



EDUCATION CLUSTER STRATEGY

Zimbabwe COVID-19 Preparedness and Response Strategy

Zimbabwe
Education Cluster



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FOREWORD

The COVID-19 pandemic has already impacted the Zimbabwe education sector and has disrupted learning for millions of children. In responding to this outbreak, a harmonized and coordinated approach is needed to keep children safe and learning.

The Ministry of Primary and Secondary Education (MoPSE) in collaboration with the Education Cluster has developed a strategy as part of its preparedness and response. This strategy is holistic and proposes measures that can contribute to limit the exposure to the disease and reduce the probability of its transmission amongst learners, teachers, staff and school communities, minimize disruptions to learning, while proposing measures to build back better and safer school environments. The preparedness and response strategy offers three clear objectives:

1. Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.
2. Support teachers, learners and school communities to prevent the transmission and spread of COVID-19.
3. Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.

To implement the new strategy, the MoPSE with support from education partners will focus on three key priority areas and two cross cutting issues: Alternative Learning Approaches; Back to School and Opening up Better; and Safe School Feeding, with Teacher Capacitation and Awareness Raising as cross-cutting issues in all interventions. The MoPSE and partners has developed numerous key interventions, each with clear outcomes, to enable the education sector to address the prevention, mitigation and return of learners back to school. However, MoPSE cannot do this alone, and need the support of all partners including parents, and those in other sectors to deliver an integrated response.

I would like to thank the Education Cluster in particular the co-leads: UNICEF and Save the Children for their continuous support to the preparedness and response of the education sector and providing the technical support needed to address this emergency.

Together we can overcome this challenge and ensure all the Zimbabwean children are in school and learning.



Turhisang Thabela
Permanent Secretary of the Ministry of
Primary and Secondary Education (MoPSE)
May 2020



RESPONSE STRATEGY

AT A GLANCE

Objective 1

Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.

Objective 2

Support teachers, learners and school communities to prevent the transmission and spread of COVID-19.

Objective 3

Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency

Learners Targeted

4.6 million

Teachers Targeted

0.2 million

Financial Requirements

US\$ 16.99 million

EDUCATION SECTOR AND CLUSTER COORDINATION

Following the declaration of COVID-19 as a national disaster on 19 March 2020, the Government of Zimbabwe launched the Zimbabwe National Preparedness and Response Plan for COVID-19 and established an Inter-Ministerial Task Force chaired by the Vice President and led through the Ministry of Health and Child Care, with the Ministry of Local Government and Public Works, which is responsible for enforcing the Civil Protection Act, Chapter 10:06. Overall high-level technical planning and coordination of the National Preparedness and Response Plan is done through the Inter-Ministerial Committee Sub-Committees organized under various pillars of coordination, namely: Country-level coordination, planning and monitoring; Points of entry; National Laboratory ; Case Management; Infection Prevention and control; Surveillance, Rapid response teams and case investigation; Risk communication, and community engagement; Operational support and logistics; Law enforcement and Security. These are meant to streamline the monitoring the situation and managing the response to the pandemic.

The education related COVID-19 preparedness and response activities are led by the Ministry of Primary and Secondary Education (MoPSE), which is coordinated under the Risk communication, and community engagement pillar at national level. At operational level, the MoPSE is fully supported by the Education Cluster and its partners. Led by the MoPSE, and co- led by Save the Children and UNICEF, the Education Cluster is comprised of more than 22 partners with long established presence and experience in implementing Education in Emergencies (EiE) programming in Zimbabwe.

Save the Children supports the Education Cluster coordination through an experienced dedicated Cluster Coordinator and Secretariat. UNICEF supports the Education Cluster coordination through a Cluster Co-Lead, Education in Emergencies Specialist and an Information Management (IM) Specialist. The national coordination mechanism is supported by provincial Focal Points supporting coordination of EiE activities on provincial level and through Technical Working Groups (TWGs) spearheading the development of harmonized tools and guidance for the COVID-19 response.

Education Cluster partners include the Ministry of Primary and Secondary Education, United Nations agencies, international and local Non-Governmental Organisations (NGOs), donor agencies as well as Civil Society Organizations (CSOs).

NEEDS OVERVIEW

On 30th January 2020, the Director General of the World Health Organization (WHO) declared the outbreak of the Coronavirus Disease 2019 (COVID-19) a Public Health Emergency of International Concern (PHEIC).

With COVID-19 cases increasing worldwide including in countries bordering Zimbabwe and especially South Africa, Zimbabwe confirmed its first confirmed case on 20. March 2020. Since then, there has been an increase in cases. Latest figures on cases can be found here: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports>

The Government of Zimbabwe announced on 17. March 2020 the early closure of schools on 24 March 2020 due to the COVID-19 outbreak. Due to the uncertainty around the development of the COVID-19 transmission, the planned reopening of schools, which were initially scheduled open on 05 May 2020, remains uncertain.

The education system in Zimbabwe was already stretched before the COVID-19 pandemic as a result of multiple crises, including the impact of Cyclone Idai in 2019, the economic crisis, climate-induced drought as well as food shortages. The COVID-19 epidemic has interrupted the teaching and learning for students. The epidemic poses great risks to the nutritional status of children from poor households, violence among children from fragile families and as well as mental well-being among both children and teachers. Without a conducive and disease free school environment, COVID-19 poses a risk to children's health and wellbeing. Further, there is increased risk of permanent drop out among children with pre-existing vulnerabilities, especially children with disabilities. Given that the education sector was already beset with persistent disparities in educational opportunities between children of different gender, socio-economic status, disability status, orphan hood status, and demographic groups. Without a well resourced response, these disparities are likely to widen.

The overall goal of Zimbabwe Education Sector preparedness and response strategy is to (1) minimize morbidity and mortality of COVID-19 among school communities, teachers and learners in Zimbabwe, (2) minimize/mitigate the disruption to the childrens' education and learning and (3) ensure safe return to quality learning for teachers, learners and school communities. Activities in this strategy must be urgently and effectively implemented, starting with the highest risk areas to ensure adequate protection of school communities.

The Ministry of Primary and Secondary Education (MoPSE) and the Education Cluster look forward to working closely with stake-holders from across Government, donors, private sector, civil society, academia, professional associations, private-not-for profit sector, community-based organizations, religious leaders, traditional leaders, international organizations in the next few weeks and months.

STRATEGY ASSUMPTIONS

The COVID-19 crisis is defined by a fluid situation, rapid changes and uncertainty. As such, the Education Sector Preparedness and Response Strategy is based on following assumptions :

- COVID-19 will transmit and spread locally in an unpredictable way. Even in the best case scenario of limited, localised transmissions, schools are expected to remain closed nationwide for an unknown period, resulting in significant disruptions to learning.
- Based on experience from other countries, schools will likely remain closed beyond the term break and will not reopen as planned on 05. May 2020.
- International assistance and funding will be made available for the implementation of response activities to ensure children will be able to continue their education.
- Education Cluster partners have the capacity for supporting the implementation of the Strategy including through the participation in specific Technical Working Groups (TWGs) and through the development of common tools and guidances.
- Education Cluster partners will be able to implement programmes in affected and non-affected communities. There will be no quarantine, lockdown or moratorium on humanitarian programming.

STRATEGY PRINCIPLES

Coordination

The Zimbabwe Education Cluster will support Education in Emergencies (EiE) partners with ongoing coordination and monitoring to ensure efficient and effective delivery of interventions.

Harmonization and alignment

The Education Sector strategy is routed in the harmonization and alignment of activities to effectively and efficiently respond to the COVID-19 crisis. Through the harmonization and alignment of tools and approaches, the duplication of activities (ie. design of IEC materials) is avoided and savings and efficiencies are leveraged.

Inclusive education, equity, gender, HIV and disability

The Education Sector strategy recognizes the different needs of girls and boys and the special needs of children living with disabilities. All activities implemented under this strategy need to directly address gender discrimination and promote gender equality in order to ensure that no harm comes to children. All activities implemented under this strategy need to directly encourage and ensure the participation of children living with disabilities in implemented

education activities and furthering the inclusiveness of education activities. This strategy recognises the risk of COVID-19 to children living positively and their families including the risk to childrens' mental health and the risk of stigma. These issues will be actively addressed through the proposed activities.

Accountability to Affected Populations (AAP)

Communities in Zimbabwe play a vital role in education. The strategy makes provision for accountability to affected populations through consulting and actively involving communities, teachers and learners in all aspects of the COVID-19 response and activities; actively seeking feedback of beneficiaries and adjusting programmes accordingly. The Education Cluster will provide binding guidance on AAP to all partners implementing activities under this strategy.

Inter-Cluster collaboration

This strategy recognizes the need and benefits of closely collaborating with the Health Cluster, the (Child) Protection Cluster, the Food Security and the WASH Cluster to ensure the achievement of this strategy's objectives.

Cost efficiency

The strategy recognizes the overwhelming needs generated by the COVID-19 pandemic worldwide and aims to provide an effective and efficient response to the COVID-19 crisis in Zimbabwe. The strategy aims to support all school children in Zimbabwe in mitigating the impact of the COVID-19 crisis on their health and their education. The proposed response equals only around \$3 per student.

Building Back Better/Resilience

The strategy seeks to build the resilience of communities through the COVID-19 preparedness and response activities, for example through the establishment and strengthening of School Disaster Risk Reduction and Resilience Plans, the dissemination of health messages and the upgrading of WASH facilities amongst others. The COVID-19 Education Cluster response (ie. through the provision of alternative learning programmes/Reading circles, radio programming and accelerated learning/remedial education) in communities also provides an unique opportunity to re-integrate children previously missed by the education system back into schools.

RESPONSE FRAMEWORK

The development of objectives, activities and indicators for the Education Sector COVID-19 response was undertaken by a duly constituted Technical Working Group (TWG) with participation stakeholders.

The activities have been defined so as to respond to the specific needs resulting from the COVID-19 crisis, be inclusive of the largest number of like-minded partner activities while being specific enough to meet the overriding objectives. Education Cluster partners are encouraged to consider the implementation of the proposed programmes (including in project/funding proposals). This will ensure a harmonized response across schools and minimize duplication of efforts across Education Cluster partners.

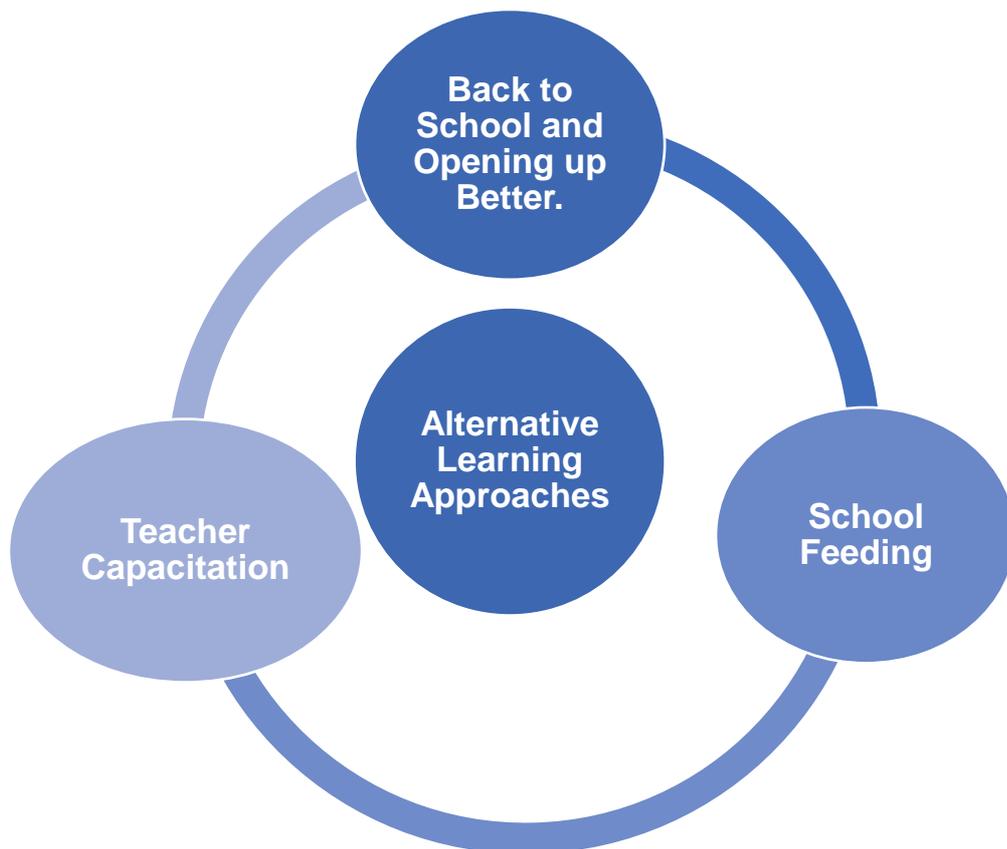
The Education Sector COVID-19 strategy embraces three objectives which, overall, cover the three periods: before school closure, during school closure and school reopening:

1. Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.
2. Support teachers, learners and school communities to prevent the transmission and spread of COVID-19 epidemic in Zimbabwe.
3. Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.

STRATEGIC PRIORITIES

This Education Sector COVID-19 strategy supports and implements five strategic priorities—ensuring continued access to quality learning opportunities during and after COVID-19 epidemic, ensuring a safe, secure and seamless transition back to quality teaching and learning in schools, limiting the exposure to COVID-19 and reducing the probability of its transmission amongst learners, teachers and school communities, and building a more resilient education sector. Safeguarding the right to quality, safe and inclusive education for all children, during and after the COVID-19 epidemic depends heavily on strengthening teacher capacities so that they can effectively respond to the learning needs of learners, and ensuring that learners, teachers, school communities are informed and empowered to help in national efforts prevent and mitigate against the COVID-19 epidemic. As such, teacher capacitation and the provision of information, education and communication materials are also important elements of the strategy. To achieve safe, secure and continuous learning for all children, the strategy will focus on the following strategic priorities: **Alternative Learning Approaches; Back to School and Opening up Better; and Safe School Feeding, with Teacher Capacitation and Awareness Raising** as cross-cutting issues in all interventions

Strategic Priorities



Dissemination of age-appropriate key messages to raise awareness, inform, educate and empower learners, teachers and school communities on appropriate actions for Prevention and Mitigation against COVID-19.

PRIORITY 1. ALTERNATIVE LEARNING APPROACHES.

The main goal of the Alternative Learning Approaches is to ensure continued access to learning opportunities, especially for the most vulnerable and marginalized children. Focus is on three critical, but mutually reinforcing interventions designed to ensure continuous learning- Radio Programming, Digital and Online learning and the Provision of Supplementary learning materials.

- ✓ **Radio Programming:** Radio is perhaps the most prevalent mass communication medium capable of reaching the highest number of out of school children. As such, radio educational programs represent an important intervention to ensure that marginalized children, especially those in bookless households, continue to learn. The strategy therefore supports radio programming lessons to ensure that young people develop vital literacy skills outside school, maintain the numeracy and literacy gains they have made over the years and do not fall behind academically so that they eventually drop out of school. Investments in radio programming- through the revamping of radio production equipment, technical and material support for the development and dissemination of radio lessons is essential to realize the potential of radio lessons.
- ✓ **Digital and Online Learning:** For young people who have access to internet and computers, digital and online learning represents an important avenue for continuous learning. As part of this strategy, the MoPSE, with support from education partners, will use digital and online learning platforms such as Ruzivo by Higher Life Foundation, and other digital platforms to ensure continuous learning. In addition to this, the MoPSE and partners led will support the development of a proprietary Learning Platform for the MoPSE to collect and collate relevant learning materials. Already, UNESCO has been supporting the MoPSE to develop an online platform, which is being revamped for use by MoPSE.
- ✓ **Provision of Supplementary Learning Materials:** Learners in hard to reach and inaccessible areas that may neither have access to radio nor internet, will require supplementary materials to assure continuous learning. The strategy therefore supplements radio, digital and online learning with teaching and learning materials for teachers, learners and parents who support children in learning. These materials include Storybooks or readers, workbooks and Open and Distance Learning Modules as well as additional textbooks to address the needs of those in remote and inaccessible areas and parents. In addition to these materials, the strategy considers parenting resources available in multiple languages to support parents in supporting learners during COVID-19.

PRIORITY 2. BACK TO SCHOOL AND OPENING UP BETTER.

While the earlier closure and potential late opening of school brought about by the COVID-19 crisis present an unprecedented risk to children's education, protection and wellbeing, the opening schools must be not only be guided by health considerations, but also the best interests of learners, teachers and communities. The main goal of the Back to School and Opening Up Better is to ensure safe, secure and seamless transition back to quality teaching and learning in schools. Opportunity for building back better. Focus is on numerous interventions targeted as safeguarding learners, teachers and school communities, also ensuring that we we build a more resilient education sector that can withstand the current and future emergencies. The Back to School interventions give special consideration to interventions that must be carried out before, during and after schools open, to reduce infection and transmission risks related to school attendance. The following are some of the key focus areas under this pillar:

- ✓ **Infection Prevention and Control for Safe Schools:** Ensuring that teachers, learners and school communities return to safe learning spaces is a critical consideration for this strategy. As such, this strategy, is intended to contribute to efforts to limit the exposure to the disease and reduce the probability of its transmission amongst learners, teachers and none- teaching staff at school. Investments will be made to ensure that schools are disinfected or fumigated as necessary and that optimal class arrangements are implemented to control infections. Building on the School Health Policy, key prevention measures will include providing, improving or upgrading WASH services and supplies such as soaps, buckets, handwashing stations or hand-sanitizer and other consumables to promote better Water, Sanitation and Hygiene practices in schools. This will be complimented by the provision of materials to raise awareness on hygiene and handwashing. School staff, learners and teachers will also be trained to enforce physical distancing and school hygiene practices. The strategy envisions also the development of administrative guidelines and policies as well as monitoring to reinforce practices.
- ✓ **Learner, Teacher and Staff Well-being and Welfare:** The safety and well-being of learners, teachers and none- teaching staff is also a key consideration in the planning on opening schools. As such, the strategy supports interventions to promote and protect the physical and mental well-being of learners to ensure that they can successfully participate in learning. As part of this, focus is also on interventions such as raising awareness about COVID-19, supporting activities to minimize or mitigate against infections. For learners who are at increased risk of experiencing loss, violence or witnessing at home, the strategy also encompasses psycho-social support interventions to enable learners to successfully reintegrate into school. For learners from poor economic backgrounds, the national lockdown increased greater risks of inability to meet the direct and indirect costs of education. As such, investments in social protection programmes such as the Basic Education Assistance Module, which supports orphans and vulnerable children, is essential to eliminate barriers to re- entry and ensure learner welfare. For both teachers and other staff, the strategy also supports interventions such as psycho-social support to ensure the successful reintegration to school. Where necessary and feasible, teachers and staff will be supported with preventive and protective equipment. As part of this strategy, the MoPSE, with support from education partners, will conduct trainings to help teachers and none- teaching staff re-adjust to the new teaching and learning environment.
- ✓ **Psycho-Social Support:** For both teachers and learners as well as none- teaching staff and school communities, exposure to COVID-19 and its associated stressors is a risk factor for mental health and social problems. As such, the strategy supports interventions such as

psycho-social support to address the psychosocial stress, anxiety and stigma resulting from COVID-19 crisis and ensure successful reintegration back to school. Referral mechanisms to specialized services, including health personnel, are also envisioned as part of interventions to help school communities.

- ✓ **Assessment and Accelerated Learning for Academic Reintegration:** For young people who have missed class or not had adequate teaching and learning materials owing to school closures, there is increased risk of falling behind academically- a risk factor for permanently dropping out of school. The strategy envisions Accelerated Learning and Catch Up Programmes as part of measures to promote the successful reintegration of learners to school. As part of this intervention, it is also essential to track learning progress and achievement in key learning areas across grade levels to ascertain opportunities for academic interventions. Zimbabwe's past experiences with programmes such as the Zimbabwe Adult Basic Education, Zimbabwe Accelerated Learning Programme and the Performance Lag Addressing Programme provides a critical foundation for building a successful reintegration programme.

- ✓ **Monitoring, Learning and Building Back Better:** Prior to the onset of the COVID-19 crisis, Zimbabwe experienced climate-induced floods, Cyclone Idai, and drought. It is highly likely that the COVID-19 epidemic may not be the last large-scale emergency. As the epidemic evolves, a lot of epidemiological and operational issues remain uncertain. Should schools open, it will be critical to monitor school attendance and track daily operations - ensuring that learners, teachers and non-teaching staff return successfully to a safe learning environment. Where a significant number of students or staff are absent, it would be critical to swiftly alert local health authorities to ensure timely interventions. A key intervention for building back better is investing in learning to ensure that schools can withstand future emergencies. The strategy envisions localized documentation of practices and reflections on both successful and less successful interventions. These lessons will inform the operationalization of school level Disaster Risk Reduction and Resilience Plans. Already, the MoPSE with support from a cluster technical team and an international consultant recruited by UNICEF, is developing a national Disaster Risk Reduction and Resilience Plan to guide the education sector in preparing and responding to disasters at provincial, district and school level. The lessons learned locally will help to refine and optimize future approaches to successfully responding to emergencies.

PRIORITY 3. SAFE SCHOOL FEEDING.

The main goal of the Safe School Feeding interventions is to ensure access to materials and supplies for the safe preparation and provision of food for learners. The strategy envisions multiple interventions to provide comprehensive support to the nutrition status and overall well-being of learners. This is because the COVID 19 epidemic will likely increase the risk of hunger, with negative impacts on the nutritional status of children, especially those from poor households. Given that the COVID-19 virus may survive on surfaces for several hours and that individuals can also be infected from and touching surfaces contaminated with the virus and touching their face, the sharing of utensils and food among learners represents a risk factor for transmission. For this reason, precaution is a good practice that can be adopted to curb transmissions related to the handling, preparation and consumption of food. The strategy envisions the provision of the following critical resources as part of this intervention:

- ✓ **Supplementary Utensils and food preparation materials:** The strategy supports the provision of supplementary materials, including utensils such as plates, spoons and other materials to reduce transmissions. If learners must share utensils, there is high risk of transmissions.
- ✓ **Supplementary Food Items:** For learners from poor households who are now at greater risk of hunger, the strategy supports the provision of supplementary school feeding.
- ✓ **Emergency School Improvement Grants:** The strategy supports the provision of Emergency School Improvement Grants for schools to procure foodstuffs locally to supplement school feeding.
- ✓ **Training for school communities:** The strategy supports training for learners, teachers and non-teaching staff to ensure the safe storage and preparation of foods as well as hygienic practices in handling and consuming food. Information, Education and Communication materials on food preparation, storage & distribution will also be provided as part of training activities.

PRIORITY 4. TEACHER CAPACITATION.

Within a short space of time, the COVID 19 pandemic has transformed teaching and learning processes with implications on the skills and capacities required for teachers to address this dual health and education crisis. The main goal of Teacher Capacitation is to equip teachers with both technical skills and adaptive capacities to enable them to respond effectively to the learning needs of children, especially those from vulnerable groups. While the technical demands of teaching learners using various methods now need to be upgraded for most teachers, teachers must also learn skills necessary to adapt to this new environment. The strategy envisions the strengthening the capacities of teachers to enable them to support the following critical interventions, among others:

- ✓ **Radio, Digital & Online Programming:** Teachers need support to enable them to supplement teaching and learning through radio and digital programmes. Thus, the strategy envisions training teachers on open and distance learning modalities as well as helping them to support families as well as children from home. This training has potential to address the needs of out of school children.
- ✓ **Back to School Reintegration:** It is essential to support teachers to prepare them for recovery and reopening. Teachers also need support to enable them to supplement health interventions to protect learners and school communities.
- ✓ **Learner Welfare:** The strategy envisions training teachers to strengthen their capacities to recognize social, psychological and other needs that may either require guidance and counselling or referrals for psycho-social support from experts.
- ✓ **Prevention and Mitigation:** The strategy envisions training teachers to enhance capacity to provide age-appropriate information to raise awareness on prevention and mitigation. There is need to ensure that teachers are equipped with the skills to help contribute to behaviour change and sustain good health practices among learner and communities.

PRIORITY 5. RAISING AWARENESS FOR PREVENTION AND MITIGATION THROUGH INFORMATION, EDUCATION AND COMMUNICATION MATERIALS.

The COVID 19 is first and foremost, a health epidemic. The lack of public information and or awareness represents a critical challenge that exacerbates vulnerability among learners, teachers and school communities. The main goal of the interventions outlined below, is to promote continuous, consistent and relevant key messages to raise awareness, engage various publics, and ensure that they take informed action on COVID-19, including prevention and mitigation. While the responsibility for development and dissemination of these key messages rests with information and Health Ministries, the MoPSE will push the delivery within the school system. Focus is on the following areas:

- ✓ **Behaviour Change Communication:** The strategy supports efforts to raise awareness and contribute behaviour change through print materials, such as posters, pamphlets as well as Radio and Television. As part the strategy, MoPSE and partners will also use websites to disseminate information.

- ✓ **Rapid Assessment:** The strategy supports Rapid Assessment for internal and external feedback using RapidPro – an open-source messaging platform that can help deliver rapid and vital real-time interactive messages and connect communities using an easy visual interface. In addition, the strategy also envisions using WhatsApp chatbot- a software application used to conduct an on-line chat conversation and provide information via text, in lieu of providing direct contact with a live human being.

- ✓ **Engagement of Publics:** The strategy supports engagement with various publics, including learners, teachers, parents and communities to inform them about COVID-19 and the MoPSE's response strategy using various communication channels such as the MoPSE website and media. Part of the information to communities is to help establish an effective system to facilitate communication between education authorities, schools and school communities.

MONITORING PLAN

Education Cluster Response Monitoring

The Zimbabwe Education Cluster maintains a Response Monitoring Tool/5W Matrix (Who is doing What, Where, When and for Whom) for monitoring Education Cluster partners activities under the current Flash Appeal/upcoming Humanitarian Response Plan (HRP). Partners are submitting their reports on a monthly basis to the Education Cluster coordination team. Based on the submissions, the Education Cluster coordination team is developing maps and other IM tools to strengthen the coordination of the EiE response, identify gaps and prevent duplication of activities/programmes.

COVID-19 Response Monitoring

Due to the fast-changing nature of the COVID-19 response combined with the specific activities, the Education Cluster might establish additional monitoring tools for the COVID-19 response. The Monitoring System aims to minimize reporting requirements to partners while at the same time provide regular required information about the progress of programme implementation and ensure alignment with the (to be) amended Humanitarian Response Plan (HRP)

Partner participation

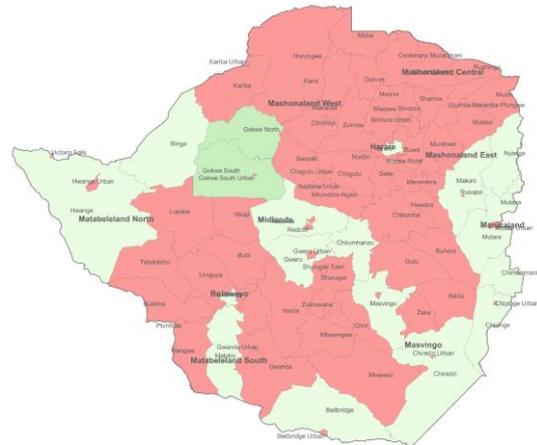
Regular partner participation in this monitoring is critical to maintaining strong coordination. This will continue to allow the Cluster to visualize gaps and needs, build partnership and collaboration, and advocate on behalf of the entire sector.

ACTION	RESPONSIBLE	DAY OF MONTH
Monitoring Tool updates submitted to the Cluster Team	Monitoring Tool focal point from each Cluster partner	5th
Data compiled and analysis products developed	Cluster Team	8th
Updated analysis products shared during the national Education Cluster meetings	Cluster Team	2nd Sunday of month

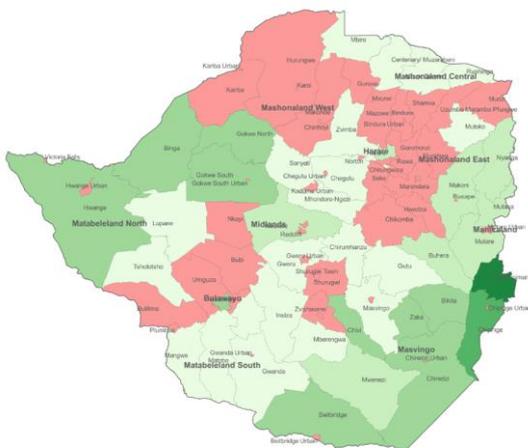
OPERATIONALIZATION OF STRATEGY

Current COVID-19 programming

Education Cluster partners are already implementing activities aimed at preventing the spread and transmission of COVID-19 to and in schools and at mitigating the impact of the COVID-19 crisis on the Zimbabwean education system. The map to the right shows the current COVID-19 related education programming of partners.¹



Potential COVID-19 programming



Given additional funding, Education Cluster partners are able to rapidly establish or scale up COVID-19 related education activities as a result of long-established presence and programming in schools and communities all over the country. Education Cluster partners are able to implement programmes in almost all districts of Zimbabwe.

Geographic prioritization

Most of the planned activities will target all schools, teachers and learners in the whole country (ie. radio messaging/radio education programming) as all schools, teachers and learners are similiary at risk and affected by the crisis. Some activities (ie. school feeding) will target priority districts identified by the Humanitarian Response Plan (HRP) only.

¹ Red = no partner/programming, light green = one partner, dark green = two or more partners

STRATEGY NOTES

Operational Plan

The Education Sector strategy will be accompanied by an Operational Plan putting timelines to the implementation of the different proposed activities. The activities will be implemented through dedicated Technical Working Groups. The Working Groups and the Working Group lead are responsible to Education Cluster partners for the timely and satisfactory implementation and completion of the activities.

Update and revision

The Education Cluster strategy is a living document and will be revisited on a monthly basis as the situation evolves.

SUMMARY OF OBJECTIVES AND ACTIVITIES

Geographic Priorities

SUMMARY OF GEOGRAPHIC PRIORITIES	SOURCE(S)
Nationwide (10 Provinces and 72 Districts) or HRP priority districts (10 Provinces and 33 Districts)	Zimbabwe Education Cluster Technical Working Group (TWG).

Cluster Objective 1

SUMMARY OF ISSUES/NEED(S)	SOURCE(S)
<ol style="list-style-type: none"> 1. Challenges in information dissemination including lack of reliable information and misinformation on COVID-19 and lack of guidance/support to teachers on alternative education options 2. Closure of schools including disruption of learning and examinations as a result of lack of alternative education learning options 3. Psychosocial stress, anxiety and stigma resulting from COVID-19 crisis negatively affecting teachers and students 4. Negative impact of COVID-19 crisis on teachers' livelihoods strained by other crises 5. Children are facing health risks due to lack of access to hygiene kits for boys and girls as a result of school closures 6. Negative impact of COVID-19 crisis on students' nutritional status 	Zimbabwe Education Cluster Technical Working Group (TWG)
CLUSTER OBJECTIVE 1:	
1. Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.	Zimbabwe Education Cluster Technical Working Group (TWG)
Outcome Indicator(s):	Target
1.1: Number of children with access to different forms of alternative learning	4.5m

Activity	Output indicators	Baseline	Target
1.1.1 Development, printing and distribution of appropriate IEC <u>print</u> materials (ie. posters, leaflets, comics) on COVID-19 prevention and referral to schools and alternative learning solutions factoring in the language and visual impairments	1.1.1 Number of schools provided with a package of appropriate IEC <u>print</u> materials	0	10,000
1.1.2. Development and dissemination of prevention key messages through pre-recorded <u>radio</u> messaging	1.1.2. Number of learners reached with <u>radio</u> messages	0	4.5m
1.1.3. Development and dissemination of prevention key messages through <u>TV</u> messaging	1.1.3. Number of people reached with <u>TV</u> messages	0	0.5m
1.1.4. Development and dissemination of prevention messages through <u>SMS/text</u> messaging	1.1.4. Number of school heads and focal teachers reached with <u>SMS/text</u> messages	0	10,000
1.1.5. Dissemination of information and guidance through MoPSE information dissemination channels (ie. website, social media, etc.)	NA	NA	NA
1.2.1. Pre-positioning, development and distribution of learning materials for learning outside of school/at home (ie. through community-based reading circles)	1.2.1. Number of schools provided with learning materials for learning outside of school/at home	0	10,000
1.2.2. Development and implementation of alternative education options (ie. radio education programming) incl. the purchase and provision of radios to communities	1.2.2. Number of schools provided with access to alternative education options	0	10,000
1.2.3. Training of Teachers to ensure effective pedagogy, enhanced technical skills and adaptive capacities to implement alternative education modalities through clusters.	1.2.2. Number of trainings conducted in clusters.	0	1,211
1.3.1. Provision of psychosocial support (ie. counselling, group activities, IEC) incl. recreational activities	1.3.1. Number of schools provided with access to psychosocial support	0	10,000
1.4.1. Develop and provide support package to teachers (ie. Hygiene kits)	1.4.1. Number of teachers benefitting of incentive	0	50,000
1.5.1. Provide hygiene kits to learners	1.5.1. Number of students benefitting of hygiene kits	0	250,000
1.6.1. Provide food support to school communities	1.6.1. Number of students benefitting of food support	0	250,000

Cluster Objective 2

SUMMARY OF ISSUES/NEED(S)	SOURCE(S)
1. Challenges in information dissemination including lack of reliable information and misinformation on COVID-19	Zimbabwe Education Cluster Technical Working Group (TWG)
CLUSTER OBJECTIVE 2:	
Prevention/Wellbeing: Support teachers, learners and school communities to prevent the transmission and spread of COVID-19.	
Outcome Indicator(s):	Target
2.1: Number of teachers and children reached with COVID-19 prevention messaging	4.5m

Activity	Output indicators	Baseline	Target
2.1.1 Development, printing and distribution of appropriate IEC <u>print</u> materials (ie. posters, leaflets, comics) on COVID-19 prevention and referral to schools factoring in the language and visual impairments	2.1.1 Number of schools provided with a package of appropriate IEC <u>print</u> materials	0	10,000
2.1.2. Development and dissemination of prevention key messages through pre-recorded <u>radio</u> messaging	2.1.2. Number of learners reached with <u>radio</u> messages	0	4.5m
2.1.3. Development and dissemination of prevention key messages through <u>TV</u> messaging	2.1.3. Number of people reached with <u>TV</u> messages	0	0.5m
2.1.4. Development and dissemination of prevention messages through <u>SMS/text</u> messaging	2.1.4. Number of school heads and focal teachers reached with <u>SMS/text</u> messages	0	10,000
2.1.5. Dissemination of information and guidance through MoPSE information dissemination channels (ie. website, social media, etc.)	NA	NA	NA
2.1.6. Mobilization and sensitization of school community and stakeholders (ie. School heads, focal teachers, teachers, students, parents, SDCs)	2.1.6. Number of school communities and stakeholders mobilized and sensitized	0	10,000
2.1.7. Establishment of communication system between education authorities, schools and school communities	2.1.7. Number of school communities with functional communication dissemination system	0	10,000
2.1.8. Training of Teachers on effective practices to sustain behaviour change.	2.1.8. Number of teachers trained.	0	120,000
2.1.9. Establishment of case management and referral system between education authorities, schools and school communities and health and	2.1.9. Number of school communities with functional case management and referral system	0	10,000

other social services in the case of COVID-19 case identification			
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Cluster Objective 3

SUMMARY OF ISSUES/NEED(S)	SOURCE(S)
<ol style="list-style-type: none"> 1. Challenges in information dissemination including lack of reliable information and misinformation on COVID-19 and possible fear/reluctance of returning to schools 2. Risk of drop out after prolonged school closure 3. Psychosocial stress, anxiety and stigma resulting from COVID-19 crisis negatively affecting teachers and students 4. Lack of adequate resources and supplies for COVID-19 prevention a. adequate WASH facilities and b. water, soap and sanitizers 5. Lack/weak of disaster preparedness/contingency plans on school level 	Zimbabwe Education Cluster Technical Working Group (TWG)
CLUSTER OBJECTIVE 3:	
Back to School: Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.	Zimbabwe Education Cluster Technical Working Group (TWG)
Outcome Indicator(s):	Target
3.1: Number of children returning back to safe and quality learning	4.5m

Activity	Output indicators	Baseline	Target
3.1.1. Development, printing and distribution of appropriate IEC <u>print</u> materials (ie. posters, leaflets, comics) on safe reopening of schools factoring in the language and visual impairments	3.1.1. Number of schools provided with a package of appropriate IEC <u>print</u> materials	0	10,000
3.1.2. Development and dissemination of prevention key messages through pre-recorded <u>radio</u> messaging	3.1.2. Number of learners reached with <u>radio</u> messages	0	4.5m
3.1.3. Development and dissemination of prevention key messages through <u>TV</u> messaging	3.1.3. Number of people reached with <u>TV</u> messages	0	0.5m
3.1.4. Development and dissemination of prevention messages through <u>SMS/text</u> messaging	3.1.4. Number of school heads and focal teachers reached with <u>SMS/text</u> messages	0	10,000

3.1.5. Dissemination of information and guidance through MoPSE information dissemination channels (ie. website, social media, etc.)	NA	NA	NA
3.1.6. Mobilization and sensitization of school community and stakeholders (ie. School heads, teachers, students, parents, SDCs)	3.1.5. Number of school communities and stakeholders mobilized and sensitized	0	10,000
3.1.6. Capacitation of Teachers to ensure safe return of learners.	3.1.6. Number of teachers trained.	0	127,000
3.2.1. Disinfection of schools to ensure safe reopening of schools	3.2.1. Number of schools disinfected	0	10,000
3.2.2. Improvement of ventilation in schools and (ie. through provision of fans)	3.2.2. Number of schools with improved ventilation	0	10,000
3.2.3. Implementation of Back to School Campaign	3.2.3. Number of schools with Back to School Campaign	0	10,000
3.2.3. Development and implementation of accelerated learning programme/remedial/catchup programme to make up for lost learning/teaching	3.2.3. Number of schools with accelerated learning programme/remedial/catchup programme to make up for lost learning/teaching	0	10,000
3.3.1. Provision of psychosocial support (ie. counselling, group activities, IEC) incl. recreational activities	3.3.1. Number of schools provided with access to psychosocial support	0	10,000
3.4.1. Provision of safe and adequate WASH facilities	3.4.1. Number of schools provided with access to safe and adequate WASH facilities	0	2,500
3.4.2. Provision of adequate WASH supplies (ie. Water, soap, sanitizers)	3.4.2. Number of schools provided with adequate WASH supplies	0	10,000
3.5.1. Establishment, strengthening and activation of school emergency plans (Disaster Risk Reduction and Resilience Plans)	3.5.1. Number of schools with established, strengthened and active school emergency plans.	0	10,000

BUDGET

The costing and budget for the Education Cluster COVID-19 response were developed by a Technical Working Group (TWG) established by the Education Cluster with active participation by Education Cluster partners. The costing aims to harmonize the costing for different activities and provide an overview of the resources required for the education sector to adequately respond to the needs resulting from the COVID-19 response and ensure the mitigation/minimization of the impact of the COVID-19 on childrens' education in Zimbabwe. The proposed budget is indicative and therefore subject to adjustment as the situation evolves and as more information becomes available on the needs.

CLUSTER OBJECTIVES:	BUDGET
1. Support teachers, learners and school communities to prevent the transmission and spread of COVID-19.	\$1,645,000
2. Ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency.	\$11,145,000
3. Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.	\$4,195,000
Total	\$16,985,000

ACRONYMS

AAP:	Accountability to Affected Populations
COVID-19:	Coronavirus Disease 2019
CSO:	Civil Society Organization
EiE:	Education in Emergencies
HRP:	Humanitarian Response Plan
IEC:	Information, Education and Communication
IM:	Information Management
MoHCC:	Ministry of Health and Child Care
MoPSE:	Ministry of Primary and Secondary Education
NGO:	Non-Governmental Organization
PHEIC:	Public Health Emergency of International Concern
SDC:	School Development Committee
TWG:	Technical Working Group
UN:	United Nations
WHO:	World Health Organization

Tumisang Thabela
Ministry of Primary and Secondary Education
(MoPSE)
Permanent Secretary

Sibangani Shumba
Save The Children (SC)
Education Cluster coordinator

Dominic Muntanga
United Nations Children's Fund (UNICEF)
Education Cluster coordinator (co-lead)

<https://www.humanitarianresponse.info/en/operations/zimbabwe/education>