School Readiness Accountability Monitoring (SCREAM) Project

National Monitoring of Implementation of Ministry of General Education (MoGE) COVID-19 Guidelines in Schools

Zambia National Education Coalition

Main Report – August 2020

Contents

Acronyms

CSE	Comprehensive Sexuality Education
CSO	Civil Society Organisations
COVID-19	Coronavirus disease 2019
DC	District Commissioner
DEBS	District Education Board Secretary
DHO	District Health Office
DMMU	Disaster Management and Mitigation Unit
ECE	Early Childhood Education
EHT	Environmental Health Technologist
FRESH	Focusing Resources on Effective School Health
HGSF	Home Grown School Feeding
IEC	Information Education Communication
MOs	Member Organizations
MOGE	Ministry of General Education
MOH	Ministry of Health
MOT	Modes of Transmission
NCDs	Non-communicable Diseases
PTC	Parent Teacher Committee
PPE	Personal Protective Equipment
SCREAM	School Readiness Accountability Monitoring
SEN	Special Education Needs
SHN	School Health and Nutrition
UNICEF	United Nations Children's Fund
WASH	Water and Sanitation Hygiene
WHO	World Health Organisation
CBO	Community Based Organisation
FBO	Faith Based Organisation
NGO	Non-Governmental Organizations
ZANEC	Zambia National Education Coalition
ZOCS	Zambia Open Community Schools

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I.   Introduction

The Ministry of General Education (MoGE) faces a critical decision point to fully and safely reopen schools in the face of the Coronavirus 19 (COVID-19) pandemic. The MoGE provided guidelines for a limited reopening of schools on June 1st 2020. The Zambia National Education Coalition (ZANEC) and Zambia Open Community Schools (ZOCS), with financial support from United Nations Children's Fund (UNICEF), commissioned a monitoring exercise to determine the extent of adherence of schools to the COVID-19 guidelines. The monitoring exercise also probed the availability of feeding in schools and reach of learning continuity strategies for children in non-examination classes. This report provides insight into health and learning continuity strategies across the ten provinces since schools partially reopened. The findings of the monitoring exercise are intended to inform policymakers' and education administrators' decision to fully and safely reopen Zambian schools.

This report compiles findings of a health and learning monitoring exercise of 501 schools in ten provinces (covering 50 schools plus 1 extra in three districts of each province). The MoGE partially reopened schools June 1st 2020 to enable examination classes to continue learning amidst the COVID-19 pandemic. The findings show that while provinces differ in their experiences, there is consistency in practices and structural constraints in responding to the COVID-19 pandemic.

As the government targets to reopen schools, the findings strongly support continued implementation of COVID-19 guidelines with close monitoring and coordination with local authorities (health, education and local government). The report shares findings on areas of interest that include COVID-19 policy access, policy implementation, learning continuity for non-exam classes, school feeding, engaging communities and monitoring and evaluation. The report also draws on emerging global consensus, frameworks and practices as countries work towards reopening of schools.

II.   Purpose of COVID-19 SCREAM Policy Monitoring

ZANEC is a network of Civil Society Organisations (CSOs) supporting the government in the delivery of education. ZANEC currently has 75 Member Organisations (MOs) comprising Community Based Organisations (CBOs), Faith Based Organisations (FBOs), Non-Governmental Organisations (NGOs) and Teacher Trade Unions. In view of the government's decision to close and partially reopen schools, ZANEC, collaborating with the Zambia Open Community Schools (ZOCS) and funded by the UNICEF, commissioned the School Readiness Accountability Monitoring (SCREAM) Project to monitor adequacy of COVID-19 prevention measures in schools[1]. The SCREAM Project targeted 501 schools drawn from three districts per 10 provinces. The Terms of Reference (TOR) for the SCREAM Project focuses on assessing two key aspects namely:

- Adherence of schools to the COVID-19 guidelines that the MoGE provided in readiness for the partial reopening of examination classes (primary and secondary) on June 1st, 2020; and
- The reach of the alternative learning modes being implemented by the MoGE to provide continuity of learning at home.

The additional objectives of the SCREAM policy review are to:

- Consider the adequacy of the COVID-19 prevention and control measures put in place for reopening examination classes;
- Assess the extent to which government has taken a rights based approach for its COVID-19 response including support to public, private, grant-aided and community schools; and
- Generate evidence that will be used to engage government on the COVID-19 response and beyond.

The SCREAM is specifically designed to establish how the MoGE's COVID-19 guidelines are shaping the response of schools to the pandemic. The guidelines are pragmatic, borrow from global practices and provide actionable direction for safe operation through prevention, early detection, and control of COVID-19 in schools and other

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[1] COVID-19 Guidelines for Schools Ministry of General Education May 2020.

educational facilities. The guidelines are school-based and strategically focus on leveraging learners as advocates for COVID-19 prevention at home, in school, and in their communities. The guidelines also ensure that as potential vectors for the transmission of COVID-19, schools are safely operated to promote effective public health.

Specifically, the objectives of the COVID-19 guidelines are to:

a. Guide provincial education offices, district education offices and administrators of primary and secondary schools on measures for preventing the spread of COVID-19 among learners, teachers, support staff and parents/guardians;
b. Promote and sustain a safe and healthy learning environment;
c. Help schools to understand and follow measures for managing suspected and confirmed cases of COVID-19;
d. Promote capacity building among stakeholders on the implementation of the COVID-19 prevention and control provisions as well as other school health activities; and
e. Improve collaboration among line ministries in planning and implementation of COVID19 prevention and control provisions in schools.

III. Methodology of SCREAM Project COVID-19 Policy Monitoring

Given the background, the methodology for SCREAM took a strategic approach positioning the Directorate of Standards at MoGE headquarters to lead the initiative. By letting the MoGE lead[2], educational authorities got first-hand information on the implementation of COVID-19 guidelines and the initiatives taking place in schools to enable continuity of learning. The Directorate of Standards worked with the Provincial Educational Officers (PEO) to select the districts and schools that SCREAM provincial monitoring teams targeted. Importantly, the selection decision avoided targeting schools that the Minister of General Education and his team had visited prior to the reopening of schools. The MoGE Permanent Secretary (PS) in charge of Administration provided specific guidance for the SCREAM monitoring teams to avoid overlap with schools that had been monitored by the Minister.

The SCREAM monitoring teams comprised senior MoGE officials and ZANEC's member organisations (MO). For expanded coverage and MoGE involvement, the SCREAM project leveraged the 30 District Education Board Secretary (DEBS) offices to administer questionnaires in schools. As the teams conducted the policy monitoring in a pandemic environment, the SCREAM project took precaution to minimize contacts and limit collection of information to provincial, district and school authorities only. The SCREAM teams did not directly target to interact with children or communities since their members originated from Lusaka that is a COVID-19 hotspot. Indeed, concerns with teams spreading COVID-19 to unaffected areas (and children in particular), including time constraints, were the most significant constraints for the SCREAM exercise.

Supporting the provincial teams, the SCREAM national monitoring coordinating team developed an excel template (attached to a dashboard) for inputting and analyzing the data collected covering the 50 schools in each province. The SCREAM teams used the dashboard results to write their provincial reports. All provincial teams, except for Southern Province where the team used SPSS to analyse their data, followed this process. The analysis and reports the SCREAM teams produced enabled immediate dissemination of findings of the COVID-19 policy monitoring to educational authorities at the provincial level. The goal of the SCREAM project's dissemination approach was to counter sentiment that the information collected was principally for the consumption of central education authorities and donors supporting the initiatives.

The SCREAM project engaged a consultant to develop a national report based on the aggregate findings of the provincial reports. For context, the consultant joined the SCREAM policy monitoring team for Lusaka Province. The consultant was also hired to bring a global perspective to the final recommendations of the SCREAM project policy monitoring initiative. As a policy implementation monitoring exercise, the information gathered by the SCREAM project is principally observational and therefore does not affirm causality. The information does, however, provide a

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[2] The collaboration was necessary to ensure ownership of findings by the MoGE and ZANEC.

basis for more detailed investigation on issues regarding learning outcomes and the socioeconomic impact of COVID-19 on vulnerable groups.

Schools Sampled

The SCREAM policy monitoring sampled 501 schools across the ten provinces including primary, secondary, combined schools, special education and Early Childhood Education (ECE). As Figure 1 shows, the school types included public (75%), private (11%), grant-aided and community (4%) with a marginal non-response (1%)[3].

Figure 1: Type of School
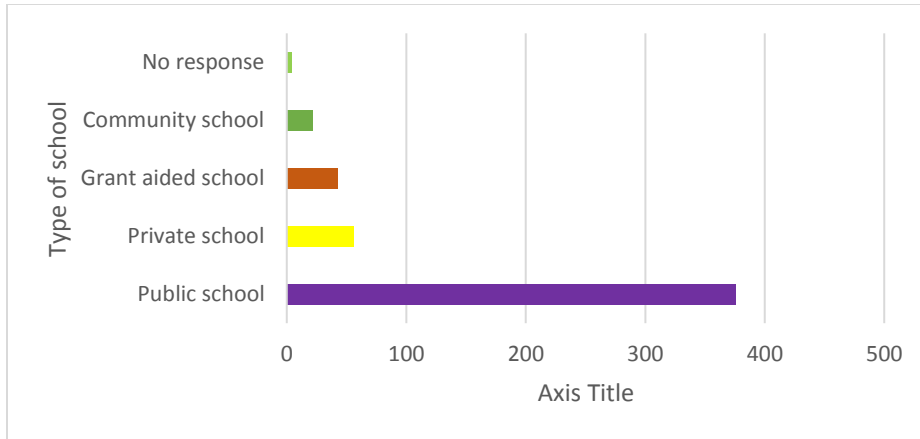
Figure 2 further breaks down the school types to include into combined ECE and primary schools (24), secondary schools (150), primary schools (327). Of these schools, 6 secondary schools were special education schools.

Figure 2: School Category

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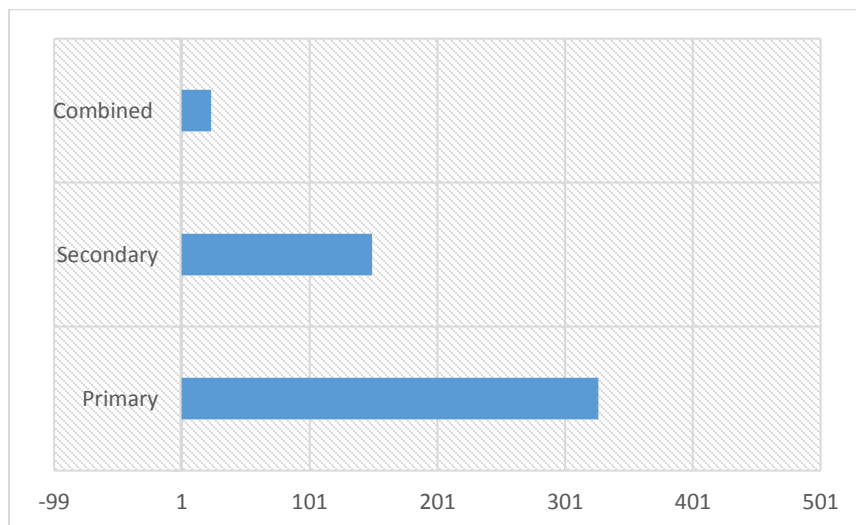
[3] No response, represents responses that are unclear what school type because the school name is not complete or whether it is a primary or secondary.

In terms of school geographic location, Figure 3 shows an even sample for rural (47%), urban (47%) and remote[4] (6%). The smaller number of remote schools reached is due to the time and resource limitations of the monitoring exercise. It was not practical to reach more remote schools in the short time (eight days).

Figure 3: Geographic Location
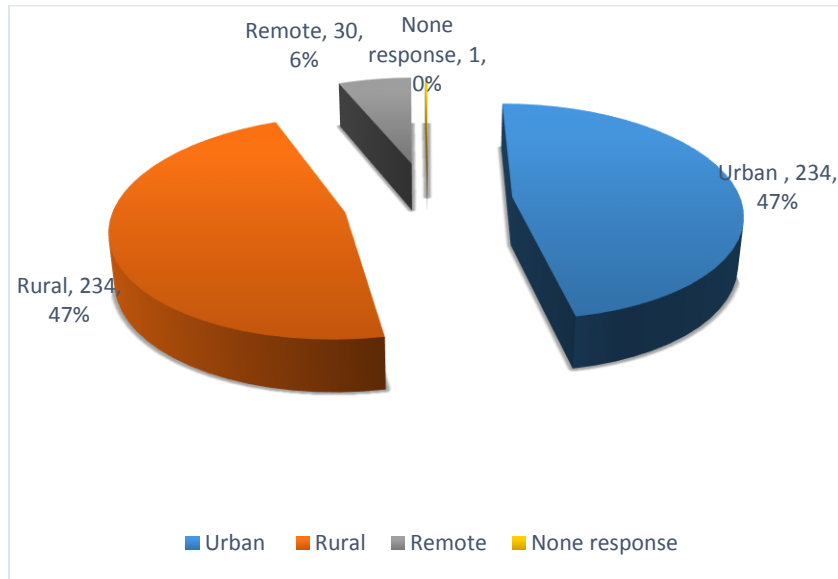
Figure 4 breaks down the school types to include secondary boarding (10%), secondary day (88%) with a marginal non-response (2%).

Figure 4: School Type

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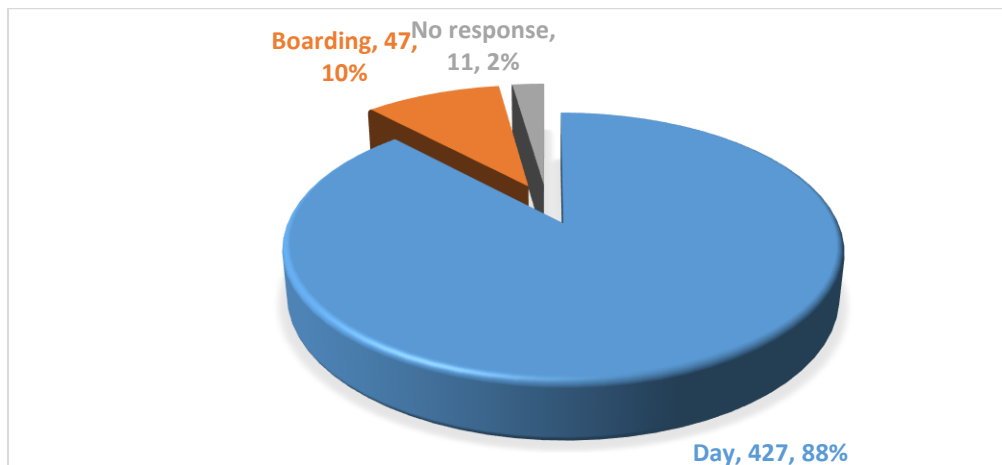
[4] MoGE has classified schools into Urban – schools located in areas where people have access to all essential amenities within their locality; Rural – where people have access to limited essential amenities within their locality; and Remote – where people have no access to essential amenities within their locality.

For the level of education supported in the schools monitored, Figure 5 breaks down the levels to include ECE, primary, junior secondary and high school.

Figure 5: Levels of Education Monitored
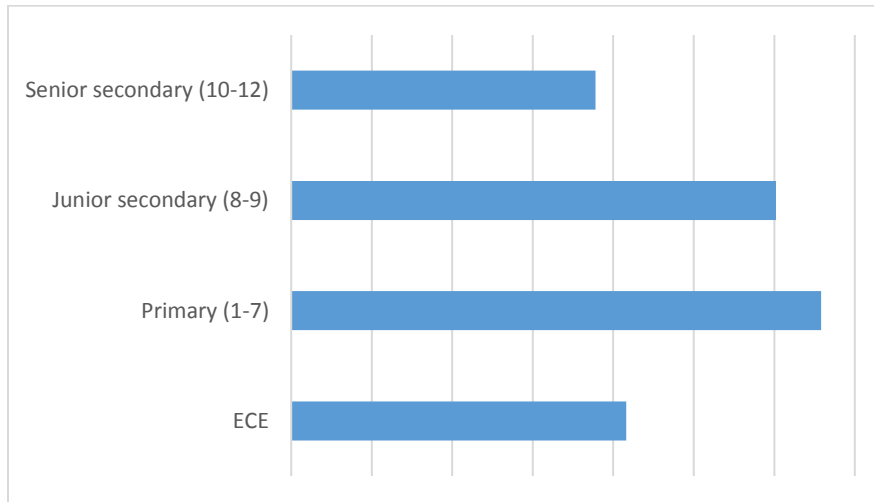
In terms of shifts operated in the schools monitored, Figure 6 shows that there were schools running more than two sessions (10%), two sessions (37%) and one session (50%). Classroom limitations have made it difficult for schools to hold sessions that ease the challenge of social distancing of 1 metre in classrooms. The schools visited have also not explored holding classes outdoors which would help deal with concerns related to indoor crowding.

Figure 6: Sessions Held
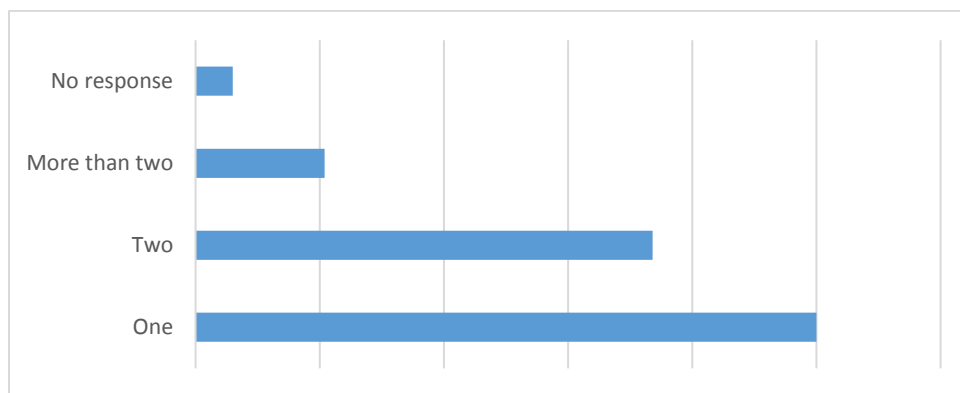
IV.   Findings of SCREAM Project COVID-19 Policy Monitoring

Designed as a rapid assessment of school adherence to COVID-19 guidelines, the SCREAM project's prime objective is to provide information to advise government and other stakeholders in the education sector on the experience with the partial reopening of schools. The information gathered will help with the decision to fully reopen schools given concerns with loss of learning and social risks for children especially among marginal groups. Because schools have

closed for a prolonged period since the first term, the losses of learning are serious. During normal times, as a 2018 Early Grade Reading Assessment (EGRA) found, only 15.27% of Grade Two learners (14.45% for boys and 16.09 % for girls) achieved desired reading competencies[5]. Against such assessment, and the fact of memory loss, it is fair to argue that the 2020 academic year is lost particularly for the early grade learners[6]. Other countries too are faced with a similar predicament. For example, the United States of America (USA) has estimated a seven-month lag in learning due to COVID-19, potentially exacerbating existing learning achievement gaps among minority groups[7].

Indeed, like most systems around the world, Zambia's education sector is not built to deal with severe health shocks such as created by the COVID-19 pandemic. While the SCREAM monitoring project found efforts by teachers to provide some continuity of learning, these are inconsequential and unlikely to provide the quality of education delivered in the classroom. Even among high income families, as anecdotal accounts reveal, parents of children in private schools are feeling the burden of provide learning support at home without the requisite skills of a trained teacher. The socializing function of schools too that supports cognitive development is also lacking in home environments. Accordingly, given the global evidence that children are moderately at risk of serious illness from COVID-19[8], the moral dilemma of a full reopening of schools during a pandemic may be moderated. Similarly, the potential risk of COVID 19 infection among teachers and other staff is also classified low, hence the gradual reopening of schools globally.

Table 1: Summary rating[9] of COVID-19, Learning Continuity and School Feeding Practices across Provinces

	COVID-19 Policy access	Social distancing in class	Hand washing in school	Masking in school	Learning continuity for non-exam classes	School feeding	Engaging community
Central Province	Significant	Significant	Significant	Inconsistent	Inconsequential	None	None
Copperbelt Province	Significant	Significant	Significant	Inconsistent	Inconsequential	None	None
Eastern Province	Modest	Inadequate	Significant	Inconsistent	Inconsequential	Modest	None
Luapula Province	Significant	Significant	Significant	Significant	None	Modest	None
Lusaka Province	Significant	Significant	Significant	Inconsistent	Inconsequential	None	None
Muchinga Province	Significant	Significant	Modest	Significant	None	Modest	None
Northern Province	Significant	Significant	Significant	Significant	Inconsequential	Minor	None
Northwestern Province	Significant	Significant	Significant	Significant	Inconsequential	None	None
Southern Province	Significant	Significant	Significant	Nothing reported	Inconsequential	Modest	None
Western Province	Significant	Significant	Significant	Significant	Inconsequential	Modest	None

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[5] USAID Education Data Activity Zambia Early-Grade Reading Assessment 2018 Baseline Report: Summary

[6] There is need for the MoGE, working with the Examination Council of Zambia (ECZ), to urgently conduct a formal assessment to determine a baseline on the status of learning achievement upon return especially for the early grades. The findings of such assessment will inform remediation action.

[7] https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#

[8] United Nations, Policy Brief: The Impact of COVID-19 on children April 2020. Available at: https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf

[9] Description of the ratings: Inadequate – means provision is less than the standard required; Inconsequential – means provision is below the average standard; Modest- means provision meets average standard; and Significant – means provision is above the average standard.

The summary table (Table 1) provides an overview picture of the findings across the ten provinces. Because the implementation of COVID-19 measures was directed at the highest level of authority and schools could only open after satisfying requirements[10], the SCREAM teams found mostly significant compliance by all 501 schools for health measures. The opposite is true, however, for poor actions taken to support continuity of learning for non-examination classes. Outside of the MoGE's interest to provide learning continuity for examination classes, there has not been a deliberate effort to create urgency for alternative learning modes at scale for non-examination classes. All heads of the ten provinces, 30 districts and 501 schools monitored acknowledged the gap in continuity of learning for non-examination classes. Besides, education administrators and schools did not anticipate prolonged closure of schools. All schools targeted reported having given take home school work in the expectation that schools would reopen without significant loss of learning time.

The greater concern is that prolonged closure of schools will lead to a generational loss as thousands of children drop out of the education system diminishing their quality of life and putting them at risk of future pandemics. The urgency to reopen is amplified by the fact that while the MoGE has done relatively well (see Table 1 summary) in mobilizing schools to provide safe learning environments, it has failed to provide continuity of learning for non-examination classes. In fact, the SCREAM findings show that the school system lacks the capacity to pivot to alternative delivery modes at scale. The expanded accounts under each theme monitored by the SCREAM project show consistency of findings across schools, districts and provinces. Structural constraints around the space needed to achieve physical distancing and the risk of putting the country's over 110,000 teachers at risk of COVID-19 infection remain the obstinate challenges to the full reopening of schools.

V.   School COVID-19 Preparedness for Re-Opening

The MoGE developed the May 2020 COVID-19 guidelines to enable safe reopening of schools for the examination classes in primary and secondary schools and institutions of higher learning. The guidelines borrow from global frameworks[11] that are shaping country initiatives to reopen schools around the world. Since the partial reopening on June 1st, 2020, Zambia's schools have taken various approaches to accomplish the requirements of the COVID-19 guidelines including providing handwashing facilities, conducting cleaning, undertaking physical distancing in schools (including reducing class size, assigning a desk per student separated 1-2 meters, canceling large-scale gatherings such as assemblies and sporting events), and using staggered school schedules so that fewer students attend school at the same time. While the COVID-19 guidelines focus on creating safe learning environments they do not address education concerns beyond the health safeguarding concern of examination classes.

Policy Dissemination

The SCREAM monitoring teams assessed the extent to which administrators in the 501 target schools were aware of the COVID-19 guidelines. The findings show that while schools did not always have hard copies of guidelines, others used electronic copies circulated via WhatsApp. Moreover, schools were well versed with requirements because the implementation of COVID-19 measures was directed at the district level by task force teams. As Figure 7 shows, responses to the question: ***"Do schools and district offices have access to hard copies of COVID-19 guidelines and how do they access them?"*** The majority of respondents (88%) affirmed having hard copies of guidelines while 12% had soft copies shared through WhatsApp.

Figure 7: Access to COVID-19 Guidelines

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[10] Even though the authorization approach varied, with some schools receiving certificates from district task force teams or local health authorities, opening had to be sanctioned.

[11] The guidelines are an adaptation of the Centre for Disease Control (CDC) guidelines. Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes. https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html
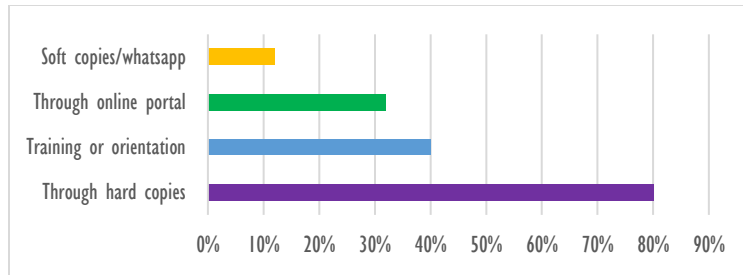
With the guidelines and coordinated actions of task force teams at the district level, schools took steps to address the requirements of the COVID-19 guidelines. Figure 8 shows, responses to the question: ***"Do you have a COVID-19 action plan developed at provincial/ district level?"***, the majority of respondents (92%) said yes while 8% said NO. The schools that responded negatively cited using action plans developed at national level by either MoGE or the Ministry of Health.

Figure 8: COVID-19 Action Plans
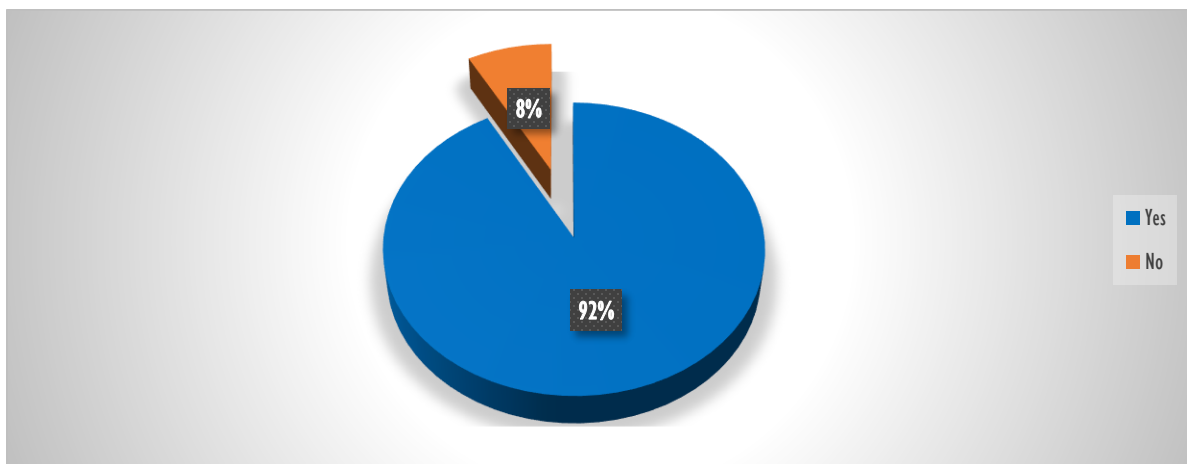
As noted earlier, schools could only open after satisfying requirements of the COVID-19 guidelines. The authorization requirement and regular monitoring of schools by various groups including the DMMU, District Task Force teams, DC, PEO and DEBS standards officers, local authorities and Ministry of Health (MoH) officials ensured adherence. Schools also received orientation outreach through Zonal Schools which assured compliance with guideline requirements. As Table 2 shows, respondents identified various steps taken to operationalize the COVID-19 guidelines.

Table 2: Operationalizing COVID-19 Guidelines

	Those who said yes explained by adding
1.	After being sensitized by PHO DEBs developed on action plan
2.	As a district we planned such activities as orientation on preventive measures
3.	District COVID 19 task force was formed and action plan made
4.	Hard copy of district preparedness available

5.	Held and have provincial COVID committee
6.	Technical committee was formed that developed the action plan
7.	The district Task force is in place, they meet when scheduled
8.	The province shaped an action plan based on the MOGE guidelines and public health act
9.	We developed and sent to all districts to implement in the prevention of covid-19

In fact, leading up to June 1st, the date of reopening of schools, the MoH public awareness drive on COVID-19 had provided guidance on the social and health practices needed to mitigate the pandemic publicly. Notably, the Lusaka PEO management team proactively used the information to devise interim guidelines in anticipation of the President's directive to reopen schools. Head teachers also reported using the MoH information to organize the school COVID-19 responses. The work of health centres in school localities has also bolstered school readiness and adherence to the guidelines. Schools reported engaging with and getting health guidance from nearby health facilities.

Awareness of and Adherence to COVID-19 Requirements

A key objective of the SCREAM project was to determine adherence of schools to COVID-19 guidelines. Adherence is specifically demonstrated by schools implementing the COVID-19 policy guidelines. As summarized in Table 1, all provinces, districts and schools took steps to translate guidelines into actions that created safe learning environments for returning students. Figure 9 shows, specifically, responses to the question: ***"Please check if the following conditions have been met?"*** As shown, respondents generally undertook the actions required for safe reopening of schools. The responses, however, do not show total adherence to COVID-19 requirements.

Figure 9: Checking COVID-19 Requirements
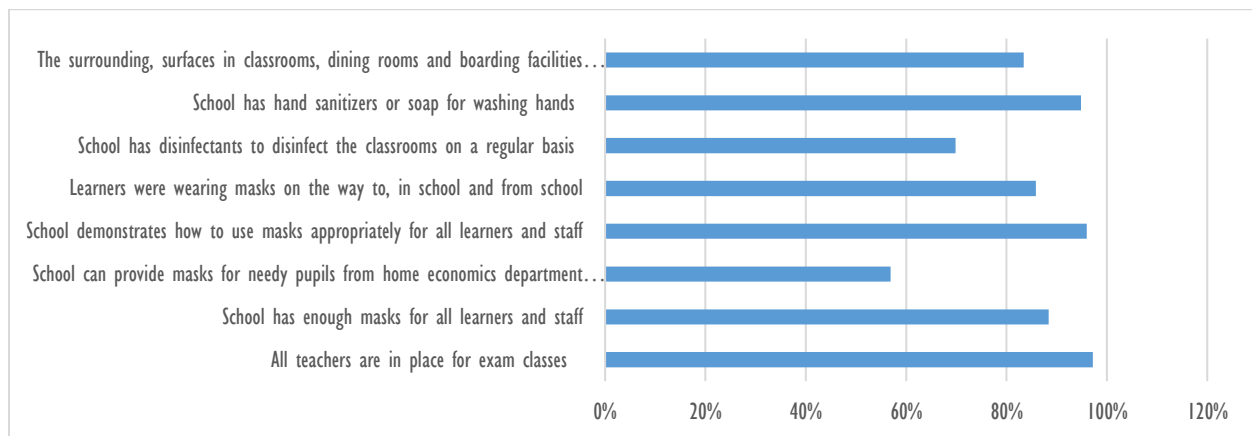
The challenges of achieving total adherence are a result of the costs and logistics of ensuring the provision of masks and disinfectants.

In terms of first responder actions, the schools demonstrated reasonable awareness of the actions they need to take in the event of dealing with a suspected case of COVID-19[12]. As Figure 10 shows, responses to the question: ***"What does your school do if a suspected case is identified among students/teachers"***, the majority of responses identified seeking guidance from health workers (87%) and isolation (83%) as the critical steps to take.

Figure 10: Awareness of COVID-19 Actions

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[12] Important to note that none of the targeted schools reported suspected COVID-19 case.
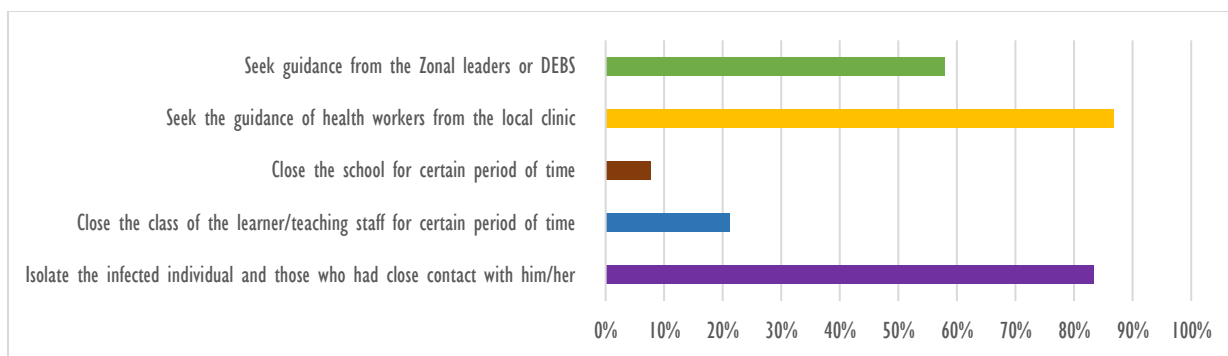
As Figure 11 shows, responses to the question: ***"Are there any mechanisms put in place to ensure that schools are following these guidelines?*** Respondents indicated how COVID-19 actions would be supported with the majority of responses (88%) indicating that regular monitoring would ensure compliance. Respondents also indicated reliance on DMMU (60%) to provide materials needed for addressing COVID-19. Figure 11 also shows that to the least extent, schools were relaying on grants to fund COVID-19 responses.

Figure 11: COVID-19 Support Mechanisms
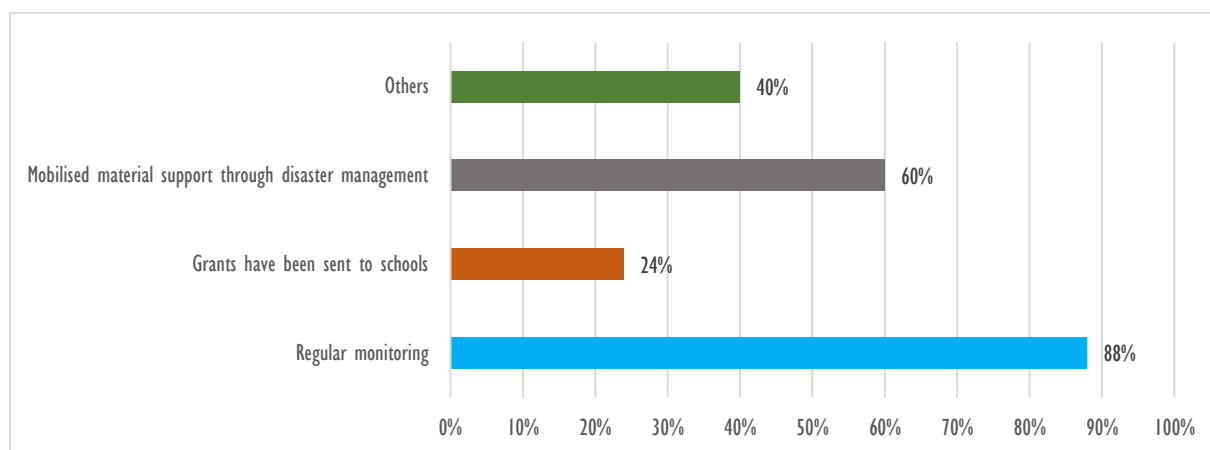
For the category 'others' (40%) in Figure 11, this relates to the support of stakeholders in and outside the education sector including support from the private sector. Typically, the category of 'others' represents localized actions of stakeholders. As Table 3 shows, respondents identified various support in operationalizing COVID-19 guidelines. Table 3 below highlights what was highlighted or meant by others.

Table 3: Stakeholders in COVID-19 Response

Others
Providing an environment where CSOs, CPs and other stakeholders can support implementation of the mechanism. This has seen donations from CPs and other stakeholders. (E.g. Solon Foundation donated posters and hand washing materials worth 184,000 –Western Province and In Gwembe, save the children helped with hand washing bucket and other covid-19 material)
Support from DCs office and provincial minister

	Attached a school to particular clinic
	Hard copy guidelines given
	School task force committees are in each and every school

Certainly, the implementation of COVID-19 guidelines was quicker in schools receiving existing support from other stakeholders. For example, 20 schools supported by Child Fund[13] in Luangwa district got a head start with regard to securing masks. The schools used sewing machines that Child Fund has provided for functional literacy classes to make face masks for teachers and learners. Child Fund also provided thermometers to all schools in the district although there are challenges with replenishing batteries. In Northern Province, World Vision Zambia (WVZ) provided masks for all teachers and learners. WVZ similarly provided hand washing facilities, chlorine, thermal scanners to 105 schools. The HID, a Catholic organisations, also donated hand washing facilities and hand sanitizers to schools in Northern Province.

In Lusaka, a recently established NGO, Healthy Learners[14], that is working to improve capacity of schools to act as first responders on learners' health helped significantly with preparedness of reopening schools. For example, the Deputy Head Teacher of Zonal School, Yotam Muleya, that partners with Healthy Learners indicated that their collaboration helped to meet the required conditions for reopening in advance of the MoGE COVID-19 guidelines. Healthy Learners have also helped with readiness by providing material assistance and awareness creation through ongoing programmes.

In Northwestern Province, the Solon Foundation of Switzerland provided hand washing buckets and basins for 165 schools and also supported production of Information and Education Communication (IEC) materials in English and the local languages. Solon Foundation, funded the proposal for IEC materials for MoGE in Southern Province. Others, for example the Trident Foundation, provided 5,700 face masks and 40 buckets to the DEBS in Kalumbila district. The DEBS also received support from organisation linked to mining industry such as Barrick Lumwana (donated 230 bars of soap and 20 handwashing containers) and Lumwana Community Trust (donated 7,000 face masks, 50 litres of Pynol disinfectant and 87 tanks with a capacity of 1000 litres). Members of Parliament (MPs) have also donated masks and drums to schools in their constituencies.

Despite clear success observed in mobilizing schools to adhere to COVID-19 guidelines, local communities continue to speculate on veracity of the pandemic. The typical sentiment especially among rural communities is that COVID-19 affects mostly wealthy people in towns. This is mainly because of not having locally confirmed cases of COVID 19.

In terms of higher level oversight, the PEOs have ensured that DEBS' take required control measures as outlined in Table 4.

Table 4: COVID-19 Control Measures

	Control measures/activities
1.	Resource allocation to schools
2.	Engagement of district health office
3.	Linking schools to health facilities
4.	Screening in schools
5.	Handwashing facilities in schools
6.	Promoting social distance
7.	Robust orientation or sensitization on COVID-19 by DEBS
8.	Distribution of face masks to schools
9.	Monitoring of COVID-19 prevention control measures in schools
10.	Weekly report from schools on COVID-19

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[13] Child Fund has had a long presence in Luangwa district supporting vulnerable children.
[14] Healthy Learners is only operating in Lusaka.

11.	Disinfecting classrooms
12.	Isolate and report any symptomatic person to health authorities
13.	Schools to keep classroom windows open to improve ventilation
14.	Formed district task /school task force

PEOs and DEBS have worked closely to ensure that schools create safe learning environments. This effort is especially exemplified by timely action by districts to disburse grants in the lead up to reopening on 1st June and subsequently, that enabled schools to purchase requisites such as drums, water buckets, sanitizers and face masks for creating safe learning environments. The Ministry of Finance also disbursed funds to secondary schools to enable acquisition of disinfectants and protective closing. The key challenge is that the funds disbursed are inadequate to purchase costly supplies and support a sustained response.

As Figure 12 shows, responses to the question: ***"Have districts received allocations for COVID-19 prevention?*** The majority of respondents (76%) answered YES while 8% said NO and 16% did not provide a response.

Figure 12: COVID-19 Budget Allocation
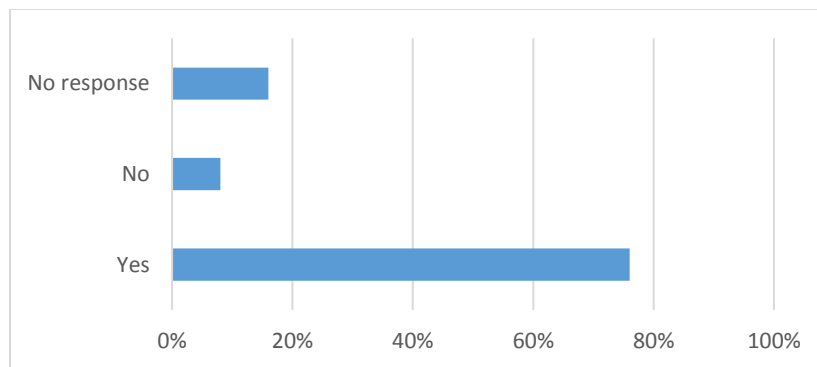
In terms of how resources are provided broadly for COVID-19 prevention and control, Figure 13 shows responses to the question: *"What resources have been provided to schools for COVID-19 prevention and control?"* Figure 13 shows the areas of resource provisioning that include IEC materials (60%), prevention kits (60%), money (48%), training (36%) and transport (8%). Classroom limitations have made it difficult for schools to hold sessions that ease the challenge of social distancing in classrooms.

Figure 13: COVID-19 Resource Allocation
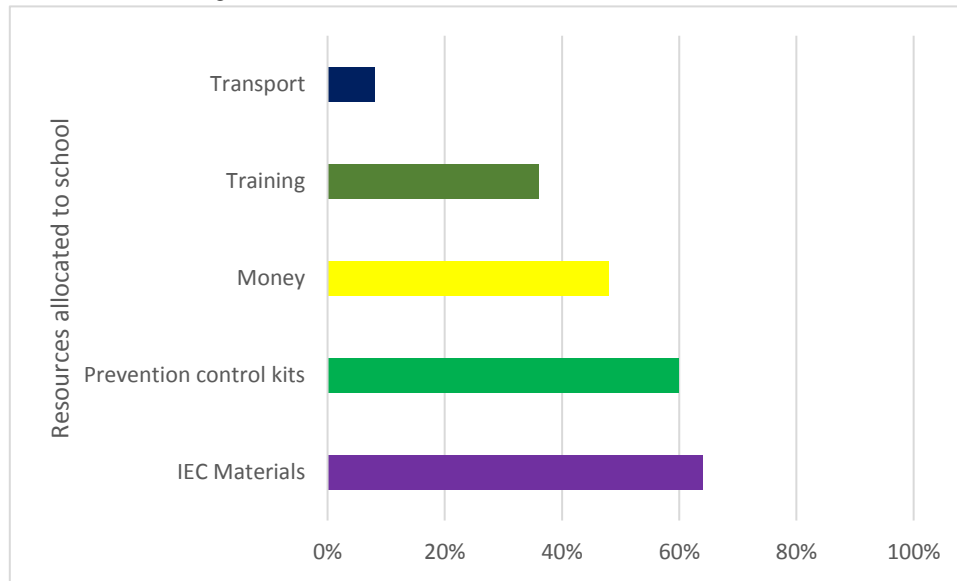
Overall, a critical issue is that sustained funding would enable more local control of the measures taken to address COVID-19. The initial steps taken to quickly provide some funding assumed that a one-time action would be sufficient to resolve COVID-19 challenges. The prolonged impact of the disease requires urgent budget discussions by the MoGE.

VI. Status of Re-Opening for Examination Classes

All schools targeted for the monitoring exercise had partially reopened for continuation of learning for examination classes (grades 7, 9, and 12) composed of children aged 13, 15, and 18 respectively. The SCREAM monitoring teams found that having met the requirements of the COVID-19 guidelines, schools were conducting lessons as required. The SCREAM monitoring teams assessed the extent of return of learners in examination classes for boys and girls.

Figure 14 below shows that the enrolment of boys in examination classes is lower than when schools closed. This is especially notable for learners in Grade 7 whose non-return proportion is at 17.3%. The non-return proportions for Grade 9 and Grade 12 are lower (3% and 5% respectively). The national non-return proportion for boys across all examination classes is 9%.

Figure 14: Enrolment Before After Reopening - Boys
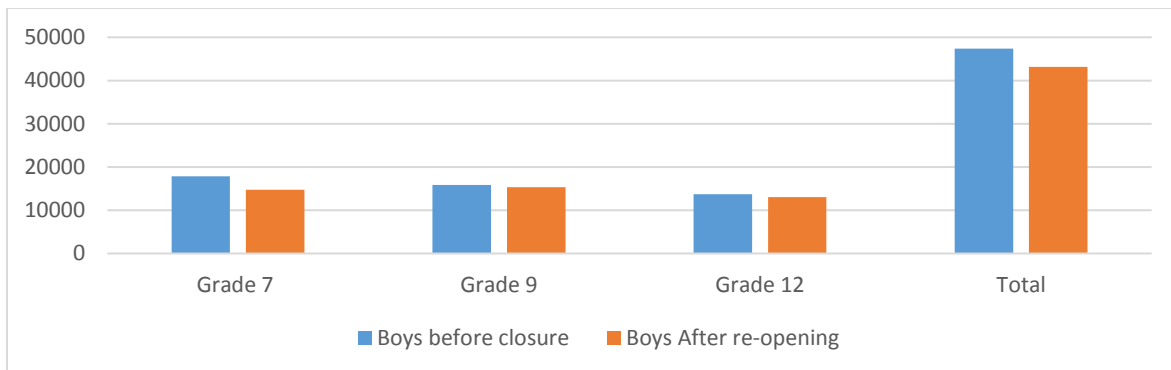
For girls, Figure 15 shows that the enrolment of girls in examination classes is also lower than pre-closure. Unlike the situation for boys, non-return proportion is relatively low for Grade 7, Grade 9 and Grade 12 (8%, 7% and 4.6% respectively). The national non-return proportion for girls across all examination classes is 6.7%.

Figure 15: Enrolment Before After Reopening - Girls
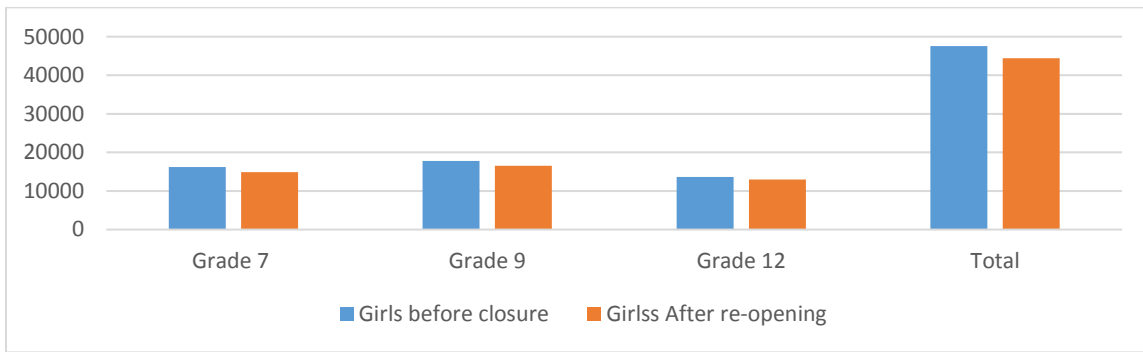
What is notable, however, is that the non-return is high for grade seven learners who attend what is supposed to be free education. The findings for Northern Province were most prominent with 6% of the learners in the examination classes not reporting back to school. As Figure 16 shows, the non-return proportion is high for both boys and girls.

Figure 16: Non-return Boys and Girls

Overall, the non-return of children must be tracked at different points of the school year to affirm dropout. It may also be that because of the pandemic environment, children have been discouraged from returning to school (teams were unable to establish reasons for non-return). The MoGE should implement activities to promote the return of all children

to school (i.e. communication campaign, incentives for vulnerable children or reintegration of pregnant girls). Particular attention must be given to already vulnerable groups, who may face added risks.

Risks to Children

Although we cannot confirm the reasons for the non-return of some examination candidates, it is common that when schools reopen, not all learners report back to school for reasons that include non-payment of fees, loss of interest in school, pregnancies, marriage, relocation of parents or guardians and engagement in economic activities such as farming. Figure 17 shows responses to the questions: ***"Have you received any reports of children regarding risks to children?"*** The risks outlined in Figure 17 were reported by 51% of respondents.

Figure 17: Risks to Learners
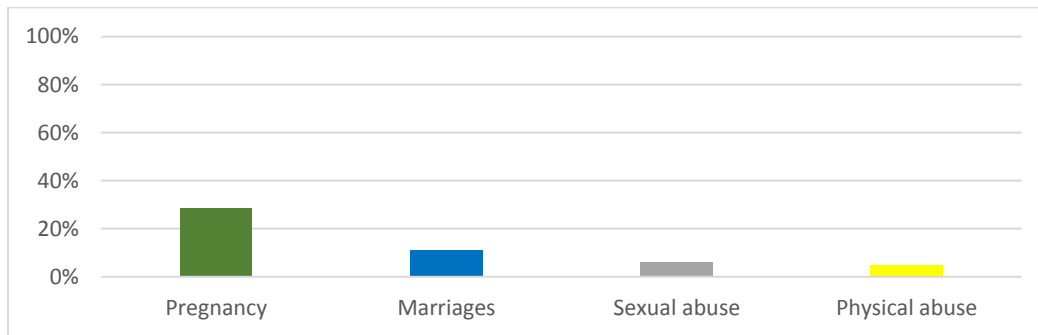
As usual, pregnancies account for a large proportion (29%) of risks to children being out of school. Accordingly, there is an urgent need to engage children in school as prolonged pandemic approach can cause uncertainty in the education system and also put learners out of the school system at risk of harm and engaging in vices. Moreover, children are anxious to return to school. For example, as a teacher at John Laing Primary School in Lusaka shared, learners in non-examination classes keep asking when they would be allowed back for fear of becoming 'junkies' (or drug users).

Figure 18: Risks to Learners by Province
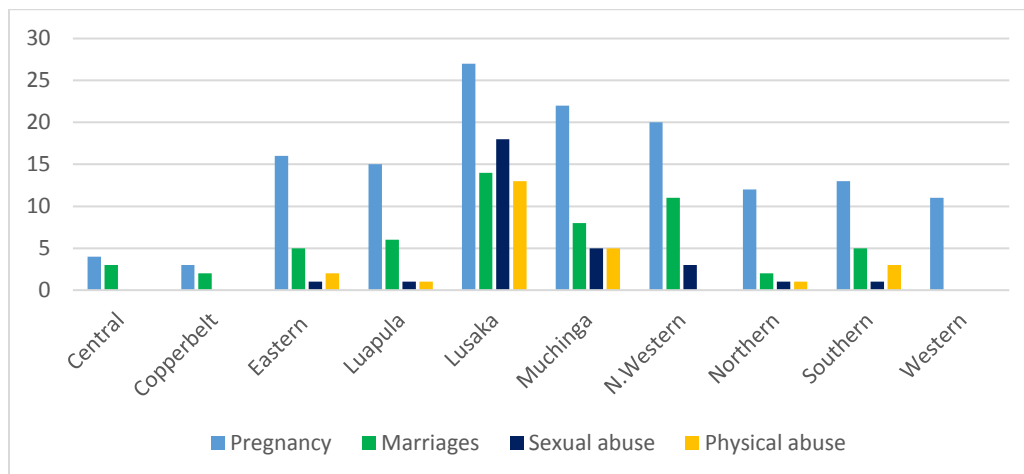
Figure 18 shows how respondents perceived risks to children. Figure 18 shows that Lusaka province had more incidences reported of risks to children. Typically, as the MoGE's statistical data shows, largely rural provinces such as Southern and Northwestern provinces tend to report higher incidences of pregnancies. It is also important to note,

however, that the reported incidences do not automatically suggest a departure from the norm. A further investigation can be done to determine the extent of impact (if escalated) of the school closure on risks to children.

VII.   Creating COVID -19 Aware School Communities

As noted earlier, an important objective of the COVID-19 guidelines is to help schools to understand and follow measures for managing suspected and confirmed cases of COVID-19. The guidelines are school-based and strategically focus on leveraging learners as advocates for COVID-19 prevention at home, in school, and in their communities. The SCREAM policy teams assessed how the key players in keeping schools safe from COVID-19 namely the teachers and learners were playing their part in implementing the guidelines.

COVID-19 Awareness Among Teachers and Learners

In response to the question: ***"Does the school have MoGE COVID-19 school health guidelines?*** As Figure 19 shows, the majority of schools indicated having received orientation on guidelines (65%), having a hard copy (62%), and having soft copies (48%). A small number (6%) indicated not having access to COVID-19 guidelines. As earlier noted, however, the NO responses do not mean that the schools are not implementing required guidelines because compliance is a requirement for reopening of schools. The school responses in Figure 19 also show consistency with the responses of PEOs and DEBS presented earlier.

Figure 19: Schools Have COVID-19 Guidelines
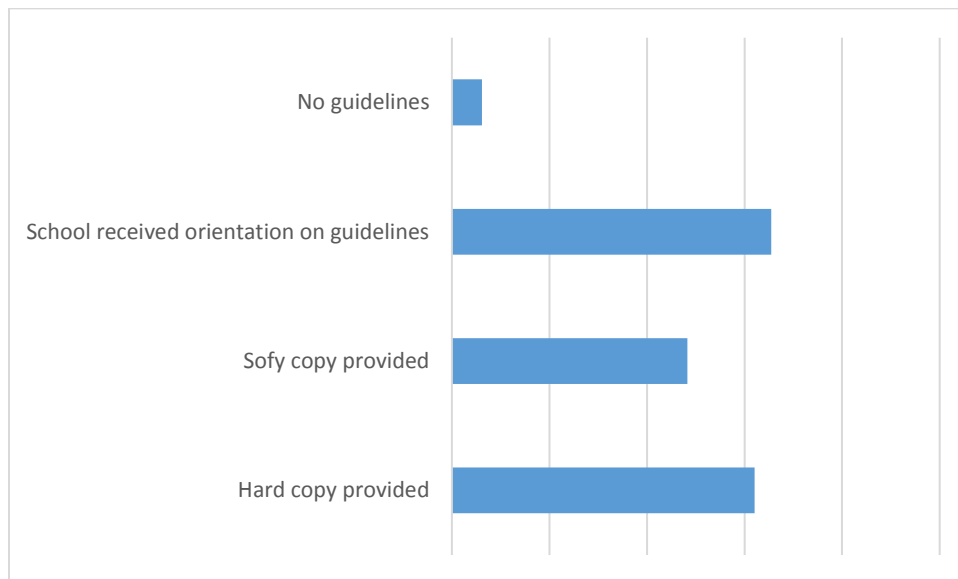
In response to the question: ***"Do your learners and teachers have access to information on COVID-19?*** All PEOs and DEBS indicated that schools have access to COVID-19 guidelines. Table 5 shows how the COVID-19 information is disseminated to teachers and learners.

Table 5: Dissemination of COVID-19 Information

	How	Teacher	Learners
1.	Orientation or training and sensitization through radio, TV and assembly	✓	✓
2.	Through letters, meetings and seculars	✓	✓
3.	Briefings before each lessons posters		✓
4.	IEC printed in local language and placed in strategic places	✓	✓
5.	MOGE guidelines given to teachers through soft copies	✓	
6.	Through WhatsApp for teachers	✓	
7.	Sensitization by a combined team of MOGE and MOH trained staff	✓	✓
8.	Through the COVID-19 focal point persons per school, health personnel and head teacher	✓	✓
9.	Through workshops	✓	✓

In response to the question: ***"What specifically have you instituted to protect teachers and learners in schools?*** All PEOs and DEBS indicated the measures listed in Table 6 below.

Table 6: Measures Taken for COVID-19 Prevention

	Actions taken by schools
1.	Provision of masks (e.g. Home economics instructed to make face masks)
2.	Promoting social distance (e.g. splitting large classes, rehabilitating desks)
3.	Provision of sanitizers and soap
4.	Provision of handwashing facilities
5.	Disinfection of classrooms
6.	Monitoring compliance levels
7.	Continuous sensitization on COVID-19 by PEOs and DEBS
8.	setting up of committees in charge of COVID-19 prevention
9.	Daily Screening
10.	Restricting access to the school

Hygiene maintenance

The requirement to wash hands is a key measure for mitigating COVID-19 through Water and Sanitation Hygiene (WASH). The concerted COVID-19 response made by the MoGE, MoH and other stakeholders has prioritized safeguarding learners and teachers through improved hygiene. The review found that most schools reopened on the directive of district task force teams and local authorities upon meeting the specified requirements (drums, water buckets, sanitizers, face masks and social distancing).

As Figure 20 shows, responses to the question: ***"Do you have sufficient WASH facilities?"*** the majority of responses (78%) indicated having hand washing stations at every classroom. The responses also show relatively high availability of boreholes (63%). Additionally, responses show that schools have running water (52%) with flushable toilets in use (36%) and others using latrines (67%).

Figure 20: WASH Facilities in School
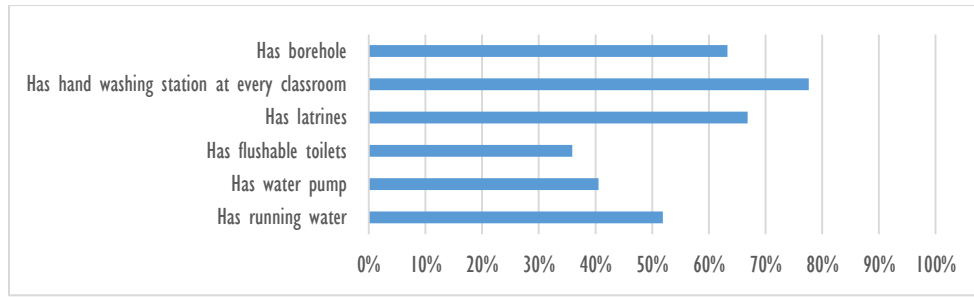
The status on WASH conveyed in Figure 21 (see Annex 2 for detailed provincial pictures) is complemented with heightened surveillance, schools disinfecting regularly, regular monitoring of COVID-19 compliance, installing hand washing facilities in accessible areas in schools, setting up committees in charge of COVID-19 prevention, not allowing vending on school premises, and ensuring availability of soap and water and to sanitize.

Figure 21: WASH Facilities Across Provinces
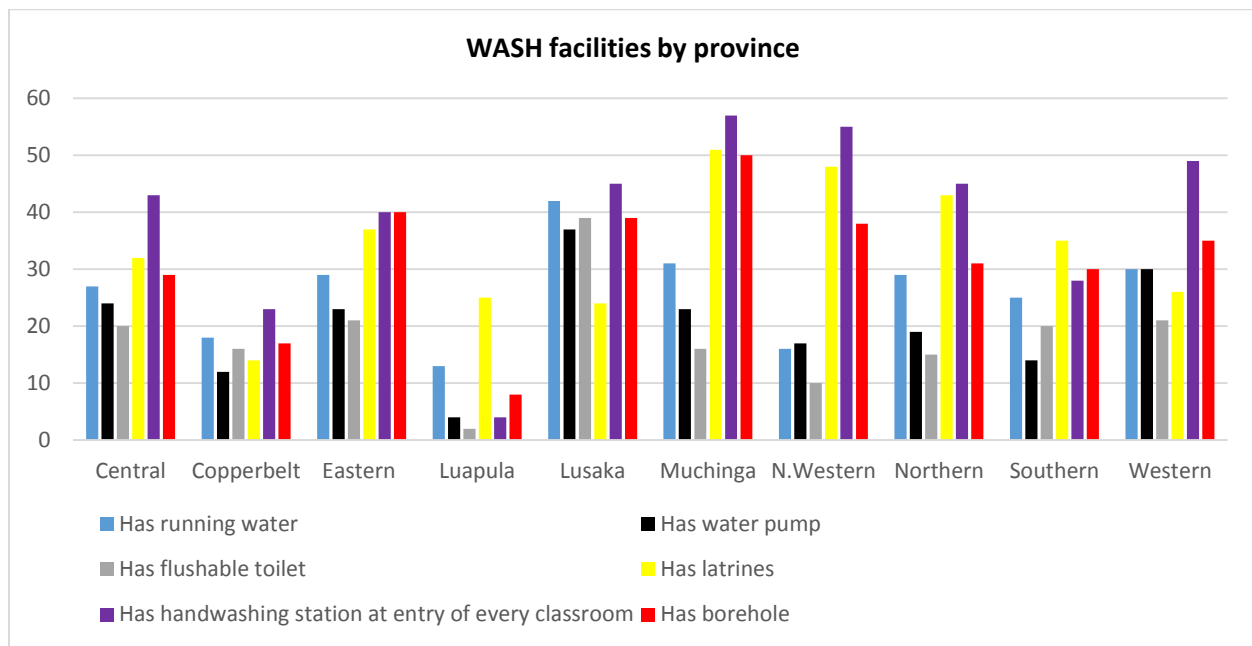
Despite the relatively positive picture on WASH (see Annex 1 for detail province pictures) as Figure 22 across the eight provinces (except for Copperbelt and Luapula provinces), the SCREAM teams found that learners typically did not know how to hand wash with water and soap as recommended by World Health Organisation (a minimum of 20 seconds) due to lack of information. There is clearly need for more sensitization for schools at large working with SHN focal points. Washing hands thoroughly also heightens the need for schools to have good WASH facilities. A key silver lining of the COVID-19 pandemic is that the decisive action taken by the MoGE and MoH to address the virus will have positive spillover effects on the general health of learners. The commitment by schools and education administrators to improve hygiene in the face of COVID-19 is unprecedented given past challenges of implementing WASH activities. As is well known, handwashing is the most effective measure for dealing with diarrheal cases that severely undermine the health of learners.

The COVID-19 emergency response must therefore generate impetus for a decisive commitment to improving school health in Zambia. Policy implementation challenges related to lack of institutionalization of school health

programming and the required collaboration among multi-sectoral actors has weakened linkages between MoGE and MoH. Consequently, illness prevention in schools is weak. The preponderance of project-driven initiatives has also resulted in fragmentation of efforts and lack of sustainability of SHN interventions. Given the importance of general health of learners there is need for elevating SHN across all school types (primary and secondary).

Temperature Checking and Masking in school

Temperature checking is the most immediate means for screening learners for suspected COVID-19 infection in schools. The SCREAM teams found very negligible checking of temperatures in schools due to unavailability of infra-red thermometers. Additionally, schools that had infra-red thermometers had challenges replenishing batteries. Some schools also purchased poor quality infra-red thermometers that were not working well.

Physical Distancing in Classrooms

Physical distancing in schools is the most demanding requirement of the COVID-19 policy guidelines because of the social and structural constraints needed to achieve it. As stated in the MoGE COVID-19 guidelines, physical distancing (or social distancing), refers to maintaining physical space between people to prevent the spread of disease. Physical distancing is a key measure to prevent the spread of COVID-19. An essential aspect of physical distancing in school is reducing the number of learners in classrooms. Schools are accomplishing social distancing by reducing class sizes, assigning desk sitting, canceling gatherings such as assemblies and sporting events, and using staggered school sessions so that fewer students attend school at the same time. This would mean that when all learners return, schools will have to run multiple shifts with shorter learning hours.

As Figure 22 shows, responses to the question: *"Is the school practicing physical distancing in and outside classrooms?* The majority of responses (98%) indicated physical distancing in classrooms while 86% of responses indicated social distancing in school grounds.

Figure 22: Physical Distancing in School
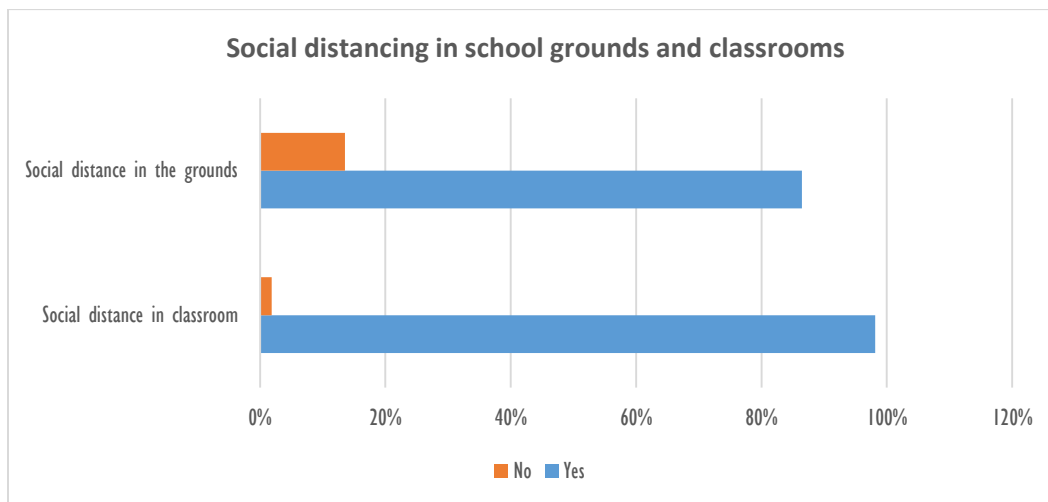
As schools are social arenas, physical distancing is a challenge for learners. As Figure 23 shows for boarding schools, learners were not observing physical distancing to the extent required. The SCREAM monitoring teams observed that while learners were physical distancing in school they carried on with normal social behavior and removed masks when not being supervised or outside the school environment.

Figure 23: Physical distancing for boarding schools
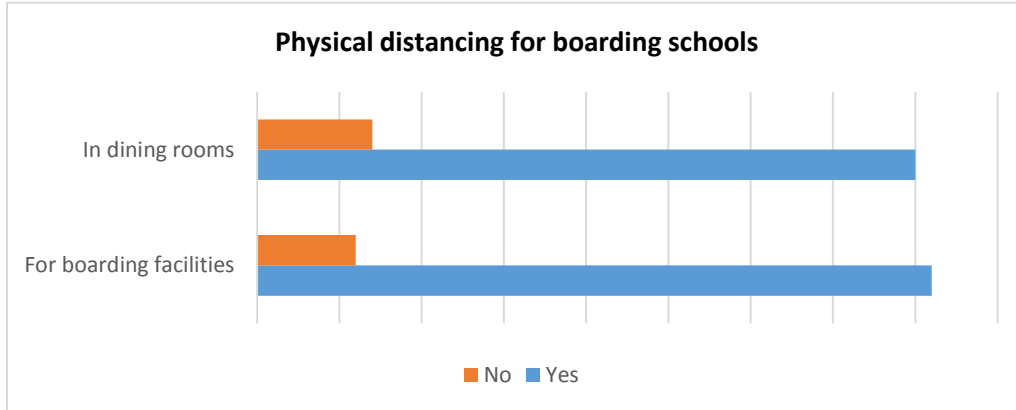
Physical distancing for boarding schools

Legend: ■ No ■ Yes

Categories: In dining rooms, For boarding facilities

Moreover, while learning institutions are critical vectors for the transmission of COVID-19, school authorities do not have control over what happens beyond their gates. For example, schools such as John Laing Primary School in Lusaka's John Laing Compound that are very large (approximately 4,300 learners with a quarter in examination classes) and located in densely populated and unplanned areas have negligible influence in terms of managing social interactions in their local communities. As Figure 24 shows, schools are unable to consistently ensure that learners are social distancing.

Figure 24: Social Distancing Movements Around the School

Social Distancing Movements Around the School

Categories: Pupils are always together, Pupils are separated at break/lunch times, Pupils are separated at arrival/departure times
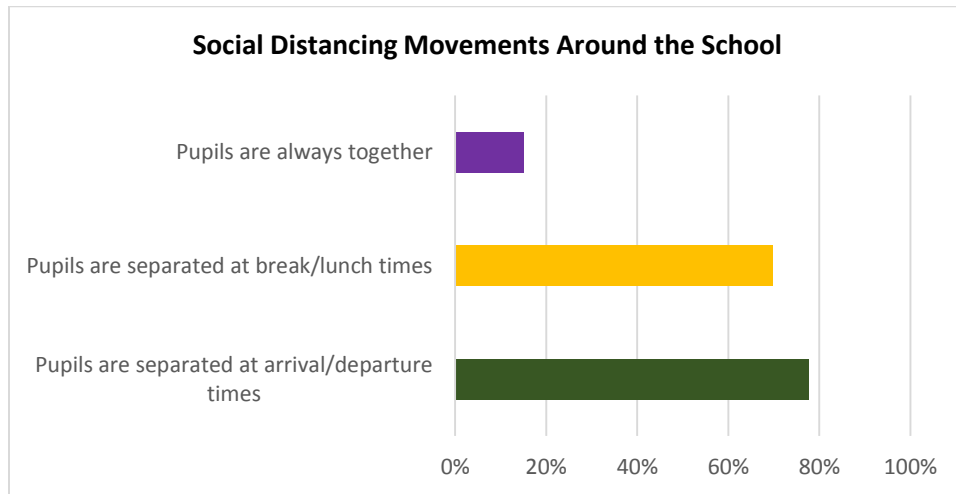
With 1.14 million learners nationally in examination classes (of approximately total enrollment of 4.5 million learners)[15] returning to school, the SCREAM teams found that schools had maxed out on classroom space. All schools targeted noted the challenge of space although none have opted to use outdoor learning as is currently practiced by countries such as Norway that have reopened schools. The schools monitored largely adhered to the one child per desk requirement (or between 25 to 28 children per class). The strategy used by all the big schools such as John Laing is to break, for example, an 80 pupil class size into three classes (i.e., 12A1, 12A2 and 12A3) of 25 to 28 and teach them over three sessions. This also means that some non-examination class teachers had to be involved in the teaching of

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[15] COVID-19 Guidelines for Schools Ministry of General Education May 2020.

examination classes as a result of the split in classes. Alongside the constraint of classroom space, schools reported shortages of desks as limiting physical distancing.

By default, the social distancing measure has created ideal teaching class sizes even though some teachers felt that it is repetitious to teach the same lesson three times. The ideal class sizes should enable specialized teaching attention to the examination classes. The SCREAM team did, however, encounter negative sentiment from teachers about learners that are considered 'chaff' or hard to teach. Such sentiment may cause the limited opening of schools to be a lost opportunity as educators carry on 'business as usual' complaining about the quality of learners picked during the selection processes. Furthermore, while some educators were confident that they would recover learning time when schools fully reopened, poor education outcomes indicate that the education system needs to devise innovative catch-up strategies. The long term responses, however, require significant investments in the education sector focused on expanding space in order to meet the difficult demands of social distancing in learning institutions.

Preparedness of Schools for Reopening

In terms of the overall assessment of preparedness of schools for reopening, Figure 25 shows responses to the question: *"Based on these conditions do you think your school is fully prepared for running examination classes?"* The majority of responses (94%) indicated preparedness to reopen for examination classes while 2% indicated NO.

Figure 25: COVID-19 School Readiness
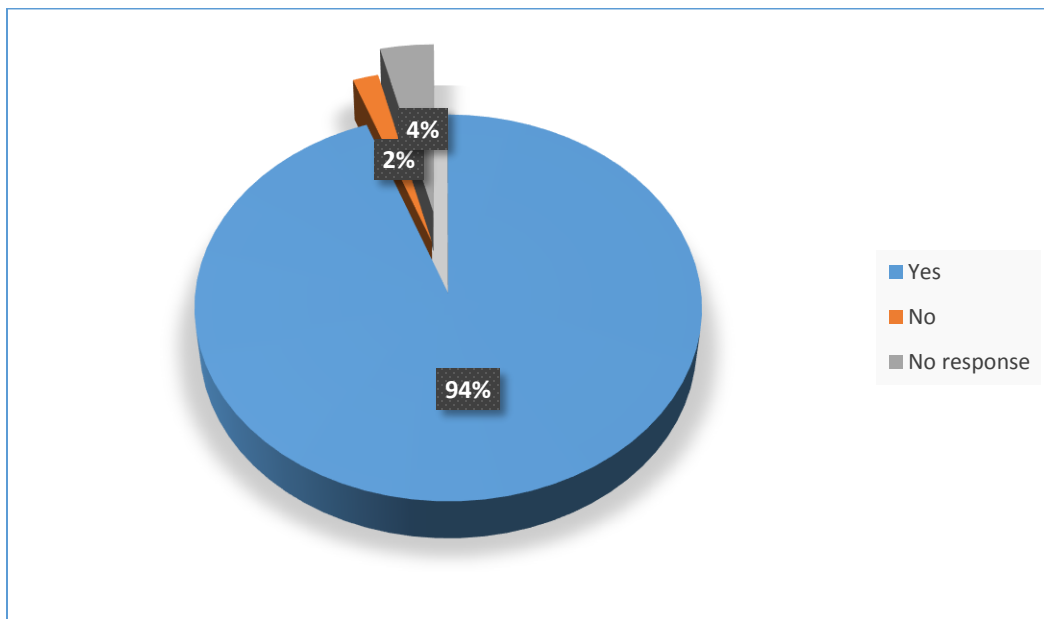
Beyond just being prepared, some schools have taken steps to innovate. Table 7 shows a list of COVID-19 prevention actions schools are taking in response to the question: *"Is your school making some innovative solutions or mitigation measures to the challenges?"* The innovations have taken different forms including schools, such as in Luangwa district, leveraging existing resources (sewing machines for adult literacy classes) to produce face masks for teachers and learners. Schools such as Mwavi Primary Schools even produced masks to supply the Luangwa DC's office.

Table 7: COVID-19 School Innovations

	Summary of key actions/innovations
1.	Sensitizing learners on COVID-19
2.	Organized cleaning agents
3.	Temperature checks for all learners
4.	Brought hand washing soaps, sanitizers and installed taps around the school for handwashing
5.	Parents where engaged to provide masks for their children.
6.	Schools have sick bays
7.	Sourcing/repairing more desks for class distancing
8.	Putting up boreholes
9.	Holding community sensitization
10.	Closed paths passing through schools

Other schools, as the DESO for Luangwa explained, are keeping things simple and cost effective by ensuring availability of soap and chlorine as disinfectants. Nsanjika Day Secondary School in Northwestern province is producing its own sanitizers. The innovations schools are taking are important for a sustained response to COVID-19 given it is uncertain when the pandemic will be under control.

VIII.   Learning Continuity in Pandemic Environment

The nationwide extended closure of schools has no historical precedent in Zambia. In contrast to previous disease outbreaks (Cholera), school closures have been imposed locally. The school system is unprepared for this kind of situation hence the losses in learning are serious and long-term. The SCREAM policy review found that schools had taken steps to ensure some continuity of learning. It is important to be clear that such actions are typically localized and small scale mostly driven by enthusiastic teachers in secondary schools (focusing on a few subjects). Most schools had taken the initiative to provide take home school work in anticipation of a quick reopening. With prolonged closure, private schools extended their efforts to reach learners using WhatsApp, Zoom and Google Class.

Such initiatives, however, do not apply to ECE and primary learners who are difficult to reach in the manner used for secondary school learners. It is also important to note that the actions taken at the national level to enable continuity of learning have focused on supply side considerations without addressing demand side challenges especially related to access and ensuring learning support across different levels of learning (ECE, primary and secondary). The SCREAM team also observed a lack of consideration of the impact of remote learning on households especially with regards to guiding children (and feedback loops) and the economic impact of COVID-19. Given the unprecedented impact of the pandemic socially and economically, it is unrealistic to expect households to substitute for schools in a meaningful way. The situation is even more impractical for children with special education needs such as the deaf who could not benefit from radio and television education programmes.

Reaching Non-Examination Classes

In terms of reaching learners in non-examination classes, Figure 26 shows responses to the question: *"Is there any type of learning offered to students during closure?"*

Figure 26: Type of Learning Used

Type of Learning Used

Category	Percentage
Yes, E-Learning	~9%
Yes, Radio Programme	~18%
Yes, Television Programme	~14%
Yes, Take home self-study assignments	~54%
No	~27%
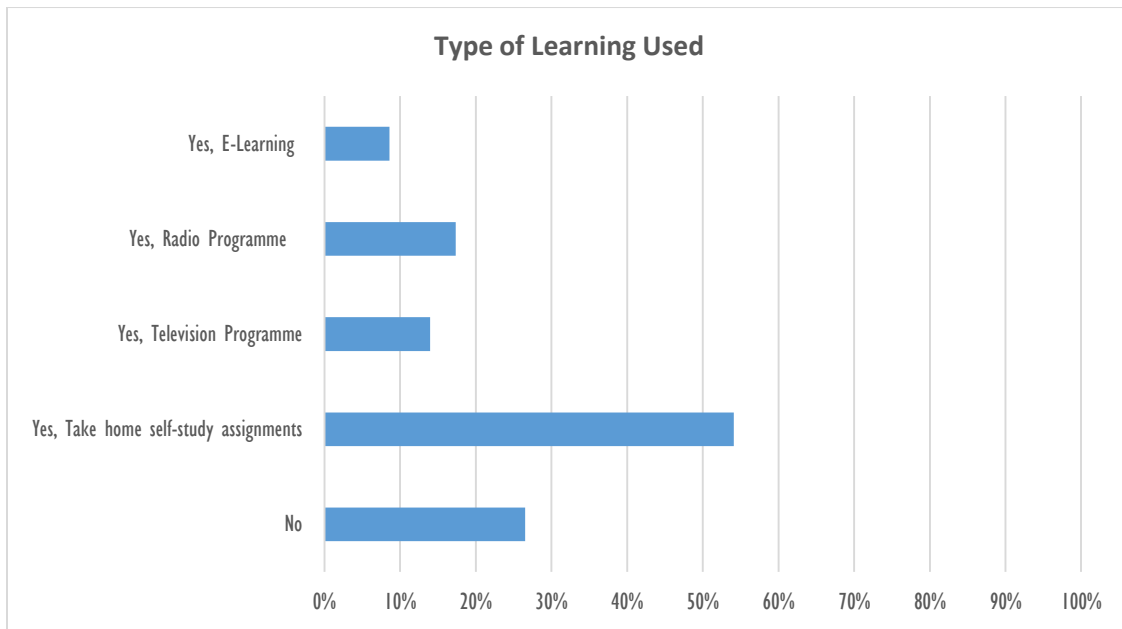
Figure 26 shows a range of methods encountered by the SCREAM teams for enabling continuity of learning intended for non-examination classes. The depth and breadth of learning enabled through the methods identified could not, however, be substantiated due to limitations of the COVID-19 policy monitoring exercise. Accordingly, what Figure 26 is conveying are opportunities respondents mentioned for enabling continuity of learning rather than organized efforts to reach children.

In other words, none of the methods identified can be assessed against, for example, grade level learning that is supported commensurately with teaching and learning resources and feedback processes. For example, none of the methods identified are reaching learners in ECE or primary or those with special education needs. It is also not possible to determine the extent and quality of reach given gender and other considerations such as household income and place of residence (rural or urban). What is consistent across all schools as a practice is that of providing self-study take home assignments (54% of responses). This wide practice is adopted as a stop-gap measure and does not include active teacher learner interactions.

What Figure 26 shows is that there is little going on in terms of continuity of learning (27% of responses said no). Indeed, education officials at the provincial, district and school levels were mostly beginning to consider alternatives to face to face learning. For example, the PEO for Lusaka Province indicated that his office would begin developing a concerted effort to use remote learning. The SCREAM policy review, therefore, found that the current MoGE effort to provide remote learning to non-examination classes are in their nascent phase. Most public school educators and district administrators are only becoming aware of the initiatives to reach non-examination class learners through the DSTV channel 315. While most were aware of the learning channel carried by Top Star, they were less familiar with the recently introduced DSTV channel.

Table 8 shows responses to the question: ***"What support do teachers provide to students' learning during closure?"***

Table 8: Support Teachers Are Providing to Learners

	Support
1.	Take home assignments
2.	Learning materials (e.g. Past papers were given to all the examination classes during school closure)
3.	Home visitation, close contact on phone through calls and WhatsApp/Gave phone numbers to learners and parents to continue communicating)
4.	Allowing learners to bring assignments for marking during closure
5.	Learners in the surrounding areas go to school for consultations
6.	Preparation and conducting lessons through community radio station

Top of the list in Table 8 is the easiest approach, giving take home assignments. Other schools did not offer such support because of poor sensitization as parents were afraid of their children contracting COVID-19. Such schools have been unable to reach out to help learners.

Figure 27 shows a range of methods used by schools for enabling continuity of learning intended for non-examination classes. Across all ten provinces, the most dominant method used by schools to enable continuity of learning are take home self-study assignments given to pupils only at the time of school closure. Unfortunately, as a result most teachers not having contact with their pupils during the closure. There has not been any feedback on the utilization and effectiveness of the take home self-study assignments given at the time of the school closure. Substantively, educators have not pivoted to alternative platforms for learning because of the various challenges including inadequate knowledge in digital technology, poor network connectivity and generally lack of ICTs. For example, educators in public schools pointed towards disconnectedness as a constraint in organizing learning using remote learning solutions. They specifically noted the constraints around providing guided learning support.

Figure 27: Learning Support During Closure
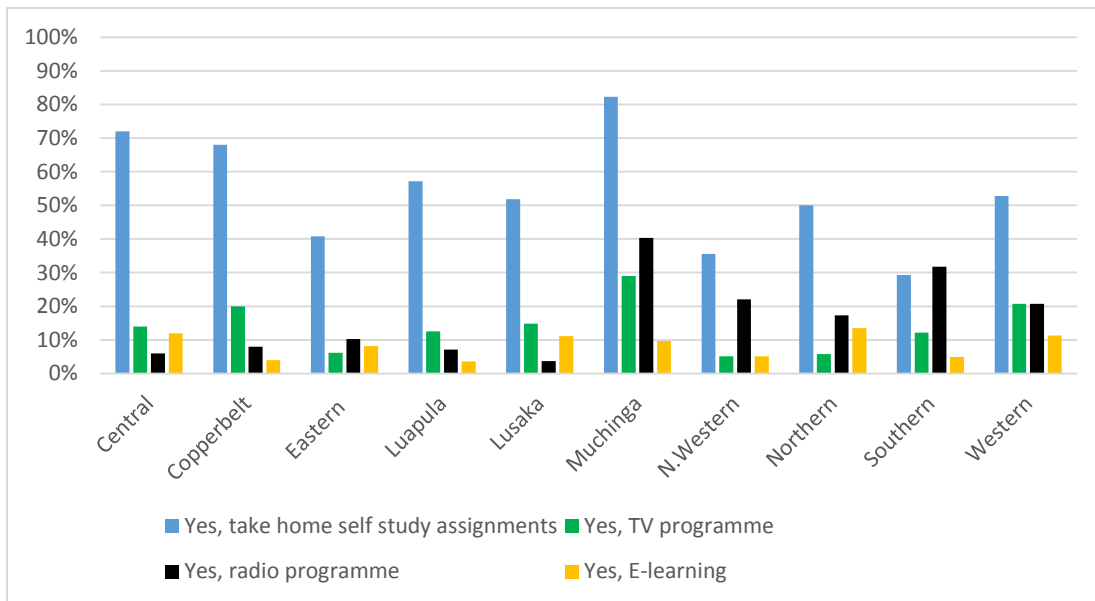
The reality is that despite the initial investments made, Zambia's distance learning platforms and other remote solutions are in their nascent phase and are not readily available to children from low income households and remote

schools (see access to ICT infrastructure). For example, while the MoGE has invested in online learning solutions the portal that is available is still under development[16]. The MoGE E-learning portal still has 'coming soon' for ECE, Primary and Senior Secondary sections of learning with just a few hundred learners enrolled in the subjects offered for grades 8 and 9.

Clearly, the E-learning is inconsequential presently and is likely to remain beyond the reach of millions of learners. Besides the cost of accessing internet based learning resources, the K5 enrollment requirement for each subject will rule out most disadvantaged learners who, as SCREAM teams found, could not even pay that amount for face masks. Children living in rural areas who have no access to internet are principally left out. Also, children with disabilities and special needs are especially hard to serve through distance programmes. With prolonged closure, however, more schools are seeking alternative means including the use of WhatsApp and YouTube.

As the consequence of dealing with a lost academic year (and backlog) have become imminent, some local private schools are developing online learning portals (for example Rhodes Park School) and others are leveraging global resources such as Google Classroom, Zoom and WhatsApp to support learning. But such initiatives lack a substantive shift in instructional methods as teachers are yet to be trained to handle this approach to learning. Globally, too, there is consensus that remote learning is impractical to sustain meaningfully for children in the formative phases (ECE, primary and up to grade 8) where close supervised learning is essential. Further, the shift towards homes as delivery points for learning is not supported with any teaching and learning resources. Households are just expected to take on the responsibility of supporting children's learning. Clearly, parents and guardians are unable to substitute for teachers without learning support guidance and being present at home to ensure that children are doing their work.

Beyond issues of access, there are concerns with the quality of alternative learning modes. For example, the SCREAM policy review team covering Luangwa district came across a group of 15 external grade 9 learners (boys and girls) at Mwavi Primary School who pointed out that they did not find the TV learning channels engaging and the teaching approach did not adapt to remote mode (just talking as usual using flip charts). One grant-aided school committed to using YouTube as a teaching resource, planning to buy phones for teachers for that specific purpose. The team also came across organisations such as Edulution that use solar powered tablets for after school instruction of mathematics using local alumni instructors. The diversity of solutions entail that the MoGE needs to methodically assess current initiatives and explore low cost alternatives to centralised driven remote learning. Indeed, interruptions caused by rolling electricity power cuts make remote learning following a time table challenging.

Constraints of Reaching Non-Examination Classes

Besides supply-side challenges of providing alternative learning solutions are issues on the demand side relating to the ease of adopting distance learning. As Figure 28 shows, there generally is limited digital literacy (53% of responses) and no internet to provide E-learning (57%). There are also challenges with printing materials (36%) and content limitations (16%), challenges with electricity (32%) and as explained earlier in the case of the MoGE's E-learning Portal, the supply side is still struggling.

Figure 28: Challenges of Distance Learning

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[16]. The MoGE E-learning portal (https://elearning.co.zm/moge-all-classes/)
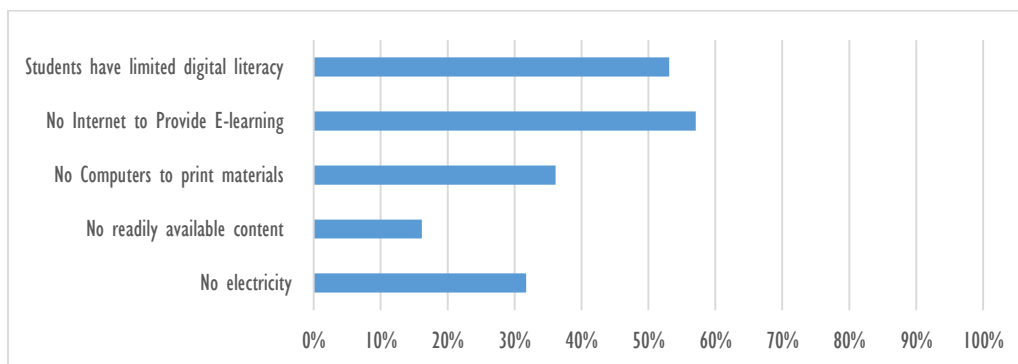
Figure 29 shows responses to the question: ***"How frequently do teachers contact students for support during closure?"***

Figure 29: Frequency of Teacher Learner Contact
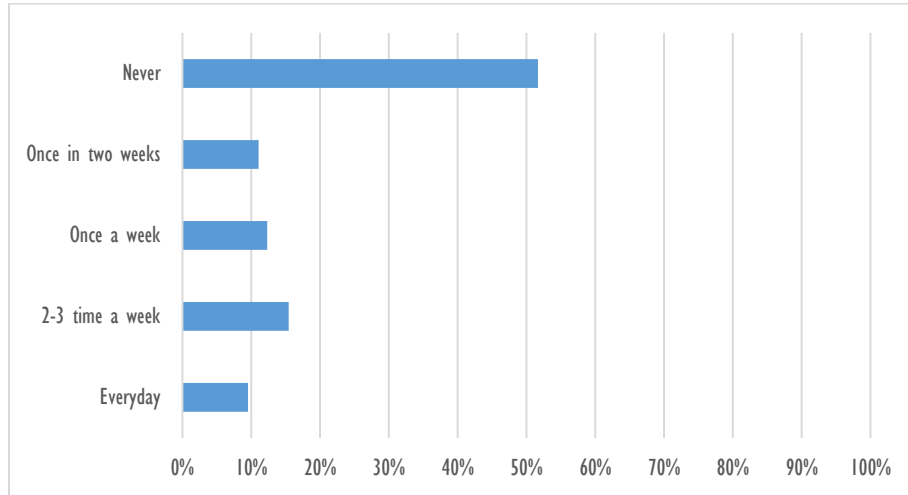
Figure 29 shows that there generally is negligible interaction (52% of responses indicating NEVER) between teachers and learners. The issue of teachers and learners interacting outside of school settings also is not guided through a code of conduct to assure quality and safeguard children potentially from sexual abuse especially with direct personal contacts using social media such as WhatsApp.

Figure 30 shows responses to the question: ***"Are your teachers providing any support to students struggling to learn at home?"***

Figure 30: Teacher Support
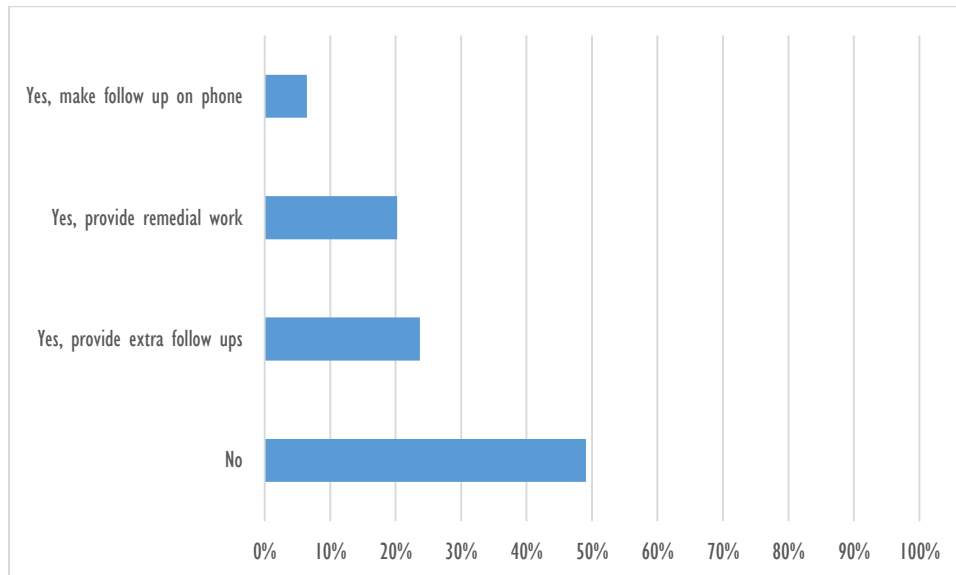
Consistent with Figure 29 above, Figure 30 shows that there generally is negligible teaching and learning support being provided (49% of responses indicating NO) to learners.

Table 9 shows responses to the question: *"What do teachers say about the benefits of distance learning during closure?"* Table 9 shows characteristically that the education system is not primed to work around extended closures. The views of teachers on distance learning are mostly negative because of the challenges of supporting learners outside of a school environment. Moreover, teachers have been expected to pivot to alternative methods without the requisite adjustments in terms of training and managing learning support. While more teachers are reaching out to learners through WhatsApp and phone calls, the feedback process is only effective among private schools using platforms such as Zoom and Google Class.

Table 9: Teachers' View on Distance Learning

WHAT DO TEACHERS SAY ABOUT THE BENEFITS OF DISTANCE LEARNING DURING CLOSURE?	WHAT DO TEACHERS SAY ABOUT THE CHALLENGES OF DISTANCE LEARNING DURING CLOSURE?
i. Fast catching up with the syllabus/continuity of learning/mitigate on time lost; ii. Direct contact with the learners despite being home; iii. It is an alternative mode of teaching and learning; iv. Helps the learners not forget what they learnt; v. Effective way for preventing the spread of the virus; vi. Promotes reading culture/learners developed research skills; vii. Parents take interest to assist the children; viii. Keep pupils always in touch with their teachers; and ix. It assists teachers to provide remedial work for slow learners.	i. Most of the learners don't have needed ICT devices; ii. Some places have no power; iii. Load shedding and network or internet challenges; iv. It requires supervision from both the parents and teachers; v. Teacher/pupil interactions not there; vi. It is costly to access; vii. It can only be effective to pupils in urban and not in rural and remote schools; viii. Some schools are unable to provide distance learning; ix. When schools close, learners assist parents in the fields limiting time for school work; x. It has not been easy to mark assessments and provide remedial work; xi. Some teachers/pupils go for holidays or further studies in the case of some teachers; xii. Difficult to reach all the learners on time; xiii. Not all learners bring given assignments for checking on time, while some don't bring; xiv. Learners may be studying irrelevant things; xv. Learners supplied wrong numbers so it was difficult to contact the learners' parents; xvi. The teachers have challenges using the gadgets; xvii. Very few learners show interest; xviii. May leave out people with disabilities like those with hearing impairment; and xix. One teacher argued "the benefits are not there because pupil to teacher interaction in the classroom environment is very important."

Learners' Feedback on Distance Learning Benefit and Perception

Table 10 below shows responses to the questions: *"Are there any mechanisms in place for collecting feedback from learners? "What do learners say about the benefits of distance learning during closure? "What do students say about the challenges of distance learning during closure?"* As the first column in Table 10 shows, there generally are limited mechanisms for ensuring meaningful interaction and feedback between teachers and learners. The MoGE has not developed guidance to enable meaningful interaction between teachers and learners. As such, schools are

taking initiatives influenced by the contextual circumstances. Even though the second column on Table 10 shows that learners exposed to remote learning have positive views, the third column highlights the significant challenges on the demand-side. Moreover, teachers and learners have been expected to embrace alternative methods without the requisite preparations.

Table 10: Learners' Feedback on Distance Learning

ARE THERE ANY MECHANISMS IN PLACE FOR COLLECTING FEEDBACK FROM LEARNERS?	WHAT DO LEARNERS SAY ABOUT THE BENEFITS OF DISTANCE LEARNING DURING CLOSURE?	WHAT DO STUDENTS SAY ABOUT THE CHALLENGES OF DISTANCE LEARNING DURING CLOSURE?
i. School council (head person); ii. Bringing assignments; iii. Using community action group to get feedback on the learners; iv. Communication through parents; v. Home visitation; and vi. Learners are encouraged to approach the school administration or guidance teacher.	i. Appreciating lessons provided on TV and feeling like they are in class; ii. Learners kept busy with school work; iii. No need to travel to school since learning at home; iv. No break in learning since it continued during the closure; v. Continued learning and support from teachers; vi. Discover new things ahead of syllabus/ Research skills were promoted in learners; vii. Pupils learn from home where they can work at their own pace; viii. Learners also get entertained as they learn; and ix. Enough work is covered/time to study is available and enough.	i. Not so beneficial to rural and remote setup due to lack of access to internet, television and radio; ii. It is difficult to access distance learning (No phones to ask questions. No airtime at that particular time. Lack of power. No internet. Poor signal); iii. Lack of concentration and home chores; iv. Mode of learning not well defined; v. Clarification and question asking as the contact with teachers is limited; vi. They complain due to lack of guidance from teacher who teach them; vii. It leaves some learners behind (those who cannot access the service); and viii. Most learners miss teaching and learning as they don't have materials to study from home.

Figure 31 shows responses to the question: ***"Do you monitor whether children are learning from home?"*** As Figure 32 shows, there is generally negligible monitoring going on with a large proportion (42% responding NO), other teachers following up on submission of assignments (23%), using parents (12%), and reaching learners directly using phones (6%). Some respondents (19%) were non-responsive. As noted earlier, however, the contacts between teachers and learners are not guided raising concerns about safeguarding children from abuse especially sexually because of direct unsupervised contacts.

Figure 31: Teachers Monitoring Learners
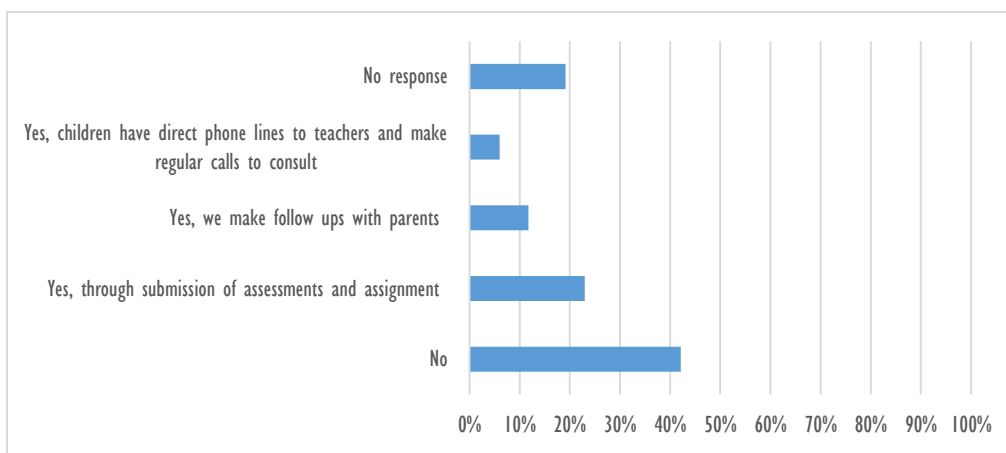
Regarding the practicality of children learning outside of a school environment, Figure 32 shows responses to the question: ***"Are your learners studying at home? If yes for how long per day on average?"***

Figure 32: Hours Learners Are Studying
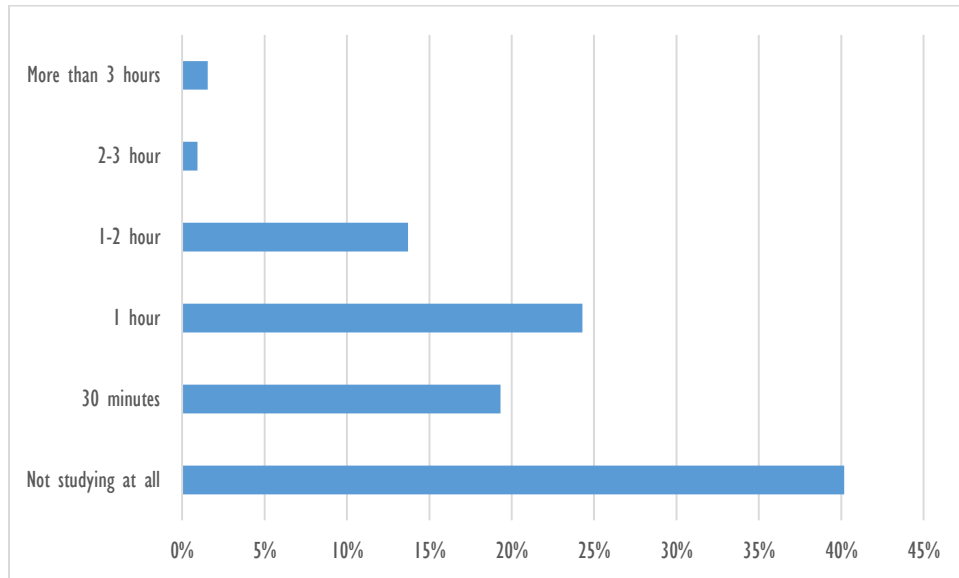
The overall picture conveyed in Figure 32 is that learners are not studying at all. Moreover, given the particular levels involved, for example ECE and primary, it is impractical to expect learning to happen without guidance. Learning at home is especially difficult because supervising learning competes with household needs to engage in economic activity. Additionally, parents and guardians are not trained to supervise learning beyond the minimal engagement in supporting homework.

Figure 33 shows responses to the question: ***"Do most of your learners have any materials, ICT infrastructure or equipment to support their learning at home?"***

Figure 33: Access to Materials and ICT
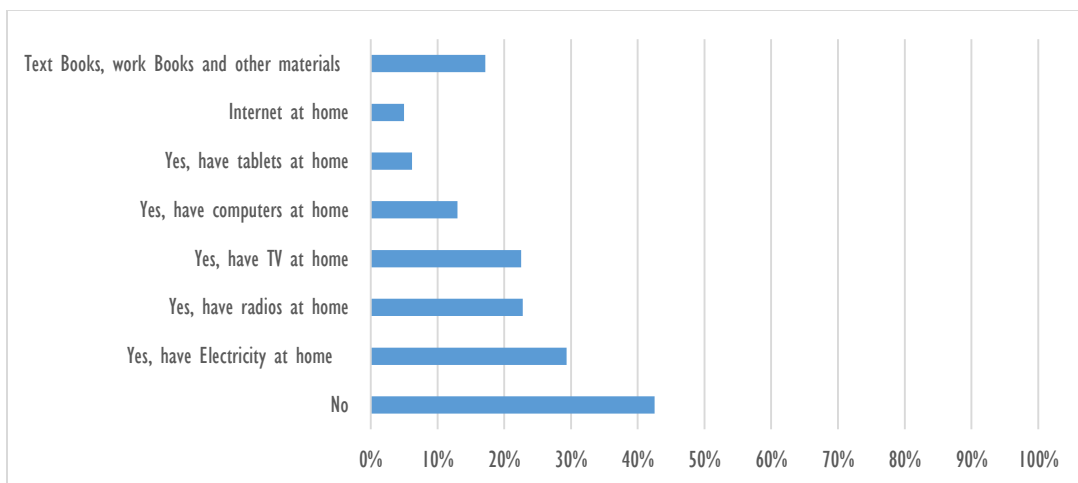
The general picture conveyed in Figure 33 is that learners do not have access to ICT materials. Additionally, only a small percentage of responses (5%) indicated availability of internet in learners' homes. In all, learners have modest access to ICT platforms (tablets, TV, and radios). Moreover, since such ICT platforms require electricity, only 29% of responses indicate access to power.

Figure 34 shows responses to the question: *"What is the feedback from learners about studying at home, is it working for them?"*

Figure 204: Learners' Feedback on Studying from Home
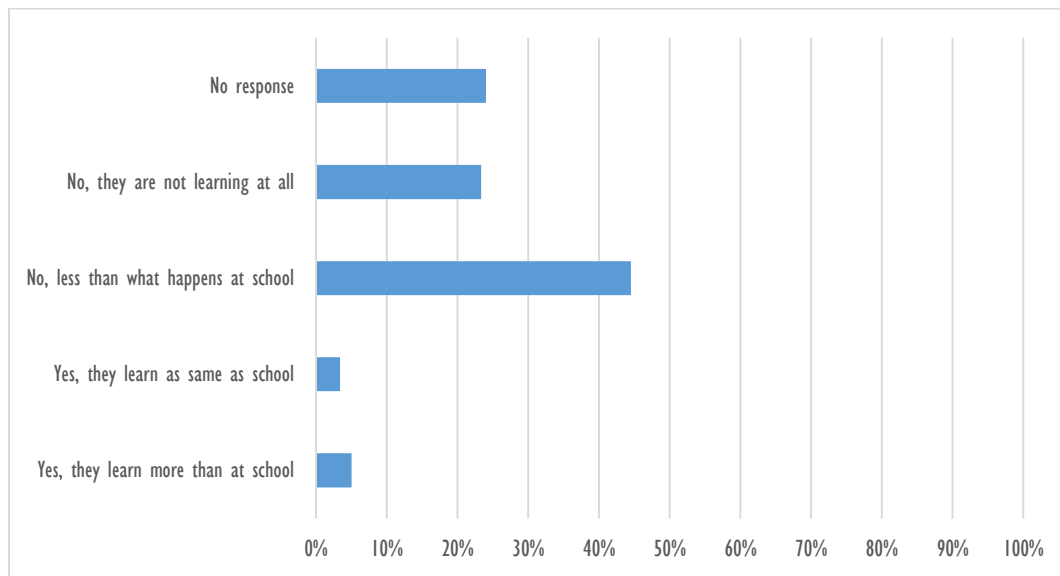
Figure 34 shows consistency in the challenges learners are facing in adjusting to learning outside a school environment. Only a small percentage of responses (5%) expressed a positive outlook while the majority indicates that there is little learning going on. Additionally, the quality and accessibility of alternative learning opportunities vary across subjects and grade levels. Moreover, important instructional requirements such as conducting lessons in more than one local language remotely requires significant investments. Essentially, not all children can benefit from remote learning especially in the early grades independent of an instructor. Further, children who, triggered by the pandemic, drop out of school altogether stand to lose the most and need a stable and supporting learning environment. The longer schools are closed and the deeper the socioeconomic implications resulting from the pandemic, the more children will be left behind and excluded completely from getting an education.

Involvement of Parents in Students Learning at Home

As the closure of schools is prolonged, parents and homes have become the focus in terms of continuity of learning for learners in non-examination classes. Table 11 shows responses to the question: *"Does the school involve parents in their children's learning during the closure?*

Table 11: Involvement of Parents in Children's Learning

YES	NO
55% responded in the affirmative Explanation: • Through teachers, Community Action Group and PTC encouraging parents to ensure that learners access e-learning; • Encouraging parents to monitor their children at home; • Help learners as they do their holiday assignment; • Had meeting with parents to ask them to help the learners; and • Parents are contacted through phone/using phones of parents to send work.	**45% responded in the negative** Explanation: • At closure, schools adhered to the stay at home guideline and could not contact parents; • Parents do not have relevant ICT facilities/poor network and learners are located in distant places; • We have not put follow up during closure in place; and • Most parents are busy with their work be it farming in the fields or other type of work.

While the first column in Table 12 shows positive outreach of teachers to parents, the frequency and depth of interaction is modest. The reality is that there are minimal interactions between teachers and parents because, as the second column shows, social distancing requirements and other challenges (mostly inequities of resources) have limited interactions. It is also the case that because school closures seemed temporary in the beginning, there was the expectation that the situation would normalize and learners would return to school. Additionally, given the particular levels of learning involved, for example ECE and primary, teacher outreach to parents is impractical without organized learning happening. It is also important to note that expectations that parents will support children's distancing learning at home is especially difficult and demanding because the scale of supervising required is heightened and competes with household needs to engage in economic activity. Additionally, as noted earlier, parents and guardians are not trained to supervise learning beyond the minimal engagement in supporting homework.

Figure 35 shows responses to the questions: ***"Do teachers track the support that parents are providing to their children?" "If yes, what mode of communication do they use?*** Overall, 40 percent of responses provided affirmed teachers reaching out to parents using the modes outlined in Figure 36.

Figure 35: Modes of Communication
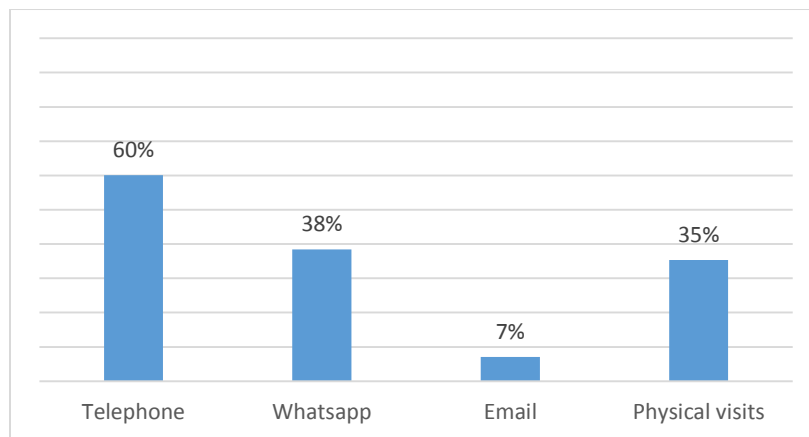
As Figure 35 shows, the use of phones (60%) dominates with the related use of WhatsApp (38%) and email (7%). Physical visits are taking place (35%) in closely situated communities in rural and remote areas where 73% of teachers who said they do in person visits are from. At the same time, 70% of responses indicating the use of WhatsApp were from urban schools and near localities. Large private schools such as Rhodespark in Lusaka have embarked on extensive outreach to parents conducting electronic surveys as the school develops it remote learning platform. Private schools are investing in remote learning platforms not just for supporting continuity of learning but also to survive financially. Despite the teacher outreach, however, it is important not to overstate the quality and depth of teacher/parent interactions.

Table 12 shows responses to the question: ***"Do parents call the school or teachers to seek support?"***

Table 12: Parents Seeking Support from Schools

Reasons for Parents Calling
48% responded in the affirmative
Reasons for the calls: - Seeking clarification on work given;   - Requesting extra work;   - Learning materials;   - Enquire on performance of learner; and   - Help in disciplining the child.

Typically, as Table 12 shows, the nature of reaching out to schools by parents tends to be basic. For the most part, as some respondents noted, very few parents approach schools to ask for support. This is true for urban and rural settings as well given that parents do not always engage schools, an issue that NGOs[17] working in the education sector are trying to change to improve accountability in the delivery of education services.

IX.   Facilities Available at School to Support Learning

The capacity of schools to support learning includes considerations such as access to power, availability of ICT infrastructure, and access to ICT geographically. Figure 37 shows access to power of schools visited with 374 connected to the national grid, 27 using solar, 7 connected to other power sources and 6 are without any power. Although Figure 36 shows that almost 90% of 414 schools that responded to this query[18] are connected to the national grid, the high cost of paying electricity bills may diminish access since school grants are never sufficient to support the budget of running schools. Even for schools that are able to mobilize resources to cover electricity costs, the current load shedding is proving disruptive to all learners who are dependent on power from the national grid.

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[17] ZANEC and its member organisations have supported social accountability programming to improve the delivery of education services especially among disadvantaged communities.

[18]. There are 90 schools in the sample that did not respond to this query.

Figure 36: School Access to Power
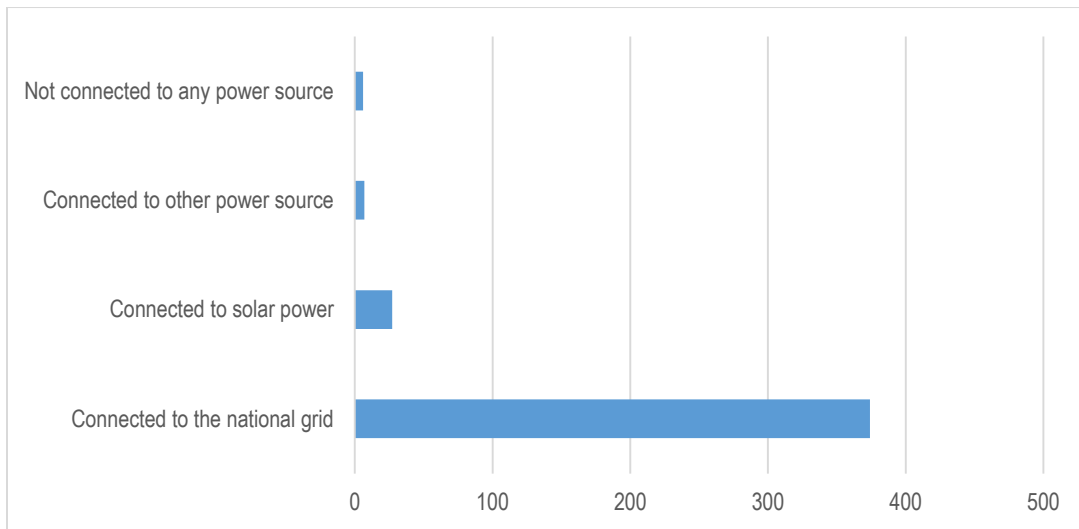
Table 13 shows access to power in terms of location indicating that urban and rural schools are mostly connected to the national grid. Rural and remote schools, if compared with urban schools, are utilizing more solar power.

Table 13: School Sources of Power

	Remote	Rural	Urban	TOTAL
Connected to the national grid	12	144	218	374
Connected to solar power	6	18	3	27
Connected to other power source	1	6	0	7
Not connected to any power source	2	3	1	6

Figure 37 shows availability of ICT infrastructure in schools visited with about 255 reporting having computer labs, over 50 with laptops or tablets and over 145 without any ICT resources. Nearly 40 schools did not respond to this query. Although Figure 38 shows that almost 50% of schools that responded to this query[19] have labs, it says little about operational issues associated with having a computer lab such as the age of computers and software constraints. The viability of computer labs is also dependent on ability to pay electricity bills. Erratic payment of electricity bills may diminish access since schools are not always able to cover running costs. Even for schools that are able to cover electricity costs, the current load shedding is proving disruptive for use of ICT facilities where solar power is not in use.

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[19]. There are 90 schools in the sample that did not respond to this query.

Figure 37: School ICT Infrastructure
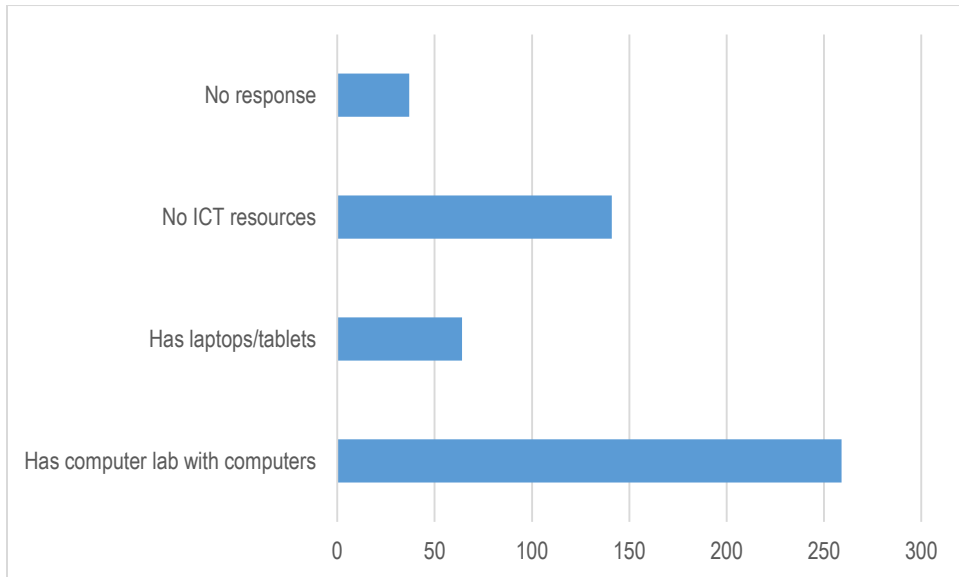
Figure 38 below shows access to ICT against location with urban schools showing having the most access (over 180 schools and 22 without), rural schools second (about 110 schools and about 90 without) and the least for remote schools (about 12 schools and about 17 without). It is important to note however, that the query may have been overly restrictive given the fact that smart phones are now providing easy access to ICT based resources. As noted earlier, school administrators had received the COVID-19 guidelines through WhatsApp.

Figure 38: Access to ICT vs Location
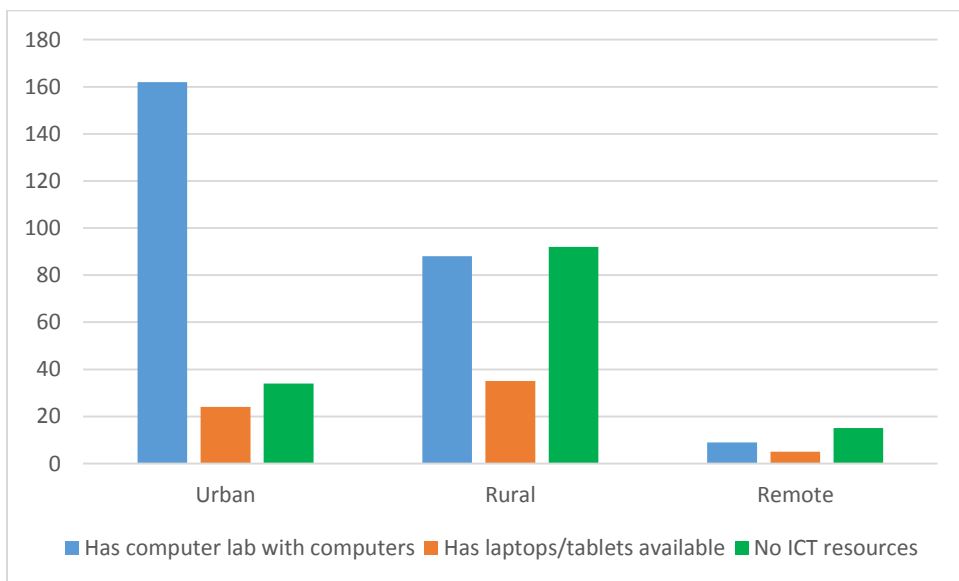
X.   School Health and Nutrition (SHN) Programme

The School Health and Nutrition (SHN) programme is a specific initiative that is supported only in some parts of the country and typically for primary schools. SHN has also become more closely associated with school feeding even in the MoGE's budgeting. Table 14 shows responses to the questions: ***"Does the school have a school feeding programme?" "If yes, can you name the partner supporting the school feeding?"*** While 43% of respondents said YES to the query, the notion of school feeding is varied in terms of size and implementation approach. Table 14 lists the partners reported to be supporting school feeding across the country.

Table 14: Partners Supporting the School Feeding

	School Feeding Partners
1.	Mary's Meals
2.	World Food Programme (WFP)
3.	GRZ (Home Grown School Feeding programme, DMMU and MoGE)
4.	Peace Corps Volunteers
5.	Touch Ireland
6.	Reformed Open Community Schools (ROCS)
7.	Brethren in Christ Church
8.	UNHCR
9.	Kansanshi Mine
10.	Village of Hope Africa
11.	Campaign for Female Education (CAMFED)
12.	Mother Support Groups
13.	Stephen Lewis Foundation
14.	Zambia Open Community Schools (ZOCS)
15.	Teachers' resistance to report back to school
16.	World Health Organisation (WHO)
17.	Food Reserve Agency (FRA)

The SCREAM monitoring teams found that school feeding is not widespread and is initiative driven. School feeding is conducted prominently in regions such as Eastern Province supported by the government, in collaboration with World Food Programme and the Food Reserve Agency (FRA) and NGOs such as those listed in Table 14. Outside of the government/WFP supported initiative, Mary's Meals in Eastern Province has the largest programme (14 of the 50 schools visited indicated receiving support). Mary's Meals has continued to provide food portions for children in non-examination classes reaching them through their parents and guardians taking meal portions home. Outside of such initiatives are localized efforts supported by volunteer organisations, for example Peace Corps, and religious organisations such as Brethren in Christ (3 of the 50 schools visited indicated receiving support) in Southern Province. Private firms such as Kansanshi Mines (cited by two schools in Northwestern Province) are also supporting school feeding.

Table 15 shows how schools are using SHN as a COVID-19 response. Because SHN committees (led by focal point teachers) are an already existing structure in MoGE used for health promotion and sensitization, schools have used them for COVID-19 prevention. SHN committees in schools typically promote hand washing and hygiene, essential measures for dealing with COVID-19 prevention.   It is important to note though that SHN committees are not active in all schools because they tend to come alive with specific initiatives supported by donors such as the Scaling Up Nutrition (SUN) implemented in Luapula Province. With the pandemic, SHN committees are at the centre of coordinating adherence and implementation of COVID-19 protocols.

Table 15: How SHN is Used for COVID-19 Response

	HOW SHN IS USED FOR COVID-19 RESPONSE
1.	Through school production units. They are used for improving of good diet and pupil attendance in schools
2.	When pupils gather to eat they use first few minutes to remind them on COVID-19 compliance guidelines. They practice the same when receiving food
3.	Through regular sensitization on hand washing practice, social distancing and face masks
4.	Working with Ministry of Health in the screening of learners, continued sensitization of teachers, non-teaching staff and learners
5.	SHN committees in schools promote the washing of hands regularly, washing of hands before eating and encouraging pupils to do keep the COVID-19 guidelines even at their homes
6.	This is an already existing structure in the ministry which is used to deal with prevention and cure of disease hence, COVID-19 is preventable and SHN programme can deal with it
7.	By ensuring that that there is high standard of hygiene, constant washing of hands using hand sanitizer or soap/ Vigorous cleaning of the school environments and handwashing advocacy
8.	Though SHN committees are not very active in some schools. In some schools SHN is coordinating classrooms etc., coordinating adherence and implementation of covid-19 protocols
9.	The programme is being used especially in promoting hand washing and cleaning of toilets, classrooms and the school environment

Table 16 shows responses to the questions: *"What do you want to know more, or what aspects of the school health and safety guidelines do you want to see strengthened?"*

Table 16: How to Strengthen SHN in Schools

	What needs to be strengthened
1.	To strengthen social distancing during break and when learners are knocking off
2.	More programs about health and safety on radio
3.	Provision of COVID-19 materials like disinfectants, hand sanitizers, thermometers, protective wear and hand washing buckets
4.	Adherence to COVID-19 prevention measures like social distance and putting on face mask appropriately at all times/ Compliance to the guidelines set
5.	Need to supply more desks to maintain social distance
6.	Routine of learners, the community and teachers on COVID-19
7.	Regular checkups and testing learners for COVID-19
8.	Enough water points to comply with the handwashing requirement
9.	Ministry of general education to provide school with hard copy of health guidelines/more guidance on how to comply to the guidelines
10.	Promotion of nutrition of foods available locally to prevent the spread of COVID-19
11.	Improve the linkage between health facilities and schools/ the aspect of health personnel monitoring should be improved.
12.	Provide support with sick bay
13.	SHN programme to be implemented effectively and preventive maintenance to be strengthened in all schools and all the measures to be followed
14.	Close collaboration between government offices and private schools as well

As Table 16 shows, the responses regarding how to strengthen SHN generally point to a strategic positioning of health in the education sector. The MoGE can revitalize the SHN programme to ensure that all schools in country are actively engaged in health promotion.

XI. Zambia and Global Perspectives on Reopening of Schools

The SCREAM monitoring teams found that school administrators had significant concerns over reopening of schools. Table 17 conveys the key concerns and risks schools may face regarding re-opening of all classes. Table 17 shows responses, in ranking order to the question: ***What are the main concerns and risks that your schools may face regarding the reopening of all classes?***

Table 17: Main Concerns with Reopening of Schools

	Main concerns or risks	%
1.	Difficult to comply with the social distancing requirement in school	82%
2.	Lack of thermometer to monitor fever	65%
3.	Not enough space, i.e. designated sick bay to isolate sick students	56%
4.	Not enough masks available for all students	50%
5.	Access to hygiene and prevention items such as sanitizers and soap is limited	42%
6.	School does not have enough resources or staff to perform cleaning as outlined in the guidelines	39%
7.	School has not enough water points to comply with the handwashing requirement	24%
8.	Students' resistance to come back to school due to other reasons (e.g. financial reasons, loss of interest in learning)	19%
9.	Limited support and coordination with health workers and nearby clinics	17%
10.	Parents' resistance to send their children back to school	17%
11.	Students' resistance to come back to school due to fear of infection	16%
12.	Students do not know how to use masks safely	15%
13.	Lack of knowledge on what to do if the school has a confirmed COVID-19 cases	8%
14.	Lack of knowledge on how to prevent spread of the virus	6%
15.	Lack of knowledge on what to do if the school has a confirmed COVID-19 cases	8%
16.	Teachers' resistance to report back to school	3%

Top of the list of concerns noted in Table 17 is the challenge of social distancing because of constraints of expanding space in schools in the short-term. Social distancing is also difficult to achieve because schools are social arenas. Table 18 below shows additional responses to issue noted in Table 17. Overall, a key challenge is in sustaining the COVID-19 response given the financial costs for ensuring that schools have supplies to maintain safe learning environments.

Table 18: Main COVID-19 Concerns

	Concerns highlighted by the respondents
1.	Financial constraint as most businesses closed during this period
2.	Lack of adequate desks, classes and teachers/Need more teachers for extra classes caused by social distances.
3.	Space on the bus to observe social distancing
4.	Enough resources to procure protective materials
5.	Ability to enforce wearing of masks at primary level is difficult

Global Perspectives on Reopening

The decision to reopen schools is a big issue for all, but a few countries around the world. Zambia's reopening of schools for the examination classes is a test case for approaches that may help to provide continuity of learning. Other countries such as Norway opened schools when the pandemic was brought under control. Norway followed a staged approach beginning with Grade 1-4 because they are the ones who least benefit from remote learning solutions. Norway also opened practical education schools because it is hard to learn vocation skills remotely. The country then opened all higher education classes so that students could do their exams and subsequently opened up schools entirely while monitoring very carefully. Other countries that did not close schools such as Sweden, intensified COVID-19 prevention measures which authorities say have helped to even reduce influenza.

Accordingly, the MoGE's COVID-19 policy guidance needs to evolve to address contextual realties and shift away from a 'one-size-fits-all' approach. Importantly, there is need for the MoGE and MoH to formulate an exit strategy beyond the need to enable business continuity in the education sector. A critical task, particularly for the MoH, is to close the information gaps in terms of explaining why COVID-19 spread is low in Zambia compared with countries most affected such as the United States of America and Brazil. Indeed, the cataclysmic impact of COVID-19 in developed countries is driving the policy initiative rather than national information through testing. A dynamic policy approach, including a move towards localizing the national level directives will pave way for a COVID-19 policy exit strategy. The MoH must, however, expand testing beyond the incidence driven and contact tracing strategy currently in use for addressing COVID-19.

Empowered with tailored information, the provincial and district levels would continue communicating expectations to schools about how to respond to COVID-19 relying on contextual realities to secure the cooperation of local populations. The SCREAM monitoring team observed that learners carried on with normal social behavior and removed masks when not being supervised or outside the school environment. Accordingly, there is need to tangibly demonstrate the COVID-19 threat using context based information. Additionally, COVID-19 responses must communicate the challenges posed by the many unknowns of the virus so that the public is made aware that the threat posed by the disease does not have an end date. Certainly, at the national level, it is important for the MoGE and MoH to start pivoting from the emergency response to the so called 'new normal' a move that requires strengthened multisectoral coordination and immediately enhancing budget lines for school health activities and WASH. The long term responses, however, require significant investments in the education focused on expanding space in order to meet the difficult demands of social distancing in learning institutions.

XII.   Engaging communities

The SCREAM policy monitoring found that the focus of COVID-19 policy implementation has been schools. It is the case that public health messaging on COVID-19 is well communicated in communities where schools are located. Additionally, the guidelines target learners as influencers in the communities on COVID-19 prevention. However, there is need for schools to work with communities directly for prevention and creating further awareness. Despite clear success observed in ensuring adherence to guidelines, the absence of reported COVID-19 cases several months since the reopening of schools will likely undermine adherence as schools and local communities continue to speculate on veracity of the pandemic.

Based on the 14-day quarantining requirements, the absence of reported cases questions, contextually challenges the relevance of social distancing. Moreover, while learning institutions are critical vectors for the transmission of COVID-19, school authorities do not have control over what happens beyond their gates. The long term responses, however, require significant investments in the education sector focused on expanding space in order to meet the difficult demands of social distancing in learning institutions.

XIII.   Monitoring and Evaluation

As stated in the COVID-19 guidelines, health monitoring and disease management are essential components in preventing disease spread. The guidelines direct schools and communities to effectively identify and respond to sick

learners. Each school is required to regularly monitor the health of its staff and learners on a daily basis. For the duration of the COVID-19 pandemic, it is critical for schools to continue providing (when possible) the school-based health services as stipulated in the Ministry of General Education's School Health and Nutrition Guidelines. This includes such primary health services as deworming and vitamin A supplementation.

The COVID-19 guidelines recommend that various levels such as PEO, DEBS and schools, conduct regular monitoring and evaluation. The guidelines recommend a multi-sectoral approach by involving a variety of stakeholders within and outside the MoGE including teachers, school administrators, Standards Officers, other MoGE officials, officers from line ministries, cooperating partners (CPs) and NGOs.

COVID-19 Monitoring

The SCREAM policy monitoring exercise found that education offices (PEO and DEBS) have conducted multiple visits to ensure compliance to COVID-19 guidelines. Figure 39 shows responses to the questions: ***"Do you conduct monitoring of COVID-19 prevention and control provisions and related health activities to ensure compliance?"*** All PEOs and DEBS responded yes to this question.

Figure 39: COVID-19 Compliance Monitoring
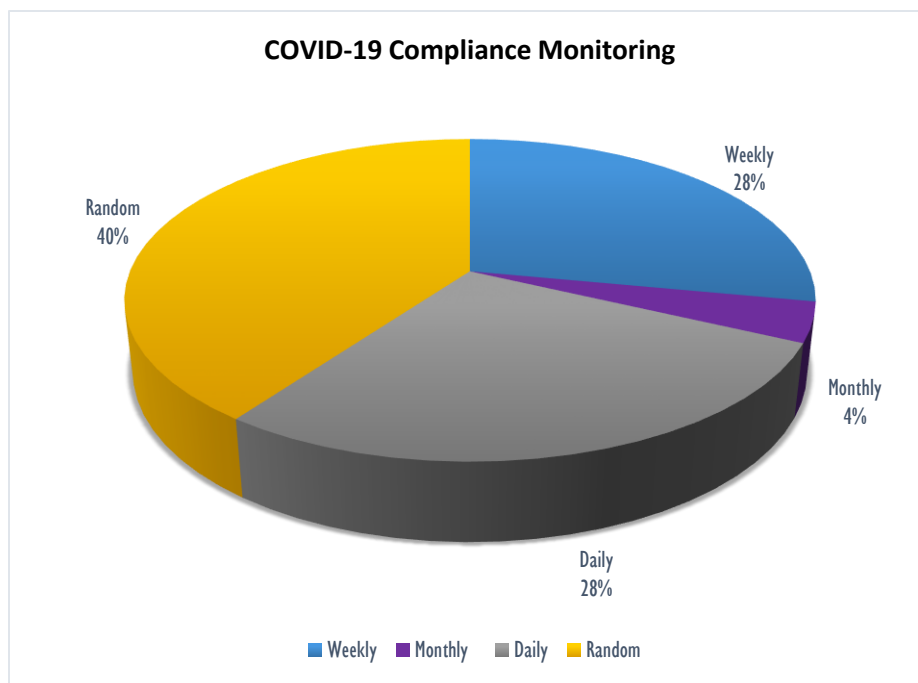
The frequency of visits, however, varied driven by various factors. Typically, the visits covered different schools meaning the frequency to individual learning institutions was inconsistent. As respondents explained, most schools reported being visited twice, once for preparedness and subsequently for authorization to open upon conforming to COVID-19 guidelines. Some of the challenges respondents highlighted that constrained operational issues include:

- Inadequate resources (human and financial);
- Lack of transport to allow zonal heads to monitor on behalf of DEBS;
- Inadequate grants, which some schools used buy costly equipment (e.g. thermometers); and
- Lack of transport to distribute COVID-19 supplies donated by DMMU and other stakeholders.

Beyond the MoGE driven visits, education officials at the PEO and DEBS level indicated engaging in multi-sectoral activities. Figure 40 shows responses to the questions: ***"Do you have ongoing engagement with the district health office and other line ministries to support the implementation of COVID-19 guidelines? If yes, what are the available platforms for engagement?"*** The education offices at the PEO and DEBS level indicated engaging in the activities of the Epidemic Preparedness Committee (72%) and participated in joint monitoring (64%) while regularly attending COVID-19 coordination meetings (80%).

Figure 40: Platforms for Engagement
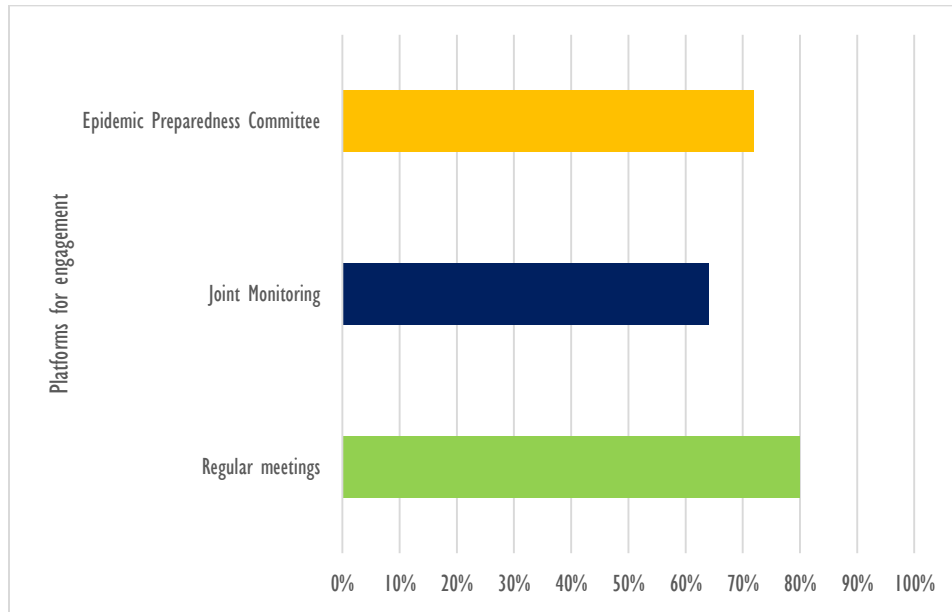
An important aspect of monitoring relates to reporting of incidences of suspected COVID-19 cases. Figure 41 shows significant awareness of the referral process as respondents answered the question: "***Do you have a clear established referral system or reporting mechanisms for suspected cases of covid-19 in schools?***"

Figure 41: Referral Protocol
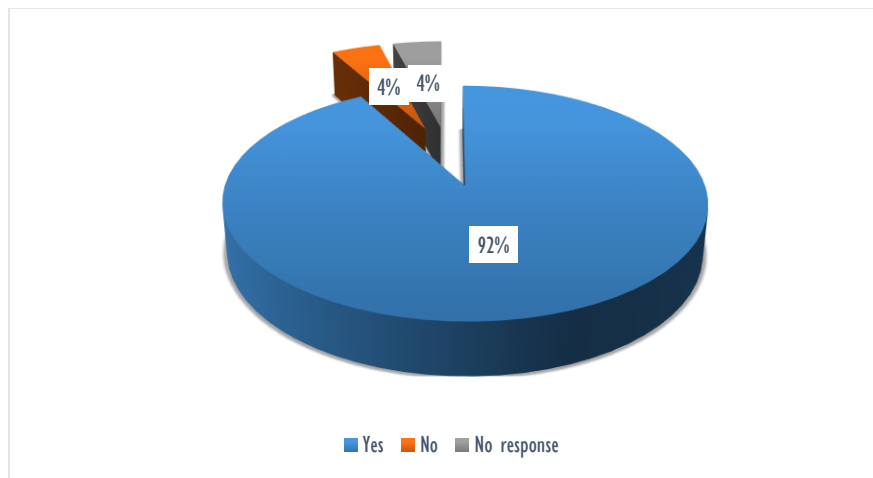
The respondents highlighted the process outlined in Table 19 which substantively is characterized by ensuring a close working relationship with health authorities.

Table 19: COVID-19 Response Steps

Explanation on Referral system as provided by key informants
Toll free line (909)
School to the district health and the provincial center where they test in the laboratory
Refer to health personnel
Working with ministry of health, schools have been attached to a nearby clinic and teachers have been
If a suspected case arises the victim is immediately isolated them health officials notified
Zonal heads have been provided clear referral system. All schools instructed to have rooms of isolation
Schools given screening tools to screen pupils daily. Health staff to be called for any suspected cases
The learner is first isolated and then health authorities contacted
The office does not have but schools have since they have thermometers and isolation rooms before they call health officers
Schools have where suspected cases are to be quarantined. Then school contact lines for the nearest health facility
Inform nearest clinic for further screening
The focal point personnel work hand in hand with the DEBs and the DHO in ensuring that any suspected cases of COVID-19 receive the outmost attention
Established district epicenters
Once one is suspected, the person is isolated and the nearest health facility is contacted
All schools are guided to report suspected cases to the nearest health center for screening who report to the district
Epidemic center in Mpatamatu was established and all suspected cases to be channeled through the DHMT

Despite clear success observed in ensuring adherence to guidelines, the absence of reported COVID-19 cases in schools two months after reopening examination classes will likely undermine adherence as schools and local communities continue to speculate on veracity of the pandemic. Additionally, surging national COVID-19 cases suggest that the government needs to proactively test teachers and learners that have been in school to verify the success of the measures taken so far.

Additionally, the MoGE needs to use this opportunity to establish a robust system for collection of health data in schools collaborating particularly with the MoH. The MOGE needs to develop indicators to track the implementation of COVID-19 interventions. Sectorally, the MoH collects data for the school health services provided at the facility level. This data, however, is not fed back to the schools. Schools are typically unaware of the information gathered by the MoH for the health services implemented.

The schools also do not deliberately collect data about health issues apart from merely recording the names of pupils that have fallen ill. Even as health facilities collect data for school health services, it is not entered into the MoH's health management information system. The data remains at the facility level and therefore does not scale up to inform policy making. The absence of reliable school health data entails that the MoGE cannot effectively improve the quality of school health services including nutrition. Even for the little data that is collected for the school feeding programmes, there are gaps related to coverage and use of food provided to schools.

XIV.   Conclusion and Policy Recommendations

Countries around the world, including Zambia, are faced with the critical decision of reopening schools safely. As COVID-19 has heightened public health concerns, the extended closure of schools is raising fear about significant losses of learning and other risks associated with children staying home especially in marginal communities. The extended closure of schools has no historical precedent in Zambia. In contrast to previous disease outbreaks (Cholera), school closures have been imposed locally. The potential losses in learning are therefore serious. The SCREAM policy review found, however, that school administrators had significant concerns over reopening of schools.

The findings of the policy monitoring exercise show that Zambia's partial reopening of schools for examination classes has enabled continuity of learning without reported cases of COVID-19 in schools. All schools reopened following the guidelines that the MoGE developed prior to June 1st, 2020. Close monitoring by various groups including provincial and district task force teams, the PEOs and DEBS has ensured that schools have mobilized and established safe conditions for learning.

The findings, however, also show that schools are severely constrained in ensuring social distancing within schools. Capacity constraints in classroom space entails that only a limited number of learners can return to school. The findings of the monitoring did not find any of the schools using outside learning strategies. The findings also show that the schools have no control over what happens beyond the school premises as children interacted normally outside supervised environments. Additionally, while the monitoring exercise found that most schools have taken steps to provide continuity of learning for non-examination classes, this effort is limited to providing take-home school work and teacher-driven initiatives to reach out to learners using WhatsApp. The MoGE's investment in remote learning is still in its nascent phase and faces various constraints notably negligible uptake by administrative units at the provincial district levels.

Inequities between urban and rural areas and among income groups in access to and availability of ICT infrastructure and connectivity in schools and homes also remain a significant hindrance to remote learning initiatives. Rural schools typically do not have access to ICT infrastructure and internet. The MoGE online learning is also limited by subscription costs that limit access to only those that are able to pay. Erratic electricity supply in urban areas mean that even for those able to pay, it is difficult to consistently access online learning facilities. Beyond such constraints, the monitoring visit found a significant gap in learning support consistent with the varied circumstances of different age groups. Global experience shows that older children in grades 9 and beyond are most suited to remote learning. Young children need the guidance of adults who may not always be available or equipped to support home learning. Moreover, it is challenging to keep children motivated to learn outside of the socializing and nurturing environment of the school.

Based on these findings, the SCREAM project recommends the following key decision points for the government:

a. Given the current absence of suspected cases within the school system, the government undertakes a cautious reopening of schools for non-examination classes beginning with limited school days or class time or shorter sessions with intensified COVID-19 monitoring and testing. The government can open schools in a staggered way sharing the week between the early grades and upper grades (early grades turning up Monday to half-day Wednesday and upper grades half day Wednesday to Friday). Weather and other conditions permitting, schools can conduct outdoor learning as well;

b. Adopt a decentralised approach allowing parts of the country without reported cases of COVID-19 to reopen fully notwithstanding concerns of national uniformity of learning;

c. If full opening is considered not feasible, the government should continue the limited opening of schools given the difficult challenges of achieving social distancing in normal operation of schools. This effectively would require ending the school year for the non-examination classes. This decision would, however, have significant socioeconomic and cost implications for the school system, families and country at large;

d. Pivot to a 'new normal' with decisive investments in remote learning initiatives particularly for lower grades and disadvantaged groups. This includes training teachers in remote learning instruction and managing learning support. It should be noted though that world over, remote learning solutions are typically not viable for early learning and children in primary school;

e. Embrace a balanced investment approach for enabling continuity of learning on the supply and demand side of remote learning solutioning;

f. Implement activities to promote the return of all children to school (i.e. communication campaign, incentives for vulnerable children or reintegration of pregnant girls). Particular attention must be given to already vulnerable groups, who may face added risks;

g. Devise innovative catch-up strategies in order to recover learning time;

h. Commission further investigations to determine the extent of impact of the school closure on risks to children;

i. Develop guidelines and code of conduct for teachers interacting with learners outside of the school environment for child protection purposes;

j. Revitalise SHN as a long term strategic health response in all learning institutions (primary, secondary and tertiary);

k. Develop a long term pandemic response requiring significant investments in the education sector focused on expanding space in order to meet the difficult demands of social distancing in learning institutions;

l. Explore a diversity of solutions to methodically explore low cost alternatives to centralised driven remote learning;

m. Develop a strategy to guide business continuity in the education sector in the event of another disease occurring;

n. Adopt a dynamic policy approach, to address contextual realties and shift away from a 'one-size-fits-all' approach, including a move towards localising the national level directives to pave the way for a COVID-19 policy exit strategy;

o. Expand testing beyond the incidence driven and contact tracing strategy currently in use for addressing COVID-19;

p. Start pivoting from the emergency response to the so called 'new normal' a move that requires strengthened multi-sectoral coordination and immediately enhancing budget lines for school health activities and WASH;

q. Proactively test teachers and learners that have been in school to verify the success of the measures taken so far; and

r. Established a robust system for collection of health data in schools. The MOGE and MoH need to develop indicators to track the implementation of COVID-19 interventions.

s. MoGE should consider establishing partnerships with Mobile Network Operators that will enable free access to the E-learning portal for all learners at ECE, primary and secondary levels.

The decision points are cast knowing that a prolonged pandemic approach can cause uncertainty in the education system and also put learners out of the school system at risk of harm and engaging in vices.

ANNEX 1: Provincial Enrolments Before and After Reopening – Boys and Girls

Central

Legend: Boys before closure, Boys after re-opening, Girls before closure, Girls after re-opening

Copperbelt

Legend: Boys before closure, Boys after re-opening, Girls before closure, Girls after re-opening

Eastern

Luapula

Lusaka

Muchinga

Northern

N. Western

Southern

Western
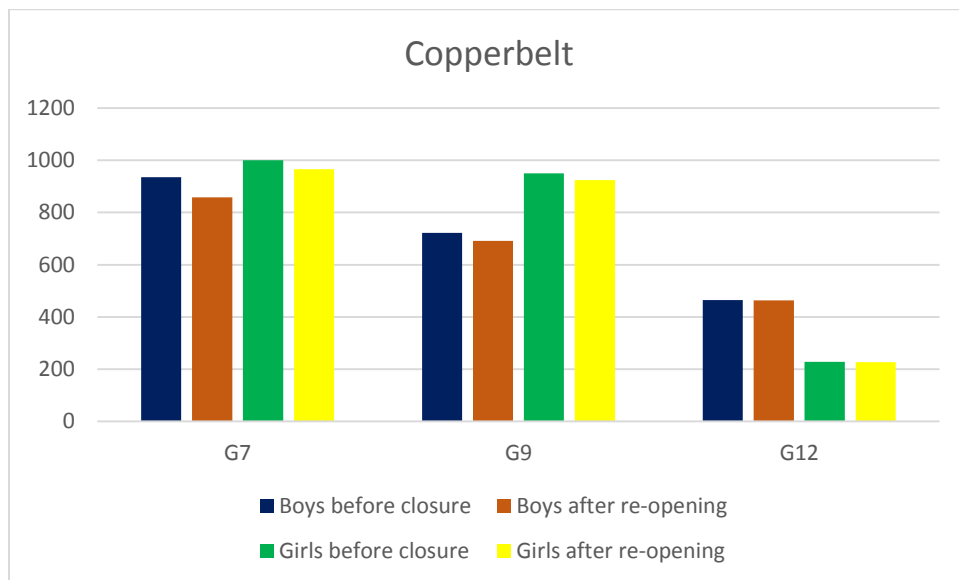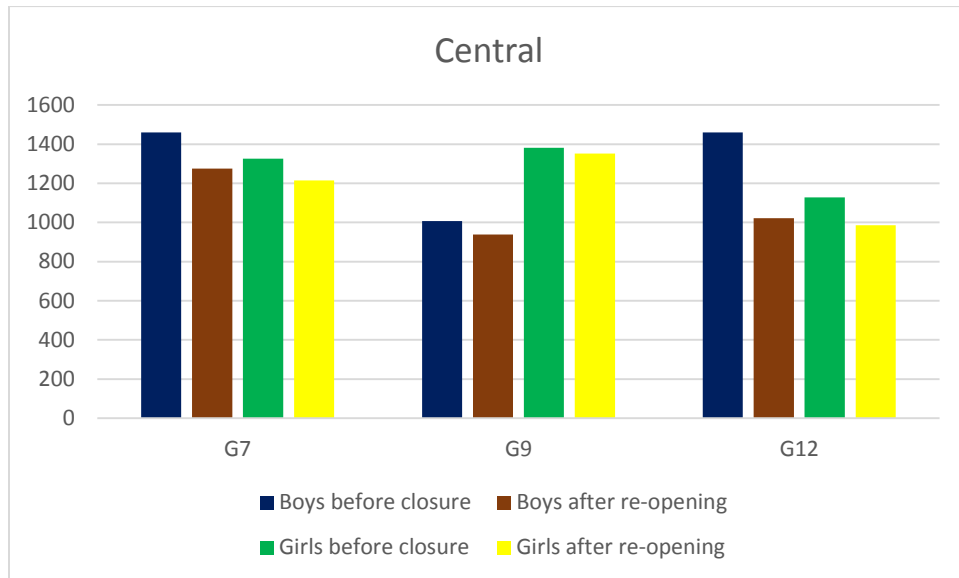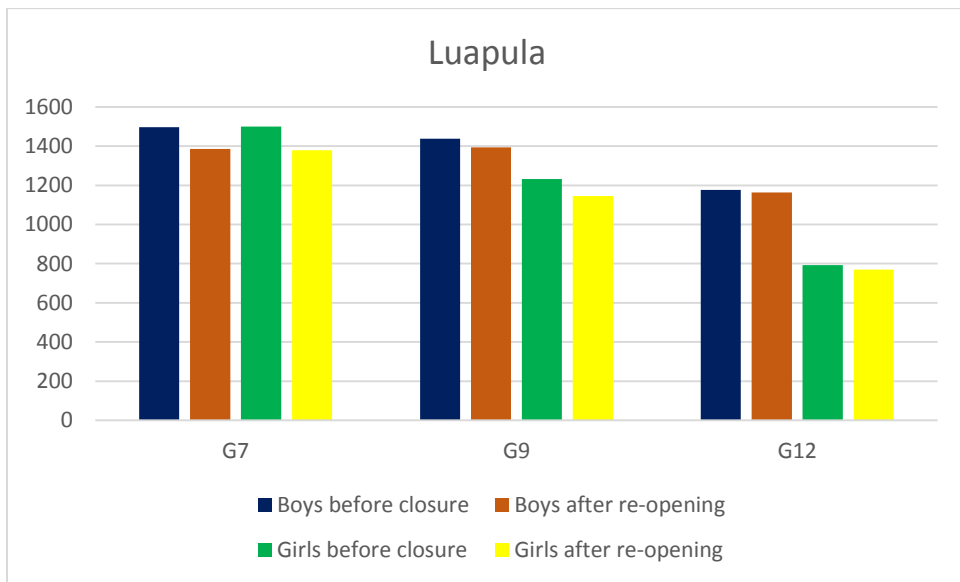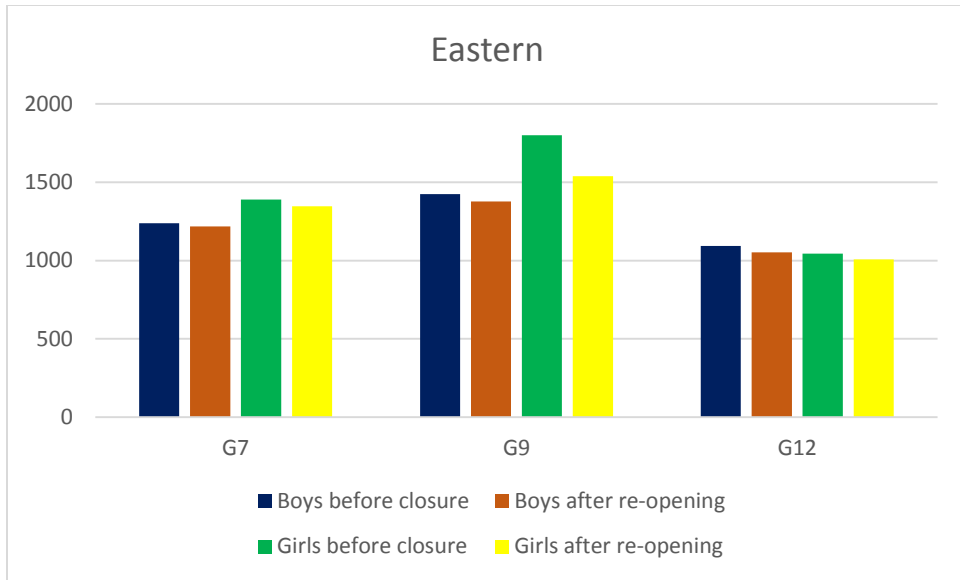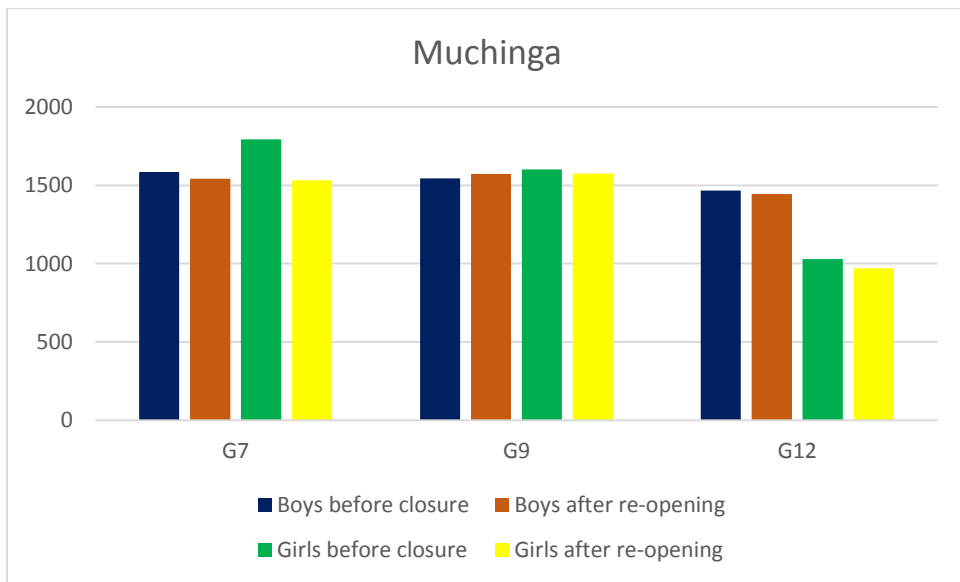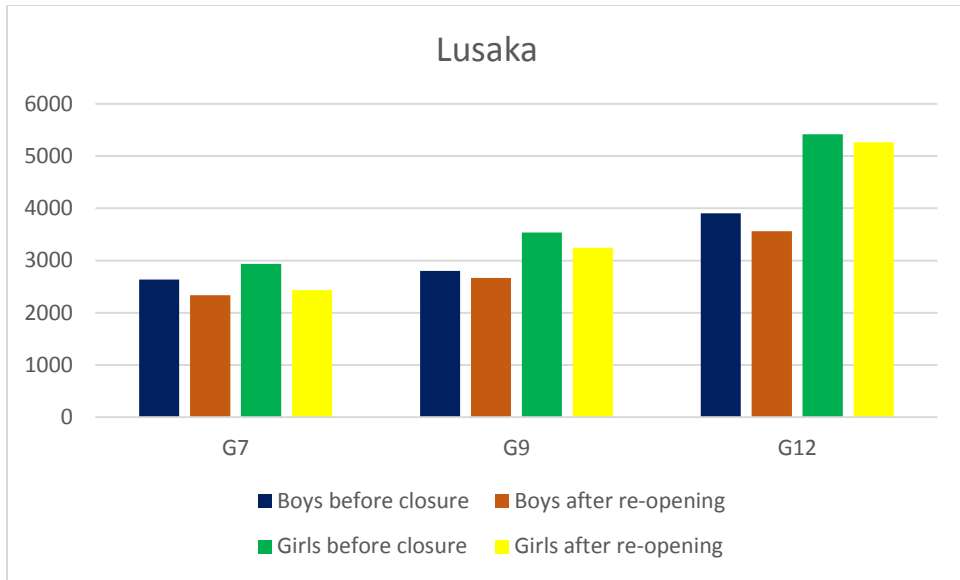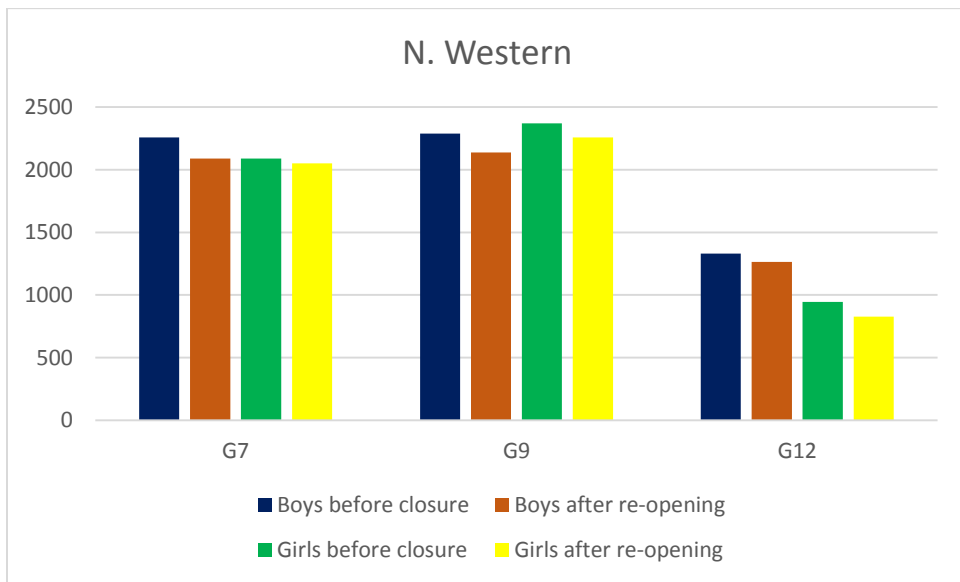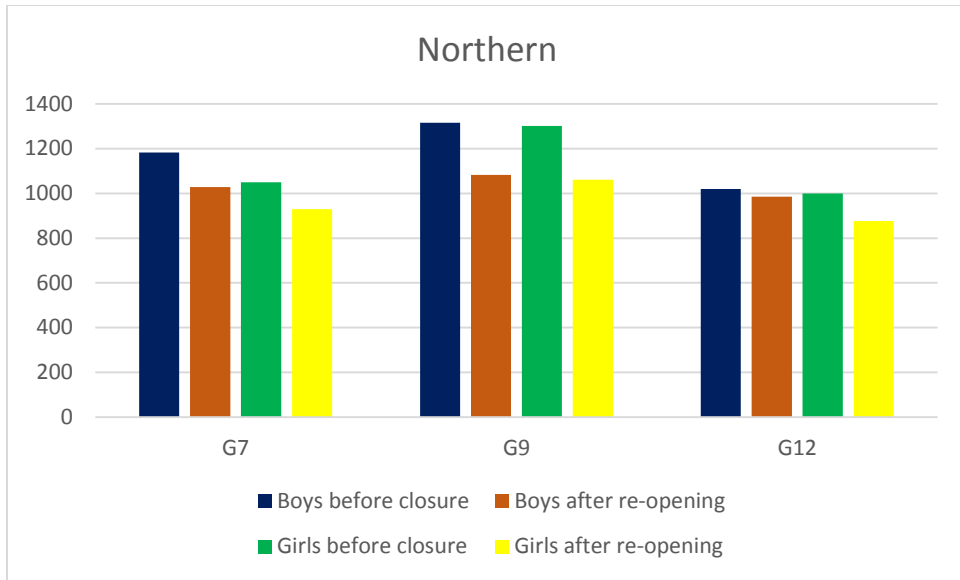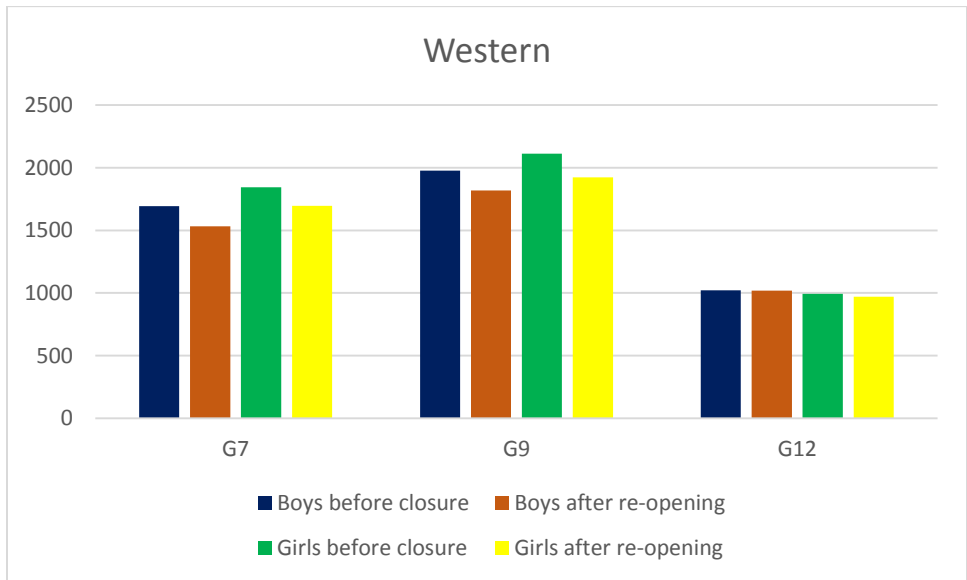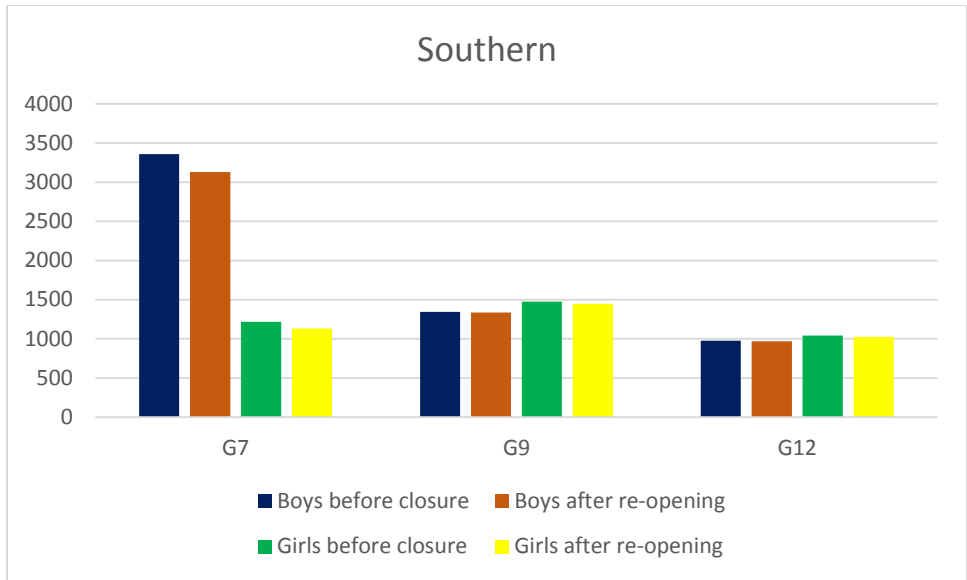
ANNEX 1: WASH Status of Provinces

Has running water

Province	Value
Central	27
Copperbelt	18
Eastern	29
Luapula	13
Lusaka	42
Muchinga	31
N.Western	16
Northern	29
Southern	25
Western	30

Has water pump

Province	Value
Central	24
Copperbelt	12
Eastern	23
Luapula	4
Lusaka	37
Muchinga	23
N.Western	17
Northern	19
Southern	14
Western	30

Has flushable toilet

Has latrines

Has handwashing station at entry of every classroom

Has borehole

ANNEX 2: List of Schools Monitored by Province

CENTRAL PROVINCE

	Name of School	Name of Province	Name of District	School Category	Type of school	Special Education
1.	Mkushi Hillside Academy	Central	Mkushi	Primary	Private	No
2.	Kasanda Malombe Sec School	Central	Kabwe	Secondary	Public	No
3.	Mkushi Secondary School	Central	Mkushi	Secondary	Public	No
4.	Chindwin Secondary School	Central	Kabwe	Secondary	Public	No
5.	Flamingo Private	Central	Kabwe	Primary	Private	No
6.	Upper Musofu Primary School	Central	Mkushi	Primary	Grant Aided	No
7.	Nkumbi Secondary	Central	Mkushi	Secondary	Public	No
8.	Musofu Secondary School	Central	Mkushi	Secondary	Grant Aided	No
9.	Mkushi Day Secondary School	Central	Mkushi	Secondary	Public	No
10.	Mkushi Boma Primary	Central	Mkushi	Primary	Public	No
11.	Caritas Secondary	Central	Kabwe	Secondary	Grant Aided	No
12.	Makululu B Primary	Central		Primary	Public	No
13.	Kantwite	Central	Kapiri Mposhi	Primary	Public	No
14.	Luanshimba	Central	Kapiri Mposhi	Primary	Public	No
15.	Nkumbi Primary School	Central	Mkushi	Primary	Public	No
16.	Mukulaulo	Central	Mkushi	Primary	Public	No

17.	Mamboshi Secondary	Central	Mkushi	Secondary	Public	No
18.	Makwati Community	Central	Kabwe	Primary	Community	No
19.	Momboshi Primary School	Central	Mkushi	Primary	Private	No
20.	Chimbofwe Primary	Central	Mkushi	Primary	Public	No
21.	Matuku Primary	Central		Primary	Public	No
22.	Mboboli Primary	Central	Mkushi	Primary	Public	No
23.	Lukombo Primary	Central	Kapiri Mposhi	Primary	Private	No
24.	Hilltop Primary	Central	Kapiri Mposhi	Primary		No
25.	Sungula	Central	Kapiri Mposhi	Primary	Public	No
26.	S.T Agness Primary	Central	Kapiri Mposhi	Primary	Public	No
27.	Mulonga Day Secondary	Central	Kapiri Mposhi	Secondary	Public	No
28.	Danford Chirwa Secondary	Central	Kabwe	Secondary	Public	No
29.	Angelina Tembo Girls Secondary School	Central	Kabwe	Secondary	Grant Aided	No
30.	Stephen Luwisha Girls Secondary	Central	Kabwe	Secondary	Grant Aided	No
31.	Jacaranda Trust School	Central	Kabwe	Primary	Private	No
32.	Makululu Day Secondary	Central	Kabwe	Secondary	Public	No
33.	Ndilli Primary School	Central	Kapiri Mposhi	Primary	Public	No
34.	John Paul Ii Primary School	Central	Kapiri Mposhi	Primary	Grant Aided	No
35.	Kapiri Girl National Stem School	Central	Kapiri Mposhi	Secondary	Public	No
36.	Munsakamba Primary School	Central	Mkushi	Primary	Public	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
37.	Ngungu Primary School	Central	Kabwe	Primary	Public	No
38.	Makululu B Primary	Central		Primary	Public	No
39.	Kabwe Secondary School	Central	Kabwe	Primary	Public	No
40.	Mboboli Primary	Central	Mkushi	Primary	Public	No
41.	Lukombo Primary	Central	Kapiri Mposhi	Primary	Private	No
42.	Hilltop Primary	Central	Kapiri Mposhi	Primary		No
43.	Mwafwasa	CENTRAL	KAPIRI MPONSHI	Primary	Public	No
44.	Shalom Primary School	Central	Kapiri Mponshi	Primary	Public	No
45.	Vinjeru Trust School	Central	Kapiri Mponshi	Combined (ECE, Primary and secondary)	Private	No
46.	Palamedes Primary	Central	Kapiri Mponshi	Primary	Public	No
47.	Pameka Academy	Central	Kapiri Mponshi	Primary	Private	No
48.	John Paul II Secondary	Central	Kapiri Mponshi	Secondary	Public	No
49.	Mwala Primary	Central	Kapiri Mponshi	Primary	Public	No
50.	Filawila Mission school	Central	Mkushi	Secondary	Grant aided	No

COPPERBELT

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Twatemwa Primary School	Copperbelt	Luanshya	Primary	Public	No
2.	Kafulafuta Boarding Secondary School	Copperbelt	Masaiti	Secondary	Public	No
3.	Fipashi Primary School	Copperbelt	Masaiti	Primary	Community	No

4.	Mulofwa	Copperbe lt	Masaiti	Primary	Private	No
5.	S.T Banabas Academy	Copperbe lt	Masaiti	Primary	Private	No
6.	Suzika Private School	Copperbe lt	Luanshya	Primary	Private	No
7.	Fisenge Secondary School	Copperbe lt	Luanshya	Secondary	Public	No
8.	Baluba Secondary School	Copperbe lt	Luanshya	Secondary	Public	No
9.	Fisenge Kapepa Community School	Copperbe lt	Luanshya	Combined (ECE and primary)	Community	No
10.	Makoma Primary School	Copperbe lt	Luanshya	Primary	Public	No
11.	Kasongo Primary School	Copperbe lt	Luanshya	Primary	Public	No
12.	Twatasha Primary School	Copperbe lt	Ndola	Primary	Public	No
13.	Roan Primary School	Copperbe lt		Primary	Public	No
14.	Bwafwano Community School	Copperbe lt	Luanshya	Primary	Community	No
15.	St Thomas Community	Copperbe lt	Luanshya	Primary	Community	No
16.	Nzelu Zanga Private	Copperbe lt	Luanshya	Primary	Private	No
17.	Fisenge Primary School	Copperbe lt	Luanshya	Primary	Public	No
18.	Evape Academy	Copperbe lt	Luanshya	Primary	Public	No
19.	Victorious Private School	Copperbe lt	Luanshya	Primary	Private	No
20.	Hanniel Boys Secondary School (Boarding)	Copperbe lt	Luanshya	Secondary	Private	No
21.	Pyutu Primary School	Copperbe lt	Masaiti	Primary	Public	No
22.	Fiwale	Copperbe lt	Masaiti	Primary	Private	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
23.	Chamiunda	Copperbelt	Masaiti	Primary	Public	No
24.	Luanshya Girls Secondary	Copperbelt	Luanshya	Secondary	Public	No
25.	Buteko Primary School	Copperbelt	Luanshya	Primary	Public	No

EASTERN

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Damview primary school	Eastern	Chipata	Primary	Public	No
2.	Tilitonse primary	Eastern	Sinda	Primary	Public	No
3.	Katete Primary	Eastern	Katete	Primary	Public	No
4.	Mphangwe Primary	Eastern		Primary	Grant aided	No
5.	Katete Primary School	Eastern	Katete	Primary	Public	No
6.	Mordon Academy Secondary school	Eastern	Katete	Secondary	Private	No
7.	Jersey Primary School	Eastern	Katete	Primary	Public	No
8.	Katete Girls Secondary school	Eastern	Katete	Secondary	Public	No
9.	Bethel Primary School	Eastern	Katete	Primary	Grant aided	No
10.	Katete Riverside Private School	Eastern	Katete	Secondary	Public	No
11.	Chibolya Primary	Eastern	Katete	Primary	Public	No
12.	Tikondane Community	Eastern	Katete	Combined (ECE and primary)	Community	No
13.	Jersey Day Secondary	Eastern	Katete	Secondary	Public	No
14.	Nsanjika Day Secondary	Eastern	Chipata	Secondary	Public	No
15.	Damview primary school	Eastern		Secondary	Public	No
16.	Magwero Standard	Eastern	Chipata	Primary	Public	No
17.	Kanjala Primary School	Eastern	Chipata	Primary	Public	No

18.	St Monica Secondary	Eastern	Chipata	Secondary	Grant aided	No
19.	Kanjala Day Secondary	Eastern	Chipata	Secondary	Public	No
20.	Chisitu Adventist School	Eastern	Chipata	Primary	Community	No
21.	Chongololo Secondary School	Eastern	Chipata	Secondary	Private	No
22.	Chongololo Primary School	Eastern	Chipata	Primary	Private	No
23.	Katandala Primary School	Eastern		Primary	Public	No
24.	Nsanjika Day Secondary	Eastern	Chipata	Primary	Public	No
25.	St Betty Primary School	Eastern	Chipata	Primary	Public	No
26.	Chipata Primary School	Eastern	Chipata	Combined (ECE and primary)	Public	No
27.	Magwero School for the blind	Eastern	Chipata	Primary	Grant aided	Yes
28.	Fortune Private School	Eastern	Chipata	Primary	Private	No
29.	Mshachanta Community School	Eastern	Chipata	Primary	Community	No
30.	Hillside Secondary School	Eastern	Chipata	Secondary	Public	No
31.	Chipata Primary School	Eastern	Chipata	Primary	Public	No
32.	Hillside Secondary School	Eastern	Chipata	Primary	Public	No
33.	Fortune Private School	Eastern	Chipata	Secondary	Grant aided	No
34.	Omelo Mumba	Eastern	Katete	Primary	Public	No
35.	Magwero School for the Deaf	Eastern		Secondary	Public	Yes
36.	Mwala Hills Primary	Eastern	Sinda	Primary	Public	No
37.	Chizongwe Technical Secondary School	Eastern	Chipata	Secondary	Public	No
38.	Chamayela Primary School	Eastern	Sinda	Primary	Public	No
39.	Sinda Primary	Eastern	Sinda	Primary	Public	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
40.	Sinda Primary	Eastern		Secondary	Public	No
41.	St Peter and Paul	Eastern	Sinda	Secondary	Grant aided	No
42.	Chasa Secondary School	Eastern		Secondary	Grant aided	No
43.	St Atanalo Day Secondary	Eastern		Secondary	Grant aided	No
44.	Bethel Primary School	Eastern	Katete	Secondary	Public	No
45.	Dole Primary school	Eastern	Katete	Primary	Public	No
46.	Kambila Primary	Eastern	Katete	Primary	Public	No
47.	Katete Day Secondary School	Eastern	Katete	Secondary	Public	No
48.	Chimbundire Primary School	Eastern	Katete	Primary	Public	No
49.	Chikwanda Primary School	Eastern	Katete	Primary	Public	No

LUAPULA

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Chisongo Primary	Luapula	Mansa	Primary	Public	No
2.	Mabumba Secondary	Luapula	Mansa	Private	Public	No
3.	Musenga Community	Luapula	Mansa	Primary	Public	No
4.	Namwandwe Combined	Luapula	Mansa	Primary and secondary	Public	No
5.	Mantumbusa	Luapula	Mansa	Primary	Public	No
6.	Mwela	Luapula	Mansa	Primary	Public	No
7.	Mabumba	Luapula	Mansa	Primary	Public	No
8.	Mansa Trust	Luapula	Mansa	Private	Private	No
9.	Hightop	Luapula	Mansa	Primary	Private	No

10.	Praise	Luapula	Mansa	ECE, Primary and secondary	Private	No
11.	Pearl Gate	Luapula	Mansa	ECE and primary	Private	No
12.	St Clements	Luapula	Mansa	Private	Private	No
13.	Foldina Pandeli	Luapula	Mansa	Private	Private	No
14.	Mufuma	Luapula	Mansa	Primary	Community	No
15.	Kale	Luapula	Mansa	Primary and secondary	Public	No
16.	Kafula	Luapula	Mansa	Primary	Community	No
17.	Lubende	Luapula	Mansa	Primary and secondary	Public	No
18.	Mibenge	Luapula	Mansa	ECE, Primary and secondary	Public	No
19.	Mansa	Luapula	Mansa	Private	Public	No
20.	Mutende	Luapula	Mansa	Primary and secondary	Public	No
21.	Jovial Dreamz	Luapula	Samfya	ECE and primary	Private	No
22.	Chilumba	Luapula	Samfya	Primary	Public	No
23.	Chisokone	Luapula	Samfya	Private	Public	No
24.	Mano	Luapula	Samfya	Primary	Public	No
25.	Katanshya	Luapula	Samfya	Primary	Public	No
26.	Miloke	Luapula	Samfya	Primary and secondary	Public	No
27.	Twingi	Luapula	Samfya	Private	Public	No
28.	Chikunyu	Luapula	Samfya	Primary	Public	No
29.	Kasoma Bangweulu	Luapula	Samfya	Primary	Public	No
30.	S K Private	Luapula	Samfya	Primary	Private	No
31.	Mungulube	Luapula	Samfya	Primary	Public	No
32.	Samfya	Luapula	Samfya	Private	Public	No
33.	Nkungu	Luapula	Samfya	Primary	Public	No
34.	Mulisha	Luapula	Samfya	Primary	Public	No
35.	Yamba	Luapula	Samfya	Primary	Public	No
36.	Chisakana	Luapula	Samfya	ECE, Primary and secondary	Public	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
37.	Kabanga	Luapula	Samfya	Primary	Public	No
38.	Makasa	Luapula	Samfya	Primary	Public	No
39.	Muombe	Luapula	Chembe	Primary	Public	No
40.	Kundamfumu	Luapula	Chembe	Primary and secondary	Public	No
41.	Milima	Luapula	Chembe	Primary	Public	No
42.	Luwo	Luapula	Chembe	Primary	Public	No
43.	Lukola	Luapula	Chembe	Primary and secondary	Public	No
44.	Twalumbuka	Luapula	Chembe	Primary	Public	No
45.	Nyengele	Luapula	Chembe	Primary and secondary	Public	No
46.	Lwilu	Luapula	Chembe	Primary	Public	No
47.	Lupili	Luapula	Chembe	Primary	Public	No
48.	Chembe	Luapula	Chembe	Primary	Public	No
49.	Chembe	Luapula	Chembe	Private	Public	No
50.	Musaila	Luapula	Mansa	Primary and Secondary	Public	No
51.	Lwansa	Luapula	Chembe	Primary	Public	No
52.	Chipete	Luapula	Chembe	Secondary	Public	No
53.	Chipete	Luapula	Chembe	Primary	Public	No
54.	Fikombo	Luapula	Chembe	Primary	Public	No
55.	Chayuwa	Luapula	Chembe	Primary	Public	No
56.	Mibinde	Luapula	Chembe	Primary	Public	No

LUSAKA

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Kapoche secondary school	Lusaka	Luangwa	Secondary	Public	No
2.	Luangwa Primary school	Lusaka	Luangwa	Primary	Grant aided	No

3.	Kapoche primary school	Lusaka	Luangwa	Primary	Public	No
4.	Kapoche special	Lusaka	Luangwa	ECE and Primary	Public	Yes
5.	Silverest Secondary	Lusaka	Chongwe	Primary	Public	No
6.	Village hope community	Lusaka	Chongwe	Primary	Public	No
7.	Pemimu	Lusaka	Chongwe	Primary	Public	No
8.	Chongwe secondry	Lusaka	Chongwe	Primary	Public	No
9.	Chainda	Lusaka	Chongwe	Primary	Public	No
10.	Matipula primary	Lusaka	Chongwe	Primary	Public	No
11.	Fountain gate primary school	Lusaka	Chongwe	Primary	Public	No
12.	Nepo pvt primary	Lusaka	Chongwe	Primary	Public	No
13.	Islamic eductional trust of zambia	Lusaka	Chongwe	Primary	Public	No
14.	Nyanshishi primary	Lusaka	Chongwe	Primary	Public	No
15.	Margaret mwachiyeya secondary	Lusaka	Chongwe	Primary	Public	No
16.	Christ the redeemer	Lusaka	Chongwe	Primary	Public	No
17.	Chinkuli primary school	Lusaka	Chongwe	Secondary	Public	No
18.	Bimbe primary	Lusaka	Chongwe	Primary	Public	No
19.	Rafiki private school	Lusaka	Chongwe	Primary	Private	No
20.	Chalimbana primary	Lusaka	Chongwe	Primary	Public	No
21.	Mukamabo 2 secondary	Lusaka	Chongwe	Secondary	Grant aided	No
22.	Mary queen of peace	Lusaka	Lusaka	Primary	Public	No
23.	Mangilla open community	Lusaka	Lusaka	Primary	Public	No
24.	Libala secondary	Lusaka	Lusaka	Secondary	Public	No
25.	St. Mary girls secondary	Lusaka	Lusaka	Secondary	Grant aided	No
26.	Munali girls secondary	Lusaka	Lusaka	Secondary	Public	No
27.	John lange primary	Lusaka	Lusaka	Primary	Public	No

28.		Lusaka	Lusaka	Primary	Public	No
29.	Chelston secondray	Lusaka	Lusaka	Secondary	Public	No
30.	Chunga secondary	Lusaka	Lusaka	Secondary	Public	No
31.	Nelson mandela	Lusaka	Lusaka	Secondary	Public	No
32.	Chibolya primary	Lusaka	Lusaka	Primary	Public	No
33.	Chinika Secondary	Lusaka	Lusaka	Secondary	Public	No
34.	Chawama	Lusaka	Lusaka	Primary	Public	No
35.	Twinpalm secondary	Lusaka	Lusaka	Secondary	Public	No
36.	David kaunda national	Lusaka	Lusaka	Primary	Public	No
37.	Lotus	Lusaka	Lusaka	Primary	Public	No
38.	Twashuka	Lusaka	Lusaka	Primary	Public	No
39.	Woodlands	Lusaka	Lusaka	Primary	Public	No
40.	Woodlands B primary	Lusaka	Lusaka	Primary	Public	No
41.	Woodlands A secondary	Lusaka	Lusaka	Secondary	Public	No
42.	Garden open community	Lusaka	Lusaka	Primary	Community	No
43.	Garden presbyterian	Lusaka	Lusaka	Primary	Community	No
44.	Kaunga secondary school	Lusaka	Luangwa	Secondary	Public	No
45.	Mwavi Primary school	Lusaka	Luangwa	Primary	Public	No
46.	Katondwe Girls secondary school	Lusaka	Luangwa	Secondary	Grant aided	No
47.	Mwalilia Primary	Lusaka	Luangwa	Primary	Public	No
48.	Kavalamanja Memorial Primary school	Lusaka	Luangwa	Primary	Public	No
49.	Mwali secondary school	Lusaka	Luangwa	Secondary	Public	No
50.	Chiriwe primary school	Lusaka	Luangwa	Primary	Public	No
51.	Chilombwe primary school	Lusaka	Luangwa	Primary	Public	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
52.	Janeiro primary school	Lusaka	Luangwa	Primary	Public	No
53.	Luangwa secondary school	Lusaka	Luangwa	Secondary	Public	No
54.	Chakunkula	Lusaka	Lusaka	Primary	Public	No

MUCHINGA

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Mwaba	Muchinga	Chinsali	Primary	Public	No
2.	Chinsali girls secondary	Muchinga	Chinsali	Secondary	Public	No
3.	Chinsali day secondary	Muchinga	Chinsali	Secondary	Public	No
4.	Chinsali special unit	Muchinga	Chinsali	Secondary	Grant aided	Yes
5.	Kenneth kaunda provincial STEM	Muchinga	Chinsali	Secondary	Public	No
6.	Mundu primary	Muchinga	Chinsali	Primary	Public	No
7.	K. Lombe private	Muchinga	Chinsali	Primary	Private	No
8.	Mulakupikwa primary	Muchinga	Chinsali	Primary	Public	No
9.	Lubwa primary	Muchinga	Chinsali	Primary	Grant aided	No
10.	St johns mission primary	Muchinga	Chinsali	Primary	Grant aided	No
11.	Kapwepwe primary	Muchinga	Chinsali	Primary	Public	No
12.	Kambuluma primary	Muchinga	Chinsali	Primary	Public	No
13.	Khimbele primary	Muchinga	Chinsali	Primary	Public	No
14.	Chewe primary	Muchinga	Chinsali	Primary	Public	No
15.	Hoge primary	Muchinga	Chinsali	Primary	Public	No
16.	Mishishi day	Muchinga	Chinsali	Secondary	Public	No

17.	Mishishi primary	Muchinga	Chinsali	Primary	Public	No
18.	Munwe secondary	Muchinga	Chinsali	Primary	Public	No
19.	Munwe primary	Muchinga	Chinsali	Secondary	Public	No
20.	Kalonswe primary	Muchinga	Chinsali	Primary	Public	No
21.	Kalwala secondary	Muchinga	Chinsali	Secondary	Public	No
22.	Mulakupikwa day secondary	Muchinga	Chinsali	Secondary	Public	No
23.	Lubwa mission day secondary	Muchinga	Chinsali	Secondary	Grant aided	No
24.	Chinsali primary	Muchinga	Chinsali	Primary	Public	No
25.	Chikumba primary	Muchinga	Shiwang'andu	Primary	Public	No
26.	Chibesa kunda primary	Muchinga	Shiwang'andu	Primary	Public	No
27.	Mulanga primary	Muchinga	Shiwang'andu	Primary	Public	No
28.	Kanakashi primary	Muchinga	Shiwang'andu	Primary	Public	No
29.	Mulanga day secondary	Muchinga	Shiwang'andu	Secondary	Public	No
30.	Kasangala primary	Muchinga	Shiwang'andu	Primary	Public	No
31.	Philip day secondary	Muchinga	Shiwang'andu	Secondary	Public	No
32.	Shiwang'ndu day secondary	Muchinga	Shiwang'andu	Secondary	Public	No
33.	Kabangama junior secondary	Muchinga	Shiwang'andu	Secondary	Public	No
34.	Kalalatekwe primary	Muchinga	Shiwang'andu	Primary	Grant aided	No
35.	Philipo primary	Muchinga	Shiwang'andu	Primary	Public	No
36.	Chitulika day secondary	Muchinga	Mpika	Secondary	Public	No
37.	Hill side academy	Muchinga	Mpika	Secondary	Private	No
38.	Mpika boys	Muchinga	Mpika	Secondary	Public	No

39.	Musakanya	Muchinga	Mpika	Secondary	Public	No
40.	Mpika day	Muchinga	Mpika	Secondary	Public	No
41.	Musakanya basic	Muchinga	Mpika	Primary	Public	No
42.	Chitulika primary	Muchinga	Mpika	Primary	Public	No
43.	Mpika primary	Muchinga	Mpika	Primary	Public	No
44.	Chibanga day	Muchinga	Mpika	Secondary	Public	No
45.	Chibansa primary	Muchinga	Mpika	Primary	Public	No
46.	Chita primary	Muchinga	Mpika	Primary	Public	No
47.	Nyanji primary	Muchinga	Mpika	Primary	Public	No
48.	Ichengelo primary	Muchinga	Mpika	Primary	Public	No
49.	Strive well	Muchinga	Mpika	Secondary	Private	No
50.	Kabale primary	Muchinga	Mpika	Primary	Public	No
51.	Kabale day	Muchinga	Mpika	Secondary	Public	No
52.	St Theresa	Muchinga	Mpika	Primary	Private	No
53.	Mbola day	Muchinga	Mpika	Secondary	Public	No
54.	Mbola primary	Muchinga	Mpika	Primary	Public	No
55.	Malambwa primary	Muchinga	Mpika	Primary	Public	No
56.	Chibansa day	Muchinga	Mpika	Secondary	Public	No
57.	Golden yellow	Muchinga	Mpika	Secondary	Private	No
58.	Malambwa secondary	Muchinga	Mpika	Secondary	Public	No
59.	Kampemba junior secondary	Muchinga	Chinsali	Secondary	Public	No
60.	Matumbo primary	Muchinga	Shiwang'andu	Primary	Public	No
61.	chibesa kunda day	Muchinga	Shiwang'andu	Secondary	Public	No
62.	konja primary	Muchinga	Shiwang'andu	Primary	Public	No

NORTHERN

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Nsehika primary school	Northern	Mungwi	Primary	Grant aided	No
2.	Celeste	Northern	Mbala	Primary	Public	No
3.	Chila primary school	Northern	Mbala	Primary	Public	No
4.	Musende	Northern	Mbala	Primary	Public	No
5.	St Francis	Northern		Secondary	Grant aided	No
6.	Mulungushi Primary school	Northern	Mbala	Primary	Public	No
7.	Outward bound primary school	Northern	Mbala	Primary	Public	No
8.	Mbulu day secondary school	Northern	Mbala	Secondary	Public	No
9.	Mwangata primary school	Northern	Mwingu	Primary	Public	No
10.	Nseluka mission secondary school	Northern	Mungwi	Secondary	Grant aided	No
11.	Mulambe primary school	Northern	Mungwi	Primary	Public	No
12.	Lualuo primary	Northern	Mungwi	Primary	Public	No
13.	Musa primary school	Northern	Kasama	Primary	Public	No
14.	Muse PVT school	Northern	Kasama	Primary	Private	No
15.	Mungui Boy prov stem sec	Northern	Mungwi	Secondary	Public	No
16.	Kasama Girl Boarding secondary	Northern	Kasama	Secondary	Public	No
17.	Chilleshe Chepeza primary (special)	Northern	Kasama	Primary	Grant aided	Yes
18.	Twatasha	Northern	Kasama	Primary	Community	No
19.	Zithanatashe Christian school limited	Northern	Kasama	Primary	Public	No
20.	Lucheche day secondary	Northern	Mbala	Secondary	Public	No

21.	Mbala primary	Northern	Mbala	Primary	Public	No
22.	Bapist International school	Northern	Mbala	Primary	Private	No
23.	Matipauke primary	Northern	Kasama	Primary	Public	No
24.		Northern	Mungwi	Secondary	Grant aided	No
25.	St. Thresa secondary(boarding)	Northern	Kasama	Secondary	Grant aided	No
26.	Mfishe	Northern	Mungwi	Primary	Public	No
27.	Chinenke primary	Northern	Mbala	Primary	Public	No
28.	Kamena primary	Northern	Mungwi	Primary	Public	No
29.	Lwabwe day secondary school	Northern	Kasama	Secondary	Public	No
30.	Chileshe Mwamba	Northern	Kasama	Primary	Public	No
31.	Lukulu SSooth primary	Northern	Kasama	Primary	Public	No
32.	Lualuo day secondary	Northern	Kasama	Secondary	Public	No
33.	Mipango	Northern	Mungwi	Primary	Public	No
34.	St. Margarets primary school	Northern		Primary	Private	No
35.	Mukosa secondary	Northern		Secondary	Public	No
36.	Mponda primary	Northern	Kasama	Primary	Public	No
37.	Lwimbo primary	Northern	Kasama	Primary	Public	No
38.	Kapolyo primary	Northern		Primary	Public	No
39.	Hope primary school	Northern	Mbala	Primary	Public	No
40.	Chileshe chepela special boarding	Northern	Kasama	Secondary	Grant aided	Yes
41.	Nileleni private	Northern	Kasama	ECE and primary	Private	No
42.	Kasenga primary	Northern	Kasama	Primary	Public	No
43.	Chishimba primary school	Northern	Kasama	Primary	Public	No
44.	Blessing private academy	Northern	Kasama	Secondary	Private	No

45.	Mutale Mukulu	Northern	Mungwi	Primary	Public	No
46.	Chele	Northern	Mbala	Primary	Community	No
47.	Mukosa primary	Northern	Mungwi	Primary	Public	No
48.	St Pauls day secondary school	Northern	Mbala	Secondary	Grant aided	No
49.	Mbala boarding secondary	Northern	Mbala	Secondary	Public	No
50.	Mulungushi Primary school	Northern	Mbala	Primary	Grant aided	No
51.	Katumba Community school	Northern	Mungwi	Primary	Community	No
52.	Chipalila community school	Northern		Primary	Community	No

NORTH-WESTERN

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Kasempa Boys Boarding Secondary	North-Western	Kasempa	Secondary	Public	No
2.	Kasempa Day Secondary School	North-Western	Kasempa	Secondary	Public	No
3.	Kasempa Primary	North-Western	Kasempa	Primary	Public	No
4.	Kasempa Multi-Disability School	North-Western	Kasempa	Secondary	Public	No
5.	Emmanuel Lan Trust School	North-Western	Kasempa	Primary	Private	No
6.	Lufupa Day Seconding School	North-Western	Kasempa	Secondary	Public	No
7.	Kivuku Primary School	North-Western	Kasempa	Primary	Public	No
8.	Mukinge Primary School	North-Western	Kasempa	Primary	Public	No
9.	Nkenyauna Primary School	North-Western	Kasempa	Primary	Public	No
10.	Kantenda Primary	North-Western	Kasempa	Primary	Public	No
11.	Kalusha Primary	North-Western	Kasempa	Primary	Public	No

				Primary	Public	No
12.	Kaimbwe Primary	North-Western	Kasempa	Primary	Public	No
13.	Kaimbwe Day Secondary School	North-Western	Kasempa	Secondary	Public	No
14.	Nselauke Day Sec Sch	North-Western	Kasempa	Secondary	Public	No
15.	Nselauke Primary	North-Western	Kasempa	Primary	Grant aided	No
16.	Kafumfula Primary	North-Western	Kasempa	Primary	Public	No
17.	Kimabokwe Primary	North-Western	Kasempa	Primary	Public	No
18.	Dengwe Primary School	North-Western	Kasempa	Primary	Public	No
19.	Kateete	North-Western	Kasempa	Primary	Public	No
20.	Kamusongolwa	North-Western	Kasempa	Primary	Public	No
21.	Meheba 'C' Primary	North-Western	Kalumbila	Primary	Public	No
22.	Kakaindu Primary School	North-Western	Kalumbila	Primary	Public	No
23.	Mwajimambwe Primary School	North-Western	Kalumbila	Primary	Public	No
24.	Kipemba Primary	North-Western	Kalumbila	Primary	Public	No
25.	Kyabankaka Primary School	North-Western	Kalumbila	Primary	Public	No
26.	Mutanda Boarding Secondry School	North-Western	Kalumbila	Secondary	Grant aided	No
27.	Mbulungu Primary School	North-Western	Kalumbila	Primary	Private	No
28.	Meheba 'D' Primary	North-Western	Kalumbila	Primary	Public	No
29.	Meheba 'B' Primary	North-Western	Kalumbila	Primary	Public	No
30.	Kananga Primary School	North-Western	Kalumbila	Primary	Public	No
31.	Luamvundu Primary	North-Western	Kalumbila	Primary	Public	No

32.	Luamvundu Secondary	North-Western	Kalumbila	Secondary	Public	No
33.	Kisasa Secondary	North-Western	Kalumbila	Secondary	Public	No
34.	Shinda Primary School	North-Western	Kalumbila	Primary	Public	No
35.	Mayama Primary	North-Western	Kalumbila	Primary	Public	No
36.	Solwezi Boys Provincial Secondary	North-Western	Solwezi	Secondary	Public	No
37.	Kisalala Primary	North-Western	Solwezi	Primary	Public	No
38.	Mapopo Primary	North-Western	Solwezi	Primary	Public	No
39.	St. Francis Secondary	North-Western	Solwezi	Secondary	Public	No
40.	Kapijimpanga Secondary	North-Western	Solwezi	Secondary	Public	No
41.	Kyafukuma Secondary School	North-Western	Solwezi	Secondary	Public	No
42.	Kamitonte	North-Western	Solwezi	Primary	Public	No
43.	Kyafukuma Primary School	North-Western	Solwezi	Primary	Public	No
44.	Katandano Primary School	North-Western	Solwezi	Primary	Public	No
45.	Kabulobe Primary School	North-Western	Solwezi	Primary	Public	No
46.	Kimiteto Secondary School	North-Western	Solwezi	Secondary	Public	No
47.	Roowel Mwepu Primary School	North-Western	Solwezi	Primary	Public	No
48.	Kimiteto Primary	North-Western	Solwezi	Primary	Public	No
49.	Muyoya Community	North-Western	Solwezi	Primary	Community	No
50.	Rodwel Mwepu Day Secondary School	North-Western	Solwezi	Secondary	Public	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
51.	Kimiteto Primary	North-Western	Solwezi	Primary	Private	No
52.	Muyoya Community	North-Western	Solwezi	Primary	Public	No
53.	Rodwel Mwepu Day Secondary School	North-Western	Solwezi	Primary	Grant aided	No
54.	Sentinel Kabitaka	North-Western	Solwezi	Secondary	Public	No
55.	Mushitala Primary School	North-Western	Solwezi	Primary	Public	No
56.	St.Marys Special School	North-Western	Solwezi	Primary	Public	Yes
57.	Kimale Secondary	North-Western	Kasempa	Secondary	Public	No
58.	Kimale Primary	North-Western	Kasempa	Secondary	Public	No
59.	Kamatete	North-Western	Kasempa	Primary	Public	No

SOUTHERN

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Harmony	Southern	Choma	Primary	Public	No
2.	Masopo Primary	Southern	Choma	Primary	Public	No
3.	Jokwe Primary	Southern	Zimba	Primary	Public	No
4.	Andre Bordier	Southern		ECE, Primary and secondary	Public	No
5.	Nazilongo	Southern	Kalomo	Primary	Public	No
6.	Moombo primary	Southern		Primary	Public	No
7.	Siamoono Primary	Southern	Kalomo	Primary	Public	No
8.	Mabuyu primary	Southern	Kalomo	Primary	Public	No
9.	Siatembo Basic	Southern	Choma	Primary	Public	No
10.	Choma secondary	Southern	Choma	Secondary	Grant aided	No
11.	Kabanga christian sec	Southern	Ziimba	Secondary	Grant aided	No
12.	Muchindu primary	Southern	Kalomo	Primary	Public	No

13.	Nsalali	Southern	Kalomo	Primary	Public	No
14.	nazibbula	Southern	Kalomo	Primary	Public	No
15.	Abeka school	Southern	Kalomo	Primary	Private	No
16.	Faithwood Christian Sch	Southern	Kalomo	Primary	Private	No
17.	Niza Trust School	Southern	Choma	Primary	Private	No
18.	Kabanga Basic Sch	Southern	Ziimba	Primary	Grant aided	No
19.	Chuundu Secondary	Southern	Kalomo	Secondary	Public	No
20.	Popota Primary	Southern		Primary	Public	No
21.	Mumba Primary School	Southern	Kalomo	Primary	Public	No
22.	Choma Day School	Southern	Choma	Secondary	Public	No
23.	Shamdande Primary	Southern	Choma	Primary	Public	No
24.	Airport primary	Southern	Choma	Primary	Public	No
25.	Kabomo Primary school	Southern		Primary	Public	No
26.	Swani priamry &Sec	Southern	Choma	Primary	Public	No
27.	Luyaba Primary & Sec	Southern	Ziimba	Primary	Public	No
28.	Kalomo Secondary sch	Southern		Secondary	Public	No
29.	Kalomo Day Sec	Southern		Secondary	Public	No
30.	Mukwela secondary	Southern		Secondary	Public	No
31.	Nahumba Basic school	Southern		Primary	Public	No
32.	ST Patricks Primary	Southern		Primary	Public	No
33.	Mukasa Seminary private Sec school	Southern	Choma	Secondary	Private	No
34.	Goodhope Primary	Southern	Kalomo	Primary	Grant aided	No
35.	Mwapona Community School	Southern	Choma	Primary	Community	No

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
36.	NJase Girls Secondary	Southern	Choma	Secondary	Grant aided	No
37.	City Of Angels	Southern	Choma	Primary	Private	No
38.	Emerging Star Acadenmy Private	Southern	Choma	Primary	Private	No
39.	Bllili Basic	Southern	Kalomo	Primary	Public	No
40.	Njabalombe Primary school	Southern	Ziimba	Primary	Public	No
41.	Mukwela Primary school	Southern	Kalomo	Primary	Public	No

WESTERN

	Name of School	Name of province	Name of district	School Category	Type of school	Special Education
1.	Mulamation	Western	Kaoma	Primary	Public	No
2.	Manllo primary	Western	Kaoma	Primary	Public	No
3.	Makapaela New Apostolic	Western	Limulunga	Primary	Public	No
4.	Maange Primary	Western	Limulunga	Primary	Public	No
5.	Ilukama secondary school	Western	Limulunga	Secondary	Private	No
6.	Presentation secondary school	Western	Kaoma	Secondary	Public	No
7.	Nang'oko primary school	Western	Limulunga	Primary	Public	No
8.	Ikabako primary	Western	Limulunga	Primary	Public	No
9.	Mweeke combinded secondary	Western	Limulunga	Secondary	Public	No
10.	Limulunga Community	Western	Limulunga	Primary	Public	No
11.	Nangula Combined School	Western	Limulunga	ECE, Primary and secondary	Public	No
12.	Miulwe Primary School	Western	Limulunga	Primary	Public	No
13.	Ilundu Primary	Western	Limulunga	Primary	Public	No

No.	Name	Province	District	Level	Type	
14.	Limulunga Day Secondary	Western	Limulunga	Secondary	Public	No
15.	Limulunga Combined School	Western	Limulunga	ECE, Primary and secondary	Grant aided	No
16.	Mupatu Primary School	Western	Limulunga	Primary	Public	No
17.	Nangondi Primary	Western	Limulunga	Primary	Public	No
18.	Chitwa Primary	Western	Kaoma	Secondary	Public	No
19.	Kalukundwe Primary	Western	Kaoma	Primary	Public	No
20.	Kaoma Secondary School	Western	Kaoma	Secondary	Public	No
21.	Own View School	Western	Kaoma	Primary	Public	No
22.	Tera Family Academy	Western	Kaoma	Primary	Public	No
23.	Kingsyone Hill Academy	Western	Kaoma	Primary	Public	No
24.	Mulambwa	Western	Mongu	Primary	Public	No
25.	Mangango primary school	Western	Kaoma	Primary	Public	No
26.	Mulamatila	Western	Kaoma	Secondary	Grant aided	No
27.	Kaoma Primary School	Western	Kaoma	Primary	Private	No
28.	ST. Agatha Catholic School	Western	Mongu	Primary	Public	No
29.	Mongu basic	Western	Mongu	Primary	Public	No
30.	Kanyonyo Secondary sch	Western	Mongu	Secondary	Public	No
31.	Katongo Sch	Western	Mongu	Primary	Public	No
32.	Namaloba Primary School	Western	Kaoma	Primary	Public	No
33.	Longe Primary & Secondary	Western	Kaoma	Primary	Public	No
34.	Luena Barracks Secondary	Western	Kaoma	Secondary	Public	No
35.	Chilombo Primary school	Western	Kaoma	Primary	Public	No

36.	Sefula School for the blind	Western	Mongu	Secondary	Public	Yes
37.	Mutwiwambwa Primary	Western	Mongu	Primary	Public	No
38.	Malenga primary	Western	Mongu	Primary	Public	No
39.	Mukoko primary school	Western	Mongu	Primary	Public	No
40.	Imwiko primary school	Western	Mongu	Primary	Public	No
41.	Lourdes community sch	Western	Mongu	Primary	Public	No
42.	The Calabash	Western	Mongu	Primary	Public	No
43.	Kambule Provincial Stem Secondary	Western	Mongu	Secondary	Public	No
44.	Tungi Primary	Western	Mongu	Primary	Public	No
45.	ST John's Secondary school	Western	Mongu	Secondary	Public	No
46.	Sefula Secondary	Western	Mongu	Secondary	Public	No
47.	Village of hope trust primary school	Western	Mongu	Primary	Public	No
48.	Village of hope trust School	Western	Mongu	Secondary	Public	No
49.	Mule Secondary	Western	Mongu	Secondary	Community	No
50.	Namushakende Basic	Western	Mongu	Primary	Public	No
51.	Ikabako primary	Western	Limulunga	Primary	Public	No
52.	Moombo school	Western	Limulunga	Primary and secondary	Public	No
53.	Ndiki Primary	Western	Limulunga	Primary	Public	No

ANNEX 3: Monitoring Tool for Provincial Education Officers and District Education Board Secretaries

A. SCHOOL LOCATION

1. **Name of Province** 2. **Name of DEBS**		3. **Contact Number**	
4. **Position of Respondent**	☐ **PEO** ☐ **DEBS** ☐ **OTHERS: _____**	5. **Date of Assessment**	

B. Provincial Profile

6. Number of Secondary Schools			Number of Primary Schools		
7. Population of Children in Examination Classes	**Total Enrolment**	**Boys**	**Girls**	**Examination Classes**	
				Grade 7	
				Grade 9	
				Grade 12	

A. GENERAL QUESTIONS ON AVAILABLE POLICIES AND THEIR IMPLEMENTATION

1. Do you have Covid-19 Prevention and Control Guidelines in Place?	☐ Yes	☐ No	
2. Do Schools and District Offices have access to these guidelines referred to above and how do they access them?	☐ No	☐ Yes, through Hard Copies ☐ Yes, the training or Orientation ☐ Yes, Through online portal ☐ Yes, Others _____	
3. Are there any mechanisms put in place to ensure that schools are following these guidelines?	☐ No ☐ Yes, regular Compliance Monitoring	☐ Yes, rants have been sent to schools ☐ Yes, Mobilized material support through disaster management ☐ Others specify_____ _____ _____	
4. Do you have a Covid-19 Action Plan developed at Provincial/ District level?	☐ Yes ☐ No	☐ Explain your answer_____ _____	
5. If yes to question 4, what specific Covid-19 prevention and control provisions and related health activities has your Province/District put in the action plan?	_____ _____ _____		

		_____	
6. Do you conduct monitoring of Covid-19 prevention and control provisions and related health activities to ensure Compliance?	☐ No ☐ Yes, weekly ☐ Yes, Monthly ☐ Yes, Daily ☐ Yes, Random	If no, what are the challenges ☐ No transport ☐ No resources (human and money) ☐ Others, specify_____ _____	
7. In terms of Budget allocation, how much budget has been allocated to Districts and Schools towards Covid-19 prevention and Control?	ZMW_____	Have the Schools and Districts received this allocation? ☐ Yes ☐ No	

SPECIFIC FOR DEBS

8. Do you have ongoing engagement with the District Health office and other line Ministries to support the implementation of Covid-19 guidelines?	☐ Yes ☐ No	If Yes, what are the available platforms for engagement? ☐ Regular meetings ☐ Joint Monitoring ☐ Epidemic Preparedness Committee	
9. Do you have a clear established referral system or reporting mechanisms for suspected cases of Covid-19 in schools?	☐ Yes ☐ No	If yes, please define it below	
10. Are there any resources that have been allocated to schools for Covid-19 Prevention and Control?	☐ No ☐ IEC Materials ☐ Prevention Control Kits ☐ Money (ZMW_____) per School		☐ Training ☐ Transport ☐ Other Specify

B. SAFE GUARDING TEACHERS AND LEARNERS

9. Do your learners and teachers have access to information on COVID-19?	_____ _____

10. If yes, how is this information passed on to the learners and teachers?	_____ _____

11. What specifically have you instituted to protect teachers and learners in Schools?

……
……
……
……
……

12. Do your schools have an active School Health and Nutrition programme? Please explain how they are using it for COVID-19 response.

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ANNEX 3: Monitoring Tool

Date of Assessment		Name of Data Collector	
Respondent's Position	☐ Head Teacher ☐ Teacher ☐ Others specify _____	Contact Number of the Respondent	

1. School Profile

Name of School			EMIS No.	
Name of Province		Name of District		
School Category	☐ Primary ☐ Secondary ☐ Others: Specify _____	Type of School	☐ Public ☐ Private ☐ Grant Aided ☐ Community	☐ Others Specify here
Geographical Location of School	☐ Urban ☐ Rural ☐ Remote	Day or Boarding	☐ Day ☐ Boarding	☐

2. School Basic Information

Level of Education Offered	☐ ECE ☐ Primary (Grade 1-7) ☐ Junior Secondary (Grade 8-9) ☐ High School (Grade 10 – 12)		Number of Shifts Operated	☐ One ☐ Two ☐ More than two		
School Enrolment	Enrolment of learners before closure		Enrolment Before Closure for Exam Classes	Grade 7	Grade 9	Grade 12
	Boys		Total		Boys		
	Girls				Girls		
Status of Reopening	☐ Fully Reopened ☐ Partially Reopened ☐ Not Opened		Brief reasons on reopening status _____ _ _____ _			
Number of available Classrooms		Number of available Desks	Number of Learners who have reported for School after reopening			
				Grade 7	Grade 9	Grade 12
			Boys			
			Girls			

3. Facilities available at the school to support learning

The School has Electricity	☐ Yes, Connected to the National Grid	☐ Yes, Connected to Solar electricity	☐ Yes, Connected to other power source
The School has ICT infrastructure	☐ Yes, has a Computer Lab with Computers	☐ Has Laptops/tablets available	☐ No ICT resources

4. School Preparedness for Reopening

WASH Facilities	Have MoGE school health guidelines?	Social Distancing is Observed in		Social Distancing in movement of pupils around the school
☐ Has Running water ☐ Has Water Pump ☐ Has flushable toilets ☐ Has latrines ☐ Has hand washing station at entry of every classroom ☐ Has borehole	☐ Yes, Hard Copy Provided ☐ Yes, Soft Copy Provided ☐ School received orientation on the guidelines ☐ No Guidelines	In classrooms Yes, in dining rooms Yes, in the school grounds Yes, for boarding facilities	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	☐ Pupils are separated at arrival/departure times ☐ Pupils are separated at break/lunch times ☐ Pupils are always together

Please check if you have the following conditions met:
 	
    ☐ All teachers are in place for exam classes
    ☐ School has enough masks for all learners and staff
    ☐ School can provide masks for needy pupils from home economics department or similar
    ☐ School demonstrates how to use masks appropriately for all learners and staff
    ☐ Learners were wearing masks on the way to, in school and from school
    ☐ School has disinfectants to disinfect the classrooms on a regular basis
    ☐ School has hand sanitizers or soap for washing hands
    ☐ The surrounding, surfaces in classrooms, dining rooms and boarding facilities are cleaned regularly
    ☐ Others, please specify
				Based on these Condition do you think your school is fully prepared for running exam classes?
				    ☐ Yes
				    ☐ No
				
				Is your school making some innovative solutions or mitigation measures to the challenges, please specify.
				_____
				
				_____

5. Continuity of Learning

Is their any type of learning offered to Students during closure?	What are the Key Challenges faced by the School in Providing Distance learning?	What support do teachers provide to students' learning during closure?	How frequently teachers contact students for support during closure?

☐ No ☐ Yes, Take home self-study assignments ☐ Yes, Television Programme ☐ Yes, Radio Programme ☐ Yes, E-Learning ☐ Others, Please specify _____ ☐ None	☐ No Electricity ☐ No readily available content ☐ No Computers to print materials ☐ No Internet to Provide E-learning ☐ Students have limited digital literacy ☐ Others: _____	_____ _____ _____ _____ _____ _____	☐ Every day ☐ 2-3 time a week ☐ Once a week ☐ Once in two weeks ☐ Never
Are your teachers providing any support to students struggling to learn at home? ☐ No ☐ Yes, provides extra follow ups ☐ Yes, provides remedial work ☐ Yes, make follow ups on phone ☐ Others _____ _____	What do teachers say about the benefits of distance learning during closure? _____ _____ _____ _____ _____ _____ _____	What do teachers say about the challenges of distance learning during closure? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

6. Learners' Feedback on Distance Learning Benefit and Perception

Are there any mechanisms in place for collecting feedback from learners? Explain	What do learners say about the benefits of distance learning during closure?	What do students say about the challenges of distance learning during closure?	Do you monitor whether children are learning from Home?
			☐ No ☐ Yes, through submission of assessments and assignment ☐ Yes, we make follow ups with parents ☐ Yes, children have direct phone lines to teachers and make regular calls to consult ☐ Others specify_____ _____

Are you learners studying at home? If yes for how long per day on average?	Do most of your learners have any materials, ICT infrastructure or equipment to support their learning at home?		What is the feedback from learners about studying at home, is it working for them?
☐ Not studying at all ☐ 30 minutes ☐ 1 hour ☐ 1 -2 hours ☐ 2- 3 hours ☐ more than 3 hours	☐ No ☐ Yes, have Electricity at home ☐ Yes, have radios at home ☐ Yes, have TV at home ☐ Yes, have computers at home ☐ Yes, have tablets at home ☐ Internet at home ☐ Text Books, work Books and other materials		☐ Yes, they learn more than at school ☐ Yes, they learn as same as school ☐ No, less than what happens at school ☐ No, they are not learning at all

7. Involvement of Parents in the Students Learning at Home

Does the school involve parents in their children's learning during the closure? Please explain,	Do teachers track the support that parents are providing to their children? Explain your answer	If Yes, what mode of communication do they use?	Do parents call the school or teachers to seek for support
_____ _____ _____ _____ _____ _____ _____	☐ Yes ☐ No _____ _____ _____ _____ _____ _____	☐ By telephone call ☐ By WhatsApp messages ☐ By Email ☐ Visit homes physically	☐ Yes ☐ No Please indicate what kind of support is usually sought. _____ _____ _____ _____ _____ _____

8. Concerns and Risks Schools May face regarding reopening of all classes

What are the main concerns and risks that your schools may face regarding the reopening of all classes?   You can select multiple answers

- ☐ Difficult to comply with the social distancing requirement in school
- ☐ Not enough masks available for all students
- ☐ Students do not know how to use masks safely
- ☐ School has not enough water points to comply with the handwashing requirement
- ☐ Access to hygiene and prevention items such as sanitizers and soap is limited
- ☐ School does not have enough resources or staff to perform cleaning as outlined in the guidelines
- ☐ Lack of thermometer to monitor fever
- ☐ Lack of knowledge on how to prevent spread of the virus
- ☐ Not enough space, i.e. designated sick bay to isolate sick students
- ☐ Lack of knowledge on what to do if the school has a confirmed COVID-19 cases
- ☐ Limited support and coordination with health workers and nearby clinics
- ☐ Parents' resistance to send their children back to school

- ☐ Teachers' resistance to report back to school
- ☐ Students' resistance to come back to school due to fear of infection
- ☐ Students' resistance to come back to school due to other reasons (e.g. financial reasons, loss of interest in learning)
- ☐ Others, please specify

What does your school do if a suspected case is identified among students/teachers? (you can select multiple answers)

Refer to the Guidelines
- ☐ Isolate the infected individual and those who had close contact with him/her
- ☐ Close the class of the learner/teaching staff for certain period of time
- ☐ Close the school for certain period of time
- ☐ Seek the guidance of health workers from the local clinic
- ☐ Seek guidance from the Zonal leaders or DEBS
- ☐ Others, please specify below

What do you want to know more, or what aspects of the school health and safety guidelines do you want to see strengthened?

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9. Status of School Feeding Programme

Does the school have a School Feeding Programme	☐ Yes ☐ No	If Yes, Name of Partner supporting the School Feeding [if any]	
What was the status of School Feeding during closure	☐ Discontinued ☐ Continued	Has School Feeding resumed at Reopening	☐ Yes ☐ No
Did you receive food during the school closure?	☐ Yes ☐ No	If food was received was it given to the children to eat at home?	☐ Yes ☐ No

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10. Harmful or risky incidents during school closure

Have you received any reports of Children regarding the following?				
	Pregnancy	☐ Yes	☐ No
	Marriages	☐ Yes	☐ No
	Sexual Abuse	☐ Yes	☐ No
	Physical Abuse	☐ Yes	☐ No

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11. Conclusion

Any final comments, please feel free to provide your comment.

WHO WE ARE AND WHAT WE STAND FOR

The Zambia National Education Coalition (ZANEC) is a Coalition of non-state actors working in the Education and Skills Sector. It is a recognized institution advocating for improved access to quality education by all citizens. The organisation is involved in research, advocacy and member capacity enhancement on different aspects of Education and Skills Sector in Zambia.

Vision

"A sustainable and inclusive education system that responds to national aspirations and fosters an environment for self-fulfillment".

Mission

"ZANEC is a coalition of education organisations promoting quality and inclusive education for all, through influencing of policy, building consensus, holding duty bearers accountable and strengthening the capacities of stakeholders in the education sector".

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