

Cover Note for
COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Federated States of Micronesia
Grant agent(s):	UNICEF
Coordinating agency(ies):	PREL (Pacific Resource for Education and Learning)
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):	4/30/2022 (18 months)
Expected submission date of completion report (At the latest 6 months after program closing date):	10/31/2022
Grant modality - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> 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.



Federated States of Micronesia
GPE COVID-19 Accelerated Fund



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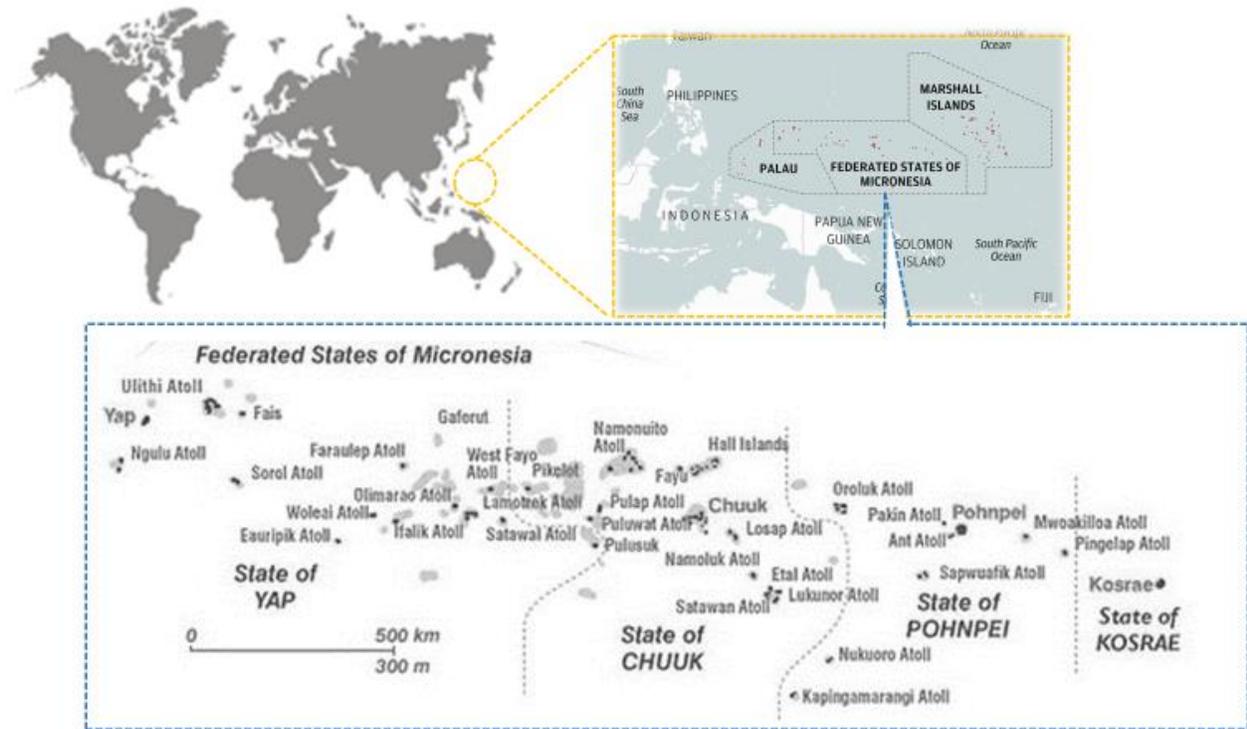
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1. Introduction

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 learners, or about 91% of all students enrolled in education worldwide. In East Asia and the Pacific, school shutdowns catapulted more than 325 million children into an educational void².

As of August 2020, the Federated States of Micronesia (FSM), consisting of 4 independent states and over 600 dispersed islands, had no confirmed cases of COVID-19. The government of FSM has nonetheless implemented preventive measures, such as closing the international borders and initially discontinuing domestic travels. The National Department of Education (NDoE) implemented, as early as March 2020, school closures nationwide, except in the state of Kosrae. Schools in both Chuuk and Pohnpei states remained closed from March 2020 until August; while Yap State reopened the schools approximately two months after the closures.

Although around 50% of children in the Asia-Pacific region were offered alternative forms of home-based learning, public schools in FSM did not yet offer alternative modes of learning during the school closures/vacation except for some local initiatives at small scale (e.g. In Chuuk state which opened school in early September, some outer Island schools conducted catch-up lessons and schools in the main lagoon distributed paper-based learning packages prepared for a month).



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 FSM.

Students

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

Access

Data on enrolment at the ECE and secondary level are relatively low compared with enrolment of students in primary education. ECE, primary and secondary students in 2018 numbered 2,087, 20,058, and 4,500, respectively (National Department of Education, 2018). Low enrolment in secondary level may be attributed to education being compulsory only up to grade 8 (Government of the Federated States of Micronesia, 2020). It is reported that 40% of the students at the ECE and secondary level are out of school. During a health-related emergency, it is important to consider existing education inequities and risks for drop-out of educational programmes and ensure specific strategies for groups of children who are more likely to experience barriers or difficulties in learning. Ongoing analysis of educational inequities and barriers to learning should inform future revisions and iterations of this plan. NDoE representatives confirmed that students who experience difficulties in learning due to physical, emotional and social challenges and impairments have the highest risk to drop out of school before completing basic education.

Learning

Children living in remote areas 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 crises already in existence before the health crises. According to the national education data management system, FedEMIS, student learning outcomes have improved, but in 2018-19 were still below the target rate in reading and math for grade 6, 8 and 10, except grade 10 reading whose target and result were 43% and 46% respectively. The target rates range from 29% to 43%, based on prior years' results. Also, it is reported that the country has 17 indigenous languages; and 11 of these languages are actively used as first languages of communities. While each state has a 'majority state language', English is the official language used in FSM. It is also used as the medium of instruction in schools (Government of FSM, 2020), beginning in Grade 4. Reports show that less than 2% of the student population has English as their first language (Government of FSM, 2000). Vernacular languages are used as the main language for instruction in the early years of education up to grade 3. However, it is reported that some teachers use English or the majority state language for instruction. Some of the teaching resources are not available in vernacular languages. This might especially be a challenge to support teachers and students in the early grades (Government of the Federated States of Micronesia, 2020). It is therefore important to consider the language used in the proposed programmes for continuity of learning.

Parents

During consultations for the COVID-19 response plan, interviewees shared concerns that families and community members did not always follow the recommended Covid-19 prevention measures from the government strictly. It appeared that group and recreational activities still happened, despite recommendations to practice physical distancing. The interviewees therefore believed it is important to continue to invest time and effort in community awareness-raising and guidance for parents on how to support distance learning, especially for the parents who have lack of education experience and low level of literacy, to create a community buy-in for an education response in emergencies.

Teachers

An Associate Degree is considered as the minimum qualification to teach in the system, and the Education Act (Title 40) requires individuals teaching in FSM schools to have also passed the National Standardized Test for Teachers (NSTT). Although 1,577 of 1,748 teachers (90%) possess the associate degree (including non-education area) and therefore minimum qualification to teach, only 614 (35%) also hold the NSTT and are certified to teach. State reports confirm that most beginning teachers lack educational backgrounds and do not have enough content knowledge to teach the assigned subject area.

Teacher development and support to new teachers are provided through technical assistance conducted by programme specialists and school principals. The programme specialists and school principals plan and schedule the technical assistance for new teachers, usually in the form of classroom observations and school visits, as well as large group trainings during the summer months. This support depends on available resources and availability of transport, which were scarce even before COVID-19. Based on the Education Data Digest 2019, challenges in the transport from/to outer islands cause errors and/or missing data in the FedEMIS, and access to relevant resources such as training opportunities are less than the main islands' teachers.

With the advent of COVID-19, there is a realization that teachers in FSM should also be prepared for additional matters to cover including distance and blended teaching, provision of social and emotional learning, formative assessment, establishing effective communication channels that do not rely on traveling, and maintaining self-care. In addition, during the recent school closures and reopening, some teachers were assigned to take on new roles such as changing the subjects they teach (e.g, vocational teachers were temporarily assigned to teach core academic subjects) and teaching additional grades for staggered school reopening (having a lower student-teacher ratio class increased teachers' responsible classes as a short term coping mechanism).

Situation towards continuity of learning (distance learning, catch-up and wellbeing)

Compared to other countries, FSM did not go through long-term unexpected school closure due to the school calendar and summer vacation. Nevertheless, the country acknowledges the need to address the continuity of learning which will be a part of the long-term strategy. In terms of the modality of the distance learning, a combination of different distance learning approaches is most suitable for FSM. Paper-based distance learning approaches are a more viable option, if computers, printers, and copy machines, are made available in all schools to support production. Also, special attention needs to be paid to the equity for provision of paper-based materials (e.g. for children with special needs, indigenous minority language, etc.). Communication through short-wave radio was also identified as another modality for teachers' professional learning, as well as distributing home learning packets, developed at the State Departments of Education, to remote schools. Currently, there is effective use of VHF radio-based wave mail (a basic email system) in Pohnpei state, to communicate among teachers and from the central State Department of Education with the remote principals and teachers, especially for outer and remote islands. Limited on-campus learning, while practicing physical distancing might also be an option for states with limited access to electricity, phone connection, internet, radio or TV. In the event COVID-19 spreads to these areas, forcing school closure, installing basic solar panels, short-wave radios, and copy machines will enable them to deliver these modalities of distance education as well as be a communication tool for teachers (e.g. receive information on teacher training). This basic infrastructure will also serve these communities during potential future health emergencies and natural disasters, as FSM is highly vulnerable to various natural disasters including rising sea levels, water shortages from extreme climate variability, coastal erosion and typhoons. Most of the outer islands are low-lying atolls and are consequently vulnerable to rising sea levels.

In addition to distance learning, the need to promote wellbeing for students and teachers, and a complementary learning mechanism was addressed. Based on the small-scale survey conducted with 37 teachers and 41 students (total 78) in Kosrae state and Chuuk in September 2020, both groups showed mixed feeling about school reopening and support mechanisms. For example, 80% of teachers and 60% of students showed some concern about school reopening. The main contributing factors are fear about contracting a Covid-19 infection and concern about additional tasks. The majority of the both groups confirmed that schools will need to have wellbeing support for students and teachers as a pre-requisite of quality learning/teaching, as well as a complementary mechanism to catch up with missed classes to ensure learning continuity and bridge school closure and regular classes.

<Survey result on school reopening_2020 September Kosrae and Chuuk State>

	Concerned about school reopening	Main reason of concern	Schools need to have support for wellbeing	Schools need the mechanism to catch up with missed classes when needed
Teachers (n=37)	70% Yes	68% Infection 32% workload	97% yes (of which 83% for teachers and students, 10% for teachers only, 7% for students only)	98% Yes
Students (n=41)	58% Yes	56% infection 44% homework	92% yes for both teachers and students	100% yes

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

NDoE, in collaboration with SDoEs (autonomous 4 states under the decentralised system) and other sector partners, developed an Education Contingency Plan and Continuity of Learning Framework to increase its preparedness for the current and future health-related emergencies. The Education Contingency Plan is aligned with the overall national COVID-19 Contingency Plan as well as Education Sector Strategic Development Plan 2020-2024, the School Emergency Protection Plan (2010), the FSM COVID-19 Contingency Plan, and the initial Covid-19 education response plans prepared by the State Departments of Education (SDoE), which were reviewed and analysed in order to develop this Education Contingency Plan for FSM.

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 approaches: participation and engagement of relevant community and stakeholders, maintaining and enhancing the coordination mechanism, as well as rigorous data management (collection, analysis and evidence generation) with a Monitoring and Evaluation framework, throughout the plan implementation.

Cross-sectoral committees, specifically focused on COVID-19, were established by the government of FSM. At the national level, the National COVID-19 Task Force is in place; while at the state government level, State Risk Community Engagement was established. The Education Contingency Plan was reviewed by the education partners group (LEG) and the members of the FSM Association of Chief State School Officers (FACSSO) and has also been shared through NDoE website. While NDOE plays the leading role in development, coordination and implementation of the plan, the four SDoEs will implement activities at state level. The overarching oversight of FACSSO and LEG will support the NDoE to ensure effective and efficient implementation demonstrated through comprehensive monitoring and reporting.

In the case of the COVID-19 pandemic, each government agency has allotted a budget to respond to the health-related emergency, and several partnerships have contributed to response. Micronesia Production in partnership with UNICEF, and the Yap State Department of Education have been developing home-based learning materials and guidance for parents on supporting learning. The initiative of distance learning serves for an immediate short-term response to school closures and the extended interruption to learning for a month, and the model may contribute experience in designing a longer-term response as part of the Education Contingency Plan and a resilient education system. Red Cross provided support to the government in response to the health emergency in the country. There is also an on-going project, called IQBE, funded by ADB and the Australian government to improve the quality of the teacher training and curricula. The World Bank is initiating a new project to improve internet connectivity in FSM, which will complement the current effort on the continuity of learning in the long term. For example, the Ministry of Transportation, Communication and Infrastructure has piloted a satellite-based internet project in Pingelap, a remote atoll within Pohnpei State. This V-Sat technology enables fast download and upload speeds, and the school staff in Pingelap have begun to use this technology and it will be useful to learn from this pilot as the communications infrastructure need to be further developed in the long run while reaching out to the most vulnerable population through existing mechanism (e.g. Wave mail system).

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
- 2) Further equity gap: At-risk children who are enrolled but are not attending school regularly may increase significantly. Also, learners with special needs and vulnerable children may be further marginalized due to multiple reasons, such as geography (main, lagoon and outer islands), indigenous minority language, 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) Disparities among schools: Disadvantaged and underperforming schools will continue more steeply along a downward trajectory due to a lack of resources, enough freight services, support and information for teachers and parents, and thereby further increase disparities among schools.
- 5) Lack of social and emotional learning mechanism: Challenges for social and emotional learning support in line with necessary life skill development (resilience, problem solving, communication) will increase with uncertainty and stress, which might affect learning and teaching of students and teachers respectively.
- 6) Measure to mitigate humanitarian impact: there is a lack of data collection/analysis system to measure the impact of the humanitarian crisis, especially in remote islands (access, learning, physical and mental wellbeing).
- 7) Support needs from 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 parents and caregivers
- 8) Teachers' capacity: Teachers will suffer from additional required capacity and workload

- 9) New normal: Challenge of reorganizing schools for the 'new normal' with necessary measures to ensure safe school operation.
- 10) Education in Emergencies and Disaster Risk Reduction policy: a holistic education policy is needed 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 SDoEs, the Education Development Partners (EDPs), particularly UNICEF, the NDoE has started to gradually operationalise the plan. The implementation of some of the interventions are already underway, such as the preparation of home-based learning materials, safe school readiness survey and adjusting teacher-pupil ratio temporarily.

With the submission of this proposal, FSM wishes to apply for additional funding of US\$ 750,000 from the Global Partnership for Education (GPE) emergency Coronavirus disease 2019 (COVID-19) Accelerated Funding (AF) Window. Additional resources would strengthen and make the response more effective and increase the focus on equity, especially for remote, rural areas. A key component of the proposal is on sustaining the learning continuity (the combination of paper-based learning and other feasible options), protection and wellbeing in line with relevant life skills, teacher training and system strengthening, which is crucial at this time of school closure and phased and progressive school reopening, as well as a sustainable approach including preparation and mitigation in the long run. To prioritize equity and the most vulnerable population, the GPE AF will put more focus on children, teachers and communities of remote islands while the contingency plan looks at the whole country including main islands. This equity-based approach is in line with the focus of AF, and without this fund, COVID-19 is likely to deteriorate the education of children and teachers in the remote islands, who were facing multiple challenges before COVID-19 hit. This strategic focus as reflected in the plan and associated application was consulted and endorsed on Sep 18nd 2020 at the Local Education Group (LEG) meeting chaired by the NDoE and UNICEF. The LEG meeting also endorsed the strategic approach of the Education Sector Strategic Development Plan (ESSDP) 2020-2024 as both will complement with each other for resilient school mechanism and system strengthening (e.g. one of the ESSDP strategy includes Improving efficiency, accountability, and safety of school based DRR policies). In addition, FSM is currently preparing for GPE Education Sector Implementation Grant (ESPIG) to achieve the implementation of 1-year compulsory ECE for the 5-year-old to provide access to quality ECE, which is strongly aligned with both ESSDP, Education Contingency Plan and GPE AF, as access to a safe and child-friendly learning environment is one of the common outcomes.

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 NDoE nominated UNICEF as the grant agent. As for a Coordination Agency, Pacific Resource for Education and Learning (PREL) was nominated based on their work and presence in FSM over the years. Both agents were nominated to serve in these roles for both the AF and for Education Sector Plan Implementing Grant (ESPIG) which is planned to launch in 2021. To seek for endorsement for GA and CA for COVID AF programme, a LEG meeting was held on September 18, 2020, and the nomination was endorsed by the LEG unanimously. UNICEF is already financially supporting the initial responses of the NDoE in relation to COVID-19 such as provision of relevant WASH in school materials, Risk Communication and community engagement (RCCE), Safe school readiness survey to collect data on WASH in school, technical support on global practice on school reopening, etc. UNICEF is an active partner

and is supporting other social sectors too, including WASH, protection, health and nutrition and communication for development.

6. Proposed Area of Interventions

The Project was prepared based on the Government's Response Plan to COVID-19. The AF project is also linked to the education priorities, defined in the Education Sector Strategic Development Plan 2020-2024, and the objectives defined in the PacREF and SDG4.

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 system as required to prepare for all three scenarios in mind:

1. When schools are closed: necessary support for distance learning
2. When schools are opened partially: blended approach (school reopening and distance learning) and social and emotional learning/support in line with relevant life skills, as well as complementary measures such as catch-up courses
3. When schools are fully opened: continue social and emotional learning/support and relevant awareness raising 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 marginalized population
- 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. resilience, critical thinking, emotional intelligence, problem solving)
- 3) **Improving and monitoring the quality of distance learning** with an adapted school curriculum leading to the development of paper-based packages and additional audio modality (e.g. radio)
- 4) **Training teachers** on the preparation and use of home-learning packets and radio-based instruction, as well as effective tutoring strategies for supplemental catch-up courses.
- 5) **Provide catch-up course mechanism** to bridge school closure and reopening
- 6) **Ensure safe school operation** including water and sanitation interventions in schools and other essential support
- 7) **System strengthening mechanism** by building infrastructure capacity of NDoE and SDoE to more effectively communicate with remote, rural communities, and by improving the systematic reporting to generate DRR-related data. This data will be used to learn lessons from the current health emergency, and to provide the evidence for the education system to Build Back Better.

Overall Objective:

To support the continuation of quality and equity-based learning, while protecting the physical and mental wellbeing of students and adults involved in the scope of the project with short- and medium-term interventions.

Specific objectives

The following specific objectives are expected from the project which are fully in line with the outcome of 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 improved communication infrastructure, data collection, analysis and evidence generation to enable the education sector to Build Back Better.

7. Components and Activities

Below are project components and activities, some of which are stated to show the linkage between objectives although they do not require GPE fund (stated below and in the budget),

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 and distribute distance learning materials (paper-based materials, radio and necessary equipment) with more focus on the children in the remote islands. The contents will be built on the current work of the FSM (Micronesia Production and Yap DoE) and will be made available in English and indigenous languages. The items and quantity of the necessary materials (e.g. short-wave radio, solar panel, printer, toners, papers) will be distributed to the schools in the outer islands based on the needs. Assuming schools remain open, the materials will be printed and used as a pilot activity as homework-package during the school days in outer islands to test its use, relevancy and effectiveness. Schools will print out necessary material and distribute with the support of teachers and/or volunteers when feasible and relevant. Short-wave radios will be also provided to outer islands for an alternative learning modality for teacher professional learning, as well as strengthening communication to enable improved transmission of health news to students, teachers and their families, and strengthening data collect efforts from these schools. Also, a DoE staff member will train NDOE staff and 2 staff from each SDOE on how to install and maintain the Wave Mail system via online and trip to ensure skilled maintenance and troubleshooting for optimal technology implementation.
- 1.1.2. Awareness raising session at the community level for parents/teachers to support distance learning in remote islands (GPE fund not required). These community-based meetings will take place by utilising wave mail system (basic type of internet connection) capacity to enable the sharing of PDF files (guidance and relevant information) to outer island schools. This technology can be used by remote school leaders to share their school data with SDOE central offices, which will strengthen the monitoring and evaluation system, which will in turn inform future interventions to improve learning so the rural education sector can Build Back Better. This will guide teachers to provide relevant sessions for PTA members. The session will focus on how to use the distance learning materials (act. 1.1.1) and collaborate with each other and sharing other important key messages on equity (e.g. gender-sensitive message, children with disabilities, ethnic minorities, etc.)
- 1.1.3. Monitor distance learning to assess its use and the effectiveness. (GPE fund not required) 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 its relevancy and effectiveness. It will take two folds: small sample survey tool which will be developed by NDOE to collect data through existing system including wave radio, Akvo, U-report etc. (real-time monitoring), as well as data collection when children come back to school (post-monitoring).

1.1.4. Pilot providing complementary learning opportunity (GPE fund not required).

To bridge the potential gap between distance/home-based learning and regular class, the programme will aim to pilot provision of systematic complementary learning opportunities (catch-up class, after-hours tutoring) which takes place in an ad-hoc basis. In practical terms, this will involve teachers and potentially other community members (eg. retired teachers, faith-based organizations) offering supplemental learning opportunities, particularly in language and math, through after-school instruction. The process will be monitored for the learning, and could lead to a recommendation for the scale-up as a means to strengthen the system through this resilient school mechanism.

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

1.2.1. Develop contextualized content of social and emotional learning (SEL) material and provide children, teachers and parents with SEL to promote wellbeing and life skills as prerequisite of learning and teachers.

The developed/printed material will serve as a general guidance for child-friendly learning, including COVID specific information, SEL in line with relevant life skills (resiliency, teamwork, problem solving), etc. Through wave mail system, teachers will receive relevant guidance and information to offer capacity-building sessions to the PTAs through a community-based approach. See 1.1.2 for more details of these community-based meetings, designed to strengthen the team approach of parents and teachers working together to address the needs of children. These will also be an opportunity for the adults to reflect on their own social-emotional needs during the pandemic, and they will be offered strategies for their own self-care.

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 (GPE fund not required).

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. This will build on current work of Micronesia Red Cross Society to support school readiness survey for safe school operation, and the existing safe schools protocols outlined and monitoring through the School Accreditation System.

1.3.2. Provide necessary materials/equipment for WASH in school and other facilities

This includes necessary WASH items (e.g. water tank) as per the identified needs of outer islands schools which still do not have those.

1.3.3. Schools monitor implementation of safe school protocol (GPE fund not required)

This will build on existing school inspection mechanism which takes place through the School Accreditation System. The collected data will be recorded and embedded into the data collection activity (act 4.1.1). Existing data collection system will be used when necessary, including wave radio, Akvo, U-report, etc.

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. Collect data from teachers to map the overall needs, gaps, and entry point for teachers' support for learning continuity, wellbeing promotion, safe school operation and other general education matters (GPE fund not required).

Based on the collected data through radio mail system, NDoE will analyse and create map to illustrate needs of teachers.

2.1.2. Assist in establishing an effective communication and support structure for teachers throughout all phases of the emergency

This activity procures antenna for HF radio in outer islands schools. It will also include guidance about teacher communication, installation of short-wave radios (see 1.1.1), and the expansion of Wave-Mail (basic type of internet connection) capacity to enable the sharing of PDF files to outer island schools. This technology can be used by remote school leaders to share their school data with SDOE central offices, which will strengthen the monitoring and evaluation system, which will in turn inform future interventions to improve learning so the rural education sector can Build Back Better.

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

2.2.1. Develop and training on rapid formative assessment guidelines which cover learning process and wellbeing, and its implementation (GPE fund not required).

This will involve development of guidance and a checklist on how to conduct formative assessment in line with the national curriculum (NDoE specialists will adapt and consolidate existing tools and framework including on-going IQBE teacher training framework). Training for remote islands will be conducted through wave radio and the guideline will be used and monitored as pilot activities (e.g. Pilot catch-up mechanism (act. 1.1.4) as well as regular use).

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 supporting learners

3.1.1. Identify and develop contextualised in-service teacher training content on education in emergencies, DRR and resilience including distance learning, social and emotional learning, child protection, catchup courses, formative assessments and pilot teacher training.

This will integrate education in emergencies, DRR (promotion of safe school operation, distance learning and wellbeing) and resilience into current teacher training mechanism, which is in line with one of the strategies of the ESSDP 2020-2024. The training will take place through the wave mail system (remote) as well as the annual summer training.

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. Build capacity of NDoE and SDoE on system reporting and refine the report mechanism to be able to generate relevant DRR and COVID-19 related data, and disseminate report to local government/schools to preparation/response

4.1.2. Implement, review and revise contingency plan and its implementation framework, as well as project summative review.

Consultation meeting will be held with relevant stakeholders to review and revise the contingency plan. At the end of the AF project, the stakeholders will work on the project summative review.

As the situation is fluid and the proposed program will allocate a contingency fee (5%) 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 ICT hardware was costed based on the current prices, but these costs commonly change as market forces impact the supply and demand. This has been especially true due to supply chain challenges

during the Covid-19 pandemic, particularly related to laptops, printers, and solar panels. The minimum cost of monitoring fee was budgeted given the current travel restriction. 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 before at the end of 9th month of the project duration (halfway through) by GA in consultation with NDoE, based on the discrepancy between planned and actual budget expenditure/activities. The GA and NDoE 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 Project Beneficiaries

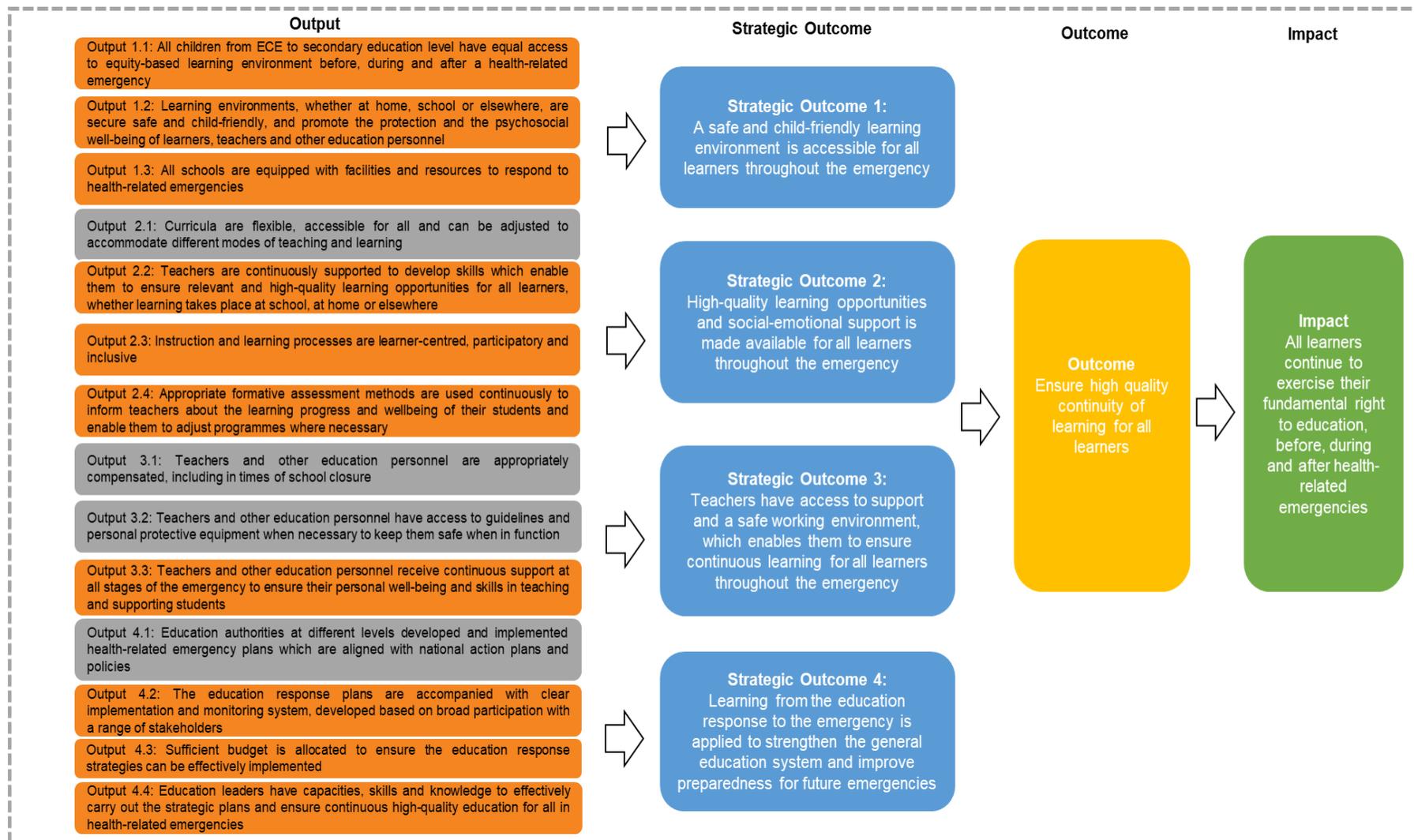
The project will aim to reach directly to 3,679 children (1,975 boys and 1,704 girls) and 387 teachers in the remote areas and outer islands (66 schools). As mentioned above, the population in those remote areas tend to have a lack of resources, enough freight services, sufficient support and information 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. The programme will also include some national scale activities to contribute to resilient schools' mechanism, quality of distance learning and system strengthening, which will target an estimate of 26,000 parents and indirectly reach all children from ECE to secondary in the country – 26,015 students (13,553 males and 13,092 females).

It will also ensure inclusion of ethnic minority group by translating paper-based material into indigenous languages when relevant. Although FSM has minor gender disparity between main islands and outer islands, the project will try to capture any gender-specific challenge/lessons throughout its duration by collecting gender disaggregated data and including gender sensitive information during awareness raising session along with key messages for children who are at risk of dropping out, violence against children and women at home during school closure, child safeguarding, children with disabilities and challenging issues. Also, to reflect specific needs of children with disabilities, the project will also involve the NDoE specialist on children with disabilities in the development of the content of learning material as well as awareness raising.

8. Theory of Change

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 their 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 indicator)	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	Number of schools in the remote areas and islands that are prepared to provide equal access to continuous learning before, during and after a health-related emergency	Project report	0	at least 30 schools ³	Annually
1.1	<u>Access:</u> Children from ECE to secondary education level in the programme area have equal access to continuous learning before, during and after a health-related emergency (1.1)	Number of schools in the outer islands/remote areas provided with communications infrastructure equipment for continuous learning support.	Project report	0	At least 33 schools in the outer islands/remote areas	Annually
		Number (and %) of children in the programme area supported with distance/home-based learning/tutoring programme disaggregated by gender (core adapted)	EMIS Report and project report	0	At least 1,100 (30%) of children in the remote islands (590 boys and 510 girls)	Quarterly
1.2	<u>Learning Enabler:</u> 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 and teachers (and %) provided access to programs and sensitization campaigns that aim da at minimizing the negative impacts of school closure like Social and Emotional learning, psychological impacts, gender-based violence, and/or issues related to unequal	Project report	0	At least 1,100 (30%) of children in the remote islands (590 boys and 510 girls) At least 120 teachers (30%) in the remote islands	Quarterly

³ Although we will aim for 100% by the end of project duration for each indicator, we propose to set a little bit lower percentage considering that distribution to outer islands might take longer than expected due to transportation limitations, including weather-related delays and ship break-downs. All progress and results will be reported, including any delays or other challenges in achieving full coverage, as well as planned ways forward.

		social norms (core, as applied to children)			(60 male and 60 female teachers)	
1.3	<u>Safe school</u> All schools are equipped with facilities and resources to respond to health-related emergencies (1.3)	Number of identified schools (and %) in the remote islands provided access to water, hygiene and sanitation kits and/or facilities (e.g. water tank) (core, adapted)	Availability of materials in schools and project report	0	At least 26 (60%) schools in the remote islands	Quarterly
Component 2: Quality of learning continuity						
2	<u>Outcome</u> Support provision of educational programs to ensure continuity of learning for all during emergencies	% of teachers stated that their education communication channel for emergency and teaching improved	Survey	N/A	50% of surveyed teachers in the remote areas and outer islands	Annual
2.1	<u>Data management on teachers:</u> 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 (2.2)	# of identified schools in remote areas and outer islands provided with communication hardware to be used for emergency situations and regular work	(1) project report ⁴	No	At least 18 outer island/remote areas schools	Bi-annually
Component 3: Teacher support mechanism						
3	<u>Outcome:</u> 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	<u>In-service teacher training mechanism:</u> 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 teachers (and %) trained in using distance learning methods and/or provided materials to support distance learning (core)	Project report	0	At least 200 (50%) teachers in remote islands (100 men, 100 women)	Quarterly
Component 4: System Strengthening						

⁴ Different schools have different needs, and if each school's need is met as per "Supporting Data School Needs" (in the budget document), we will count that school achieving the indicator.

4.1	<p><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)</p>	<p>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</p>	<p>Shared NDoE report</p>	<p>N/A</p>	<p>Yes</p>	<p>Annually</p>
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10. Implementation and Financial Management

The implementation, monitoring, adjustments and reporting will be done under the guidance of the NDoE through periodic meetings of an established schedule for this purpose. The most frequent monitoring of implementation and progress indicators will be carried out by the planning department of the NDoE. Under the leadership of the NDoE, 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 project will be managed by UNICEF through the education program and will be supported by the health / WASH program, protection of social policies and monitoring and evaluation.

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 NDoE 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. 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 NDoE 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 Direct Cash Transfer to the education ministry, and supply of goods and services, purchase of supplies, equipment and other items.

An existing partnership with Micronesian Productions (funded through GPE Catalytic Funds) is developing distance education materials that will be disseminated in Activity 1.1.1. MP may play some role in any further adaptation of those materials as required for distribution. Activity 1.3.1 is not funded by GPE but is implemented by the Red Cross, which is providing training to principals/teachers to address Safe School protocols.

Partnerships with PREL (Coordination Agent) will be explored and utilized where relevant, likely in facilitating some workshops/consultations. The remaining activities will be implemented through NDOE and UNICEF (esp. some supply procurements) systems.

Procurement activities will be guided by accelerated emergency procedures when relevant 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.

PREL is the Coordinating Agency (CA) for the project in FSM. There will be close working cooperation between the CA, GA, NDoE and SDoE. The CA will work closely with the GA and ensures that the education sector Local Education Group is updated annually about progress of

the grant implementation. The CA will ensure that the challenges are discussed and addressed properly amongst the partners and new approaches discussed and agreed between partners and all relevant partners are involved in the discussions.

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 ESSDP in FSM, 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 address 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 responding better to future emergencies and strengthen the general education system (Build Back Better).

In terms of the type of methods, both qualitative and quantitative milestones achieved will be established through the M&E process and multiple means of verifications will be used (e.g. FedEMIS data, relevant statistics and studies, activity reports, programme evaluation, survey and qualitative data collection including interviews, focus group discussions and human interest story collection). Whenever possible and relevant, a sampling method will be applied, and standard calculation methodologies utilised. Although the education authorities from the DoE (national and states) 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 DoEs 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 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 DoE focal persons to monitor and verify the progress of activities at the implementation sites on a rotation basis. 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.).

Also, the GA will directly monitor the status and progress of the activities through its institutional M&E structure. 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 FSM 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 NDoE 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. Additionally, regular program meetings with

implementing partners are undertaken at the field level to assess progress made and lessons learned.

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 (NDoE, SDoE, schools, PTA, etc.).

Short-term objective: To provide continuous consultation, feedback and “learning by doing/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 includes small scale data collection such as pre-and post-test for each training, identification of good practice and collecting the real voice through interviews, 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 practice 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 the training component will likely increase the overall quality and resilience of the 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 the use, accessibility and effectiveness of the distance learning programmes, to ensure adjustments can be made during the crisis and inform the response to 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 dedicated to improving data collection and reporting mechanisms at national and state levels to be able to generate and share DRR related data, so that they will serve as relevant guidance for policy makers, school staff and relevant partners.

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 (access and learning), parents and teachers in FSM.

For example, Primary focus for FSM will be building on the existing paper-based approach. In addition, FSM will pilot radio education targeting the most vulnerable children and teachers in the remote islands, while exploring complementary measures for the entire population in the whole contingency plan. To increase accessibility of the materials and maintain equity, the paper-based resources will, especially for the younger learners, be made available in indigenous languages.

‘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. 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 will be revised accordingly so that the country will be prepared for the unprecedented pandemic and future emergencies.

12. Implementation Plan with Timeframe

Description		Implementation Timeline (reporting quarterly/bi-annually)																	
		Q 1		Q 2			Q 3			Q 4			Q 5						
Component 1: Safe, equity-based and continuous learning environment		11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
1.1 Access	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 (Non-GPE fund)																		
	1.1.3 Monitor distance learning to assess its use and the effectiveness (Non-GPE fund)																		
	1.1.4 Pilot providing complementary learning opportunity (Non-GPE fund)																		
1.2 Learning Enabler	1.2.1 Develop parents/teacher guide for safe and child-friendly learning and distribute to the children living in the remote islands																		
	1.2.2. Provide children, teachers and parents with social and emotional support to promote wellbeing as prerequisite of learning and teachers																		
1.3 Safe school	1.3.1 Schools principal and teachers are trained on safe school protocol (COVID-19 prevention and control) (Non-GPE fund)																		
	1.3.2 Provide necessary materials/equipment for WASH in school and others																		
	1.3.3 Schools monitor implementation of Safe school protocol (Non-GPE fund)																		
Component 2: Quality of learning																			
2.1 Data on Teachers	2.1.1 Map the overall needs, gaps and entry point for teachers' support for learning continuity, wellbeing promotion and safe school operation (Non-GPE fund)																		
	2.1.2 Asist establishing an effective communication and support structure for teachers throughout all phases of the emergency																		

2.2 Assessment	2.2.1 Develop training on rapid formative assessment guideline which covers learning process and wellbeing, and its implementation (Non-GPE fund)																			
Component 3: Teacher support mechanism																				
3.1 In-service teacher training	3.3.1 Identify and develop contextualised in-service teacher training content on education in emergencies and its implementation to promote learning and wellbeing throughout the process																			
Component 4: System Strengthening																				
4.1 System Strengthening	4.1.1 Build capacity of NDoE and SDoE on system reporting and refine the report mechanism to be able to generate DRR related data, and disseminate report to local government/schools to preparation/response																			
	4.1.2 Implement, review and revise contingency plan and its implementation framework, as well as project summative review																			

13. Budget



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Description	Estimated cost				Plan's output #	Reference of calculation (e.g. X \$ for X schools for X days in remote islands)	
	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					358,200	
1.1.1	Develop distance learning materials in line with national policy (paper-based) and distribute through wave mail system to the children living in the remote islands	Package activity for Wave mail in outer islands	1	358,200	358,200	1.1	Procured items based on the school needs: Power (solar panels, batteries, inverter, solar charge controller=\$5,000/total package x 19 schools =\$95,000). Modem (SWISS PTC-2A-L3 / WaveMail = \$2,000 x 60 schools=\$120,000) Printer (\$1,200 x 52 schools=\$62,400), Laptop (\$1,000 x 54 schools = \$54,000), Toner (\$200 x 66 schools = \$13,200) and Paper (\$100 for 2 cases x 66 schools=\$6,600). Content will be emitted from NDoE/SDoE to outer islands via Wave Mail system, and the schools will print the distance education packets for each student. A DOE staff member will train NDoE staff and 2 staff from each SDOE on how to install and maintain the Wave Mail system. Most of this will transpire via online video conferencing, but one trip to each state will be budgeted for a combined total of \$7,000 to ensure skilled maintenance and trouble-shooting for optimal technology implementation. Paper-based materials already developed (Micronesia Production and state) and NDoE will contextualise (no cost)
1.1.2	Awareness raising session at the community level for parents/teachers to support distance learning in remote islands	Non-GPE fund	61	0	0	1.1	Done through the system of 1.1.1
1.1.3	Monitor distance learning to assess its use and the effectiveness	Non-GPE fund	63	0	0	1.1	NDoE will develop survey tool to collect data through existing system (wave radio, Akvo or other) for 63 schools (confidential interval 10% and level 95%) during and after the home-based learning
1.1.4	Pilot providing complementary learning opportunity (catch-up class, workshop, etc.)	Non-GPE fund	0	0	0	1.1	After school activities (existing scheme) to integrate continuity of learning and wellbeing
1.2	Learning Enabler: Learning environments, whether at school, home or elsewhere, are secure and safe, and promote the protection and the					28,600	

psychosocial well-being of learners, teachers and other education personnel							
1.2.1	Develop contextualised content of social and emotional learning material, and provide children, teachers and parents with social and emotional learning to promote wellbeing as prerequisite of learning and teachers in the country	Package activity	26000	1.10	28,600	1.2	Materials printing (26,000 parents x \$0.10) Providing refreshment (26,000 parents x \$1) Training for PTA through community based approach No travel foreseen [This activity is for all schools, not just those in remote areas]
1.3	Safe school: All schools are equipped with facilities and resources to respond to health-related emergencies				81,400		
1.3.1	Schools principal and teachers are trained on safe school protocol (COVID-19 prevention and control)	Non-GPE fund	0	0	0	1.3	Red Cross is helping the FSM to prepare for school readiness
1.3.2	Provide necessary materials/equipment for WASH in school and others	Water tank per school	44	1,850	81,400	1.3	1,500 gal water tanks at 1,850 each for 44 outer island schools that still needs tanks (UNICEF provided 12 month supply)
1.3.3	Schools monitor implementation of Safe school protocol including COVID-19 and other emergencies	Non-GPE fund	0	0	0	1.3	Every 3 month there will be inspection . This activity is already included in the yearly accreditation visits
Sub-total component 1					468,200		
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				52,000		
2.1.1.	Map the teachers' readiness on learning continuity, wellbeing promotion and safe school operation	Non-GPE fund	1	0	0	2.2	NDoE will carry out analysis
2.1.2	Asist establishing an effective communication and support structure for teachers throughout all phases of the emergency	HF Radio, Tuneer, cables, Antenna	26	2,000	52,000	2.2	(iCOM718 radio, tuner, cables, antenna=\$2,000 for the total package) and Given that each outer island & remote school has one HF radio, Antenna to facilitate communication. 26 schools need to upgrade to HF radio technology (see Tab 4 for list of schools)
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				0		
2.2.1	Develop and training on rapid formative assessment guideline which covers learning process and wellbeing, and its implementation	Non-GPE fund	1	0	0	2.4	NDoE will consolidate some good practices and contextualize
Sub-total output 2					52,000		
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				22,300		

3.1.1	Identify and develop contextualised in-service teacher training content on education in emergencies and DRR including distance learning, catchup course, formative assessment and pilot teacher training.	Package activity	1	22,300	22,300	3.3	4 states total [Meeting accommodations \$500 x 4 states=\$2,000; Supplies/printing of training materials \$6 x 1716 teachers = \$10,300 during summer training. Local consultant in each state to lead this activity = \$2500 x 4 =\$10,000. Quarter training (wave mail system) and Summer time annual training take place [Summer trainings are for all teachers, not only remote/outer islands]
Sub-total output 3					22,300		
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				80,000		
4.1.1	Build capacity of NDoE and SDoE on system reporting and refine the report mechanism to be able to generate DRR related data, and disseminate report to local government/schools to preparation/response	Package activity	1	73,000	73,000	4.2	Consultant fee to build FedEMIS modules, in partnership with NDOE IT and Accreditation staff, for DRR data collection/monitoring (70 days x \$800=\$56,000) Consultation Meetings (Preliminary, mid-cycle, and post-development periods) with IT & Accreditation staff, and other relevant stakeholders (\$ consultation meeting with relevant stakeholders (4,400 x 3 = \$13,200 USD) \$20 x 190 for Training Materials printing and distribution to the school-based staff to use the FedEMIS modules to upload their data and maintain it over time.(\$3,800)
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	7000	7,000	4.2	Consultation meeting with relevant stakeholders and summative review
Sub-total output 4					80,000		
Contingency cost			5%	37500	5% of project cost		
Programme total					660,000		
Grant agency management cost			12%	90,000	10% Staff time/technical oversight, 2% monitoring		
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 which will be updated by CA (PREL). Monitor and adjust the coordination structure and protocol and document lessons 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, 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 and provided with consideration of the most vulnerable population -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 in the short and long term	-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 from 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