Cover Note for
COVID-19 Accelerated Funding Request

OVERVIEW		
Country:	Republic of the Marshall Islands	
Grant agent(s):	UNICEF	
Coordinating agency(ies):	UNICEF	
Program name:	Covid-19 Education Sector Response	
COVID-19 Accelerated Funding amount requested:	US$ 750,000	
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested):[1]	US$ 52,500	
Agency fees as % of total COVID-19 Accelerated Funding requested:	7%	
COVID-19 Accelerated Funding application date:	9/30/2020	
Estimated COVID-19 Accelerated Funding program start date:	11/1/2020	
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June **30**, 2021):	5/31/2022 (18 months)	
Expected submission date of completion report (At the latest 6 months after program closing date):	11/30/2022	
Grant modality - (please enter '**X**')		Sector Pooled
		Project Pooled/ Co-financed
	X	Project/ Stand-alone

[1] **General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.**

Republic of the Marshal Islands

COVID-19 GPE Accelerated Fund

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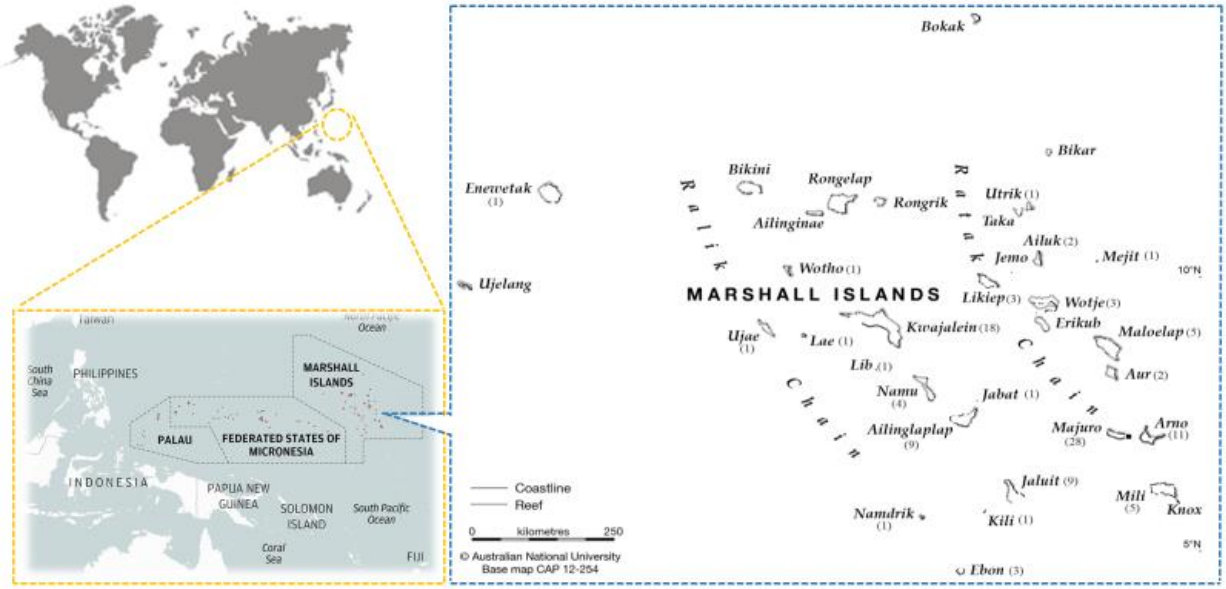
1. Introduction

The COVID-19 pandemic had a major impact on education worldwide. It has been estimated that the crisis has affected the learning of 1.6 billion of learners, or about 91% of all students enrolled in education worldwide. In the East Asia and the Pacific, school shut down catapulted more than 325 million children into an educational void[2].

As of August 2020, the Republic of Marshall Islands (RMI), consisting of 29 atolls and 5 islands, had no confirmed cases of COVID-19. The government of RMI has nonetheless implemented preventive measures, such as closing the international borders and initially restricting domestic travels for some islands until July 2020. The Public School System (PSS) of the Ministry of Education, Sports & Training implemented fast-tracking of the school calendar year and cancellation of major school activities such as graduation ceremonies across RMI, which caused an estimate of 5 weeks of learning loss. During the school break in April, the schools conducted cleaning and disinfection of school facilities; and installation of handwashing facilities.

Although around 50% of children in the Asia and the Pacific region was offered alternative forms of home-based learning, public schools in RMI have not yet offered alternative modes of learning during the school closures/vacation as PSS was not ready for a sudden school closure. PSS has been planning a range of approaches to respond to COVID-19 in the unique context of the country, which include main islands such as Majuro and Kwajalein, and remaining neighbouring islands—previously called as outer islands[3] — as shown in the below map with the number of schools in the bracket (Education Digest, 2019).



2. General Information of Education Sector

This section highlights the general information and key needs in relation to the COVID-19 for the students (access and learning), parents and teachers in RMI.

Students

Access

[2] UNICEF, 2020 Recover, Rebound and Reimagine https://www.unicef.org/eap/media/6406/file/Recover,%20Rebound,%20Reimagine.pdf

[3] Since 2020 summer, the terminology was changed from outer islands to neighboring islands to avoid a connotation of segregation

The 2019 data of the Ministry of Education, Sports & Training shows that RMI has a total student population of 14,863 students (7,646 males and 7,227 females); 1,262 are enrolled in ECE (641 male and 621 female students), 9,576 students in primary education (4,934 male and 4,642 female students), 3,422 students in secondary education (1,664 male and 1,758 female students), and 603 students in special education (397 male and 206 female students). High dropout rates are a longstanding problem in the country (Ministry of Education, 2014). This is most evident at the secondary education level compared to the primary education level. Reports show that there is an increasing of dropout rate in secondary education in the past three years; 30% in 2017, 31% in 2018, and 43% in 2019. While the dropout rate in primary level decreased from 32% in 2018 to 24% in 2019 (Ministry of Education, Sports & Training, 2019). There is limited literature or evidence available on the reasons for the drop-out rates. It has been suggested that the high cost of transportation is one of the main barriers in accessing education for students in remote areas in the neighbouring Islands (UNICEF, 2017a).

Learning

Children living in neighbouring islands or from families with limited income are also more likely to experience negative impact from health-related emergencies on their learning progress and wellbeing. Evidence of the Ebola crisis and COVID-19 across the globe indicates that children from the most disadvantaged groups were likely to have less access to distance learning programmes which deteriorated learning crisis already existed before COVID-19. Based on RMI Education digest 2019, test scores for the last 5 years remain low especially among neighbouring islands schools. This will be further affected by COVID-19, especially when passing rate for standardized test for 8th graders decreased from 44% in 2019 to 23% in 2020, although there is no robust analysis on this result. Moreover, students in boarding schools (2 out of 3 boarding schools located in neighbouring islands) are technically isolated due to the travel restriction, and they need more social and emotional support in order to promote their learning and general wellbeing.

The following table compares performance on the Marshall Islands Standards Assessment Test (MISAT) for students from the neighbouring islands versus students from the urban atolls of Majuro and Kwajalein. It shows urban students performing better than neighbouring islands students at all grade levels.

<Difference between main and neighbouring islands (RMI MOEST, 2019) >

	Statistics			MISAT Proficiency levels by location		
Location	# schools	# students	# teachers	Grade 3	Grade 6	Grade 9
Main islands	44	9,944	654	43%	17%	46%
Neighbouring islands	67	4,316	397	31%	14%	36%
Total	111	14,260	1,049	Gap 12%	Gap 3%	Gap 13%

Parents

According to the PSS representatives, although families supported the school in implementing COVID-19 preventive measures, such as fast-tracking of the school calendar and cancellation of major school activities, there is a further need for active involvement to support continuity of learning for parents in a systematic way. The interviewees therefore believed it is important to continue to invest time and effort in community awareness-raising and guidance on how to support distance learning, to create a community buy-in for an education response in emergencies.

Teachers

For years, teacher shortages have resulted in the hiring individuals that meet the minimum qualifications of a diploma regardless of field of study. Neighbouring island schools are especially

facing shortages, with over 60% of elementary schools creating multi-grade teaching classrooms, a less than ideal situation for teachers lacking the necessary and specific training in pedagogy. Also, due to the geographical and logistical reasons, teachers in neighbouring islands receive an estimate of 5 times less in-service teacher training support than main islands' teachers albeit there is general needs for more systematic in-service training programmes (interview with PSS representative, Sep 2020). Currently, PSS has been planning for additional trainings courses through teacher training college to prepare teachers better to switch from classroom to distance teaching and learning.
There are only two tertiary education institutions in The Marshall Islands, the College of Marshall Islands (CMI) and the University of the South Pacific (USP) – Marshall Islands. CMI serves as the main institution for pre-service training of teachers. USP is designated for Early Childhood Education teacher training (The Republic of the Marshall Islands, 2008). MOE and CMI established an additional pre-service programme to increase the number classroom teachers in the country (Ministry of Education, 2014).

The use of internet as alternative distance learning modality has been considered, and PSS has been planning to conduct training on online learning to equip teachers in using digital platforms for distance learning. PSS has also discussed the use of its Facebook page and/or their website[4] in uploading recorded video lessons for online learning. However, the coverage of internet is far from ready to cover all school and not all teachers in RMI have access to internet and smartphones. There are still areas in the country where there is no electricity and internet connectivity, thus a paper-based approach was considered as best option for an immediate distance learning modality. Therefore, while PSS is preparing for long term for an online option, it is critical to support distance learning in the neighbouring islands to bridge existing gaps. In the meantime, PSS is keen to prepare for future unexpected school closures not only for COVID-19 but also for other potential natural disasters. Therefore, it was decided that 2 public high schools in Majuro will pilot distance learning (paper-based materials) for specific class students who will stay at home as a special simulation to test distance learning and learn from its experience (the pilot is planned to be implemented in October 2020).

In terms of the content, PSS has been discussing to promote place-based learning as part of distance learning: integration of activities through which learners can learn about their home environment in the learning activities. This includes for example using objects found in and around the house, discussion with household member or exploration of the environment. It aims to promote life skills development, understanding of traditional practice, and how this can also give confidence to parents/grandparents in being part of the learning as it is their knowledge Aside from paper-based and online learning, PSS is also planning to connect with the national radio station and private radio stations to deliver lessons and disseminate information to students and parents. Delivery of programmes for different grade levels will be scheduled at different hours per day.

Although the decision on distance learning modalities is important, PSS highlighted that teachers need to maintain a minimum level of contact with students and their families, to provide socio-emotional support as pre-requisite of learning and help students to catch-up academically when needed (e.g. school closure or other identified occasion). In addition, teachers themselves will also need SEL to cope with uncertainty, especially those in neighbouring islands who receive less support even before COVID-19.

[4] ***https://pss.edu.mh/***

3. The Ministry of Education COVID-19 Response and Recovery Plan

The RMI Ministry of Education collaborated with partners and stakeholders to develop an Education Contingency Plan and Continuity of Learning Frameworks to increase its preparedness for future health-related emergencies. The Education Contingency Plan is in line with Education Sector Plan 2020-2023 and was reviewed by the executive board representative and local education partners group (LEG), and it has also been shared through the PSS website[5]. The PSS plays the leading role in development, coordination and implementation of the plan, and the LEG will support the PSS to ensure effective and efficient implementation demonstrated through comprehensive monitoring and reporting.

The goal and four outcomes of the education contingency plan are as follows (the Theory of Change is shown in the later section):

Goal: All girls and boys have continuous access and participate in high-quality education programmes before, during and after health-related emergencies

Outcome areas:

(1) Safe, equity-based and continuous learning environment: All children have access to a safe and child-friendly learning and wellbeing environment
(2) Quality of learning continuity: All children have high quality learning opportunities before, during and after health-related emergencies
(3) Teacher support mechanism: A safe and supportive working environment enables teachers and other education personnel to adequately respond to the needs of all learners before, during and after health-related emergencies
(4) System strengthening: Education systems are strengthened and improved to ensure the education sector is prepared to cope with health-related emergencies

The plan will address these areas through holistic approach: participation and engagement of relevant community and stakeholders, maintaining and enhancing coordination mechanism, as well as rigorous data management (collection, analysis and evidence generation) with Monitoring and Evaluation framework throughout the plan implementation.

In terms of the response on distance learning, the PSS decided, in consultation with the school principals, to provide paper-based distance learning for all primary school students, in case of school closure. Although primary school students in Majuro might have more access to internet and electronic devices, it was decided to implement the same strategy across the country. In order to enable paper-based distance learning, PSS is mapping the status of equipment, students' addresses and ways of delivery during a crisis situation. The principals gathered the contact details of community volunteers who are willing to deliver home learning packages. The schools are expected to develop their own paper-based packages, based on guidelines and a training course provided by PSS. At secondary school level, the PSS plans to provide a combination of paper-based and internet-based distance learning in case of school closure. According to the available data from PSS, some schools and households have partial internet access, mainly in urban areas, the remaining areas mainly in the neighbouring islands, will be reached through paper-based home-learning packages. Other areas, such as Ebeye, will use a combination of internet and paper-based distance learning. The possibility to complement both paper-based and internet-based distance learning with radio or TV messages and guidelines for parents and caregivers will be further explored and implemented especially for schools in main islands.

[5] *https://pss.edu.mh/documents/reports/*

Recognising the importance of involving communities in school governance, the development of community-based governance systems was introduced in the recent Education Strategic Plan. PSS aims to utilize this opportunity to enhance this community engagement scheme within the whole contingency plan. The Community-based Governance of primary schools aims to decentralise school management and local government officials were involved in the process of establishing a local school board in each community and provided feedback on how these boards will ensure participation of the community in education. To establish a local school board, the local government unit (LGU) or municipal council needs to submit a resolution which includes a list of proposed board members. As of August, 2020, there are two atoll/islands that submitted a complete resolution for the local school board, five atoll/islands have started developing a resolution, and 17 islands that are yet to develop a resolution.

A wide range of partners are actively supporting the government response to COVID-19. The International Organisation for Migration (IOM) supported the national government in conducting awareness raising activities in schools about COVID-19. IMO conducted a rapid assessment survey among households in RMI. The results of the rapid assessment were used in determining the recipients of food baskets and relief support from the government. The Pacific Resources for Education and Learning (PREL) will be providing resource materials to support distance learning in further emergencies. UNICEF has also supported PSS for planning and needs assessment on COVID-19 response from school principals. The local government units (LGU) have started developing contingency plans for the community. The LGU also implemented curfew hours to encourage children and other members to stay at home.

Major challenges to address based on the plan

The following is a list of the major challenges extracted from the contingency plan to be addressed in this proposal. Most of the sector concerns and challenges to be addressed through the COVID-19 education response are not new. In fact, they relate to a magnification, due to the scale of this crisis, of already existing disparities and inequities that have been within the school system for many years. As such, this crisis offers an opportunity to address them with innovative interventions and with greater urgency:

1) Learning loss: Learning loss due to school closure as an emergency response will worsen the quality of education in addition to the pre-existed learning issue.
2) Further equity gap: At-risk children who are enrolled but are not attending school regularly may increase significantly. Also, disadvantaged and underperforming schools especially in neighbouring islands will continue more steeply along a downward trajectory and thereby further increase disparities among school, which is even more steep with disabilities, poverty, etc.
3) Lack of distance learning mechanism: There is neither an enabling environment nor an established mechanism for supporting a distance learning system for schools and home-based study that would strengthen education sector resilience to cope with school closure in the current crisis and future shocks that may also lead to school closure.
4) Lack of social and emotional learning mechanism: Challenges for social and emotional learning and/or psychosocial support will increase.
5) Limited school facilities and resources as well as safe school protocol to prepare/respond for health-related emergencies
6) Measure to mitigate humanitarian impact: There is a lack of data collection/analysis system to measure the impact of humanitarian crisis.
7) Support needs from/for parents and caregivers: To prepare and respond to unprecedented challenges including the needs of home-based learning and community engagement, there is a strong need to gain supports from/for parents and caregivers

8) Teachers' capacity: Teachers will suffer from additional required capacity and workload. Teachers need to be supported and capacitated in transitioning from traditional face-to-face classroom learning to distance learning.
9) New normal: Challenge of reorganising schools for the 'new normal' with necessary measures to take for safe school operation.
10) Education in Emergencies policy: A need for holistic education policy to prepare and respond as well as generate evidence for emergencies including natural disasters and epi/pandemic at governmental and school levels.

4. Rationale for the application

The Contingency Plan identifies a number of key interventions under 4 outcomes. With support from the PSS, the Education Development Partners (EDPs), particularly UNICEF, the PSS has started to gradually operationalise the plan. The implementation of some of the interventions are already underway. With the submission of this proposal, FSM wishes to apply for additional funding of US$ 750,000 from the Global Partnership for Education (GPE) COVID-19 Accelerated Funding (AF) Window. Additional resources would strengthen and make the response more effective and increase the focus on equity. A key component of the proposal is on sustaining the learning continuity through paper-based learning (while the plan itself explores other feasible options), protection and wellbeing, teacher training and system strengthening, which is crucial at this time of school closure and phased and progressive school reopening as well as sustainable approach. To prioritize equity and the most vulnerable populations, the GPE AF will put special emphasis on children, teachers and communities of neighbouring islands while covering some country-wide activities to support continuity of learning and system strengthening. This equity-based approach is in line with the focus of AF, and without this fund, COVID-19 is likely to deteriorate the learning and wellbeing of children and teachers especially in the neighbouring islands, who have been facing multiple challenges before COVID-19 hit, as mentioned above. This strategic focus was consulted and endorsed on Sep 23nd 2020 at the Local Education Group (LEG) meeting chaired by the PSS with the support of UNICEF.

5. Grant and Coordinating Agent Selection

Recognising the urgent requirement of Accelerated Funding, as well as the history of support and continued assistance to the education sector by UNICEF, the PSS nominated UNICEF as both grant and coordinating agent. This was endorsed at LEG meeting on May 15, 2020. UNICEF is already financially supporting the initial responses of the PSS in relation to COVID-19 including development of the contingency plan and technical support of its implementation. UNICEF is an active partner and is supporting other social sectors too, including WASH, protection health and nutrition and communication for development. For example, UNICEF protection team has supported integration of Child protection aspect in RMI Social Citizenship curriculum framework for the grade 5 to 12.

6. Proposed Area of Interventions in GPE AF

As mentioned above, the contingency plan focuses on four outcome areas: (1) safe and child friendly learning environment (2) learning continuity, (3) teacher support and (4) system strengthening. In alignment with the contingency plan objectives and intervention, this proposal focuses on access and quality of learning continuity, and a set of activities that are relevant in building evidence, developing new approaches and strengthening systems as required to prepare for all three scenarios in mind:

1. When schools are closed: necessary support for distance learning for different school contexts: boarding schools, schools in neighbouring islands, and schools in urban areas.
2. When schools are opened partially: blended approach (school reopening and distance learning) and social and emotional learning/support, as well as complementary measure such as catch-up course
3. When schools are fully opened: continue social and emotional learning/support as enabler for quality learning, as well as safe school operation

The areas of intervention are defined as follows

1) **Ensure safe and equity-based learning environment** through safe school operation and support for the marginalised population especially children and teachers in neighbouring islands
2) **Support wellbeing of children and teachers** as pre-requisite of learning and teaching, as well as a unique opportunity to gain relevant soft/21st century skills (e.g. social and emotional skills)
3) **Improving and monitoring the quality of distance learning** with an adapted school curriculum leading to the development and paper-based package.
4) **Training teachers** on distance learning, education in emergencies, SEL, safe school operation, formative assessment on learning and wellbeing, etc.
5) **Provide catch-up course mechanism** to bridge school closure and reopening (starting from pilot)
6) **Ensure safe school operation** including water and sanitation interventions in schools and other essential support to abide by safe school operation protocol
7) **System strengthening mechanism** by establishing data collection, analysis and evidence generation to learn from lessons and improve the system to contribute to Build, Back and Better

Overall Objective:
To support the continuation of quality and equity-based learning, while protecting the physical and mental well-being of students

Specific objectives
The following specific objectives are expected from the project which are fully in line with the outcomes of the contingency plan:

(1) Safe, equity-based and continuous learning environment: Ensure access to a safe and child-friendly learning environment with special attention to equity and wellbeing
(2) Quality of learning continuity: Support provision of educational programs to ensure continuity of learning for all, through distance and blended learning before, during and after health-related emergencies
(3) Teacher support mechanism: Assist teachers to prepare for continuity of learning and safe school operation before, during and after health-related emergencies
(4) System Strengthening: Support system strengthening through data collection, analysis and evidence generation to contribute to Build, Back and Better

7. Components and activities

Component 1: Safe, equity-based and continuous learning environment
1.1 Access: Children from ECE to secondary education level have equal access to continuous learning at home and/or school during a health-related emergency

1.1.1. Develop and distribute distance learning materials (paper-based materials and necessary equipment) to the children all levels of education in the neighbouring islands. The materials will be made available in Marshallese language for younger grades. The

contents will be built on the current work of the PSS, and the items and quantity of the necessary materials (e.g. printer, toners, papers, flash drives, based on the needs of schools) will be distributed to the schools through the shipment or flight PSS uses on a regular basis without further cost (shipment runs every 2-4 month and flight option is more frequent and available as of Sep 2020). Assuming schools remain open, the materials will be used as a pilot activity for some schools as a simulation of learning package for several weeks. To test its use, relevancy and effectiveness, students in pilot schools (e.g. 10 most remote schools and 1 boarding schools in neighbouring islands) will go through the similar exercise as above-mentioned Majuro 2 pilot school whose students will stay at home to use home-based learning package for a few weeks with relevant guidance and monitoring (the pilot will be carried out during school calendar and they will be considered as regular school days as a special measure). . Each school will print out necessary material and distribute with the support of volunteer when feasible and relevant.

1.1.2. Develop and distribute parents/teacher guide for distance learning materials.
This will serve as a guide for teachers and parents to support distance learning materials (act. 1.1.1), which will be distributed to along with paper-based materials for the efficiency and timeliness.

1.1.3. Training for trainers on distance learning and complementary learning opportunity.
Training for trainers (ToT) on act 1.1.1 and 1.1.2 will be conducted for relevant education staff including PSS staff, representatives of remote islands. To bridge the potential gap between distance/home-based learning and regular class at school, the programme will also aim to pilot provision of systematic complementary learning opportunity (catch-up class and/or after-hour turning), which take practice in ad-hoc basis in the neighbouring islands. The process will be monitored for the learning and recommendation for the scale-up as a mean to the system strengthening and resilient school mechanism.

1.1.4. Monitor distance learning to assess its use, relevancy and the effectiveness.
Although monitoring distance learning is the global challenge due to the limited mobility caused by COVID-19, the programme aims to monitor not only the use but also the effectiveness of the materials. It will take two folds: small sample survey (real-time monitoring), as well as data collection when children come back to school (post-monitoring). Where possible, it will utilize the existing radio network for teachers for necessary guidance.

1.2 Learning Enabler: Learning environments, whether at school, home or elsewhere, are secure and safe, and promote the protection and the social and emotional well-being of learners, teachers and other education personnel

1.2.1. Develop and distribute teacher/parents guide for social and emotional learning and wellbeing.
This will serve as a general guidance for social and emotional learning support in line with relevant life skills (problem solving, emotional intelligence) and message on wellbeing and safety including COVID specific information so that teachers and parents support children to cope with uncertainty and gain relevant skills. The guidance will be developed by specialist during the workshop and attached with the learning guidance for efficient distribution (Act. 1.1.2) as the target audiences are the same (parents, teachers and children). The content will also highlight additional guidance for children and teachers in the boarding schools, as they face multiple resilience and wellbeing challenges

1.2.2. Provide children, teachers and parents with social and emotional learning support to promote wellbeing as prerequisite of learning and teachers.
This will serve as a training for the act 1.2.1. The training of trainers will be conducted for the key leading education staff, who will roll out training at school levels. The roll-out will be carried out when PSS specialists visit schools through other activities (act. 1.3.1).

1.3 Safe school: Schools are equipped with facilities/resources to respond to health-related emergencies

1.3.1. Schools principal and teachers are trained on safe school protocol.
Schools key staff will be trained on safe school operation protocol which is in line with the COVID-19 global safe school operation framework developed by WHO, IFRC and UNICEF as well as the PSS Child Protection Policy. PSS will revise existing DRR safety protocol (which was developed jointly by PSS and IOM) to integrate COVID-19 aspect~~contextualize in school setting~~, and ToT will be conducted in Majuro to the teacher training team consisting of PSS specialists, district supervisor and lead teachers. PSS staff will then roll out training in the neighbouring islands along with other relevant training and monitoring activities. This will also emphasise the importance of accessible facilities and information for girls and boys with and without disabilities.

1.3.2. Provide necessary materials/equipment for accessible WASH in school and others
This includes necessary WASH items (e.g. water tanks), handwash station and restroom renovation as per the identified needs in 15 neighbouring islands including 1 boarding school.

1.3.3. Schools monitor implementation of safe school protocol
School principal and selected PSS staff will monitor implementation of safe school protocol and collect its data quarterly. PSS will aim to embed Monitoring the Safe School protocol into the RMI Accreditation Program in which each school will be visited by the School Evaluation Team every two years).

Component 2: Quality of learning continuity

2.1 Data management on teachers: Teachers are continuously supported to develop skills which enable them to ensure relevant and high-quality learning opportunities for all learners including students with disabilities, whether learning takes place at school, home or elsewhere

2.1.1. Map the overall needs, gap and entry point for teachers' support for learning continuity, wellbeing promotion and safe school operation.
This will include 2-day workshop with district supervisors to map out overall teachers' needs, gap and recommended action plan

2.1.2. Assist in establishing an effective communication and support structure for teachers throughout all phases of the emergency
Through provision of necessary materials (wave radio, VHF radio, portable speaker system), the activity will support existing teacher radio communication network (e.g. guidance of teacher communication, distribution of communication material, simulation roll out, sharing teacher attendance and student enrolment data from neighbouring islands to main islands, etc.).

2.2 Pedagogy: Instruction and learning processes are learner-centred, participatory and inclusive

2.2.1. Provide teacher training on designing learner-centred, participative and inclusive learning opportunities throughout all phases of the emergency, including distance learning, catchup course and regular school classes
This will involve holistic pedagogy to support learner-centred pedagogy, SEL, inclusive education, distance learning, catch-up course, formative assessment. The activity includes a 2-day workshop for content development and training for PSS specialists. The trained specialists will roll out the training in the 66 remote schools (the budget for the visit is included in the Act 1.3.1)

2.3 Assessment: Appropriate formative assessment methods are used continuously inform teachers about the learning progress and wellbeing of their students and enable them to adjust programmes where necessary

2.3.1. Develop and training on rapid formative assessment guideline which covers learning process and wellbeing, and its implementation.

This will involve consolidation and contextualisation of publicly available document and check list on how to conduct formative assessment in line with the national curriculum. The guidance will aim to include information on reasonable accommodations during formative assessments for students with disabilities. Training for neighbouring islands will be conducted and the guideline will be used and monitored as pilot activities (e.g. Pilot catch-up mechanism (act. 1.1.3) as well as regular use).

Component 3: In-service Teacher training mechanism

3.1 In-service teacher training mechanism: Teachers and other education personnel receive continuous support at all stages of the emergencies to ensure their personal wellbeing and skills in teaching and support learners

3.1.1. Identify and develop contextualised in-service teacher training content on education in emergencies, DRR and resilience, and its pilot to promote learning and wellbeing throughout the process.
Building on the lessons on the project-based training activity (2.2.1), this will integrate aspects of overall education in emergencies, DRR and resilience including promotion of safe school operation, distance learning and wellbeing into current teacher training mechanism and current pilot quality pedagogy framework (initiative of ADB project "IQBE" on basic education quality). It will be carried out with collaboration with teacher training institutions (CMI and USP). The learning on the similar thematic areas at short term (act. 2.2.1 and act. 1.2.2.) will be reflected to pilot this integration into the training mechanism, possibly as a certification program. Relevant SOP and material will be revised/developed to be used for teacher training session.

Component 4: System Strengthening

4.1 System strengthening: The education response plans are accompanied with clear implementation and monitoring plans, developed based on broad participation with a range of stakeholders

4.1.1. Conduct consultation session among stakeholders on monitoring, evaluation and evidence generation for key identified indicators on education in emergencies (EiE). DRR and resilience, and integrate key identified indicators into EMIS system.
It will carry out consultation with PSS school supervisors and school evaluation teams to identify key indicators on EiE, DRR and resilience which are relevant but not in the current data collection system, to aim for its integration into EMIS

4.1.2. Implement, review and revise contingency plan and its implementation framework.
PSS and partners will meet at least bi-annually to review and revise contingency plan. At the end of the AF project, the stakeholders will work on the project summative review to learn from.

(i) As the situation is fluid and the proposed program will allocate a contingency cost (5~~8~~%) which will be used to adjust to the expected and unexpected risks such as unexpected school closure due to 1st – 3rd wave of COVID-19 in the country. ~~-~~Several budget items are costed with thin margins. The contingency fee will be used if any of these costs change or exceed the estimates. For example, the Hardware supply (e.g. ISC and laser printer, Computing hardware) was costed based on the current prices, but these costs commonly change as market forces impact the supply and demand. Also, in case of any COVID-19 confirmed case and/or unexpected school closure, the scale of distance learning might be expanded from pilot level. The trigger for utilization will be decided as and when there is any significant change in the situation, or otherwise before the end of 9th month of the project duration (halfway through) by GA in consultation with PSS, based on the discrepancy between planned and actual budget expenditure/activities. The GA and PSS will discuss on how to reprogram the remaining contingency fee in the event it is not spent (in consultation with LEG when necessary and relevant), and will

seek Secretariat approval for expenditures exceeding 25% of the allocation in the budget.

Targeting of Programme Beneficiaries

The programme will aim to reach directly to 3,998 children (2,103 boys and 1895 girls), 480 teachers and an estimate of 4,000 parents and 3 PSS specialists as show in the below table. As mentioned above, the population in those remote areas tend to have a lack of resources, enough freight services, sufficient support and information due to geographic reasons. To promote equity-based approach and mitigate further disparities among schools in rural areas, the project will put more focus on those rural population including boarding schools. –These include 64 primary schools (some include ECE) and 2 secondary schools. The latter combine lower and secondary levels in combined boarding schools where students are living far from parents. Since these 2 schools are the only secondary schools in remote islands in RMI and 82% of students population in the remote islands depend on those to pursue their compulsory education (RMI Compulsory education includes Lower and upper secondary), inclusion of these schools is relevant and provide positive effect to basic education. Also, WASH in school service will be provided to selected remote island schools which still do not have basic WASH facilities. The programme will also include some national scale activities to contribute to resilient schools' mechanism, quality of distance learning and system strengthening, which will also indirectly reach all children from ECE to secondary in the country – 14,260 students (7,646 males and 7,227 females)

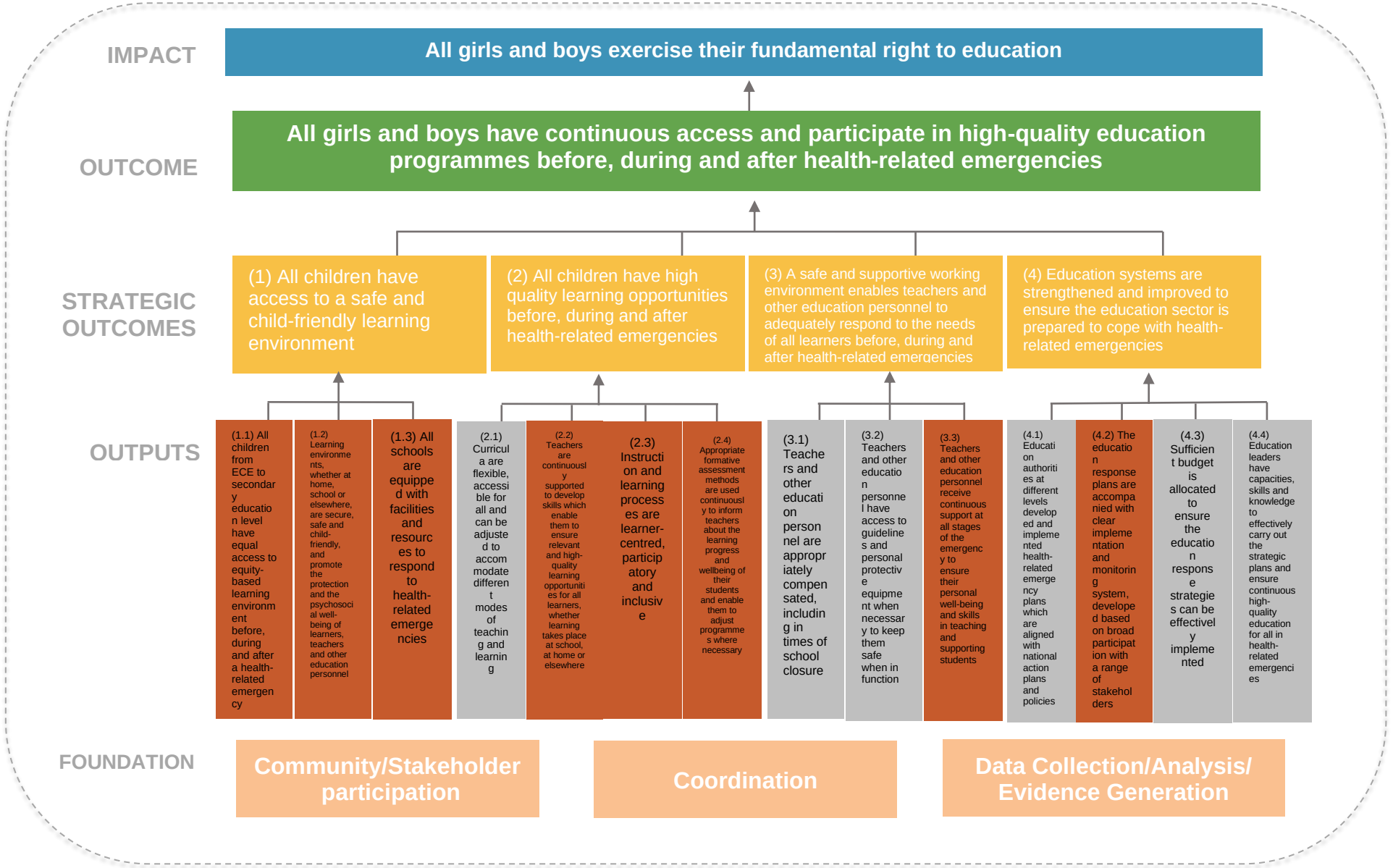
It will also ensure inclusion of ethnic minority group by translating paper-based material into Marshallese languages. In addition, the project will try to capture equity any gender-specific challenge/lessons throughout its duration by collecting gender disaggregated data and including gender sensitive information during awareness raising session with key messages for children who are at risk of dropping out, violence against children and women at home during school closure, child safe-guarding, children with disabilities and challenging issues. Also, to reflect specific needs of children with disabilities, the project will also involve PSS specialist on children with disabilities in the development of the content of learning material as well as awareness raising. The programme will also include some national scale activities to contribute to resilient schools' mechanism, quality of distance learning and system strengthening, which will also indirectly reach all children from ECE to secondary in the country – 14,260 students (7,646 males and 7,227 females)

Location	Beneficiary				
	# schools	# students	# teachers	Parents	PSS staff
Neighbouring islands (direct)	66	3,998	480	4,000	3
Main islands (indirect)	44	9,944	654		
Total (Direct and indirect)	111	14,260	1,049	4,000	3

8. Theory of Change (in line with the plan)

Target outputs (fully/partially) in this proposal

Non-target outputs in this proposal



9. Results Framework

All the interventions presented in this proposal will be monitored and assessed with the below Results Framework. The types of indicators and its levels of disaggregation are guided by the GPE M&E Guidelines, especially the set of core indicators in the document.

#	Outcome/Output (Plan ToC output#)	Indicator (GPE core)	Means of Verification	Baseline	Target	Report Frequency
Component 1: Safe, equity-based and continuous learning environment						
1	Outcome: Children from ECE to secondary education level have access to a safe and child-friendly learning and wellbeing environment	% of schools in the neighbouring island that are prepared to provide equal access to continuous learning through paper-based materials	Project report	0	50	Annually
1.1	Access: Children from ECE to secondary education level have equal access to continuous learning before, during and after a health-related emergency (1.1)	Number (and %) of children in the programme area supported with distance/home-based learning/tutoring programme disaggregated by gender (core adapted)	EMIS Report of PSS and Project report	0	At least 740 (46%) of children in the pilot neighbouring islands schools (370 boys and 370 girls)	Quarterly
1.2	Learning Enabler: Learning environments, whether at school, home or elsewhere, are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel (1.2)	Number of children (boys and girls) (and % of children in the relevant age-group in the program area) and teachers provided access to programs, and sensitization campaigns that aim at minimizing the negative impacts of school closure like Social and Emotional learning, psychological impacts, gender-based violence, and/or issues related to unequal social norms (core, as applied to children)	Project report	0	At least 3,000 children (75%) (1,500 boys and 1,500 girls) and 300 teachers in 66 schools in neighbouring islands	Quarterly
41.3	Safe school All schools are equipped with facilities and resources to	Number (and % of schools in program area) of schools equipped with safe school protocols, including minimum	Project report	0	At least 40 (60%) neighbouring islands schools	Quarterly

	respond to health-related emergencies (1.3)	hygiene standards for prevention of COVID-19 (core, adapted)				
		Number of children provided access to WASH facilities (core adjusted)	Availability of facilities/material in schools (monitoring report) and project report	0	At least 700 children (350 boys and 350 girls) in the neighbouring islands	Quarterly
Component 2: Quality of learning continuity						
2	Outcome Support provision of educational programs to ensure continuity of learning for all during emergencies	% of teachers stated that their skills on distance learning improved	Survey	N/A	50% of surveyed teachers in the neighbouring islands	Annual
2.2	Pedagogy: Instruction and learning processes are learner-centred, participatory and inclusive (2.3)	Number of teachers (and % of teachers in the program area) trained in using distance learning methods and/or provided materials to support distance learning (core)	Project report	0	At least 240 teachers (50%) in neighbouring islands (120 male and 120 female)	Quarterly
Component 3: Teacher support mechanism						
3	Outcome: Teachers and other education personnel can adequately respond to the needs of all learners before, during and after health-related emergencies	% of teachers stated that their skills on EiE/DRR/resilience including distance learning improved, SEL and/or formative assessment improved	Survey	N/A	50% of surveyed teachers in the outer islands	Annually
3.1	In-service teacher training mechanism: Teachers and other education personnel receive continuous support at all stages of the emergencies to ensure their personal wellbeing and skills in teaching and support learners (3.3)	Number of schools conducted in-service teacher training on technical support throughout the crisis to enable them to implement alternative forms of education and/or education in emergencies	Partner project report. PSS reports on in-service teacher training	0	30	Annually
Component 4: System Strengthening						

4.1	<u>System strengthening:</u> The education response plans are accompanied with clear implementation and monitoring plans, developed based on broad participation with a range of stakeholders (4.2)	Learning from evidence summative review report that includes data related to EiE, DRR and/or resilient system is generated and shared to relevant schools/partners	Shared PSS report	N/A	Yes	Annually

10. Implementation and Financial Management

The implementation, monitoring, adjustments and reporting will be done by the PSS with support from UNICEF and in coordination with LEG members. The most frequent monitoring of implementation and progress indicators will be carried out by the planning department of the PSS. Under the leadership of the PSS, the program will be implemented in line with the curricula, the educational administration department to coordinate activities related to water and sanitation, psychosocial support and activities. The grant agent, UNICEF, is responsible for ensuring that implementation is in line with the proposed interventions and for ensuring adequate monitoring and quality assurance of implementation. UNICEF has existing workplans/relationships with NDOE and will be able to initiate implementation in a timely manner. The funds will be managed by UNICEF Pacific, with technical leadership from the education program, in collaboration with the wash, child protection, and social policy programmes.

The role of grant agent, fulfilled by UNICEF, includes receiving and managing funds from GPE in alignment with the activities and budgets outlined in the funding application, agreed by the PSS and endorsed by the LEG. The grant agent's role also includes engaging, managing and providing quality control to the deliverables of the GPE-funded technical support and supplies procured. Partnerships with PREL will be explored and utilized where relevant (e.g. workshops) as PREL has a comprehensive training center and expertise in Majuro to carry out workshops and training. Also, for safe school protocol content development and training (Act 1.3.1.) PSS might involve IOM, as PSS and IOM have previously developed school DRR SoP (COVID-19 aspect to be integrated through GPE activities), although IOM would be a contributing partner rather than an implementing partner. The remaining activities will be implemented through PSS and UNICEF (esp. some supply procurements) systems. The funds will be managed by the UNICEF and specifically by the Education Programme Section. All elements of programme design, implementation, monitoring and reporting will be coordinated with the PSS in collaboration with the UNICEF North Pacific Field Office based in Pohnpei FSM, drawing on relevant expertise within the UNICEF Pacific Education, WASH, Child Protection, Innovation, Emergency and M&E teams. UNICEF Pacific is also able to access additional technical support through the regional office in Bangkok and Headquarters, as required, but will draw primarily on expertise based in the Pacific.

For the implementation of the project, UNICEF will use different implementation strategies, the acquisition of technical assistance and services, partnership agreements with NGOs, direct payments and transfers of funds through the DCT to the education ministry, and supply of goods and services, purchase of supplies, equipment and other items, The purchase of essential goods will be made directly by UNICEF. Procurement activities will be guided by accelerated emergency procedures through local public procurement to strengthen local capacity and the market, and due to the uncertainty of future procurement and freight situation, some procurement process will be prioritised during the first period of the project (e.g. Act. 1.1.1 and 1.3.2). The grant agent, UNICEF, is responsible for grant management as well as financial management.

UNICEF is fully implementing the Harmonized Approach to Cash Transfers (HACT) framework as part of the management process of all its partnerships and transfer of resources. Based on the financial risk level, several assurance activities are planned over the course of the partnership implementation. These activities include programmatic visits, spot checks and financial audits which are executed by UNICEF staff from the UNICEF North Pacific Country office and UNICEF Pacific Islands office. The frequency of the assurance activities is dependent on the risk level of the implementing partners. The UNICEF Pacific Education team and UNICEF FSM Country office will support the PSS and relevant implementing stakeholders to

collect the required information and evidence for reporting and support the mechanisms to support this to be put in place prior to activities commencing. Findings from spot checks and scheduled audits are used to obtain assurance and adjust partnership management strategies accordingly and to structure capacity development support to address identified capacity gaps and, in extreme cases, to suspend and/or terminate partnerships.

11. Monitoring and Evaluation

Throughout the programme period, monitoring and evaluation (M&E) will be carried out as per the M&E and result framework, which is in line with the high-level policy objectives and targets of SDG4 and PacREF. M&E serves to measure the indicators of achievements (from output to strategic outcome/impact level), mitigate pre-identified and unexpected risk, enhance opportunities, as well as addressing bottlenecks. M&E also identifies, documents and reflects lessons learnt. This helps to ensure accountability, generate evidence and share relevant information among key stakeholders and policy makers to contribute to programme improvement in the short-term, and responding better to future emergencies and strengthen the general education system over the long-term (Build Back Better).

In terms of the type of methods, national / existing monitoring system will be used as a primary source, and both qualitative and quantitative milestones achieved will be established through the M&E process and multiple means of verifications will be used (e.g. EMIS data, relevant statistics and studies, activity reports, programme evaluation, survey and qualitative data collection including interviews, focus group discussion and human interest story collection). Although the education authorities from the PSS will hold ownership of systematic M&E, every key stakeholder will be involved in the process (GA, partners, principals/ teachers, students and parents).

M&E is everyone's duty under the leadership of the PSS for overall monitoring of the schools and education programs. Collecting the voices and perspectives of a broad range of stakeholders and beneficiaries will ensure the learning from the education response is context-specific and relevant. In addition, there are existing government mechanisms for filing complaints are in place and the communities will be made aware of these during the consultation process during the programme duration. Joint field monitoring will be carried out by the GA and the PSS focal persons to monitor and verify the progress of activities at the implementation sites on a rotation basis.

Also, the GA will directly monitor the status and progress of the activities through its institutional M&E structure. Additionally, regular program meetings with implementing partners are undertaken at the field level to assess progress made and lessons learned.

Should the current restrictions on travel and movement continue or reoccur for any reason, alternative modalities of M&E will be established and implemented to achieve the objective of M&E as much as possible. (e.g. phone survey, SMS, internet and low-tech tools, etc.)

Learning Through Evidence

The Learning Through Evidence approach has the following short- and long-term objectives. The project will ensure to include monitoring each activity and documenting lessons, which will be shared through consultation meeting. It will also conduct a summative review activity to generate and share relevant evidence of the project with recommendation and action points for specific audience (PSS, schools, PTA, etc.).
Short-term objective: To provide continuous consultation, feedback and "learning by doping/assessing" on the COVID-19 education response to enable stakeholders at different levels

to adjust the strategic action plan in order to increase the efficiency and effectiveness of the current activities. This include small scale data collection such as pre-posttest for each training, identification of good practice and collecting the real voice through interview, focus group discussion and human-interest stories from target audiences.
Long-term objectives: 'Build Back Better', to use learning from the education response to COVID-19 to improve the current education system by utilising this pandemic as an opportunity. For example, the practices of distance learning itself is a new approach in the country and its use and effectiveness will be monitored through two folds: sample survey for real-time monitoring and student formative assessment upon school return (post-monitoring). Teacher development with a focus on learner-centred pedagogy as well as integration of Education in Emergencies in training component will likely to increase the overall quality and resilience of education system. The focus of assessment as a continuous effort to identify learning progress and gaps in order to design catch-up programmes and formative assessment, can initiate reflections and changes about the purpose of learning assessment on a longer term. Close collaboration with relevant stakeholders will be a key platform to deliver generated evidence and system strengthening in the education sector. These evidence and mechanism will be used to improve the education system, not only for disaster preparation and response, but also for regular development programme.

The proposed programme focusses on four key Components: 1) Provide safe and equitable learning opportunities during emergencies, 2) Ensure high-quality learning continuity, 3) Support teachers and 4) Strengthen education systems to respond to emergencies. Each of them includes activities to ensure data collection and learning. Component 1 on safe and equitable learning opportunities includes an activity on monitoring to use, accessibility and effectiveness of the distance learning programmes, to ensure adjustments can be made during the crisis and learn for future emergencies. It also includes an activity on developing and monitoring safe school protocols. Component 2 on high-quality continuous learning starts with a mapping activity on the overall needs and gaps in terms of teacher support, pedagogy and wellbeing of students and teachers. Component 3 on supporting teachers includes an identification of current needs and ways to contextualize in-service support during emergencies. Component 4 on system strengthening is entirely dedicated to learning from the current response efforts and improving existing collaboration and monitoring systems. It includes consultation and partnership development, integration of additional indicators in the existing EMIS system and review and revision of the education contingency plan during the implementation phase.

The Learning through Evidence approach is based on the key principles of 'Relevance', 'Effectiveness' and 'Efficiency'. **'*Relevance'*** looks at how the actions are linked with actual needs, especially meeting the educational needs of the most marginalized learners. The proposed programme is based on a situation analysis and a series of discussions to prioritize the focused actions against identified needs of students, parents and teachers in RMI. For example, despite the fact that internet, radio and TV have been used as distance learning modalities across the globe, primarily focus for RMI will be paper-based approach for the most vulnerable children and teachers in the neighbouringislands, while exploring complementary measures in the whole contingency plan. To increase accessibility of the materials, the paper-based resource will, especially for the younger learners, be made available in Marshallese language.

'*Effectiveness'* looks at how the activities contribute to the achievement of the objectives in general and in how far the activities contribute to intended objectives. As mentioned above, all four key components in the strategic action plan and proposed programme include data collection efforts and the fourth key area is specifically dedicated to learning from the education response. Where possible, all collected data will be disaggregated by gender and level of education. Specifically to the effectiveness of the mitigation of learning loss, a 'trial run' of the assessment

and catch-up programme is previewed. This will provide insight in how the approach works and where adjustments are necessary to increase the quality of the activities. Key area four includes activities to establish and maintain cross-sectoral collaboration with a range of stakeholders. To ensure a safe, high-quality and accessible education response to health-related emergencies, a strong collaboration between the education, health care and social protection sector is crucial.

'Efficiency' is concerned with how the inputs (resources and grant) are linked with the outputs (results) and whether the same results could have been reached with fewer resources. Whenever relevant and possible, development of guideline, distribution and training will be conducted in a timely and efficient manner (e.g. integration of different contents for same audience into the same guideline such as safe school operation, pedagogical support and social and emotional support, instead of printing separate ones). Also, the programme will identify previous, current and future activities from different key stakeholders to find the synergy and break the silos. For example, the project will pilot distance learning during school days as "simulation period" by building on the learning of the forthcoming initiative from Majuro school initiative. Additional efforts will be made in collaboration with relevant ministries and partners' sectors including GA and CA (UNICEF) throughout the programme, in order to utilize schools as an integrated service platform. The whole contingency plan and proposed programme will be monitored throughout the implementation to ensure transparency and efficiency and revise accordingly so that the country will be prepared for the unprecedented pandemic and future emergencies.

12. Implementation Plan with Timeframe

Description		Timeline (reporting quarterly/bi-annually)																	
		Q 1 2020-2021				Q 2				Q 3				Q4 2021-2022				Q5	
		11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
Component 1: Safe, equity-based and continuous learning environment																			
1.1	Access: Children from ECE to secondary education level have equal access to continuous learning before, during and after a health-related emergency																		
1.1.1	Develop distance learning materials in line with national policy (paper-based) and distribute to the children living in the remote islands																		
1.1.2	Develop parents/teacher guide for distance learning materials and distribute to the most remote islands																		
1.1.3	Training for trainers for teachers, PTA and community on distance learning and complementary learning opportunity																		
1.1.4	Monitor distance learning to assess its use, relevancy and the effectiveness (including necessary materials to carry out)																		
1.2	Learning Enabler: Learning environments, whether at school, home or elsewhere, are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel																		
1.2.1	Develop parents/teacher guide for social and emotional learning and wellbeing																		
1.2.2	Provide children, teachers and parents with social and emotional learning support to promote wellbeing as prerequisite of learning and teachers, and conduct post monitoring																		
1.3	Safe school: All schools are equipped with facilities and resources to respond to health-related emergencies																		
1.3.1	Schools principal and teachers are trained on safe school protocol (training of trainers and roll out)																		
1.3.2	Provide necessary materials/equipment for WASH in school and others																		
1.3.3	Schools monitor implementation of Safe school protocol																		
Component 2: Quality of learning continuity																			
2.1	Data management on teachers: Teachers are continuously supported to develop skills which enable them to ensure relevant and high-quality learning opportunities for all learners, whether learning takes place at school, home or elsewhere																		

2.1.1.	Workshop to map the overall needs, gap and entry point for teachers' support for learning continuity, wellbeing promotion and safe school operation																				
2.1.2	Asist establishing an effective communication and support structure for teachers throughout all phases of the emergency																				
2.2	Assessment: Appropriate formative assessment methods are used continuously inform teachers about the learning progress and wellbeing of their students and enable them to adjust programmes where necessary																				
2.2.1	Provide teacher training on designing learner-centred, participative and inclusive learning opportunities throughout all phases of the emergency, including distance learning, catchup course and regular school classes																				
2.3	Assessment: Appropriate formative assessment methods are used continuously inform teachers about the learning progress and wellbeing of their students and enable them to adjust programmes where necessary																				
2.3.1	Develop and training on rapid formative assessment guideline which covers learning process and wellbeing, and its implementation																				
Component 3: Teacher support mechanism																					
3.1	In-service teacher training mechanism: Teachers and other education personnel receive continuous support at all stages of the emergencies to ensure their personal wellbeing and skills in teaching and support learners																				
3.1.1	Identify and develop contextualised in-service teacher training content and material on education in emergencies, DRR and resilience, and its implementation to promote learning and wellbeing throughout the process																				
Component 4: System Strengthening																					
4.1	System strengthening: The education response plans are accompanied with clear implementation and monitoring plans, developed based on broad participation with a range of stakeholders																				
4.1.1	Conduct consultation session among a range of stakeholders to establish mechanism of monitoring, evaluation and evidence generation for key identified indicators on education in emergencies, and integration of key idnetified indicators into EMIS system																				
4.1.2	Implement, review and revise contingency plan and its implementation framework, as well as project summative review to learn from evidence																				

13. Budget

RMI COVID GPE AF Budget Oct 6 2020.xls

Description		Estimated cost				Plan's output #	Remarks/Reference of calculation
		Unit description	QTY	Unit Cost	Total Cost		
Component 1: Safe, equity-based and continuous learning environment							
1.1	Access: Children from ECE to secondary education level have equal access to continuous learning before, during and after a health-related emergency				**228,650**		
1.1.1	Develop distance learning materials in line with national policy (paper-based) and distribute to the children living in the remote islands	Package activity	1	205,850	205,850	1.1	Development fee (10,000:5 days*2,000 USD), ISC printer (70,000: 7*10,000), Laser printer (4,200: 14* 300USD), Ink (21500: 100*215), paper (31,500: 600*53), Plastic folder (33,800: 200*169), Flashdrive (3,500 70*50), Server (10,000: 4*2,500), NComputing hardware (21,350: 70*305). All printied materials will be sent to schools through air and boat.
1.1.2	Develop parents/teacher guide for distance learning materials and distribute to the most remote islands	Develop and Translation	2	1,000	2,000	1.1	Workshop to develop content (2 day * 1000 USD), which will be integrated with act 1.2.1 content.
1.1.3	Training for trainers for teachers, PTA and community on distance learning and complementary learning opportunity	Package activity	1	10,000	10,000	1.1	ToT in Majuro including 10 remote islands representitives and 30 from Majuro) (9,000 USD transport and 1,000 USDworkshop). After the workshop, training will be carried out by PSS specialists in the communities (visiting budget combined with act. 1.3.1)
1.1.4	Monitor distance learning to assess its use, relevancy and the effectiveness (including necesary materials to carry out)	Package activity	12	900	10,800	1.1	Monitor Pilot distance learning with 12 schools for 2 weeks (900 USD* 12). During implementation, phone survey will be conducted. And after children come And after children come back to schools, we collect survey. 10 Primary School 2 Boarding Schools Materials will be stored on flashdrive or printed in Majuro.
1.2	Learning Enabler: Learning environments, whether at school, home or elsewhere, are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel				67,700~~62,100~~		
1.2.1	Develop parents/teacher guide for social and emotional learning and wellbeing	Package activity	3	3,900	11,700	1.2	Content development and 3 day Training of trainers (3,000 USD + 900 USD printing) for 15 education staff and 5 Community members) and its distribution to be consolidated with act 1.1.2
1.2.2	Provide children, teachers and parents with social and emotional learning support to promote wellbeing as prerequisite of learning and teachers, and conduct post monitoring	Community Outreach and post monitoring	2	28,000~~25,200~~	56,000~~50,400~~	1.2	Community outreach for 14 most remote islands (including 1 boarding schools) (28,000~~5,200~~: 14*2,000~~1,800~~); post monitoring (28,000~~25,200~~: 14*2,000~~1,800~~) 2 specialist to visit the most remote neighboring islands: Jabot, Ujae, Lae, Wotho, Lib, Utrok, Likiep,Ailuk, Namdrik, Ebon, Arno(Bikareej, Tinak, Longar PSS specialist will visit
1.3	Safe school: All schools are equipped with facilities and resources to respond to health-related emergencies				243,100~~22 9,600~~		

1.3.1	Schools principal and teachers are trained on safe school protocol (training of trainers and roll out)	Training package	1	~~1~~136,000~~22,800~~	~~122,800~~136,000	1.3	For the content, PSS will revise manual developed by IOM. ToT (4,000: 2 days 2000) in Majuro for teacher training team (curriculum specialist, district supervisor and lead teacher). Roll out for 66 schools by 2 specialists (132,000~~118,800~~: 2,000~~1,800~~*66)
1.3.2	Provide necessary materials/equipment for WASH in school and others.	Package cost for WASH in school	1	104,100	104,100	1.3	91,000 (14 schools * 6,500) Cost detail below. Construction of Hand wash station (1200). Repair Toilet Facilities at schools Water Pump: (300), Water tank (600) 2 toilet bowls (450), 2 Sinks (400), Fixtures (1000), Travel for 2 PSS maintenance crews (1800)Shiping (750) USD. 13,100 (boarding school and dorms *13,100) Cost detail below Construct Hand wash station: 2400(1200*2), Repair toilet facilities Water Pump: 600(300*2), Water tank:1200(600*2), 12 toilet bowls: 2400($200*12),8 Sink:1600($200*8), Fixtures:4000 (2000*2) 1 crew member travel 900.USD
1.3.3	Schools monitor implementation of Safe school protocol	Monitoring fee	3	1,000~~900~~	3,000~~2,700~~	1.3	(1,000~~900~~ USD for 3 people) Every 1-2 month, data can be collected by disrict specialist Monitoring the implementation of Safe School protocol will be embedded into the RMI Accreditation Program. Each schools is visted by the School Evaluation Team every two years. Transportation and Budget can be an issue. Data will be provided at the end of each school year for schools that your visited.
	Sub-total component 1				**520,350**		
Component 2: Quality of learning continuity							
2.1	Data management on teachers: Teachers are continuously supported to develop skills which enable them to ensure relevant and high-quality learning opportunities for all learners, whether learning takes place at school, home or elsewhere				33,050		
2.1.1.	Workshop to map the overall needs, gap and entry point for teachers' support for learning continuity, wellbeing promotion and safe school operation	PSS 2 days workshop with district supervisors to map out overall needs and gap	1	7,000	7,000	2.2	2 days workshop with distrcit superviors ($1500: 2*750) and travel from Kwajelein ($5,500: 5*1100)
2.1.2	Asist establishing an effective communication and support structure for teachers throughout all phases of the emergency	Communic ation material	1	26,050	26,050	2.2	2 way long wave radio (5,500: 55 schools* 100), VHF (7,150: 11 schools*650), portable speaker system to be used for communicatio purpose between teachers and students/parents (67*200) This will build on current regional radio network through which teachers attendance sheet, trainig info are exchanged from NI to MI.
2.2	Assessment: Appropriate formative assessment methods are used continuously inform teachers about the learning progress and wellbeing of their students and enable them to adjust programmes where necessary				**10,000**		
2.2.1	Provide teacher training on designing learner-centred, participative and inclusive learning opportunities throughout all phases of the	Package activity	1	10,000	10000	2.4	2 day workshop for content development (2,000 USD), translation and material printing (4,000) and training for PSS specialists (4,000USD). The trained specialists will roll out the training in the 67 remote schools (the budget for the visit is included in the Act 1.3.1)

	emergency, including distance learning, catchup course and regular school classes						
2.3	Assessment: Appropriate formative assessment methods are used continuously inform teachers about the learning progress and wellbeing of their students and enable them to adjust programmes where necessary				**4,000**		
2.3.1	Develop and training on rapid formative assessment guideline which covers learning process and wellbeing, and its implementation	Training of Trainers	2	2,000	4,000		This includes workshop to consolidate relevant material/checklist (2,000) and 2 day training (2,000) for PSS specialists who will train the 66 remote schools staff (the budget for the visit is included in the Act 1.3.1)
	Sub-total output 2				**47,050**		
Component 3: Teacher support mechanism							
3.1	In-service teacher training mechanism: Teachers and other education personnel receive continuous support at all stages of the emergencies to ensure their personal wellbeing and skills in teaching and support learners				**12,000**		
3.1.1	Identify and develop contextualised in-service teacher training content and material on education in emergencies, DRR and resilience, and its implementation to promote learning and wellbeing throughout the process	Package activity	1	12,000	12,000	3.3	consultation cost (2,000: 4 times*500) with CMI and USP to discuss possible ways to imbed Education in emergencies into their in service programs, possibly as a certification program. PSS Staff development program can ensure that all teachers go through this program as a requirement for their teacher license. Relevant SoP and Material development/printing (10,000 USD). When possible, collaborate with relevant actors (e.g. Red Cross, IOM).
	Sub-total output 3				**12,000**		
Component 4: System Strengthening							
4.1	System strengthening: The education response plans are accompanied with clear implementation and monitoring plans, developed based on broad participation with a range of stakeholders				**16,700~~13,100~~**		
4.1.1	Conduct consultation session among a range of stakeholders to establish mechanism of monitoring, evaluation and evidence generation for key identified indicators on education in emergencies, and integration of key idnetified indicators into EMIS system	Majuro and Kawajalein consultation	1	9,700~~6,100~~	9,700~~6,100~~	4.2	Two PSS staff to produce mechanism and conduct workshop with PSS school supervisors and school evaluation teams. 32 day workshop Majuro: Supplies $2,000~~1500~~. Kwajelein 3~~2~~ day Workshop: Supplies:$2,000~~1500~~, Travel and lodging: $5,700~~3100~~. Total 64 day workshop
4.1.2	Implement, review and revise contingency plan and its implementation framework, as well as project summative review to learn from evidence	Consultation	1	7,000	7,000	4.2	Consultation meeting with relevant stakeholders and summative review
	Sub-total output 4				**13,100**		
	Contingency cost	**~~58~~%**			**37500~~60000~~**		
	Programme total				**652,500**		
	Grant agency management cost	**13%**			**97,500**		11% Staff time/technical oversight, 2% monitoring and travel
	Total Programme cost				**750,000**		

14. Risk Mitigation Table

Risks	Mitigation measures
1. Funding (both government and external) is not available/ or sufficient to implement the contingency plan	• Identification of possible savings and/or re-programming of other education funds. Maintain and enhance ongoing discussions across partners (utilise LEG and other modalities) to advocate for the programme with clear linkages to partner mandates. Monitor and generate evidence and provide regular updates to demonstrate accountability.
2. Poorly coordinated education response to the emergency	• Develop clear communication and coordination networks, strategies and protocols in the preparedness phase. Monitor and adjust the coordination structure and protocol and document lesson learned to improve coordination in future emergency situations
3. The education response to the emergency is not based on assessment data, and therefore not relevant for the specific context	• Conduct a situation analysis in the preparedness phase to identify local resources, potential barriers to access learning during an emergency, feasibility of different alternative education models and education priorities during an emergency. • Conduct a rapid assessment in the initial response phase to gather emergency specific data, update the situation analysis and adjust the contingency plan where necessary
4. Learning discontinues during the emergency	• Plan and prepare for a range of teaching and learning alternatives (limited on-campus learning, distance learning: paper-based, online, phone-based, TV/radio) • Ensure teachers have the skills and resources to implement the planned teaching and learning alternatives
5. Groups of children do not access education during emergencies	• Collaborate with a range of stakeholders at different levels to anticipate potential barriers to access learning and participation and develop strategies to overcome these barriers • Ensure all developed education approaches and materials are designed based on the Universal Design for Learning Principles • Provide technical support for education leaders, teachers and community members on inclusion and equity in education
6. Poor psychosocial wellbeing of teachers, learners and/or parents and caregivers limit learning opportunities on the short and long term	• Map available psychosocial support services and distribute contact lists among schools • Set up a helpline or other support mechanism for teachers to access counselling support and refer/discuss child protection concerns • Establish mentor systems for regular check-ins with teachers, learners and parents or caregivers. Mentors can for example be peers, colleagues for the same or neighbouring school, community volunteers, local education leaders
7. Increased (gender-based) domestic and community violence and abuse during extended periods of school closure	• Capacity building of teachers to recognize signs of violence and abuse • Develop and share protocols on how to act when violence and abuse are identified • Establish helplines and/or other reporting mechanisms for violence and abuse. Ensure reports are followed up and references or connections are made with professional support services