SOMALIA EDUCATION SECTOR COVID-19 RESPONSE PLAN

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FOREWORD

The COVID-19 pandemic is a global health crisis that has resulted in great disruption to education worldwide. In Somalia, it has affected learning and forced the closure of learning institutions including schools and universities since March 18th, 2020. In responding to this outbreak, a harmonized and coordinated approach is needed to enable learning to continue and to minimize the effect of the disruption to children's learning.

The Ministry of Education, Culture and Higher Education (MOECHE) of the Federal Government of Somalia drafted a strategy note on COVID-19 preparedness and response and shared with its partners. To operationalize the strategy note, MOECHE in collaboration with the Somali Education partners established Technical Working Groups (TWGs) led by the Ministry COVID-19 taskforce and developed this Somalia COVID-19 Preparedness and Response Strategy document as a base for planning and response.

This strategy document is holistic and proposes measures to minimize and mitigate the impact of COVID-19 on learners, teachers and communities, while proposing ways to build back better and safer school environments. It's a national document covering the entire country. However, for planning and budget allocation purposes, this specific strategic document focuses on local needs in Southwest, Jubaland, Galmudug, Hirshabelle and Banadir.

This strategy document deals with both the short term as well as the long-term impact of the pandemic on the education sector. This national strategy encompasses the needs of the nation and offers three clear objectives:

1. **Support teachers, learners and school communities to prevent the transmission and spread of COVID-19.**
2. **Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.**
3. **Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.**

Through these three key objectives, the education sector will be able to mitigate the effects of this pandemic on the Somali education sector. However, MOECHE cannot do this alone, and can only achieve the stated objectives through mutual cooperation of efforts from the government at all levels, donor community, education development partners, civil society and private sector.

I would like to thank the Technical Working Group members comprising of various education sector partners who worked with great effort and energy in putting this strategy document together in a bid to respond to this emergency situation on time.

As we face this difficult time, I urge all our partners to work together in the implementation and realization of this strategy to ensure all Somali children get the opportunity and support they deserve in order to learn.

A. Godah B.

Abdullahi Godah Barre, MP
Minister of Education, Culture and Higher Education, Federal Government of Somalia
April, 2020

RESPONSE PLAN
AT A GLANCE

OBJECTIVE 1

Support students and their families to prevent the transmission and spread of COVID-19

OBJECTIVE 2

Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers and students the COVID-19 emergency

OBJECTIVE 3

Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency

CHILDREN IN NEED

589,559

CHILDREN TARGETED

589,559

REQUIREMENTS

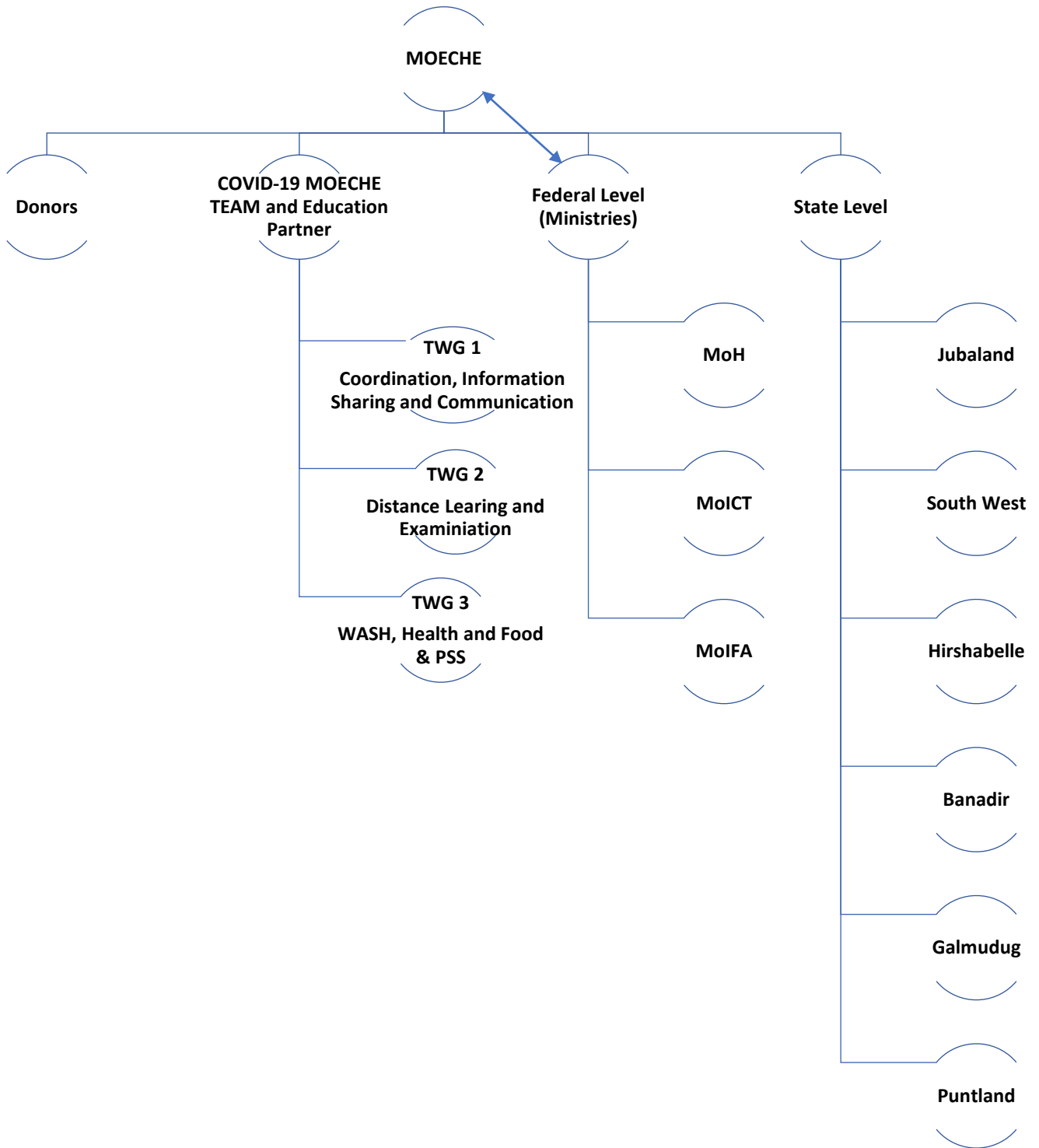$ 30,5 M

COORDINATION & MONITORING

The COVID-19 response in the Education sector is led by the Ministry of Education, Culture and Higher Education (MoECHE) and supported by all education partner. Under the leadership of the MoECHE COVID-19 team, 3 national level Technical Working Groups (TWGs) have been established to develop strategic and technical guidelines for the overall response plan. The TWGs comprise of MoECHE, other relevant line ministries, donors, UN agencies, and Education partners. The three TWGs were as follows:

• TWG 1: Communication, Information Sharing & Coordination

• TWG 2: Distance Learning & Examination

• TWG 3: WASH, Health, School feeding & PSS/Child Protection

As shown in Figure 1, the MoECHE will coordinate the response through existing coordination structures at national, state, and regional level. The MoECHE will ensure continued communication and coordination between national, state and regional levels through its Federal Member States (FMS), the Education Sector Committee (ESC) and the Education Cluster. At the national level, continued cross sectoral coordination and collaboration will be done through the membership of the TWGs, the Inter-agency Risk Communication and Community Engagement (RCCE) Task Force, inter-ministerial committees, and the Inter Cluster Coordination Group (ICCG). At state level, the MoECHE teams will ensure continuous engagement and coordination with MoH Incident Management Centres, and at regional level Education Cluster focal points will continue to participate in the R-ICCGs.

The implementation of the response will be done by MoECHE and education sector partners. The progress of the response implementation will be monitored through the 4W matrix (Who does What, Where and When) and managed in close collaboration between the Education Cluster Information Management Officer and the MoECHE (TWG 1). Reporting on progress will done as per requirements under the Humanitarian Country Team and MoECHE. The frequency of reporting may vary throughout the response.

Figure 1. Coordination structure

```
                          ( MOECHE )
                              |
    +-------------+-----------+-----------+-------------+
    |             |                       |             |
( Donors )  ( COVID-19 MOECHE      ( Federal Level      ( State Level )
             TEAM and Education       (Ministries) )
                Partner )
                    |                       |                     |
              +-----+                 +-----+               +-----+
              |                       |                     |
         ( TWG 1 )                ( MoH )              ( Jubaland )
    Coordination, Information
    Sharing and Communication
              |                       |                     |
         ( TWG 2 )                ( MoICT )            ( South West )
    Distance Learing and
       Examiniation
              |                       |                     |
         ( TWG 3 )                ( MoIFA )            ( Hirshabelle )
    WASH, Health and Food
          & PSS
                                                            |
                                                      ( Banadir )
                                                            |
                                                      ( Galmudug )
                                                            |
                                                      ( Puntland )
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NEEDS OVERVIEW

On 30th January 2020, the Director General of the World Health Organization (WHO) declared the outbreak of the Coronavirus Disease 2019 (COVID-19) a Public Health Emergency of International Concern (PHEIC).

With COVID-19 cases increasing worldwide including in countries bordering Somalia and the first confirmed case in Somalia on 16th March 2020, an increase in cases in the country becomes more and more likely. As the situation and transmission of the COVID-19 develops quickly, latest figures on cases can be found here: https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports

The COVID-19 response by the Government of Somalia is led through the Ministry of Health (MoH), which immediately instituted actions to enhance the status of preparedness and capacity to response to the COVID-19 outbreak. The preparedness and response for the education sector is led by the MoECHE with the full support of the Education Cluster and partners.

The Government of Somalia announced on 18th March 2020 the closure of schools due to the COVID-19 outbreak. Due to the uncertainty around the development of the COVID-19 transmission, the MoECHE announced that schools will not reopen for the rest of the academic year. Under normal circumstances the academic year of 2020/2021 is due to commence in August 2020, however this will depend on the evolving situation. The MoECHE announced that examinations have been postponed and that further information regarding the new examination's timeline will be published.

The education system in Somalia was already fragile before the COVID-19 pandemic as a result of multiple crises, including the impact of long-lasting civil war, continued violence by armed groups, clan conflicts, and natural disasters including recurrent droughts and floods. Without a well-resourced response, the combined impact of these crisis risks having a lasting negative impact on children's education and increasing dropouts. Without a conducive and disease-free school environment, COVID-19 poses a risk to children's health and wellbeing.

The overall goal of the Somalia Education sector response plan is to (1) minimize morbidity and mortality of COVID-19 among school communities, teachers and learners in Somalia, (2) minimize/mitigate the disruption to the children's education and learning and (3) ensure safe return to quality learning for teachers, learners and school communities. It is very urgent that priority activities in this plan are implemented rapidly and effectively starting with the highest risk areas and then extending to ensure that every school community in Somalia is adequately protected.

Somalia has a fragmented education system with several service providers ranging from government, private operators, communities to humanitarian organisation. This presents a challenge in terms of accurate school data. For planning purposes, this plan relies on the available EMIS (2020) data, GPE School mapping data, and additional Education Cluster calculations on IDP students based on UNHCR IDP population data and UNFPA PESS estimates of percentage of IDP children accessing education (17%). Table 1 below presents the latest available figures with the total number of school-going children across

Jubaland, South West State, Hirshabelle, Galmuduug and Banadir at approximately 589,559 (6-18 years old). The total number of teachers is estimated at 18,173.

Ministry of Education and Higher Education in Puntland have developed a Puntland specific COVID-19 Response Strategy which targets 229,896 (101,113 girls) students in primary and secondary schools including ABE and IDP students. The Response Strategy aims at providing children with alternative options for learning while schools are closed and ensure a safe re-opening of schools. The Response Strategy has a budget of USD 8,785,000.

The Ministry of Education and Science in Somaliland has also developed a Somaliland specific COVID-19 Preparedness and Response Plan. This plan targets 250,000 primary school children and 50,000 secondary school children in 900 schools as well as 1,500 teachers. The Preparedness and Response Plan aims at providing students with a short-term option for access to education to finalize the 2019/2020 academic year, ensure a longer-term solution for access to alternative means of education as well as a safe return to school when the school re-open. The plan includes budgets for the two scenarios with the short-term scenario requiring USD 2,140,000 and the longer-term scenario requiring USD 3,030,000. In total adding up to a funding request of USD 5,170,000

Data sources and calculations:

- Banadir, Jubaland and Galmudug: School supervision and registration in 2019/2020 (EMIS)
- Hirshabelle, South West State: GPE School Mapping March 2019
- IDP students: 17% of estimated school aged IDP population (UNFPA PESS and UNHCR)
- IDP teachers: # of IDP students divided by 50 (pupil:teacher ratio)
- IDP schools/TLS: # of IDP students divided by 50 and then divided by 2 (max number of children per classroom and most TLS has 2 classrooms)

Table 1. School data

States	Regions	Schools			Primary students			Secondary students			IDP students			Total students	Teachers			
		Primary	Secondary	IDP	M	F	T	M	F	T	M	F	Total	T	M	F	IDP	T
Banadir	Banadir	532	410	372	75,247	60,805	**136,052**	52,947	37,897	**90,844**	20,446	16,729	37,175	**264,071**	7,445	693	744	**8,882**
Hirshabelle	Hiiraan	220	25	60	22,571	14,442	**37,013**	3,240	2,160	**5,400**	3,282	2,685	5,967	**48,380**	1,104	276	119	**1,499**
	M.Shabelle	63	35	25	7,695	5,578	**13,273**	840	584	**1,424**	1,383	1,131	2,514	**17,211**	697	123	50	**870**
Southwest	Baay	92	15	190	20,730	13,626	**34,356**	4,686	2,624	**7,310**	10,427	8,531	18,958	**60,624**	899	218	379	**1,496**
	Bakool	27	2	29	3,693	3,279	**6,972**	67	52	**119**	1,571	1,285	2,856	**9,947**	173	43	57	**273**
	L.Shabelle	76	37	90	19,347	12,502	**31,849**	3,551	2,434	**5,985**	4,939	4,041	8,979	**46,813**	1,104	202	180	**1,306**
Jubaland	Gedo	115	12	137	11,655	9,589	**21,244**	759	462	**1,221**	7,548	6,176	13,724	**36,189**	694	123	274	**1,091**
	M.Jubba	N/A	N/A	N/A	N/A	N/A	**N/A**	N/A	N/A	**N/A**	N/A	N/A	N/A	**N/A**	N/A	N/A	N/A	**N/A**
	L. Jubba	82	17	115	22,124	17,355	**39,479**	2,585	1,418	**4,003**	6,325	5,175	11,501	**54,983**	914	139	230	**1,283**
Galmudug	Galgadud	89	22	100	13,282	11,108	**24,390**	2,679	1,776	**4,455**	5,520	4,517	10,037	**38,882**	783	98	201	**1,082**
	Mudug-South	54	12	12	4,482	4,438	**8,920**	1,345	1,014	**2,359**	649	531	1,180	**12,459**	313	54	24	**391**
	Total	**1,350**	**587**	**1,129**			**353,548**			**123,120**			**112,891**	**589,559**				**18,173**

STRATEGY ASSUMPTIONS

The COVID-19 crisis is defined by a fluid situation, rapid changes and uncertainty. As such, the Education Sector Response Plan is based on the following assumptions:

- COVID-19 has already reached Somalia. The assumption is that it will transmit and spread locally. While the transmission spread and number of population affected is difficult to predict, even in the best case of limited localized transmission of COVID-19, schools are expected to remain closed nationwide for an unknown period and will result in significant disruptions to learning.

- International assistance and funding will be made available for the implementation of response activities to ensure children continue their education.

- Partners have the capacity for supporting the implementation of the plan including through the participation in specific Technical Working Groups (TWGs) and through the development of common tools and guidance.

- Partners will be able to implement programmes in affected and non-affected communities.

STRATEGIC PRINCIPLES

Coordination

The overall coordination and monitoring of the response will be led by MoECHE with support from the Education Partner to ensure efficiency.

Harmonization and alignment

The response plan is routed in the harmonization and alignment of activities to effectively and efficiently respond to the COVID-19 crisis. Through the harmonization and alignment of tools and approaches, the duplication of activities (e.g. design of IEC materials) is avoided and savings and efficiencies are leveraged.

Reaching the most vulnerable and marginalized children

The response plan is targeting all school children in Somalia including the most vulnerable and marginalized children (IDPs, girls, children living with disabilities, marginalized children and others). Special emphasis is being put on addressing the needs of this group by ensuring they are the main target for food support and teaching learning distribution. Radio reaches wider than online access and emphasis will be placed on ensuring a comprehensive distance learning programme is available through radio. In situations where partners are distributing radios this group of vulnerable children should be prioritized.

Inclusive education, equity, gender, and disability

The response plan recognize the different needs of girls and boys and the special needs of children living with disabilities. All activities implemented under this plan need to directly address gender discrimination and promote gender equality in order to ensure that no harm comes to children. All activities implemented under this plan need to directly encourage and ensure the participation of children living with disabilities in implemented education activities and furthering the inclusiveness of education activities. Specific measure for ensuring inclusion of children with disabilities in distance learning will be further specified in the detailed plans for distance learning development.

Accountability to Affected Populations (AAP)

Communities in Somalia play a vital role in education. Partners will ensure accountability to affected populations through consulting and actively involving communities, teachers and learners in all aspects of the COVID-19 response and activities. Partners will actively seek the feedback of beneficiaries and adjust programmes accordingly.

Inter-sectoral collaboration

This plan recognizes the need and benefits of closely collaborating with other line ministries including MoH and other clusters including the Health Cluster, the (Child) Protection Cluster, the Food Security and the WASH Cluster to ensure the achievement of this plan's objectives. Inter-sectoral collaboration will be sought through active engagement in TWGs established as part of the COVID-19 response as well as existing structures as regional ICCGs.

Cost efficiency

The plan recognizes the overwhelming needs generated by the COVID-19 pandemic worldwide and aims to provide an effective and efficient response to the COVID-19 crisis in Somalia. The plan aims to support all school children including the most marginalized and vulnerable like children with disability in Somalia in mitigating the impact of the COVID-19 crisis on their health and education.

Building Back Better/Resilience

The plan strives to build the resilience of communities through the COVID-19 preparedness and response activities, for example through the dissemination of health messages and the upgrading of WASH facilities amongst others. The COVID-19 Education Cluster response (e.g. through the provision of alternative learning programmes/Reading circles, radio programming and accelerated learning/remedial education) in communities also provides a unique opportunity to re-integrate children who previously missed by the education system back into schools.

RESPONSE FRAMEWORK

The Objectives, Activities and Indicators for the Education sector COVID-19 response were developed by the Technical Working Groups (TWGs) established by the MoECHE COVID-19 team and with active participation by all education partners.

The activities have been defined to respond to the specific needs resulting from the COVID-19 crisis, be inclusive of the largest number of complimentary and similar partner activities while being specific enough to meet the overriding objectives. This will ensure a harmonized response across schools and minimize duplication of efforts across partners.

The Education sector COVID-19 response plan includes three objectives addressing needs during the different phases of the emergency including school closure and re-opening. The plan covers an initial six months period. A review will be done after the six months period and depending on the situation, the plan may be updated and extended for an additional six months if necessary. The plan is based on the following three objectives:

1. **Support students and their families to prevent the transmission and spread of COVID-19.**
2. **Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers and students the COVID-19 emergency.**
3. **Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.**

6 months' timetable for implementation of response plan activities						
	April	May	June	July	Aug*	Sept
Obj 1: Prevention & Control						
Prevention & Control messaging						
Obj 2: Learning & Well being						
Payment of teacher incentives						
Payment of facility rent						
Examination and assessment (TBD)						
Distance learning (DL) development						
Messaging about access to DL						
DL launch and airing/online						
School feeding						
PSS (Head teachers)						
Obj 3: Re-opening of schools						
Re-opening preparations						
Implementation of safe school protocols (if schools reopen in August)				Tent.		
*indication of when schools usually open						

Federal Member States of Somalia including Jubbaland (Lower Juba, Gedo), South West State (Lower Shabelle, Bay, Bakool), Hirshabelle (Middle Shabelle, Hiran), Galmuduug (Galgaduud, South Muduug) and Banadir Administration (Banadir)

Objective 1: Prevention and Control

SUMMARY OF ISSUES/NEED(S)

1. Challenges in the availability of easily accessible and reliable information on COVID-19.

OBJECTIVE 1:	
Prevention & control: Support students and their families to prevent the transmission and spread of COVID-19.	
Outcome Indicator(s):	**Target**
1.1: Number of school children and their families reached with COVID-19 prevention messaging.	589,559

Implementation guidelines

Target: All school children should be targeted with key messages on prevention and control of COVID-19. MoECHE is estimating 70% of school children will be reached through radio and 30% of school children will be reached through online platforms.

Audience: The main audience for the prevention and control messages is school children. Secondary audience is their parents, families, and teachers.

Key messages: Prevention and control key messages are based on official MoH guidelines. Partners are to use messages that have been designed to target children.

Modalities: Prevention and control messages can be distributed through one of three modalities: Audio, online, or print.

Materials: All IEC materials should be based on MoH key messages

Activities: Suggested prevention and control activities

PRINT:
*   Develop posters, fliers and brochures.
*   Billboards with key messages erected in key road junctions in the main urban centres across the country.

AUDIO & ONLINE:
- Expert interview, doctors call (Q&A session done over the radios and TV)
- Children's radio discussion about COVID-19 prevention and control measures (telephone, etc.)
- Children's song competition on COVID-19 (to be aired and officiated via radio/TV, YouTube, etc.)
- Children's quiz on COVID-19 + general knowledge –to make it interesting (radio/TV based school weekly competition; each school will select student to represent, classmates will be keenly joining the quiz, on weekend evenings).
- Teachers 5-minute wrap up for students before first session and before last session each day (online or radio), until all students become familiar with key COVID-19 messages.

Complementarity: MoECHE and partners will align with MoH overall Risk Communication and Community Engagement (RCCE) strategies. The role of education partners is to target school children specifically. Other groups of the population will be targeted by MoH. Members of the TWG1 are participating in the Inter-Agency RCCE Task Force to ensure complementarity with other sectors and the overall MoH RCCE plan[1]

Means of verification:
Radio: Media monitoring reports, KAP surveys, broadcast log-sheets, radio announcements, household surveys, health surveys
Online: KAP surveys, household surveys, health surveys
Print: Post distribution monitoring reports, KAP surveys, household surveys, health surveys

Resources:
MoH/WHO key messages:
https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/who_covid19-key_messages.pdf
UNICEF key messages:
https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/unicef_covid19_iec_materials.pdf

Activity	Output indicators	Baseline	Target
1.1.1 Development, printing and distribution of appropriate IEC **print** materials (e.g. posters, leaflets, comics) on COVID-19 prevention	**1.1.1** Number of students provided with appropriate IEC **print** materials	0	176,868 (30%)
1.1.2. Development and dissemination of prevention key messages through pre-recorded **radio** messaging	**1.1.2.** Number of students reached with **radio** messages	0	412,691 (70%)

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[1] The Inter-Agency Risk Communication and Community Engagement (RCCE) Task Force is led by MoH and co-chaired by UNICEF. OCHA is

Activity	Output indicators	Baseline	Target
1.1.2. Development and dissemination of prevention key messages through pre-recorded **online** messaging	**1.1.2.** Number of students reached with **online** messages	0	176,868 (30%)

Objective 2: Access to Education & Well being

SUMMARY OF ISSUES/NEED(S)

1. Closure of schools have resulted in the disruption of learning and examinations and there is a lack of alternative education learning options.
2. Psychosocial stress, anxiety and stigma resulting from COVID-19 crisis negatively affecting teachers and students.
3. Negative impact of COVID-19 crisis on teachers' livelihoods which is already strained by other crises.
4. Children are facing health risks due to lack of access to hygiene kits for boys and girls as a result of school closures.
5. Negative impact of COVID-19 crisis on students' nutritional status.

OBJECTIVE 2:

Access to Education/Wellbeing: Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers and students during the COVID-19 emergency.

Outcome Indicator(s):	Target
2.1: Number of children with access to different forms of alternative learning.	589,559
2.2: Number of children supported to maintain physical and mental wellbeing.	589,559
2.3: Number of teachers supported to maintain their livelihoods.	18,173

Implementation guidelines: Distance learning

Target: All school children should be targeted with access to distance learning and key messages on access to distance learning platforms. Particular emphasis should be put on supporting vulnerable and marginalised children. MoECHE is estimating 70% of school children will be reached through radio and 30% of school children will be reached through online platforms.

Modalities: MoECHE will make available an online platform targeting grades 1-12. MoECHE will further develop radio lessons for grade 1-12. For school children with no access to neither radio nor online platforms, the MOECHE will distribute printed materials and/or pre-recorded lessons.

Content: The distance learning content will be based on the current national curriculum. Additional ABE content will be made available. MoECHE will develop all content.

Learning assessments: The distance learning modules (online and radio) will include self-assessments. The self-assessment will be undertaken periodically by children with the remote support of teachers to measure their learning and progress.

National exams: Grade 1-11 will be assessed based on the amount of learning completed (e.g. amount of curriculum material covered) when the schools closed. Children in Grade 1-11 will not undertake any new assessment and the regular school-based assessments conducted during the school year will be used to enable students to progress. Grade 12 is expected to take the national exam. Further details on modality and when this will take place will be determined by MoECHE and will be communicated to schools, children and parents.

Safety: Online safety measures will be built into the online platform to ensure children are not at risk.

Distribution of learning materials and radios: Vulnerable and marginalized children should be targeted with TLM distribution to support their equal access to education. In the event partners are distributing radios vulnerable and marginalised children should be prioritised.

Means of verification:
- Monitoring reports.
- Broadcast log-sheets (for radio).
- Post distribution monitoring reports (for printed materials).

Resources:
See annex 1 for the full distance learning concept note
MoECHE online platform (demo): http://daedu.so/index.php

Implementation guidelines: Wellbeing – school feeding

Target: 70,000 vulnerable and/or marginalised children should be targeted with school feeding.

Modality: Food support to school children should be provided through in-kind distribution, vouchers or cash grants.

Distribution: Distribution can either take place at the school or the food/voucher/cash grant can be directed directly to the family of the school child.

Safety: If food is distributed at the school (take home rations), COVID-19 prevention measures must be put in place including hand washing stations, soap, and garbage bins. Protective gear including face masks and gloves must be provided to the food handlers. Further, a distribution schedule must be established to minimize the number of people at the distribution site (school).

Key messages: At distribution points (schools) key messages should be provided to school children and their

families on the following topics:
- COVID-19 Prevention, Control and Treatment
- PSEA
- Complaint and feedback mechanism

Food quantities: Each child should receive the following quantity of food per month – or a voucher/cash grant equivalent to this.

Food basket		gm/ child/day	Average of days in month	Ration per month/kg
Food Groups	Food items			
Cereals	Maize/Sorghum/ Wheat Flour/ Rice	200	22	4.4
Pulses/Legumes	Red Beans, Split Peas, Cow Peas, Lentils	40	22	0.88
Oil and Fats	Veg Oil	25	22	0.55
Animal Products (once a week)	Meat/Eggs/Fish/Milk	100	4	0.4
Vegetables and Fruits	Vegetables and Fruits: Spinach, Okra, Pumpkin, Cabbage, Tomatoes, Carrot, Mango, Banana, Watermelon, Grapefruits etc.	65	22	1.43
Soap bars (250g)				3

Means of verification:
- Record contact and address of parents for children benefiting food in school to contact for verification if needed
- List names and profiles of children, by name, gender, location and school
- Take photos during food distribution
- Where possible establish an online database to track beneficiary information.
- Where possible, use remote data collection and monitoring systems to verify if cash and vouchers assistance (CVA) is received. Remote monitoring via mobile phones and Interactive Voice Response (IVR) are suitable options for post-distribution monitoring (PDM). They have both been tested positively in Somalia.
- If partners are shifting to electronic CVA, consider setting up a toll-free contact number to allow benefciaries to report if assistance is not received.

Resources:
See annex 2 for the full school feeding concept note
WFP/FAO/UNICEF guidelines on school feeding during COVID-19:
http://www.fao.org/documents/card/en/c/ca8434en

Implementation guidelines: Wellbeing – Psychosocial support

Target: 30% of all school children should be targeted with psychosocial support

Modality: Increase access of child protection and PSS services to children through deliberate effort to link communities with CP and PSS service through head teachers and teachers

Activities:
1. Establish social media /communication/SMS channels for head teachers e.g. WhatsApp per district/geographical area
2. Online dissemination of the integrated referral pathway to head teachers and school protection focal points to ensure continued access to child protection services
3. Online orientation of the head teachers and school protection focal points into their role in supporting children and their families in accessing CP and PSS services and passing on CP messaging
4. Hold bi-weekly feedback and briefing sessions with the head teachers /school protection focal points (online or via phone)

Means of verification: to be added

Resources:
See annex 3 for the full PSS concept note

Implementation guidelines: Wellbeing – Provision of teacher incentives

Target: All school teachers should be targeted for teacher incentives

Modality: Teacher incentives to be provided ensuring no teachers lose their livelihood due to the impact of COVID-19. Incentives can be provided directly to the school or to the teacher. The MoECHE will coordinate all partners to ensure that there is no duplication of effort. The MoECHE will develop a central data base with teacher profiles and information to coordinate the payment of teacher incentives.

Rates and duration: Emergency teacher incentives is USD 100 per months. This plan covers a 6 months period, but teachers should continue to be paid for as long as needed during depending on the duration of the school closure.

Means of verification:
- Payment records of incentives.
- MoECHE to develop a central database capturing all teacher information including information on which teachers are supported by which organization, ensuring there is no duplication in the payment of teacher incentives.

Activity	Output indicators	Baseline	Target
2.1.1 Development, printing and distribution of appropriate IEC **print** materials (e.g. posters, leaflets, comics) on access to alternative learning solutions	**2.1.1** Number of students provided with appropriate IEC **print** materials	0	176,868 (30%)
2.1.2. Development and dissemination of appropriate messages through pre-recorded **radio** messaging on access to alternative learning solutions	**2.1.2.** Number of students reached with **radio** messages	0	412,691 (70%)
2.1.3. Development and dissemination of key messages through online messaging on access to alternative learning solutions	**2.1.3.** Number of students reached with **online** messages	0	176,868 (30%)
2.1.4. Development and implementation of alternative education options (Radio and online education programming) incl. the purchase and provision of radios to vulnerable school children	**2.1.4.** Number of school children provided with access to alternative education options	0	589,559 (100%)
2.1.5 Development and distribution of learning materials for learning outside of school/at home (including the provision of textbooks)	**2.1.5**. Number of children provided with learning materials for learning outside of school/at home	0	176,868 (30%)
2.1.6. Provide access to national exams form 4 students	**2.1.6.** Number of form 4 students sitting for national exams	0	33,463
2.2.1. Provide food support to school children	**2.2.1.** Number of vulnerable students benefitting from food support	0	70,000
2.2.2. Provision of psychosocial support through head teacher	**2.2.2.** Number of head teachers engaged to provide	0	3,066 (100%)

Activity	Output indicators	Baseline	Target
network	psychosocial support		
2.3.1. Provision of teacher incentives	**2.1.7.** Number of teachers receiving teacher incentives	0	18,173 (100%)
2.3.2. Number of schools supported financially to remain functional (e.g. payment of rent).	**2.3.2.** Number of schools provided with financial support	0	1,500

Objective 3: Re-opening of schools

SUMMARY OF ISSUES/NEED(S)

1. Possible fear/reluctance of returning to school
2. Risk of drop out after prolonged school closure
3. Psychosocial stress, anxiety and stigma resulting from COVID-19 crisis negatively affecting teachers and students
4. Lack of adequate resources and supplies for COVID-19 prevention a. adequate WASH facilities and b. water, soap and sanitizers
5. Lack/weak of disaster preparedness/contingency plans on school level

OBJECTIVE 3:

Back to School: Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.

Outcome Indicator(s):	Target
3.1: Number of children returning to safe quality learning.	589,559

Implementation guidelines

Target: All school children should be targeted with the school re-opening activities

Re-opening: The Government of Somalia will announce the re-opening of schools

School protocols: School protocols or guidelines for re-opening of schools will be developed by MoECHE

Means of verification:
- Monitoring reports.

Resources:
IASC Interim guidelines on COVID-19 prevention and control at schools:
https://data2.unhcr.org/en/documents/download/74755
UNICEF Key messages and Actions for COVID-19 Prevention and Control in Schools:
https://reliefweb.int/sites/reliefweb.int/files/resources/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools_March%202020.pdf

Activity	Output indicators	Baseline	Target
3.1.1. Development, printing and distribution of appropriate IEC **print** materials (i.e. posters, leaflets, comics) on safe reopening of schools	**3.1.1.** Number of schools provided with appropriate IEC **print** materials	0	3,066 (100%)
3.1.2. Development and dissemination of appropriate messages on safe reopening of schools through pre-recorded **radio** messaging	**3.1.2.** Number of learners reached with **radio** messages	0	412,691 (70%)
3.1.3. Development and dissemination of appropriate messages on safe reopening of schools through **online** messaging	**3.1.3.** Number of students reached with **online** messages	0	176,868 (30%)
3.1.4. Mobilization and sensitization of school community and stakeholders (e.g. School heads, teachers, students, parents, CECs)	**3.1.4.** Number of people reached with mobilization campaigns	0	589,559 (100%)
3.1.5. Provision of psychosocial support (i.e. counselling, group activities, IEC) incl. recreational activities at schools	**3.3.5.** Number of students provided with access to psychosocial support	0	412,691 (70%)
3.1.6. Establishment referral system between education authorities, schools and school	**3.1.6.** Number of school communities with functional case management and	0	3,066

Activity	Output indicators	Baseline	Target
communities and health and other social services in the case of COVID-19 case identification	referral system		
3.1.7 Provision of safe and adequate WASH facilities	**3.1.7.** Number of schools provided with safe and adequate WASH facilities	0	1,533 (50%)
3.1.8. Provision of adequate WASH supplies (i.e. Water, soap, sanitizers)	**3.1.8.** Number of schools provided with adequate WASH supplies	0	3,066 (100%)

BUDGET

The costing and budget for the Education Cluster COVID-19 response were developed by the TWGs established by the MoECHE COVID-19 team with active participation by Education Cluster and partners. The costing aims to harmonize the costing for different activities and provide an overview of the resources required for the education sector to adequately respond to the needs resulting from the COVID-19 response and ensure the mitigation/minimization of the impact of the COVID-19 on children's education in Somalia.

TOTAL COST OF COVID-19 EDUCATION RESPONSE	$
OBJECTIVE 1:	
Prevention/Wellbeing: Support school children and their families to prevent the transmission and spread of COVID-19.	**$ 383,736**

Activity	Unit	Target	Unit Cost	Total Cost
1.1.1 Development, printing and distribution of appropriate IEC **print** materials (e.g. posters, leaflets, comics) on COVID-19 prevention	School children	176,868	$2	$353,736
1.1.2. Development and dissemination of prevention key messages through pre-recorded **radio** messaging	Lumpsum	1	$15,000	$15,000
1.1.3. Development and dissemination of prevention key messages through **online** messaging	Lumpsum	1	$15,000	$15,000

OBJECTIVE 2:	
Access to Education/Wellbeing: Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers and students the COVID-19 emergency.	**$22,313,529**

Activity	Unit	Target	Unit Cost	Total Cost
2.1.1 Development, printing and distribution of appropriate IEC **print** materials (e.g. posters, leaflets, comics) on access to alternative learning solutions	School children	176,868	$2	$353,736
2.1.2. Development and dissemination of appropriate messages through pre-recorded **radio** messaging on access to alternative learning solutions	Lumpsum	1	$15,000	$15,000
2.1.3. Development and dissemination of key messages through **online** messaging on access to alternative learning solutions	Lumpsum	1	$15,000	$15,000
2.1.4. Development and implementation of alternative education options (Radio and online education programming) incl. the purchase and provision of radios to vulnerable school children	Lumpsum	1		$ 2,608,800

Activity	Unit	Target	Unit Cost	Total Cost
2.1.5. Development and distribution of learning materials for learning outside of school/at home (includes textbooks, and other supplies)	Children	176,868	$10	$1,768,680
2.1.5. Provide access to national exams form 4 students	Lumpsum	1		$1,395,213
2.2.1. Provide food support to school children	School children	70,000	$60	$4,200,000
2.2.2. Provision of psychosocial support through head teacher network	Head teachers	3,066	$50	$153,300
3.1.1. Provision of teacher incentives	Teachers	18,173	$ 600	$ 10,903,800
3.1.2. Provision of financial support to schools to remain functional (e.g. facility rental)	Schools	1,500	$600	$900,000

OBJECTIVE 3:	
Back to School: Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.	**$7,843,500**

Activity	Unit	Target	Unit Cost	Total Cost
3.1.1. Development, printing and distribution of appropriate IEC **print** materials (i.e. posters, leaflets, comics) on safe reopening of schools	Schools	3,066	$10	$30,660
3.1.2. Development and dissemination of appropriate messages on safe reopening of schools through pre-recorded **radio** messaging	Lumpsum	1	$15,000	$15,000
3.1.3. Development and dissemination of appropriate messages on safe reopening of schools through **online** messaging	Lumpsum	1	$15,000	$15,000
3.1.4. Mobilization and sensitization of school community and stakeholders (e.g. School heads, teachers, students, parents, CECs)	Schools	3,066	$1,000	$3,066,000
3.1.5. Provision of psychosocial support (i.e. counselling, group activities, IEC) incl. recreational activities at schools	School children	176,868	$5	$884,340
3.1.6. Establishment referral system between education authorities, schools and school communities and health and other social services in the case of COVID-19 case identification	Schools	3,066	$100	$306,600

Activity	Unit	Target	Unit Cost	Total Cost
3.1.7 Provision of safe and adequate WASH facilities	Schools	1,533	$2,000	$3,066,000
3.1.8. Provision of adequate WASH supplies (i.e. Water, soap, sanitizers)	Schools	3,066	$150	$459,900
TOTAL BUDGET				**$30,540,765**

Annex 1: Distance Learning

Concept Note
DISTANCE LEARNING AND NATIONAL EXAMINATION

1. Background

Presently, with the pandemic COVID-19 crisis emerging across the world, there is a global education crisis affecting the learning of children globally and locally in Somalia. As of 31 March, the Somalia Federal government has taken precautionary measures against any spread of the COVID-19 by closing all schools till further notice starting 18 March 2020. This unprecedented closure of schools has long-lasting implications in the life of girls and boys, it deprives them of learning and social engagement. Presently, with closure of schools learning of more than 500,000 children is disrupted and government needs to provide alternative modes of learning opportunities for children particularly the marginalized children who have fewer educational opportunities beyond school. Mitigation measures to be undertaken will be in line with the MoECHE COVID-19 response plan. The MoECHE led response plan outlines two scenarios:

- Scenario 1: If the schools reopen in the coming months. MoECHE and partners will ensure the schools harness hygiene promotion and healthy practice, including frequent and thorough hand washing with soap.
- Scenario 2: If the situation gets worse and schools remain closed for the long term, affecting the new academic session, this will affect the learning of children. Ministry of Education is exploring options for remote teaching and learning, such as the use of radios/TV, phone and online applications to deliver interactive lessons to children while they stay at home.

MoECHE has established a Technical Working Group (TWG) to advise development of context appropriate strategies for continuous learning that allow pupils, teachers and schools to utilize flexible and remote/ home-based learning, which may include homework assignments, reading material, Radio, TV, online content, and internet-based learning. The aim of the TWG is to support MoECHE: 1) to identify the most efficient and cost-effective mode for distance learning 2) to develop relevant contents for different distance learning modes; 3) to ensure children are kept safe and continue learning and 4) to have a lasting positive impact on national education systems. The distance learning options are based on condition of children especially the most vulnerable (gender, poor, ethnic minorities) to ensure the response promotes equity by reaching all, leaving no children behind. There are some key factors that will be kept in mind during the designing of course:

- Delivery and Access
- Flexibility of medium
- Interaction promoting two-way communication and feedback
- Social presence created by medium to ensure learners satisfaction
- Faculty support, engagement, assessment and incentives

2. **Content development & learning assessment (who will develop the content, what curriculum will be included, which grades?) (MoE) (Save the Children)**

The content of the lessons will be based on the new national curriculum, syllabus and respective textbooks for the specific grades. The lessons plan will be developed for grades 1 to 12 (all subjects) covering full year syllabus before the start of new session in July 2020, to address the school closure as a result of COVID-19 crisis. The aim is to ensure education system is well equipped to provide distance learning to all children of primary and secondary schools in any future emergency. There are 2 steps to content development:

Step 1: For long term, MoECHE will be exploring options from countries that are implementing remote teaching and learning programme through Interactive Radio Instruction (IRI) and online application. The Curriculum Experts and Teacher Development Department to review the existing available contents and identify those that is contextual, appropriate, suffice the National Curriculum and can be replicated in Somalia. This will ensure quick delivery of the distance learning programme cost effectively, ensuring continuity of learning. Few available resources are mentioned in **Annex I.**

Step 2: MoECHE plans in-house development of the content for full syllabus by the respective teachers for the specific grades and subjects under the direct supervision of the Curriculum Experts and Teacher Development Department. These teachers will be selected based on set criteria developed by the Ministry of Education. During the process, the teachers will work in coordination with curriculum experts and supervisors/quality assurance officers.

Key Features: The lessons will be packaged in a modular form and sequenced in such a way that students move to the next lesson after making sure that they have completed the first lesson. All lessons will be extracted from the particular grade syllabus/textbooks but repackaged to fit to TV, Radio or online lesson delivery system and supported with offline worksheet/workbook to reach the children who have no access to online version. The lessons for grades 1-4 will be packaged to fit to Radio lessons while those of grade 5- 12 will be for Radio, TV and online version to be scheduled as relevant and based on availability of the gadgets and services. Each lesson will be timed on a weekly basis with flexibility to enable children attend the lesson at their convenient times within the weekday in line with National Curriculum Framework. These lessons will be developed in such a way that it takes into account children in the formal education, ABE centers and IDP settlements as well.

Lessons for Primary will be recorded up to 20 minutes while Secondary will be up to 30 minutes. The remainder of the lesson period is meant for learner activities which will be interactive in form of quizzes, assignments, case studies, etc.

Feedback and Support: Distance students should be given, at minimum, the same level of support as campus students. Student services for the distance learner are typically offered through a system-wide library or "help-desk functionality" which is often placed in a highly visible and accessible location on the main page of the distance learning site. Establishing an interactive hotline system to provide remote support to beneficiaries and raise any queries and difficulties they may have about the program, including, for example, remote IT support, remote query and answer sessions, etc. The mechanism will be user-friendly for a population

with low levels of literacy and high levels of mobile telephone use. Responses will be systematically tracked and responded.

Learning Assessment: There will be two kinds of assessments: a) a continues assessment following the completion of each lesson before going to the next lesson. This is mainly done in a worksheet or question and answer form, to make sure that the student acquires the required level of understanding of the subject matter and is ready to go to the next lesson. Teachers in the village where the school is can be assigned to support /follow-up the children in completing the worksheet or set of questions. In case teachers are not available volunteer secondary school student can support. These teachers and volunteers will be selected by the respective district education offices in consultation with the parents.

In case there are children with learning difficulty these teachers and volunteers can organize a face to face support, by organizing the student in a very small group of 5 – 10 maximums, and considering all precautions advised by WHO, in particular social distancing and provide them tutorial lessons.

b) End of year assessment is the final exam/ assessment ensuring that the students have completed the respective grade level requirement for the academic year. This can be organized /set and administered at district level by the subject teachers in coordination with the Quality Assurance Officers of the respective districts.

3. ***Distribution modalities (incl. hardware availability) online, radio, (TV?) what is the added value of each of them? Equity should be included here – how does each of the different modalities reach different groups of children (disabilities, IDPs, Poor children etc.) (UNICEF)***

The digital-age definition of distance education implies that distance courses allow for two-way communication between the teacher and students. Any effective program must utilize some form of technology to allow for two-way communication and where possible, collaboration. There are many options available when it comes to medium of delivering a distance course and most important is the medium used needs to have following characteristics:
- The ability of the medium to reach all learners, or provide access;
- The flexibility of the medium.

In order to be effective as a program, the best option is blending various mediums to encourage student learning, engagement and retention. **The four most important mediums for distance education are print, audio, television, and computing.** In Somalia context, the different medium available for delivery of distance learning are as mentioned below-

Different Modes	*Advantage*	*Disadvantage*
PRINT	Materials Inexpensive Portable High comfort level Readily available	No interactions Limited sensory involvement Requires reading skills Time delay
RADIO	Low cost Easy to use1	Length may be limited No visual cues

	Increases interactions	Must be scheduled
TELEVISION	Easy to use May be videotaped Includes audio and visual	High production costs Requires hardware No interaction Must be scheduled
WEB/APPLICATION BASED – ONLINE COURSES	May incorporate multimedia Worldwide access Interactive Feedback	Requires computer Requires Web access May be slow
FLASH/AUDIO CD	Inexpensive Easily accessible Easily duplicated Audio and visual elements	No interaction Requires hardware

Based on the above table the most favourable options for Somalia -

Option 1 – RADIO – because the reach is nearly universal as majority household has radio and potential students will have easy access to the distance learning. It promotes interactive sessions and transparency as both parents and children are aware of the progress and benefit collectively. The mode is cost effective and the country has experience of implementing Interactive Radio Instructions (IRI).

Option 2 – ONLINE COURSES – this is the second-best option because the mobile phone network is widespread and cheap. This is the best option in long-term and will have positive impact on overall education system of Somalia. The challenge is development of content and availability of hardware in form of tablets or computer for all children. The benefit of online application is all potential students that have internet access can utilize chat and email as a form of communication with the teachers. However, as per International Telecommunication Unit (ITU) in Somalia only 10.7% people use internet. And majority of access to the Internet is through mobile broadband services (2G, 3G, LTE). So, delivering online courses, is possible but the medium, reach and content will matter.

In the long-term with content developed and hardware made available to all students this is the most efficient and modern method of teaching and learning. This is a medium that is flexible enough that students can adapt it to their specific situation.

If your target population (students, parents, teachers) has no access to affordable connectivity and devices (mobile, desktop) at home,
For the children who have no access to any form of hardware, learning without internet needs to continue and for that printed document is the most effective medium. A paper-based individual learning assignment like textbooks, pamphlets, worksheets, reading books etc. made available to children at home to ensure learning continues.

Option 3 – PRINT – this is to complement the above 2 options, specifically to address equity by ensuring continuity of learning for children and families without regular access to internet. This

would include developing worksheets, workshops, guide for textbooks, assignment package for home learning, story books, etc. supplied to children at home through Community Education Committee (CEC) and teachers.

4. Teacher engagement

Teachers play a significant role in the teaching/learning process. Whether learning takes place in the traditional classroom or through technology, teachers role remans vital. In the current crisis occasioned by COVID-19, teachers' engagement in the provision of learning can take the following forms:

1. Research online educational content (open resources) for use by learners as well as create new curriculum-based digital content that can support education in Somalia during this period;
2. Teachers can offer learners the opportunity to collaborate online with others from within the region and across the world to benefit from already developed resources that are appropriate to the Somali curriculum framework.
3. Through online digital networks, teachers can share resources and digital tools and services to expedite lesson planning, teaching as well as assessment. Digital assessment eliminates marking time. The time saved can be devoted to preparing quality learning and teaching resources;
4. Provide quality assessment, personalized feedback and data to inform subsequent learning and teaching programs through distance and online teaching.
5. Engaging and motivating learners - Teachers can open experiences and opportunities for learners, ensuring education is relevant to learners' experience of the world;
6. Provision of digital safeguarding training for teachers, caregivers and students to promote online safety and reduce potential risks associated with increased use of the internet for teaching and learning.

Teachers needs to be flexible, innovative and creative as dealing with the learners who are not available in person but at distance and so challenges faced are different from that of a traditional classroom. However, for learners to get the most out of digital technology when it is skillfully deployed to support their learning, it is vital that teachers have the skills, confidence and knowledge to know when and how digital technology can be deployed effectively. It is therefore necessary to ensure that a range of formal and informal professional learning opportunities are available to teachers at all stages, to equip them with the skills and confidence to utilize digital technology appropriately and effectively. In the long-term, developing the skills and confidence of teachers in Somalia, in the appropriate and effective use of digital technology to support learning and teaching should be made a priority through the following measures-

Training of teachers on ICT as teaching and learning tool

- Ensure Professional Standards for registration and for Teacher Professional Development to reflect the importance of digital technology and skills
- Ensure that Teacher Training Institutes curricula instill the benefits of using digital technology to enhance learning and teaching in their trainees.
- Entrenching ICT in the teaching and learning process and management of education in schools.
- Developing capacity of education managers, primary school teachers and other stakeholders to enable them to use the wide range of ICT tools in teaching-learning process and management of schools.

Training of teachers on their role in distance learning
- Facilitating the development and accreditation of appropriate digital content that will enhance acquisition of 21st century skills.
- Provision of quality educational content which can either be digitized for a digital content platform or for transmission on radio
- Design online materials using an authoring environment or tools;
- Learn tailor delivery approach to the context. A range of digital tools and services (apps, games, websites, etc.) allow teachers to offer several approaches to learning, teachers can therefore assist in choosing the approach that best suits the learners

5. **How can parent help psycho-social and academic wellbeing of children during the period of school closure on COVID-19 Crisis (CARE)**

All schools in Somalia are currently closed down due to COVID 19 Crisis in the country. While adults easily understand the rationale behind the closure and able to come to terms with it, for kids, this can be an especially scary, confusing, and overwhelming time for many of them. It is therefore important for teachers and parents to provide social and emotional support to pupils during this challenging time as the situation could directly impact the learning ability of the children and how they view themselves in and navigate through to adopt this unusual situation. It is therefore important for parents to develop and maintain a culture of caring—to demystify any negative consequences the child could develop as the result of staying home long and or missing the much-desired classes. Some key role parents could take up with their kids during this crisis of stay home include:

1. **Keep calm and comfort;** these trying times can be very overwhelming and stressful for everyone, including kids. They pick up on everything from the adult conversations around them to the information they encounter on social media and from peers, so it's important to be a good role model. Remember that panic only creates more panic. If you are afraid, it's important that you work through your anxiety so that you do not further escalate your child's worries. And remember, kids do not learn well when they are feeling stressed.
2. **Listen and be supportive;** being a good listener is key. Let them raise and share their own concerns. Reflect on and validate their feelings. It's okay to say, "I'm feeling a little worried too, but we will take care of ourselves and get through this." It's important to meet children where they are and to answer their questions and to address their concerns. Help children

communicate their feelings and remind them that it's okay to feel sad, mad, afraid, or confused.

3. **Be honest and give accurate information:** Information is useful, but too much information can have the reverse effect. Talking about the facts that we know on the disease in simple clear terms helps to relieve anxiety. And, most importantly, parents should be honest and accurate with the information but not gloomy.

4. **Emphasize safety:** Reassure kids that they are safe. Teachers, doctors, and scientists across the country are working on this and doing everything possible to protect us and keep us safe. And focus on all the other caring adults around them who are working to keep them safe.

5. **Encourage healthy habits;** All of the things we know as adults—eating healthy, mindfulness activities, and getting plenty of sleep—are important to practice at home, not only during school closures but every day. Give kids instructions on how to stay safe and healthy. All school districts share pointers for healthy habits so use your school's website as a valuable resource for this. Lastly, regularly review and model basic hygiene and health practices for protection.

6. **Limit social media;** your kids might be scared of things they've heard or seen on television or social media. Monitor and limit social media and screen time to prevent children from becoming oversaturated with frightening messages. Instead, do fun things, if possible.

7. **Enjoy quality time on coaching and home learning;** Above all, engage in enjoyable activities together. Some activities to do at home as a family include reading books together, doing puzzles, making things out of waste, going for walks, painting, playing with Legos. Simply put, just spend time together. While this is a scary time, it could very well be remembered as one of their best childhood memories. And, above all, remember to always give children choices whenever possible.

Few things that can be expected from parents and caretakers at home during dissemination of Distance Learning programme is -

- **Supervise HomeWorks and revision at home;** Ensure the kids have done their school assignments and revise the previous lesson or lesson a head of them in which they were to cover. Where possible link them to as much e-learning as relevant to them they can assess from home

- **Develop daily engagement time to ensure they make maximum use of their time during the day.** This include developing a timetable to help them guide which subjects / topic they are study or revise every day.

- **Engage children in household chores.** This helps to develop massive set of life skills that will benefit them forever. Research indicates that those children who are involved in house chores, are more responsible and are better able to deal with stress, frustration and delay gratification, all of which contribute to greater success in school.

6. Exams Delivery Overview

In Somalia, the main examinations conducted at school is Form 4 across all states in FGS and Grade 8 examination in Juba land. Key steps involved in conducting examination are -

- Data collection and student registration;

- Exam setting; includes, training of setters, moderators and other stakeholders.
- Printing of question papers
- Storage and distribution of question paper
- Children collecting at a center to take the exams
- Storage of answer sheet
- Marking of Answer Sheet
- Grading and issuance of certificates

Delivery of exams via an online platform may not work immediately in the Somalia context owing to both logistical, technical and infrastructural challenges. So, in present situation the examination has to be conducted in person.

As part of capacity building project supported by AET, Question Data Banks across the various regions has been developed with support of AET, these data banks were developed with the assistance of teachers and trained moderators and contain possible exams questions that can be utilized in exam preparation. These data banks are currently hosted and kept by the respective exam centers with the Director of Exams for FGS. Utilizing the questions from these data banks will remove the need for convening meetings including trainings for exam setters and moderators in adherence with the widely publicized "Social Distancing" as a prevention approach as only a small number is required compared to the conventional approach. The other delivery areas including printing, distribution, marking, grading and issuance of certificates would need to largely remain the same as pervious years but with emphasis on strict adherence to the WHO guidelines on COVID 19 infection prevention. To protect examination staff and students the following would need to be instituted:

- Online registration of candidates
- Writing and moderation of exams in strict quarantine conditions
- Centralized printing and packaging sanitization in strict quarantine conditions
- Distribution by examination staff using personal protective equipment to nominated examination centers OR: encrypted e-distribution and production at examination centers in strict quarantine conditions (this would be a new process; integrity of the exams would be at risk)
- Candidates attend examinations with temperature monitoring, social distancing, provision of PPE for exam management staff, masks for students/hand washing/sanitization
- Smaller groups of candidates per classroom (10) with social distancing strictly maintained
- Collection/packaging and transport to centralized marking point. Storage for 9 days (guidance on virus survival times)
- Marking by previously trained exam markers in strict quarantine
- Results distributed by SMS or online
- E- Certificate that can be printed by candidates in lieu of hard copy

Other options:

- Defer exams to later in the year; introduce a second intake for university in January 2021 with accelerated programme.

Assumptions:
- That the Government / Ministry of Education will recall all candidates Grade 8 and Form 4 to sit for the exams in the event schools will not have reopened.
- The MOE will deploy where possible teachers and other exam personnel who have participated in prior exams, this will assist in reducing on the training requirements as only a refresher course may be offered to them.
- Enough resources including funding is available to support the exams process.

7. Monitoring access to distance learning + supervisors

Distance and online learning are a form of learning in which physical presence of teachers and students is not practical; technologies and other method are used to facilitate student-teacher and student-student communication. Distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Interactive telecommunications connect individuals within a learning group and with the teacher. For instance, social platforms such apps/webpage/ and the use of e-mail is predominately common for only in the areas that have internet connectivity and learners with usable and friendly gadget such android /IOS.

Despite there is an increased demand for the use of distance and online learning but still monitoring learners progress is a key challenge. Teachers are not able to effectively monitor the progress of the learners to understand whether the learner understood the content delivered. Specially, the areas where there is no two-way communication, Example the use of radio FM/Live TV. However, following methods are proposed to monitor the progress of the learners and the supervisors.

1. **Online classroom**; the learner's information including **Name and EMIS number** where applicable should give/grantee /open door to learner & teacher access to contents. Once the learners and teachers log into the contents the name and EMIS number should appear in the data base. This will help to monitor the number of the learners who access the contents and where able to be part of the sessions.
2. **Communication & Feedback:** The learner's assignment submissions online with set deadlines after every session will be used to monitor the progress of the learners. This can be done through social site for example {WhatsApp}. This is a formative assessment to show the learners engagement through use of chats.
3. **WhatsApp:** The teachers can establish WhatsApp groups with parents of specific grade to provide assignment and monitor progress of children. In Somalia, connectivity through phone is easy and different Apps can be used for communication, feedback and learning.
4. **Radio/TV Programme through the use of formative assessment:** The learner's feedback and participation will be recorded to monitor their progress. The supervisors will be engaged to provide feedback on the content delivery.

8. Stakeholders: who are involved in this? Partners, private sector (engage umbrellas in TWG)

Majority of schools in Somalia are under local education umbrellas. In majority of schools, the national curriculum is followed, and the status of action taken by these private education umbrellas to continue learning at this time of crisis needs identification and guidance.

9. Target

The target to be reached through distance learning is as mentioned below-

Medium	Grade	Population	Target
Interactive Radio Instruction	1-4	188,559	60%
	5-8	125,706	70%
	9-12	122,914	70%
	Total	437,179[2]	
Online Course	1-4	188,559	30%
	5-8	125,706	30%
	9-12	122,914	60%
	Total	437,179	

10. Action Plan

Task	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9
Mapping the syllabus grade wise and subject wise	░	░	░	░					
Establishment of Content development committees (Grade and subject specific)	░	░							
Development of content for grade 1-12 (7 subjects)	░	░	░	░	░	░	░	░	░
Mapping of availability of radio/computer etc.	░	░	░	░					
Messaging on distance learning to create awareness among community							░	░	░
Training of teachers/facilitators						░	░	░	░

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[2] EMIS 2018-19

Actual broadcast									
Evaluation of the programme									

11. Budget

It is imperative to have an accurate understanding of the current costs of distance education program to project future costs.

Cost Head	Target	Unit cost (USD)	Total
Cost of development of Digital Content	12 grades x 7 subjects x 24 lessons = 2,016	250	504,000
Cost of Interactive Radio Instruction (IRI) content including recording	12 grades x 7 subjects x 24 lessons = 2,016	300	604,800
Cost of web-designing and Learning Platform	onetime		50,000
Cost of building capacity of teachers and facilitators	13,160 teachers x 10 days	10	1,316,000
Cost of back-end support for online version	12 months	2000	24,000
Cost of messaging and advocacy	lumpsum		50,000
Cost of coordination and supervision	12 months	5000	60,000
Total cost			2,608,800

<u>Continuous Distance Learning: Education Programming Using Radio during COVID-19:</u>
- The COVID-19 pandemic has resulted in unprecedented school closures in both developed and developing countries. School closures are disrupting learning for millions of children and young people.
- There is a strong case for a globally coordinated approach which deploys radio as a medium to deliver effective, low-budget remote learning to children whose education has been interrupted. Radio programming is one plan to support continuity of learning.

Snapshot – Education Radio Initiatives
- UNICEF West Central Africa Regional Office (WCARO) has ready Radio lessons for English and Numeracy

For 5-year-old:
- <u>Pakistan:</u> Broadclass - *Listen to Learn* is a radio delivered pedagogic approach that improves literacy, numeracy and healthy habits through interactive games, songs and stories around curricular content full report can be accessed at https://www.unicef.org/videoaudio/laopdr_55558.html)
- <u>Zambia:</u> UNICEF's Early Childhood Education (ECE) Interactive Radio Instruction (IRI) pilot in four districts of Zambia (2015) indicates positive learning outcomes for children ages 3-6 years in areas such as language, fine motor skills and problem solving. (Full report can be accessed at https://www.unicef.org/evaldatabase/index_90450.html)

For 10-year-old:
- Sierra Leone: The Emergency Radio Education Programme (EREP) was designed to ensure that all school aged children across the country are provided with a continued learning opportunity during the period school operations are disrupted by the EVD crisis. More specifically, the objective of this programme is a 'stop gap' measure to provide continued learning opportunity to about 1.8 million children of pre-primary, primary, and secondary level ages in Sierra Leone whose education has been affected by the EVD emergency. Deep dive into Sierre Leone radio strategies during the Ebola crisis (also see https://www.youtube.com/watch?v=J6i8aNiS18s)
- South Sudan: Interactive Radio Instruction (2012) has been used for primary school children to support instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS and landmine risk awareness. It comprised of a series of 480 half-hour programmes targeting school grades 1 to 4 with 120 lessons per grade, based on government syllabi, and reached over 350,000 children and almost 70,000 adult learners over its six years of implementation. (Full report can be accessed at https://www.academia.edu/1771622/South_Sudan_Interactive_Radio_Instruction_Performance_Evaluation_Report

For 18-year-old
- Djibouti: has a school radio broadcast for secondary schools focused on math and science content.
- Lao PDR: A Youth Radio project (following up on the success of its Nepalese youth radio programme), launched a 30-minute radio series that combines music, drama and conversation to discuss important life skills, providing creative outlets to rural youth.

There are several other free tools that can be leveraged to support individual distance learning at home. Among those tools are:

1. **Digital reading materials**
   - **African Storybook**. Provides open access to picture storybooks in 189 languages spoken in the African content. Can be played in desktop and mobile. For more information: https://www.africanstorybook.org/
   - **eLimu**. Digital educational content provider in East Africa. Its 'Hadithi, Hadithi!' app aims to improve literacy rates for 6 and 7-year-olds in the first two years of primary education through interactive stories. These stories are written by local teachers and illustrated by artists across East Africa. Available on mobile and desktop, and via Google Play. For more information: http://e-limu.org/hadithi-hadithi/
   - **Global Digital Library.** Promotes early-grade literacy by making digital storybooks and other reading materials available in multiple languages. Can be played on a desktop. Multiple languages. More information: https://www.digitallibrary.io/
   - **Let's Read**.   Digital library of books for children in Asia. Currently it includes over 2,500 books in 25 languages. Can be played via mobile and desktop; also available on

Google Play. For more information: https://asiafoundation.org/what-we-do/books-for-asia/lets-read/

- **Story Weaver.** Digital repository of multilingual stories for children. Can be played in mobile and desktop. More information: https://storyweaver.org.in/
- **World Reader.** Provides free access to a large library of digital books and stories that can be accessed via mobile and desktop devices. Available on Google Play Store. More information: https://www.worldreader.org/

2. **Learning applications:**
   - **Language learning:**
     - o **Akelius**. Language learning application and web-based platform, focusing on students without basic literacy in their mother tongue that need to learn a second language (ex. refugees, migrants). Mobile, Desktop, and available on Google Play. Available languages: Greek, English, French, Swedish. Access here: https://www.akelius.com/en/language-course or download app on Google Play.
     - o **Duolingo.** Language learning application can be accessed via Mobile and Desktop. Available on Google Play, App Store. More information here: https://www.duolingo.com/

   - **Basic Literacy or numeracy:**
     - o **Google Bolo.** Application to support literacy. Available for mobile on Google Play in India and test countries.   Multiple languages. For more information: Search on Google Play if it is available in your country.
     - o **Age of Learning (ABC Mouse and other products).** Products that support early literacy and numeracy. For COVID-19 response the company provided UNICEF a download code to make its suite of products free to affected households during school closures. Available in English and (partially) in Spanish.

3. **Learning platforms with diverse content (esp. useful for older, motivated learners, or with active engagement of caregivers/teachers)**
   - **Alison.** Free online courses on diverse subject areas. Available on desktop. Available languages: English, Spanish, French, Italian, and Portuguese. Access here: https://alison.com/
   - **Coursera**. Online courses taught by instructors from recognized universities and companies. Mobile and Desktop.   Most   courses   in   English. https://www.coursera.org/
   - **Edraak.** Free online education in Arabic for K-12 and continuous learning. Can be accessed on desktop. For teachers, learners, and parents. More   information: https://www.edraak.org/en/
   - **EdX**.   Free online courses from educational institutions worldwide. Available on mobile and desktop. Available on Apple store, Google Play. Most courses are in English. https://www.edx.org/

- **EkStep**. An open learning platform with a collection of learning resources in literacy & numeracy.   Mobile and Desktop. Available on Google Play.   Mostly   in   English. Learner-facing content access tool. More information: https://ekstep.in/
- **Khan Academy.** Free online courses, lessons and practice. Mobile and Desktop. Available on Google Play, App Store, Amazon App Store.   Multiple   languages.   More information: https://www.khanacademy.org/
- **Kolibri**. Open-source digital learning platform designed for resource-constrained communities capable of running offline. Can be played on desktop. Multiple languages. More information: https://learningequality.org/kolibri/

4. **Alternative delivery channels for curriculum:**

If you have access to digitized curriculum, continuing the learning process digitally is an option. Given the connectivity available and tools that teachers and learners have access to, there are several possible tools to choose from:

The Learning Passport *(UNICEF supported)***:** If you have the national curriculum in digital form or if you have textbooks that you can scan into PDF, the Learning Passport is a vehicle you can use to provide curriculum to students with an internet connection at home. The Learning Passport is a platform developed by UNICEF (with partners Cambridge University and Microsoft) that can provide your national curriculum, with supplemental video content, to any student with an internet connection.

The learning passport team will set up a space for your country and curriculum and help you structure this curriculum into lessons that students can use. Each student will be able to create an account which will be used to track their progress through different lessons and subjects, thereby creating an individual record of learning per student, which teachers can track. Anyone can access the Learning Passport platform via an internet browser, on a phone, tablet, or computer.

5. **Social Media, Messaging and Internet Platforms**
- **Digital Classrooms: Microsoft Teams, Google Classroom, many others:** While the requirements of good and consistent connectivity may be a barrier, these tools create a digital classroom environment, with multiple functionalities that recreate a physical classroom environment online, like group and individual activities and assignment functionalities, and classroom management options.
- **Video Conferencing Platforms: Skype, Zoom, Microsoft Teams, others:** Video communications platforms where teachers can simulate classroom activities, over video, with students. Note that these options often require relatively good connectivity.
- **Messaging Platforms: WeChat, Telegram, WhatsApp, Slack, others:** One on one or group-based communication channels, where a teacher can interact with students individually or in groups, give assignments, create Q&A sessions, or mirror other class-based activities, via mobile phones.
- **You tube:** A teacher can upload video recordings of lessons or create a playlist of material that maps to your curriculum, that students can watch.

Annex 2: Emergency School feeding

School Feeding Concept note during COVID 19 emergency period

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21st April 2020

</div>

BACKGROUND

In light of the current Corona Virus Epidemic, the Ministry of Education, Culture and Higher Education (MoECHE) and the government of Somalia are continuing to closely monitor and evaluate the status of Covid-19 in Somalia. However, in the meantime, the Government of Somalia and the MOECHE have taken the following precautionary measures/strategies in order to prevent or minimize the spread of the Virus: **Closure of all schools, universities and educational institutions in the country, cancelling of all international and domestic flights out and to the country.**

However, schools will be more like to be closed for a long period as Convid-19 continuous to spread around the world. Additionally, the interim school closure does did not only affect teaching and learning activities but it particularly affects many vulnerable and disadvantaged Somali children in their need to receive a continuous **NUTRITIONAL** support while schools are closed.

Prior to the school closure, school Feeding Programme has been operational in many schools across Somalia, with schools either receiving in kind or voucher assistance with the aim of increased enrolment, attendance and improved nutritional benefits.

OBJECTIVES OF THE FEEDING DISTRIBUTION

School feeding programme provides an essential meal to students and in many cases, their only consistent daily meal. As family incomes are increasingly constrained due to the crisis, and schools closed, a take home ration is proposed to support families to meet their children's food and nutrition needs in this period of health crisis and economic hardship.

As school children will continue with online learning, it is imperative for education partners to ensure continuation of education services e.g. WASH, School Feeding Programme, teachers' incentives among other important services.

GOALS

- Provision of nutritional food for low income and vulnerable school age children when during school closure
- Increased the health and the wellbeings of the Somali children
- Continuation of feeding programs for families whose livelihood depends on recievieng feeding support.

Options for School Feeding Programme;

   i.   **Voucher to schools.**
-   **Dispatching of food to the schools**

Schools will follow the normal procedure for receiving food (ensuring food records are updated etc.)

School head teachers and Head of CECs will be required to purchase food and ensure food is delivered in the schools.

Here are few options of distributing food to the school;

- Prepare hand washing points and require delivery truck drivers and conductors to wash their hands upon arrival at school – truck drivers and conductors are to adhere to this requirement at all schools;
- Schools will gather not more than five (5) persons to support off loading and stocking of food in school's storeroom who must observe adequate social distancing;
- Absolutely, no school should receive food after 6:00PM.
- MOE representatives will play a critical to ensure the above and COVID 19 guidelines are followed.

School preparation for distribution:

- Ration scale (ration/child/month) is provided to every school during food delivery;
- School authorities in consultation with MOE to prepare a distribution schedule - distribution schedule should be by class, date and time;
- Prepare list of students per class prior to inviting students; students (and parents in the case of students who are not able to follow distribution procedure and take delivery of their ration – little children) are arranged to observe social distancing;

    As an example, grade 1 will received ration from 8am – 12 noon while grade 2 will receive ration from 1pm – 5 pm on the same day

    - MOECHE/School authorities disseminate distribution schedule to students and their parents through communication to community elders, religious leaders, regional education officers etc.
    - Prepare handwashing point with clean water and soap at entry of campus or distribution site near storeroom;

Strategic Measures to be strictly followed:

- In collaboration with MoH train teachers to identify COVD-19 symptoms using WHO guidelines
- Educate the public particularly students, parents, teachers and different level of communities on the method of contamination and how the disease is spread by creating educational materials (poster, drama).
- Use disinfectant cleaning supplies regularly to prevent cross contamination
- Provide extra support for vulnerable students who may be unwell or who have disability
- Ensure garbage bin is placed at every distribution point.

ii.   **Voucher to the students**

- Giving voucher/cash directly to parents
- Send money directly to the parents' phone(evc)
- Or parents to pick up vouchers from identified centres
- The voucher should be equivalent to food ration per child per month.

Considering the two options above, it makes more sense, logistically and cost effectively, to choose option B. it is also safer considering the social distancing is required during the Covid 19 crisis period.

If option 2 is selected, partners need to ensure prober accountability measures are in place to document that the food support reaches the intended beneficiaries.

The voucher/cash grant can be given to the parent of the child. In this case accountability measures still have to be established.

The school food ration composition

The ration scale per child per month is proposed as below;

Food basket		gm/ child/day	average of days in month	ration per month/kg
Food Groups	**Food items**			
Cereals	Maize/Sorghum/ Wheat Flour),rice	200	22	4.4
Pulses/Legumes	Red Beans, Split Peas, Cow Peas, Lentils	40	22	0.88
Oil and Fats	Veg Oil	25	22	0.55
Animal Products (once a week)	Meat/Eggs/Fish/Milk	100	4	0.4
Vegetables and Fruits	Vegetables and Fruits: Spinach, Okra, Pumpkin, Cabbage, Tomatoes, Carrot, Mango, Banana, Watermelon, Grapefruits etc.	65	22	1.43

To ensure hygiene is promoted school children will receive soap for hand washing purpose and outline per below;

Soap	gms	ration per month

Bar Soap	250	3

Reporting

- Record distribution in the THR Reporting booklet this will be provided by MOECHE.

Estimated Budget

Beneficiaries	Number of vulnerable kids	Cost per child/month (usd)	6 months cost (April to September 2020)
School children	70,000	**$10**	$4,200,000

Targeted children:

The food support component should target the most vulnerable children who are reliant on this one meal provided each day. This can include IDPs, girls, minority groups, children living with disabilities etc. The feeding support should be given to children who were enrolled at the time of school closure.

Safeguarding consideration for school feeding:

School feeding like other critical humanitarian support, creates power dynamic relationships between people providing the assistance and the communities receiving assistance. Power dynamic creates a thriving atmosphere for exploitation. To address the risk of children/community members being taken advantage of by the personnel engaged with various school feeding modalities, partners should put in place the following;

- Have the personnel engaged in food distribution oriented and sign up to uphold code of conduct with clauses on prevention of sexual exploitation and abuse
- Include messaging on PSEA during distribution, this is to be done orally by staff at the distribution point as well include PSEA leaflets where possible
- Consider having two options for community to feedback to the organisation considering any safeguarding allegations back to the organisation.
- We need to consider that some of the community members may need be able to read and write while others may not have access to phones therefore provide a tleast two options that you will be able to manage and can be used by communities
- Identify safeguarding focal point per location who will receive complains from communities and follow up on cases reported
- It is important to ensure the feedback mechanisms are safe for the complainant (no fear of retaliation), confidential and the organisation commits to provide feedback to any concerns raised

Annex 3: Psychosocial Support & Child Protection

Child Protection and safeguarding Concept note on COVID-19

BACKROUND

World Health Organization (WHO) reported the outbreak of coronavirus (COVID-19) end of 2019. As of 28 March 2020, over 1.7 billion learners were out of school due to school closures in response to COVID-19. According to UNESCO monitoring, over 100 countries have implemented nationwide closures, impacting nearly 90% of the world's student population.

Somalia reported its first case of COVID-19 on the 16th of March 2020. This reporting was followed by government measures to prevent transmission of this killer disease in the country. Measures taken by the government of Somalia included; closure of all schools, universities and educational institutions in the country, cancelling of all international and domestic flights out and to the country and halting of all public gatherings of whatever kind including community development, social or religious gatherings involving masses.

The coronavirus disease (COVID-19) brings with it feelings like anxiety, stress and uncertainty to adults/caregivers as well as parents. Normal life has been interrupted including for children going to school which can result into increased anxiety on future. With school closure, it is anticipated that there is likelihood of escalation of protection risks to school children in the community. Therefore, the need to ensure children and their families are linked to protection and PSS services in their community.

Objectives

- To increase access of child protection and PSS services to children through deliberate effort to link communities with CP and PSS service providers

- To ensure interventions carried out by education stakeholders on covering curriculum and other support does not expose children and communities to further risks

ACTIVITIES TO BE ACCOMPLISHED

1. Strengthening community-based protection and PSS support through education existing structure-Working with head teachers as trusted community member to share out information to community on child protection and PSS services available
a. Link with CP sub-cluster and GBV sub-cluster on CP and PSS services available per location within the country and contacts for access to help
   b. In liaison with CP and GBV sub-cluster identify develop messaging targeting community explaining the heightened child protection risks with school closures and caregivers could do to protect children (messages to be delivered by headteachers and social workers)
   c. Discuss with the CP sub-cluster on the use of newly graduated social workers with financial and technical support from the Somali government and UNICEF

d. Consultations with head teachers; Engage a couple of head teachers to check with them possibility of using them as point of community information point on protection services available and gather their inputs

e. Establish current location for head teachers' presence through working with District Education Officers; mapping out head teachers in different districts of the country

f. In liaison with CP-cluster publication/dissemination/distribution of service providers directory (in hard copies and soft copies

g. If not existing, establish social media /communication channels e.g whatsapp per district/geographical area

h. Facilitate the head teachers to agree on group norms as well as expected code of conduct while supporting communities

i. Induction into the role for head teachers through WhatsApp call per location to initiate the groups, together with head teachers explore further trickling down of information through existing platforms e.g school staff WhatsApp groups, parents WhatsApp groups etc

j. Based on the revised CP case management guideline and GBV guideline, provide one pager tips to head teachers on how to attend to community members in light of COVID-19 crisis to protect themselves and community members

k. In liaison with CP and GBV sub-clusters, use head teachers to disseminate PSEA information- (services provided are free and should never have to pay or engage in sexual favors in exchange for these services)

l. Technical remote support to headteachers-Through CP cluster identify child protection persons that will be responsible to hold regular debriefing with headteachers and social workers per location on WhatsApp where headteachers can share feedback, challenges and way forward in light of evolving situations

2. Child safeguarding for online
   a. With support of CP sub-cluster develop/localize child online safety tips (do and don't) for students and caregivers
   b. Integrate these messaging in the online education platform e.g at the beginning of the online lesson, the first topic is on how to stay safe online for students. Have a simple quiz on dos and don'ts while online to test learners understanding after going through the online safety tips
   c. For parents/caregivers messaging we need to consider most may not read-audio or pictorial messaging accompanied with few words
   d. For the television or radio lesson broadcasts, integrate short messaging to learners on how to keep themselves safe during school break, e.g do not walk alone for some distance, ensure your caregiver is aware of your movements
   e.

3. Consideration of child safeguarding for food distribution;
   a. Ensure equal access to impartial assistance according to need and without discrimination
   b. Engage the community in identifying the modalities and locations of distribution points to ensure its accessible by all, safety considerations in regard to distance covered, timing of the distribution as well as COVID-19 transmission are in place

c. Every distribution must include PSEA messaging-through appropriate modalities e.g user friendly leaflets on protection from PSEA printed and attached to each food package

d. Establish safe and reliable mechanisms of gathering feedback from the community regarding distribution including safeguarding incidents (link with CP and GBV sub-clusters on community feedback mechanism

e. Special consideration to be placed for people living with special needs, child headed households, IDPs among other vulnerability.