



Liberia COVID-19 Education Emergency Response Plan

This plan is a national response to the global COVID-19 emergency on the education sector in Liberia and contains strategies on prevention, mitigation, response and recovery.

May, 2020

Ministry of Education
Republic of Liberia

May 2020

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TABLE OF CONTENTS

<i>Contents</i>	
Acronyms.....	1
Figures	2
Acknowledgments	3
Minister’s Foreword	4
Summary of the Plan	5
Country Context	6
Overview of the Education Sector and COVID -19 in Liberia.....	7
Rational.....	10
Goals	10
Targeted Beneficiaries.....	11
Effects of COVID-19 on Education in Liberia	11
Lessons from Ebola	13
a. Most children did not participate in learning during the emergency	13
b. Teaching by radio had limited reach in the South East and Western Liberia	13
c. Parents wanted a timeframe included in the new academic year after Ebola for review of major learning points in the previous school year	13
d. Most parents were willing to send children back to school after the outbreak with conditions:	14
e. Local communities were involved in school reopening activities	14
f. Key considerations for school reopening	14
g. Assessment and Promotion.....	15
Summary of Policy Priorities.....	16
Equity Consideration	22
Policy Priorities, Strategies and Activities	23
Policy priority 1: Activation and Operationalization of the education cluster	23
Policy priority 2: Protection of lives and learning continuity for all students	24
Policy priority 3: Psycho-social, health and well-being, child protection and nutritional support for children ..	26
Policy priority 4: Recovery, school re-opening and system strengthening	28
Resource Mobilization, Costing and Financing.....	36
Coordination and Implementation Arrangements.....	41
Quality Assurance and Reporting	47
Annexes.....	48

Acronyms

CEOs CWIQ CBOs CLA COVID-19 CSA CSE CSOs	County Education Officers Core Welfare Indicators Questionnaire Survey Community-Based Organizations Cluster Lead Agency Corona Virus Disease Civil Service Agency Comprehensive sexuality education Civil Society Organizations
DEOs DPRD DMP DHS	District Education Officers Department of Planning, Research & Development Deputy Minister for Planning, Research and Development Demographic Health Survey
ECD ECE EiE EiETWG ESA ESDC ESP EMIS ECF EVD	Early Childhood Development Early Childhood Education Education in Emergency Education in Emergency Technical Working Group Education Sector Analysis Education Sector Development Committee Education Sector Plan Education Management Information System Extended Credit Facility Ebola Virus Disease
FGD	Focus Group Discussion
GBV GDP GoL GPE G2B GSA	Gender Based Violence Gross Domestic Product Government of Liberia Global Partnership for Education Getting to Best in Education in Liberia General Service Agency
HIES HCI HC	Household Income and Expenditure Survey Human Capital Index Humanitarian Co-ordination
IMF	International Monetary Fund
JH	Junior High
KII	Key Informant Interviews
LEC LJHSCE LPSCE LEG	Liberia Education Cluster Liberia Junior High School Certificate Examination Liberia Primary School Certificate Examination (LPSCE) Local Education Group
MM MoE M&E MoGCSP MoH MoJ MFDP	Mary's Meal Ministry of Education (MoE) Monitoring and Evaluation Ministry of Gender, Children and Social Protection Ministry of Health Ministry of Justice Ministry of Finance and Development Planning

NGO	Non-Governmental Organizations
PIL PTA	Plan International Liberia Parent Teachers Association
SC SEA SMC SQA SH SMT	Save the Children Sexual Exploitation and Abuse School Management Committees School Quality Assessment Senior High Senior Management Team
UIS UNFPA USAID	UNESCO Institute for Statistic United Nations Population Funds United States Agency for International Development
WASH WAEC WASSCE WFP	Water, Sanitation and Hygiene West African Examination Council West African Senior Secondary Certificate Exam World Food Program
ZOA	ZOA

Figures

Figure 1: Policy Priorities	1
Figure 2: Political Map of Liberia	2

Tables

Table 1: School enrolment population	5
Table 2: Cluster comparison in three context situation	12
Table 3: Cost summary per strategies	32
Table 4: Implementation arrangements.....	35

Annexes

Annex 1: EiE sub-committees
Annex 2: Access to media
Annex 3: Equity for learning continuity
Annex 4: Response activities and implementation scenarios
Annex 5: Summary of partners support
Annex 6: Draft learning materials list

Acknowledgments

This is to acknowledge the government of Liberia through the President, **His Excellency Dr. George Manneh Weah** for his strategic leadership in the national response towards the fight against the COVID-19. Special thanks to the Senior Management Team of the Ministry of Education led by **Prof. D Ansu Sonii** for providing strategic direction towards the policy priorities of the Liberia Education COVID-19 response plan. The Liberia Education COVID-19 Response Plan is the result of an inclusive and collaborative process involving development partners, stakeholders, private actors and the civil society.

Appreciation is extended to the Education in Emergency Group (EiEG) led by **Deputy Minister Alton Vanie Kesselly** and includes development partners, implementing INGOs, NGOs, private actors and the civil society for their technical support during the plan development process.

The core COVID-19 Education Response Plan development team was led by David Woods Baysah and included Abraham A. Kiazolu II, Nomtha Sithole, Charsley Kumbley and Bernard Batidzirai. The Department of Planning Research and Development was instrumental in providing the initial concept leading to the final plan.

The COVID-19 Education Response Plan was finance by the Global Partnership for Education through the United Nations Education Children's Fund (UNICEF), the Open Society Foundation (OSF) and other partners.

Minister's Foreword

The COVID-19 Education Response Plan is the government of Liberia national emergency response and recovery plan based on analysis, consultation and inclusive participation of stakeholders within the sector including development partners, civil society, implementing INGOs and NGOs as well as private foundations.

The plan is backward and forward looking. Backward looking, the plan ensures the lessons from the EBOLA virus outbreak in 2014 are incorporated. Forward looking, the plan reflects on the reality of the COVID-19 situation and ensures strategies for response, recovery, re-opening of schools and system strengthening are embedded.

The inclusive participation of partners in the development of the plan has led to funding commitment of over USD 8 million to support learning continuity, emergency take home food ration for vulnerable school children, school health kits for private schools, learning continuity support for refugee communities, and information education campaign among others.

The plan focuses on four policy priorities:

1. Policy priority 1: Activation and Operationalization of the education cluster
2. Policy priority 2: Protection of lives and learning continuity for all students
3. Policy priority 3: Psycho-social, health and well-being, child protection and nutritional support for children
4. Policy priority 4: Recovery, school re-opening and system strengthening

Three implementation scenarios are being used as guiding principles for the plan implementation:

- a) scenario 1: 0-60 days of emergency preparedness, mitigation, response and recovery
- b) Scenario 2: 61-120 days of emergency preparedness, mitigation, response and recovery
- c) Scenario 3: 120 days + of emergency preparedness, mitigation, response and recovery

The Government is committed to the implementation of this plan and will ensure an equitable and inclusive response. We are committed to learning continuity for all, including students with special needs and girls as well as those out of school. Our approach is to ensure that the most disadvantaged areas and vulnerable children are targeted first.

The open and inclusive participation of our development partners is a gain for the sector and this momentum will be strengthened as we respond to the emergency as well as the recovery. I call on all our partners, education officers, teachers, principals, parents and students to do their part in implementing this plan.

The implementation of the plan has started and resource mobilization is ongoing.

As per the authority vested in me, I approve this plan for implementation and declare this plan as the official plan for COVID-19 education response in Liberia.

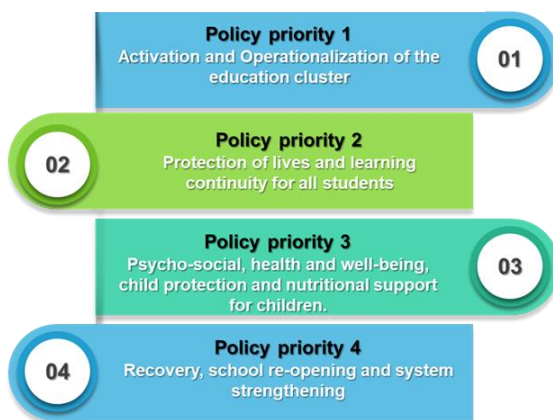
Hon. D. Ansu Sonii, Sr.

Minister of Education Republic of Liberia

Summary of the Plan

The plan is in response to the COVID-19 emergency in Liberia and is based on four major policy priorities, strategies and activities to achieve the overall goal of ensuring students are safe and care for, and they continue to learn, having access to nutritional, psycho-social, health and well-being support as well as returning to safe schools when schools re-opens.

Figure1: Policy Priorities



The plan is guided by the lessons from the Ebola response and recovery interventions and reflects on the effects of the COVID-19 on the education sector. The plan's policy priorities are data-driven where applicable.

The plan prioritizes protection of lives, continuity of learning in the face of school closure, provision of health, nutrition and child protection guidance and messaging as well as community engagement and psycho-social support to parents, caregivers, and school personnel including

teachers.

teachers.

The plan is forward looking as it outlines interventions to facilitate school re-opening, recovery and system strengthening to allow access to quality education for all. The plan ensures fairness and equitable provision of services across location, gender, service provision, and social economic status. Learning continuity for all learners is delivered with equal importance including for students with special needs and girls. The plan targets learners at all levels of the education system and takes on a system-wide approach.

Implementation of the plan will be led by the Ministry of Education's Senior Management Team (SMT) through the education cluster with UNICEF and Save the Children as co-lead. The Local Education Group (LEG) will support quality assurance, coordination and accountability. Implementation of activities will take place at national and sub-national levels involving the government, development partners, Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs), schools and the civil society. Implementation activities will be triggered based on identified risk levels of high, medium, low and none and risk levels will be determined based on guidance from health authorities, and ultimate decisions such as school re-opening will be determined in consultation with the National health response team.

Activities by level of implementation have been identified at the system, school and community levels and categorized based on preparedness, mitigation, response and recovery levels for intervention stages. Three implementation scenarios are being used as guiding principles for the plan implementation as seen below and in annex 4:

- d) scenario 1: 0-60 days of emergency preparedness, mitigation, response and recovery
- e) Scenario 2: 61-120 days of emergency preparedness, mitigation, response and recovery
- f) Scenario 3: 120 days + of emergency preparedness, mitigation, response and recovery

Financing of the plan will be carried out through government and development partner's commitment and the resource mobilization strategy. Where applicable, existing project activities will be re-programmed and resources will be re-allocated to support implementation of this plan.

Finally, quality assurance of interventions will be carried out routinely based on the results framework and quarterly implementation reports will be presented to the Local Education Group (LEG) for review and approval. Quality assurance will be conducted by the Monitoring and Evaluation (M&E) unit of the Ministry of Education (MoE) for the COVID 19 Response.

Country Context



Figure 2: Political Map of Liberia

After being ravaged by 14 years of civil war, the Education System in Liberia was on the path of post-war recovery with some significant gains made before it was again hit by the Ebola Virus Disease (EVD) outbreak in 2014 which undermined these gains. The outbreak of Coronavirus (COVID-19) pandemic and the subsequent lockdown of the country in 2020 has made matters worse for education in Liberia.

Liberia has an estimated population of 4.94 million people with 54 percent of the population living below the poverty line¹. The population is growing rapidly with a fertility rate of 4.6 children per woman in 2015². More than two-thirds of the population are under the age of 35 and nearly one-half of the population lives in urban areas. There are acute disparities in income, health and education outcomes between rural and urban populations, exacerbated by poor infrastructure and limited domestic investments. Severe malnutrition is also prevalent with almost one-third (32 percent)³ of children under five years old being stunted.

Inflation and year-on-year exchange rate depreciation peaked at 30 percent in late 2019 and growth is subdued. To address and respond to Liberia's precarious fiscal situation, in December 2019, the

International Monetary Fund (IMF) approved a four-year arrangement under the Extended Credit Facility (ECF) for Liberia in an amount equivalent to US\$ 213.6 million to help the country restore macroeconomic stability, provide a foundation for sustainable growth, and addressing weaknesses in governance. In late 2019 and into 2020, the Government has implemented macroeconomic policies and structural reforms, including a civil service wage reform, to restore macroeconomic stability and to put Liberia on a fiscally sustainable and inclusive growth path.

Liberia has faced worsening economic conditions, with negative growth (projected at -2.5 percent of Gross Domestic Product for 2020), a high current account deficit and a decline in donor transfers. The projected consumer price inflation rate is estimated at 20.5 percent for 2020, fueled by significant depreciation of the Liberian dollar against the US dollar and monetary expansion, eroding the purchasing power of the poor. In December 2019, Liberia was granted US\$214 million in stabilization support from the International Monetary Fund Extended Credit Facility which will require a number of reforms including a credible public sector wage reduction program.

Liberia's human development outcomes are among the lowest in the world as evidenced by Liberia's ranking on the World Bank's Human Capital Index (HCI)⁴. The HCI estimates that a child born in Liberia today can expect to live to the age of 62, receive only 4.4 years of schooling, and be 32 percent as productive as they would have been had they had access to full, quality health and education services. The country ranks 153 out of 157 countries on the HCI with a score of 0.31.

¹ www.World Bank.org/Liberia

² <https://data.worldbank.org/indicator/SP.DYN.TFRT.IN>

³ http://reliefweb.int/sites/reliefweb.int/files/resources/91651C7F823463D8C1257831004009A6-Full_Report.pdf

⁴ A composite index based on measures of health, education and nutrition.

Overview of the Education Sector and COVID -19 in Liberia

The Education System in Liberia has made significant gains over the last 14 years but some of those gains has been undermined by two major virus outbreaks (Ebola virus outbreak and the Corona Virus Outbreak) leading to declaration of two state of emergencies during 2014 and 2020. These outbreaks have had socio-economic impact as well as negatively affected learning continuity, school quality improvement, access and participation, including system efficiency.

The Government made some progress in implementing the G2B-ESP agenda. Achievements include: i) removing 1,900 ghost teachers from the payroll while hiring teachers that meet qualification standards; ii) providing 373,845 students in approximately 2,500 public schools with mathematics, science, social studies, and language textbooks and associated teachers' guides; iii) advancing the National Inter-Sectorial Policy on Early Childhood Development (ECD); and iv) approving more resources to schools through restructuring and downsizing of the Ministry of Education (MOE). The Government has also taken steps to strengthen accountability through a school-quality assurance (SQA) tool for monitoring school efficiency and effectiveness in line with the Education Reform Act 2011

The 2019 Joint Education Sector Review noted progress in a number of areas of the G2B-ESP. Progress had been made in sustaining the school feeding program, early grade literacy programs, teacher training and improving support for out-of-school children. With the support of the European Union, the MOE had begun a project to improve the quality of technical and vocational education in a number of specialized institutions. The World Bank is supporting the secondary education level through the Improving Results in Secondary Education (P164932), advancing research on early childhood education and promoting inclusive education through the implementation of the Government's Inclusive Education Policy. However, the JESR noted many challenges including persistent problems with access and **overage enrollment, poor infrastructure, unqualified teachers, weak implementation capacity, and a lack of teaching and learning materials⁵ and poor monitoring and coordination among education stakeholders⁶**

1. **Overage enrollment:** Overage enrollment is a significant challenge at all levels of the Liberian education system. Approximately 40 percent of primary school students are more than three years older than the age considered to be appropriate for the grade in which they are enrolled⁷. A number of supply and demand side variables contribute to overage enrollment and influence access to, and retention in, basic education. Based on a review of data sources (CWIQ 2010, DHS 2013, HIES 2014, UNICEF 2012) there are three prominent barriers to accessing basic education and undermining completion:
 - a. The adverse effects of poverty, school costs and fees;
 - b. The influence of household economic and income generating activities; and
 - c. The significant negative influence of late enrollment and overage enrollment.
2. **Poor infrastructure:** With only 56 percent⁸ of schools having functional sanitation facilities, it is important that minimum basic sanitation requirements are fulfilled in schools

⁵ Ministry of Education. (2019). Joint Education Sector Review Aide-Memoire. Monrovia: MoE.

⁶ Ministry of Education. (2019). Joint Education Sector Review Aide-Memoire. Monrovia: MoE.

⁷ MoE (2016) Liberia Education Sector Analysis

⁸ MoE (2016) Liberia Education Sector Analysis

lacking the requisite infrastructure. Four in ten schools lacked access to any source of water. Latrine availability in schools is also a major challenge, 54.7 percent of public schools reported the presence of latrines and of the total of 23,687 toilet cubicles counted in all schools, only 56.2 percent were considered functional. There is also a disparity in the allocation of cubicles to female students of the toilet cubicles in schools, 24.5 percent (5,793 toilets) were allocated for the use of female students with the remaining 75.5 percent (17,894 toilets) reserved for the use of males. Insufficient or suboptimal WASH facilities significantly impacts adolescent girls who need appropriate facilities for menstrual hygiene purposes. Hand washing stations which is a crucial intervention for the fight against COVID-19 in schools is also a challenge, just over 62 percent of all schools reported access to hand washing stations, with much lower access reported in public schools (48.2 percent) than in non-public schools (76.4 percent)⁹.

3. **Unqualified teachers:** Just over 50 percent, half of the teacher workforce has the minimum qualification required to teach at the grade they are teaching. At the primary level, 62.3 percent of teachers are qualified, compared to 33.1 and 33.9 percent of teachers at the JH and SH levels respectively. In ECE, 49.2 percent of teachers are considered qualified, however, the minimum qualification held by most ECE teachers, is a 'C' Certificate which focuses on preparing primary school teachers and does not offer any ECE specific training.¹⁰
4. **Weak implementation capacity:** The structure for education management exist at the national, county, district and school levels based on the Education Reform Act of 2011 with each County having a County Education Officer (CEO), District Education Officers (DEOs) for each education district and principals for each school. The Ministry is in the process of re-constituting the County School Boards (CSBs) for the 15 counties as required by law. However, the majority of CSBs, CEOs and DEOs staff have not received professional training related to their job descriptions, and the MoE has not yet developed training programs or clear MoE guidance or tools to support these staff in the execution of their job responsibilities. Additionally, CEO and DEO staff do not appear to have the material and financial resources required to successfully fulfil their job descriptions. Specifically, CEO and DEO staff do not have sufficient resources to support travel to schools to conduct periodic school monitoring and quality assurance activities¹¹. At the school level, a majority of principals have not received extensive training with regard to the responsibilities of their job. Tuowol et al (2014), Norman (2012), and MoE (2011, 2014 and 2015) suggest that the majority of Liberian school principals do not have degrees, diplomas, or certification related to their work¹². Lack of education and awareness on the Parents Teachers Association (PTA) national policy also contributes to weak implementation.
5. **Curriculum Implementation and teaching-learning materials:** In 2019, Liberia launched the reformed national curriculum. The new curriculum is competency-based where students will acquire skills alongside the academic aspects; thus doing away with the content-based syllabus that does not derive skills. The new curriculum for both public and private schools include comprehensive sexuality education (CSE) to promote reproductive

⁹ MoE (2016) Liberia Education Sector Analysis

¹⁰ Ibid., 79-81

¹¹ Ibid., 129-135

¹² Ibid., 138

health, peace building, human rights, general history of Africa and other emerging issues that are based on skills development rather than content development. There are challenges associated with implementation of the new curriculum, teachers have not received orientation of the new curriculum and they have little or no knowledge and skills of learner-centered pedagogies. The curriculum lacks the relevant teaching-learning materials including textbooks, workbooks, teacher guides etc.

Table 1: Student Enrollment Population

Pre-primary	412,394
Primary	772,918
Secondary	674,538
Tertiary	387,530
Total	2,247,380
<i>Source: UIS, 2020</i>	

Regarding recovery and system strengthening, the above challenges will be given priority to ensure the system is responsive in providing access to quality education for all.

The Coronavirus Disease 2019 (COVID-19) pandemic is rapidly impacting all aspects of life across the world, including education service delivery. The COVID-19 pandemic has affected over 2 million learners' nation-wide at all levels¹³ as schools are closed, private school teachers have lost

their income as parents are not paying school fees in the wake of school closure. The total number of active confirmed COVID-19 cases as at May 5, 2020 was 178. Female accounted for 60 while male 118. 20 deaths were reported and 850 contacts are being followed. These figures are evolving daily and are undermined by limited testing in the country.

Liberia's death rate is at 11.24% as of 5th May 2020 compared to Senegal death rate to date is 1.22%, Sierra Leone 6.22%, Ivory Coast 1.23%, Guinea 0.59% and Ghana 0.71%.

A national address by the president of Liberia, **His Excellency Dr. George Manneh Weah**, on March 16, 2020 provided for several initial behavioral-change measures to keep the public safe. In response, the Minister of Education ordered the closure of all schools as a step to curtailing large congregation of people at one time in one place while contact tracing was conducted for the first identified patient of COVID-19. This has resulted in students losing out on their regular academic activities since.

In an effort to mitigate the impact of COVID-19 on Liberian students, the Ministry of Education (MoE), is seeking to work with stakeholders and partners to implement an emergency plan that draws from the experiences of the Ebola Virus Disease (EVD) epidemic of 2014.

¹³ <http://uis.unesco.org/en/country/lr>

Rational

In response to the Corona virus outbreak, the Government of Liberia closed schools. In order to prevent and control its spread. Considering the indefinite nature of this outbreak and the uncertainty as to when schools will reopen, the Ministry of Education, like the rest of the world, has made an informed decision that education cannot wait. Over 2 million learners are at home with limited access to learning continuity. School feeding, which serves as a major factor for improving nutrition and school enrolment, has been discontinued. Hygiene and health practices in communities is compromised as schools are points for enhanced WASH practices. Additionally, many poor families are faced with huge social-economic burdens due to lockdown including limited access to income. The interventions are needed in the education sector for the short, medium and long term based on three implementation scenarios as outlined in the plan.

It is expedient that children continue learning and parents and caregivers are engaged to support children while they remain home. Parents will need psycho-social support to care for children and relevant interventions to reduce social-economic burdens are needed especially for the vulnerable and poor. At some point in time, schools will have to re-open and systems will have to recover and be strengthened to ensure access to quality education for all.

As the health system continues to work toward curbing the virus, it is critical that the Ministry of education remains engaged with the student population, communicating key health and education messages, especially in rural communities which are often underserved in national response. This communication will need to continue through the lifespan of the pandemic through to recovery and resumption of regular school activities.

The issues highlighted above serve as the basis for this plan. This plan intends to address the issues highlighted in a coordinated manner involving all partners and stakeholders and ensuring accountability at all levels through four policy priorities:

5. Policy priority 1: Activation and Operationalization of the education cluster
6. Policy priority 2: Protection of lives and learning continuity for all students
7. Policy priority 3: Psycho-social, health and well-being, child protection and nutrition support for parents and children
8. Policy priority 4: Recovery, school re-opening and system strengthening

Goals

The overall goal of the plan is to ensure students are safe and care for, and they continue to learn, having access to nutritional, psycho-social, health and well-being support as well as returning to safe schools when schools re-opens.

Specifically, the goals of the plan are:

1. To ensure the prevention and control of COVID-19 while students continue to learn during the period of the COVID-19
2. To ensure continuity of learning and the period of school closure with the support of parents and communities
3. To plan for and ensure that when schools eventually re-open, they are safe for students and teachers to return and that systems will be strengthened to provide access to quality education for all.

To ensure achievement of these goals, the plan focuses on preparedness, response, and mitigation as well as recovery measures. The Ministry conceives that it is critical to work with its Education Sector Partners at the Education Sector Development Committee (ESDC) level and other relevant stakeholders to bridge the gaps in student learning as well as ensuring that all safe-school protocols are in place for the re-opening of all learning institutions, public and private, across the length and breadth of the country.

Targeted Beneficiaries

The Ministry of Education COVID-19 emergency response plan intends to benefit the ~2 Million plus students across all learning institutions throughout the country. Indirectly, the interventions of the MoE are expected to also impact students' families, PTAs and communities. Higher education is also a critical component of this plan around learning continuity systems and safe school re-opening. There are 387,530 students in higher education institutions across the country but the plan will focus specifically on public higher education institutions and teacher training colleges.

The Ministry's plan will support continued learning for ~2 Million plus students while supporting ~65 000 teachers to manage continuous learning and eventual resumption of learning in safe school environments from Early Childhood through to higher education. Psycho-social support and outreach are expected to benefit students in communities, but especially the 49% girls and/ or up to 10% of students across the country with special needs who are disproportionately affected by disruptions to learning for all students.

When normal school activities eventually resume, it is critical to ensure that there is a safe learning environment for learners and teachers in all schools.

Effects of COVID-19 on Education in Liberia

COVID-19 has had far reaching effects across all sectors including education. Some of the effects are visible while others are being considered based on lessons from the Ebola Virus outbreak in 2014. Below are some of the effects of the COVID-19 on the education system in Liberia:

- i. **Interruption of learning and Assessment:** School closures interrupts learning, presents a challenge for curriculum implementation and impact negatively on learning outcomes. The most vulnerable and marginalized students are the most affected. Poor and rural communities have fewer opportunities to learn at home. Girls have limited access to home learning as they, in many communities, are to be involved in home chores and childcare. Young pre-school aged children are also likely to miss out given that their social and play-based learning style is not easily supported through distance learning. In additions, assessments associated with evaluating learning and determining progression are more difficult to implement.
- ii. **Reduced access to school feeding:** The provision of school meals is the world's largest social protection measure and sustains the nutrition of millions of children and partially alleviates poor families' burden to feed their children. For children who were used to school meals who are now at home, there is a significant impact on their nutritional wellbeing. Many children and youth rely on free meal provided at schools by World Food Program (WFP), Save the Children and Mary's Meal, ZOA and other partners for food and healthy nutrition in Liberia. Since schools are closed, nutrition is being compromised.
- iii. **Reduced access to clean water, sanitation and hygiene practices:** Access to quality WASH services is already a challenge in most schools and closure of schools exacerbates the situation. Schools are frequently a hub for children and their families to have reliable access to clean water and sanitation. Schools are critical system nodes for educating children about positive healthy behaviors and information on how students can protect themselves and their

families. As schools are closed, many children especially the under privileged, have very limited access to safe WASH facilities. Clean water is important for promoting hand washing to prevent the spread of COVID-19.

- iv. **Loss of income for teachers and potential decrease in the number of available teachers:** Many teachers in public education systems are not formally on the government payroll (volunteer teachers) and are being supported directly by communities through the PTAs. This support is likely to stop, and there will be no financial incentives to ensure that these teachers facilitate distance learning. There is a risk that these teachers (many who are undergoing training) will be lost to the system as they are likely to identify alternative sources of income. Private school teachers are also being affected as the school closure led to disruption in school fees collection leaving teachers at the losing end.
- v. **High economic and social burden for parents:** When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. Increased responsibilities of care, provision of food and lack of stable income is a potential burden to face many families. Most parents will not be around to help their children as they have to go to work and seek income for livelihood support. In addition most parents lack a steady income flow. Illiterate parents have challenges supporting their children's learning while schools are closed.
- vi. **Probability of increased teen age pregnancy, sexual abuse and exploitation and Gender Based Violence (GBV):** During emergencies, poverty deepens and children's idleness, and the disruption of organized routines of social behavior may lead to significant increases in sexual behavior among teenagers. This includes transactional sex and even sexual exploitation by emergency relief workers as was seen during the Ebola emergency. As a result, teenage pregnancy rates reportedly increased. Sexual abuse and exploitation can also increase in communities where children are idle and vulnerable. Learning from Ebola, this is a potential crisis that the system will need to look out for. Additionally, sexual and gender-based violence is also pervasive in Liberia and include violations such as rape, incest and other forms of sexual as well as psychological forms of violence. While children are home and sometimes, unsupervised, these might increase and the response plan will have to consider a coordinated approach between the Ministries of Education Health, Justice Gender Children and social protection in order to enhance child protection mechanisms and prevent sexual exploitation and abuse.

Lessons from Ebola

During Ebola, daily routines associated with socialization and group gathering were disrupted and an atmosphere of fear and mistrust permeated daily life. The government ordered non-essential staff to stay home and most businesses were closed and the economy suffered as restrictions on transportation and commerce, and the withdrawal of international workers ravaged the economy with GDP growth rate of 0.00% in 2015 and -1.60% in 2016¹⁴.

In February 2015, the Liberia Education Cluster (LEC) released the report on the assessment of the effects of Ebola on education in Liberia. Data collectors conducted 351 key informant interviews (KIIs) and 80 focus group discussions (FGDs) from 12-19 January. For the KIIs, data collectors interviewed a school administrator (e.g. principal or vice principal) at schools. The FGDs took place at 40 schools with two FGDs at each school: one with learners and one with learners' parents/PTA members. From the 351 randomly selected schools, convenience sampling was used to select the sites for the FGDs (i.e. willing cooperation from the principal, availability of learners/parents, etc.). Data collectors tried to keep FGDs to 6-12 participants; however, as additional parents and learners became curious about the process and interested in talking about their experiences, some of the groups ended up having more participants.

A total of 485 students participated in the learner FGDs (average of 12/FGD) with 48% female students and ranging from grades 1-12. 471 parents/community members participated in the PTA FGDs (average of 12/FGD) with 49% being female. Since schools in only 9 out of Liberia's 15 counties were assessed, the findings cannot be generalized to the entire country or any of the counties not assessed. Furthermore, although the report presented findings at the county level, it should be noted that the 95% confidence interval is crucial and therefore the generalizability of the findings only applies to these 9 counties as a whole and it does not apply at the individual county level. Critical lessons documented from the effects of Ebola on education were:

- a. **Most children did not participate in learning during the emergency:** All groups (school administrators, learners and PTAs) were asked to identify what they felt were the most common ways in which students had continued learning while schools have been closed. The most common response in all three groups (KIIs 46%, Learners FGDs 50% and PTAs FGDs 73%) was that students did not participate in any learning activities during the closures followed by self-learning (KIIs 25%, Learner FGDs 28% and PTA FGDs 20%). See annex 1 for all details.
- b. **Teaching by radio had limited reach in the South East and Western Liberia:** The assessment revealed that Teach-By-Radio programs were utilized in Bassa 33%, Nimba 25%, Lofa 17% and Margibi 16%. On the other hand, 0% utilization were recorded for Grand Gedeh and Rivercess Counties with Bomi having 7% and Montserrado 13% utilization rates. Percentages were highest in Grand Bassa, where according to about one in three school administrators, the Teach-by-Radio programs were used by students when schools were closed. See annex 1 for details.
- c. **Parents wanted a timeframe included in the new academic year after Ebola for review of major learning points in the previous school year:** Administrators and learners were asked to suggest and prioritize what they felt would be the most effective way to do this:
 1. The most common suggestion from both groups was to use the first two weeks of the new school year to review the previous year's learning (KII 61% and Learner FGDs 68%);

¹⁴ <https://www.macrotrends.net/countries/LBR/liberia/gdp-growth-rate>>Liberia GDP Growth Rate 2001-2020. Wwww.macrotrends.net. Retrieved 2020-04-24.

2. The second most common suggestion was to give learners informal tests/quizzes to assess where students were in their understanding for their respective levels (KII 20% and Learner FDGs 30%).
- d. **Most parents were willing to send children back to school after the outbreak with conditions:** All students and PTA members were asked if they will go back to school or if parents will be sending their children back to school after the reopening¹⁵:
1. 98% from both groups said they will return/send their children back to school;
 2. 6 out of the 9 students who said they will not be returning to school came from Grand Bassa, while only two out of the nine PTA members saying they would not send their children back were from Grand Bassa; unfortunately, data does not exist as to the exact reason why these nine students and nine different parents said they will not be returning to school or they would not be sending their children back to school.

Although 98% of all PTA members present for the discussion indicated that they were ready to send their children back to school, when asked what measures would need to be put in place first, they indicated:

1. Temperature checks for students upon arrival at school, and
 2. The creation/improvement of hand washing facilities were the top priorities for parents
- e. **Local communities were involved in school reopening activities:** The various types of activities that schools or local communities undertook to prepare for school reopening were:
1. School maintenance and repairs. As schools have been closed for so long, many schools underwent various level of damage to their infrastructure
 2. Community mobilization, information sessions and workshops regarding Ebola awareness and prevention was the second most common activity
 3. Other common activities included establishing temporary learning spaces (TLS) for additional classroom space, cleaning the school grounds, acquiring and providing school materials, conducting registration of students for reopening, providing psychosocial support for students and teachers, holding small study classes for group learning and providing food to the school to begin a school feeding program.
- f. **Key considerations for school reopening:** Key informants were asked to identify what they felt were the top priorities in terms of essential support for education right now:
1. Respondents indicated a strong prioritization for provision of learning and instructional materials;
 2. The second and third areas of priority were school feeding and provision of uniforms;
 3. Also strongly prioritized is assistance in repairing damaged infrastructure and promoting Ebola awareness/prevention practices.

When school administrator key informants were asked what support would best help learners return to class once schools have reopened? They indicated:

¹⁵ Unlike most FGD questions, data for this question was collected at the individual level, not the aggregated, group level.

- a. Provision of teaching materials as the most important form of support to help learners return to school; this coincided with the findings presented immediately above and the apparent need for/emphasis on teaching and learning materials
 - b. Community sensitization to allow children to participate in school and financial assistance were also strongly highlighted as important interventions
 - c. Of the 30 respondents who indicate 'Training for teachers', only 12 suggested specific training topic ('Classroom management' and 'Ebola awareness/prevention') being the most popular
- g. **Assessment and Promotion:** The Ministry position was to allow schools to make the decision on promotion based on their assessment of individual students, their past performances and interventions provided by schools during the Ebola virus outbreak. Additionally, schools were to allow time during the re-opening of schools to carry out a review of key learning points from the previous school year.

Several efforts were made during the Ebola outbreak to ensure learning continuity, provision of health kits, and renovation of WASH infrastructure, paying private school teacher's hazard packages, development of teaching by radio packages, distribution of teaching and learning materials and other school supplies. Currently there are distribution plans, materials for teaching by radio and school health protocols among others that were developed during the response to Ebola that will be reviewed and strengthened during this response to avoid delays and reinventing the wheels. Additionally, coordination with Ministry of Health (beyond community engagements, Ministry of Justice) and Ministry of Gender, Children and Social Protection on mitigation and prevention of sexual abuse and exploitation and Gender Based Violence (GBV) during COVID-19 will be considered.

Summary of Policy Priorities

I. Preparedness and Mitigation

a. Policy priority 1: Activation and Operationalization of the Education Cluster

Globally, Education Cluster work towards a predictable, equitable and well-coordinated response addressing education concerns of crisis affected populations by reinforcing capacities of cluster staff and partners, providing timely remote and direct field support, strengthening robust assessment, analysis and advocacy.

Formally activated clusters¹⁶ are a temporary coordination solution. They are created when existing coordination mechanisms are overwhelmed or constrained in their ability to respond to identified needs in line with humanitarian principles.¹⁷ A cluster is accountable to the Humanitarian Co-ordination (HC) through the Cluster Lead Agency (CLA) as well as to national authorities.

Emergency, or crisis sectorial coordination mechanisms, for the purposes of this description are led by Governments and report to designated Government bodies. The lifespan of emergency sector coordination is defined by Government policy or declaration. International humanitarian support can augment national capacity, underpinned by the principles of the cluster approach.

The name of a coordination mechanism does not matter, but **a formally activated cluster has specific characteristics and accountabilities.**¹⁸, the table below compares cluster coordination in three different situations.

Table 2: Cluster comparison in three different situations

Coordination Mechanism	Emergency Phase	Recovery Phase
Government has coordination capacity	Government provides leadership. International partners can reinforce the Government's coordination capacity.	Government leadership continues. Humanitarian coordination structures may transition to recovery and to development structures. Inter-national actors withdraw or support recovery, and help to prepare for future crises.
Government Has limited coordination capacity	Clusters are activated where needed. Where possible, co-leadership with Government bodies and NGO partners is strongly encouraged.	Clusters are de-activated or devolve to national emergency or recovery and development coordination structures, where possible. Government coordination is strengthened, where possible.
Formally Activated Clusters are in place	Activated clusters continue. New clusters may be formed (after review of coordination and response needs) and their capacity augmented.	Clusters are de-activated, or transition to pre-crisis cluster structure. Government coordination is strengthened where needed.

This policy priority will ensure the activation

and operationalization of the Education Cluster to facilitate transparent and inclusive education through emergency coordination mechanisms and assign staff to lead inter-agency coordination. The EiE led by

¹⁶July 2014, Reference Module for Cluster Coordination at Country Level; Inter Agency Standing Committee, P-1

¹⁷July 2014, Reference Module for Cluster Coordination at Country Level; Inter Agency Standing Committee, P-1

the Ministry of Education shall be an interim reference group leading up to the formalization of the cluster. The EiE sub-committees shall be the working groups of the cluster to support planning and implementation of strategies and activities of the education response plan. The cluster will ensure the:

1. Development of a COVID-19 Response Plan to address effects of the emergency in the short to medium term as well as plan for a system-wide recovery in the long term.
2. Solicit funds to implement the Education Sector COVID-19 response plan;
3. Production and dissemination of key messages for students, teachers and parents on how to prevent and control the spread of COVID-19 and how to access education services (continuous learning) through available modalities relevant to the county-specific situation.
4. Support implementation of the current emergency response plan through clear leadership, coordination and accountability at the international, national and local levels.
5. Monitor implementation of program activities and ensure that capacity is in place at all levels to effectively respond to the emergency.

b. Policy priority 2: Protection of lives and learning continuity for all students

This policy priority ensures that actions are taken to protect lives through preventive measures and ensure learning continuity for all learners through:

i. Protection of Lives

- a. Provision of social behavior change and risk communication messages on prevention and control of COVID-19 during the emergency response and recovery period;
- b. Measures to keep schools closed in a high risk environment during the emergency period.

ii. Learning continuity for all students

- a. Provision of relevant distance learning platforms (Radios, SMS, community, teachers, internet etc.) modalities (Teaching by radio, interactive education apps, YouTube, SMS guided instructions, Guided printed tips with learning targets for parents to collect or teachers to deliver) for learning continuity at all levels in English and local languages for all learners during the emergency response period
- b. Targeted gender and age-appropriate COVID-19 health and well-being awareness messages to learners, parents, teachers and students with special needs during the emergency response period
- c. Accelerated instruction for Grades 1-5, 7,8,10 &11 to make up for lost time using the reformed national curriculum when schools re-opens The design and development of accelerated instruction packages will take place prior to school re-opening.
- d. Provision of specific catchup lessons/instruction for 6th, 9th and 12th Graders when school re-opens to make up for lost time and prepare for the West African Examinations Council (WAEC) and the West African Senior Secondary School Certificate Exam (WASSCE) 2020 exams in Liberia, respectively. The identification and development of catchup lessons will take place prior to school re-opening.

- e. Early Childhood Development (ECD) support for parents of young children through parenting and child development lessons as indicated in the thematic teacher planner (Food We Eat) by radio or for home-based learning during the emergency response and provision of teaching learning materials during the recovery period
- f. Promotion of social cohesion and play-based learning, with students and parents or older siblings/relatives playing the role of teacher during the emergency response.
- g. Supporting teaching tips and other basic issues for teachers/community facilitators during the emergency response
- h. Continuity of learning for students with special needs will be coordinated through special needs schools and family support teachers during the emergency who will work with parents and agree the program of work with the pupil's parents and guardians taking into account of their capacity, age, gender and capacity, Identifying and using technological and resource options available to the teacher and the pupils to support learning, and where possible, sharing specific resources or individualized support with parents and guardians.
- i. Higher education support through subsidy for learning continuity/distance learning platform establishment and safe re-opening of schools during the emergency response and re-opening of schools.

c. Policy priority 3: Psycho-social, health and well-being, child protection and nutrition support for parents, teachers and children

This policy priority acknowledges the importance of psycho-social support for caregivers, health and nutrition of children as critical elements to support learning continuity and care giving. Additionally, the priority ensures that equity and inclusion of the most vulnerable and disadvantaged population groups is considered. The policy priority will ensure:

- a. Psycho-social support for students, teachers, parents and caregivers during the emergency response and recovery periods especially girls and vulnerable and marginalized population;
- b. Health and well-being support for students and school staff through linkages and referral systems in coordination with the Ministries of Justice, Gender, Children and Social Protection and Health during the response and recovery period;
- c. Provide curriculum-based instruction through relevant platforms (radio, SMS, paper-based, online distance learning application etc.) to ensure learning and psychosocial support for all learners at the basic and secondary education levels.
- d. Develop technical guidelines for parents during COVID-19 to help their young children grow and develop properly during the response period;
- e. Provision of daily school feeding take home rations based on social distancing protocol with a focus on the most vulnerable children during the response period and a national school feeding program for two months during the recovery period;
- f. Health and wellbeing support through SMS and radio messages during the emergency and implementation of the health and wellbeing protocol during the recovery period in all schools;
- g. Child protection support as platform for referral during the emergency and based on reports received on the MoE hotline.

- h. During the emergency, teachers will be engaged through provision of learning support to families with special needs and early learning student's families as well as students from families with poor literacy. This will mostly take place through sharing of learning task with parents and reviewing assessments based on learning tasks especially in counties not affected by the virus. Additionally, teachers will be provided several free online and open source professional development platforms to enhance their knowledge and skills during the emergency, including distance teaching methodologies, existing and expected child protection and GBV risks, child-friendly and gender sensitive communication, child safeguarding and child protection concerns, health/hygiene and safe referral practices.

II. Recovery

a. Policy priority 4: Recovery, school re-opening and system strengthening

This policy priority will come into effect when there is minimum to no health risk from COVID-19 in Liberia, although preparatory work will be continuous and run parallel to other activities. It will focus on school re-opening, system recovery and strengthening, community and parental engagement, mobilization, students, teachers and school readiness. It will be implemented through a phased approach to ensure that health protocols can be followed including the necessary training of teachers and school personnel to be able to identify and refer potentially COVID-19 positive students and teachers once schools re-open. There will also be sensitization/training on psychosocial support in order to avoid social stigma and discrimination

Phase 1: Preparedness for Re-opening

1. Rapid assessment of schools, students and community's readiness for school re-opening and impact of COVID-19 on schools, students, parents and communities;
2. The development and printing of relevant curricula and materials for accelerated and gender sensitive learning to ensure age-appropriate enrolment;
3. Procurement and provision of relevant materials including the reformed curriculum, ECD curriculum, teaching and learning materials for ECE for none GPE supported counties, textbooks, workbooks including digital versions for ECE to 12th grade, school health and hygiene kit¹⁹ materials etc.;
4. Drafting guidelines for school re-opening to guide schools around activities related to re-opening
5. Development of continuous professional development training packages for teachers at all levels ensuring alignment with the national curriculum and results from learning assessments and the WASSEC exams for grades 6th, 9th 12th;
6. Development of safe school protocols and social distancing guidelines communities
7. Identification of private schools to support school re-opening activities (WASH, health and wellbeing and psycho-social support)
8. Identification of universities, technical and vocation institutions and teacher training institutions to support preparation of school re-opening to include interventions around WASH, hand washing, psycho-social support, health and well-being, and establishment of learning continuity platforms.

Phase 2: School reopening

¹⁹ School health kit should include Water barrier, Clorox, thermo flash, bar soap, first aid kit, locally produced face and nose mask for teachers and staff, rubber gloves, mop for floor of wash room, cleaning brush for WC or toilet, insect repellent and buckets for WC use etc.

1. Finalization of school re-opening guidelines based on rapid assessment findings
2. Interventions for safe school opening including community mobilization, parental engagement, repair of WASH facilities, provision of soap for hand washing, fumigation of schools, repairs and maintenance of classrooms and janitorial services.
3. Distribution of curriculum, teaching-learning materials, school health and hygiene kit and other supplies through county and District Education offices
4. Providing of school feeding with a focus on the most vulnerable
5. Training of school administrators, PTAs and teachers around psycho-social support, stigma, health protocol, curriculum implementation, lesson planning, content knowledge, gender sensitive and accelerated learning, learner-based pedagogical approaches, accountability, ethics etc.
6. Ensuring student assessment guidance and school calendar adjustment for catch-up and remedial instruction
7. Provision of resources for minor repairs, teacher and staff orientation and implementation of school health and wellbeing as well as WASH protocols
8. Disbursement of subsidy to universities, TVET and teacher training institutions for preparation of school re-opening to include interventions around WASH, hand washing, psycho-social support, health and well-being, and establishment of learning continuity platforms.
9. Back to school campaigns targeting out of school children who were previously not in school or those at risk of not returning to school through community awareness and mobilization.

Phase 3: System strengthening

1. Strengthening systems around:

a. Teaching-learning materials and learning continuity:

- i. Provision of teaching and learning materials for ECE in none GPE counties, textbooks, teacher guides and digital workbooks based on the reformed curriculum for grades 1-9. The Ministry of Education IRISE project is providing textbooks and workbooks for grades 10-12 based on the reformed curriculum. This intervention will complement the IRISE project textbook provision to complete the chain from grades 1-12 based on the reform curriculum;

b. Assessment

- i. Development and implementation of a school readiness assessment system and tools for ECE to complement the learning assessment system under the current Getting to Best GPE project for early grades. This assessment system will validate school readiness for grade 1 and inform the system on gaps related to school readiness for improvement.

c. Institutional learning continuity system

- i. Establishment of recognized platforms and systems based on the curriculum for learning continuity that can be activated during emergency. These may include printable digital workbooks with guiding instructions for parents and students, learning by radio for all grades and all units of the curriculum, parental guidance based on the ECD curriculum for home-based learning etc.;

d. Teacher quality improvement

- i. Institutional continuous professional development packages for teachers teaching at the ECE – 9th grade levels based on the reformed curriculum taking into account the new competency framework, WASSEC results for grades 6th and 9th and other learning assessments results including school readiness assessment. This will complement the continuous professional development package that is being prepared for secondary school teachers based on the WASSEC results and the national reform curriculum.

e. Capacity development for CEOs, DEOs and School leadership

- i. Scaling of the Ministry school leadership program to counties not covered under the existing funding to ensure a system wide approach. The school leadership program targets school principals and vice principals.
- ii. Providing a standard training program for CEOs and DEOs around their duties and understanding of education planning, management and supervision at the county level

f. School quality Improvement and data strengthening

- i. Through strengthening school quality assessment systems at the district and school levels through training of CEOs and DEOs, setting up SQA systems at the County level and provision of logistic for supervision.
- ii. Strengthen EMIS capacity around data collection, analysis and reporting to improve the regularity of the annual school census reports. Data collection instruments will ensure all data are disaggregated by sex, age, disabilities and other vulnerabilities.

g. Monitoring and Accountability

- i. The emergency M&E activities are intended for tracking progress made towards the implementation and the achievement of results of the COVID-19 Emergency Response plan at the central and decentralized levels.
- ii. The activities to be conducted during recovery period are meant for upgrading the M&E system of the Ministry of Education including the establishment of a functional inspectorate and will include M&E capacity and Readiness assessment, linking the M&E system with and strengthening other MoE's accountability arrangements such as the inspectorate, SQA, and EMIS, development of an institutional M&E plan that shows the linkages with the other accountability arrangements, building of human and institution Capacity for M&E, development of data collection instruments or platforms, , and rolling out of the M&E system.

Equity Consideration

Policy Priority 1: Activation and Operationalization of the Education Cluster

This policy priority calls for the activation and operationalization of the Education Cluster. The activation of the cluster will ensure coordination and implementation of emergency response, mitigation, recovery and school re-opening activities.

Policy priority 2: Protection of lives and learning continuity for all students

This policy priority ensures equitable provision of services and support. The protection of lives comes through preventive risk communication messages and community engagement for all learners and parents and specific messages targeting girls.

Learning continuity will ensure equity for all learners including students with special needs based on location, access to media (Internet, computer, radio and cell phone²⁰) and social economic status. Additionally, learners with special needs will be considered for learning continuity. Ultimately, learning continuity will ensure

- a. Simplification of curricula and modification of learning goals to support learning at all levels and for all including special need students and strengthen the gender responsive elements. Additionally, including learning on prevention, protection, gender and inclusion, and safe referral system;
- b. Provision of learning materials for population groups without access to radios, phones and internet including children with special needs;
- c. Use of distancing learning through radio, television, internet, interactive education apps and SMS to amplify learning where relevant;
- d. Parental engagement, outreach and support from teachers, school leaders, and districts to support learning continuity and care provision of all children including girls and children with disabilities
- e. Identifying and providing stimulus food and medical packages to vulnerable families²¹

Policy priority 3: Psycho-social, health and well-being, child protection and nutrition support for parents and children

This policy priority supports equity in delivery of services through targeted support for different school population groups including those experiencing abuse and violence. Specific guidance and messages will target exploitation and abuse. Additionally, vulnerable families including the poor will be supported through continuous school feeding support being provided by the World Food Programmed, Save the Children Mary's Meal, ZOA and other partners. The provision of food ration during emergency is often an entry point for sexual exploitation and abuse. Therefore, Specific guidance and messages will target sexual abuse and exploitation.

Policy priority 4: Recovery, school re-opening and system strengthening

The equity nature of this policy priority is embedded in the response approach of targeting the entire school population, girls, and students with special needs, disadvantaged teachers, disadvantaged school communities and families. This policy priority will also facilitate safe re-opening of all schools targeting all learners and system strengthening to support all learners in an equitable manner.

²⁰ See annex 2 for all tables related to media access in Liberia

²¹ See details of each point in annex 3

Policy Priorities, Strategies and Activities

Policy priority 1: Activation and Operationalization of the education cluster

Objective: To support coordination and collaboration on the education response by sector partners in order to ensure predictable, well-coordinated and equitable provision of education for populations affected by COVID -19.		Scope: National and sub-national levels
Strategy 1: Activate the Education Cluster		Outcome indicator: # of (and/or % of targeted): # of action points agreed upon at EIE/cluster meetings implemented on time.
Activities	Output indicators	Means of verification
a. Identify partners for cluster activation	# of partners identified	List of partners identified
b. Develop concept for cluster activation	Availability of cluster activation concept note	Approved concept note
c. Identify cluster leadership	Lead and co-lead available	Endorsed LEG memo on cluster leadership selection (UNICEF and Save provide co-leadership in education in emergency globally)
d. Activate the cluster	Cluster activation approval	Cluster activation approval memo
Strategy 2: Ensure cluster operationalization		Outcome indicator: # of (and/or % of targeted): % of planned activities implemented on time
Activities	Output indicators	Means of verification
a. Identify capacity for cluster management	# of personnel recruited for cluster management	Cluster personnel records and the ToR and documentation of the core function of the cluster
b. Set up the cluster coordination and reporting systems	Coordination and reporting system established	Reports generated by the system
c. Identify and support areas of implementation based on scenarios	# of areas identified for implementation based on scenarios	List of areas identified based on scenarios
d. Constitutions of sub-committees to respond to the emergency. ²²	# of sub-committees established # of functional sub-committees	Sub-committees deliverable reports
e. Provide logistics and equipment for national, county and district levels for plan implementation	Types of logistics (computer, internet, motor bikes etc.) available	Report on logistic and equipment provision

²² In addition, the education cluster should include focal points from the Ministries of Health and Gender, Children and Social Protection.

Policy priority 2: Protection of lives and learning continuity for all students		
Objective: To support national prevention and control measures and ensure learning continuity for all students		Scope: National and sub-national levels
Strategy 1: Ensure development and dissemination of risk prevention and awareness messages		Outcome indicator: # of (and/or % of targeted): Prevention of COVID - 19 spread among students and parents
Activities	Output indicators	Target beneficiaries
a. Develop COVID-19 prevention and control awareness through Social Behavior Change Communication amongst students and all education actors	# of prevention awareness activities carried conducted	Reports on awareness activities
b. Printing of IEC/BCC materials for students and education actors	# of IEBC materials printed	Delivery note
c. Disseminate prevention and control messages in communities nationally through print and electronic mediums (National airing through radio stations)	# of radio stations airing messages	Radio monitoring report
d. Disseminate prevention and control messages in communities nationally through print and electronic mediums (Community airing through community radio stations)	# of counties receiving preventive messages	List of Counties receiving prevention messages
Strategy 2: Establish learning continuity platforms		Outcome indicator: # of (and/or % of targeted): # of functional learning continuity platforms
Activities	Output indicators	Means of verification
a. Establish relevant ²³ platforms and modalities for learning continuity by location and for all levels	# of platforms and modalities identified for learning continuity geographically	List of relevant platforms and modalities per location available
b. Strengthen relevant platforms and modalities	# of Platforms and modalities functional	Reports on different platforms and modalities being used per location
Strategy 3: Support learning continuity for all students including students with special needs		Outcome indicator: # of (and/or % of targeted): # of students involved

²³ Relevant platforms (Radios, SMS, community, teachers, open source textbooks, internet etc.) modalities (Teaching by radio, online learning, SMS guided instructions, Guided printed tips with learning targets for parents to collect or teachers to delivered etc.)

		in learning by location through learning continuity platforms
Activities	Output indicators	Means of verification
a. Identify learning continuity facilitators using existing teachers at community levels for low risk counties including parents of pre-school children	# of learning continuity facilitators identified per County #male/ female facilitators identified	List of learning continuity facilitators
b. Develop and air radio lessons (Language Arts /Literacy, Numeracy, Life skills/Health and Hygiene/social-civics education, psychosocial lessons) child protection, gender equality and inclusion	# of radio stations that airing the radio lessons # of lessons delivered by grade, subject # of counties, districts, communities/schools receiving radio lessons Reach of radio lessons to male/ female learners	Reports on radio stations airing lessons and feedback from beneficiaries
c. Procure and distribute solar radios to support learning continuity	# of solar radios procured # of families receiving solar radios # of families using solar radios for learning continuity	Reports on procurement, distribution and utilization of solar radios
d. Develop age appropriate and gender sensitive home study tips, parental support tips and guide for learners, teachers and parents including ECD learners' parents	Availability of home study tips for learners, teachers, and parents # of lessons delivered by grade, subject # of counties, districts, communities/schools receiving learning content/ materials % content delivered specific to special needs students	Report on home study tips development and their utilization
e. Distribute age and ability appropriate and gender sensitive instructional packages instructional packages (reading materials, lessons assignments, tips and guides)	# of instructional packages distributed Types of instructional packages distributed # of counties, districts, communities/schools receiving packages Packages received by gender	Report on distribution of instructional packages

Policy priority 3: Psycho-social, health and well-being, child protection and nutritional support for children

Objective: To support parents, caregivers, teachers and students to minimize stress levels and enhance emotional balance, improve health and well-being as well as nutrition, child protection and care.		Scope: National and sub-national levels
Strategy 1: : Ensure psycho-social support for all		Outcome indicator: # of (and/or % of targeted): Counties benefiting from psycho-social support services
Activities	Output indicators	Means of verification
a. Develop psycho-social support ²⁴ manual and messages for parents, teachers, and students during and after the outbreak	Psycho-social manual available	Approved psycho-social manual
b. Establish a psycho-social support help desk with linkages to referral mechanisms in other Ministries and agencies	Psycho-social help desk available # calls to helpline # of response provided by gender	Report on psycho-social help provided through help desk
c. Print psycho-social manual	# of psycho-social manual printed	Delivery note
d. Distribute Psycho-social manual	# of psycho-social manual distributed by Counties, districts and schools	Distribution report on psycho-social manual
e. Disseminate psycho-social messages: Radios stations in Monrovia	# of radio stations airing psycho-social messages in Monrovia	Monitoring report
f. Disseminate psycho-social messages Talk Show	# of talk show held on radio stations	Monitoring report
g. Provide psychosocial support to school communities through the training of PTAs and other personnel in learning institutions in order to create safe learning environments	# of PTAs trained in psycho-social support # of training institutions trained in psycho-social support # of school personnel trained in psycho-social support # of male/female trainees per county, district, community etc.	Psycho-social training report
Strategy 2: Support health and well-being and nutrition of students, teachers and parents		Outcome indicator: # of (and/or % of targeted): # of Counties receiving health and well-being messages % of vulnerable students

²⁴ Medium for psycho social support during the outbreak – social messaging. Long term recovery psycho social support teachers, PTAs and School administrators through training

		participating in take home rations
Activities	Output indicators	Means of verification
a. Develop age and gender-appropriate messages on health and well-being, risk and safety communication for schools and PTAs	Health risk and safety communication messages available	Approved health risk and safety communication messages
b. Printing of health and wellbeing, risk and safety materials IEC/BCC material including information on safe referral systems and messages against stigmatization	# of IEC/BCC materials printed	Delivery note
c. Disseminate health and well-being risk, and safety communication messages (IEC-Flyers)	# of schools receiving health risk and safety communication messages through other mediums	Report on health risk and safety communication dissemination
d. Support vulnerable children through take home rations	# of students receiving take home rations (male, female, special needs)	Emergency food packages report
Strategy 3: Strengthen child protection and care in schools and communities		Outcome indicator: # of (and/or % of targeted): # of referral pathways utilized by children or parents reporting abuse
Activities	Output indicators	Means of verification
a. Develop child protection, age and gender appropriate care packages for students, parents and communities and identify referral pathways (MoGCSP, MoJ etc.)	# of child protection and care packages developed	Approved child protection and care packages
b. Print child protection packages	# of packages printed	Delivery note
c. Disseminate child protection package for engagement with PTAs	# of schools receiving packages	School level delivery note
d. Engage communities and parents on gender sensitive child protection practices	# of PTAs and communities engaged on child protection practices (engagement by gender)	Child protection engagement report
e. Track child abuse incidences through the help desk	# of families or children reporting abuse (gender of victims, nature of abuse)	Report on child abuse or domestic violence affecting children
f. Identify and support abused children through referral to the MoGCSP and MoJ	# of abused children supported through referral to the MoGCSP and MoJ (gender of victims, nature of abuse)	Report on child abuse referral

Policy priority 4: Recovery, school re-opening and system strengthening

Objective: To support safe re-opening of schools, system recovery and strengthening.		Scope: National and sub-national levels
Strategy 1: Ensure safe re-opening of schools		Outcome indicator: # of (and/or % of targeted): % of schools using safe schools re-opening protocol
Activities	Output indicators	Means of verification
a. Conduct rapid assessment on schools, students and community readiness for school re-opening	# of students, parents, school administrators and teachers surveyed	Approved rapid assessment report
b. Fumigate or decontaminate school environments prior to reopening of schools	# of schools fumigated	School fumigation report
c. Renovate schools and repair child-friendly WASH facilities	# of schools renovated # of WASH facilities repaired (male, female facilities)	School renovation and WASH facilities repair report
d. Provide WASH facilities in schools with no facilities or, limited facilities for boys and girls	# of schools with upgraded WASH facilities # of new WASH facilities constructed (male, female)	School WASH facilities report
e. Production of gender sensitive and inclusive jingles to carry out community awareness campaigns for re-opening of school	# of jingles produced	Jingles production report
f. National airing of jingles	# of radio stations airing radio messages	Monitoring report on radio stations airing of messages
g. Community airing of jingles in all 15 Counties	# of community radio stations airing messages in the 15 Counties	Monitoring report on radio stations airing of messages
Strategy 2: Support community mobilization for school re-opening		Outcome indicator: # of (and/or % of targeted): % of schools utilizing community mobilization guidance for school re-opening
Activities	Output indicators	Means of verification
a. Develop community mobilization guidance for schools on back to School campaigns including women groups/network, around Back to School messages. Ensure that specific messages on girls' education	School community mobilization guidance available	Approved school community mobilization guidance
b. Integrate COVID-19	# of IEC/BCC materials	Report on IEC/BCC integration

prevention IEC/BCC materials for behavior change in community guidance	integrated	
c. Print community mobilization guidance note for Principals to be used during the training with Principals and PTAs	# of guidance note printed	Delivery note
d. Facilitate training of PTAs and school administrators on community mobilization strategies	# of training sessions conducted # of PTAs and school administrators trained	Community mobilization training report
Strategy 3: Ensure access to health kits for all schools		Outcome indicator: # of (and/or % of targeted): % of schools utilizing school health kits
Activities	Output indicators	Means of verification
a. Develop and approve school health kit list	School health kit list available	Approved health kit list
b. Procure school health and well-being kit to include hygienic materials and supplies such as thermal sensor, thermometer, soap, gloves, sanitizers etc.)	# of school health kits procured	Procurement report
c. Distribute school health and well-being kit ²⁵	# of schools receiving school health kit	School health kit distribution report
d. Develop school health and well-being protocol and safe operation guidelines on sick learners and staff, absenteeism, regular hand washing, identification, isolation and reporting of suspected cases, and psycho-social materials as well as emergency planning for school administrators	School health protocol available	Approved school health protocol
e. Disseminate school health and well-being protocol and train teachers, school administrators and PTAs on implementation of the protocol, emergency planning, psycho-social support etc.	# of schools receiving school health protocol (disaggregate by county, district) # of PTAs and teachers train on school health protocol implementation	School health protocol distribution and training report
f. Promoting compliance with Wash in Schools (WinS) protocols across all	# of schools in compliance with school health protocol (disaggregate by county,	School health protocol compliance report

²⁵ To include hygienic materials and supplies such as thermal sensor, thermometer, soap, gloves, sanitizers, barriers etc.)

schools.	district)	
g. Establishment of case management and referral system between education authorities, schools and school communities and health and other social services in the case of coronavirus case identification and tracing	Case management and referral system available	Case management and referral system report
Strategy 4: Guarantee provision of curriculum, textbooks, teaching and learning materials		Outcome indicator: # of (and/or % of targeted): % of schools utilizing curriculum, textbooks and teaching-learning materials.
Activities	Output indicators	Means of verification
a. Develop textbooks, teacher guides, digital workbooks and teacher guides in the four core subjects for grades 7-9 based on the reform the curriculum	# of textbooks, teacher guides and workbooks procure	Textbooks procurement report for four core subjects
b. Develop digital & print Paper-based workbooks and teacher guides in the four core subjects for grades 1-6 based on the reform curriculum	# of workbooks developed # of paper-based workbook printed	Work book development report Delivery note for workbook printing
c. Distribution of textbooks and teacher guides	# of textbooks and teacher guides distributed to schools	Textbooks distribution report
d. Finalize draft list for essential teaching-learning materials list	Essential teaching-learning materials list available	Approved essential teaching learning materials list
e. Procure teaching learning materials including specific material for catch up classes and accelerated education programs	# Of teaching learning materials procured by type (textbooks, workbooks, teaching guides, etc.)	Procurement report
f. Print curriculum for grades 1-9	# of curriculum printed (subject, grade level)	Delivery note
g. Print curriculum and materials for ECE	# of ECE curriculum printed # of ECE materials printed	Delivery note
h. Distribute teaching learning materials and curriculum	# of schools receiving teaching learning packages # of schools receiving curriculum package (disaggregate by county, district)	Distribution report
Strategy 5: Enhance capacity strengthening of decentralized staff, school administrators, teachers and caregivers		Outcome indicator: # of (and/or % of targeted): # of CEOs producing County specific plans based on the Education Sector Plan

		# of DEOs producing quarterly supervision reports for their districts # of School principals developing school quality improvement plans and conducting school self-assessment
Activities	Output indicators	Means of verification
a. Scale up school leadership training to remaining 9 Counties not covered by GPE grant including orientation on learner-centered pedagogy and content	# of principals trained and certificated	Training and certification report
b. Conduct Capacity Assessment and Performance Appraisal of DEOs and CEOs	Capacity assessment report available	Capacity assessment report
c. Develop training program for CEOs and DEOs on education planning, management and supervision at the county level	Training program available	Approved training program
d. Train CEOs and DEOs based on training program	# of CEOs and DEOs trained	Training program report
e. Develop a comprehensive teacher training framework for all levels	Curriculum training guide available	Approved curriculum training guide
f. Develop continuous professional development training packages for ECE -9 th grade based on reformed curriculum, WASSEC assessment results for 6 th and 9 th grade and other assessments	Continuous professional development training packages available for all levels	Approved continuous professional development training packages
g. Teaching training for school re-opening (Psycho social, health, learner-centered approach, content, pedagogy etc.)	# of teachers trained (male, female, county, district, school)	Training report
Strategy 6: Ensure school feeding programs and deworming with key focus on the most vulnerable		Outcome indicator: # of (and/or % of targeted): # of students benefiting from take home rations # of students dewormed across 11 counties # of students benefiting from two

		months of school feeding
Activities	Output indicators	Means of verification
a. Provide regular school feeding intervention for all schools for two months to promote post COVID-19 school enrolment and retention	# of schools with active school feeding programs (county, district)	Report on school feeding program implementation
b. Conduct massive deworming campaign for additional schools across 11 counties without deworming interventions.	# of children dewormed (male, female, county, district)	Deworming report
Strategy 7: Strengthen systems of school leadership, teacher preparedness, emergency planning, learning continuity in emergency, gender sensitive and age-appropriate enrollment, school quality assessment and inclusive education		Outcome indicator: # of (and/or % of targeted): % of schools with school emergency plans % of schools in compliance with age appropriate enrolment guidance % of schools with functional school health committees
Activities	Output indicators	Means of verification
a. Establishment and activation of school emergency plans during recovery supporting community education committees to prepare for a second wave, identifying the skills and resource gaps they encountered during the first wave and working to address these.	school level emergency plans developed	School emergency plans report
b. Develop systems and platforms for sustainable learning continuity	Platforms and systems for sustainable learning continuity available	Functional learning continuity platforms and systems
c. Implement gender sensitive and age appropriate enrollment guidance in all schools	Age appropriate guidance for schools available	Approved age appropriate guidance and enforcement report
d. Strengthen school quality assessment systems	Functional school quality assessment system available	Report on the testing and functionality of the system
e. Develop, distribute and implement inclusive education guidance and training packages	Inclusive education guidance and training packages available (Areas of focus specified)	Approved inclusive education guidance and training packages
f. Set up and reactivate School Health committee	# of school health committee set up # of school health committee reactivated (county, district)	School Health set up and reactivation report
Strategy 8: Ensure student assessment guidance and		Outcome indicator: # of (and/or %

school calendar adjustment		of targeted): % of schools using guidance on assessment % of schools implementing catch-up programs based on calendar adjustment
Activities	Output indicators	Means of verification
a. Develop and approve guidance on students' assessment in emergencies	Guidance on students' assessment based on the emergency	Approved guidance on student assessment
b. Develop standing operating procedures for future emergencies	Standing operating procedures available	Approved standard operating procedure
c. Develop school calendar adjustments scenarios for catch-up classes /remedial programs.	School calendar adjustment for catch-up classes/remedial	Approved school calendar adjustment
d. Implement gender sensitive and inclusive catch-up classes and remedial programs	# of schools implementing catch-up classes or remedial programs	Catch-up classes and remedial programs report
e. Develop social distancing guidance to be used by schools in developing their school-specific guidelines	# of schools with social distancing guidelines (county, district)	Report on social distancing guidelines implementation in schools
Strategy 9: Provide subsidy for higher education, community colleges and teacher training institutions		Outcome indicator: # of (and/or % of targeted): # of private schools in compliance with the subsidy guidelines
Activities	Output indicators	Means of verification
a. Develop and approve emergency subsidy guidelines and triggers	Emergency subsidy guidelines available	Approved emergency subsidy guidelines
b. Provide guidelines for subsidy utilization	# subsidy utilization guidelines distributed	Subsidy utilization guidelines distribution report
c. Sign subsidy utilization compliance note with universities and TTIs	# of signed subsidy utilization compliance notes	Report on signing of subsidy compliance notes
d. Disburse subsidy (University of Liberia, TTIs and Tubman University ²⁶)	# of universities, teacher training colleges receiving subsidy	Subsidy disbursement report
e. Monitor subsidy utilization	# of monitoring reports per institution	Monitoring reports
f. Provide final report on subsidy disbursement and utilization	Subsidy utilization final report available	Subsidy utilization final report
Strategy 10: Monitoring and accountability for COVID-19		Outcome indicator: # of (and/or %

²⁶ The subsidy will focus on Faculty orientation on psycho-social support, health awareness measures for the classroom management on prevention, and health measures for school re-opening. Learning continuity is also a consideration for mitigating the current gap in preparedness for the future.

Response		of targeted): # of monitoring reports consistent with M&E plan
Activities	Output indicators	Means of verification
a. Develop M&E plan for the COVID-19 emergency response	M&E plan available	Final and approved M&E plan
b. Develop relevant data collection and reporting templates for COVID-19 including digitization	Data collection and reporting templates available	Approved templates
c. Train staff in the use of data collection and reporting templates for COVID-19	# of staff trained	Staff training report
d. Procure needed logistics to support monitoring of the COVID-19 emergency plan	Types of logistics available	Procurement delivery note
e. Conduct routine Monitoring	# of quarterly monitoring reports submitted	Routine monitoring reports
Strategy 11: Monitoring and Accountability for System Recovery		Outcome indicator: # of (and/or % of targeted): % of school monitoring reports based on monitoring and accountability system
Activities	Output indicators	Means of verification
a. Conduct M&E capacity and Readiness assessment that reviews both the human and institutional capacities for M&E at the central ministry and at the county level	Capacity assessment report available	Approved capacity assessment report
b. Operationalize an inspectorate for the MOE. The sub-activities for this include: <ul style="list-style-type: none"> • Develop a term of reference for the inspectorate • Staff the inspectorate • Provide logistics for the inspectorate 	A functional inspectorate	Inspection reports
c. Link the M&E system with and strengthen other MoE accountability arrangements such as the inspectorate, SQA, and EMIS	Availability of a clear strategy for the linkages within the MoE's institutional M&E plan A functioning monitoring accountability system	Approved institutional M&E plan with a strategy for the linkages with the other accountability arrangements SQA, Inspection, and EMIS reports
d. Develop institutional M&E	Final institutional M&E plan	Approved institutional M&E plan

plan for the MOE that shows the linkages with the other accountability arrangements	available	
e. Conduct M&E Training and Mentorship for staff at central and decentralized levels	Training and mentorship report available	Training and mentorship report
f. Provide logistics for M&E for central and decentralized levels	# of logistic provided Types of logistics provided	Delivery note and beneficiary delivery report
g. Develop data collection instruments or platforms	Data collection platforms and instruments available	Approved data collection instruments and platforms
h. Roll out the M&E system to include routine monitoring and reporting, periodic evaluation and improvement of the M&E system, and structural changes such as M&E staff augmentation, deployment/redeployment at both the central and decentralized levels, motivation, etc.	M & E system roll-out report available	M&E system implementation reports

Resource Mobilization, Costing and Financing

a. Costing

The overall estimated cost of the Liberia EiE COVID-19 Response Plan is put at US \$ **32,311,190.22 (Thirty-Two Million Three Hundred Eleven Thousand One Hundred Ninety Dollars Twenty-two cents)**

Resource mobilization strategy

The MoE has adopted the participatory and inclusive approach to planning as its main strategy for mobilizing resources including financial, material and technical assistance. Resources will be mobilized from the government of Liberia, donors, development and implementing partners as well as communities. Development partners and other stakeholders within the sector have been constantly engaged and involved in the planning of the Ministry's COVID-19 response plan and they shall continue to be involved throughout the implementation phase. The following process has so far been followed:

- Preliminary consultative meetings were held with partners through emergency ESDC and LEG meetings on the COVID-19 pandemic to explore its possible impacts on the Education Sector, as well as agreeing on mitigation measures.
- Development and sharing of the draft response plan with the partners for inputs.
- Organizing of meetings with partners through the ESDC and LEG for discussion and endorsement of the draft response plan.
- Establishment of the Education in Emergency Technical Working Group (EiE TWG) comprising of partners and MoE staff as first step towards activation of the EiE cluster for implementation of the plan.
- Writing of letters of request to each partner organization seeking funding and technical assistance for the plan. The partners have responded though a template on areas they will support technically and or financially.

The MoE has also been engaged with the Government of Liberia through the Ministry of Finance and Development Planning (MFDP), Ministry of Health (MoH), and the General Service Agency (GSA) for collaboration and coordination of response at the national level, as well as for logistics and technical supports.

b. Financing

a. Financing approach

In recognition of the differences in fiduciary requirements of the different donor and sector partners, the MoE will adopt a mixed financing approach to implementing this response plan. It will accept cash, kind, and/or technical assistance towards the plan. Reprogramming funding from MoE existing donor-funded programs is also an option for financing the plan. Indirect financing through members of NGOs Forum or other implementing partners in the sector is also acceptable. Likewise, partner institutions can do direct procurement of material items in line with their fiduciary policies and distribute these items directly to beneficiaries in line with this plan working in close consultation with the Ministry. Technical assistance by partners

towards specific activities and priority areas of the plan have been identified and more commitments are welcome as partners are mobilizing resources for this plan.

Regardless of the financing model, the Ministry must approve the activities for implementation from every partner before proceeding with implementation. Such partner organization shall be required to submit a written report to the MoE for approval after implementation of any activity in the plan carried out directly by the institution.

b. Sources of funding/commitments

In response to the resource mobilization strategy adopted, the MoE is receiving commitments from several of its partners in relation to funding, technical assistance, and direct support towards the implementation of specific policy priorities and activities within the COVID-19 Response Plan. Commitments have thus far been received from the GPE, UNICEF, UNFPA, IPA, World Bank, USAID, Rising Academies Network, Umovement, Teach for Liberia, WFP, Mary's Meal, Save the Children, and GoL. **See annex 5 for summary of commitments to the Ministry by each partner mentioned above.**

At the national level, the Ministry is currently collaborating with its MoH counterpart on the risk communication and community engagement pillar of the National COVID-19 Response plan. The two ministries are developing jointly prevention awareness messages targeted at school communities relying on the technical support of the health team. Also, The General Services Agency (GSA) is providing access passes for members of the Sector's COVID-19 Response Technical Working Group to enable smooth implementation of the response activities during the period of the lockdown. The Ministry of Finance and Development Planning (MFDP) has also committed itself to regular payment of the salaries of all civil servants including staff of the MoE throughout the stay home period of the COVID-19 response.

c. Funding gap

Total amount mobilized through funding commitments from partners thus far is approximately **USD 8 million**. Hence, the estimated overall financing deficit is **USD 24,311,190.22**. This can be broken down into response phase and policy priority as highlighted below. The MoE will continue to engage more partners and the GoL for financing of this gap.

Table 2: Summary of Costing per Strategy

Liberia COVID-19 Emergency Response Plan Costing Framework 2020-2022								
GOAL: The overall goal of the plan is to ensure students are safe and care for, and they continue to learn, having access to nutritional, psycho-social, health and well-being support as well as returning to safe schools when schools re-opens.								
Policy Priority 1		Activation and Operationalization of the education cluster						
Strategies	Total Cost	Funding Source	Funding Gap	Funding Availability	Timeframe			Budget Notes
					2020	2021	2022	
Strategy 1: Activate the Education Cluster	\$ -	N/A	N/A	N/A	x			
Strategy 2: Ensure cluster operationalization	\$ 696,000.00				x	x	x	
Sub-total	\$ 696,000.00							
Policy Priority 2		Protection of lives and learning continuity for all students						
Strategies	Total Cost	Funding Source	Funding Gap	Funding Availability	Timeframe			Budget Notes
					2020	2021	2022	
Strategy 1: Ensure development and dissemination of risk prevention and awareness messages	\$ 46,203.50				x	x	x	
Strategy 2: Establish learning continuity platforms	\$ 210,000.00				x	x		
Strategy 3: Support learning continuity for all students	\$ 785,370.00	UNICEF	\$ 435,370.0	\$ 350,000.0	x	x		

including students with special needs			0	0				
Sub-total	\$ 1,041,573.50							
Policy Priority 3	Psycho-social, health and well-being, child protection and nutritional support for children							
Strategies	Total Cost	Funding Source	Funding Gap	Funding Availability	Timeframe			
					2020	2021	2022	
Strategy 1: Ensure psycho-social support for all	\$ 139,500.00				x	x	x	
Strategy 2: Support health and well-being and nutrition of students, teachers and parents	\$ 2,584,120.96	WFP & Mary's Meal	\$ 54,903.50	\$ 2,529,217.46	x	x	x	
Strategy 3: Strengthen child protection and care in schools and communities	\$ 63,903.50				x	x		
Sub-total	\$ 2,787,524.46							
Policy Priority 4	Recovery, school re-opening and system strengthening							
Strategies	Total Cost	Funding Source	Funding Gap	Funding Availability	Timeframe			
					2020	2021	2022	
Strategy 1: Ensure safe re-opening of schools	\$ 4,338,650.00				x	x		
Strategy 2: Support community mobilization for school re-opening	\$ 1,000,120.00				x	x		
Strategy 3: Ensure access to health kits for all schools	\$ 3,291,776.00				x	x		
Strategy 4: Guarantee provision of curriculum, textbooks, teaching and learning materials	\$ 4,769,635.00					x	x	

Strategy 5: Enhance capacity strengthening of decentralized staff, school administrators, teachers and caregivers	\$ 3,111,600.30				X	X	X	
Strategy 6: Ensure school feeding programs and deworming with key focus on the most vulnerable	\$ 6,607,859.50				X	X		
Strategy 7: Strengthen systems of school leadership, teacher preparedness, emergency planning, learning continuity in emergency, age-appropriate enrollment, school quality assessment and inclusive education	\$ 610,000.00				X	X		
Strategy 8: Ensure student assessment guidance and school calendar adjustment	\$ 25,000.00				X	X		
Strategy 9: Provide subsidy for higher education, TVET and teacher training institutions	\$ 858,500.00				X	X		
Strategy 10: Monitoring and accountability for COVID-19 Response	\$ 260,000.00				X	X		
Strategy 11: Monitoring and Accountability for System Recovery	\$ 1,555,500.00				X	X		
Sub-total	\$ 27,379,560.26							
Grand Total	\$ 32,311,190.22							

Coordination and Implementation Arrangements

The Ministry of Education as the agency with statutory mandate to manage education in Liberia takes full ownership of this Education in Emergency COVID-19 response plan and will serve as the main implementing agency ensuring that the plan achieves all its expected results. Notwithstanding the aforesaid, the Ministry do recognize and value the enormous technical capacity and resource potential of all its development partners and their willingness to support the sector in responding to the COVID-19 emergency and strengthening the system for improved access, quality, and learning outcomes. In this regard, the Ministry is open to the full participations of its partners in the decision-making processes of the sector. In this participatory approach to its response the table below defines the roles of institutions in the response plan.

Table 4: Implementation Arrangements

Institutions	Roles
Ministry of Education (MoE)	<p>The MoE remains the owner of the plan and leads on all aspects of its implementation. It will take the final decision on all matters relating to the plan and its implementation. It will use its existing structures and personnel at both the central and decentralized offices supported by its partners to implement the COVID-19 response plan. It will sign off on all contracts with service providers under the plan and manage contracts through the relevant implementing agent(s). Implementation of various policy areas and strategies will be led by the respective chairpersons of various sub-committees of the EiE Technical Working Group reporting to the Senior Management Team (SMT) through the Deputy Minister for Planning and Research Development (DMP).</p> <p>At the local level, the plan will be implemented through the support of County and District Education Officers (CEOs, DEOs), and school principals. DEOs and school principals are expected to play a key role in the supervision, monitoring and reporting on implementation at the district level.</p>
Senior Management Team (SMT)	<p>The SMT is headed by the Minister of Education and includes all Assistant and Deputy Ministers of Education. The SMT is responsible for the overall approval of all policy decisions and/or plans before they can come into effect. Coordinated by the Deputy Minister for Planning, Research and Development, SMT oversees the planning and implementation of the COVID-19 response plan, including receiving and approving periodic implementation reports.</p>

<p>Education in Emergency Technical Working Group for COVID-19 (EiE TWG)</p>	<p>The EiE COVID-19 TWG is the largest stakeholder engagement platform utilized by the MoE to support the planning and implementation of the Ministry of Education’s response to the COVID-19 pandemic. The Group comprises of staff of the MoE, led by the DMP, and participation from members of the Education Sector Development Committee (ESDC) which includes members of the LEG, Liberia Education Advancement Program (LEAP), Civil Society, actors in the public and private school system, and associations including the National Teachers Association of Liberia (NTAL), National Parent Teachers Association (NPTA), and the National Principals Association (NPA).</p> <p>This group has three critical roles in the development and implementation of the COVID-19 response plan:</p> <ul style="list-style-type: none"> • Deliberate on critical issues, reach consensus and make recommendations to the SMT through the DMP. • Provide technical support to the planning and implementation of the COVID-19 response. • Contribute funding for implementation of the COVID-19 response plan. <p>The EiE COVID-19 TWG is chaired by the DMP who steers the affairs of the group, mainly through the Ministry’s Donor Coordinator.</p>
<p>EiE sub-Committees</p>	<p>These are sub-groups coming out of the larger EiE COVID-19 Response TWG described. The Committees are responsible for detailed planning and implementation of activities in the specific policy areas and strategies of the response plan. Representation on these sub-committees is strictly on a voluntary basis. Each of the sub-committee is headed by a designated MoE staff most of whom are Assistant Ministers.</p> <p>Members of each committee in addition to providing technical support to the Ministry as needed are requested to:</p> <ul style="list-style-type: none"> • Identify areas of the plan that they can directly provide implementation support to through their programmatic funding. • Outline activities they have implemented that align with the central EiE response plan, this will help avoid duplication by the MoE and other partners. • Contribute to thinking on the most efficient and effective ways to implement policy activities. • Share ideas on innovative ways in which the education system can be cushioned from current and future education, health and wellbeing losses in the sector. <p>The sub-committees meet and deliberate on critical issues of concern germane to their assigned priority area and are encouraged to make recommendations to the larger EiE COVID-19 TWG for further deliberations, consensus and onward recommendation to the</p>

	SMT.
Local Education Group (LEG)	<p>This is a nine-member group of key development partners in the education sector comprising of bilateral and multilateral donors, civil society groups, the NGOs Forum, and the MoE. The membership includes USAID as Co-chair and Coordinating Agency, the European Union, World Bank, UNICEF, NGOs Forum, COTAE, LETCOM, NTAL, and MoE as Chair.</p> <p>Traditionally, the LEG constitutes the main policy dialogue and coordination forum for discussion on matters relating to the education sector and support to the GoL in developing national education strategy which is based on a Sector-Wide Approach (SWAp). The Group streamlines the support of education development partners to the GoL in an expected and harmonized fashion and in support of the Government’s overall development agenda and strategy. The LEG nine (9) members formally approve and endorse proposals from the MoE.</p> <p>Specifically, the LEG endeavors to do the following:</p> <ul style="list-style-type: none"> • Work in close collaboration with the government to support the development of proposals for Global Partnership for Education (GPE) financing including the Education Sector Plan Development Grant (ESPDG), the Education Sector Program Implementation Grant (ESPIG), and the Program Development Grant (PDG). • Ensure that the MOE consolidates all relevant data, including progress against indicators and targets, achievements of goals and other educational statistics to include donor-funded programs and government interventions funded with public revenue. • Share information on proposed and current projects and programs as well as lessons learnt and best practices emerging from these. • Review annual reports developed by MOE on the implementation of the Pro-Poor Agenda for Prosperity and Development (PAPD), with a specific focus on Pillar One- Power to the People, and the G2B-ESP in preparation for the Joint Education Sector Review (JESR). <p>Because all members of the LEG are also participating in the EiE COVID-19 Response TWG, coupled with the fact that Liberia is in an emergency period, the latter will be the main policy dialogue platform for the period until such time that the emergency ends. This notwithstanding, the MoE shall call emergency LEG meetings when the need arises.</p>

<p>Education Sector Development Committee (ESDC)</p>	<p>The Goals of the ESDC are to:</p> <ul style="list-style-type: none"> • Provide a wider policy forum and platform for sector-wide information sharing and exchange of ideas on issues affecting the sector; • Solicit and foster broader support to the goals of the National Education Sector Plan and implementation roadmap of the Ministry; and • Assist the Ministry achieve its priorities and share of the Pro-Poor Agenda for Prosperity and Development (PAPD) and the overall Global Agenda of the SDG4. <p>For the duration of the COVID-19 emergency, the EiE COVID-19 Response Plan TWGs comprised of ESDC members will convene in committees and centrally as part of ongoing education sector emergency response and may remain the case until such time the pandemic is no longer a threat in Liberia.</p>
<p>Implementing Agency</p>	<p>In the context of this plan, an implementing agency refers to any organization including the MoE and any of its development partners directly implementing specific activities in this plan. Such institution must aim to adhere to the stipulated emergency and then recovery activities outlined in the EiE response plan. An institution could be both funding and implementing agency particularly if it provides funding support through direct implementation of specific activity.</p>
<p>Funding Agency</p>	<p>This refers to any institution providing financial or material support to this plan, either directly to the MoE or indirectly by implementing and paying for an activity/ies in the plan.</p>
<p>Grant Agent</p>	<p>This refers to any organization that has been selected to play oversight role in the development of sound project applications on behalf of the MoE to the GPE or any other identified funding bodies, and effectively supervise the implementation of such project, including fiduciary oversight on the funding disbursements. Currently, the MoE has the World Bank as its Grant Agent for the GPE-G2B project as well as the MCA Liberia Learning Foundation project application, and UNICEF as Grant Agent for the EiE COVID-19 Response application to the GPE.</p>
<p>Coordinating Agency (CA)</p>	<p>The CA is a member of the LEG responsible to:</p> <ul style="list-style-type: none"> • Coordinate technical assistance and capacity building support and maintain inventory of technical assistance or capacity building support provided to the MoE. • Provide oversight responsibility to the Sector Coordination Team to ensure that all efforts, dialogue, reports, minutes, and agenda, are carried out in a coordinated fashion. • Work along with members and other DPs and the MoE in providing the necessary logistics for LEG, the wider ESDC, and plan events related to the sector.

	<ul style="list-style-type: none"> • Coordinate all LEG meetings as it relates to the sector including members sector interventions/activities and report. • Work with the MoE and the other LEG members to submit an endorsed grant application to the GPE for the sector. <p>USAID is the current Coordinating Agency for the Education Sector in Liberia.</p>
Civil Society Organizations (CSOs)	In addition to the general role defined under the EiE COVID-19 TWG, CSOs are specifically encouraged to support implementation and accountability in the execution of the plan. This includes, but not limited to following up on implementation activities in their various counties, districts and communities of operation and reporting any irregularities observed to the MoE and partners for prompt action. All action in the field will come directly from the MoE.
Ministry of Health (MoH)	The MoH is leading the health response to COVID-19 in Liberia. Their consultation will be sought, and their guidance adhered to throughout the implementation of the EiE COVID-19 response plan. All sub committees are encouraged to base their implementation decisions on health advisory provided by the MoH.
Ministry of Gender and Social Protection (MoGSP)	The MoE is expected to collaborate with MoGSP in implementing child protection activities in the plan. The MoE seeks to provide care for children even while they remain out of school and will continue to when schools reopen. Referral pathways, support to students, teachers, parents and communities, and incident management is to be coordinated closely with the MoGSP.
Ministry of Justice (MoJ)	The MoJ is expected to receive and proceed with legal actions against individuals alleged to be involved in cases of SGBV as well as other violations of child protection rights upon referral by the MoE. The MoJ is expected to work with MoGSP in pursuing legal actions against perpetrators of crimes reported through the MoE system and other appropriate sources.
Ministry of Finance and Development Planning (MFDP)	The MFDP will support MoE's effort in securing funding for the plan and provide fiduciary oversight on disbursements where there is direct funding to the MoE for the plan. The Aid Management Unit will track all such donor support, while office of the Comptroller and Accounting General will work with the Bureau of Fiscal Affairs of the MoE to open bank account for the plan, disburse funds for eligible expenditure items, and provide periodic financial reports.
National Incident Management System (IMS)	The IMS is headed by the Minister of Health. They are tasked to align their national response structure with well-recognized emergency management principles, and to guide and implement the national response to COVID-19.

General Auditing
Commission (GAC)

GAC shall be responsible to auditing and expressing a professional opinion on the financial position the finances of the plan where applicable. In addition, the audit will provide a professional opinion on the Statement of Expenditures and Designated Account activity, with each audit covering the period of one fiscal year during which withdrawals were made. The various professional opinions may be captured in a single Audit Opinion by the Auditor.

Quality Assurance and Reporting

The Monitoring and Evaluation (M&E) unit of the MoE will manage the monitoring and reporting activities of the COVID 19 Response. Specifically, the M&E Unit will develop monitoring tools to capture data on the plan implementation.

Taking into account the dynamic nature of the Coronavirus and the newness of the intervention, monitoring reports will be compiled and reviewed monthly from all fifteen County Education Officers and their related District Education Officers. Quarterly integrated monitoring exercises will also be conducted to schools after the resumption of academic activities.

Data Collection and Data Sources

Data collection will be based on the indicators included in the Monitoring Matrix below. Before the commencement of data collection, the M&E Unit will develop and pre-test data collection instruments based on the indicators and their data collection methods and sources. The Ministry will use mixed data collection sources and tool for data collection to include phone, tablets, interviews, focal group's discussions, key informant interviews etc. **See attached the results framework.**

- *Reporting on COVID -19 response activities will include: CEOs/DEOs School Visits* – CEOs/DEOs will monitor and report on service delivery at the community and school levels.
- *Joint Quarterly Monitoring Visits* – the M&E unit and relevant implementing units will conduct joint quarterly monitoring visits to communities and schools.
- *COVID 19 Response Review/Feedback Sessions* – The MoE will convene monthly review/feedback sessions with partners and other stakeholders to review and gather feedback on the implementation of the COVID 19 Response. These sessions will be virtual or in-person, depending on the situation.
- *Secondary Data from Partner Institutions* – the MoE will utilize secondary data from partner institutions to supplement its monitoring data for the COVID 19 Response
- To ensure robust monitoring of activities identified in this plan, the M & E Unit and Education Officers in the fifteen counties will need logistical support.

Reporting

Under the supervision of the Department of Planning, Research & Development of the MoE, intervention implementation units will prepare programmatic reports on execution per component. The MoE Division of Finance will also prepare periodic expenditure report in the form and manner required by the parties involved. Together, the MoE will provide quarterly financial and programmatic reports to funding Institutions, partners, and the Government of Liberia. Additionally, the following will be undertaken:

- The implementing partners will report on the services delivered and coverage which will be consolidated with support from EIE working group
- Updates on progress and developing needs will be shared with the stakeholders
- County Education Officers will monitor the service delivery at the community level and make the schools and CBE classes accountable.

Annexes

Annex 1: EIE Sub-committees

SUB-COMMITTEE	MINISTRY LEAD	MANDATE	NAME	ORGANIZATION	EMAIL ADDRESS	CONTACT NUMBER
Continuous learning committee	Asst. Min Felicia Doe-Sumah fdoesumah@moe.gov.lr	Manage the production, dissemination and delivery of continuous learning across all mediums as suitable. Beyond those supporting the current intervention on teaching by radio, this committee must be expanded to cover other modes of promoting continuous learning for teachers, school administrators and students including distribution of workbooks, sms, online resources, etc. As interventions are developed and delivered cohesively, the committee is mandated to factor in issues surrounding assessments and promotion that will impact students in the next academic year. Activities in this committee are expected to feed into each other as a unified building block that allows students to continue their learning while schools are closed and contribute to their progression when schools re-open, factoring in the development and deployment needs of accelerated	Patience Suah	Read Liberia	psuah@readliberia.rti.org	077691905
			Trokon Wayne	Read Liberia	twayne@readliberia.rti.org	088652274
			Emmanuel Boone Waydon	MoE	ewaydon@moe.gov.lr	0777953459
			Dweh N. Nyenmoh, II	BRAC Liberia	dweh.n@brac.net	0886418654/0770143996
			Madia Herring	MoE	madiaherring@yahoo.com	
			Johnson T.	MoE	jtekayhinneh	077796548

		learning programs. Must include representation for special needs learning.			om	
			Griffin Asigo	Bridge Liberia	griffin.asigo@bridgeinternationalacademies.com	0881698735
			Emmanuel C. Goko	Save the Children - LEARN	emmanuel.goko@savethechildren.org	0886512540/ 0770439388
			Urias W. Brooks, Jr.	UMOVEMENT - Liberia	brooksurias@gmail.com	0770413015/0880618261
			Alonzo Dorian Dixon	Inclusive Development Initiative (IDI)	info.idinitiative@gmail.com	0886645749 0777645749
			James Bradley	Rising Academies Network, Liberia	james.bradley@risingacademies.com	0881747428

			James Earl Kiawoin	LEAD Monrovia Football Academy	jkiawoin@lead africa.com	077077545 5
			Mary D. Cummings	AQE	marycumming s@edc.org	077017688 1
			Mary Hooker	AQE	mhooker@edc .org	077816582 8
			Maybe Garmai Livingstone	UNFPA	livingstone@u nfpa.org	077598689 6/0770004 008
			Dr. Philderald E. Pratt	UNFPA	pratt@unfpa.o rg	077000400 2
			Bernard Batidzirai	UNICEF	bbatidzirai@u nicef.org	
			Emmanuel Goko (Education)	Save the Children	emmanuel.gok o@savethechil dren.org	088651254 0

			Advisor)			
			Morris Gbessagee (Deputy Chief of Party)	Save the Children	morris.gbessagee@savethechildren.org	0886519711
			Dina Rakotomalala (Chief of Party)	Save the Children	drakotomalala@savechildren.org	0886089834
			Andrew G. Tehmeh	Street Child	atehmeh@street-child.org	0777516004
			Mr. Keifala Kroma	Restoring our Children's Hope Liberia	roch.liberia2009@gmail.com	0886512997/075927815
			Marvin Tarawally	SMART Liberia	marvin@smartliberia.org	
			Benjamin Jacobs	MCSS	drabjacobson@gmail.com	
			Goto M Cooper	Educate The Future Liberia (ETF)	cooper.goto@gmail.com /	0776578076

				Liberia)	etfliberia@gmail.com / 0886360600	
			Anderson D. Miamen	Coalition for Transparency and Accountability in Education (COTAE)	admiamen2@gmail.com	0886818855/ 0776391481
			Elaine Saba	Teach for Liberia	elaine@teachforliberia.org	
			Josephine G. Urey	Oxfam Liberia/ Education NGO Forum	jurey@oxfam.org.uk	077661177 6/0776569 893
Health Committee	Mr. Johnson Hinneh jtekayhinneh@gmail.com 0777965485	Provide guidance, content and delivery of responses to school feeding, student health, child protection, gender-based violence, special needs programming, psychosocial support for students, teachers, parents and communities, and school health needs in particular at recovery stage (fumigation, WASH, etc). This committee must also provide updates on the health situation in the country and how it impacts	Sangay M Freemar	MoE	sangayfaeflen@gmail.com	
			Caroline L. Vah-Lord	UMOVEMENT - Liberia	carolinevah@gmail.com	077677094 5/0886840 763
			Henerietta S. Clarke	Inclusive Development Initiative (IDI)	heneriettasclarke@gmail.com / info.idinitiative	088620522 4 077674760

		learning, communications and MoE policy.			@yahoo.com	5
			Nina Toby	UNICEF	ntoby@unicef.org	
			Rufus Mandein	Rising Academy Network, Liberia	rufus.mandein@risingacademies.com	0886538854
			Paula Nawrocki	Mary's Meals	Paula.nawrock@meals.org	0778 012
			Philip Kateeba	Mary's Meals	Philip.kateeba@meals.org	0778 817
			Lanus Weh	AQE	lweh@edc.org	0775924669 0886590050
			Comfort Dunbar-Kollie	UNFPA	kollie@unfpa.org	0770004017

			Samba Augustine (School Health & Nutrition Advisor)	Save the Children	augustine.samba@savethechildren.org	0886688676
			Tigabu Tarekegn (Commodity Management Director)	Save the Children	tigabu.tarekegn@savethechildren.org	Skype: tigabu.tarekegn
			Kali Kosso (Senior Commodity Coordinator)	Save the Children	kali.kosso@savethechildren.org	0886562852
			Morris Gbessagee (Deputy Chief of Party)	Save the Children	morris.gbessagee@savethechildren.org	0886519711
			Dina Rakotomalala (Chief of Party)	Save the Children	drakotomalala@savechildren.org	0886089834
Communication	Mr. Telebee M. Kamara	This committee is mandated to liaise with other committees to	Lebah Bingo	Read Liberia	lbingo@readligeria	077554092

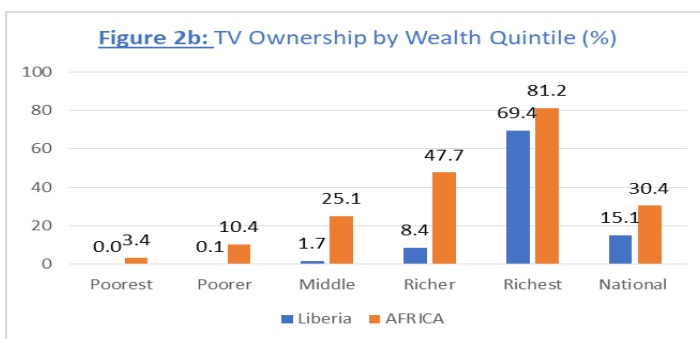
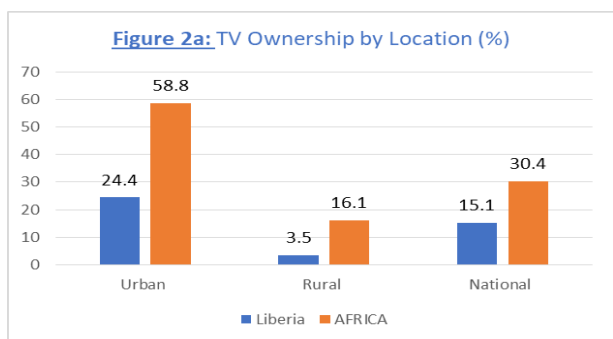
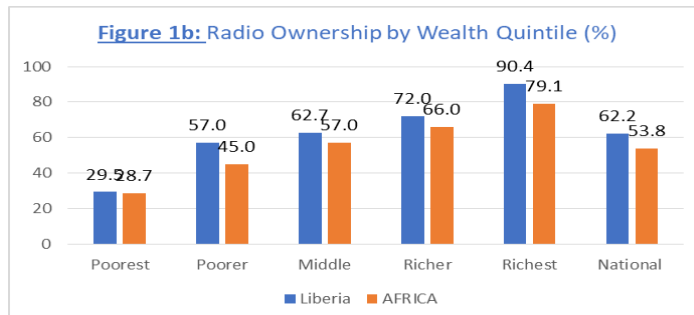
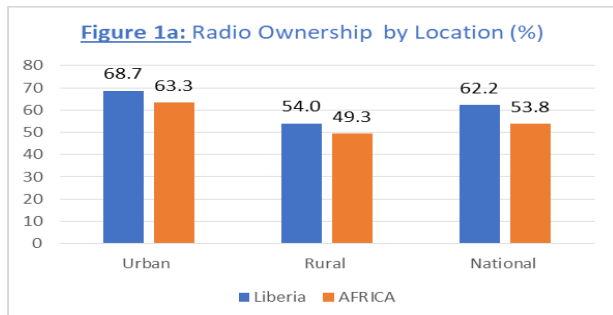
s Commit tee	telyn8@gmai l.com	develop and disseminate key messages and materials that will be shared with the public (consider messages in dialects, koloqua, etc). This includes behaviour change messaging, awareness on continuous learning interventions, messaging to parents and communities and health messaging on the emergency response in the various counties. This committee will be mandated to gather information on and maintain relationships with media institutions, telecoms organizations (Orange, MTN) printers etc. The communications committee will not be asked to develop technical content specific to the other committees e.g. workbooks, radio scripts, etc)	Lavi Ernest	Street Child	ernestlincolnjr om	077661812
			Eugene K. Myers	UMOVEMENT - Liberia	eugenemyers 2008@yahoo. com	077626403 5
			Maxim Bleetan	MoE	maximbleetan @gmail.com	
			Calixte Hessou	UNFPA	hessou@unfp a.org	077000400 7
			Ahmed Konneh	SMART Liberia	ahmed@smartlib eria.org	
Monitor ing and Evaluati on Commit tee	Asst. Min Dominic N. Kweme dominickwe me@yahoo. com	Data tracking, compilation and reporting across pillars (Identify indicators to measure in central plan, track contributions and spending, Provide central activity update)	Kevin Tan	MoE	kevin.tan@mo e.gov.lr	
			Thomas Harris	Read Liberia	thomasharris ria.rti.org	077017295
			Mrs. Bindu P. Butler	Inclusive Development	bindumendua h@gmail.com	077011758 7

			Menduah	Initiative (IDI)		088698350 3
			Edwinio Bowman	AQE	ebowman@ed c.org	088868674 4 077032827 1
			Gilberte Amari	UNICEF	gamari@unice f.org	
			Timothy Grimes (Senior MEAL Coordinator)	Save the Children	timothy.grimes @savethechild ren.org	088680139 3
			Dina Rakotomalala	Save the Children	drakotomalala @savechildre n.org	088608983 4
			Oni Lusk- Stover	World Bank	oluskstover@ worldbank.org	
			Binta Massaquoi	World Bank	bintamassaqu oi@gmail.com	

			Xiaonan Cao	World Bank	xcao@worldbank.org	
			Lassana Kamara	Street Child	lkamara77@yahoo.com	0776279172
			Klon Hinneh	LEAD Monrovia Football Academy	khinneh@monrovia.com	+81 80-9295-2
			Goto M Cooper	Educate The Future Liberia (ETF Liberia)	cooper.goto@gmail.com / etfliberia@gmail.com	0776578076 / 0886360600
Policy Advisory Committee	Asst. Min James A. Massaquoi jmassaquoi@moe.gov.lr	Ensure critical decisions triggered during the implementation of the plan are acted upon swiftly. This committee may be consulted ad-hoc and as the MoE deliberates on high level decisions impacting the education sector e.g. Partial resumption of schools in some counties, dates of school resumption, changes to the academic calendar.	By invitation of SMT			

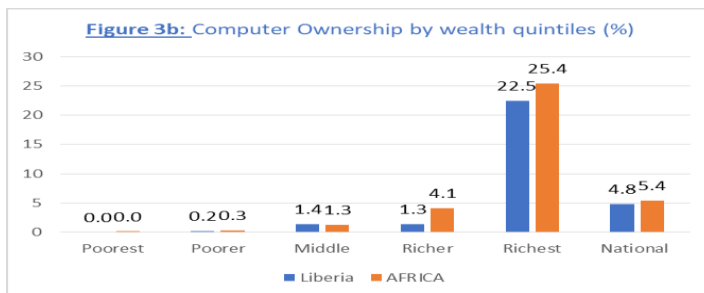
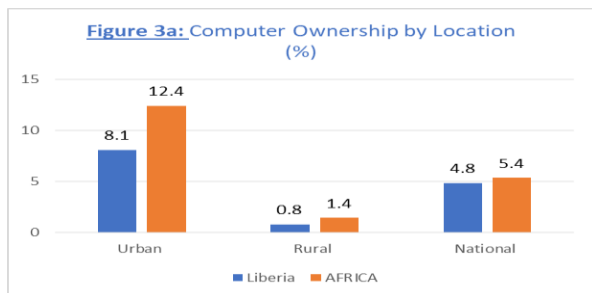
Annex 2: Access to Media

Access to media in Liberia is improving but not still accessible in all parts of the Country and for all population groups. Affordability is another issues of concern especially for the poor and vulnerable population groups. Below are data on access to Media²⁷:



The tables above reveal disparity in ownership of radio and television between urban and rural and the different population groups. Rural areas have limited ownership to radio and television and the poorest and poorer have very limited ownership. Many of the poorest and poorer in Liberia lives in rural areas while 83.8 percent of Liberia's population lives below the poverty line (\$1.25 per day) and 94 percent of workers are poor (living on less than \$2 per day)²⁸.

Data below also reveals that rural population have limited ownership of computer 0.8% compared to urban 8.1% with the poorest and poor 0.00 and 0.20% having very limited access compare to the richer and richest 1.3 and 22.5% respectively. The average national access to computer is 4.5%.



There is very limited access²⁹ to internet in Liberia with Share of Liberia Population: **8.6 %** (penetration) using internet out of a total population of **4,615,222**.

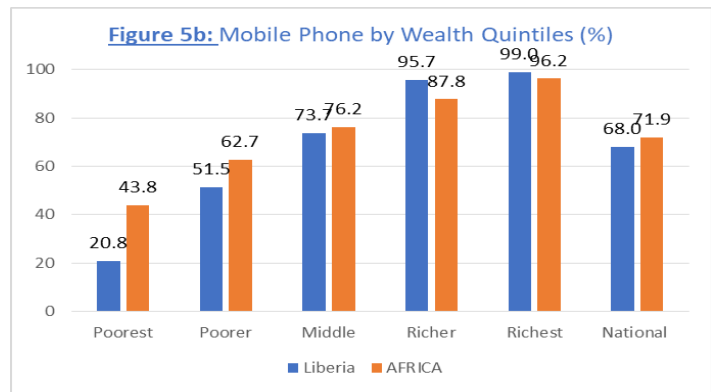
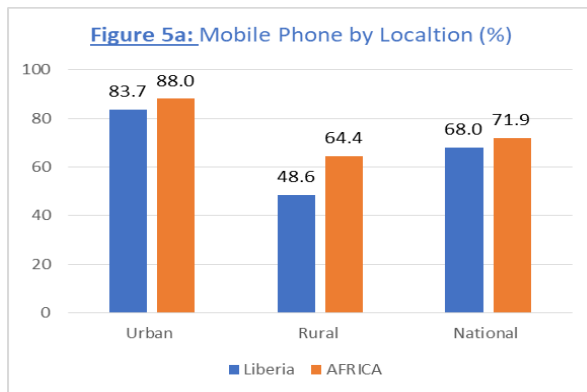
²⁷ World Bank. Distance Learning Media Africa 2020 (All tables on page 26 & 27)

²⁸ <https://www.actionagainsthunger.org/countries/africa/liberia>. Appeared on 27 Apr 2020 07:17:01 GMT

²⁹ **Internet User** = individual who can access the Internet at home, via any device type and connection.

Year	Internet Users**	Penetration (% of Pop)	Total Population	Non-Users (Internetless)	1Y User Change	1Y User Change	Population Change
2016* ³⁰	395,063	8.6 %	4,615,222	4,220,159	15.5 %	53,123	2.48 %
2015*	341,940	7.6 %	4,503,438	4,161,498	43.8 %	104,086	2.43 %
2014	237,854	5.4 %	4,396,554	4,158,700	73.1 %	100,455	2.4 %

Source: www.InternetLiveStats.com



Access to mobile phones appears to be the most accessible media access platform for the poor and we know that access to mobile phone is also access to radio and possibly internet. Nationally, there is 68% access to mobile phone and of this 68%, rural represents 48.6% and urban 64.4%.

³⁰ Internet Live Stats (www.InternetLiveStats.com) 2016

Annex 3: Equity of Learning Continuity

The Ministry's plan will benefit continued learning for ~2.2 Million students while supporting ~65 000 teachers to manage continuous learning and eventual resumption of learning in safe school environments from Early Childhood through to higher education. Psychosocial support and outreach are expected to benefit students in communities, but especially the 49% girls and/ or up to 10% of students across the country affected with special needs who are disproportionately affected by disruptions to learning.

Approaches to ensure equity in learning continuity will included:

- a. **Simplification of curricula and modification of learning goals to support learning at all levels and for all including special need students:** The approach will focus areas where learning loss are identified and could hinder decision making on learning progression in the coming year especially for children at the bottom of the pyramid. Additionally, considerations will be made for continuity in early grade literacy and numeracy, children most at risk of dropping out, such as secondary transition and strategic engagement with vulnerable groups.
- b. **Provision of learning materials for population groups without access to radios, phones and internet:** Schools will be encourage to work with partners and parents to safely deliver or allow families to pick up a basic package of learning materials, including books and writing materials. This is already happening in some schools systems (United Methodist School System).
- c. **Use of radio, television, internet, and SMS to amplify learning where relevant:** This approach will be used for all levels where relevant as radio provides a low-tech and effective intervention that can mitigate learning loss when it is combined with outreach from teachers, provision of learning materials, and interactive content—including in emergency settings³¹.
- d. **Parental engagement, outreach and support from teachers, school leaders, and districts:** While a lack of parental education may further disadvantage poorer children, parental engagement programs in developing countries have shown that even parents with limited literacy can do much to enhance learning³². This approach will support direct engagement with parents using teachers and school principals as learning facilitators. Teachers and school principals have a fair understanding of the disadvantages and barriers to participation in learning at the community level and this approach will support teachers and school principals to provide the support to parents to help children continue their learning especially in communities that have not been affected by the COVID virus.
- e. **Identifying and providing stimulus food packages to vulnerable families:** This approach is embedded with in the national stimulus food package response. This intervention will address issues related to access to food and as children nutritional needs are address, it will enhance their ability to keep learning and will also reduce the burden of purchasing food poor and low income homes.

³¹ Karen Mundy and Susannah Hares: Equity-Focused Approaches to Learning Loss during COVID-19

³² Ibid

Annex 4: Response activities based on structure and levels of implementation:

System Activities	School Activities	Community Activities
<ul style="list-style-type: none"> • Schools closure (full) • School Closure (Partial) • Distance learning (Radio programming) • Behaviour change communication (Radio programming) • Private school subsidy (System level) • Higher Education Subsidy • Guidance on national assessments (Grades 6,9,12) (National and School-based) • Accelerated instruction for Grades 1-5, 7,8,10 &11. (School-based) • Adjusted school calendar to accommodate catch up (System and school level) • Learning assessments (ECD-12) (System and school level) • Guidance on school calendar (System and school level) 	<ul style="list-style-type: none"> • School feeding (School-based) • School safety measures (Intensive) • School safety measures (standard) • Guidance on national assessments (Grades 6,9,12) (National and School-based) • Accelerated instruction for Grades 1-5, 7,8,10 &11. (School-based) • Adjusted school calendar to accommodate catch up (System and school level) • Capacity strengthening of school administrations and teachers (School level) • Learning assessments (ECD-12) (System and school level) • Guidance on school calendar (System and school level) 	<ul style="list-style-type: none"> • School feeding (Home delivery) • Distance learning (Distribution of learning materials) • Psychosocial support (Community Support) • Behaviour change communication (Community-based) • Community mobilization for reopening of schools (Community Level)
SCENARIOS AND TRIGGERS FOR IMPLEMENTATION		

INTERVENTION STAGE(S)	PREPAREDNESS, MITIGATION AND RESPONSE		RECOVERY	
RISK LEVEL DETERMINED BY MOH/NPHIL)	HIGH	MEDIUM	LOW	NONE
ACTIVITIES IMPLEMENTED AS RESPONSE				
Scenario 1: 0-60 days	<ul style="list-style-type: none"> • School Closure (full) • Behaviour change communication • Psychosocial support (Community Support) • Distance learning (Radio programming) • Guidance on national assessments (Grades 6,9,12) 	<ul style="list-style-type: none"> • School Closure (Partial) • Behaviour change communication • School safety measures (standard) • Psychosocial support (Community Support) • Distance learning (Radio programming) • Community mobilization for reopening of schools • Guidance on national assessments (Grades 6,9,12) 	<ul style="list-style-type: none"> • School Closure (Partial) • School safety measures (standard) • Distribution of learning materials • Community mobilization for reopening of schools • Guidance on national assessments (Grades 6,9,12) • Rapid safety assessment 	<ul style="list-style-type: none"> • School Closure (None) • School safety measures (intensive) • Community mobilization for reopening of schools • Guidance on national assessments (Grades 6,9,12) • Rapid safety assessment
Scenario 2 61-120 days	<ul style="list-style-type: none"> • School Closure (full) • Behaviour change communication • Psychosocial support 	<ul style="list-style-type: none"> • School Closure (Partial) • Distance learning (Distribution of learning) 	<ul style="list-style-type: none"> • School Closure (Partial) • Learning assessments (ECD-12) • Rapid safety 	<ul style="list-style-type: none"> • School Closure (None) • School feeding (school based) • Private school subsidy • School safety measures (standard) • Adjusted school calendar to accommodate missed learning

	<ul style="list-style-type: none"> (Community Support) Distance learning (Radio programming) Learning assessments (ECD-12) Guidance on school calendar Distance learning (Distribution of learning materials) 	<ul style="list-style-type: none"> materials) Community mobilization for reopening of schools Learning assessments (ECD-12) Distance learning (Distribution of learning materials) 	<ul style="list-style-type: none"> assessment Distribution of learning materials Capacity strengthening of school administrations and teachers Adjusted school calendar to accommodate missed learning Psychosocial support (Community Support) Rapid safety assessment 	<ul style="list-style-type: none"> Learning assessments (ECD-12) Psychosocial support (Community Support) Rapid safety assessment
Scenario 3 121 days +	<ul style="list-style-type: none"> School Closure (full) Behaviour change communication Psychosocial support (Community Support) Distance learning (Distribution of learning materials) Distance learning (Radio programming) 	<ul style="list-style-type: none"> School Closure (Partial) Behaviour change communication Psychosocial support (Community Support) Distance learning (Distribution of learning materials) Distance learning (Radio programming) Psychosocial support (Community Support) Rapid safety assessment 	<ul style="list-style-type: none"> Accelerated instruction for Grades 1-5, 7,8,10 &11. Adjusted school calendar to accommodate missed learning Rapid safety assessment Distribution of learning materials Psychosocial support (Community Support) Rapid safety assessment 	<ul style="list-style-type: none"> School Closure (None) Accelerated instruction for Grades 1-5, 7,8,10 &11. Adjusted school calendar to accommodate missed learning Psychosocial support (Community Support) Rapid safety assessment

Annex 5: Summary of partner's support to the Education Sector COVID-19 Response Plan

Partners' Support to Liberia MoE's Emergency Plan in Response to Covid-19

Mapping out Partner Pledged Support for Better Coordination

Name of Partner Organization:

Note: The activities listed are directly from MoE's Revised EiE COVID-19 Response Plan and budget.

MoE Emergency Plan		Organization + Contact	Partner Pledged Support		Comment
Activity	Estimated Budget (US\$)		Coverage of the Activity (partial or entirety)	US\$ Amount (understood that partners may provide in-kind, non-monetary technical support in addition to or as their contribution; please indicate <u>both</u> monetary <u>and</u> non-monetary support)	State details of the areas your organization plans to support under this activity
		Policy Priority 1: Activation and operationalization of education cluster (\$550,000.00)			
1.1 Activate the Education Cluster	0.00				
1.2 Operationalization of Education cluster	550,000	UNICEF	Partial	1,500	To support the EiE TWG
		Policy Priority 2: Protection of lives and learning continuity for all students (\$1,041,573.50)			
1.3 Development and dissemination of risk prevention and awareness messages	46,203.50	READ Liberia ³³	Partial: 320 communities across six counties: Grand Bassa, Nimba, Lofa, Bong, Margibi, and Montserrado	USD 5,600 (Monthly) technical Support	160 Read Liberia's School Community Mobilisers who are based in various school communities across the six target counties will remain engaged with

³³ The estimated READ amount committed is USD 600,000 but this is not disaggregated based on activities.

					parents via phone calls and will encourage learners, parents, teachers and stakeholders to make use of available reading materials and at the same time provide health messages related to the COVID-19. (Regularly washing hands, social distancing, what to do when some is sick? How to reach the Corona help hotline etc). This will be across the following counties: Grand Bassa, Nimba, Lofa, Bong, Margibi, and Montserrado
1.4 Establish learning continuity platforms	210,000.00				
1.5 Support learning continuity for all students including students with special needs	785,370.00	<p>READ Liberia</p> <p>UNHCR Helena Massaquoi massaquoi@unhcr.org</p>	<p>Nationwide for Grade 1 & 2 Reading/literacy lessons development</p> <p>Partial (Nimba, Grand Geedeh & Maryland)</p>	<p>Technical support</p> <p>Lessons development and recording</p> <p>\$113,760</p>	<p>Provide technical guidance to the MOE COVID-19 Lesson Development Team</p> <ul style="list-style-type: none"> - Read Liberia supports lesson development and conducting lessons dry runs, - Read Liberia provides technical and editing support <p>Read Liberia participates in program planning</p> <p>UNHCR will continue to Pay stipend for teachers that are not on GOL payroll for the period of the project.</p>
		Education Development Center (EDC): AQE	<p>Partial: please refer to detailed costing estimates in AQE Contribution to MOE EiE Plan document</p> <ul style="list-style-type: none"> • up to an estimated 	<ul style="list-style-type: none"> • Production of maths and language grade 5 lessons in maths and language (in-kind technical 	<ul style="list-style-type: none"> • Lesson Scripts writing for 'teaching by radio' production in Language and Mathematics • Presentation of Lessons for

			<p>\$58,421 in staff time and associated costs</p> <ul style="list-style-type: none"> up to an estimated \$151,000 for Monrovia radio stations, \$56,700 for community radio station relays and \$67,300 in provisional procurement and related costs – pending allocation of supplemental funding to current contract up to an estimated \$10,488 for M&E SMS platforms and usage 	<ul style="list-style-type: none"> support) Recording of maths and language grade 5 (in-kind technical support) Airing of radio program relay to county sub-stations (monetary support) M&E/ Quality Assurance (in-kind and monetary support) 	<ul style="list-style-type: none"> recording Airing of programs – Monrovia and Community Radio Stations – to reach learners in county rural and deep rural (contingent upon supplemental funding) M&E/ QA - Supporting critical listener feedback loops on radio lesson transmission – through bulk messaging platform and critical listening surveys (digital data collection)
		UNFPA	Partial	\$140,000	UNFPA will reprogram funding towards printing the revised national curriculum and lessons including sexuality education.
Policy priority 3: Psycho-social, health and well-being, child protection and nutrition support for parents and children (\$3,340,056.46)					
1.6 Psycho-social support for all (Students, parents and teachers)	139,500.00				
1.7 Support health and well-being and nutrition of students, teachers and parents	3,136,652.96	World Bank	Partial (provide health kits to private and faith-based schools)	1,500,000.00	Support this activity through reprogramming funds and activation of the CERC under the IRISE project
		Save the Children	Full Coverage of LEARN Literacy Cluster: 59 public primary schools based on original program design in Grand Gedeh and River Gee counties.	\$11,900.00 (Non-Monetary: In kind and Technical Support)	Grand Gedeh and River Gee counties Health and hygiene messages and leaflets will be added in the book banks. Partnership with Ministry of Education (MoE) Education Cluster to develop Literacy Boost Home Learning/study tips for children, literacy

					champions, teachers and parents.
			Full coverage of LEARN Literacy Cluster: 59 public primary schools based on original program design in Grand Gedeh and River Gee counties.	\$3,600.00 (Non-Monetary: Technical Support and Procurement of Service)	Grand Gedeh and River Gee counties Partnership with Ministry of Education (MoE) Education Cluster to develop and air Literacy Boost radio - based lessons on community-based radios in 2 counties
			Coverage of all LEARN target 220 public primary school communities in 4 counties.	\$6,400.00 (Non-Monetary: Technical Support and Procurement of Service)	Grand Bassa, River Cess, Grand Gedeh and River Gee counties Adapt and air NPHIL/MOH approved age appropriate radio messages on personal and environmental hygiene lessons on community-based radio stations in 4 counties
1.8 Strengthen child protection and care in schools and communities	63,903.50	Open Society Foundation	Partial (Montserrado, Bomi and Rivercess)	USD 80,000	1600 ECE learners in Three Counties (Montserrado, Bomi and Rivercess)
Policy Priority 4: Recovery, school re-opening and system strengthening (\$27,379,560.26)					
1.9 Safe re-opening of schools	4,338,650.00	Save the Children	Coverage of all LEARN target 220 public primary schools in 4 counties	\$4,840.00 (Non-Monetary: In-kind Support)	Grand Bassa, River Cess, Grand Gedeh and River Gee counties. Purchase handwashing buckets with faucets for use around latrines and schools' entrances
					Grand Bassa, River Cess, Grand Gedeh and River Gee counties Repair and Improve schools' latrines infrastructures
2.1 Community mobilization for school re-opening	1,813,854.46	Education Development center: AQE	Partial: (for discussion based upon partner contributions and determination of complementary activities.)	<ul style="list-style-type: none"> Development of guides for PTA training around safe learning environment - (in-kind technical support) Development of messaging for return to 	<ul style="list-style-type: none"> Guidelines as for PTA training and action plans for providing psychosocial support to communities and building safe learning environments for learner return Media messaging

				schools, psychosocial support, safe learning environments (in-kind and monetary support)	directed at PTA chair, principals and teachers in AQE sites for building capacity for safe learning environment – using bulk messaging and radio platforms established with partners
		ZOA	Partial	Technical assistance	ZOA staff can conduct awareness if the GoL allows for their movement in Margibi.
2.2 Access to health kits for all schools	3,291,776.00				
2.3 Provision of curriculum, textbooks, teaching and learning materials	4,769,635.00				
2.4 Capacity strengthening of decentralized staff, school administrators, teachers and caregivers	3,131,600.30				
2.5 School feeding programs and deworming with key focus on the most vulnerable	6,607,859.50	Save the Children	47,620 beneficiaries in 220 schools in Grand Gedeh, Bassa, River Cess and River Gee 35025 Metric Tons of food commodities (Vegetable Oil, Split Peas, and Fortified Rice)	\$527,532.00 (Non-Monetary Support: In-kind, Procurement of service)	Grand Bassa, River Cess, Grand Gedeh and River Gee counties. Distribute COVID 19 Emergency THR to all students in LEARN implementing schools.
			Entire Coverage of all LEARN target 220 public primary schools in 4 counties	\$11,660.00 (Non-monetary Support: In-kind)	Grand Bassa, River Cess, Grand Gedeh and River Gee counties. Provide schools with thermos sensors, hygiene environment for early detection of new COVID-19 cases and prevention of spread in post COVID-19 resumption of schools
		Mary's Meals	Partial (625 schools located in Bong,	In-kind food and distribution of	Full coverage for 159,000 students in 625

			Montserratado, Bomi, Grand Cape Mount and Gbarpolou counties. MOE has list of said schools.)	food items	schools that are normally supported by Mary's Meal school feeding program once school resumes
		ZOA Liberia, contact Mr. Matthew Tebbutt m.tebbutt@zoa.ngo / Mr. Harmen Sas h.sas@zoa.ngo	Feeding at 21 schools in Margibi to the end of the 2020 academic year, more funding is being sought for feeding in September	US\$25,000	Feeding for 2 months for 14 schools under current ECOWAS funding (20K). Feeding for 7 schools until at least end of 2020 under current funding. 2021-2022 funding for these 7 schools about to be confirmed. (5K monthly). The feeding is from a home-grown source, and is cassava based. Liberian agro processors produce the food.
2.6 Strengthen systems of school leadership, teacher preparedness, emergency planning, learning continuity in emergency, age-appropriate enrollment, school quality assessment and inclusive education	727,185.00				
2.7 Student assessment guidance and school calendar adjustment	25,000.00				
2.8 Provide subsidy for higher education, community colleges and teacher training institutions	858,500.00				
2.9 Monitoring and accountability for COVID-19 Response	260,000.00				
3.1 Monitoring and Accountability for System Recovery	1,555,500.00				
TOTAL	\$32,311,190.22	-	-	-	-

Notes:

- Activity in this table refers to strategies in the plan with several activities
- budget Teach for Liberia support was not specific to schools 25K support for food, masks etc for citizens
- EDC: AQE total ~ \$343,909 so far. No costs listed in commitment to activity
- READ Liberia has not explicitly noted financial cost of support. Technical support
- Negotiations are yet to be concluded with some partners on their commitments

Annex 6: Draft learning materials list

Teaching Learning Materials						
QUANTIT Y	SOCIAL STUDIES	QUANTIT Y	LANGUAGE ARTS	QUANTIT Y	MATHEMATIC S	QUANTIT Y
	Political map of Liberia		Dictionary		Flash cards	
	Population map of Liberia		Thesaurus		Meter stick	
	Ethnic map of Liberia				Balance scale	
	Political map of West Africa		Others: General instructional materials		Geometry sets	
	Flag of Liberia		Teacher record books		Cut out shapes	
	Holy Bible		Pens		Calculators	
	Holy Quran		Chalks		Toy monies	
			Rulers		Tape rule	
			Staple machines		Dice	
			Wall clocks		Number charts	
			School bells		Place value charts	
			Sheets		Fractional parts	
					Geometric shapes	
QUANTIT Y	SOCIAL STUDIES	QUANTIT Y	LANGUAGE ARTS	QUANTIT Y	MATHEMATIC S	QUANTIT Y
	Political map of Liberia		Dictionary		Flash cards	
	Population map of Liberia		Thesaurus		Meter stick	
	Vegetation map of Liberia				Balance scale	
	Ethnic map of Liberia				Geometry sets	
	Relief map of Liberia		Others: General instructional materials		Cut out shapes	
	Political map of West Africa		Teacher record books		Calculators	
	World maps		Pens		Toy monies	
	Constitution of Liberia		Chalks		Tape rule	
	Convention on the Rights of the Child		Rulers		Dice	
	Flag of Liberia		Staple machines		Number charts	
	Holy Bible		Wall clocks		Place value	

					charts	
	Holy Quran		School bells		Fractional parts	
			Sheets		Geometric shapes	
QUANTIT Y	SOCIAL STUDIES	QUANTIT Y	LANGUAGE ARTS	QUANTIT Y	MATHEMATIC S	QUANTIT Y
	Political map of Liberia		Dictionary		Flash cards	
	Population map of Liberia		Thesaurus		Meter stick	
	Vegetation map of Liberia				Balance scale	
	Ethenic map of Liberia				Geometry sets	
	Relief map of Liberia				Cut out shapes	
	Political map of West Africa		Others: General instructional materials		Calculators	
	Population map of West Africa		Teacher record books		Toy monies	
	Vegetation map of West Africa		Pens		Tape rule	
	Relief map of West Africa		Chalks		Dice	
	Ethenic map of West Africa		Rulers			
	World maps		Staple machines			
	Constitution of Liberia		Wall clocks			
	Convention on the Rights of the Child		School bells			
	Student Atlases		Sheets			
	Flag of Liberia					
	Holy Bible					
	Holy Quran					

