



**REPUBLIC OF SOMALILAND  
MINISTRY OF EDUCATION AND SCIENCE**

**COVID-19 Preparedness and Response Plan  
March 2020--June 2021**

### **1. Situation analysis**

In late 2019, an acute respiratory disease, known as COVID-19, emerged. The World Health Organization (WHO) declared the outbreak as a global pandemic and as of 28<sup>th</sup> March, more than 600,000 cases and 10,496 deaths were reported worldwide. As a result of the escalating situation around COVID-19,

The world is facing an unprecedented crisis due to the ongoing Covid-19 global pandemic. The disease is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)<sup>1</sup> and was recognized as a pandemic by the World Health Organization (WHO) on 11 March 2020<sup>2</sup>. An increasing number of cases of this highlights the need for a swift and comprehensive response in order to reduce disruptions to learning in Somaliland and to protect the most marginalized children from severe impacts.

### **2. Rational/Justifications**

The Somaliland Government has taken several precautionary measures to prevent the COVID-19, such measure include:

- Closing all learning institutions (including schools and universities) for four weeks effective from 19<sup>th</sup> March 2020
- Closing borders and quarantining 14 days for all travelers who enter the country
- Stopping flights and passengers from most infected countries like China, Europe and North-America,
- Advising against any large public gathering for four weeks.

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<sup>1</sup> WHO, March, 2020

<sup>2</sup> WHO, Sitrep, 2019

As the Government continues to closely monitor the situation, it is important for the education sector partners to come together to mitigate and minimize the impact of the schools closure and interrupted student learning, particularly for the most vulnerable students.

In addition, there is a lack of clarity on how the COVID-19 situation will develop globally in the world and locally in Somaliland; as such, it is necessary for the education sector to start putting in place long-term measures ensuring all students can continue to learn even if schools are closed for longer period.

In line with the current context and developing situation, the Ministry of Education and its education partners should work on preparedness and response plan on the basis of three possible scenarios which will be the objectives of the cluster response:

- a) Response during school closure
- b) Intervention if schools are re-opening after the 4 weeks
- c) Response if prolonged schools' closure

As the academic year is almost ending, and examinations are due to begin in first week of June 2020, there is an urgent need of community and school based interventions, to ensure the continuity of teaching and learning. Therefore, the Ministry of Education is kindly requesting and appealing urgent funding for the below proposed activities focused the response of COVID-19 epidemic.

### **3. Response strategy for the school closure.**

Different options for supporting students access to education during the closure period was discussed through participatory process. Somaliland Ministry of Education conducted discussion with the education partners about the available options to respond. Among the listed within the reach options are:

- a) **TV and Radio lessons:** Somaliland President ordered the National Television and Hargeisa Radio to broadcast school lessons during morning hours (8:00am -12:00p). The Ministry of Education has already been airing grade 12 through Bulsho TV during the last three years. The Minister of Education and the Minister of Information, who are members of the National Preparedness Committee for Covid-19, composed Technical Committee chaired and co-chaired by the Director Generals of the two ministries for materialization of the school lessons recording and broadcasting.

b) **Online Learning platforms:** the below online delivery approaches are planned to be used during schools closure and to reach students in the rural areas:

1. **Ministry's Website:** Uploading all video lessons recorded by the Ministry of Education into the website of the Ministry and other agreed websites.
2. **Tabsera Online Platform:** There is a virtual classrooms launched by one of the telecommunication companies called **Telesom** for business purpose in which students can access online and live teaching where they can interact. The Ministry of Education will also upload the recorded video lessons into this online platform where students who have access to internet can download lesson and learn while at home and in rural areas.
3. **RAAD Academy:** This is a web-based pre-recorded online video lessons for Grade 12 and Grade 8 students developed by private company and charges an annual membership fee of \$15 per student per year.
4. **Social Media Based Lessons:** this method work in many private schools and most of the universities and they have already started sending educational lessons through students/parent emails, WhatsApp and Facebook.
5. **Inter-Active radio program**

c) **Use of Tablet with offline recorded lessons:** Students from Rural and low-income households may not afford all of the above listed options. Therefore, solar powered **Tablet-based** to be distributed by the Ministry is the only practical option for these disadvantaged students. Nevertheless distributing such tablet-based lessons for all rural students is not within the reach during this short period of school closure. Therefore, a pilot test in a number of school clusters is plausible for future utilization.

d) **Preparation and dissemination** of health messages about the coronavirus through the mass media (TVs, radio, sms and online mechanisms)

e) **Improvement of school level WASH facilities and school hygiene** for better preparations of school re-opening.

f) **Remedial classes:** extra classes to catch up the curriculum in case of the school closure is waved and re-opening after the four weeks.

#### 4. Top Line Activities for the interventions and estimated budget

SCENARIO	TOPLINE INTERVENTIONS
<b>Scenario 1</b>  Schools will be open after closure period.	<ol style="list-style-type: none"> <li>TV/radio program for form 4 and grade 8 students :               <ol style="list-style-type: none"> <li>Preparation and Video Recording of primary (Grade 8 of 4 Subjects) and Secondary (Grade 12 of 7 subjects)</li> <li>Broadcasting video and Radio lessons by using National Television and Radio during school hours (8:00am -12:00p). Other private TVs will broadcast evening and afternoon hours.</li> </ol> </li> <li>Provision of professional fee to the teachers working on the preparation of recording lessons and delivering through the media.</li> <li>Preparation and dissemination of health messages through the mass media (TV, Radio, websites, sms and mobile ringtones)</li> <li>Establishment of remedial classes to catch up curriculum after the schools re-opened (after the 4-week closure).</li> <li>Support school to develop materials for Grade 1 to 7 and Grade 9 to Grade 11 to keep students continue their lessons at home with the support of parents.</li> <li>WASH and Hygiene promotion interventions (including rehabilitation of WASH facilities)</li> <li>Training for teachers and CECs on COVID-19 prevention and response</li> <li>Training of teachers, CECs and supervisors on remote and distance learning</li> </ol>
<b>Scenario 2</b>  The possibility of schools being closed longer and recovery after school re-opened	<ol style="list-style-type: none"> <li>Development of pre-recorded online/media tutoring for both primary and secondary students (all grades) and airing through National TV and radio.</li> <li>Provide competent teachers professional fees to prepare the video and radio lesson in all grades.</li> <li>Back to school campaigns</li> <li>Procurement of Tablets/MP3 of IRI and recording the lessons for the students in rural areas</li> <li>Organize remedial classes targeting low achieving girls and boys</li> <li>Provide incentives to teachers</li> <li>Provide scholarship for most vulnerable boys and girls including children with disabilities and special needs children.</li> <li>Training teachers CECs, and children clubs in life skills, guidance and counselling to effectively response to changes of learners behaviors as a result of COVID-19</li> <li>Strengthening peer support through children clubs in the provision of appropriate psychosocial support to learners to manage impact of COVID-19 and deal with future crises.</li> </ol>

	10. Development of contingency plan and Alternative method of conducting Examinations for both secondary and primary students 11. Capacity building of MOE&S through provision of online training in DRR and Covid-19 prevention and response mechanism. 12. Technical assistance in Covid-19 response strategic development and MOES coordination support 13. Provision of psychosocial training to teachers through the online mechanism 14. Strengthening supervision and monitoring of school affected by the COVID-19
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## 5. Target beneficiaries

- ✓ A total of 250,000 primary school children and 50,000 secondary school students
- ✓ A total 1500 primary and secondary school teachers
- ✓ 900 primary and secondary schools
- ✓ MOES officials at all levels and CEC members

## 6. Coordination and Monitoring

The MOES will support EiE partners with ongoing coordination and monitoring to ensure efficiency and to identify and pursue areas of advocacy. MOES will establish a strategic monitoring and coordination mechanisms to ensure equity in education service delivery.

## 7. Proposed Estimated Budget.

DESCRIPTIONS of activities	Total Budget (USD)
Production of pre-recording of learning material and offline learning plat forms for Primary subjects(formal and ABE) with sign language incorporated	398,950
Production of pre-recording of learning material and offline learning platforms for Secondary with sign language incorporated	250,000
Production of pre-recording of learning material and offline learning plat forms with sign language incorporated(formal primary and secondary subjects)	41,008
<b>sub-total</b>	<b>689,958</b>
Airing Primary subjects(ABE and Formal)	166,611
Airing secondary subjects	292,000
<b>sub-total</b>	<b>458,611</b>
Procure Solar powered Tablets / MP3 recording devices and uploading offline lessons	6,000,000
distribution of pre-recorded devises to target students for distance learning.	600,000
<b>Sub-total</b>	<b>6,600,000</b>
Operation support to MOE COVID-19 response technical team, Supervisors and Coordinators at national and regional level for timey coordination and reporting	99,000
Monitoring, Coordination and planning meetings on Covid 19 support	5,520
Reporting and documentation, and technical advisors	84,000
<b>sub-total</b>	<b>188,520</b>
Information, Education and Communication (IEC) material development and printing	34,000
Hand wash facilities to the schools including transport	450,000
Rehabilitation of WASH facilities for 900 Schools	1,000,000
Provision of hygiene supplies to schools	800,000
<b>sub-total</b>	<b>2,284,000</b>
Training of 5000 teachers/CECs on COVID19 response	500,000
Establish school cluster health program	
<b>sub-total</b>	<b>500,000</b>
Examination support Decreasing number of students per class to keep social distancing and doubling classrooms for grade and 12. this including transport,	346,020
Deploy additional invigilators and hygiene	120,000
Improve hygiene promotion and preventive measures for COVID 19 awareness	23,340
<b>sub-total</b>	<b>489,360</b>
Pre-recording of teacher trainings materials including psycho-social and Child Safeguarding	150,000
Airing training psycho-social and Child Safeguarding material	845,000
<b>sub-total</b>	<b>995,000</b>
<b>Total</b>	<b>12,205,449</b>

## 8. Pledged funding and gaps

<b>Total budget</b>	<b>Pledged funding</b>		<b>Gap</b>
	<b>Amount</b>	<b>Source</b>	
	\$637,847.00	ECW-UNICEF	
	\$1,002,000.00	GPE-accelerated fund-SCI	
	\$580,000.00	EU-Horumarint Elmiga (SCI & CARE)	
	\$46,000.00	UNHCR-NRC	
	\$170,000.00	JPLG	
	\$50,000.00	Government (teachers support during COVID19)	
	\$2,300,000.00	GPE-Covid19 pledged fund	
<b>\$ 12,205,449.00</b>	<b>\$4,785,847.00</b>		<b>\$ 7,419,602.00</b>

## 9. STRATEGY IMPLEMENTATION PLAN

SCENARIO O	DESCRIPTIONS OF INTERVENTIONS	TIME FRAME																
Scenario 1  Schools will be open after closure period.		2020										2021						
		Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	MOES + partners
	Production of pre-recording of learning material and offline learning plat forms for Primary subjects(formal and ABE) with sign language incorporated																	
	Production of pre-recording of learning material and offline learning platforms for Secondary with sign language incorporated																	
	Broadcasting the re-recorded materials to the media																	
	Procure Solar powered Tablets / MP3 recording devices and uploading offline lessons																	
	Distribution of pre-recorded devises to target students for distance learning.																	
	Operation support to MOE COVID-19 response technical team, Supervisors and Coordinators at national and regional level for timey coordination and reporting																	
	Monitoring, Coordination and planning meetings on Covid 19 support																	
	Information, Education and Communication (IEC) material development and printing																	
	Examination support Decreasing number of students per class to keep social distancing and doubling classrooms for grade and 12. this including transport,																	
	Hand wash facilities to the schools including transport																	
	Rehabilitation of WASH facilities for 900 Schools																	
	Provision of hygiene supplies to schools																	



<b>Scenario 2</b>  The possibility of schools being closed longer and recovery after school re-opened	Training of 5000 teachers/CECs on COVID19 response																
	Establish school cluster health program																
	Deploy additional invigilators and hygiene																
	Improve hygiene promotion and preventive measures for COVID 19 awareness																
	Pre-recording of teacher trainings materials including psycho-social and Child Safeguarding																
	Airing training psycho-social and Child Safeguarding material																
	Organize remedial classes targeting low achieving girls and boys																
	Provide incentives to teachers																
	Provide scholarship for most vulnerable boys and girls including children with disabilities and special needs children.																
	Training teachers CECs, and children clubs in life skills, guidance and counselling to effectively response to changes of learners behaviours as a result of COVID-19																
	Strengthening peer support through children clubs in the provision of appropriate psychosocial support to learners to manage impact of COVID-19 and deal with future crises.																

