



Ministry of Education



Republic of Yemen



Yemen

COVID-19 Ministry of Education National Response Plan

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This document jointly brings together the requests/needs, capacities and actions identified by the Ministry of Education and other Education actors in Yemen.

The purpose of this Response Plan is to ensure Yemen is able to provide continued education in the situation of coronavirus (COVID-19) to all children in the country.

The Education Response Plan provides guidance on a set of targeted actions, organized in 3 phases (3 months, 6 months, >6 months) and is feeding into the nine pillars of the overarching National COVID-19 response plan of Yemen.

It complements existing and forthcoming guidance on the wider implications of COVID-19 for health systems and cross-sector strategies for responding to the COVID-19 outbreak.

The Response Plan is an umbrella document and base for collaborative, coordinated and concerted fund mobilisation and implementation, bringing the Ministry of Education, humanitarian and development actors together in a complementary way, i.e. bridging short- with mid- and longer-term implementation.

COVID-19 MoE National

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Table of Abbreviations

4W	Who is doing What Where When
AWD	Acute Watery Diarrhea
CARE	Cooperative for Assistance and Relief Everywhere
C4D	Communication for Development
COVID-19	Coronavirus Disease 19
DEO	District Education Office
DPG	Development Partners Group
ECW	Education Cannot Wait
EOI	Expression of Interest
ESPIG	Education Sector Programme Implementation Grant
FMC	Father Mother Council
GEC	Global Education Cluster
GEO	Governorate Education Office
GIZ	“Deutsche Gesellschaft für Internationale Zusammenarbeit”
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfer
HC/RC	Humanitarian/Resident Coordinator
HNO	Humanitarian Needs Overview
ICCG	Inter-Cluster Coordination Group
IDPs	Internally Displaced Persons
IASC	Inter-Agency Standing Committee
INGO	International Non-Government Organisation
LEG	Local Education Group
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoPHP	Ministry of Public Health and Population
NGO	Non-Government Organisation
NRC	Norwegian Refugee Council
OCHA	Office for Coordination of Humanitarian Affairs
OOSC	Out of School Children
PSS	Psychosocial Support
RCCE	Risk Communication and Community Engagement
SAG	Strategic Advisory Group
SDG	Sustainable Development Goal
SOP	Standard Operating Procedure
TEP	Transitional Education Plan
TFT	Task Force Team
TLS	Temporary Learning Space
ToT	Training of Trainers
TPM	Third-Party Monitoring
TV	Television
UASC	Unaccompanied or Separated Children
UN	United Nations
UNESCO	United Nations Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organisation
YER	Yemeni Rial
YHRP	Yemen Humanitarian Response Plan

1 Situation Analysis

1.1 COVID-19 in Yemen

COVID-19 is a global pandemic which impacts the lives of millions of people across the globe. In Yemen the first COVID-19 case was reported by the Ministry of Public Health and Population (MoPHP) mid-April 2020.

The World Health Organization's "optimistic" estimate is that over an 18 month period there will be over 16 million coronavirus cases in Yemen. The death toll will be significantly higher if access for health workers and aid agencies remains restricted.

Yemen has over 28 entry points by land, air and sea. All airports are closed effective 18th March 2020 and points of entry throughout Yemen have been officially closed. Movement restrictions between governorates are in place with implications on delivery of basic social services and movement of supplies.

While the COVID-19 pandemic is a global health and cross-sectoral emergency, it is also an Education and overall learning emergency with risks of long-lasting impact on children's safety and wellbeing. School closure leads to loss of routine, loss of peer social contact and peer interaction necessary to learning, as well as negative developmental and mental and psycho-social well-being effects.

Due to the impact of the conflict of the past 5 years, children in Yemen have been reported to show psychological symptoms. This is compounded by the high likelihood of a large-scale and rapidly evolving COVID-19 outbreak in Yemen.

1.2 Impact of COVID-19 on the Education System

The emerging crisis has affected the education system in Yemen.

All schools, universities and learning institutes have been closed nationwide since 16 March 2020, preventing 5.8 million children (including 2.5 million girls), between 6-17 years old, to conclude the school year 2019-2020 and to sit for their exams. This in addition to teacher strikes at the beginning of the year in parts of the country, which led to many of the female and male students having attended only 33 per cent of the second semester of their 2019-2020 school year. It is important to note that both academic years, 2016-2017 and 2017-2018 ended prematurely. To respond to this learning crisis, the Ministry of Education (MoE) has called the international community for support with a focus of establishing alternative home-based learning opportunities.

In Yemen, alternative ways of learning such as distance and e-learning platforms, self-learning or other innovative transmission of learning contents are not common practice, therefore, students, teachers and school governing bodies such as Father-Mother Councils (FMCs), caregivers, community leaders and decision-makers would need to be supported to better learn through these alternative channels. There is a need to build on the Curriculum and Inspection sector in the MoE that has already produced some auxiliary programmes which are planned to be broadcasted through national and local educational channels and to be disseminated as a set of complementary interventions.

The emerging crisis is expected to further increase the number of Out of School Children (OOSC) in Yemen.

Despite gains made in enrolment during the last decade, Yemen did not achieve the Education Millennium Development Goals (MDGs) and is far from reaching the Sustainable Development Goals (SDGs) 2030. Today,

out of an estimated 7.8 million school-aged children (6 to 17-year-olds), an estimated 2 million girls and boys have been reported to be out of school, of which at least 400,000 due to conflict¹. The number of children in school who need education assistance to continue their education has been increasing year by year, from 1.1 million in 2014 to 2.3 million in 2017 and 4.7 million in 2019. This includes 2.1 million girls and 2.6 million boys. School closure and absence of teachers due to the COVID-19 outbreak in Yemen have not only impacted learning for 5.8 million children already enrolled in school, but also hinder and limit opportunities for an estimated 2 million OOSC to enter into the schooling system.

Most vulnerable children are in rural areas, especially girls. Families prioritize boys' education over those of girls, and girls are more likely to be out of school². Parents have concerns sending their daughters to school due to insecurity, poverty, lack of female teachers and long distances of schools from home. The lack of separated toilet and Water, Sanitation and Hygiene (WASH) facilities are reported to be a major cause of girls dropping out of school. Girls who are out of school face higher risks of child marriage and domestic violence. On the other hand, boys are at high risk of being recruited into armed groups or forces. While COVID-19 led to a nationwide interruption of schooling for all children, learning of vulnerable children (mostly children belonging to minorities, including girls in rural areas and children with disability) are expected to be impacted to a higher degree. This COVID-19 Education Response Plan therefore seeks to provide continued learning to every child in the country, with a special focus on the most vulnerable and hard-to-reach children. As such the Plan is an opportunity to reach also those who otherwise may not have been able to go to school or would be at risk of dropping out.

The emerging crisis puts at stake learning of most vulnerable children, including those affected by conflict and internally displaced and refugees girls and boys.

During the past 5 years, the constant influx of internally displaced children in parts of the country and refugees from African countries has been putting the education system under severe pressure and demanded additional absorption capacities of existing schools. Responses included health screening of displaced school-aged children, the establishment of Temporary Learning Spaces (TLS), recruitment of temporary teachers, provision of teaching, learning and recreational material, Psychosocial Support (PSS) for teachers and students and school feeding support. Children affected by conflict, including displaced and refugees girls and boys belong to the group of most vulnerable children, who may not have the same access to resources as the children in the wider population and may have been affected by traumatic experiences impacting their wellbeing and learning capacity. In the situation of COVID-19 e, where physical temporary schools are closed, the MoE has been calling for support in its effort to apply pedagogical methodologies needed to reach these children with learning content.

The emerging crisis has a detrimental impact on teachers' capacity to deliver learning content to children.

The number of MoE employees is 304,475 (teachers, school and education administrators and technicians). Teachers form about 70 per cent of the overall sector employees. Teacher absenteeism continues to be an increasing concern, with teachers being either absent or teaching reduced hours to compensate for their lost income. An increasing trend of parents being asked to pay an additional fee of 5,000 to 10,000 Yemeni Rial (YER)³ per child to support teachers has been reported for several locations in the country. Such practices are likely to have a negative effect on children's enrolment – mostly the girls, demanding impoverished

¹ These are estimated latest official reported figures and actual figures may be higher.

² 2019 (HNO)/Yemen Humanitarian Response Plan (YHRP)

³ United Nations (UN) Exchange Rate, May 2020: US\$1=YER 580.06

families to stretch their budgets beyond their capacity. Due to the COVID-19 pandemic, school administrations and teachers had to close their doors earlier than foreseen. Closed doors to the physical and human interaction demand creative ways to interactive teaching. The MoE has been seeking the support of humanitarian and development partners in broadcasting learning content as a temporary alternative teaching method, while establishing a distance-learning mechanism that will allow to reach children affected by COVID-19 as well as particularly vulnerable and hard-to-reach children (beyond COVID-19); this with a focus on capacity building of teachers related to interactive teaching pedagogies.

The emerging crisis exacerbates the return of children into a safe and protective school environment.

Increased damaged and occupied schools in Yemen continue to be a concern. While in 2017, a total of 1,693 primary and secondary schools were reported unfit for use due to conflict-related damages, the number of reported unfit schools increased by November 2018 to 2,751, out of which 1,488 partially damaged, 321 totally damaged, and 942 occupied by Internally Displaced People (IDPs), refugees and other groups⁴. As part of the COVID-19 national response, authorities have explored the temporary use of school infrastructure as potential quarantine or isolation centres. By end of April 2020 a total of 40 schools have been identified for such purposes. In line with the Safe Schools Declaration, the MoE with advocacy of humanitarian and development partners has been raising its concerns to use schools for any other than educational purposes. While guidelines for a safe school reopening will be crucial for the children to return to schooling post COVID-19, it is equally important that these schools are fully equipped with adequate WASH in school facilities, accompanied by hygiene education messaging and training.

The emerging crisis is a learning crisis with long-lasting impacts on children's wellbeing and socio-economy of the country, that demands interventions across sectors.

Over the past 5 years, the near collapse of Health and WASH services has affected 5.8 million children in schools who need adequate WASH services, including hygiene promotion, to prevent the spread of Acute Watery Diarrhoea (AWD) including cholera. Support is continuously needed for supplies and school meals as an incentive to enrol and keep children in school and preventing negative coping mechanisms such as child labour, child marriage, recruitment into armed groups or forces. Tackling the COVID-19 crisis through a multi-sectoral lens is key for children's learning and the investment in their and Yemen's future. Doing so is an opportunity to actively contribute to the peace dividend of the country. Importantly, investing in WASH facilities in schools could prevent a new wave of COVID-19 cases when schools will reopen. Furthermore, Standard Operating Procedures (SOPs)/guidelines are practically supported by the provision of a COVID-19 specific budget and have been developed by WFP to ensure that distributions do not in any way compromise WASH and/or COVID-19 considerations. Furthermore, education is an entry point to identify sick children/people, children in distress or in need of specialized services, especially (however not limited to) during distance learning modalities that include two-way communication channels.

Strengthening the bridge between immediate lifesaving humanitarian responses and systems-preservation to systems' building is key to the COVID-19 Education Response.

Existing Education Frameworks in the sector include the Transitional Education Plan (TEP, 2019/2020 – 2022/2023), the Yemen Humanitarian Response Plan (YHRP 2019, under revision for 2020) and newly the COVID-19 Education Response Plan (2020). During the past 5 years, the MoE and the wider donor community have shifted their interventions towards humanitarian responses. While the immediate focus on service delivery aimed at preventing the Education system from collapse, the importance to invest in parallel in

⁴ Ministry of Education (MoE), November 2018.

Education systems became evident. Furthermore, initiatives such as Education Cannot Wait (ECW) and the Global Partnership for Education (GPE) have been key in setting the scene for immediate responses, mid- and longer-term education systems' building in the country while other multilateral and bilateral organizations have also been engaged in supporting the education system.

The TEP is the national framework that combines humanitarian aid work and development across 3 years. The TEP, endorsed in October 2019 and not yet operational, has defined the priority areas of the already existing crisis in the education sector in Yemen. The YHRP is based on an annual Humanitarian Needs Overview (HNO) and includes a full section on Education first line and second line priorities. The YHRP supports and complements TEP objectives. The COVID-19 Education Response Plan is a national framework that, while responding to the pandemic global crisis, complements the TEP's and YHRP's priority areas as they are linked to reaching the same overarching objectives.

2 Intervention Strategy

Education sector and humanitarian partners have joined efforts to respond to the MoE's call to support alternatives to educational opportunities, i.e. the provision of a holistic response package, including but not limited to distance learning. Intervention strategies presented in this Response plan therefore include a complementary package with a variety of activities that can be tailored to local contexts within the country. The Response Plan aims at scale, i.e. overarching principles to be implemented at national levels with strengthened community engagement and ownership at local levels. The Response Plan also encourages parents and students to invest in public education platforms and channels provided by the MoE.

More specifically, the Response Plan includes i) a minimum immediate response package targeting female and male students and teachers at the outset of the emergency; ii) preparation and start of the new school year 2020-2021 including catch-up classes, and iii) further expansion of learning at scale in the mid- and long-term for COVID-19 affected children. The Education Response Plan is feeding into the nine pillars of the overarching National COVID-19 response plan of Yemen⁵.

Strategies and activities outlined in this document will not be replacing formal education, however they will complement, support and strengthen the current system, in order to allow a greater and at scale-reach of those already in school, girls and boys out of school or at risk of dropping out and those who are most vulnerable in the society, minority groups including (but not excluded to) girls, children with disabilities and Unaccompanied and Separated Children (UASC).

To be able to access all children, including the most vulnerable ones, it is required to implement a variety of intervention strategies simultaneously, while also building the capacity of key stakeholders. It will need also flexibility of donors and a call for investment into non-traditional ways of learning, working across sectors and donors to allow flexible funding and reprogramming of existing resources to the extent possible.

⁵ The National Preparedness and Response Plan for COVID-19, developed in collaboration between the the MoE and Education Partners, is made up of nine pillars, namely: **Pillar 1:** Country-Level coordination, planning and monitoring, **Pillar 2:** Risk Communication and Community Engagement, **Pillar 3:** Surveillance, rapid response teams, and case investigation, **Pillar 4:** Points of entry, **Pillar 5:** National laboratories, **Pillar 6:** Infection prevention and control, **Pillar 7:** Case management, **Pillar 8:** Operational support and logistics, **Pillar 9:** Continuity of health and nutrition services and other basic social services for the prevention and management of secondary impact of COVID-19.

The following outlines MOE key modalities:

1. **Self-education-home based learning:** students will be provided with self-education curricula with homework / assignments associated with textbooks, parents / teachers will be provided with guidelines on how to assist students in self-education. Parents will act as facilitator to provide technical support to their children, the teachers will enhance the role of parents by following-up students through possible means to provide technical support and ensure that they do homework / assignments and collecting reports from them, which will serve as a tool for assessment and periodic examinations (Transition students). Students in Grades 1-6 will be targeted according to this modality. The home-based self-learning curriculum development will be finalized with associated guides, will be printed and distributed to children and families and trainings will be conducted to support parents, caregivers and teachers in following up and ensuring students attainments.
2. **E-learning:** through this educational modality, the available means will be used to implement E-learning programs such as: Internet, Television, Radio, and Social Media. In addition, these means will be strengthened by providing students with textbook summaries and extensive homework / assignments. The supervisors and teachers will play a key role in following-up students through possible means including Telephones, Social Media, Home Visits (taking into account health prevention measures), to provide technical support and follow-up on them in doing homework / assignments and collecting these works from them, which will serve as a tool for assessment and periodic examinations (Transition students). Students in Grades 7-12 will be targeted according to this modality.
3. **Micro education groups:** they will be formed in remote areas where there is no electricity and alternative means, at the same time parents cannot provide technical support to their children. small education groups will be formed to include (5-8 students) they will be taught by a teacher in an open area (considering health prevention measures such as spacing between students and between teacher and student). Students in the Grades 1-12 will be targeted according to this modality.
4. **Re-opening of schools with high prevention measures:** In this pattern, schools can be opened, and conduct reduced educational classes limited to the difficult scientific subjects that need the presence of a teacher. It will focus on compensatory lessons to meet the skills and competencies that the student needs. During this process, high precautions are required, such as providing schools with protective and hygiene facilities and supplies, dividing the school day into three periods, dividing the students into groups to reduce crowding so that there is a distance between one student and another. As for the human/social subjects, they can be learned according to the self-learning methodology. In this way, the teacher will follow up and supports the student to track of the self-learning.

The paragraphs below give an overview intervention strategy for each of the three phases (see also Annex 1 – Results Framework).

2.1 Immediate Response – Home-based learning

Background Information:

While the distance learning modality has advanced globally, Yemen has not been able to hold the same pace as other countries, particularly due to the conflict which has been negatively impacting the learning environment for girls and boys over the past 5 years. Based on lessons learned from other countries, setting up a nationwide distance learning mechanism and structure requires the availability of resources in terms of specific expertise and skills, functioning technologies as well as human and financial resources.

The lack of infrastructure, electricity and internet obstacles will have to be tackled in the efforts to set up a distance learning mechanism; distance learning will therefore need to be complemented by a package of flexible interventions that can be adapted depending on local needs. For instance, students in rural areas are not able to access internet and teachers also find difficulties to create and upload online learning materials and access interactive platforms to assess students' performance, therefore a blended approach will be explored.

Intervention Strategies:

To ensure that all children can benefit from immediate interventions, community awareness raising at local levels and radio broadcasting will reach out to those who do not necessarily have access to electricity and internet services, particularly in remote areas and areas of conflict. Advantages of radio broadcasting include a large coverage, relatively low cost, easy to listen to the radio anywhere, does not need extensive electricity sources. The disadvantage of radio, it is only via audio and does not allow to combine visual with listening, which would be beneficial for some of the subject transmissions.

Complementary, the MoE plans for the immediate response, i.e. the first 3 months of the response, to broadcast lessons through its national and local Television (TV) channels functioning in the country as one of the proposed measures of the holistic response package. This will allow children who do not have access to internet to catch-up classes via TV. The MoE has partnered with the agencies, which supported the establishment of educational TV Channels, the development of digital platforms and conducted Training of Trainers (ToT) sessions for teachers on how to produce online education material content. Advantages of immediate interventions via broadcasting and internet include: Relatively wide coverage (most homes have TV screens), accessible and easy to use (combination of sound and image).

Furthermore, learning content will be disseminate online and via social media. Such content can be downloaded, helps students to share opinion and ideas, enables teachers to create virtual classes, helps to hold group discussions and share information between teachers and students, gives the opportunity to provide a digital library for learning resources, includes feedback-loops for students, and allows to use and spread education widely within a specific target group, i.e. those with access to internet connectivity or mobile apps. In order to ensure this engagement of children and teachers benchmarks such as regular quizzes, assessments and/or tests will be built into online and social media applications. To ensure that costs of internet usage are affordable, public private sector partnerships will be fostered and engaged in.

COVID-19 Education Response Activities:

More specifically, the following activities will be implemented, based on the intervention strategies presented above:

a) *Coordination:*

- Set up functioning COVID-19 Education coordination platforms, undertake an education sector risk assessment, and implement contextualised operational responses.
- Develop and implement simple monitoring and evaluation systems of learning activities and education response plans (to feed into country, regional and global monitoring reports and post-action evaluations).
- Develop guidelines related to the use of schools as quarantine or isolation areas; advocate for schools to be used only as last resort ensuring school-readiness for learning resumption. Guidelines for the use of public schools as quarantine/isolation sites for suspected COVID-19 cases will be advocated for by MoE and Education partners in coordination with UN agencies at the interagency level. Any decision concerning public schools should be made in consultation with the MoE, and in cooperation with MoE officials on the ground and in compliance with the MoPHP guidelines, with due consideration to specific conditions. The use of schools as quarantine/isolation centres to show that all other facilities have been duly assessed and were found to be inadequate. Schools to be recommended only when no other facilities are available; use of schools as a last resort only.

b) *Awareness Raising & Community Mobilisation:*

- Design and produce general preventative and awareness raising messages on COVID-19, targeting the basic education population. This will include community mobilisation and awareness campaigns to introduce distance learning channels, i.e. to facilitate parents, caregivers, children and community members to smoothly access these new learning opportunities, while activating the communities' role in supporting the continuity of education.
- Cash-based interventions, such as payment of salaries or incentives to teachers, and related verification or payment processes at local levels will be accompanied by Risk Communication and Community Engagement (RCCE) activities, including sharing of information materials related to COVID-19 at local levels.

c) *Dissemination of Education Content:*

- Broadcast learning content via radio and print to keep children engaged in learning at home, and for those who have no/limited access to electricity and internet. Compensatory lessons are prepared in form of an electronic booklet for each grade, and accompanied by basic materials that can be printed and distributed via communities in remote areas, areas of conflict, IDP areas incl. host communities etc.
- Disseminate basic education lessons via existing national and local TV channels and online (digital and social media platforms) and/or via other learning platforms. Learning content will include selected lessons for all grades based on existing basic learning materials with focus on numeracy, literacy + supplementary learning content).
- Use social media channels to make learning content accessible to girls and boys who have access to internet, including but not excluded to creation of WhatsApp groups through which educational content can be communicated to targeted groups, facilitated by educational leaders, teachers and academic supervisors. In addition, use of YouTube channels to post educational content.

To ensure that students are benefitting from the efforts of the development and humanitarian partners to enhance access to education, benchmarks may be established, and safety net incentives provided to ensure that these benchmarks are met till the resumption of regular schooling.

Intervention strategies and activities will build on the following already ongoing activities in parts of the country:

E-learning Digital Platform:

- √ Digital learning platform with a 30 Gg capacity. The platform main icons are: Educational Channel, School Classes and lessons and Awareness Materials
- √ 50 available lessons, for grade 12 students
- √ Available lessons for grades 1-3 students, with focus on reading materials.
- √ Ongoing pilot of virtual interactive classes for secondary school students in one of the governorates

Broadcasting Educational Content via TV Channels:

- √ Production of 105 educational episodes/lessons for grade 9 and grade 12 students
- √ Coordination with local TV channels to allocate 2 hours per day for broadcasting educational episodes, including TV channels at district levels.

Community Mobilization:

- √ Shared links of digital learning and educational platforms on social media and/or through traditional message conveying systems, such as social structures or mosques.

2.2 New Schoolyear: Back to Learning

Intervention Strategies:

To prepare for the new school year 2020-2021, foreseen to start around September/October 2020, MoE and its partners will focus on intervention strategies related to setting up a nationwide distance learning mechanism alongside to reopening of schools in a safe, protective and conducive environment:

Facilitated distance learning will be provided complementary to the actual foreseen reopening of schools, i.e. as a global package to be offered across the country regardless if schools are able to physically reopen or not, which will follow a traditional "Back to Learning" approach, i.e. with focus on demand- and supply side interventions. This including provision of teaching and learning materials, capacity development of teachers, focus on the school-community environment including rehabilitation and construction of schools as well as cross-sectoral interventions such as hygiene promotion, delivery of health and COVID-19 related messages, protection related interventions such as psychosocial support.

COVID-19 Education Response Activities:

More specifically, the following activities will be implemented, based on the intervention strategies presented above:

a) School-Readiness:

- Implement guidelines for safe school operations (e.g. promotion of hand and respiratory hygiene, screening and referral of suspected cases, as appropriate), and education about COVID-19 prevention.
- Use the developed SOPs on how to keep school clean by ramping up of hygiene and Sanitation improvement facilities/infrastructure in schools as part of getting schools ready to receive children post-COVID-19, while reducing risk of spread in school settings.

b) Context-appropriate Strategies:

- Develop context-appropriate strategies for continuous learning that allow students, teachers and schools to utilize flexible, distance/remote learning and home-based learning.

- Establish catch-up classes for students in need, including activation of offline learning applications to facilitate accessing materials and lessons in rural areas where internet connectivity is a challenge (for example: via the “learning passport”, mobile phones etc.).

c) *Education Supplies:*

- Provide teaching, learning and recreational materials to families to enable them to support home-study in short term school closures and to support the reopening of the school year.

Here again, to ensure that students are benefitting from the efforts of the development and humanitarian partners to enhance access to education in this phase, benchmarks may be established, and safety net incentives provided to ensure that these benchmarks are met.

2.3 Continuity and Sustained Learning

Intervention Strategies:

Within the COVID-19 Education Strategy/Plan, investment in the capacity and work with teachers is crucial and given a special place towards the implementation of identified modalities. This to mitigate risks of a whole generation not being able to access learning, as well as to work with teachers on innovative methodologies, investing not only in learning but also contributing to social cohesion and building peace in the country. As such, the COVID-19 Education Response is an opportunity to reach every girl and boy in the country through alternative and innovative means.

The Education intervention will strongly build on the expertise drawn from other sectors, while leveraging on the sector’s holistic approach. Key sectors that Education will closely engage with are Child Protection for psychosocial support and referrals, WASH, Health and Nutrition, and Communication for Development (C4D), ensuring alignment and coherence in key messages and interventions.

COVID-19 Education Response Activities:

MoE and Education partners will focus their intervention strategies to ensure access of school-aged girls and boys to a minimum package of innovative learning opportunities, including (but not limited to) distance learning, while strengthening the educational systems in leading this new way of learning at scale. More specifically, the following activities will be implemented, based on the intervention strategies presented above:

a) *Capacity Development:*

- Train teachers and provide guidance notes to caregivers to stay engaged with their classes and students (even through WhatsApp groups with phone numbers of parents/caregivers) to monitor progress, assign new lessons or share information on referral services; in the case of rural and remote areas, teachers from the same village would make direct follow-up on children while taking precautionary measures.

b) *Learning Assessment:*

- Develop and implement simple monitoring and evaluation systems whenever possible of learning activities and education response plans (to feed into local, district, governorate, country, regional and global situation reports and post-action evaluations);

c) *Continuity of Learning:*

- Identify the most vulnerable groups who may need additional support through the conduct of regular surveys;

- Provide school feeding or “take-home rations” to support and sustain reopening of schools
- Equip schools with functional gender-sensitive WASH facilities, incl. hygiene training

Follow up to pay salaries or incentives to teachers in areas which have not been paid for a long time.

In this phase there will be a need to sustain established benchmarks for learning and safety net incentives provided to ensure that these benchmarks are met.

3 Theory of Change (ToC)

While the ToC outlined in Box 1 forms the basis for a collective response and engagement for financial investment taken by the MoE, education humanitarian and development partners, in line with national priorities that are outlined in the TEP, YHRP and overarching SDGs 4 and 8, unforeseen internal and external risks may affect the successful, timely and efficient delivery of results.

Box 1: COVID-19 Education Strategy/Plan – Theory of Change

<p>Box 1: Theory of Change</p> <p><i>If</i></p> <p>a) education platforms are accessible and safe, and</p> <p>b) schools, teachers and students are minimally equipped in applying alternative learning platforms</p> <p>c) children are supported with complementary activities to ensure the health and well-being</p> <p><i>then</i></p> <p>→ teaching and learning will remain to take place, and other equity and quality interventions may continue, including but not limited to teacher training and competency-based life skills education.</p> <p>→ collapse of the system is mitigated.</p> <p>→ FMCs, parents and caregivers are involved in their children’s education (safety net provision against benchmarks)</p> <p><i>This, in turn, is then expected for children to:</i></p> <p>→ acquire skills that equip them to better cope with trauma, and</p> <p>→ build resilience, and</p> <p>→ engage in further learning, and</p> <p>→ become active citizens contributing to a hopeful and better future of the country.</p>
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4 Target Population and Coverage

The target population under the COVID-19 Education Response Strategy include estimated 5.8 million children enrolled in school and target in addition estimated 2 million out of school children

5 Programme Duration

The Response Plan identifies 3 phases, i) Immediate interventions; ii) Preparation for the new school year (before Sept/Oct 2020), and iii) mid- and longer-term interventions (as of start of the new school year). Given the nature of the learning emergency, it requires close collaboration between humanitarian and development actors, i.e. bridging between the two with joint planning and longer-term vision from the very beginning (Table 2).

Table 2: COVID-19 Education Response Plan – Estimated Target Population by Intervention Phase

Phases	Target population (children)		
	Girls	Boys	Total
Immediate (estimated 1-3 months)	2.5 million	3.3 million	5.8 million
Back to Learning (estimated 1-6 months)	2.5 million	3.3 million	5.8 million
Continuation and Sustainability of Learning (as of start of the new school year)	3.3 million	4.5 million	7.8 million
Total	3.3 million	4.5 million	7.8 million

6 Intervention Areas

The COVID-19 Education Response Strategy is aiming at a national coverage with specific tailored interventions depending on the location in the country. The interventions are hereby targeting all 22 governorates of the country, and its 333 districts.

Governorates (alphabetical order): (1) Abyan, (2) Aden, (3) Al-Bayda, (4) Al-Dhale, (5) Al-Jawf, (6) Al-Mahweet, (7) Amanat Al-Asimah, (8) Amran, (9) Dhamar, (10) Hadramaut, (11) Hajjah, (12) Hodeidah, (13) Lahj, (14) Marib, (15) Raymah, (16) Sa'ada, (17) Sana'a, (18) Shabwah, (19) Taiz, (20) Al-Maharah, (21) Ibb, (22) Socotra.

7 Results Framework

See Annex 1

8 Gender and Intersecting Inequities

The MoE, humanitarian and development partners will coordinate on issues relating to gender equality to strengthen the overall response, help to avoid duplication, and ensure there are no gaps. As in the Key Gender Principles, inter-sectoral coordination is critical. No sector can effectively address the diverse needs of women, girls, men, and boys alone. Assessments conducted by cluster partners have identified educational capacities, resources, vulnerabilities, gaps and challenges to upholding the right to education for all affected groups.

Evidence has shown a weakness of data of most vulnerable groups, such as girls, children in remote areas, boys at risk of being recruited into armed groups/forces, children with disabilities, minorities and children out of school. The efforts will be put to produce qualitative reports to fill information gaps and commit to stronger disaggregation moving forward.

Specific focus will be put in ensuring that the activities implemented ensure that girls continue their schooling, and so mitigating and/or preventing negative coping mechanisms such as early marriage. Hygiene messages tailored to girls will be broadcasted, and check will be done to ensure that in all broadcasted programmes specific attention is paid to gender. Specific messages will be delivered for parents/caregivers and community members on the importance of education for both girls and boys. This will contribute on the mid- and long terms in an increased number of children enrolled in school for the next academic year.

9 Implementation Modalities

To be able to expedite the process and ensure a fast and timely response, the direct implementation will build on the existing educational system. This will allow access to a wide range of all segments of the population across Yemen. Public channels will ensure that the most vulnerable girls and boys will be reached with alternative/home-based and distant learning opportunities.

Education actors are well established across the country with operational capacity and are well positioned and respected by the MoE, this plays a comparative advantage in confidently ensuring access to learning opportunities potentially reaching a significant number of children across Yemen. The MoE has formally communicated to sector partners, requesting the agencies technical support providing alternative educational opportunities to Yemeni students to ensure continuation of learning.

The MoE will insure effective coordination with all Education stakeholders for the best investment to the available resources to a achieve the education goals in close cooperation and coordination with the Local Education Group, Education cluster and Education Development PartnersThe ownership of the COVID-19 Education Response Strategy/Plan remains with the MoE. In close cooperation with the MoE at the central and local levels, fund mobilization and resources will be managed in line with the national COVID-19 Response Plan. Education stakeholders will do so in close coordination with the MoE as well as in concertation between both humanitarian and development partners in- and outside of the country. Where relevant, the capacity of MoE authorities will be strengthened to sustain Programme outcomes.

10 Monitoring

Monitoring of activities under the COVID-19 Education Response Plan will not be through the traditional programmatic monitoring tool and systems since face-to-face teaching and teacher-student interaction as well as first, second, and third party monitoring of actual physical activities where girls and boys are interacting in a physical classroom will be challenging considering the situation.

Monitoring however, will continue to play a crucial role to ensure quality assurance; where first and second monitoring is not possible, other methods of independent monitoring mechanisms will be applied. Education actors will adapt from exiting monitoring tools a simplified way to monitor children's participation to different types of distant and home-based learning, i.e. feedback of students through WhatsApp groups, or a simplified online attendance tracker where possible, in addition to structured phone calls. For teacher trainings, education actors will build on existing models of online participation tracker and feedback mechanisms as well as qualitative online pre and post-test on provided trainings.

MoE, GEOs and DEOs: Implementation will take place at national, governorate and district levels respectively, through the education offices that, with support from concerned sectors at the MoE, will ensure (i) activities are conducted in their areas to achieve desired results; (ii) progress monitored through periodic reports. In those cases where activities are carried out by non-government organizations (NGOs), the latter will be responsible for coordination with education offices in governorates and districts. They will also be responsible for submitting quarterly progress reports to the Technical Offices and keeping Education Cluster and DPG/LEG members abreast on progress made against set targets.

Use of planning and monitoring tools: Enhanced monitoring and reporting capacity for the MoE are ensured through continuous technical support and on-the-job training, aiming at knowledge transfer and building national capacities. Monitoring and Evaluation (M&E) focal points are trained on monitoring tools and use it

regularly. All academic supervisors have tools/templates for supervising schools. In addition, Education actors have their independent monitoring system in place to complement monitoring of overall progress made at output and outcome levels (see Annex 5).

Monitoring visits by MoE and Education stakeholder: The MoE and Education actors will undertake monitoring visits to Programme sites where they are accessible. Where access is not possible or limited, Education stakeholders will work through independent Third-Party Monitoring (TPM) firm. Findings of the monitoring reports, both from MoE and education partners side as well as third parties are assessed, and recommendations are made for corrective actions to be taken where applicable. Spot-checks overseen by Education stakeholders are conducted to verify if recommendations have been implemented.

Communities' role in monitoring: At the community and school level, community leaders, school principals, and FMCs are key implementation partners. GEOs and DEOs are directly involved in implementation and monitoring of relevant activities. Education stakeholders triangulate feedback from communities with TPM reports as well as its own programmatic visit and spot check report.

Children's role in monitoring: Children are not only the main beneficiaries of the COVID-19 Education Response Plan but also the main actor who will provide regular feedback on the impact of the activities, considering aspects such as their capacity to access to them, their quality and gaps that are still not addressed.

Budget Monitoring: To prevent any misuse of funds Operational Frameworks for Effective Support in Fragile and Conflict-Affected states and higher fiduciary risks in an insecure and volatile context, it is advised for Education stakeholders to manage funds following the universal financial regulation called Harmonized Approaches to Cash Transfer (HACT), including the conduct of regular spot checks and programmatic visits, either through first, second or independent third party monitoring.

Semi-annual and annual reports: Monthly progress updates against agreed upon indicators will be produced by the MoE-led COVID-19 Education Task Forces. Semi-annual and annual progress reports will be consolidated based on progress made against indicators outlined in the Results Framework of the COVID-19 Education Response Strategy. The reports will be shared with the Cluster members, DGP and LEG and made available to donors.

Lessons Learnt, Progress Documentation and Evaluation: Towards the end of the Programme, Education stakeholder will launch an independent exercise to review the Programme and document the overall programme impact, achievements, challenges, and lessons learnt. An evaluation report will be shared with the Government, donors and other stakeholders. To do so, a baseline will be collected starting at the beginning of the new school year 2020-2021.

Indicators:

MoE and partners will monitor the following key performance indicators throughout the implementation of the National Response plan:

1. Number of children supported with distance/home-based learning (Number of children and adolescent of age to attend preschool, primary and secondary education reached with distance learning means (TV/Radio/internet/paper based or any other home-based learning). [This indicator focus on **the children enrolled in formal or non-formal education before the outbreak**— It covers

children **who are currently (before COVID-19) enrolled** in school/ learning structures in formal or non-formal pre-primary, primary or lower or upper secondary this year and reached through **supported programme** before the outbreak who are participating in continuity of learning programme after the COVID-19 outbreak].

2. Number of schools implementing safe school protocols (COVID-19 prevention and control) (Number of learning institutions implementing safe school protocols (COVID-19 prevention and control), including public and private school, and any other institutions recognized nationally as a place of learning for children 3-18 years old. This include all type of schools, including technical and vocational education centres, kindergartens etc. [Safe school protocols (COVID-19 prevention and control) include the following: i) Risk Communication and Community Engagement measures; ii) Providing children with information about how to protect themselves from COVID-19, iii) WASH measures, iv) Promoting best handwashing and hygiene practices and providing hygiene supplies, v) Cleaning and disinfecting school buildings, especially water and sanitation facilities , vi) Increasing airflow and ventilation, vii) Promoting social/physical distancing.

11 Child Safeguarding

The risks of distance and home-based learning programmes are reduced compared to the direct face-to-face contact between teachers, school administrators and learners. However, while distance and home-based learning are one part of a series of intervention activities, the COVID-19 Education Response Plan will follow global child safeguarding policies to tackle these potential non-exhaustive lists of risks:

- Children involved in the project not made aware of how they can raise a concern for their safety or wellbeing;
- Children exhibiting psychological distress inflicted from the on-going crisis, both from hostilities, displacement and COVID-19;
- Use or threat of use of physical and/or physical or virtual humiliating punishment by education personnel, teachers or TV, Radio broadcasters.
- Use of contentious education content being broadcasted, disseminated by any of the engaged actors involved in the implementation of the COVID-19 Education Plan.
- Online bullying on social media, WhatsApp groups and other online forum.
- Children at risk of being approached by online predators on social media and other online platforms.

To mitigate these risks, implementation will ensure that:

- Children, parents and caregivers receive information on how to report and refer cases of abuse, and regular collection of feedback from children is conducted by the implementing actors.
- Education actors ensure close engagement with the Child Protection Sector for specialized services and guidance.
- All targeted teachers/school administrators and personnel from TV or Radio attend induction/training on Child Safeguarding Policy, Code of Conduct, reporting and other measures.
- Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of distress, abuse and are made aware on how to refer to specialized services.
- Social medial and online platforms used for distance learning have a moderator trained on Child Safeguarding Policy, Code of Conduct, reporting and other measures who monitor the users' behaviour and report any suspect case.

12 Education Sector Coordination Mechanisms

12.1 General Coordination Mechanism

LEG

The LEG in Yemen was established in 2004, led by the MoE in collaboration with the Coordinating Agency (UNESCO, previously GIZ) for donors, development partners, humanitarian actors and civil society active in the education sector. With the deteriorating security situation in the country, most of the LEG members, including the Coordinating Agency are operating from outside the country. Despite the limited mobility and in-country presence of partners, the LEG meetings have been periodically conducted to facilitate the policy dialogue and joint decision making for important matters of the sector, such as the first ECW project (2017), the development of TEP and the Education Sector Implementation Grant (ESPIG) reprogramming, funded by GPE. Bi- and multi-lateral partners who are contributing to educational activities in Yemen are part of the LEG. Although most of the partners do not have presence in-country and they continue to engage with the MoE and continue to implement programmes through their implementing partners.

Education Cluster

With the shift from development to mainly humanitarian support, the Education Cluster⁶ has become an official member of the LEG. This has helped to ensure consistency and coherence between humanitarian and development programming within the “Whole of Yemen” response. It further helped with the alignment of the third GPE Reprogramming request to the HNO/YHRP and increased joint advocacy and call for investment for education. The cluster is co-led by Save the Children and UNICEF⁷ at national level; at sub-national level either UNICEF, Save the Children and/or NRC are leading respective sub-national clusters.

TEP 2019/2020 – 2021/2022 and YHRP (2019)

The TEP 2019-2021 provides a strategic vision for the country’s education sector for a period of three years. It also provides a framework for effective coordination and overseeing of education implementation in the country. The TEP seeks to address immediate needs relevant to the current education challenges; to ensure prevention, preparedness and mitigation of risks for children and education personnel; and to retain some of the past gains and improvements in access to and quality of education. The development of the TEP is proof that the Government and partners are considering education as a priority and committed to prevention of the education system from collapsing. The TEP is building and further extending the YHRP (2019), i.e. bridging the humanitarian with development interventions.

12.2 COVID-19 Response Coordination

The COVID-19 global pandemic crisis affecting heavily the education system, will be responded to through already existing coordination platforms, such as the Education Cluster for emergency coordination, the DPG and LEG for development structures. The Coordination structures in Yemen are in place, with the Education Cluster formally activated by the Humanitarian Coordinator. The Education Cluster is co-led by UNICEF and

⁶ The education cluster is led by UNICEF and co-led by Save the Children. There are sub-clusters in Aden, Hodeidah, Ibb and Sa’ada.

⁷ For more information on UNICEF’s interventions, see

<https://app.powerbi.com/view?r=eyJrIjoizDVhYTc0YjYtNDM1My00MmEzLTNmNGUtZTgzZDZlMTA5OTAyIiwidCI6IjYwMWMxM2M1LTA5ZDQ0tNGQwNi1hZWZjLTl4YzcxNmIzZSIsImMiOiJ9>

Save the Children at national level with dedicated coordinator staff from both lead agencies. The Education Cluster is part of the Inter-Cluster Coordination Group (ICCG), chaired by the Office of Coordination of Humanitarian Affairs (OCHA), and feeds into all Intersectoral coordination requirements through the ICCG.

The Yemen Education Cluster is comprised of the national cluster and 5 active sub-national clusters in 5 hubs (Hodeidah, Ibb, Sana'a, Sa'ada and Aden) of which one is led by NRC. The Aden hub is also operating the Mukalla hub in the Eastern Coast and two new smaller hubs have been created by OCHA due to access constraints from their original hubs and the huge unmet needs. The MoE with the support of the cluster co-lead agencies (UNICEF, Save the Children; at subnational level also NRC) and cluster members at national and subnational levels will play an active role and contribute to a governance mechanism engaging all its members to actively contribute in advancing the intervention and monitoring achieved results. All this will be in support to the MoE, mostly implementing the response.

Proposed Coordination Mechanisms

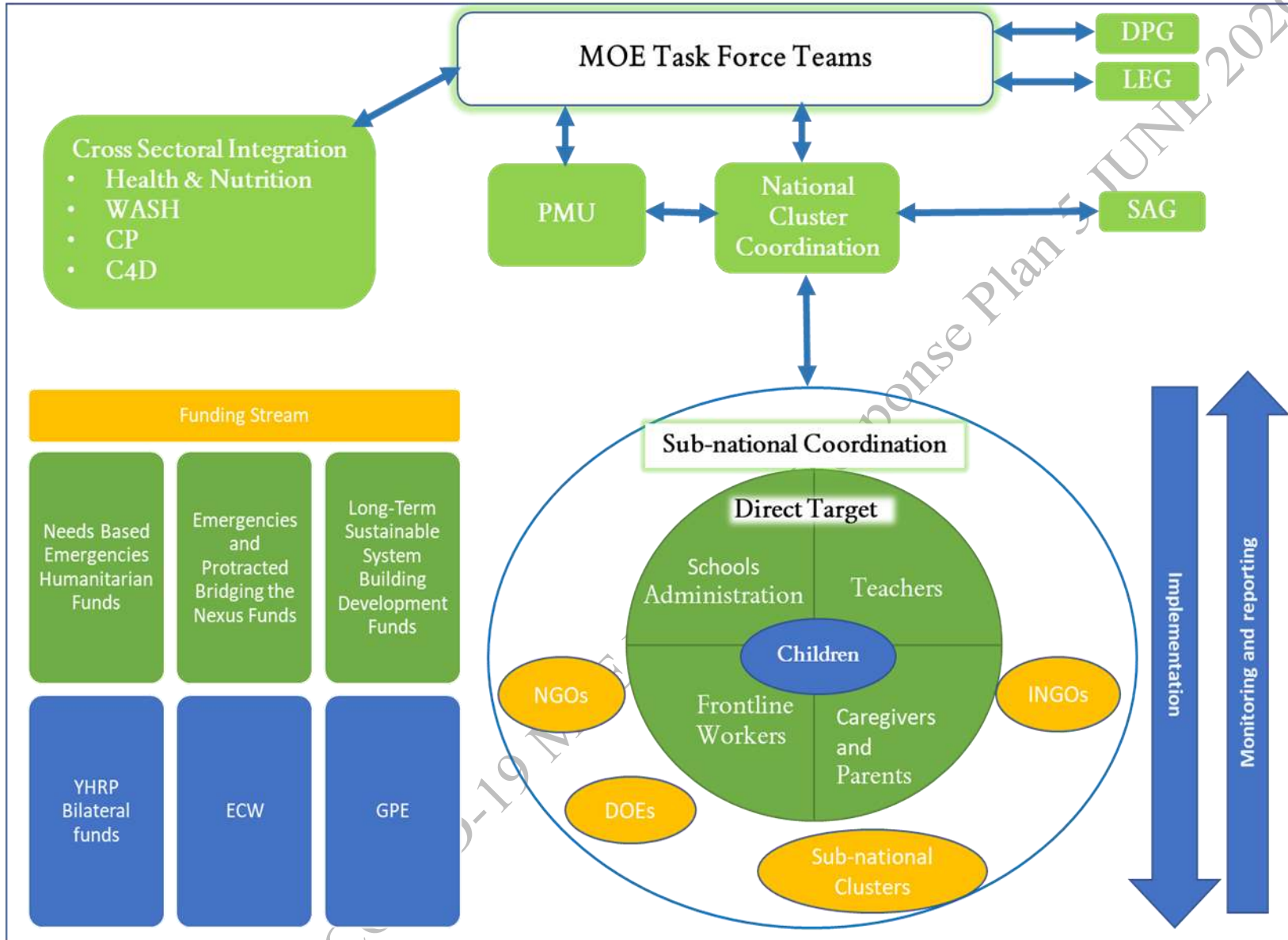
Several structures for education in emergencies and protracted crisis exist in Yemen providing platforms to coordinate the support to the response to humanitarian needs or longer terms systemic and sustainable support to education. The Humanitarian Response led by the Humanitarian Coordinator (HC)/Resident Coordinator (RC) through the cluster approach is revising the HRP to accommodate the World Health Organisation (WHO) globally led COVID-19 response. The schools' closure across Yemen as of mid-March has posed major limitation and additional pressure on the educational system in Yemen and additionally over-burdening the limited capacity of the educational duty-bearers. There was a strong desire among the lead agencies to create a common platform to avoid duplication of efforts and building on and strengthening existing mechanisms and processes.

Roles and Responsibilities of Stakeholders

Refer to the coordination mechanism between the MoE, LEG, Development partners and the grant agency, by taking advantage of the mechanism that will be approved in coordination for the implementation of TEP, taking into consideration the structure in figure No. 1. in light of all this the roles and responsibilities of the relevant bodies are based on the situation and its requirements in implementing the Of Yemen COVID-19 Education Response Plan

Implementation Strategy

Figure 1 gives an overview of roles and responsibilities of organisations involved in the COVID-19 Education Strategy/Plan, both in and outside of the country. It also showed the proposed governance structure for implementation. While the overarching ownership of the Education Response Plan lies with the MoE, the actual planning, implementation, monitoring and evaluation as well as fundraising against the plan will be done in a collaborative effort and complementary way, including the MoE Programme Management Units UN-agencies and national and international NGOs as well as Civil Societies and Public Private Sector Partnerships where applicable.



The TFT has the responsibility to:

- ✓ - Ensure that the national COVID-19 response is well coordinated amongst education actors and education interventions are complimenting other sectors.
- ✓ - Ensure other formal coordination structures for Yemen such as the LEG and DPG are informed and consulted regularly as well as the SAG whenever is needed.
- ✓ - ensure that the funding stream is harmonized between humanitarian facilitating rapid response, funds that bridges the nexus and longer-term funding.
- ✓ Raising funds against the National response Plan is in close collaboration with GPE, ECW, GEC, and the lead and co-lead agencies at regional and global levels.

The Cluster works to:

- ✓ bridge working with humanitarian and development agencies and encouraging joint working and implementation of agreed commitments.
- ✓ improve knowledge of the cluster system and implementation of good joint working practices among development and humanitarian agencies at national, sub-national and community levels.
- ✓ The Cluster 4Ws is an additional tool that contributes to report and analyze partners' programme implementation towards reaching children and their direct circle of influence.

13 Risk, Assumptions and Mitigation Measures

Overall risk of implementing the COVID-19 Education Response Plan in Yemen is considered high. The situation in the country remains volatile as conflict continues.

The following are assumed risks and related mitigating measures:

- **On context:** Weakened government capacity to deliver services (Financial, Human Resources, and Admin) with geopolitical division in the country, which may delay implementation.
Mitigation: Maintain effective coordination and information sharing mechanisms with all stakeholders to prevent disruption of interventions as well as provide technical support to MoE relevant sectors on planning and monitoring, especially that these are priority field of intervention of TEP.
- **On Programme:** Low implementation capacity, interruption of service delivery and restriction of movements in addition to inadequate monitoring from MoE staff.
Mitigation: Support to and capacity building of different sectors of MoE technical people to be provided, in addition to independent monitoring to be conducted by education actors or through independent TPM mechanisms where possible.

Risk management: Due diligence of programme implementation for the appropriate use of funds allocated against the COVID-19 Education Response Plan is the responsibility of the MoE, respective grantee and implementing agencies. Due diligence applies to i) fund management, ii) programme implementation and monitoring, iii) programme contents; iv) programme evaluation.

There are several risks associated with implementation, including the risk that the COVID-19 Education Response Plan might not be able to achieve its anticipated results for a variety of reasons: Slow expenditure; slow implementation affected by access and security issues; lack of cooperation and coordination between education partners; delay in securing needed human resources and expertise; time required and access to implementation sites; non-adherence to independent monitoring, verification, data collection where needed for the Programme's implementation and success.

Another major risk is that regular payment of salaries for teachers will not be reinstated in some parts of the country; without salaries or incentives, teachers will remain demotivated and the impact of any other intervention may be at risk.

Based on the above, potential risks that funding provided under the COVID-19 Education Response Plan may not be used for the purposes for which funds have been intended for, require the application of strict risk and mitigation measures. The updated risk analysis considers the latest developments in Yemen, including the deteriorated safety and security, outbreak of COVID-19, which can compromise Programme implementation, monitoring and evaluation.

Given the volatile situation in the country, risks are being monitored on an ongoing basis; corrective actions and adjustments of implementation may be required to in line with quality assurance and are based on constant assessment to mitigate any potential risks. The selected programmatic interventions and fiduciary controls presented in this COVID-19 Education Response Plan were identified by education stakeholders to mitigate the risks presented to a level that adheres to agreed upon parameters. Major risk categories are described in detail in Annex 3.

14 Funding Requirements & Resource Mobilization

To implement strategies and activities for the 3 phases of the **COVID-19 Education Response Plan US\$ 33,350,000 is needed** (see Results Framework and Budget in Annex I). Not being able to mobilise these resources in the immediate will put a serious risk not only in terms of health and wellbeing for Yemeni children, but also have a detrimental and long-lasting impact on learning and in turn on the future of the country.

Donors are therefore being called upon to invest in a flexible and coordinated manner against the strategies and activities outlined in this national COVID-19 Education Response Plan, feeding also into the TEP.

Fund Mobilization against the National COVID-19 Education Response Plan will be a collaborative effort of MoE, humanitarian and development partner, and done in close coordination with GPE, ECW, Global Education Cluster (GEC), the lead and co-lead agencies at regional and global levels as well as any bi- or multilateral partner investing in Education in the country. Private Sector Partnerships will be reached out to where applicable. Partners engaging in the implementation or investment of the COVID-19 Education Response plan, agree to share any human and/or financial resources in contribution of the plan transparently. The collaborative effort to fundraise and measure progress against the national COVID-19 Education Response plan will be monitored on a regular basis. Joint fund-raising efforts will be part of this collaborative effort.

The below gives an overview on available resources and funding opportunities supporting the National Education Response Plan (status as of end of April 2020):

- **Education Cannot Wait – USD 500,000:** On 24 March 2020, ECW contacted the Yemen Education Cluster Co-leads for potential support to respond the COVID-19 crisis disrupting the education of approximately 5.8 Million school-aged girls and boys across Yemen.
- **GPE Immediate Response Funds – USD 140,000:** USD 140,000 were made available by GPE in April 2020, to support to the MoE in Development of a National Response Plan of the COVID-19 pandemic, for immediate preparatory and coordination actions needed.
- **GPE Accelerated Funding – up to USD 15 million:** On April 7, 2020, the Government of Yemen represented by the Minister of Finance and the Minister of Education received a letter from the GPE's Chief Executive Officer, in which the were informed that an allocation of US\$15 million could be accessed by Yemen to support the education sector response to COVID-19.
- **Bilateral Funds:** Various organisations/agencies have indicated potential availability of additional funding that could be relevant to contribute to the COVID-19 Education Plan – a comprehensive mapping of firm pledges is yet to be completed, including with the help of the Education Cluster.

ANNEX 1: COVID-19 Education Response Plan – Results Framework

The results framework presents estimated costing of activities. Activity costs are aggregated at output level. These estimated figures are indicative and may be subject to change based on continued and evolving needs analysis.

COVID-19 Education Response Plan									
Result Statement	Level	Indicator	Baseline	Budget	Target	Source of Verification	Disaggregation	Implementing Partner	Risks & Mitigation
OTCOME 1. Increased access to education for crisis-affected girls and boys through distant learning and safe school's preparedness plans (Phases I+II: 1-6 months)	Outcome	# of children accessing distant learning through different channels	0	15,500,000	3,480,000	Programme Reports, 4W	Sex, level of education	MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG	Risks 1-Children not having access to connectivity and/or electricity 2-School low financial capacity in preparing a safe place for children to return 3- Parents lack the skills and capacity to support their children in studying 4-Curriculum contents limited due to some subjects sensitivity
Output 1.1 Enhance coordination among key actors and ensure monitoring and documentation of lessons learned and good practises	Output 4	Coordination among key actors enhanced through monitoring and documentation of lessons learned and good practises ensured	n/a	500,000	1	Response Strategy/Plan	n/a	MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG	
1.1.1 Coordinate regular meetings with the activated COVID-19 Task Force keeping humanitarian and development actors informed (Edu Cluster, Development Partners Group/Local Education Group)	Activity	# of meetings coordinated and documented	n/a	140,000	Monthly	Minutes of meeting	n/a	MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG	Mitigation 1-Broadcast period on TVs and Radios to be repeated during the day, in addition to printable materials to be used where possible 2-Support MoE to seek other ministries such as Ministry of Health support to get hygiene materials. 3-Ensure simplified materials with clear guidance to children 4-Materials focus more on non-sensitive subject matter.
1.1.2 Provide technical expertise to MoE, incl. but not excluded for distance learning and learning assessments and educational supervision	Activity	Technical expertise provided	n/a	180,000	1	Technical report Guide for educational supervision developed and utilized	n/a	MoE, UN Agencies	
1.1.3 Document lessons learned and good practices, including the setting up of	Activity	# of lessons learned and good practices drafted	n/a	160,000	2	Drafted documents	n/a	MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG	

networking between governorates								
1.1.4 Identify and monitor key indicators to track implementation (adoption, satisfaction, test scores).	Activity	# of key performance indicator reports provided	n/a	20,000	Monthly	Indicator Tracking Sheet	n/a	MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG
Output 1.2. Girls and boys receive e-learning content/materials	Output 1	Number of children reached with individual e-learning materials including key messages (basic education)	0	4,000,000	2,610,000	Program reports, 4Ws, TPM monitoring reports	Sex, level of education	MoE, UN Agencies (I)NGOs
1.2.1 Support Ministries of Education and other education actors in the production of basic education lessons to be broadcasted/disseminated (audio, visual, print, social media, online and other distance learning platforms as required; incl. provision of complementary education materials/supplies to distant learning, and selected textbooks to be distributed to students and guide for teachers)	Activity	# of lessons produced and ready to be broadcasted	n/a	2,000,000.00	1,662	Programme Reports	n/a	MoE, UN Agencies, (I)NGOs
1.2.2 Enhance the awareness raising and communication among students to foster mutual learning and well-being, including awareness on the importance of education for ALL children	Activity	# of peer to peer sessions organized	n/a	2,000,000.00	4	Programme Reports	n/a	MoE, UN Agencies, (I)NGOs

Output 1.3 Teachers/Administrators achieve the minimum level of competency on subject knowledge, curriculum / planning or pedagogy	Output 2	Proportion of teachers in supported communities who have received at least key messages on a) COVID-19, b) guidelines on distance-learning required for the current emergency response	n/a	11,000,000	49,950	Programme Reports	Sex	MoE, UN Agencies, (I)NGOs
1.3.1 Develop and initiate implementation of context appropriate strategies for continuous learning that allow students, teachers and schools to utilize flexible and remote/home-based learning	Activity	# of distant learning SOPs/guidelines developed and promoted	n/a	8,000,000	2	Programme Reports Developed Documents	n/a	MoE, UN Agencies, (I)NGOs
1.3.2 Provide training sessions to teachers to engage with their classes and students	Activity	# of trained teachers feeding back on their distant learning experience.	n/a	3,000,000	14,985	Programme Reports Pre- and post-Tests	Sex	MoE, UN Agencies, (I)NGOs
OUTCOME 2 Sustain and scale-up learning opportunities for girls and boys (basic Education) (Phase III: >6 months)	Outcome	# of children enrolled in formal or non-formal learning opportunities, incl. through distant learning	n/a	17,850,000	3,480,000	Programme Reports, 4W	Sex, level of education	UNICEF, MoE, (I)NGOs, UN Agencies, Edu Cluster, DPG/LEG
Output 2.1 Schools are re-opened and conducive for learning an (safe, protective and hygienic environment for crisis-affected boys and girls)	Output 3	# of schools that are prepared to activate COVID-19 hygiene protocols when students return to class		17,850,000	9,990	Programme Reports Developed Documents		MoE, UN Agencies, (UNICEF, WHO, WFP, UNESCO, Other), (I)NGOs
2.1.1 Develop an operational plan for re-opening of schools	Activity	Operational plan validated	n/a	1,850,000	1	Operational Plan	n/a	MoE + Line Ministries, UN Agencies, (I)NGOs

2.1.2 Support the Ministries of Education and Line Ministries (MoPHP, Ministries related to WASH, CP) to develop and deploy guidelines for safe school operations	Activity	# of guidelines drafted and validated	n/a	3,000,000	2	Programme Reports	n/a	MoE + Line Ministries, UN Agencies, (I)NGOs
2.1.3 Promote and educate good practices on Health and Hygiene COVID-19 preventive measures, screening and referral of suspected cases	Activity	# of teacher and Education personnel, Father & Mother Councils (FMCs) oriented	n/a	2,000,000	249,750	Programme reports	n/a	MoE + relevant Line Ministries, UN Agencies, (I)NGOs
2.1.4 Improve virtual learning experience to meet diverse needs, including of most vulnerable girls and boys	Activity	Virtual Learning Improvement Plan developed	n/a	4,000,000	1	Virtual Learning Plan	n/a	MoE + Line Ministries, UN Agencies, (I)NGOs
2.1.5 Facilitate the provision of psycho-social support services for students and teachers through alternative forms of provision (teacher training).	Activity	# of teacher trained on psychosocial support	n/a	1,000,000	tbc	Training Reports	n/a	MoE in collaboration with Line Ministries, UN Agencies, (I)NGOs
2.1.6 In collaboration with WFP develop plan and contribute to provision of school meals or alternative means of distribution of food to student and their families in selected intervention areas	Activity	# of children benefitted from school meals (or alternative forms of support)	n/a	4,000,000	tbc	Programme Reports	n/a	MoE, UNICEF, WFP
2.1.7 Make critical policy decision around assessment, grading and progression.	Activity	# Frameworks/Documents informing policies produced	n/a	2,000,000	1	Technical report	n/a	MoE + Line Ministries, UN Agencies, (I)NGOs

TOTAL BUDGET	US\$33,350,000
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ANNEX 2: COVID-19 Education Response Plan: Budget Monitoring Template

Activity	Sub-Activity	Start Date	End Date	Quantity	Unit	Duration	Unit	Estimated Unit Cost (\$)	Estimated Total Budget (\$)	Funding Source	Implementing Organization/Agency

COVID-19 MoE National Response Plan 5 JUN 2020

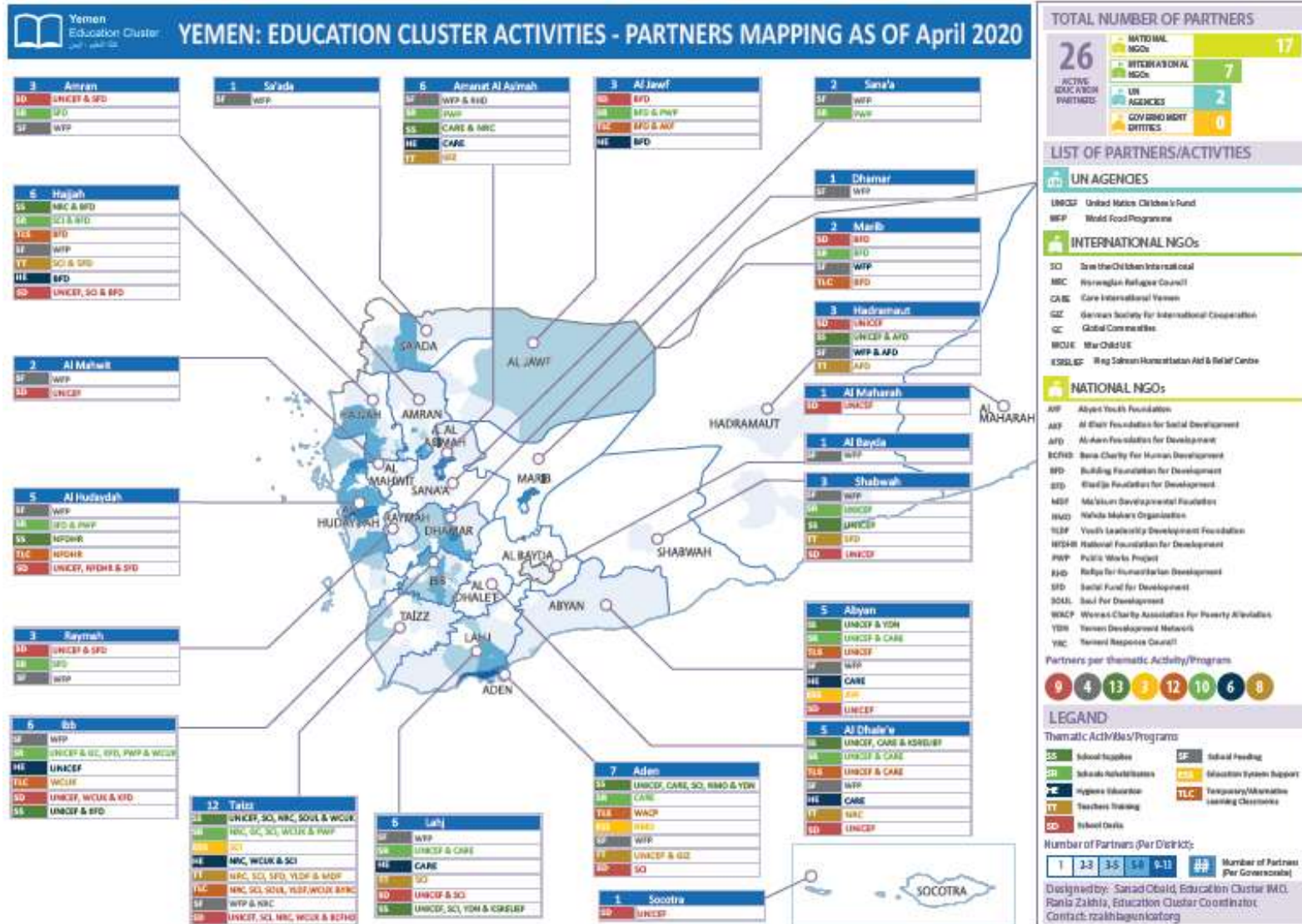
ANNEX 3: COVID-19 Education Response Plan: Risk Matrix

No	Risk Type	Risk Category	Risk Description	Inherent Risk Rating			Impact on Objectives / Programme Implementation	Mitigation Strategies	Residual Risk Rating				
1	CONTEXTUAL	GOVERNANCE	Politicization of local environment affecting the selection of education sites, interventions or choice of implementing partners	5	5	5	Very High	Project may fail to reach the most vulnerable	Due diligence micro-assessment and evaluation completed on all implementing partners and selection of beneficiaries to be done based on set criteria to facilitate justification of choice Interventions areas selected on basis of vulnerability / needs assessment	3	3	3	Medium
							Neutral: Potential perceptions/bias in project implementation among different political actors and/or community groups	Open dialogue and communication maintained with all stakeholders. Coordination with United Nations Coordination Team (UNCT) in Yemen, Education Cluster and other actors as appropriate to obtain up-to-date information and analysis on context and conflict dynamics and stakeholders Public information, communication and messaging on project implementation principles, selection and targeting of intervention areas and population groups					
2	CONTEXTUAL	HOST GOVERNMENT, IMPLEMENTING PARTNERS	Weakened capacity to deliver services (Financial, HR, Admin and/or technical expertise, particularly linked to alternative, home-based/distant learning)	3	4	4	High	Delay in implementation and quality data collection and analysis and deviation from targeted numbers. Lack of funds decrease further the capacity to implement	Provide technical support to MoE relevant sectors on planning and monitoring Provide support on programme implementation, supervision and monitoring and work with independent Third-Party firms to facilitate monitoring of implementation Maintain effective coordination and information sharing with all stakeholders at cluster level to prevent duplication of interventions Balance disbursement mechanisms of large sums to partners; empower planning, monitoring capacity of national structures including the MoE and its dedicated COVID-19 Task Forces, Programme Management Units (PMUs); build expertise of MoE and partners. Undertake micro-assessments of partners' implementation capacity and develop capacity strengthening plan; ensure adequate risk mitigation measures in place for cash transfers and procurement of supplies. Diversify partnerships for implementation to allow a more efficient and larger reach (in a coordinated manner to avoid duplication).	3	3	3	Medium
			Operational access	3	4	4	High	Delay in programme implementation caused by unclarity on access and implementation mechanisms Supply: Challenges in independent moving/clearance for supplies, delaying delivery and distribution to end beneficiaries	Communication and advocacy with all stakeholders to reaching consensus for benefit of Yemeni children Negotiations to be pursued and alternate routes/modalities to be identified	3	3	3	Medium

No	Risk Type	Risk Category	Risk Description	Inherent Risk Rating			Impact on Objectives / Programme Implementation	Mitigation Strategies	Residual Risk Rating				
3	CONTEXTUAL	PROGRAMMING ENVIRONMENT	Security risks heightened due to intensified conflict	4	4	4	High	Implementation may be delayed or suspended in some districts	Conduct situation assessment for all targeted intervention areas before actual implementation	3	3	9	Medium
									Replace initial sites with others should accessibility to intervention areas not be possible				
								Partner Capacity: Education sector partners and implementing agencies unable to do independent monitoring in targeted intervention areas.	Capacity building for national staff to respond in cases of emergencies Capacity building of NGOs partners and increase in partnership agreements and TPM to facilitate response / monitoring in areas where MoE, agencies/organisations lack staff access				
4	PROGRAMMATIC	RESOURCES	Interruption of service delivery due to non-payment of salary to teachers and school-based staff	5	5	5	Very high	Programme goal may not be achieved due to teachers' absence or limited attendance at school or their non-availability for facilitation of alternative/home-based/distant learning activities	Call for action to mobilize funding for interim response	3	4	4	High
5	PROGRAMMATIC	LOCAL PARTNERS	Low implementation capacity and restriction in some parts of the country on programme management	3	3	3	Medium	Delays in implementation and deviation from targeted numbers	Support to and capacity building to be provided to MoE and sustained with applied risk mitigation measures by implementing partners related to r major procurement and direct disbursements to beneficiaries	3	2	2	Low
6	PROGRAMMATIC	VENDORS/ CONTRACTORS	Non-timely procurement and distribution of goods by vendors/contractors due to transportation issues or conflict	4	4	4	High	Delay in availability of supplies affecting delivery of programmes and services to beneficiaries	Engage in advance planning to increase chances of timely delivery	3	3	3	Medium
7	PROGRAMMATIC	MONITORING	Programme implementation impeded due to inadequate and non-independent monitoring	3	4	4	High	Delay in implementation of activities	Regular monitoring to be conducted by MoE and implementing agencies/organisations including independent Third-Party Monitoring	3	3	3	Medium
8	PROGRAMMATIC	KEY STAKEHOLDERS	Limited understanding of the real-time situation and challenges in country.	2	4	3	Medium	Programme objective cannot be achieved if strategies proposed are not considered	Regular update to donors on country situation and implementation challenges	2	3	3	Low

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ANNEX 4: COVID-19 Education Response Plan: Education Cluster Activities



ANNEX 5: COVID-19 Education Response Plan: Project Planner, Timeline & Monitoring Template

Project Planner

Select a period to highlight at right. A legend describing the charting follows.

Period Highlight: 1
 Plan Duration
 Actual Start

ACTIVITY	PLAN START (MONTH)	PLAN DURATION (MONTHS)	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	PERIODS													
						1	2	3	4	5	6	7	8	9	10	11	12		
Objective 1					0%														
					0%														
					0%														
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