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| # | Description | Data source |
| Ob. 1 | **Girls and boys affected by the COVID-19 crisis have access to safe and protective learning spaces** | |
| Indicator 1.1 | # of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-18] with access to safe, protective and quality learning spaces with adequate, gender-sensitive WASH facilities | Enrollment data;  where possible attendance data from:  schools with adequate status against their Checklists  Please note: Thresholds for adequate status may be decided according to context.  Status of checklists may be self-reported by schools and verified on a sample basis. |
| Ob 2 | **Girls and boys affected by the COVID-19 crisis are supported as they return to formal learning** | |
| Indicator 2.1 | # of (and/or % of targeted) school-closure affected [children and youth/girls and boys 3-18] taught by a teacher trained in supportive teaching approaches | Enrollment data from schools were teachers have been supported to learn about supportive teaching processes |
| Supporting activity from the Guidance Checklist | **Support teachers and other education personnel on own well-being and stress management (see Technical Annex 5 for more details)**  Trainings listed in Annex 5.   * **COVID-19 and its implications for children and teachers:** This [TPD guidance](https://savethechildren1.sharepoint.com/:w:/r/what/humanitarian/SCDocuments/Global%20-%20COVID-19/Global/Technical%20resources/Education/02_Additional/Learn%20COVID-19%20Tool_Teacher%20Module%201%20-%20Face-to-face.docx?d=w3071ca8d19f54975a9b47206d8851f10&csf=1&web=1&e=WwSYDe) [self-study booklet](https://savethechildren1.sharepoint.com/:w:/r/what/humanitarian/SCDocuments/Global%20-%20COVID-19/Global/Technical%20resources/Education/02_Additional/Learn%20COVID-19%20Tool_Teachers%20Module%201%20-%20Self-Study.docx?d=wcc6f8d044fff42b8844a1ca922797e35&csf=1&web=1&e=kQS4zw) * **Social exclusion linked to COVID-19 stigmatization, including** [**how to prevent and respond to stigmatization**](https://www.unicef.org/media/65931/file/Social%20stigma%20associated%20with%20the%20coronavirus%20disease%202019%20(COVID-19).pdf)**.** * **Social & Emotional Learning and MHPSS:** [Children’s Activities](https://savethechildren1.sharepoint.com/:w:/r/what/child_protection/_layouts/15/Doc.aspx?sourcedoc=%7BC89B7477-2DB2-42A7-B24F-4BC0DAF536B4%7D&file=Safe%20Schools%20Action%20Pack%204%20Children%27s%20Activities.docx&action=default&mobileredirect=true&cid=0991d0c9-813a-460a-9372-d5768e35f0c8) [SEL curricula](https://www.worldbank.org/en/topic/education/publication/step-by-step-sel-curricula). [Technical Annex 4](#_4._MHPSS_for_1).   **Identifying & Reporting Protection Concerns:**. Module 5 of Action Pack 4 in the Save the Children’s Safe Schools Common Approach provides [TPD guidance](https://savethechildren1.sharepoint.com/:w:/r/what/child_protection/_layouts/15/Doc.aspx?sourcedoc=%7B079C9C75-84B5-4337-9C3D-B69788CA1DAC%7D&file=Safe%20Schools%20Action%20Pack%204%20Module%205%20-%20Violence%20Response%20and%20Reporting.docx&action=default&mobileredirect=true) and a [slide deck](https://savethechildren1.sharepoint.com/what/child_protection/_layouts/15/Doc.aspx?sourcedoc=%7BFAA8720E-1955-42C9-B745-56D5DF2FE596%7D&file=Safe%20Schools%20Action%20Pack%204%20Module%205%20Slides.pptx&action=edit&mobileredirect=true) on the three principles of psychological first aid: | Attendance data from Teachers’ trainings and support session;  Records of content of sessions.  Where feasible teacher knowledge, attitude and practice surveys may be used. |

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| Ob. 3 | Girls and boys affected by COVID-19 school closures have continuity of education provision and the opportunity to catch-up on lost learning | |
| Indicator 3.1 | **# of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-18] accessing a relevant accelerated education programme** | **Participation lists from accelerated education programmes** |
| Supporting activity from the Guidance Checklist | * **Identify needs for additional learning**   + Depending on learner needs and government guidance on accelerated learning, consider catch-up classes and/or after-school study classes for learners who have missed out on distance learning or need more academic support.   Support teachers to conduct light-touch assessment of children’s learning during school closures to inform teaching needs and catch-up classes. | Lists of girls and boys assessed of in need of accelerated education |
| Indicator 3.2 | **# of (and/or % of targeted) crisis affected [children and youth/girls and boys 3-18] provided with adequate school supplies** | **Cash transfer records**  **Supplies distribution records** |
| Supporting activity from the Guidance Checklist | * **Take action to bring all children back to school, prioritizing the most vulnerable** * Establish/strengthen the linkage between schools and community social protection systems for quick referral of the most vulnerable students and their families. * Identify the most vulnerable and their needs in order to provide additional support for all children to safely return to school. Think about [cash or voucher assistance support to vulnerable households](https://savethechildren1.sharepoint.com/what/humanitarian/SCDocuments/Forms/AllItems1.aspx?id=%2Fwhat%2Fhumanitarian%2FSCDocuments%2FGlobal%20%2D%20COVID%2D19%2FGlobal%2FTechnical%20resources%2FChild%20Protection%2F04%5FTechnical%20Resources%2FCash%2C%20VA%20%26%20CP%2F3%20things%20to%20know%20about%20CVA%20%26%20CP%20%2D%20Save%20the%20Children%2Epdf&parent=%2Fwhat%2Fhumanitarian%2FSCDocuments%2FGlobal%20%2D%20COVID%2D19%2FGlobal%2FTechnical%20resources%2FChild%20Protection%2F04%5FTechnical%20Resources%2FCash%2C%20VA%20%26%20CP) in order to support children's return to school. * Promote the accessible distribution of back to school kits as per in-country standards. | Referral tracker tools  Cash or voucher assistance records and tracking  Distribution records of back to school kits |
| Ob. 4 | **Resilient systems, communities, schools and children** | |
| Indicator 4.1 | 4.1 # of (and/or % of targeted) education stakeholders (government and partners) trained on education in emergencies and pandemic preparedness, response and recovery | Participation lists from relevant trainings  Records of content of relevant training |
| Supporting activity from the Guidance Checklist | **Participatory education & protection continuity planning**  In a participatory process with the school community: Analyse hazards, risks in and capacities around schools. Develop and education and protection continuity plan | Participation lists from relevant trainings  Documented analysis of hazards, risks and capacities  Documented education and protection plan |