavirus pandemic as a result of multiple crises and population displacements.

The goal of Nigeria Education In Emergency working Group remains preparedness and response plan 1) Reduce morbidity and mortality due to COVID-19 among school learners, teachers and schools stakeholder in North East Nigeria, (2) mitigate the school closure negative impact on children learning and teacher wellbeing and (3) ensure effective, inclusive and safe return to quality learning for learners, teachers and SBMCs.

Given the suddenness of this crisis and its impact to the Education system, it clearly appears that response is a matter of urgency. The response should start with school administration, from (FME, UBEC, SUBEB, Head teachers ...) Federal level to LGA level. Priority of LGAs will be determined on accessibility basis.


Humanitarian, development and government partners in Nigeria are already experiencing some challenges in the implementation of response to COVID19. Such challenges ranges from funding requirements, protection of staff and capacity to deliver 100% while working from home. Despite these significant challenges, humanitarian and development organizations and Governments are implementing a range of interventions.

⁴ https://drive.google.com/file/d/1fERhVRIUs2dRLkG275gjHHC7yDdpDF_w/view?usp=sharing

⁵ <https://covid19.ncdc.gov.ng>


⁶ https://drive.google.com/file/d/1fD3k-zjB_NRrOOR0edqCQUYAF_MRp92C/view?usp=sharing

RESPONSE OBJECTIVE 1




Prevent the spread and transmission of coronavirus among learners, teachers, parents and SBMC

CHILDREN TARGETED



4.2M

RESPONSE OBJECTIVE 2




Mitigate/Minimize the impact of school closure due to Covid-19 on learning and wellbeing of learners, teachers, parents and SBMC through alternative solutions

TEACHERS TARGETED




61K

RESPONSE OBJECTIVE 3



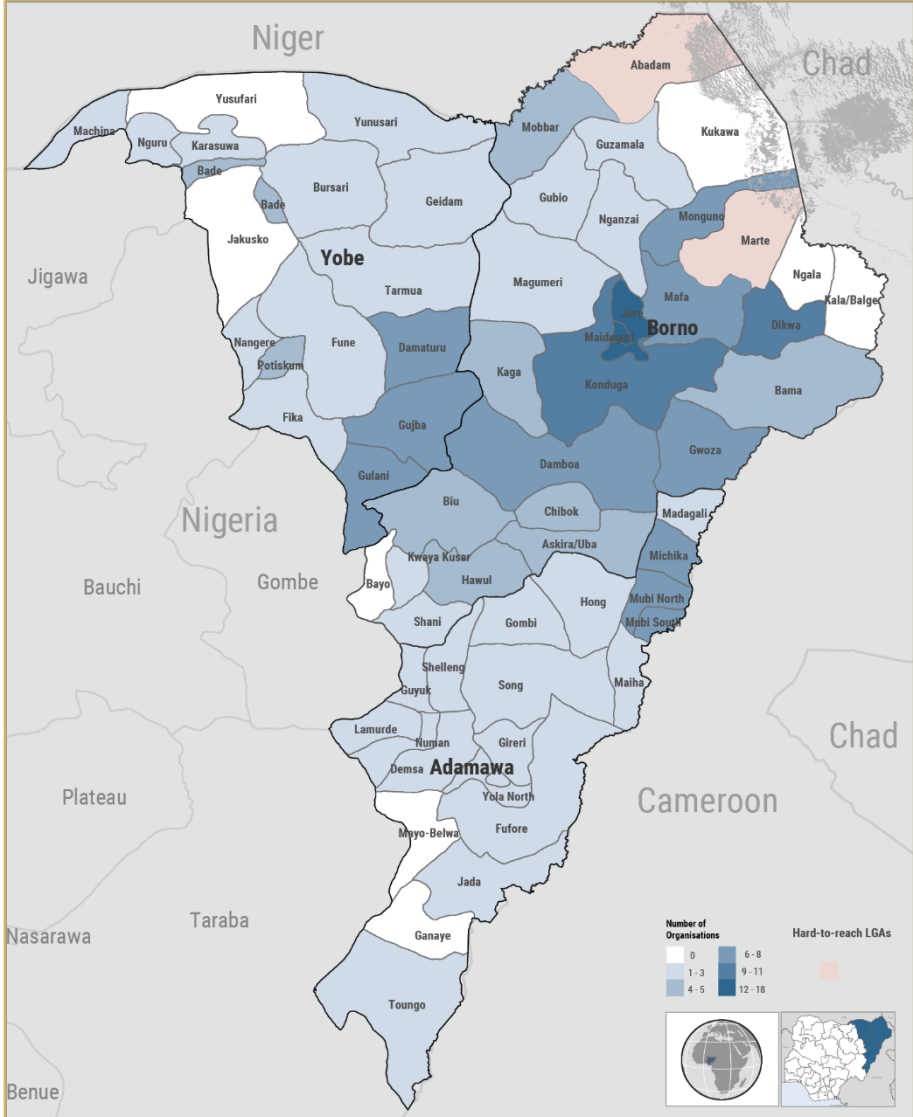
Ensure effective, inclusive and safe return to quality learning for learners, teachers, and SBMC

REQUIREMENTS (US\$)



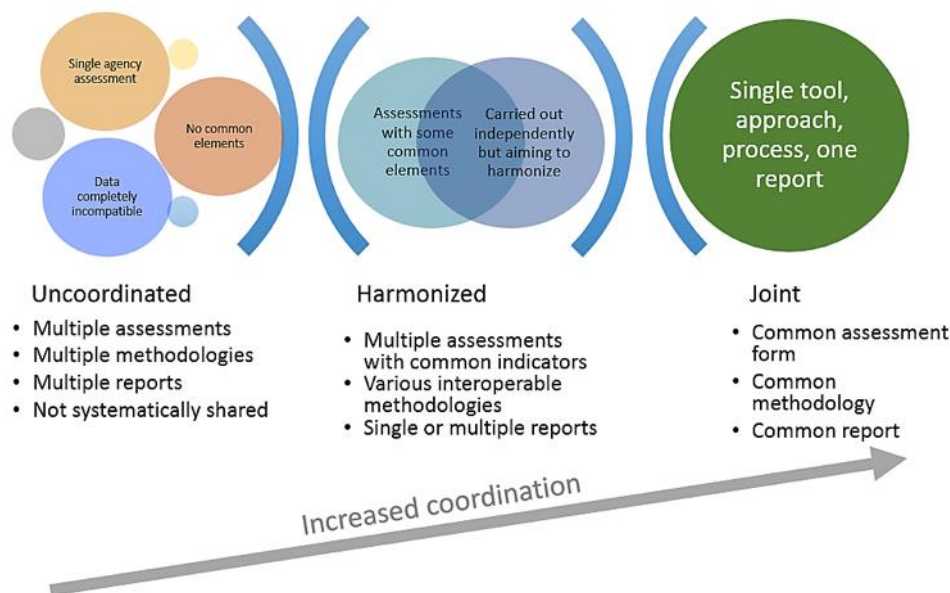
16.7M

OPERATIONAL PRESENCE



Harmonization and alignment

With multiple agencies responding at once, it is critical that there be a common understanding and agreement in geographic and thematic areas of response. Through information sharing, management, and analysis, the EiEWG works to mitigate duplication and, in so doing, build holistic interventions for the greatest number of children. The image below seeks to present a visual representation of the rationale for increased efforts at harmonisation:



A substantial proportion of the activities in the response framework focuses on the harmonization of response across the various EiE partners and the national / state / LGA government levels. This includes everything from harmonizing in remote response and other distance learning option, to undertaking regular coordination and humanization activities with the government, INGO, and NNGO partners.

The EiEWG will use the GECs Partner Project Peer Review Criteria to ensure alignment and prioritization of EiEWG partner projects.⁷ This Alignment Matrix suggests "Objectives" as the primary unit of comparison. The EiEWG consistently bears in mind the HRP's proposed inter-sectoral Strategic Objectives and the EiEWG's Plan, relevant MoE Plans and inter-sector objectives.

The EiEWG also operates within a larger, inter-sectoral humanitarian response coordinated by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Considering the criticality of operating within the Inter-Sector Coordination Mechanism and within the Humanitarian Program Cycle, the EiEWG has also aligned the EiEWG Strategy with the Nigeria Humanitarian Response Plan [HRP](#).

Additional efforts have been made to align this COVID-19 response plan with the strategic plans of key INGO and NNGO partners, minimizing duplication and promoting improved transitions to recovery-focused programming. A detailed list of relevant resources can be found in the appendices of this document.

Inclusive Education, equity, gender, and disability (Children with special needs)

As a Sector, it is important to remember that within our target group which is IDP in and out of camp locations, returnees and host community, there is a subset of children who can easily be excluded from any planned response and interventions. In this time of COVID 19, children with disabilities (special needs) and girls become the most vulnerable. We therefore have to plan our programmes to cater for their unique needs.

a. Children with special needs: key points to consider

⁷ To see the GEC Matrix, please see <https://educationcluster.box.com/s/izocnid8mh1ft5zt24karkrbre3civit>

- When developing content for either tv/digital: remember that some children may be deaf and therefore require sign language to keep up. Partners can help adapt the materials available to be used for both deaf and non-deaf learners
 - Print media can also be published in brail for children who are visually impaired
 - Radio programmes are particularly great for visually impaired learners
- b. Girls and other vulnerable groups: key points to consider
- The probability of household responsibilities falling on the girls when schools close increase; it is therefore important to plan to air programmes during times that are likely to be less busy
 - Vulnerable girls and other high-risk groups could benefit more from the radios with preloaded content as well as the self- learning kits as they will be able to follow at their own pace when done with household chores

Accountability to Affected Populations (AAP)

An essential element of the response in strategy will be working with communities to ensure access to learning remotely. While the education sector works to harmonize the EiE response during this crisis at the national and state level, interventions must also be contextualized to match local capacities available means to choose option. Communities will be engaged to identify needs and determine the most appropriate option. All EiEWG members should consider this type of engagement as an essential element of their accountability to affected populations measures. Similarly, EiEWG members must also determine how they will share information back with the communities with which they work.

Communities, as the most important stakeholders in the provision of Education, will also be called upon to provide the messages and organize the resources needed to return and retain children in a learning process. EiEWG members will approach this through communication campaigns (Using technology as phone SMS, radio, television, ...) but also through mustering local capacity to assist in implementation and maintenance of any devices.

Inter-Cluster collaboration

The Education Sector is seeking to respond to COVID19 emergencies in an integrated manner advocating for education as a natural entry point for emergency responses across the Sector. This strategic approach is applicable to protracted, sudden onset and slow onset emergencies. The aim is to provide life-saving humanitarian assistance through Education to minimize negative impact of school closure and dropout rates. The Education Sector will be piloting a number of initiatives including Child protection and MHPSS activities with a specific focus on prevention of abuse and exploitation of adolescent girls to address the high rates of drop out, to retain children in learning activities during school closure, and ensure existing schools have minimum WASH facilities prior to a safe return of children to school. Education Sector is an effective member of ISWG, it works and will continue to work with other sectors like WASH, CCCM, Child Protection and GBV sub sector to achieve its strategic objectives.

Cost efficiency

The proposed response strategy equals only US dollars per child. The response aims to provide response in the BAY States and support all school learners to reduce the negative impact of school closure due to COVID19 crisis. This strategy recognizes an ongoing response plan (HRP) that is already supported by donors. The Sector will ensure that actors and donors are opened to reallocated funds and strengthen the flexibility principle on allocated funds to allow this strategy to be funded.

Caseload and Prioritization

Learners: In agreement with the Nigeria FME, the EiEWG has determined that all children who were attending school before this COVID19 crisis should be considered in this response. This includes ECD, primary and secondary education, IQEs and is inclusive of alternative learning opportunities. All learning programs should strive for equity and inclusivity ([Equity and Inclusivity](#)).

Separating HRP from COVID19: The COVID19 response strategy is a temporary and ad-hoc response that is meant to support Education sector during COVID19 emergency and eventually transition back to the HRP. As such, the COVID19 response Strategy aims to target only emergency interventions that support existing and functional schools but do not duplicate HRP activities. The COVID19 Education Response Strategy, therefore, has targeted learners who have lost access to learning due to school closure COVID19 as opposed to simply targeting out of school children. This helps to set a clear benchmark between the enormity of need in the whole sector and the need as created from this emergency.

IDPs, Host and the entire community: The COVID19 Education Response Strategy recognizes the vulnerability of IDPs and aims to provide appropriate services to all IDP children. Further, the COVID19 Education Response Strategy also consider the impact that school closure has on the entire (host or not) communities where all school children will not be accessing to Education. For this reason, the entire school children of the community will also be targeted to limit the impact of school closure.

RESPONSE FRAMEWORK

The Strategic advisory group of Education in Emergency working group has identified and agreed on Objectives, activities and indicators for the Education COVID19 response strategy.

Response framework has been designed according to a specific need resulting from COVID19 crisis. This response framework is defined to give partners ideas of how they can support in prevention, how they can continue to support learners during this period when schools are closed and more detailed guidance on how the education partners can support the Ministries of Education to re-start learning and the activities to prioritize once the shutdown of schools is lifted. As a coordination tool, it will ensure a harmonized response across schools and minimize duplication of efforts across Education Cluster partners.

The three strategic selected objectives are linked to the COVID19 main consequence on school system: School closure: Before, during and after (School reopening) the school closure

1. Prevent spread and transmission of coronavirus through and among learners, teachers, parents and SBMC
2. Mitigate/Minimize the impact of school closure due to COVID19 on learning and wellbeing of learners, teachers, parents and SBMC through alternatives solution
3. Ensure effective, inclusive and safe return to quality learning for learners, teachers, and SBMC.

SECTOR: EDUCATION SECTOR COVID-19 CONTINGENCY PLAN

Objective	Theme	Issues	Expected Result
<p>1. <u>Prevention/Wellbeing:</u> Prevent the spread and transmission of coronavirus through and among learners, teachers, parents and SBMC</p>	Awareness	<p>A. Short timing before school closure</p> <p>B. Numerous unreliable information sources</p> <p>C. Lack of actors involved in COVID19 awareness activities</p> <p>D. Hard-to-reach areas due to insecurity</p>	<p>1. Learners, teachers and school SBMC are aware of the coronavirus, its mode of transmission, signs of infection and mitigation/referral measures.</p>
<p>2. <u>Response/Wellbeing:</u> Mitigate/Minimize the impact of school closure due to COVID19 on learning and wellbeing of learners, teachers, parents and SBMC through alternative solutions</p>	Awareness	<p>A. Short timing before school closure</p> <p>B. Numerous unreliable information sources</p> <p>C. Lack of actors involved in COVID19 awareness activities</p> <p>D. Hard-to-reach areas due to Insecurity</p> <p>E. Lack of guidance/support to teachers on alternative education options</p>	<p>2.1. Learners, teachers, SBMC, SUBEB and MoE receive updates on the coronavirus situation and information and guidance on alternative learning solutions.</p>
	Alternative Education program (AE, catch-up, bringing, ...)	<p>A. Closure of schools including disruption of learning and examinations as a result of lack of alternative education learning options</p> <p>B. Cancellation of school year as a result of</p>	<p>2.2.a. Children have the possibility to continue to access quality education opportunities through learning at home/distance or radio education programming in the case of school closures.</p> <p>2.2. b. Children keep their learning behavior during school closure</p>

		<p>lack of alternative education learning programmes</p> <p>C. Dropout of learners from education system as a result of a long period of school closure</p>	<p>2.2. c. Teachers have the capacity and resources to continue to support their students in the case of school closures.</p>
	MHPSS	<p>A. Children, youth and teachers are under severe stress and anxiety caused by the closing of schools due to COVID 19</p> <p>B. With schools closed, cases of neglect, sexual and gender- based violence are likely to increase</p>	<p>2.3. Teachers and students have access to adequate PSS support to deal with the stress of the COVID19 crisis</p> <p>2.4. Children, specifically girls are kept safe in family/community during this school closure period</p>
	Reintegration package	<p>Children, youth and teachers are under severe stress and anxiety caused by the closure of schools due to COVID 19</p> <p>B. Children face health risks due to lack of access to hygiene kits for boys and girls as a result of school closures</p> <p>C. Negative impact of coronavirus crisis on students' nutritional status</p>	<p>2.4. Teachers are provided livelihoods support through the coronavirus crisis</p> <p>2.5. Risk to health and dignity is reduced through the provision of hygiene kits</p> <p>2.6. Students are provided food support through the coronavirus crisis to safeguard their nutrition and health in the absence of school feeding programme</p>
<p>3. Back to School: Ensure effective, inclusive and safe return to quality learning for learners, teachers, and SBMC</p>	Awareness/Information	<p>3.1. Lack of reliable information and misinformation on coronavirus and possible fear/reluctance of returning to schools</p>	<p>3.1. learners, teachers and SBMCs are aware of the possibility and importance of safe return to education.</p>

Back to School	3.2. Risk of drop out after prolonged school closure	3.2. Teachers and students can continue accessing education in a safe environment
MHPSS	3.3. Children, youth and teachers are under severe stress and anxiety caused by the closing of schools due to COVID 19	3.3. Teachers and students have access to adequate PSS support to deal with the stress of the COVID19 crisis
WASH	3.4. Lack of adequate resources and supplies for coronavirus prevention a. adequate WASH facilities and b. water, soap and sanitizers	3.4. Teachers and students have access to adequate WASH facilities and supplies suitable for the prevention of coronavirus transmission
DRR	3.5. Lack of disaster preparedness/contingency plans on school level	3.5. School have disaster preparedness/contingency plans in place for the case of a teacher/student showing symptoms of coronavirus
		3.6. School benefit of knowledge sharing and capacity building both for the current response and future pandemics

EDUCATION Sector Covid-19 Response Framework

Objective	Activities	Indicator	Unit type	Comment
1. Prevention/Wellbeing: Prevent the spread and transmission of coronavirus through and among learners, teachers, parents and SBMC	1.1.1. Development, printing and distribution of appropriate awareness print materials (i.e. posters, leaflets, comics) on coronavirus prevention and referral to schools factoring in the language and visual impairments	1.1.1. Number of schools provided with appropriate awareness print materials	Schools	
	1.1.2. Development and dissemination of prevention key messages through pre-recorded radio messaging	1.1.2. Number of people reached with radio messages	Lumpsum	

	1.1.3. Development and dissemination of prevention key messages through TV messaging	1.1.3. Number of people reached with TV messages		
	1.1.4. Development and dissemination of prevention messages through SMS/text messaging	1.1.4. Number of school principals reached with SMS/text messages	Lumpsum	
	1.1.5. Dissemination of information and guidance through FME/SUBEB information dissemination channels (i.e. website, social media, etc.)	NA	NA	
	1.1.6. Mobilization and sensitization of SBMC and stakeholders (i.e. Principals, teachers, students, parents, PTAs)	1.1.6. Number of school communities and stakeholders mobilized and sensitized	Schools/Communities	
	1.1.7. Establishment of communication system between education authorities, schools and SBMCs	1.1.7. Number of school communities with functional communication dissemination system	Schools	
	1.1.8. Establishment of case management and referral system between education authorities, schools and school communities and health and other social services in the case of coronavirus case identification	1.1.8. Number of school communities with functional case management and referral system	Schools	
2. Response/Wellbeing: Mitigate/Minimize the impact of school closure due to COVID19 on learning and wellbeing of learners, teachers, parents and SBMC through alternatives solution	2.1.1. Development, printing and distribution of appropriate awareness print materials (i.e. posters, leaflets, comics) on coronavirus prevention and referral to schools factoring in the local language and visual impairments	2.1.1 Number of schools provided with appropriate awareness print materials	Schools	
	2.1.2. Development and dissemination of prevention key messages through pre-recorded radio messaging	2.1.2. Number of people reached with radio messages	Lumpsum	
	2.1.3. Development and dissemination of prevention key messages through TV messaging	2.1.3. Number of people reached with TV messages		
	2.1.4. Development and dissemination of prevention messages through SMS/text messaging	2.1.4. Number of school principals reached with SMS/text messages	Lumpsum	

2.1.5. Dissemination of information and guidance through MoE/SUBEB information dissemination channels (i.e. website, social media, etc.)	NA	NA	
2.2.1. Pre-positioning, development and distribution of learning materials for learning outside of school/at home (i.e. through Family/community-based reading circles)	2.2.1. Number of schools provided with learning materials for learning outside of school/at home	Schools	<ul style="list-style-type: none"> - Procurement of Teaching and Learning Materials - Procurement of recreation kits - Procurement of textbooks
2.2.2. Development and implementation of alternative education options by piloting a radio teaching programme where is possible	<p>2.2.2.a. Number of radio program conducted</p> <p>2.2.2. b. Number of children continuing to access Education through radio program</p>	Radio program	<ul style="list-style-type: none"> - Institutional contract for radio education program technical support - Support to content development
2.2.3. Development and implementation of alternative education options (i.e. radio education programming) incl. the purchase and provision of Solar radios to communities	2.2.3. Number of children continuing to access to education through solar radio program	Lumpsum	<ul style="list-style-type: none"> - National and community radio airtime - Procurement of radios, recorders and other radio equipment
2.2.3. Development and implementation of alternative education options through application using smart phones, tablets, or laptop	2.2.2. Number of children continuing to access to education through Internet	Lumpsum	<ul style="list-style-type: none"> - National and community radio airtime - Procurement of radios, recorders and other radio equipment
2.3.1. Provision of psychosocial support (i.e. counselling, group activities, awareness) incl. recreational activities in family	<p>2.3.1.a. Number of teachers who has been given access to psychosocial support</p> <p>2.3.1. b Number of children who has been given access to psychosocial support</p>	Schools	
2.3.2. Provision of a specific girl learning program based on their availability and need with a specific monitoring	2.3.2.a. Number of girls benefited with a specific program	Children/girls	

	2.4.1. Develop and provide support package to teachers (i.e. Incentive, IGA, Hygiene kits, ...)	2.4.1. Number of volunteer teachers benefitting of incentive	Teachers	
	2.5.1. Provide hygiene kits to learners	2.5.1. Number of students benefitting of hygiene kits	Learners	
	2.6.1. Provide food support to learners	2.6.1. Number of students benefitting of food support	Learners	Do not know yet how if the government will reprogramme school feeding
3. Back to School: Ensure effective, inclusive and safe return to quality learning for learners, teachers, and SBMC	3.1.1. Development, printing and distribution of appropriate awareness print materials (i.e. posters, leaflets, comics) on coronavirus prevention and referral to schools factoring in the local language and visual impairments	3.1.1. Number of schools provided with appropriate awareness print materials	Schools	
	3.1.2. Development and dissemination of prevention key messages through pre-recorded radio messaging	3.1.2. Number of people reached with radio messages	Lumpsum	
	3.1.3. Development and dissemination of prevention key messages through TV messaging	3.1.3. Number of people reached with TV messages		
	3.1.4. Development and dissemination of prevention messages through SMS/text messaging	3.1.4. Number of school principals reached with SMS/text messages	Lumpsum	
	2.1.5. Dissemination of information and guidance through MoE/SUBEB information dissemination channels (i.e. website, social media, etc.)	NA	NA	
	3.1.6. Mobilization and sensitization of school partners and stakeholders (i.e. Head teachers, teachers, students, parents, SDCs)	3.1.6. Number of school communities and stakeholders mobilized and sensitized	Schools/Communities	
	3.2.1. Rehabilitation/Equipment/Disinfection of schools to ensure safe reopening of schools	3.2.1. Number of schools rehabilitated/equipped/disinfected	Schools/ TLS	
	3.2.2. Improvement of ventilation in classroom (i.e. through provision of fans or huge windows)	3.2.2. Number of classrooms with improved ventilation	Schools	

3.2.3. Implementation of Back to School Campaign	3.2.3. Number of schools involved in a Back to School Campaign	Schools	
3.2.4. Development and implementation of accelerated learning programme/remedial/catchup programme to make up for lost learning/teaching	3.2.4. Number of schools with accelerated learning programme/remedial/catchup programme to make up for lost learning/teaching	Schools	
3.3.1. Provision of psychosocial support (i.e. counselling, group activities, awareness) incl. recreational activities	3.3.1.a. Number of teachers trained in MHPSS 3.3.1. b. Number of children benefiting with trained teachers	Teachers	
3.4.1. Provision of safe and adequate WASH facilities	3.4.1. Number of schools provided with access to safe and adequate WASH facilities	Schools	
3.4.2. Provision of adequate WASH supplies (i.e. Water, soap, sanitizers)	3.4.2. Number of schools provided with adequate WASH supplies	Schools	
3.5.1. Establishment and activation of school emergency plans	3.5.1. Number of schools with established school emergency plans	Schools	
3.6.1. Conducting a lesson learnt workshop with school administration members	3.6.1. Number of schools with lesson learnt report	Schools	

MONITORING PLAN

Coronavirus Response Monitoring

The Nigeria Education sector maintains a Response Monitoring Tool/5W Matrix (Who is doing What, Where, When and for Whom) for monitoring Education Sector partners activities under the current COVID19 contingency response. Partners are submitting their reports on a monthly basis to the Education Sector secretariat team. Based on the submissions, the Education Sector Secretariat team is developing maps and other IM tools to strengthen the coordination on the EiE response, identify gaps and prevent duplication of activities/programmes.

Due to the fast-changing nature of the coronavirus response combined with the specific activities, the Education Sector might establish an additional monitoring tools for the coronavirus response. The Monitoring System aims to minimize reporting requirements to partners while at the same time provide regular required information about the progress of programme implementation and ensure alignment with the (to be) amended Humanitarian Response Plan (HRP)

Regular partner participation in this monitoring is critical to maintaining strong coordination. This will continue to allow the Sector to visualize gaps and needs, build partnership and collaboration, and advocate on behalf of the entire sector.

The sector will be conducting monitoring meeting on COVID19 response twice a month. These meeting will be online (Skype, etc) with all implementing partners and other stakeholders.

As shown above, information on partner activities and report (as well as different new remote programme and number of children accessing) will be shared directly with the Federal Ministry of Education and SUBEB. All Education data collection will strive to use the official Education Management Information System (EMIS) school codes to allow for seamless integration with FME data. Furthermore, the EiEWG Information Management Officer will conduct regular capacity building opportunities for both EiEWG members and SUBEB focal point in order to improve information management within the Education Sector.

Action/Activity	Responsible	Date/Period	comment
Reporting on ReportHub (5Ws)	Each organization	5th of each succeeding month	
Reporting on funding to COVID19 response in BAY States	EiEWG Secretariat	1st of each month	
Meeting for COVID19 response review	EiEWG Secretariat	2nd and 4th Tuesday of each month	
Data compiled and analysis products developed	IMO	10 th of each succeeding month	

OPERATIONALIZATION OF STRATEGY

Actual response

EiEWG members are already implementing activities aimed at preventing the spread and transmission of coronavirus to and in schools and at mitigating the impact of the coronavirus crisis on the North East Nigeria Education System. Awareness materials has been developed by different actors at national and international level.

Scale up response

Given additional funding, Education Sector partners are able to rapidly establish or scale up coronavirus related education activities as a result of long-established presence and programming in families and communities all over the North East. Education Sector partners are able to implement programmes in almost all accessible LGAs in North East.

Not all children will have access to the digital platforms, therefore alternatives need to be developed to make education available for hard to reach children and vulnerable children and youth. Partners will be able to develop and adapt other material for remote learning and radio school program. Self-learning and family/community-based education are considered key elements in confronting the constraints that have arisen due to the impact of the COVID19. Utilizing best practice from leading agencies and guided by the FME, self-learning and Family/community-based learning programmes allow learners to access learning when it is not available.

Education Sector actor will ensure a safe return to quality learning for learners, teachers and school community through preparedness activities as back to school campaign, school kit distribution and classroom rehabilitation. Some protection and MHPSS activities will be organized to ensure that safety and protection of children in and around school.

Geographic prioritization

All the planned activities will target all accessible LGAs with teachers and learners in the BAY States (i.e. radio messaging/radio education programming) as all school community, teachers and learners are similarly at risk and affected by the crisis. Given the fact that school closure will affect all type of school (Formal and non-formal) this response will target all children that will be out-of-school due to this COVID19 crisis.

STRATEGY NOTES

Operational Plan

This Education COVID19 response strategy will be accompanied by an Operational Plan putting timeline to the implementation of the different proposed activities. The activities will be implemented through dedicated technical working sub-groups. The Education COVID19 Response sub-group and its lead are responsible to Education Sector members for the guideline and monitoring of implementation and completion of the activities conducted by actors.

Update and revision

The Education COVID19 response strategy is a living document and will be revisited based on the situation developing on a quarterly basis or based on drastic change of context.

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