



Covid-19 Education System Response Scenario Planning

Document Authority and History

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Contents

Introduction.....	3
Background and Context	3
Rationale that Underpins Scenarios	5
Key Guiding Principles for MEHRD Education System Response.....	5
Scenario Planning: Taking into Account Various Possibilities.....	8
Scenario Planning: Visualisation of Hypothetical Example	9
SCENARIO ONE (1): SCHOOLS RE-OPEN AND RESUME NORMAL OPERATIONS.....	10
Key details	10
SCENARIO TWO (2): SCHOOLS CLOSED	16
Key details	16
SCENARIO THREE (3): EDUCATION SYSTEM RECOVERY	20
Key details;	20
SCENARIO FOUR (4): ADAPTIVE OPENING & CLOSING OF SCHOOLS.....	28
Key Details	28
Decision-Making Framework	28
Risks and Benefits of School Closures	31
Summary	31
Estimated budget summary for the scenarios.....	36
Estimated budget summaries by dimensions/domains	37
References	38
Appendix 1: Rapid Assessment of Key Functions - Department/Unit Covid-19 Planning Template	39

Figure

FIGURE 1. SCENARIOS FOR REOPENING, CLOSING AND RECOVERY IN SCHOOLS	7
FIGURES 2, 3, AND 4: OUTBREAK POSSIBILITIES BASED ON RESEARCH MODELLING	8
FIGURE 5. HYPOTHETICAL VISUALIZATION OF SCENARIO 1, 2, 3 AND 4	9

Table

TABLE 1. SCENARIO 1. IMPLEMENTATION FRAMEWORK FOR WHEN SCHOOLS OPEN	15
TABLE 2. SCENARIO 2. IMPLEMENTATION FRAMEWORK FOR WHEN SCHOOLS CLOSED.....	19
TABLE 3. SCENARIO 3. IMPLEMENTATION FRAMEWORK FOR SCHOOLS RECOVERY	27
TABLE 4. STEP 1. DETERMINING LEVEL OF RESPONSE TO ADAPTIVE OPENING AND CLOSING OF SCHOOLS	29
TABLE 5. STEP 2. DETERMINING WHEN TO OPEN OR CLOSE SCHOOLS IN THE ADAPTIVE OPENING AND CLOSING OF SCHOOLS	30
TABLE 6. RISK AND BENEFITS OF SCHOOL CLOSURE	31

Introduction

The Solomon Islands Education Strategic Framework 2016-30¹ defines the vision, goals and the strategies for the education sector in the Solomon Islands. The Framework provides an outline of the phased implementation of the strategy through three rolling five-year National Education Action Plans and encapsulated the goals on improving quality, increasing access and improve management and better use of education resources. The first NEAP covered the period 2016-20 which will lapse this year. The next NEAP 2021-2025 is to be developed based on lessons learned over the last 5 years and future priorities identified in the ESF. The work on the new NEAP has started. However, due to the COVID-19 health pandemic, reallocation of education resources to controlling the pandemic is inevitable, hence, the development of this Education System Response Scenario Planning (ESRSCP). The ESRSCP will be a rolling plan especially amidst the COVID-19 health pandemic. However, it will not alter or change the education goals, but reinforces the areas that needs immediate attention such as public health and safety, teaching and learning continuity and preparedness, resilience, adaptation and wellbeing that includes community engagement and support in response to the COVID-19. It is therefore of paramount importance that every actors and stakeholders support the implementation of this plan to prepare, protect and response to the unprecedented anticipated risks COVID-19 caused to children's education, protection and wellbeing in the Solomon Islands.

Background and Context

The closure of schools and institutions in response to COVID-19 pandemic presents an unprecedented risk to children's education, protection and wellbeing in the world². In response to this global health pandemic, the Government of Solomon Islands had established the Joint Oversight Committee (OSC) under the Office of the Prime Minister and Cabinet³ to provide strategic direction on a whole-of-government planning and response to COVID-19. An initial total budget of SBD\$137 million was approved to support the country's fight against the infectious disease and to prevent and prepare for the disease should it emerge into Solomon Islands. Of this budget, the Ministry of Education and Human Resources Development was initially allocated with \$31 million, which was to meet possible cost for the repatriation of students from overseas and to support the ministry's COVID-19 Preparedness and Response plan.

The State of Public Emergency (SOE), has been declared by His Excellency, the Governor General Sir David Vunagi on Wednesday 25th March 2020⁴ which has allowed the National Government to put in place measures, orders and regulations²⁰² to fight against the coronavirus entering the country. On Friday 27th March 2020 the Prime Minister in his address to the nation and people, declared Honiara (Aligator Creek to Poha) as an emergency zone⁵.

In response to the SOE the National Emergency Operations Centre (NEOC) and all National Disaster Operation Committees (N-DOC) Sectors for Health, Camp Management, Infrastructure, Livelihood, Education, Protection, Safety and Security were activated to Full-On Activation Mode. Also the Prime Minister Declared on Friday 27th March 2020, Honiara (Alligator Creek to Poha) as the emergency zone The Provincial Disaster Councils (PDC) and the Provincial Disaster Operations Committees (P-DOC) in

¹ MEHRD, Education Strategic framework 2016-2030

² UNESCO, UNICEF, World Bank, WFP, Framework for reopening schools April, 2020

³ National Disaster Council, National Situational Report 03, 9th April, 2020

⁴ ibid

⁵ ibid

all 10 Province including Honiara Municipal Authority were requested to prepare and implement their COVID-19 preparedness and response plans.

To date the Solomon Islands Government has established Institutional Quarantine Facilities (IQF) to quarantine all incoming overseas travelers to prevent the transmission of the disease. The Ministry of Health and Medical Services has also received the required testing kits and equipment for COVID-19 from Donors and advanced preparatory work include frontline staff to fight against the virus in the country.

The Ministry of Education and Human Resources Development (MEHRD) had advised all schools in the Solomon Islands to close on 30th March 2020⁶ as a result of the SOE and the advice from the Joint Oversight Committee. However, based on careful consideration from the Joint Oversight Committee and the Solomon Islands Government's on preparedness and response plans to combat the threat of coronavirus, MEHRD advises schools in the non-emergency zones⁷ in the Provinces to resume form 3, 5 and 6 classes on Monday 27 April, 2020. The schools were advised to re-open based on the potential risks from high to low areas in the Solomon Islands. The schools in the low risk areas were advised to reopen first. All schools throughout the Solomon Islands are expected to resume to normal classes by 25th May 2020⁸.

Solomon Islands is yet to record a single case of the COVID-19 but the risks associated with the re-opening of the borders cannot be repressed. Given the evolving and rapid changes situation of the coronavirus across the globe and uncertain situation it imposed, MEHRD reviewed its initial COVID-19 preparedness and response plan that it developed in March. Therefore, this strategic plan aims to respond to the evolving situation of the coronavirus threat to the nation and to respond to the disruptions it has caused to the education sector. This strategy especially respond to the education system needs and to address the immediate challenges that COVID-19 represents to students, teachers, staff and communities the school closure, reopening and health related measures.

MEHRD also need to address near-term challenges, and broader resiliency issues during virus-related shutdowns such as remote and continuity learning, engagement and support to key stakeholders, assessment and grading issues of students. A detailed plan is in place to provide the implementation direction to ensure the education system scales up quickly in the re-opening of schools, enrolment of students, providing remedial measures, and having a resurgence preparation and planning in place. MEHRD can also reimagine the "new normal" such as the implication for the education system could reinvent for the sustainability of education innovations. In the longer term we need to be clear on how the environment for education could evolve in our progress towards the achievement of the Government priorities, Education Strategic Framework 2016-2030, National Education Plans and the Sustainable Development Goal 4 with its related targets.

The uncertainties surrounding this fluid situation and when the COVID-19 will be totally controlled and managed with a vaccine had provided the Ministry to develop four (4) scenarios that can be used for (a) schools to re-open, (b) re-closed , (c) recover and to be (d) adaptive should there be a need to re-open and reclose again.

⁶ Statement 2/PS/COVID-19, 30th March, 2020

⁷ Emergency zones are Honiara, Guadalcanal, Munda, Gizo, Taro and Schortlands

⁸ Ministry of Education and Human Resources Development Radio Broadcasts Special Program Series 9





Rationale that Underpins Scenarios

The following premises guide the planning for these different scenarios:

- Solomon Islands is COVID-19 free as of May 11 2020.
- Globally, most countries are being significantly affected by the outbreak of this virus.
- Many countries that the Solomon Islands have close relationship with have been affected and have COVID-19 patients among their populations.
- Until there is vaccine widely available or other successful treatments to reduce the virus's impact on people's health, then community transmission of the virus is likely to occur in many countries during 2020. The virus could remain a health challenges across the world into 2021.
- Unless Solomon Islands maintains closed borders with other countries, it is likely that COVID-19 will emerge here at some time.
- Education will be disrupted and students' health will be at risk when an outbreak occurs. It is essential that a range of scenarios are planned to help ensure students safety and the continuity of learning in some form.

Key Guiding Principles for MEHRD Education System Response

The following 4 key principles will guide the entire Education System Response laid out in this document:

- **1 Safety of All Persons – Students, Teachers, Principals, School Staff, EAs, MEHRD**
 - Ensure that the physical, mental, and psychosocial health of all persons is prioritised first and foremost.
- **2 Community Engagement & Mobilization**
 - Embedment of public health and education continuity objectives into community
 - Community-driven and community-led behaviour change and education support
- **3 Continuation of Critical Functions**
 - Ensure that critical functions carried out by MEHRD continue, e.g. payment of teacher and staff salaries
- **4 Learning Continuity**
 - Provide widely accessible distance learning programme covers prioritised curriculum/minimum standards for each learning level in multi-media formats
 - Embedment of community-directed learning into programme
 - Support for school leaders, teachers, and parents/guardians for at-home learning as well as for return to school processes






Scenario Summary

	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	Schools Reopen and resume normal operations	Schools Closed	Education System Recovery	Adaptive Opening & Closing of Schools
Anticipated Timeframe	May 4 onwards	Now – Sept 2020	May 2020 – May 2021	May 2020 – Dec 2020
Key Indicators to Confirm Scenario	<u>Public Health</u> <ul style="list-style-type: none"> No cases? Testing, quarantine & surveillance capacity? <u>Education</u> <ul style="list-style-type: none"> School readiness* 	<u>Public Health</u> <ul style="list-style-type: none"> 0-50 cases Distancing/travel restrictions? <u>Education</u> <ul style="list-style-type: none"> School readiness* 	<u>Public Health</u> <ul style="list-style-type: none"> No cases or number of cases reducing? <u>Education</u> <ul style="list-style-type: none"> Data on impact of closures? 	<u>Public Health</u> <ul style="list-style-type: none"> Localised outbreaks Waves of infections <u>Education</u> <ul style="list-style-type: none"> School readiness* Announced examination schedule
Key Issues to be Addressed in Scenario	<u>Public Health</u> <ul style="list-style-type: none"> Public health communications WASH facilities in schools SOP for school hygiene/Covid-19 prevention/isolated case Behaviour change – social distancing (SD) Psychosocial support <u>Education</u> <ul style="list-style-type: none"> Addressing dropout rates Examinations/Assessments Remediation classes Parent/teacher/community engagement Teacher support <u>System/MEHRD</u> <ul style="list-style-type: none"> Reprioritise AWP/NEAP Financing and resources 	<u>Public Health</u> <ul style="list-style-type: none"> Public health comms (Covid-19 and non-Covid-19, e.g. maternal health, nutrition) Public safety comms (GBV, family planning) Behaviour change – SD Psychosocial support <u>Education</u> <ul style="list-style-type: none"> Distance learning Reprioritise curriculum /minimum standards Examinations/Assessment Parent/teacher engagement/community Teacher support <u>System/MEHRD</u> <ul style="list-style-type: none"> Reprioritise AWP/NEAP Financing and resources 	<u>Public Health</u> <ul style="list-style-type: none"> Public health comms Behaviour change - SD Psychosocial support <u>Education</u> <ul style="list-style-type: none"> Long term academic remediation classes Parent/teacher/community engagement Teacher support <u>System/MEHRD</u> <ul style="list-style-type: none"> Recovery of key functions halted – e.g. scholarships, exams, etc. Dropout engagement Education innovation ESF/NEAP20 & SDG 4: review & new measures Preparedness & resilience Sufficient funds for long-term financing and resources 	<u>Public Health</u> <ul style="list-style-type: none"> Devise segmented resurgence strategy Effective communications channels – on edu calendar/plan Public health comms Public safety comms (domestic violence, pregnancy) Behaviour change – SD WASH facilities Psychosocial support <u>Education</u> <ul style="list-style-type: none"> Adaptive distance learning pivots Adaptive examinations/assessments Remediation classes Parent/teacher/community engagement Teacher support <u>System/MEHRD</u> <ul style="list-style-type: none"> Adaptive financing & resourcing arrangement

Key Dimensions	<u>Public Health</u>	<u>Public Health</u>	<u>Public Health</u>	<u>Public Health</u>
	1. Health Readiness	1. Health Readiness	1. Safe Operations	1. Health Readiness
	2. Community Engagement	2. Community Engagement	2. Community Engagement	2. Community Engagement
	<u>Education</u>	<u>Education</u>	<u>Education</u>	<u>Education</u>
	3. Learning Continuity	3. Learning Continuity	3. Teaching & Learning	3. Learning Continuity
	4. Community Support	4. Community Support	4. Community Support	4. Community Support
<u>System/MEHRD</u>	<u>System/MEHRD</u>	<u>System/MEHRD</u>	<u>System/MEHRD</u>	
5. System Resilience/Adaptation	5. System Resilience/Adaptation	5. Preparedness, Resilience & Well-Being	5. System/Resilience	
6. Donor Strategy	6. Donor Strategy	6. Improving Equitable Access	6. Donor Strategy	
		7. Donor Strategy		

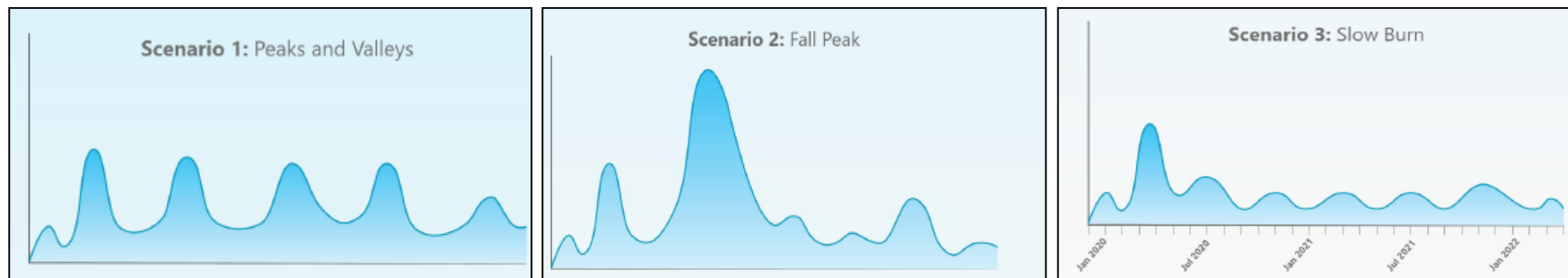
Figure 1. Scenarios for reopening, closing and recovery in schools

Key

-  Communications
-  Public Health Response
-  Education Emergency Response (Short-Term)
-  Community Engagement/Support/Mobilisation
-  Education System Adaptations (Long-Term)

Scenario Planning: Taking into Account Various Possibilities

- The Education System response will need to take into account several epidemiological possibilities.
- While case distribution in many countries have seen a normal, i.e. bell curve, many others have seen resurgences and or multiple waves of infection, often localised. See, for instance, this summary of [infection rates over time](#) in various countries.
- The best models, available to us at this point in time (early May 2020), show us that the pandemic will take the form of resurgences or multiples waves of infections along 3 scenarios:



Figures 2, 3, and 4: Outbreak possibilities based on research modelling⁹

To that end, our planning processes (especially in Scenario 4) must take into account the various possibilities above and adapt responses accordingly. It may be useful to hypothetically discuss various possibilities and plans of action in advance, such as in *Figure 5*.

⁹Centre for Infectious Disease Research and Policy (CIDRAP) at the University of Minnesota, USA

Scenario Planning: Visualisation of Hypothetical Example

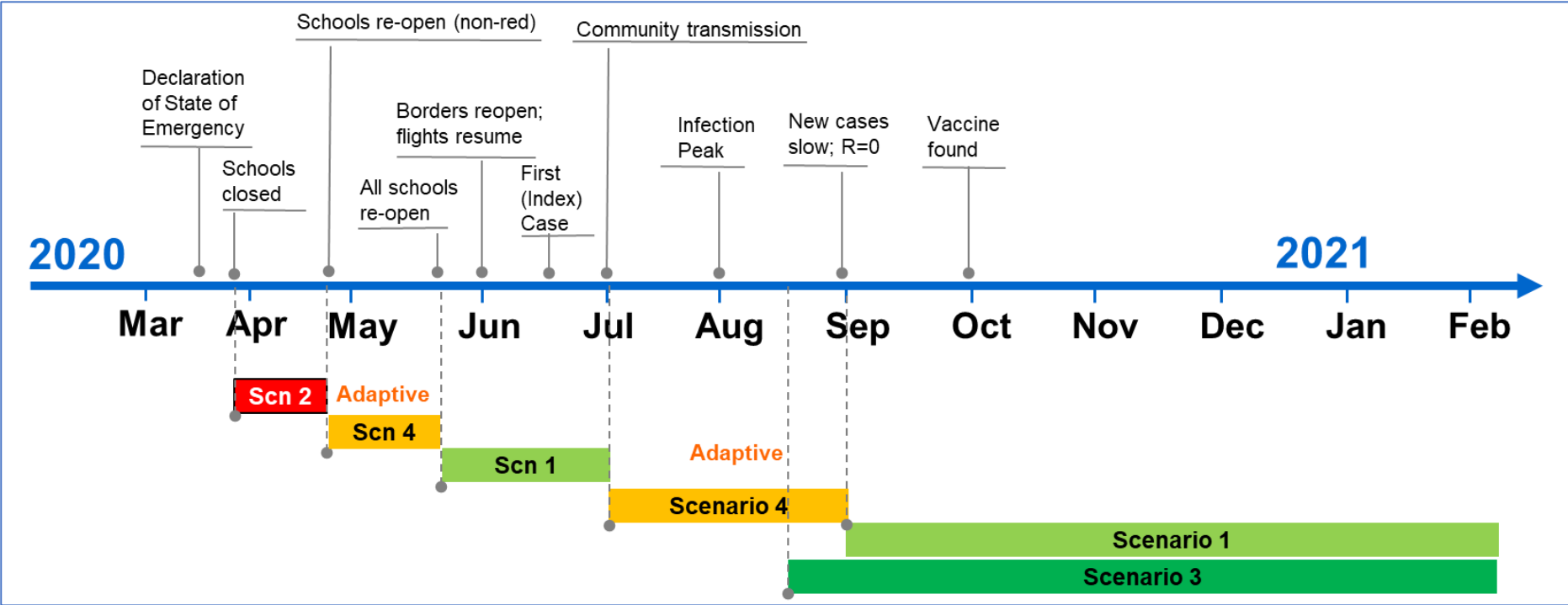


Figure 3. Hypothetical Visualization of Scenario 1, 2, 3 and 4

Possibilities to consider:

- Effective treatment identified quickly + provided to SI
- Vaccine found early + provided to SI
- Ability to implement effective quarantine + contact tracing, i.e. virus contained
- Borders remain closed!

SCENARIO ONE (1): SCHOOLS RE-OPEN AND RESUME NORMAL OPERATIONS

Key details

It is important that measures are put into place to prevent the transmission of the virus at the school level. MEHRD in close collaboration with its partners to put the following into place at every school.

- Review/develop school emergency and contingency plans for Covid-19 including relevant policies.
- All schools access to clean water and soap. MEHRD to ensure this is readily available at all schools' in the Solomon Islands.
- Train principals, teachers to know how to use the COVID-19 UNICEF/WHO/MEHRD guidelines on prevention and control in schools.
- Train principals, teachers, CEC and parents to identify COVID-19 symptoms using the adopted WHO guidelines.
- Based on MEHRD guidelines, reinforce frequent hand washing, sanitation, rehab of latrines and procure needed supplies.
- Based on WHO/MHMS guideline, train teachers to implement preventative measures at the school level (e.g. social distancing, hand washing, respiratory hygiene etc.
- Provision of clean water and nutritional food for school age children.
- Review school health education policy.
- Establish school health education unit at the school level
- Provide extra support for vulnerable students/teachers who may be unwell or who have disability dis-order to reduce stigma and discrimination.
- Flexibility in school policy on attendance and sick leave. Shielding for identified vulnerable populations – e.g. above 65, pre-existing medical condition. Appropriate HR policies to be adapted.
- Accelerate school health education activities and integrate into existing lesson plans especially during the first two weeks of resumption of schools.

Scenario One (1) – Schools Reopening

Scenario 1	Schools reopening						
Objectives	Schools are ready and prepared to reopen						
Key Dimensions	Outcomes/ Outputs	Activities	Time Frame	Means of verification	Resources	Responsible	Budget
PUBLIC HEALTH							
		Complete WASH assessments in Honiara	Completed	Assessment Report produced and approved by SMT	Guidance for Covid-19 Prevention and	NDOC-E	\$10,000.00

Health Readiness	Ensure safe reopening	Complete WASH assessments for Schools in the High Risk Areas and extract WASH Data from SIEMIS.	May 22 nd 2020		Control in Solomon Islands	ISD/SSU	\$200,000.00
		Implementation of SI Water, Sanitation and Hygiene in Schools Baseline Census				AMD	
		Produce WASH guidelines and protocols to support schools – EAs; leaders; teachers. Protocol for handling a suspected Covid case. Provision of PPE and masks? Special protocols for boarding schools.	May 30 th 2020	WASH Standards printed and distributed to schools. Schools develop & implement SOPs	Guidance for Covid-19 Prevention and Control in Solomon Islands	AMD/PCU NDOC-E/MHMS	\$300,000.00
							\$150,000.00
		Prepare guidelines for supporting student wellbeing (psychosocial needs, including stigmatisation). Provide simple, brief practices teachers can follow. Psychosocial support for teachers and staff as well, if needed.	May 30 th 2020	Guidelines developed	Pacific empowerment	NDOC-E	\$150,000.00
	Working closely with MHMS to set up Health referral system for suspected cases Shielding for identified vulnerable populations –pre-existing medical condition. Appropriate HR policies to be adapted.	ongoing	SOP developed and approved by MHMS	Quarantine/self-isolation facilities	NDOC-E/NDOC-MHMS	\$100,000.00	

Community Engagement	Ensure that communities are mobilised to protect themselves from virus	Provide communication messages from across MEHRD that are consistent and support existing Covid messaging, including reassuring messages for return to school.	Ongoing	MEHRD SIBC Radio programs. Dissemination of approved Covid 19 related information on MEHRD website.		MEHRD Comms NDOC-E SMT	\$124,000.00
		Conduct awareness for parents to support their children return to school – create social mobilisation programme	ongoing	Awareness conducted to parents.	COVID-19 IEC materials, guidelines and SOPs	NDOC-E MHMS Churches NGOs	\$200,000.00
		Teachers increase COVID-19 WASH awareness; role model good COVID-19 practice (hand washing; sneezing; distancing)	May 30 th 2020	Covid-19 awareness conducted in schools.	COVID-19 IEC materials, guidelines and SOPs	NDOC-E EAs Schools	\$500,000.00
EDUCATION							
		Guidelines for teacher readiness to commence classes. EA and School leaders to implement.	May 31 st 2020	Guidelines available No. of school leaders and teachers trained and use the guideline.	Possible (Outsourcing)	NDOC-E Teaching and Learning Continuity plan	\$1,000,000.00

Learning Continuity & Community Support	Ensure teaching and learning continues in the classroom to all students	Confirm data on teacher attendance and movement for re-opening.	ongoing	Teachers' attendance and tracking records. Visitors tracking records	Principals/ Head teachers/ EAs	School Leaders	NA
		Visitors tracking records kept and maintain.					
		Gathering data (who is not returning to school) on student attendance for decision making.	ongoing	Students' attendance records kept and maintain in the schools.	Principals/ Head teachers/ EAs	School leaders	NA
		Schools identify the most vulnerable students who may have learning issues and health related problems Wavering of school fees/ sick students	May 30 th 2020	List of Vulnerable students. Support Strategy available at school for students. Covid-19 Support Grant	Principals/ Head teachers/ EAs	Finance (Grants) Teaching and Learning/ School Services	N/A
		Provide support for teachers to re-engage students in school and learning – plan 2 week induction Including Wellbeing theme and identifying learning gaps. Revisiting start of year routines.	May 31 st 2020	Induction for teachers conducted in the schools before the commencement of classes.	Principals/ Head teachers/ EAs	Teaching and Learning	\$10,250,000.00
		Provide ongoing Learning Continuity support to supplement school lessons and for students not returned to school. Identify Distance Learning options by scaling up internet connectivity to schools.	ongoing	Learning continuity plan.	Teachers and resource personnel	T&L and Information Service Unit	
	Remediation classes for exam students / students who have fallen behind?	ongoing	Learning continuity plan.	Teachers and resource personnel	T&L		

		Support teacher classroom-based assessment practices. T&L Division to bring forward plans to support classroom assessment.	ongoing	Classroom based assessment tools developed and implemented in the schools.	Teachers and resource personnel	T&L	
		Monitor the progress of schools as they re-open. How well are students re-engaging in learning. Who is still not engaged in school and learning?	ongoing	Schools provide monitoring reports	Principals/ Head teachers/ EAs	School Division SRS (T&L) EA	
		Documenting the lessons learned.	ongoing	Report on lessons learnt approved by SMT		SRS (T&L) M&E (SSU) NDOC-E MEHRD Comms.	
SYSTEMS/MEHRD							
System Resilience / Adaptation	Resilience and adaptation	Make decisions about the examination specification for 2020 and other assessment requirements.	May 30 th 2020	Examination Specification developed and approved by National Assessment Committee.	Teachers and resource personnel	T&L	NA

		Curriculum coverage revision.	May 30 th 2020	Examination prescription approved by National Curriculum Committee.	Teachers and resource personnel	T&L	NA
		Advise on any revision to the 2020 school calendar.	May 15 th 2020	Revised School Academic Calendar approved by SMT	Resource personnel	T&L School Services	N/A
		School fee or School Grant modifications.	May 25 th 2020	School grant review report.	School Grant Policy Fee free education Policy	Finance/Grants) School Services	NA
		Advisory on changing schools to one closer in proximity – expedited approval process.	June 2020	PS administrative instruction to schools	Report on students enrolment from schools	PS	NA
Donor Strategy	Refocus funding for schools	The repurposing of funds to support the reopening of the schools and for the ensuring learning continuity in the Covid-19 context aligns closely to MEHRD long term goals (ESF, NEAP, SDG4) and to the 2020 AWP	May 30 th 2020	Confirmation of support to MEHRD	MEHRD-Covid-19 Education System Response Scenario Planning	SMT (FR)	NA

Table 1. Scenario 1. Implementation framework for when schools open

SCENARIO TWO (2): SCHOOLS CLOSED

Key details

The extent and length of the school closures cannot be predicted and could end up for longer periods. Therefore, it is important to prepare for this possibility using the following potential strategies.

- Develop and use of online/e-learning and radio strategies for delivering the curriculum.
- Prepare and air radio lessons using interactive radio instructions.
- Develop contingency plan for national examinations.
- Continuous awareness raising for parents on importance of distance learning.
- Provide child protection/safeguarding and psychosocial support for students through media platforms.
- Review status of curriculum coverage and develop accelerated education strategies based on Covid-19.
- Create awareness on Covid-19 through media e.g, TV, radio and social media platforms.
- Set up information sharing mechanism/Task Force and coordinate with other stakeholders comprising relevant government institutions, business groups, donors, partners etc.
- MHMS to work closely with MEHRD to set up health referral system for suspected cases.

Scenario 2. Schools closed

Scenario 2	Schools closed						
Objectives	1. COVID 19 testing kit to be operational 2. Schools do not meet the readiness and preparedness requirement (located in the risk zones)						
Key Dimensions	Outcomes/ Outputs	Activities	Time Frame	Means of verification	Resources	Responsibility	Budget
PUBLIC HEALTH							
Health Readiness	School is supported to activate COVID	Prioritise schools in high risk zones	May 30 th 2020	Covid 19 preparedness, response and	Guidance for Covid-19 Prevention and	NDOC/ UNICEF	\$400,000.00

	19 related preparedness, response and recovery plan (SOP)	Develop Covid 19 preparedness, response and recovery plan. Develop training schedules. Conduct online training. Develop Templates for schools		recovery plan approved by SMT	Control in Solomon Islands		
Community Engagement	Effective communication to soothe public anxieties on disease and education impact.	Develop a MEHRD COVID-19 communication strategy	ongoing	SIBC / email and phone call	Resource Personnel/team/group	MEHRD-COMMs	\$124,000.00
		Create awareness on COVID 19 thru media, e.g. TV, Radio, MEHRD web page	ongoing	Awareness programs approved by SMT	SIBC and other radio stations TTV1	Teaching and Learning LCP Information Services MEHRD Comms	\$750,000.00 (Budget also for LCP cost below)
		Continuous awareness raising for parents on importance of distance learning	ongoing	Awareness programs approved by SMT	SIBC and other radio stations TTV1	Teaching and Learning LCP	
EDUCATION							
Learning Continuity	Learning Continuity plan is Operational	Develop and use of online /e learning and radio strategies for delivering the curriculum	ongoing	LCP approved by SMT	Resource Personnel/team/group	Teaching and Learning LCP	
		Prepare and broadcast lessons using interactive radio instructions	ongoing	LCP approved by SMT	Resource Personnel/team/group	Teaching and Learning LCP	

		Review status of curriculum coverage and develop accelerated education strategies based on COVID 19 Focus on Learning continuity using different medias and ICT Monitor education delivery and student engagement and learning	May 30 th 2020	Curriculum Review Report approved by SMT. LCP approved by SMT	Resource Personnel/team/group	Teaching and Learning Information Services Units Teaching and Learning	
Community Support		Provide child protection/ safe guarding and psychosocial support for student thru media platforms and other stakeholders/partners/sectors	ongoing	Targeted radio programs approved and broadcasted/televi sed. MEHRD collaborate and coordinate with other stakeholders	NDOC- Protection NGOs NDOC-E	School Services	\$200,000.00
SYSTEMS/MEHRD							
System Resilience / Adaptation	Contingency plan for national examinations is developed	Develop National Examination Options. Option 1: Deferring of normal examination dates. Option 2: The examination content to be reduced to only topics covered Option 3: No examination.	May 30 th 2020	Examination options approved by SMT	Resource Personnel/team/group	Teaching and learning	NA

	Interagency approach to support schools on COVID-19 is established	Set up information sharing mechanism/ taskforce and coordinate with other stakeholders comprising relevant government institutions, business groups, donors, partners etc.	May 30 th 2020	Establish Communication taskforce.	Resource Personnel/team/group	SMT/NDOC-E	NA
		Development of a communication protocol to support important information at all levels (MEHRD, EA and Schools)	May 30 th 2020	Communication Protocols approved by SMT	Resource Personnel/team/group	MEHRD Comms	NA
Donor Strategy	Refocus funding for schools	The repurposing of funds to support the reopening of the schools and for the ensuring learning continuity in the Covid-19 context aligns closely to MEHRD long term goals (ESF, NEAP, SDG4) and to the 2020 AWP	May 30 th 2020	Confirmation of support to MEHRD	MEHRD-Covid-19 Education System Response Scenario Planning	SMT (FR)	NA

Table 2. Scenario 2. Implementation framework for when schools closed

SCENARIO THREE (3): EDUCATION SYSTEM RECOVERY

Key details;

Preparation to response

- Ensure the safety and wellbeing of children and teachers
- Produce/deliver learning continuity programs to students not attending schools
- Track learning at different grade levels
- Ensure evidence-based decision-making
- Teachers and school leaders are critical to ensuring a sustainable transition
- Tap into all education resources

Recovery Phase

- Reopen schools when it's safe to do so (may be phased)
- Take a multi-sectoral approach to recovery
- Accelerate learning when schools re-open
- Modify learning program – focus on what really matters
- Assessment of students wellbeing and learning
- Track progress with real time data
- Teacher support so they understand their critical role in managing the return and support students
- Guidance advice/ support to students, especially those in examination years
- The system to critically analyse the need for high stakes examination
- Target additional support to the most vulnerable
- Health promotion and wellbeing learning
- Community engagement and support
- Use recovery phase as an opportunity for education reform and implement positive changes
- Consider alternative approaches to previously accepted practices eg students moving onto the next year level

Scenario 3:	Recovery: 1. Recovering from the long-term impacts of school and economy closures; 2. Building preparedness and resilience into the education system to mitigate future risks; 3. Envisioning a new future for the education system, and steadily progressing towards those goals						
Objective:	Actively monitor health indicators, expanding focus on wellbeing and protection. Strengthen pedagogy, adapt remote education for blended teaching and learning, including knowledge on infection transmission and prevention.						
Key Dimensions	Outcomes/Outputs	Activities	Time Frame	Means of verification	Resources	Responsible	Budget
PUBLIC HEALTH							
Safe Operations	Behaviour change to increase both the intensity and frequency of cleaning and disinfection activities and improve waste management practices. Also changing behavioural norms in school operations: recess, transportation to/from, classes, Physical Education, etc.	Printing and Distribution of IEC materials to schools. Provision of PPE and masks? Schools to adopt, implement and use IEC materials.	May 30 th 2020	IEC materials received and use by schools. Clear SOPs are displayed and followed in school routines	Printing Supplier contracted EAs and NGOs support distribution of materials	NDOC Education Procure-ment EAs NGOs SLT Students Teachers	Printing-200,000.00 Distribution – \$600,000.00
	Use of hand sanitizer, proper use of cloth masks and information on hygiene widely available and accessible in schools.	Procure and install hand washing facilities in schools. . IEC Information available in sign language		Hand washing facilities used in schools. IEC Messages available in Sign and child-friendly Language	TV (COVID-19 related messages are free) Sign Language experts	Procurement and AMD UNICEF LCP Committee	\$5,000,000.00 Sign Language support (UNICEF Budget) TV - free

		Hygiene messages in child-friendly language on TV and print				School Services (IE Unit)	
	Implementation of the WASH in schools minimum standards	Review the current school assessment template to only focus on key WASH components	May 30 th 2020	Assessment to identify baselines and gaps in WASH infrastructure, practices and management	Wash in schools technical requirement manual	AMD SRS School Services	
		Conduct school assessment survey in all schools in the risk zones	May 30 th 2020	Shortland, Taro, Goldie, St Josephs Tenaru NSS, Selwyn and all Honiara schools	Wash in schools technical requirement manual	AMD SRS School Services Information Services Unit	\$200,000.00
		Detailed report to be developed and shared with partners	May 30 th 2020	Detail report will also include costing and scheduling of its school support implementation plan		NDOC	
	Upgrading of schools to have sufficient WASH facilities. Boarding schools – extra measures	Upgrade School WASH facilities. 1. Assessment of WASH Facilities 2. Develop budget 3. Contracting/Construction	July 30 th 2020	WASH assessment reports costed and approved by SMT Contracts signed with contractors	Wash in schools technical requirement manual	AMD WASH	\$26,000,000.00
Community Engagement	A clear, concise and accurate information about COVID-19, normalize messages about fear and anxiety and promote self-care strategies for students, their families,	Increase Covid 19 awareness at schools. Continue with MEHRD SIBC Radio Program.	ongoing	Covid 19 related materials and information received and implemented at the schools.	COVID-19 IEC materials, guidelines and SOPs	MEHRD Communication NDOC Education SMT	\$50,000.00

	teachers and other school staff.	MEHRD to run Covid-19 TV Awareness Programs. Wide-spread socialisation of messages: teachers, unions, partner organisations, community leaders, religious leaders, etc.				Information Services Unit	
	Referral systems in schools strengthened, particularly for severe cases and providers are aware of other care services, including referral to services for Gender Based Violence (GBV)/Psychosocial Emotional Awareness (PSEA) and sexual and reproductive health (SRH) services that are youth-friendly and fully accessible.	Schools to develop and implement Standard Operating Procedures (SOP).	May 30 th 2020	Schools have approved SOPs implemented.	Principals and teachers	NDOC Education	\$200,000.00
EDUCATION							
Teaching & Learning	Increase financial assistance to continuity learning (1) to prepare for future rounds of school closings, (2) to strengthen teaching and learning where closures remain in effect and (3) to supplement instructional hours with a blended model where schools may be operating on partial or otherwise adapted schedules.	Develop and implement Learning Continuity Plan (LCP). Teacher Capacity Building Plans (TCP)	May 30 th 2020	LCP approved by SMT/NDOC Education. TCPs approved by NDOC/SMT.	LCP Committee(T&L) TAs Teachers TV/Production Group Printing Supplier	NEAD/School Services Information Services Unit	\$8,800,000.00

	Remediation classes/intensive learning periods to prepare for exams				NGOs		
	<p>Waive less important examinations to focus resources on ensuring critically important examinations (such Form 5 and 6) are carried out in a valid, reliable, and equitable way, with due consideration to physical distancing and other health requirements.</p> <p>Consider universal promotion of all year levels except for form 6 and form 7 and assess students' levels of learning following school closures to Inform remedial efforts.</p> <p>Other prioritised interventions for system improvement – achieving ESF/NEAP20/SDG4</p>	<p>MEHRD to review current National Examination prescriptions and Blue print and share with schools, based on a revised explicit curriculum.</p> <p>Review of Academic School Calendar.</p> <p>SOPs for Examination center set up are developed for use</p> <p>Phase out Form 3 Examination</p> <p>Develop Formative Assessment Guidelines</p> <p>Develop assessment tool to asses all promoted students to provide remedial measures</p> <p>Training to teachers on Formative assessment of learning.</p>	May 30 th 2020	<p>Examination Review Report, Including revised curriculum and assessment prescriptions produced and approved by SMT/NDOC Education. Reviewed Academic School Calendar approved by SMT.</p> <p>Automatic promotion for all Form 3 students approved by NEAB.</p> <p>Assessment tool developed and approved by SMT</p> <p>Report on assessment approved by SMT</p> <p>Report on training</p>	<p>NEAB – 1 day meeting</p> <p>EAs Meetings</p>	T&L/School Services	

Community Support	Psychosocial support, e.g. counselling offered	Identify potential counsellors for schools. Provide training to counsellors.	June 2020	Counsellors appointed for schools.	School counsellors	NDOC-E EAs/Schools Churches NGOs	\$200,000.00
	Emergency preparedness SOPs and policy decisions	Develop preparedness SOPs and guidelines (shielding of at-risk persons, sick policy, salary continuity, etc.)	May 30 th 2020	SOPs and guidelines developed and approved	Guidance for Covid-19 Prevention and Control in Solomon Islands	NDOC-E EAs Schools	\$100,000.00
	Ensure that communities are mobilised to protect themselves from virus	Conduct awareness for parents to support their children return to school – create social mobilisation programme	ongoing	Awareness conducted to parents.	COVID-19 IEC materials, guidelines and SOPs	NDOC-E MHMS Churches NGOs	
		Teachers increase COVID-19 WASH awareness; role model good COVID-19 practice (hand washing; sneezing; distancing)	May 30 th 2020	Covid-19 awareness conducted in schools.	COVID-19 IEC materials, guidelines and SOPs	NDOC-E EAs Schools	
SYSTEM / MEHRD							
Improving Equitable Access	Improved financing to new recovery needs, especially for disadvantaged students to ensure continued financing and prevent reductions due to lack of compliance.	Review School grant requirements and seek funding support from Donor partners.	May 30 th 2020	Review report of school grant requirement approved by SMT/NDOC Education.	School grants policy	Finance/Grants	NA
	Addressing re-enrolment issues and school dropouts (out-of-school kids), via financial support, addressing fears of infection, disengagement, negative psychosocial experiences, etc.	School Contingency plans include household visits to encourage those out of school to go to school or provide Learning packages to them with support.			Fee free education policy		

	Provide provision for low-income families, e.g. exempting fees.						
	Learning materials/platforms, Information, services and facilities are accessible to people with disabilities and public communication available in health information and multiple, accessible formats for those with auditory or visual impairments.	Translation of IEC materials and development of inclusive LCP.	May/June 2020	IEC materials and information used in inclusive centres. Inclusive LCP implemented.	Resource Personnel/team/group	Schools (Inclusive Education)	\$300,000.00
	Other prioritised interventions for system improvement – achieving ESF/NEAP20/SDG4	Review ESF and NEAP	June/July 2020	Draft Review Report approved by SMT	ESF 2016-2030 NEAP 2016-2020 MEHRD Policies	SSU	\$200,000.00
	Documentation	Documenting the lessons learned.	ongoing	Report on lessons learnt approved by SMT		SRS (T&L) M&E (SSU) NDOC-E MEHRD Comms.	
Donor Strategy	Refocus funding for schools	The repurposing of funds to support the reopening of the schools and for the ensuring learning continuity	May 30 th 2020	Confirmation of support to MEHRD	MEHRD-Covid-19 Education System Response Scenario Planning	SMT (FR)	NA

		in the Covid-19 context aligns closely to MEHRD long term goals (ESF, NEAP, SDG4) and to the 2020 AWP						
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Table 3. Scenario 3. Implementation framework for schools recovery

SCENARIO FOUR (4): ADAPTIVE OPENING & CLOSING OF SCHOOLS

Key Details

- Scenario 4 is in essence a strategic combination of Scenarios 1 & 2 in succession and/or concurrence.
- However, it requires agile and rapid adaptation between these scenarios.
- It may also require localised or segmented response (e.g. particular vulnerable communities or segments of the education system).
- Scenario 4 requires the identification of trigger events, which would put a set of actions into motion.
- The activities of Scenario 4 should be high-impact (most critical responses), rapidly implementable, and in some cases, rapidly reversible.
- The experiences of other countries further along in the outbreak progression show that this is the most likely scenario to happen.
- A simple two-step decision-making framework can be useful in guiding responses: 1) determine level of response; 2) determine type of response.

Decision-Making Framework

Step 1: Determining Level of Response

- Level 1: National Response: within national borders/territories
- Level 2: Localised Response: in town, province, district, ward, street, apartment complex
- Level 3: Segmented Response: vulnerable groups, high risk professions, etc.

Key Questions		Level 1: Nationwide Response	Level 2: Localised Response	Level 3: Segmented Response
1	Is the outbreak widespread – in multiple islands/provinces?	●	●	●
2	Are the national infection rates/daily mortality falling? No significant differences across provinces/cities?	●	●	●
	Is the outbreak in a self-contained community, which can be cordoned off?	●	●	●
2	Is the outbreak contained in one place, with effective border restrictions and mandatory quarantine in place? Is inter-province or inter-district travel limited?	●	●	●
3	Is there a particular group of persons that is more at risk to infections, e.g. grandparents who provide childcare?	●	●	●
4	Is there a particular group of people who are coming out of risky situations?	●	●	●
4	Are there sufficient social support mechanisms in place – income support, etc?	●	●	●




5	Is there a pressing education system in a particular province or area, e.g. teachers have not returned to a particular province for a month			
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Table 4. Step 1. Determining level of response to adaptive opening and closing of schools

Step 2: Determining When to Open or Close

Level 1: National Response	Open / Reopen	Close / Reclose
Conditions	<ul style="list-style-type: none"> No cases / cases falling for 2 weeks? NDOC/MOHMS in Level 1 mode No widespread contagion – effective quarantine, testing, contact tracing 	<ul style="list-style-type: none"> Widespread contagion, with high levels of community transmission NDOC directs school closures Nationwide lockdown
Considerations	<ul style="list-style-type: none"> Hygiene and PPE measures in place School readiness 	<ul style="list-style-type: none"> Childcare ensured – parents at home Income support + food security ensured
Key Actions	<ol style="list-style-type: none"> Review EMIS data to make decision Undertake Rapid Assessment - <i>Appendix 1: Rapid Assessment of Key Functions - Department/Unit Covid-19 Planning Template – MEHRD & EA levels</i> Conduct holistic school readiness assessment Communicate decision broadly Rapid budget allocation & disbursement Shielding of vulnerable populations Mobilise community to encourage return to school + hygiene/PPE + distancing norms Support for teachers and communities 	<ol style="list-style-type: none"> Review data to make decision Communicate decision Support for teachers and communities Mobilise community – support learning continuity Remediation classes – support Examinations/Assessments decisions
Level 2: Localised Response	Open / Reopen	Close / Reclose
Conditions	<ul style="list-style-type: none"> No cases / cases falling for 2 weeks in area? Effective quarantine, testing, contact tracing in that province/district 	<ul style="list-style-type: none"> Widespread contagion, with high levels of community transmission in a particular province or area NDOC directs school closures Lockdown in region
Considerations	<ul style="list-style-type: none"> Hygiene and PPE measures in place 	<ul style="list-style-type: none"> Childcare ensured – parents at home

	<ul style="list-style-type: none"> School readiness 	<ul style="list-style-type: none"> Income support + food security ensured
Key Actions	<ol style="list-style-type: none"> Review EMIS data to make decision on targeting and closure measures (open up whole area? Further target?) Undertake Rapid Assessment - <i>Appendix 1: Rapid Assessment of Key Functions - Department/Unit Covid-19 Planning Template – MEHRD & EA levels</i> Conduct holistic school readiness assessment Communicate decision Rapid budget allocation & disbursement Shielding of vulnerable populations Mobilise community to encourage return to school + hygiene/PPE + distancing norms Support for teachers and communities 	<ol style="list-style-type: none"> Review data to make decision Communicate decision Support for teachers and communities Mobilise community – support learning continuity Remediation classes – support Examinations/Assessments decisions
Level 3: Segmented Response	Open / Reopen	Close / Reclose
Conditions	<ul style="list-style-type: none"> Segment of population has low case load or high recovery No widespread contagion in segment – effective quarantine, testing, contact tracing 	<ul style="list-style-type: none"> High levels of transmission in a certain vulnerable population (age? disabilities? pre-existing condition?) or profession
Considerations	<ul style="list-style-type: none"> Hygiene and PPE measures in place School readiness 	<ul style="list-style-type: none"> Childcare ensured – parents at home Income support + food security ensured
Key Actions	<ol style="list-style-type: none"> Conduct holistic readiness assessment of segment affected Communicate decision Rapid budget allocation & disbursement Shielding of vulnerable populations Mobilise community to encourage return to school + hygiene/PPE + distancing norms Support for teachers and communities 	<ol style="list-style-type: none"> Review data to accurately target Communicate decision Support for teachers and communities Mobilise community – support learning continuity

Table 5. Step 2. Determining when to open or close schools in the adaptive opening and closing of schools

Risks and Benefits of School Closures

- A comprehensive, data-driven benefit and risk analysis on school closures is available on the [CDC website](#).
- The analysis covers the benefits and risks of implementing case-responsive closure (less than 1 week), short-term closure (2 weeks), medium-term closure (4 weeks) and long-term closure (8-20 weeks) on disease spread, learning outcomes, family/community and the broader healthcare system.

	Case-responsive closure (<1 week)	Short-term closure (2 weeks)	Medium-term closure (4 weeks)	Long-term closure (8-20 weeks)
Disease spread				
Impact on learning		Disruption		
Family/Community		Co-morbidities	Co-morbidities	
Healthcare system		HCW * at home	HCW * at home	HCW * at home

* HCW = Healthcare workers

	Likely positive impact
	Likely moderately positive impact

Table 6. Risk and benefits of school closure

Summary

- School closures have been estimated to slow the rate of infection of disease by up to 15%, thereby preventing a 'peak' that overwhelms healthcare systems.
- However, available modelling data indicate that short to medium closures (up to 4 weeks) do not impact the epi-curve of COVID-19 or available health care measures (e.g. hospitalizations).
- There may be some impact of much longer closures (8 weeks, 20 weeks) further into community spread, but that modelling also shows that other mitigation efforts (e.g., handwashing, home isolation) have more impact on both spread of disease and health care measures.
- Countries that closed schools (e.g. Hong Kong) have not had more success in reducing spread than those that did not (e.g. Singapore).

Scenario 4	Adaptive Opening & Closing of Schools						
Objective:	1. Prepare for multiple waves of infections at national level 2. Identify when localised school opening and closing strategies must be implemented						
Key Components	Outcomes/Outputs	Activities	Time frame	Means of verification	Resources	Responsible	Budget
PUBLIC HEALTH							
Health Readiness	Decision model for reclosing and reopening schools for resurgence of community transmission.	Develop decision model for re-closing and reopening schools.	May/June 2020	Decision model approved by SMT.	Resource Personnel/team/group	NDOC-E	NA
	Rapid assessments for school readiness Suggest that a holistic readiness assessment of schools is done, including availability of teachers/materials, transportation, number of students, WASH facilities	1. Stock take of particular school operational needs resulting from school closures. 2. Shielding of vulnerable populations 3. Provide support for teachers continuing to teach 4. Provide support for students continuing to learn 5. Provide teaching and learning materials. 6. Explore mitigation and remediation strategies to counter operational problems.	May – Dec 2020	Assessment Report approved by SMT	Resource Personnel/team/group	NDOC-E	\$500,000.00

	Develop clear communication channels and ensure overall coordination Communicate clearly and coherently	<ol style="list-style-type: none"> 1. Assess communication needs, and strengthen MEHRDs coordination of communications if necessary 2. Assess the availability and effectiveness of different communication channels (radio, television etc), 3. Consider customized communication tools, targeted towards specific audiences, to better share information with the most affected by any resurgence of COVID-19 with other stakeholders 	May-Dec 2020	Communication Strategy Reviewed.	Resource Personnel/team/group	MEHRD Communication	NA
	Students/staff repatriated from boarding schools	Boats chartered to repatriate students and staffs from schools if COVID-19 case is reported in the Solomon Islands and all schools needs to be closed.	May-Dec 2020	Budget for chartering approved by PS	Funds	Accounts	8000,000.00
Community Engagement	Public health comms	<p>Give up-to-date information about the Covid 19 and about decisions and initiatives developed and implemented to address it.</p> <p>Provide advice on good health and hygiene practices.</p> <p>Ensure that all audiences, including the most vulnerable, can access key information.</p>	May-Dec 2020	Covid 19 Public Health related information continue to be shared.	Resource Personnel/team/group	MEHRD Communication NDOC-E	\$200,000.00

	Public safety comms (domestic violence, pregnancy)	Data collection for the pandemic to coordinate the process at all administrative levels. Collect data concerning vulnerable populations, in order to address their needs and secure their rights during the crisis.	May-Dec 2020	Report approved by SMT	Resource Personnel/team/group	NDOC-E ISD MHMS NGOs	\$250,000.00
EDUCATION							
Learning Continuity	Adaptive distance learning pivots	Quickly pivot to distance learning model, with teachers prepared and materials ready	May-Dec 2020	Distance learning model and materials approved by SMT.	Resource Personnel/team/group	T&L	\$2,950,000.00
	Adaptive examinations/assessments	Logistical and technical solutions to be deployed quickly without raising community anxieties (curve modification, mixed assessments)	Jul-Nov 2020	Adaptive examination/assessment strategy approved by SMT.	Resource Personnel/team/group	T&L	
	Remediation classes	Develop Specific classes/materials (in-person, online, phone, etc.) to address learning gaps in anticipation of exams/assessments	Jul-Dec 2020	Specific materials approved by SMT	Resource Personnel/team/group	T&L	
Community support	Parent/ guardian/ Teacher support	Enhance and re-emphasis awareness for parents/guidance to support their children return to school.	May-Dec 2020	Awareness scale up approach in the resurgence period approved by SMT.	Resource Personnel/team/group	NDOC-E	\$500,000.00

	Psychosocial support	Continue to provide child protection/ safe guarding and psychosocial support for students and Staff.	May-Dec 2020	All schools have counsellors.	Resource Personnel/team/group	EAs School Division	\$200,000.00
SYSTEM / MEHRD							
System Resilience	Behaviour change	Embedding of long term behaviour norms into school (recess, PE, curriculum, school programs)	May-Dec 2020	Health related behaviours practised in schools.	Resource Personnel/team/group	EAs Schools	Use school administrative grants.
	WASH facilities	Assess and continuous upgrading and monitoring of WASH facilities	May-Dec 2020.	WASH facilities well-kept and maintain	Resource Personnel/team/group	Schools	Repurpose school grant or additional support for infrastructure.

Estimated budget summary for the scenarios

SCENARIOS	ESTIMATED BUDGET (SBD)
SCENARIO ONE (1): SCHOOLS RE-OPEN AND RESUME NORMAL OPERATIONS	
Public Health	
Health Readiness	\$910,000.00
Community engagement	\$824,000.00
Education	
Learning Continuity/ Community Support	10,250,000.00
System/ MEHRD	
System Resilience/ Adaptation	00.00
Donor Strategy	00.00
Scenario1 Total estimated cost;	\$11,984,000.00
SCENARIO TWO (2): SCHOOLS CLOSED	
Public Health	
Health Readiness	\$400,000.000
Community engagement	\$124,000.000
Education	
Learning Continuity	750,000.00
Community Support	\$200,000.00
System/ MEHRD	
System Resilience/ Adaptation	
Donor Strategy	
Scenario 2 Total estimated cost	\$1,474,000.00
SCENARIO THREE (3): EDUCATION SYSTEM RECOVERY	
Public health	
Safe Operations	\$32,000,000.00
Community Engagement	\$250,000.00
Education	
Teaching & Learning	\$8,800,000.00
Community Support	\$300,000.00
System/ MEHRD	
Preparedness, Resilience & Well-Being	\$300,000.00
Improving Equitable Access	\$800,000.00
Donor Strategy	00.00
Scenario 3 total estimated budget	\$42,450,000.00
SCENARIO FOUR (4): ADAPTIVE OPENING & CLOSING OF SCHOOLS	
Public health	
Health Readiness	\$8,500,000.00
Community Engagement	\$450,000.00
Education	
Learning Continuity	\$2,950,000.00
Community Support	\$700,000.00
System/ MEHRD	
System/Resilience	00.00
Donor Strategy	00.00
Scenario 4 total estimated budget	\$12,600, 000.00
GRAND TOTAL	\$68,508,000.00

Estimated budget summaries by dimensions/domains

Dimensions/domains (all four scenarios)	Estimated budget (SBD)
Public health	\$43,458,000.00
Education	\$23,950,000.00
System/MEHRD	\$1,100,000.000
Total estimated budget	\$68,508,000.00

References

Center for Infectious Disease Research and Policy (CIDRAP), University of Minnesota, USA, *Covid-19 Waves of Infection Modelling* (April 2020), CIDRAP Website

UNESCO, *Framework for Reopening Schools* (April 2020), UNESCO Website

National Disaster Council, National Situational Report 03 (April 2020), MEHMS website

Ministry of Education and Human Resources Development, Statement 2/PS/COVID-19 (April 2020), MEHRD website

Ministry of Education and Human Resource Development, Radio Broadcasts Special Program Series 9, MEHRD website

MEHRD. (2017). *Education Strategic Framework 2016-2030*. Honiara: Ministry of Education and Human Resources Development.

Appendix 1: Rapid Assessment of Key Functions - Department/Unit Covid-19 Planning Template

- The simple **prioritisation matrix** below weighs the public health risks, budget cuts and criticality of the activities planned to be implemented in 2020 AWP to the function of the MEHRD department/ work unit to execute critical functions/activities during the various stages of response to the COVID-19.

No	Key Output and Activities and 2020 key priority activities	Leadings Divisions	Public Health Risks (and related Work From Home risks)	Budget Availability (and related staffing risks)	Criticality to Education System	Continue during Scenario?	Follow-up Action / Notes
	ECE REFORM						
1	Continue with Teacher PD in new curriculum for Pre-primary Years teachers	Schools/CE/TPDD	Red	Green	Yellow	1,3,4	Limit scope
2	Guidelines for management of early education for 3 and 4 year olds completed, socialised with communities and relevant stakeholder and began implementation. Outsourcing can be an option.	CE	Yellow	Green	Yellow	1,3,4	Limit scope
3	Revised ECE policy (inclusive of PPY) completed and implementation commenced	Schools/CE	Yellow	Yellow	Red	1,3,4	Limit scope
	ACCESS						
4	SISE Removal: Facilitation of the SISE Phase out Implementation Strategy (2019)	Schools/NEAD	Yellow	Yellow	Red	1,3,4	Limit scope
5	Review Basic Education Policy (2010)	Schools/SSU	Yellow	Yellow	Yellow	1,3,4	Limit scope
6	Improve access and quality for senior secondary and TVET considering most remote rural areas	Schools/SITESA/SSU	Green	Yellow	Red	1,3,4	
7	Continue to increase female boarding and WaSH facilities in Junior, Senior Secondary, and TVET	AMD/SITESA	Green	Yellow	Red	1,3,4	Full scope
8	Collaborate on development and implementation of current and new policies not limited to: Inclusive Education, Child Protection, Gender in Education Policy, Scholarship/manual, implementation strategies, and guidelines including costing estimates and began implementation.	Schools, FD, SSU, SITESA	Yellow	Yellow	Yellow	1,3,4	
9	Develop Plan for Student Transport system in Honiara.	SSU, EAS, Schools	Green	Yellow	Yellow	1,3,4	Limit scope
	INFRASTRUCTURE						

10	Expansion and upgrading of Secondary Schools, including TVETs to enable increased enrolment	AMD/SSU/Schools/SITES A				1,3,4	Full scope
11	Support Year 7 Schools for Phasing out of SISEE. Construction of Boarding and Additional Facilities	AMD, EAs				1,3,4	Full scope
12	Provision of classrooms & facilities to selected schools/TVETs for ICT in Education Master Plan and Science programs implementation	AMD, EAs, SITESA				1,3,4	Full scope
13	Maintenance and rebuilding program for disaster schools and MEHRD Assets(ongoing)	AMD				1,3,4	Full scope
14	Support WaSH initiatives and programs in schools carrying on from current programs	AMD				1,3,4	Full scope
15	MEHRD new office	SSU/AMD				1,3,4	Full scope
	PROFESSIONAL DEVELOPMENT						
16	Review of Teacher Professional Development Policy including support to TVET instructors	TPD, SITESA				1,3,4	Limit scope
17	Develop and implement delivery Strategy for all PD Programs.	TPD				1,3,4	Limit scope
18	Develop and implement a PD plan aligned to new curriculum development	CDD/TPD				1,3,4	Limit scope
19	Capacity building including professional training for Head quarter (HQ) officers base on MEHRD/SITESA SDP	WMD, SITESA				1,3,4	Limit scope
20	Incorporation of the good lessons learnt from the LEAP/LPMU, Vernacular pilot into Literacy & Numeracy and School Leadership programmes.	Innovation Unit TPDD				1,3,4	Limit scope
	CURRICULUM REFORM AND IMPROVEMENT						
21	Implementation of 5 year curriculum development plan and professional development.	CDD/TPDD				1,3,4	Full scope
22	Enhance pathways to Higher Ed TVET through development of appropriate vocational subjects in senior secondary,	CDD/Schools/SITESA				1,3,4	Full scope
23	Support STEM curriculum programmes in Primary and Secondary	CDD/Schools				1,3,4	Full scope
	STUDENT ASSESSMENT						
24	Support to development of new assessment processes and instruments for Schools, aligned to new curriculum development and Professional Development plans.	NEAD, Innovation Unit, TPDD				1,3,4	Full scope
25	Review and development of National Assessment regulations, guidelines and policies to align to new Education Bill	NEAD, SSU				1,3,4	Full scope
	STANDARDS						
26	Finalise and begin implementation of the School Improvement and Accountability Framework and implementation plans	Standard and Review				1,3,4	Full scope
27	Inspectors supported with training on report writing and input of data onto ICT database	Standard and review, IS				1,3,4	Limit scope

28	Ensure every operating school is registered with correct status, inclusive of Satellite schools.	School Registration, IS				1,3,4	Full scope
TEACHING & LEARNING RESOURCES							
29	Management and distribution of learning resources strategy is improved. Distribution and delivery of School resources implementation plan is aligned to new curriculum development plans.	CDD, LR				1,3,4	Full scope
30	Implementation of National Resourcing of Schools strategy and plans	LR				1,3,4	Full scope
SCHOOL BOARDS							
31	Review current roles and functions base on new Education Act, develop administrative roles, and socialise	Schools, EAS				1,3,4	Limit scope
TEACHER MANAGEMENT							
32	Implementation of new Teacher Registration process under new Education Act	TSD				1,3,4	Limit scope
33	Teacher administrations (new education bill) socialised to all teachers and EAs	TSD, Schools				1,3,4	Limit scope
34	Develop a strategy for Timely and accurate teacher appointment/transfer	TSD, EAS				1,3,4	Full scope
35	Complete appraisal of all current provisional teachers and trial promotion status using revised appraisal tool and process	Standard and Review/TSD				1,3,4	Limit scope
36	Teacher complaints management system operating,	TSD				1,3,4	Full scope
37	Develop strategy to support Management of Teacher attendance by Education Authorities	TSD, EAS				1,3,4	Full scope
EDUCATION AUTHORITY CAPACITY BUILDING							
38	Continue with implementation of standards peer assessment for all EAs and improvement programs.	EAS				1,3,4	Limit scope
39	Review current roles and functions based on new Education Act	EAS				1,3,4	Limit scope
40	Improvement programs focus on Financial Management, Teacher Management, and School Support	FD				1,3,4	Limit scope
FINANCIAL MANAGEMENT							
41	Continue improvements to School Grant delivery, accountability and reporting by schools	FD				1,2,3,4	Full scope
42	Improvements to EA Grant delivery, accountability and reporting	FD				1,2,3,4	Full scope
43	Finance Department analyses expenditure efficiency issues in major expenditure areas	FD				1,2,3,4	Full scope
44	Improved Imprest application and retirement processes	FD/IA				1,2,3,4	Full scope
45	School Financial Management Handbook Training completed in all schools	FD				1,3,4	Suspend commencement
46	Internal audit process continues to improve	IA				1,3,4	Limit scope

47	Improve payment and procurement processes	Procurement				1,3,4	Full scope
48	Continue improvements to School Grant delivery, accountability and reporting by schools	FD				1,3,4	Full scope
49	Improvements to EA Grant delivery, accountability and reporting	FD				1,3,4	Full scope
	MERHD SYSTEMS						
50	Implementation of the new Education Act and align by	SSU, SITESA				1,2,3,4	Full scope
51	Train and Implement Intranet inclusive of MEHRD shared calendar recording of events/visits	SSU, IS				1,2,3,4	Full scope
52	Review of roles and functions across MEHRD to increase staff efficiency and improve coordination of activities eg school & EA visit purpose; publish results across MEHRD immediately (using IS)	WMD, SSU, IS				1,3,4	Limit scope
53	Write and share administration procedure guidelines (SOPs) eg. SMT submissions, lines of communication, procurement, Imprest, HR etc	WMD, SSU				1,2,3,4	Full scope
54	Improved reporting using data /EMIS. To increase recording, coordination, decision making and action at all levels (policy, activity etc)	SSU, Standard & Review, LR				1,2,3,4	Full scope
55	ICT database for WSI reporting, disability and LRs	IS				1,2,3,4	Full scope
56	Continue to roll out ICT connectivity and IS usage to EAs and selected schools under ICT in Education MP program	IS				1,3,4	Limit scope
57	Improved NEAP Planning, Project Management, accountability, reporting, M & E	SSU				1,2,3,4	Full scope
58	Revise School and EA Registration and compliance policies (see Standards)	SSU				1,2,3,4	Full scope
59	Improved International and donor coordination	IEC				1,2,3,4	Full scope
60	Critical HR appointments completed	SITESA				1,2,3,4	Full scope
61	SITESA transition, commenced implementation	WMD				1,2,3,4	Full scope
62	Revision of Research and Library Act	SSU, Library				1,3,4	Limit scope
63	Finalise concept for establishing Research Institute	SSU				1,,3,4	Full scope
64	Continue to improve roles and functions across MEHRD	WFM, SSU				1,2,3,4	Full scope
65	Use of new Open EMIS to improve data input, analysis, use and reporting	IS, Standard &Review,				1,2,3,4	Full scope
66	Improve coordination of MEHRD TA needs and service management	IEC, SSU				1,2,3,4	Full scope
67	Executive (SMT) management, coordination of HoDs and staff strengthened	SMT, SSU				1,2,3,4	Full scope

Key

 Low risk
  Medium Risk
  High Risk