

Response Category	Country	Details provided on use of GPE ESPDG funds
Response Planning/ Support to MoE	Afghanistan	GPE ESPDG funds will be utilized to support the Afghanistan Ministry of Education (MoE) with the development of a comprehensive COVID-19 response plan for the immediate, medium- and long-term impact of the pandemic on the education system.
	Benin	Funds are being used to support the development of national plan response for COVID-19.
	Burundi	The funds were used to support the development and adoption of the Education sector response Plan against COVID-19.
	Chad	Funds have been used for covid pandemic response planning and coordination including: (i) development of the education sector emergency response plan (ii) provision of IT and communication equipment for the coordination committee and the decentralized authorities to facilitate the management of the education response.
	Eritrea	UNICEF is using the funds to support the MoE with their response plan, the alternative delivery system and risk communication.
	Guatemala	UNICEF provided support to the Ministry of Education in the emergency preparedness plan which included prevention, response and recovery.
	Guinea	Funds being used to support coordination and education cluster functioning
	Guinea-Bissau	The funds are used for the preparation of the National and Recovery Plan
	Guyana	Guyana used funds to build the MoE's capacity for crisis sensitive educational planning for the development of risk assessment, contingency and response plans and specifically, to (a) strengthen MoE's capacities (both organizational and individual at national and sub national Levels) to respond to the COVID-19 crisis and prepare for and prevent the impacts of crises; (b) institutionalize risk management at central and sub-national levels; and (c) support the development of a national crisis-risk management policy
	Haiti	UNICEF supported MoE's capacity to plan and coordinate the Covid response plan. Material to facilitate working from home for MoE personnel has been procured along with protective equipment.
	Indonesia	Funds have supported government's coordination of emergency planning and response.
	Laos PDR	Support has been provided to MoES to develop an online monitoring system to facilitate COVID response monitoring and coordination among partners.
	Kiribati, Marshall Islands	Funds have been used for finalisation of education contingency plan.
	Malawi	The GPE ESPDG funding has focused on strengthening the coordination of planning and implementation at national and subnational as well as supporting crisis management team through technical assistance and community activities.
	Maldives	Development of the Education response and recovery plan for COVID-19. The plan will be finalized by end of the week.
	Micronesia	Funds have been used for extension of SoP for pandemic.
	Moldova	Funds used for development of a COVID-19 response plan in coordination with the donors and development partners.
	Mozambique	Mozambique has used the funds to provide technical support (such as modems and data) to ensure business continuity of MoE's key officials, including those in the crisis management team.
	Myanmar	Myanmar is supporting MoE to set up online communication mechanism with MoE's 18 sub-national offices for improved response planning and coordination (IT equipment).
	Nicaragua	Funds are being used to support connectivity of the MoE department and municipal offices to manage the education function remotely as needed.

Response Planning/ Support to MoE	Niger	UNICEF Niger has supported the planning and coordination of the education sector response with the ESPDG funds. The six ministries of education were able to set up an inter-ministerial team to develop a joint COVID response plan, and to carry out consultations with the regions, including through the communication support provided. A TOR has been developed to support capacity building for the monitoring of the response and for building future resilience.
	Nigeria	A Covid -19 education strategic framework on continuing learning and opening better school initiative developed and being implemented to mitigate the impact this pandemic on education and well-being of children.
	Pakistan	GPE ESPDG funds used for development of national response and recovery plan.
	Rwanda	Provided support to the overall development and implementation of remote learning, as well as overall coordination of the education sector response to school closure.
	Sao Tome and Principe	Development of response plan and technical support to the education crisis team to continue functioning in times of crisis.
	Senegal	Development of education sector response plan.
	Sierra Leone	Funding is providing Support to the Education Emergency Taskforce Secretariat.
	Swaziland	Funds have been used to cover MoET response in planning.
	Tajikistan	Thanks to GPE support a National Education Preparedness Response Plan was developed by UNICEF and the Ministry of Education and Science (MoES) in consultation with the Local Education Group. The National Plan, launched by the Minister of Education in mid-April 2020 with a detailed budget for additional education interventions has been guiding the education response at national level and received funding of 9 million EURO by the European Union, while other donors and development partners are still exploring additional allocations and in-kind contributions.
	Togo	Funds have supported response planning through support to provision of computer and communication materiel to MoE crisis management team (on-going activity).
	Tunisia	UNICEF supported the drafting of the National Education Response Plan that will be shared with all the partners and donors. MoE also requested support for improving capacities of the COVID taskforce in terms of coordination and remote working.
	Uganda	The funds have been used for providing technical assistance to prepare for the start-up of the COVID-19 GPE funded project and for supporting the coordination of COVID-19 planning and response.
Yemen	Main activity includes the development of the national COVID-19 Education Response Plan, incl. 2 operational plans (these cover the points included under activities above).	
Risk analysis/ assessment	Ghana	Funds being used for a Rapid Risk Assessment that aims to achieve the following: 1.Understand the impact of CODVID-19 on the entire education system; 2.Identify the vulnerabilities as well as the bottlenecks affecting learners to effectively benefit from distance learning, focusing on 'what the needs are, where the need are, who's affected most' etc. 3.Develop an evidence-based plan for improved response, monitoring/results-based management, communication and advocacy; 4.Use evidence as resource mobilization tool to facilitate GES work on CODVID-19 crises and post crises response.
	Papua New Guinea	GPE funds have been used to conduct a rapid needs assessment and develop a national contingency plan.

Risk analysis/ assessment	Saint Vincent and the Grenadines	Risk analysis to identify most vulnerable children who can not access online or distant education due to lack of devices. Process to provide such children with appropriate devices is underway.
	Tajikistan	Joint Rapid Education Needs Assessment monitoring the short term and long-term impact on current/next school year 20-21 along with budgetary implication for education sector.
	Togo	Funds will be used to a conduct a rapid risk analysis in upcoming days
	Uzbekistan	Funds used for conducting rapid survey among households on education sector interventions and requirements etc.
Safe School Operations	Cameroon	The funds have been partly utilized to support mobilization and sensitization of parents on covid-19 barrier measures and how to support their children stay safe and protected from the virus.
	Gambia, The	One of the main activities supported by UNICEF is to equip schools with minimum hygiene packages.
	Guyana	Guyana is also using the funds to support safe schools' operation; risk communication and knowledge sharing for current response and future pandemics.
	Indonesia	Funds used for development & dissemination of guidelines on safe school operations.
	Laos PDR	Funds are being used to support back to school campaign and implementation of safe school operations and risk communication.
	Maldives	Funds from GPE ESPDG will be used to support safe school operation and risk communication.
	Nicaragua	Funds are being used to ensure school safe environments from a hygiene perspective.
	Cape Verde	Cape Verde has supported training of teachers on risk communication and training of ME central services staff in activity planning and production of educational material to communicate risk to children and adolescents.
	Sierra Leone	Funds supported the communications pillar for the dissemination of information on COVID - 19 prevention and awareness.
	Tajikistan	School-based communication and safety campaigns including rehabilitation of WASH infrastructure.
	Vietnam	Funded by GPE, UNICEF Viet Nam supported the Ministry of Education and Training in developing a set of equity-focused 'Safe Back to School' criteria. All 43,966 schools nationwide implemented this safe school protocol, ensuring the safe and healthy return of 21,2 million students back to school in May 2020.
Zambia	Zambia CO is supporting safe reopening of the schools with communication campaign, community mobilization, education supply support and measures such as drilling of boreholes in schools, and procuring desks and chairs for prevention measures.	
Design and preparation of alternative education delivery systems	Armenia	UNICEF supports the Ministry of Education, Science, Culture and Sport (MoESCS) efforts to reinforce technical capacities for distance learning, as a way to ensure the continuity of education and realization of the rights of students to education in the face of school closures due to COVID 19 outbreak in the country. Specific activities include: <ul style="list-style-type: none"> <li>•Procurement of equipment for the National Center for Education Technologies (NCET) shooting video lessons based on the national curriculum.</li> <li>•Development of visual materials and e - lessons</li> <li>•Development of digital literacy courses for teachers.</li> </ul> So far more than 400 video lessons were prepared and delivered through MoESCS YouTube Channel.
	Bangladesh	Funds have been used to a) kick off the remote learning platform discussion; b) promote COVID-19 Education related content through Social Media (Facebook, Twitter etc.); c) develop online teachers platform.

Design and preparation of alternative education delivery systems	Benin	GPE funds are being used for development and broadcasting of distance learning via radio and reproduction of sensitization tools for children.
	Bhutan	The Education in Emergencies Phase II Plan Development Workshop - COVID-19 Response Plan focusing on education continuity, and especially for the unreached, was held on 24-28th of April at RTC with participation of all key partners/all Chief of Divisions of the Ministry of Education, Gross National Happiness Commission, Royal Education Council, Bhutan Council for School Examinations and Assessment, Save the Children. The document was developed through intensive discussions and has been submitted to the Prime Minister Office on May 1, 2020 for support and further directives. The study on online learning was conducted by the Ministry of Education and focus on children, parents and teachers. At the moment, UNICEF is supporting the analysis of the data.
	Burundi	Part of the funds had also been used to develop and print out IEC materials (posters, SMS messaging, etc.) and roll out sensitization campaigns toward school communities.
	Cambodia	15 titles of ECE radio episodes has been agreed and is in production. A further, 35 radio programmes for multilingual education preschool students has been developed with primary focus on storytelling, Math and first (minority) language development. GPE funds also enabled sign language translation of 26 grade 9 and grade 12 video lessons.
	Cameroon	Part of the funds have also been used to reproduce learning materials for those vulnerable children living in remote areas and have no access to television, radio and internet to continue with online learning that is being broadcast at the national level.
	Congo	Funds used for Production of lessons and learning programs and their broadcast through written press and the media (radio and television).
	Côte d'Ivoire	Funds used for development of the distance learning programme "mon école à maison".
	Democratic Republic of the Congo	The GPE funds have been used in the preparation of supports for distance education, including: the design translation and audio recording of Math and French lessons in local languages. The funds were also used to design the homework exercise books in paper format for the pre primary, primary and secondary education.
	Djibouti	Djibouti CO has used the funds mainly to support distance learning MoE programs including paper based learning.
	Dominica	Funds have been used for provision of devices for most vulnerable children to access on line education while schools remained closed.
	El Salvador	The El Salvador CO is collaborating with the Ministry of Education in supporting the continuation of learning using alternative multimodal learning platforms through television, radio and social media as schools will remain closed this school year. They are using the funds for 1. supporting dissemination of printed pedagogical guides for distance learning for the most vulnerable populations that do not have access to internet connectivity or electronic devices. and 2. acquisition of technological equipment for the Ministry of Education to produce audiovisual educational materials.
	Ethiopia	Funds used to support to 3 regions to deliver radio content for approximately 200,000 children.
The Gambia	Main activities supported by UNICEF development/adaptation recording and editing of distance learning materials for radio and TV; delivering distance learning lessons through Radio and TV to support home-based learning; and provide distance learning materials to schools.	

Design and preparation of alternative education delivery systems	Guatemala	For learning continuity, the MoE had to design and develop alternative education delivery systems for over 2.9 million attending preschool, primary and secondary. Besides broadcasting tv and radio programs, and publishing learning material, UNICEF also supported the education system by updating their website with digital resources and library, teachers' blog and research digital magazine. With our support parental guidelines and psycho-social advises have been given out to families.
	Guinea	Funds are being used for acquisition of necessary equipment for optimal functioning of the school radio; (ii )support to develop lessons, teaching materials, education and fun activities, communication (awareness and advocacy) materials.
	Guinea-Bissau	Funds being used for production of contents for radio and TV lessons.
	Honduras	TORs have been prepared for consultancies on designing of a strategy to reach the most vulnerable children (mainly students of marginalized urban areas, and rural, disperse and indigenous areas; students with disabilities; migrants, displaced and returned migrants).
	Indonesia	Funds have been used for development of content and materials for continued learning during school closure, particularly offline options for rural, remote areas.
	Kyrgyzstan	Development of online remote learning platforms and contents in local languages by subject and levels of education for all children including with disabilities as per the educational plans and syllabuses for all grades of school education. Developed TV/video/paper gender-responsive instructions for mothers, fathers, and other caregivers on different kinds of learning/play activities that can be organized for all children at home.
	Laos PDR	Funds have been pooled with other funding to develop education content for TV, radio and online platforms.
	Lesotho	The main activities supported so far have been the development of radio, TV lessons and learner packs as well their production and slots on various media channels.
	Liberia	Currently, part of the fund is used for airing of the radio lessons and the RCCE and purchasing of the radios for the vulnerable children to have access to the radio programs.
	Madagascar	GPE ESPDG funding has been allocated. Currently, a plan is under development to assess the impact of COVID in the education sector and plan for recovery.
	Maldives	Funds from GPE ESPDG will be used for a) analysis of the impact of COVID-19 on education 2) training of teachers on distant learning.
	Marshall Islands	Support to Home Learning Framework and costing.
	Mauritania	The mentioned funds were utilized to support the MOE response plan. Specifically, solar radios were purchased to allow children to follow the education radio programs. In addition, the funds contribute to conceptualize the tv/radio education programs and the necessary follow up. Finally, learning kits (activity books and exercise books) were purchased and distributed.
	Micronesia	Support to community based learning and remote learning framework.
Moldova	Moldova has used to funds to increase access to distance learning by providing IT devices for students and teachers and distribution of learning packages to most deprived children with no access to technologies, and contributing to quality of distance learning and child well-being by providing online training to educators on how to work with parents for the support of young children's education.	
Myanmar	Funds have been used for an online platform to conduct new curriculum teacher training virtually instead of face-to-face (initial plan) prior to school opening.	
Nepal	Production and distribution of self-learning packs for Grades 0 - 3.	

Design and preparation of alternative education delivery systems	Nicaragua	Funds are being used to equip teachers with basic didactic materials for use in eventual distance learning.
	Nigeria	With GPE supported fund, support is being provided to education system in Nigeria to ensure continuity in learning through online digital platform, strengthening of states radio and television-based education programmes, individualized learning resources such as printed take-home materials – activity books, worksheets and assessment cards. Technical assistance plan to strengthen the systemic capacity on ICT led education delivery and emergency responsive planning are the centre stage of this support framework to make the education system resilience to future shocks.
	Papua New Guinea	GPE funds has been to procure ICT devices and internet credit to establish learning websites and initiate national radio and television broadcasting.
	Saint Lucia	Supported ministry of Education to provide access to 13000 primary school age children to distant education by Television and Radio programmes. Provided devices to most children to access on line education programmes.
	Samoa	Development of resources for remote learning. Preparation of learning platform.
	Senegal	Senegal has used the funds for radio/TV programming.
	Solomon Islands	Intended focus of the funds is for remote learning.
	Somalia	GPE funds have been used to kick-start the recording of TV and radio lessons, as well as plan the dissemination of these resources through TV, radio, online platforms and social media.
	Sri Lanka	Sri lanka has printed learning materials and parental guides for G1 and G2 children from poor and remote communities.
	Sudan	Funds have been used to: <ol style="list-style-type: none"> <li>1.Record TV and Radio sessions and lessons for review of G8 and G11 subjects in preparation for the final exams: TV and Radio materials will be recorded and broadcast to benefit all students across the country who have access to TV and/or Radio.</li> <li>2.Develop educational platform and link with social media accounts on Facebook and twitter for wider coverage and easy access: TV and Radio materials will be made available on this platform/website and its link will be made available on all existing state MoE websites as well as on the federal MoE website for students in urban settings who have access to internet (SMART phones, Laptops /PCs).</li> <li>3.Provide special support to students in the rural areas and most vulnerable who have no access to internet, TV or smart phones in form of paper-based reviews: Reviews booklets for G8 and G11 students will be compiled in booklets, printed and distributed to the 18 states to support those who can not access internet-based, TV and Radio materials.</li> </ol>
	Swaziland	Funds have been used to cover implementation and monitoring of alternative learning methods.
	Tajikistan	Development of TV lessons and distance learning platform ensuring blended approach with on-line and off-line capabilities; Equipment for distance learning including modernization of MoES and education system at all level.
Togo	Funds will also be utilized to support the design and broadcast of distance learning content aligned to the national curriculum.	

Design and preparation of alternative education delivery systems	Ukraine	Funds have been used for a) provision of individual education kits/learning supplies for home learning to the most vulnerable preschool children, living 0-5 km along the contact line in Donetsk and Luhansk oblasts, including children with disabilities, b) Tech support to the social mobilization campaign #LearningAt Home and c) COVID related activities for CWD & distance learning.
	Uzbekistan; Vanuatu	Used funds for developing and implementing distance learning programme.
	Vietnam	Funding of GPE ESPDG was also utilized to support nearly 18.9 million students (including 78,557 children with disabilities, and 48.7% girls) with distance learning opportunities through digital learning, paper-based TV and radio. In addition, GPE funds were also used for dissemination and translation of the 'the hero is you' story book about COVID-19 into 8 ethnic minority languages.
	Zambia	Zambia has used the funds for development of ECE, Primary and Lower secondary level radio learning contents, and airing of the lessons and supporting remedial/catch-up learning when schools open.
	Zimbabwe	Funds have been used for printing of the children's story books and development of the radio programmes.
Establishing monitoring systems	Cape Verde	Cape Verde has supported monitoring and evaluation of the response plan to COVID-19 and sharing of experiences at the municipal level.
	Honduras	ToR has also been prepared to design a monitoring system for the 3 current modalities - on-line, TV and with printed materials, to monitor attendance, permanence, conclusion and learning outcomes.
	Indonesia	Indonesia has also funds for monitoring of continuity of learning.
	Nigeria	Efforts are also underway in establishing remote monitoring system to measure the progress of learning and effectiveness of the education delivery system.
	Zambia	Zambia is also using funds to study the effectiveness of alternative/distance learning and evaluation on the sector response to COVID-19.
Planning for recovery, reopening of schools	Bhutan	The Plan includes 4 options for re-opening the schools and based on the Global Framework for Reopening Schools, developed by UNICEF, WB, UNESCO and WFP.
	Chad	Funds used for duplication of prevention material for all schools, and coordination and information missions in each region to distribute prevention equipment and prepare for the reopening of schools.
	Congo	Funds have been used for protection of students and teachers against COVID-19 during the resumption of schools through awareness raising, monitoring the application of barrier measures and supply of masks and hand washing devices in schools.
	Dominica, Grenada, St. Lucia, St. Vincent & the Grenadines	Guidelines for safe reopening of schools have been shared and preparation is underway.
	Honduras	Funds will be used for another consultancy on preparation of protocols for the reopening of schools.
	Indonesia	Preparation for reopening of schools including safe school procedures and accelerated learning options.

Planning for recovery, reopening of schools	Mali	The GPE ESPDG funds contribute to the COVID response (1) continuity of learning and (2) preparation of reopening of schools. Funds will be used in a flexible way responding to the most urgent needs of the ministry focusing on the reopening of schools.
	Nigeria	Funds will also be used to provide opportunities to children and teachers will be provided on psycho-social support; provisioning wash and hygiene supply to schools, comprehensive back to school campaign and social behavioral mobilization to initiate the safe school opening.
	Sierra Leone	Funds used for production of Safe School protocol in preparation of the partial school reopening in July.
	Swaziland	Funds have been used for school readiness for re-opening.
	Ukraine	Ukraine has conducted a national assessment of school preparedness.
	Vietnam	In partnership with Education Partners, GPE ESPDG funding supported the development and roll-out of the “Opening Up Better Schools” initiative. A major component of this initiative focused on the prevention of School Related Gender Based Violence (SR-GBV) when children returned to their classrooms, and the provision of online training for teachers to address the psycho-social needs of students, affected by the school closures, COVID-19 concerns and increased levels of domestic violence and abuse.