



GOVERNMENT OF SAMOA
Ministry of Education, Sports and Culture

EDUCATION SECTOR COVID-19 RESPONSE PLAN
Implementing the COVID Basic Education Response Programme

August 2020

LIST OF ACRONYMS	3
1. INTRODUCTION	5
DRAFTING THE EDUCATION RESPONSE PLAN	5
2. SITUATIONAL ANALYSIS	5
EDUCATION SYSTEM	6
3. OVERVIEW OF EDUCATION SECTOR COVID-19 RESPONSE PLAN	9
PROGRAMME DEVELOPMENT	9
KEY ASSUMPTIONS.....	10
THEORY OF CHANGE	11
PROGRAMME GOALS	12
FUNDING	12
PROGRAMME DESIGN.....	12
RISK ASSESSMENT & MITIGATION	20
MONITORING, EVALUATION AND LEARNING FRAMEWORK.....	22
FUNDING	26
4. LIST OF ACTIVITIES, IMPLEMENTING RESPONSIBILITIES, BUDGET & TIMELINE.....	28

List of Acronyms

ADB	Asia Development Bank
AED	Assessment & Examinations Division (of MESC)
AusAID	Australian Agency for International Development
CBER	COVID-19 Basic Education Response (Programme)
CDMD	Curriculum Design and Materials Division (of MESC)
CEO	Chief Executive Officer (of MESC)
COVID-19	2019 novel coronavirus
CSD	Corporate Services Division (of MESC)
DAC	Disaster Advisory Committee (of government)
DCEO	Deputy Chief Executive Officer (of MESC)
DP	Development Partner
ECE	early childhood education
ESAC	Education Sector Advisory Committee
ESCD	Education Sector Coordination Division (of MESC)
ESP	Education Sector Plan
ESPIG	Education Sector Programme Implementation Grant (of GPE)
GDP	Gross Domestic Product
GEC	Global Education Coalition
GPE	Global Partnership for Education
HDI	Human Development Index
IA	Implementing Agency
IT	information technology
ICTMD	Information & Communications Technology & Media Division (of MESC)
ICTMD-AV	ICTMD Audio-visual Unit
ICTMD-Comm	ICTMD Communications Unit
ICTMD-ICT	ICTMD Information & Communications Technology Unit
KPI	key performance indicator
LMS	Learning Management System
MCIT	Ministry of Communication & Information Technology
MELF	Monitoring, Evaluation & Learning Framework, aka Results Framework
MESC	Ministry of Education, Sports and Culture
NEOC	National Emergency Organisation Committee)
MWCSD	Ministry of Women, Community & Social Development
NUS	National University of Samoa
ODFBL	Open distance flexible blended learning
OGG	One Government Grant
PACMAS	Pacific Media Assistance Scheme
PD	professional development
PPRD	Policy, Planning and Research Division (of MESC)
SAT	Samoan <i>tala</i>
SEN	Student Enrolment Number
SI	School Inspector
SIM	subscriber identification module (card)
SITA	Samoa Information Technology Association
SOD	School Operations Division (of MESC)

SoE	State of Emergency
SPA	Special Purposes Account
SPECA	Samoa Primary Education Certificate of Attainment
SPELL	Samoa Primary Education Literacy Level
SQA	Samoa Qualifications Authority
SSC	Samoa School Certificate
SSLC	Samoa Secondary Leaving Certificate
STEM	Science, technology, engineering and mathematics
TA	technical assistance, or technical assistant
TDAD	Teacher Development & Advisory Division (of MESC)
TVET	technical and vocational education and training
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USD	United States dollar
USP	University of the South Pacific
VEMIS	Vanuatu Education Management Information System
VM	virtual machine

All currency amounts are in Samoan tala unless currency explicitly stated

1. Introduction

Around the world, countries are scrambling to respond to the COVID-19 pandemic threatening the lives and livelihoods of their citizens. Due to Samoa's very recent measles outbreak, in October 2019, which killed 83 people (almost all children under the age of two) and infected more than 5,700, the country responded more promptly to the COVID threat than most nations. On 24 January the Ministry of Health announced travel restrictions (medical clearances and quarantine for those entering the country) and in February published its *COVID-19 National Preparedness and Response Plan*.

Samoa declared a State of Emergency (SoE) on 20 March, which, among other things, closed schools and churches and prohibited gatherings of more than five people. It also curtailed the number of flights arriving in the country. Incoming flights were completely halted by an amendment to the SoE regulations four days later which closed the borders to passengers.

The State of Emergency was continued from 6 August. The emergency orders were continued with eased rules governing public gatherings such as church services, weddings and spectator sports. Some authorised international travel is currently permitted with returning Samoan nationals going into quarantine for 14 days upon arrival. It should be noted that it is possible that Samoa's borders will remain closed until both New Zealand and Australia (main departure points for air travellers to Samoa) have no active COVID-19 cases, which might be many months. Schools have reopened, some with an initial phased alternate day approach started opening in late May, with all schools fully open and operating to normal hours by 22nd June .

.

Drafting the Education Response Plan

The DAC tasked all sectors of government to develop costed COVID-19 response plans. MESC extracted relevant strategies and activities from that Sector Plan and developed into an Education Sector COVID-19 response matrix. The matrix outlined a programme response for basic education (the COVID 19 Basic Education Response Programme CBER)) that was presented to NEOC (National Emergency Organisation Committee). This matrix was supported given that alignment between COVID response and sector planning would ensure a greater level of scope and sustainability of the COVID response activity could be achieved. The CBER was further developed into the Samoa Education Sector COVID 19 Response Plan (SECRP) through consultation with the Education Sector Advisory Committee (ESAC) and wider stakeholders. It includes activities at the early childhood, primary and secondary level and was approved at an ESAC meeting on 14th August.

2. Situational Analysis

Samoa lies in the heart of the Pacific Ocean and consists of two main islands (Upolu and Savaii), and eight smaller ones. Samoa's population at the most recent census in 2016 was 195,979, around 56% of whom are under 25 years of age and 38% under 15. Just over 80% of the population live in Upolu, with almost 20% living in the capital Apia.

Samoa ranked 104 out of 189 countries and territories on the Human Development Index (HDI) in 2017 and had a per capita GDP of SAT11,030 (USD5,700). Around 37% of Samoa's working age population has formal paid employment, while the rest work in subsistence village agriculture, Samoa's dominant economic sector. The economy is largely driven by tourism and remittances (contributing about 25% of GDP each) as well as foreign aid. People with a low level of primary and secondary education are more likely to be living in poverty (that is, unable to meet food and basic needs). Completing school, thereby increasing their chance of securing paid employment, is the best way for the children of such parents to escape from poverty.

Outside of the capital, people typically live in villages of between 200 and 500 extended family members, governed in the traditional *fa'asamoa* way by the collective decision-making of heads of the families. Most villages have a government primary school, while in Apia alternatives to state primary education are also offered by major churches (and a few private organisations). There is at least one government secondary school in each traditional political district, with Apia having a range of private and church-run secondary schools as well as three government ones.

Disaster planning and mitigation have been developed through experience, as in recent years Samoa has been struck by an increasing number of tropical cyclones and extreme weather events, as well as a devastating tsunami in 2009 and a deadly measles outbreak late in 2019.

The Education Sector Covid-19 Education Response Plan assumes that although Samoa is currently Covid-19 virus free and that people will continue to be permitted to move around (including between islands) for education-related purposes, but this may change in the future. The pandemic may at some time find its way to Samoa so the education sector will need to prepare for safe schools' operations while maintaining access to learning.

Education System

The education sector in Samoa has three Implementing Agencies: Ministry of Education, Sports and Culture (MESC), the Samoa Qualifications Authority (SQA) and the National University of Samoa (NUS). MESC and SQA are the sector's main planning and regulatory agencies for basic and post-secondary education respectively. In addition, MESC is also responsible, under the Education Act 2009 (and its 2019 amendment) for delivering basic education, which in Samoa consists of eight years at primary school, followed by five years at secondary. The Education Amendment Act 2019 extended compulsory schooling (previously 5 to 14 years of age) to 4 to 16 years of age. This gave MESC responsibility also for early childhood education, which is currently provided by churches and private organisations or charitable trusts.

Table 1: Basic Education Population Characteristics

Basic Education Item	Number	%	Category of Disadvantage	Number Disadvantaged.
total basic education institutions	336			
ECE centres	126	38%		
primary schools	168	50%		
secondary schools	42	13%		
total basic education students	63,817			
ECE students	5,111	8%		
primary students	42,706	67%		
secondary students	16,000	25%		
female ECE students	2,658	52%	male ECE students	2,453
female primary students	20,499	48%	female primary students	20,499
female secondary students	8,320	52%	male secondary students	7,680
students with a disability	638	1%	disability	638
students with disability at primary	258			
students with disability at secondary	12			
students with special learning needs	unknown		special learning need	
children (aged 5-14) never attended school	540		children (aged 5-14) never attended school	540
total basic education teachers	2867			
ECE teachers	435	15%		
primary teachers	1,406	49%		
secondary teachers	1,026	36%		

The beneficiaries of the COVID-19 Basic Education Response Programme The beneficiaries of the Samoa Education Sector COVID 19 Response Plan are the learners of Samoa along with their families and teachers. All activities have been reviewed with an inclusive lens to ensure that all learners in particular can participate in and/or benefit from the activities. This includes but is not limited to consideration of students with a disability, remote students and students from lower socio-economic villages and communities. Although GPI in Samoa slightly favours female students, consideration to the impact on girls during school closures has been considered. Some demographic characteristics of the student population (taken from the *2018 Education Statistical Digest*) are summarised below:

Table 2: Gender Breakdown of 2018 Student Population by Level

Gender	Male	Female	Total	% Female
ECE	2,457	2,654	5,111	52%
Primary	22,069	20,637	42,706	48%
Secondary	7,702	8,298	16,000	52%
	32,228	31,589	63,817	

Table 3: Governance Breakdown of 2018 Student Population by Level

Governance	Govt	Mission	Private	Total	% @ Govt
ECE	0	3,169	1,942	5,111	0%
Primary	34,156	6,326	2,224	42,706	80%
Secondary	9,811	5,775	414	16,000	61%
	43,967	15,270	4,580	63,817	

Some characteristics of the teacher population (from the *2018 Education Statistical Digest*) appear below. The primary-secondary category applies to some private and church-run schools which offer classes at primary and secondary level, with subject teachers possibly teaching across both levels.

Table 4: Governance Breakdown of Teachers by Level

Teachers	Govt	Mission	Private	Total	% @ Govt
ECE	0	270	165	435	0%
Primary	1084	217	105	1406	77%
Pry-Sec	0	83	26	109	0%
Secondary	603	303	11	917	66%
	1687	873	307	2867	

Table 5: Urban-Rural Breakdown of Teachers by Level

Teachers	Apia Urban	Rest of Upolu	Savaii	Total	% Rural
ECE	geographic breakdown unknown			435	
Primary	489	521	396	1406	65%
Pry-Sec	69	14	26	109	37%
Secondary	387	308	222	917	58%
	945	843	644	2867	

The strategic direction for the education sector is guided by an Advisory Committee (ESAC) which includes the heads of the above three Implementing Agencies and of other government ministries connected with education (for example, Women and Community, Public Service), along with senior development partners and CSO representatives including the Samoan Umbrella for Non-Governmental Organisations (SUNGO) . The ESAC meets quarterly. The ESAC Working Group meet more regularly when necessary and have a mandate from the full committee to review documentation and make recommendations to the ESAC. The collaboratively developed Education Sector Plan (ESP) for the 2019-2024 period has set realistic goals, strategies and implementation activities, and a Monitoring, Evaluation and Learning Framework (MELF) of results indicators to measure Implementing Agencies' outputs and outcomes. Details of ESP (2019-24) strategies and activities relevant to the 2019 novel coronavirus (COVID-19) National Education Response were recently approved by Cabinet.

The principal equity issues within the basic education sector relate the large proportion (possibly more than two-thirds of primary and secondary students) enduring financial hardship or physical remoteness. Financial hardship and poverty are likely to grow more acute in the coming months, especially for families whose main source of income is remittances from extended family members in New Zealand and Australia. Many of those overseas relatives are not working at the moment, and during COVID-19 lockdown there has been a resulting loss of fulltime employment.

In late 2019, students in Samoa missed four weeks of schooling (and national secondary examinations), because the measles outbreak closed schools on 18 November (the end of

Week Six of the ten-week Term 4). Some students missed a further week in late February 2020 after torrential rain and flooding caused by two consecutive cyclones passing just south of Upolu. The COVID-19 State of Emergency closed schools from 22nd May and until 22nd June when all schools were by then re-opened.

In the past, when schools have had to close because of weather, natural disaster or other reason, attempts have been made to make up for lost time by truncating breaks between terms or extending the school year. The current crisis, however, has prompted government to look for other ways to ensure students are able to continue their education when schools are closed, not only now, but in the event of future school closures. It hopes to build the capacity of the education system to be more resilient in times of natural disaster or emergency and to offer alternatives to face-to-face education delivery that will equip Samoan children for lifelong learning in the digital age.

With the threat of an on-going pandemic the education system must also be prepared for the future from a health and hygiene perspective. Not only do the physical needs of school communities need to be addressed but the protection and psychosocial needs of parents, caregivers, staff and students must also be anticipated.

As a result of the COVID-19 pandemic in the Pacific many teachers and students have experienced increased stress and anxiety and require support to actively manage this. Education office and health department staff are well placed to offer psychosocial support to teachers and support teachers to provide psychosocial support to students to ensure a safe learning environment for all.

This Education Sector's COVID-19 response plan has enabled a start to implementing distance learning options, at all levels, for all types of learners. For basic education however, initial provision to the majority of learners at home has been by broadcasting an hour, or hour-and-a-half, of educational programmes over government radio and television stations. These broadcasts were expected to supplement whatever homework exercises their teachers had prepared, in the two-week lead up to lockdown, and provided to their students as take-home packs. The MESC website quickly posted indicative daily learning plans and suggested electronic resources and links to learning sites for those having internet connectivity at home, which in a 2014 survey was found to be just 3.5% of households nationally. Additional planning and home-based learning followed.

3. Overview of Education Sector Covid-19 Response Plan

Programme Development

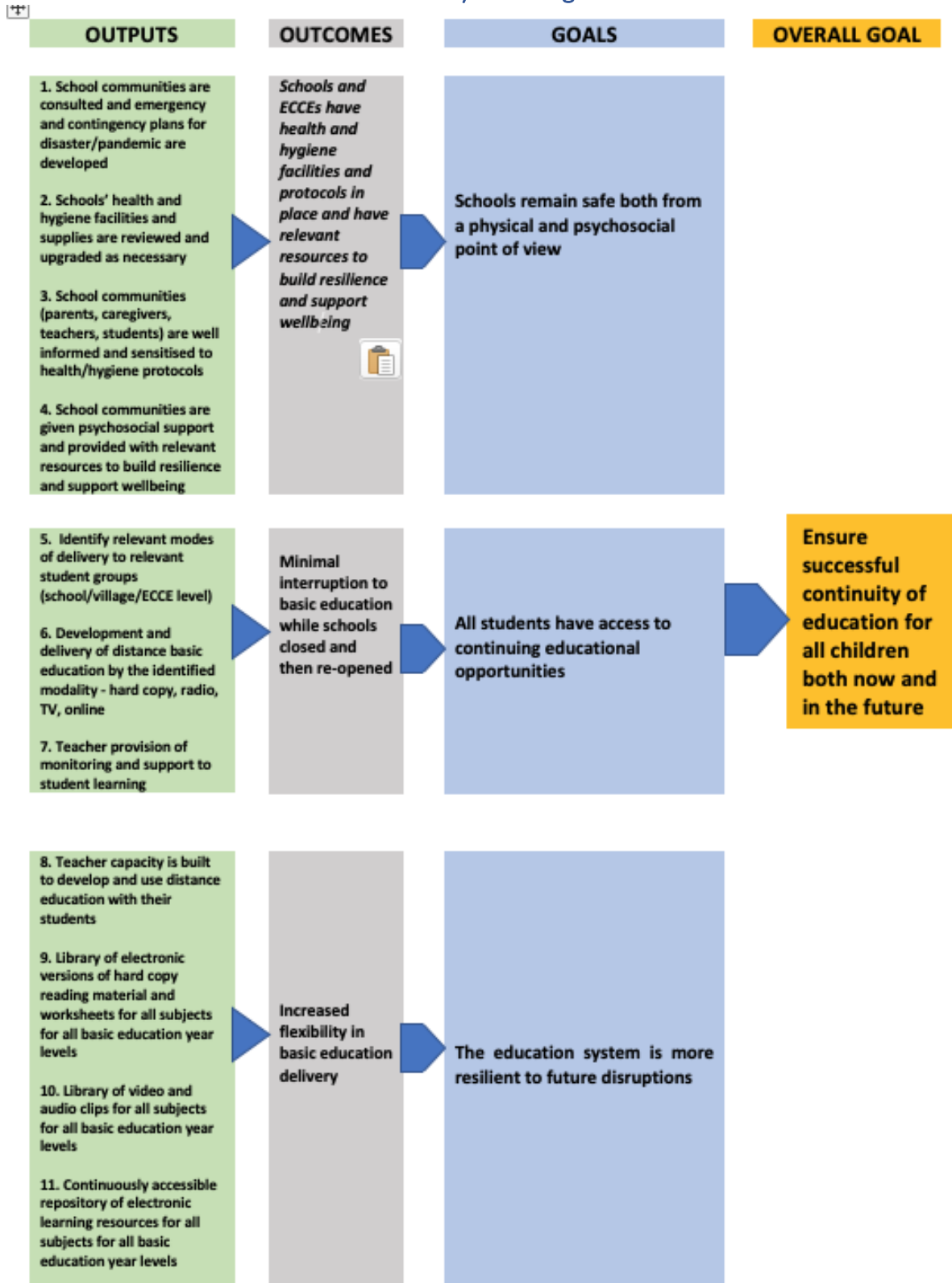
The Education Sector Advisory Committee agreed, at its earliest COVID response meeting, that the focus of the sector's response must be on delivering distance learning, using online distance flexible blended learning (ODFBL) modes. This strategy and activities relating to ODFBL appear as recurrent and development expenditures in the current Education Sector Plan's Implementation Plans and Medium-Term Expenditure Frameworks for both MESC and NUS. Relevant strategies and activities (which follow) were extracted from that sector plan and developed into Education Sector COVID-19 Response Matrix that was presented to NEOC (National Emergency Organisation Committee).

Key Assumptions

The SESCO makes a major assumption – that Samoa remains COVID-19 free and that people will continue to be permitted to move around (including between islands) for education-related purposes, even if restrictions remain on who, where and when movement is allowed. Under-pinning the theory of change below are other key assumptions:

- The time period covered by the current Programme will be from April 2020 to December 2021 with the MESC intending to revise and extend in response to regional and global situation as needed
- Priority is given to the health and well-being of children and educators
- The combined funding from the Education authorities and Development Partners will be sufficient to carry out all activities as planned
- The monitoring and evaluation components underlie and inform all other components
- There will be capacity in the Education authorities, with support from Development Partners, to manage a program of this complexity

Theory of Change



□

Programme Goals

The COVID-19 pandemic has had significant implications for the Samoan education system, including disruption to school attendance and learning of students. To mitigate the impact of COVID-19, this proposal outlines interventions to prevent and control COVID-19 in schools and ECCEs as well as creating safe and healthy learning environments conducive to teaching and learning. Also, there is specific investment in the education system to allow for student learning to continue in the event of the pandemic or another natural disaster arriving in Samoa.

The overall goal of this program is to:

Ensure successful continuity of education for all children both now and in the future.

The COVID-19 Basic Education Response Programme has three main goals:

1. Schools and ECCEs remain safe both from a physical and psychosocial point of view
2. All students have access to continuing educational opportunities
3. The education system is more resilient to future disruptions

Funding

The principal sources of funding for the SESCO, in addition to that being sought from Global Partnership for Education (GPE) COVID-19 Accelerated Funding, would be:

- Government of Samoa, through personnel and other operating costs for MESC staff diverting from their normal duties to implement COVID activities
- Government of Samoa, through in-kind contributions or discounted rates for services provided by state-owned enterprises and ministries
- Government of Samoa, through permitting redirection of MESC funds earmarked for other special projects
- Development partners, through permitting some Budget Support funding to be redirected
- UNESCO's Global Education Coalition, in partnership with Vodafone
- Global Partnership for Education, through UNICEF, for rapid response and accelerated funding.

Programme Design

The activities proposed for the Programme are expected to trigger changes that will result in MESC's desired outputs. The word output, rather than component, is used to describe the services or products that the activities will produce, as this terminology (used in Samoa's Education Sector Plan) is more familiar to those in Samoa. Each of the three Programme goals links to an outcome and the outputs. The outputs for the first goal focus on the health and wellbeing of students and staff. The outputs of second goal are concerned with the continuity of education while the outputs for the third goal relate to building resilience and capacity in the education system.

Goal 1: Schools and ECCEs remain safe both from a physical and psychosocial point of view

Outcome 1: Schools and ECCEs have health and hygiene facilities and protocols in place and have relevant resources to build resilience and support wellbeing

Output 1.1 – School communities are consulted and emergency and contingency plans for disaster/pandemic are developed

Output 1.2 – Schools’ health and hygiene facilities and supplies are reviewed and upgraded as necessary

Output 1.3 – School communities (parents, caregivers, teachers, students) are well informed and sensitised to health/hygiene protocols

Output 1.4 – School communities are given psychosocial support and provided with relevant resources to build resilience and support wellbeing

MESC Outcome Indicator for Goal 1

KPI 1 % of schools/ECCEs with standard WASH facilities, WASH protocols in place and with psychosocial support provided

Deliverables for Goal 1

Schools and ECCEs will have emergency/contingency plans

A review of schools/ECCEs WASH facilities and protocols will be completed

Schools/ECCEs will be resourced to maintain standard WASH facilities, supplies and protocols

School communities will be sensitised to health/hygiene protocols

School communities (parents, caregivers, teachers, students) will have resources for psychosocial support and wellbeing

Schools and ECCEs will need to be prepared for any pandemic threat with respect to health and hygiene. Although Samoa is Covid-19 free, school communities need to be prepared to optimise WASH standards and protocols.

Schools and ECE pre-schools in Samoa generally have access to clean water and WASH resources including soap supplies and toilet facilities. However, it is important to develop base-line data to quickly review the WASH resources in every school and ECCE. Also needed are guidelines for developing other essential health measures such as cleaning, rubbish removal, handwashing protocols and guidance on identification of illness. Any deficit in these facilities and behavioural protocols will likely lead to schools being unable to provide a safe and clean environment for students to enjoy. Targeted support will be provided to improve access to necessary WASH facilities so as to meet WASH standards as soon as possible.

The COVID-19 pandemic has caused anxiety and distress among school communities. Improving WASH facilities, supplies and protocols will alleviate this to some extent but students and teachers will need psychosocial support and access to protection services as the world contends with the ebb and flow of the disease.

Goal 2: All students have access to continuing educational opportunities

Outcome 2: Minimal interruption to basic education while schools closed and then re-opened

Output 2.1 - Identify relevant modes of delivery to relevant student group (school/village/ECCE level/disability)

Output 2.2 – Development and delivery of distance basic education by the identified modality - hard copy, radio, TV, online

Output 2.3- Teacher provision of monitoring, assessment and support to student learning

MESC Outcome Indicator for Goal 2

% of students who can access and use different modes of learning and who continued to participate in learning with on-going relevant modality

Deliverables for Goal 2

All students with consideration to school/village/ECCE level/disability/gender will have access to an appropriate modality of distance learning

Resources will be developed for different levels and subjects

Students will have access to teacher support while schools closed

The SESCRP focuses developing distance learning delivery using print, radio, TV and online modes, for ECE, primary and secondary students. Education delivery modes need to be diverse, to minimise the long-term impacts of school closures, on the most vulnerable and marginalised populations. Development of ODFBL materials will also enable MESC to cover, in part, chronic teacher shortages in some subject areas and at small remote schools, especially in Savaii. The planned response tackles the digital divide by providing all students with free internet access, on mobile phones, to e-learning resources.

Online

While few Samoan households have an internet connection (3.5% when the Asia Development Bank (ADB) conducted a nationwide survey in 2014), and only 10% have a computer, at least 90% of households had a mobile phone at the time of the 2016 Census. It was agreed that the most efficient way to provide online learning to all, and address the digital divide, would be to make those mobile phones capable of accessing educational resources on the internet at no cost to students. All secondary and primary students will be given access to existing online learning resources through the provision, of a SIM card, one for every household and free internet access to relevant education sites including the MESC website, *studyladder.com*, *khanacademy.com*, and *IXL.com*. This free access is being provided through the Global Education Coalition (GEC) UNESCO-Vodafone-MESC memorandum of understanding signed on 16 April 2020. Under this initiative Vodafone will work with MESC to develop and host the free student e-portal, provide storage and central processing unit services hosted on a virtual machine (VM), and deliver high speed internet access to the approved educational sites. Some Programme funding would be used for additional hardware (servers) and software licences needed to support online learning. Currently e-resources for secondary students sit on MESC’s “private” SchoolNet network and are accessible only at school. Negotiations are underway to make the SchoolNet resources also available to students from the secure Vodafone VM host.

The learning management system to be used is Moodle, the same system currently used by NUS and USP for tertiary learners, which means there is software expertise on island on which to draw. It is proposed that local technical assistance would be contracted to formulate a Moodle implementation strategy. It will be necessary to adapt the current Term 2 basic

education resources for Samoa's curriculum, rapidly, for online delivery and upload them to the Moodle platform.

It should be noted that it is possible that male students, who currently are more likely to leave secondary school early, will find online delivery of lessons more motivating and "fun" than face to face delivery. The introduction of online learning may be a way to tempt this educationally disadvantaged group to remain in school longer.

Television

Samoa is currently in the process of switching from analogue to digital television, with the government-owned station, TV1 Samoa, currently still providing an analogue service. The government is planning to launch a digital dedicated COVID-19 TV channel, on which educational broadcasts would be aired for free (along with other communications from government ministries and public bodies). The digital nature of this medium poses an educational equity challenge which the CBER Programme would attempt to address.

Eighty-two percent of Samoan households had a television set at the 2016 Census. It is assumed that the majority of sets can only receive an analogue signal, as at ADB's *2014 Samoa Survey of Household Lighting and Electrical Appliances*, only 19% of households had a flat screen television and 62% had got their TV set second-hand (suggesting it was an older model). To convert an analogue television set to receive a digital signal, the viewer must purchase a MaiVue DV Box costing SAT55 and an aerial costing about SAT120, prices well beyond the budgets of the majority of Samoan households, especially in the current financially straitened times. For this reason, the CBER Programme proposes broadcasting educational programmes, not only on the government's new digital "free" channel when it arrives, but also to continue to broadcast on TV1 Samoa. The government has already committed to providing some free airtime on that channel, but the rest (yet to be negotiated) would have to be paid for, hopefully at the same greatly reduced hourly rate that MESC is currently being charged. It is envisaged that while schools are closed, seven hours of education programmes would be screened each weekday of school term, half an hour per year level, including ECE, at the same time each day.

The SESCRP proposes that the Audio-Visual Unit of MESC's Information and Communications Technology and Media Division (ICTMD) do the recording of video programmes for all subjects, at all levels but the section's audio-visual equipment is outdated and inadequate for the task. It is proposed that CBER Programme funds be used to upgrade that equipment. Some recording would also need to be outsourced because of the sheer volume of work to be done. Television educational programmes would also be available as video clips from the e-portal, which students could view on their mobile phones. As well as being available on MESC's website, the TV broadcast schedule would be emailed to schools monthly, for posting on their noticeboards, visible to students when they returned schoolwork for marking (and uplifted marked work and their new pack).

Secondary & Early Childhood Education

MESC does not currently have the curriculum officers, within the Curriculum Design and Materials Division (CDMD), to design all educational television programmes for all seventeen secondary subjects offered across the five-year levels. Nor does it have adequate staff

numbers to develop ECE TV programmes. The Programme proposes that design and development of videos of ECE and secondary subject lessons for broadcast would be done by expert teachers not currently teaching from government, mission and private schools. A national approach to using both Ministry staff and selected teachers to produce lessons is on-going. The reason for using teachers is to support the Ministry in populating a large bank of on-line, and audio-visual resources to cater for all students from ECE, primary and secondary during COVID 19 closure and the re-opening of schools.

Primary

At primary level, MESC Curriculum Officers would design and deliver education television programmes in all subjects, to be filmed by the Audio-Visual Unit of ICTMD.

Radio

There are 5000 households in Samoa which have no radio and it has been assumed that they are likely to be humble dwellings that do not have a TV (or a computer either). To ensure the educational disadvantage that the children of these households are likely to already be experiencing because of financial hardship and/or remoteness, it is proposed that such dwellings be supplied with a solar-powered radio. This connection would give some of the most poverty-stricken in our community access, not only to educational broadcasts, but also to government's communications about COVID-19 developments or future warnings about heavy rain, cyclones and natural disasters.

MESC currently has a bank of pre-recorded 15 minutes audio clips for primary and ECE learners. Due to COVID 19 the demand for more pre-recorded lessons and online resources to support students learning during the lock down period is increased. Ministry has the expertise in-house to develop more radio programmes but its equipment is very old. The capacity of its servers and ICT infrastructure is fully exhausted with the existing equipment. The CBER Programme proposes that the Audio-Visual Unit of MESC's ICTMD do the recording of new relevant radio programmes for all subjects at all level, which would require the inadequate AV recording equipment and its ICT infrastructures be replaced.

During the early closure of schools, lessons were broadcasted **over the government's Radio 2AP station, free of charge**, as part of the government's contribution to the education response. It is envisaged that three-and-a-half hours of educational radio programmes would be broadcast (15 minutes per year level plus ECE), at the same time each week day, to a schedule that does not clash with TV programmes for the same Year level. The radio programmes would also be available as audio clips from the e-portal, for students to listen to on their mobile phones in their own time. The radio broadcast schedule would be emailed to schools monthly, for posting on their noticeboards, visible to families when they delivered schoolwork for marking (and uplifted marked work). It would also be available on MESC's website.

Unfortunately, this provision is now charged by the Ministry of MCIT (Ministry of Communication Information Technology) leading to the cancellation of broadcasted programs on radio as scheduled by the Ministry. Costing for radio airing time is required to meet the demands of continuous learning for ECE, primary and secondary. It is certain that during a disaster of pandemic, radio is the most reached by all students of Samoa.

Secondary & Early Childhood Education

MESC does not have the adequate number of in-house staff to design and develop audio clips for all secondary subjects or for ECE activities. This CBER Programme would fund the recruitment of expert secondary and ECE teachers (retired or from the private sector) to add to seconded expert teachers to do this work.

Primary

MESC Curriculum Officers would develop (and deliver) the primary television programme content, with the Audio-Visual Unit of ICTMD doing the filming and editing.

Print

The main expenditure here relates to development costs for resources (at ECE and Year 1 to 3 level), printing, stationery and distribution of homework packs. Print resources that could be downloaded by teachers and schools need to be produced for every subject and level from Year 4 to Year 13. As well some schools will receive completed print resources.

The main expenditure relates to operating costs for some translation work of downloaded resources (at ECE and Year 1 to 3 level), printing, stationery and distribution of homework packs. It is also proposed that rural schools might consider scheduling small group interactions with teachers at homework drop off and pick up time, say in half hour blocks. The idea would be to limit numbers to four students per classroom, to remain compliant with the restriction on gatherings of more than five, and could be organised and supervised by *Komiti Tumama* (Women's Committees) which operate in all rural villages. This would give the students the opportunity to ask questions face-to-face and for the teacher to go through problem areas in marked homework. Students at schools in urban areas, in which students are often enrolled because of proximity to parents' workplaces or for religious reasons, are less likely to live handy to the school. In addition, few urban schools have strong connections with village councils and *Komiti Tumama*. During the lockdown those schools would need their School Committees to come up with other strategies to support the distribution of students' homework and assignment to their homes and villages.

Secondary

At the secondary level, schools would be expected to produce homework packs for each student, for each subject. The work would connect directly to each subject's online topics available on the MESC website for the forthcoming month. The packs would contain, initially, four weeks work and would include extracts from textbooks and curriculum materials to accompany worksheets. Secondary schools would each be given a top up to their One Government Grant (proportional to their roll) to cover the increased stationery and photocopying costs. For any secondary school which currently did not have a functioning photocopier, there would be provision for a special grant to service or repair the copier, or to lease one until schools reopened. Secondary students live much further away from school than primary, and many usually travel to school by bus. If the prohibition on public transport were to be reinstated, secondary schools would need to develop plans for ensuring packs reached each student (perhaps via their local primary school) and that worksheets were returned and marked regularly, so that students were receiving continuous feedback and support. Should school closure continue beyond four weeks, schools would begin the cycle again of preparing, producing and distributing the work for the next four weeks.

Primary

Primary homework pack production would be done centrally, with MESC Curriculum Officers designing four weeks work for their subject area, for each year level, including reading material and worksheets. Centralised production is proposed for two reasons: cost effectiveness and equity (endeavouring to ensure that all students are continuing to receive an education, even those at small and remote schools). Again, the topics to be covered would connect with the online resources and links on MESC's website. For Years 1 to 3, early readers, where the medium of instruction is Samoan, the materials would be largely visual because of the assumption that in some households there would be no literate adult present to guide and supervise the learning. The packs would be printed by schools costed under the One Government Grant (OGG). This is costly for schools as the OGG allocation for printing materials is less than 25%¹ of total OGG grant, and will potentially impact on the Financial Year budgets for schools as the increase in printing costs during COVID 19 is an unforeseen additional cost. There is provision for the MESC printery to support schools in this need, however the renovation of the printery is yet to complete and the forward planning for the national assessments in the months to come could cause potential delays in the support for schools. Families would be expected to uplift packs from schools and return work regularly for marking, so that students are receiving continuous feedback and support.

Early Childhood Education

ECE printed packs would be in colour and contain activity sheets (in Samoan) relating to Mathematics; Communication, Language & Literacy; Understanding the World and Physical Development. They would be developed using online resources from sites such as Twinkl and translated. Resources would be printed by ECE schools under the provision of the OGG, like primary only 20%² of total OGG grant is allocated to printing adding additional costs. Early Childhood Education centres would be responsible to getting the packs to each of their students.

Goal 3: The education system is more resilient to future disruptions

Outcome 3: Increased flexibility in basic education delivery

Output 3.1 Teacher capacity is built and resourced to develop and use distance education with their students

Output 3.2 Development of a blended learning resource bank

Output 3.3 OFDBL will become integrated into learning programmes to support resilience and preparation of disruptions.

Output 3.4 Effective monitoring and review of response plan implementation to ensure effective and efficient delivery, inform revision and create opportunities for systems resilience

¹ Ministry of Education, Sports and Culture, One Government Grant Manual of Operations, 2020.

² Ministry of Education, Sports and Culture, One Government Grant Manual of Operations, 2020

Outcome Indicators for Goal 3

% of teachers incorporating on-line resources distance resources/activities in lesson plans (in order for teachers to build familiarity with resources)

% of schools resourced to be able to develop and produce OFDBL

% of students using distance resources, by Year level, gender and region

Deliverables for Goal 3

Teachers will receive professional development in OFDBL and how this can be used to support student learning and assessment of learning

A resource bank will be developed (for ongoing population by teachers) of resources that can be used for OFDBL

Over the 18 month duration of the SESCO, the pool of resources available for delivery by different distance learning modes would grow, as would the teachers' and learners' competence and confidence in more self-directed flexible learning. Samoa has experienced extreme weather events which resulted in official school closures, either localised or nationwide. Recovery after the events, cleaning, repairing and sometimes rebuilding damaged educational infrastructure and resources has not always occurred quickly, meaning some students have missed considerable schooling after some of those closures.

In future, students would be able to continue learning from home using distance modes until their school reopened. If there were a future nationwide closure of schools, radio and TV broadcasts of educational programmes could resume quickly using material already produced, assuming power supplies have not been interrupted. Likewise print provision using production and distribution methods developed during the COVID-19 lockdown could be reactivated swiftly.

Samoa has long experienced shortages of teachers, especially at secondary level in Science, Technology, Engineering and Mathematics (STEM) subjects and technical and vocational education and training (TVET) subjects. Although MESC has implemented a number of strategies to increase teacher supply in these subjects, the shortages still exist. Currently secondary teachers are regularly required to teach classes outside their specialist area, subjects in which they may have inadequate content knowledge. It has also been difficult to retain primary teachers posted to small remote primary schools, especially in Savaii and Fagaloa, leading to high staff turnover and over-size classes until replacement teachers can be found.

Having distance modes of delivery available will enable secondary education to continue to be delivered to all learners during both school closures and periods of teacher shortage. At the primary level, online access will enable remote schools to continue delivering education even when short of teachers. The procurement of Zoom software and development of Moodle platforms for schools and the Ministry is slowly picking up momentum as part of the Ministry's COVID 19 strategy to on-line provision of resources and training. This comes with increasing costs for the procurement of equipment and software to enable schools to benefit

from this distance mode. Hence the Ministry's priority in procurement of Zoom equipment's and platforms to support (168)³ primary schools and (42)⁴ secondary schools.

Already many e-resources for STEM subjects have been made available from the MESC website, mainly links to free learning content providers such as *Khan Academy* and *IXL*. Development of resources for delivery of competency based TVET subjects will be more challenging and will take longer.

The SESCOIP proposes considerable investment in training all School Inspectors primary and secondary teachers in how to use Moodle to create and upload their own lessons and resources. It is hoped this would commence no later than September 2020. The training would use modules that had already been created by experts in the earliest phase of the Programme as examples. A second round of training would be delivered which would teach teachers how to use Moodle to assess students' work and provide feedback, as well as assist with any problems they might have been having uploading lessons. It is envisaged that this training would be delivered at the computer labs of secondary schools in each district early in Term 3. Currently primary and secondary schools do not have sufficient supply of assets such as laptops, tablets and computers to enable all students to access Moodle within teaching learning time. The possibilities of Samoan schools going into full lock down would mean the Moodle platform is the mode of delivery for students for learning and also examinations.

MESC's annual schedule of in-service training for teachers, its Professional Development (PD) Programme, is to be rapidly converted to an online delivery mode. Once teachers have had their initial Moodle training sessions on how to upload resources, they would be able to sign on for relevant PD courses which they could complete in their own time over the rest of 2020.

Risk Assessment & Mitigation

Another high risk to the online learning outputs is the possibility that the Vodafone network will not cope with the 60,000 odd primary and secondary students accessing audio, video and Moodle sessions during "normal" school hours. In late March NUS's implementation of Moodle delivery of courses to their 3,000 students, was jeopardised by Vodafone's extremely slow internet speed. This prompted NUS to add its Moodle Learning Management System to a virtual machine at Digicel's National Operations Centre and provide staff with free Digicel access to upload resources more quickly. Slow Vodafone internet speeds for new e-teachers and e-learners at primary and secondary levels would risk creating a prejudice in both groups against online learning. The strategy suggested to mitigate this risk is to engage the Global Education Coalition and UNESCO to assist Vodafone in solving any network performance problems early and quickly.

³ Ministry of Education, Sports and Culture: Education Statistical Digest, Samoa 2018

⁴ Ministry of Education, Sports and Culture: Education Statistical Digest, Samoa 2018

Institutional Risks

There are two main institutional risks. The first is that if at the end of the current State of Emergency period (2 May) schools are permitted to reopen, MESC personnel and teachers will rightly focus again on normal duties but might no longer be committed to implementing SESCO activities as well. To remedy this, the CEO of MESC must hold her Core Executive team accountable for ensuring both Education Sector Plan and CBER Programme activities have a place in their divisions' revised work-plans.

The second risk is the overloading of key personnel, especially MESC's very small pool of IT hardware and software experts trying to implement the technical aspects of the online and broadcast delivery outputs. Remedial actions, were blockages to arise from this overloading, would be to reassign non-CBER IT activities to others, possibly even outsourcing some.

Economic Risks

There is some risk that funding to the education sector, from either the Government of Samoa directly or from Development Partners (through Budget Support to the Government) will be reduced during the CBER programme period, due to the forecast global economic downturn. Decisions on how to mitigate the impact on education delivery of a reduction in funding would be made by the Education Sector Advisory Committee.

The Central Bank of Samoa has already warned that within six months Samoa's foreign reserves are likely to be exhausted, given the usual income from tourism has been nearly non-existent since the measles epidemic began, and remittances and income from air-freighting of whole tuna have been seriously impacted by the COVID-19 lockdown in Samoa and its trading partners. The shortage of foreign currency might require the postponement of importation of the hardware and software needed to implement CBER's online learning delivery solutions. The suggested strategy for preventing this from happening is by lobbying the Disaster Advisory Committee to make these imports an essential priority.

Behavioural Change Risk

There also could be a risk that behaviours around health and hygiene may not become embedded in day-to-day practices. The educational system will need to ensure that after messaging and sensitisation directed to school communities' protocols around WASH are adhered to over time.

All teachers will need to be trained in several ways. All public servants in permanent positions in Samoa, including teachers, are required to retire once they reach the age of 55. However, ongoing teacher shortages have meant that a not insignificant proportion of the teaching workforce consists of retirees rehired on annual contracts. Places on professional development courses (for which inevitably demand exceeds supply) are preferentially given to permanent teachers. There is a risk that exclusion of retired teachers from opportunities to be trained in the online mode of education delivery and new WASH protocols will have a negative impact on their ability to incorporate the new modes into their practice (as well as on their motivation). This will inevitably have a negative impact also on the students they teach.

There is some risk of an increase in bullying (already a major problem at schools) and cyber-bullying, especially of students less confident in the use of e-resources. To address this, retired teachers will be included in all PD sessions. Also, in such sessions School Inspectors, Heads of Schools and Teachers will be trained in both identifying bullying in e-learning contexts and in strategies to mitigate bullying behaviours.

Procurement and Financial Management Risks

It is possible that budgeted costs will be insufficient to resource some of the activities in the SESCOEP. The very limited timeframe for development of the Programme and the difficulty, due to lockdown restrictions, of getting quotes for some products and services, has meant some costs are estimates only. Procurement will be delayed for items where actual prices are far in excess of the amounts provided in the CBER Programme budget. The proposed strategy for mitigating the risk of such delays is that subsequent to submission of the Application for Accelerated Funding, further work is done by MESC personnel to get more accurate quotes for the products and services to be procured.

Monitoring, Evaluation and Learning Framework

The terminology used in Samoa's Education Sector for a Results Framework is a Monitoring, Evaluation and Learning Framework (MELF), and this phrase is used in this document to avoid confusing personnel in implementing agencies. The Education Sector has conducted regular monitoring meetings on COVID-19, during and after the State of Emergency lockdown.

Due to the fast-changing nature of the COVID-19 situation, combined with the need to be responsive in reprioritising specific activities within the basic education sector as circumstances change, the CBER Programme MELF will be aligned with existing sector monitoring tools, to minimise the burden of additional reporting requirements.

Goal 1: Schools and ECCEs remain safe both from a physical and psychosocial point of view

Outcome 1: Schools have health and hygiene facilities and protocols in place and have relevant resources to build resilience and support wellbeing

Output Area	Indicators	Disaggregation	Baseline (1 Jul 2020)	Mid-pt (30 June 2021)	Target (31 Mar 2022)	Data Source(s)
Hygiene and Sanitation	Number and percentage of schools equipped with safe school protocols, including minimum hygiene standards for prevention of COVID-19.	Level of school Geographical zones	tbd	60%	100% (210)	School survey
School Based Planning	Number of schools developed and implementing school community-based risk reduction, response and continuity plans.	Level of school Geographical zones	tbd	75%	100% (210)	Record of Plans deposited with MESC
Wellbeing	Number and percentage of children in the relevant age-groups provided access to programmes and sensitization campaigns that aim to minimise the negative effects of school closure	Level of school Gender Geographical zone Students with a disability	0%	30%	100%	School survey
			0%	20%	50%	School survey (student tool)

Goal 2: All students have access to continuing educational opportunities

Output Area	Indicators	Disaggregation	Baseline (1 Jul 2020)	Mid-pt (30 June 2021)	Target (31 Mar 2022)	Data Source(s)
Provision of Learning Materials	Number and percentage of children in the relevant age groups supported with distance/home-based learning programmes	Gender Level of learning Geographical zones Students with a disability	0%	50%	100%	Ministry
Monitoring of learning	Number children whose learning is assessed with learning assessment (including distance – based assessments) during school closure	Gender Level of education Geographical zones Students with a disability	50%	70%		School survey (student tool)

Goal 3: The education system is more resilient to future disruptions

Output Area	Indicators	Disaggregation	Baseline (1 Jul 2020)	Mid-pt (30 June 2021)	Target (31 Mar 2022)	Data Source(s)
Teacher Capacity Development	Number and percentage of teachers trained in using distance learning methods	Gender Level of education taught Geographical zone		90%	95%	EMIS data on PD courses
Learning Infrastructure	Number and percentage of schools that received learning and other equipment to support continued learning	Geographical Zone Level of Education	0	30%	50%	Procurement and Capital Lists
Student Learning Materials	# of children accessing teaching and learning materials to support home study	Type: hard copy, video, audio; Subject; Year Level; Gender; Disability				Survey

Funding

The COVID-19 Basic Education Response Programme of planned activities will be funded from a number of sources, as detailed below. The significant values of in-kind contributions by other government ministries and public bodies (such as Radio 2AP and TV1 Samoa), and by the Global Education Coalition-Vodafone and by Digicel are not explicitly shown. Nor are the costs being absorbed by MESC in diverting its personnel from their normal duties to concentrate on responding to the pandemic. The MESC amounts that are shown below are funds earmarked by divisions for special purposes that have, with the approval of the Education Sector Advisory Committee, been diverted to CBER work. Some divisions have also received approval from Development Partners to divert parts of their current financial year's budget support money.

Table 7: Sources of Funding for CBER Programme

Funding Source	Source	Amount (SAT)	Amount (USD)
Digicel (in kind)	Digicel	in kind	
GEC UNESCO & Vodafone (In kind)	UNESCO/Vodafone	in kind	
Government ministry or public in kind	Government of Samoa	in kind	
MESC absorbed	Government of Samoa		
GPE COVID-19 Accelerated Fund (TBC)	GPE	\$ 1,938,750.00	\$ 750,000.000
GPE Catalytic Fund (USD70,000)	GPE	\$ 149,600.00	\$ 57,872.340
MESC Budget Support 19-20 (part SOD budget)	MFAT/DFAT	\$ 12,500.00	\$ 4,835.590
MESC Budget Support 19-20 (part TDAD budget)	MFAT/DFAT	\$ 88,471.00	\$ 34,224.758
MESC SPA (part AED budget)	MFAT/DFAT	\$ 89,000.00	\$ 34,429.400
MESC SPA (part CDMD & ICTMD)	MFAT/DFAT	\$ 155,000.00	\$ 59,961.315
MESC SPA (part ESCD budget)	MFAT/DFAT	\$ 141,500.00	\$ 54,738.878
MESC SPA (part PPRD & VEMIS budget)	MFAT/DFAT	\$ 52,500.00	\$ 20,309.478
UNICEF RCCE Support	UNICEF/Government of Japan	\$ 103,400.00	\$ 40,000.000
Total		\$ 2,627,321.00	\$ 1,016,371.760

Education Response Plan Budget Overview:

Goal	Output	Budget (USD)	GPE Accelerated Fund Application
Goal 1: Schools and ECCEs remain safe both from a physical and psychosocial point of view	Output 1.1– School communities are consulted and emergency and contingency plans for disaster/pandemic are developed	30947	30947
	Output 1.2 – Schools’ health and hygiene facilities and supplies are reviewed and upgraded as necessary	39980	39980
	Output 1.3 – School communities (parents, caregivers, teachers, students) are well informed and sensitised to health/hygiene protocols	24371	24371
	Output 1.4 – School communities are given psychosocial support and provided with relevant resources to build resilience and support wellbeing.	18569	18569
	Total for Goal 1	113869	113869
Goal 2: All students have access to continuing educational opportunities	Output 2.1- Identification of relevant modes of delivery to disaggregated student groups (school/village/ECCE level/disability)	30948	
	Output 2.2 – Delivery of distance basic education by the identified modality - hard copy, radio, TV, online	329400	165184
	Output 2.3: Teacher provision of monitoring and support to student learning	81237	
	Total for Goal 2	441585	165184
Goal 3: The education system is more resilient to future disruptions	Output 3.1: Teacher capacity is built to develop and use distance education with their students	628353	267446
	Output 3.2 Development of a blended learning resource bank	138491	86654
	Output 3.3 Development of guidelines and best practice exemplars for the inclusion of ODFBL into learning programmes as options for delivery in normal school calendar	12379	12379
	Output 3.4 Effective monitoring and review of response plan implementation to ensure effective and efficient delivery, inform revision and create opportunities for systems resilience.	53385	53385
	Total for Goal 3	832608	419864
	Total Programme Cost	1388063	698916

4. List of Activities, Implementing Responsibilities, & Timeline

Description	Implementation Timeline																Responsible Section	
	Quarter 1 (Oct - Dec 2020)	Quarter 2 (Jan - Mar 2021)	Quarter 3 (Apr-Jun 2021)	Quarter 4 (Jul-Sept 2021)	Quarter 5 (Oct -Dec 2021)	Quarter 6 (Jan - Mar 2022)	Ongoing											
Goal 1: Schools and ECCEs remain safe both from a physical and psychosocial point of view																		
Output 1.1: School communities are consulted and emergency and contingency plans for disaster/pandemic are developed																		
Activity 1.1.1	Upolu Districts: School or school cluster based workshops to develop school specific plans with consideration to safety, continuity of learning, student wellbeing and communications. School communities consulted and emergency plans for disaster/pandemic for each school and ECCE																	
	x	x		x	x												x (support and review)	SOD/TDAD
Activity 1.1.2	Savaii Districts: School or school cluster based workshops to develop school specific plans with consideration to safety, continuity of learning, student wellbeing and communications. School communities consulted and emergency plans for disaster/pandemic for each school and ECCE																	
																	x (support and review)	SOD/TDAD
Output 1.2: Schools' health and hygiene facilities and supplies are reviewed and upgraded as necessary																		

Activity 1.2.1	Schools and ECCEs health and hygiene facilities and supplies are reviewed	x			x															SOD/CDMD	
Activity 1.2.2	Schools and ECCEs health and hygiene facilities (toilets, handwashing stations, adequate ventilation, access to safe water,) and supplies (cleaning supplies)				x		x			x			x							SOD/CDMD	
Output 1.3 – School communities (parents, caregivers, teachers, students) are well informed and sensitised to health/hygiene protocols																					
Activity 1.3.1	School communities (parents, caregivers, teachers, students) are given information about pandemic protection and prevention	x			x				x											Frequency increased if situation changes.	SOD
Activity 1.3.2	Schools and ECCEs implement relevant protocols (eg social distancing, hand washing, rubbish removal regarding, cleaning standards) about pandemic protection and prevention	x			x				x											Frequency increased if situation changes.	SOD/CDMD
Output 1.4 - School communities are given psychosocial support and provided with relevant resources to build resilience and support wellbeing.																					
Activity 1.4.1	Head teachers' and teachers' capacities to provide psychosocial support to students and school communities developed and enhanced through professional development				x	x	x											x	x	Refresher courses provided through online PD provisions	TDAD
Activity 1.4.2	Messages to support social and emotional wellbeing in accessible formats for students, parents, caregivers, school personnel and communities will be broadcast.	x	x			x	x											(x)	(x)		SOD

Goal 2: All students have access to continuing educational opportunities

Output 2.1 - Identification of relevant modes of delivery to disaggregated student groups (school/village/ECCE level/disability)																					
Activity 2.1.1	Survey schools and students to ascertain relevant mode of distance learning delivery to relevant student group	X	X		X														X	Immediate upscale of previous survey -	SOD/PPRD
Activity 2.2.2	Survey of students who received teacher support while schools closed to identify preferred modality of learning and support for different cohort groups (year level,	X	X		X															Immediate upscale of previous survey -	SOD/PPRD
Output 2.2– Delivery of distance basic education by the identified modality - hard copy, radio, TV, online																					
Activity 2.2.1	Rebroadcast existing educational programmes on analogue TV	X			X															Frequency increased if situation changes.	ICT
Activity 2.2.2	Rebroadcast existing educational programmes on radio	X			X															Frequency increased if situation changes.	ICT
Activity 2.2.3	Add links to online learning resources to MESC website as each becomes available	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		ICT
Activity 2.2.4	Provide free internet access to student online learning resources till 31/12/2020	X	X	X																	ICT
Activity 2.2.5	Provide free internet access to student online learning resources using mobile phones & SMS messaging	X	X	X	X			X			X			X							ICT
Activity 2.2.6	Purchase server to support increased traffic volumes accessing e-learning resources, PD apps			X	X																ICT

	& live streaming of learning & teaching programmes																			
Activity 2.2.7	Create schedule for radio & TV broadcasts and email weekly to schools for display	X			X				X											
Activity 2.2.8	Broadcast new educational programmes on analogue TV								X											
Activity 2.2.9	Broadcast new educational programmes on digital TV								X											
Activity 2.2.10	Broadcast new educational programmes on radio								X											
Activity 2.2.11	Arrange for special OGG payment to all secondary schools @ \$10 per capita for extra printing & stationery consumables	X																		
Activity 2.2.12	Arrange for all non-functional secondary school photocopiers to be repaired or temporarily replaced with leased machines	X	X	X																
Activity 2.2.13	Procurement of photocopiers to service schools for printing of resource packs	X	X	X																
Activity 2.2.14	Distribute primary packs to schools for uplift by students																		Dependent on context	SOD
Activity 2.2.15	Provide incentives to teachers to record innovative presentations of teaching using 4 students				X				X											
Activity 2.2.16	Provide incentives to students to record problem-solving learning strategies																			
Output 2.3: Teacher provision of monitoring and support to student learning																				

Activity 2.3.1	Provide on-going teaching via Moodle and ZOOM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teachers encouraged to integrate into learning programmes eg homework where possible	TDAD/ICT
Activity 2.3.2	Develop online national examinations and assessment mechanisms							X	X	X	X	X	X	X	X	X	X					AED
Goal 3: The education system is more resilient to future disruptions																						
Output 3.1 Teacher capacity is built to develop and use distance education with their students																						
Activity 3.1.1	Train teachers how to use Moodle	X	X	X	X			X			X			X			X					TDAD
Activity 3.1.2	Prepare and deliver AV PD sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	ICT
Activity 3.1.3	Record PD sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	ICT
Activity 3.1.4	Upload PD sessions to MESC website, Moodle and Google classroom and provide support			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	ICT
Activity 3.1.5	Establishment of a resource pool of school based laptops and tablets for use by teachers in the production and use of interactive digital lessons across subject areas and levels.	X	X	X																		ICT/SOD
Activity 3.1.6	Equip resource pool with dongles to schools for all laptops for teacher use		X																			ICT/SOD
Activity 3.1.7	Purchase server to host Moodle for professional development distance learning		X	X	X																	ICT
Activity 3.1.8	Purchase Adobe Captivate 2020, e-learning resource development software (2 years)				X	X	X															ICT

