Secretariat Chief Executive Officer
June 26, 2020

Final Decision

CEO/2020/06-03–Allocation for Zimbabwe Accelerated Funding Request: The CEO, in her delegated authority from the Board of Directors, approves an allocation for an Accelerated Funding Grant, as described in the application submitted and summarized in Table 1.

Table 1 - Zimbabwe		
a.	ESPIG Accelerated Funding Allocation	2,340,000
b.	Allocation Requested (100%)	2,340,000
c.	**Allocation Recommended**	2,340,000
d.	Grant Agent	Save the Children UK
e.	Agency Fee % - Amount	7% or 163,800
f.	Grant Agent's Implementation Support Costs	331,989[1]
g.	Period	12 months
h.	Expected Start Date	July 1, 2020
i.	Funding Source	GPE Fund

Annex A – Secretariat quality assurance review phase III report

[1] This amount is to be funded from the grant and is not in addition to the grant amount

ANNEX A – Secretariat QAR III Report

Program title: Accelerated Funding for Humanitarian Aid in Zimbabwe
Total program cost: US$2.34 million, of which US$0.33 million for Grant Agent's Implementation Support Costs;
Implementation period: 12 months
Projected implementation start date: July 1, 2020
Grant Agent: Save the Children UK

1. ELIGIBILITY FOR ACCELERATED FUNDING

1.1 ELIGIBILITY FOR ACCELERATED FUNDING[2]

Zimbabwe meets the three eligibility criteria for accessing accelerated funding.

(i) **Zimbabwe is eligible for an education sector program implementation grant (ESPIG) funding.**[3] In December 2019, the GPE Board decided to provide an additional allocation of US$2.34 million for accelerated funding to Zimbabwe, valid until end of 2020 unless otherwise adjusted by the Board. This amount of the Accelerated Funding (AF) is equal to 20% of the total indicative maximum country allocation (MCA) for 2018-2020 of US$11.7 million.[4] Zimbabwe has been a GPE partner since 2013. The current ESPIG program, totaling US$42.2 million, scheduled to end on December 2021, was approved in three tranches[5], with UNICEF as the Grant Agent.

(ii) **Zimbabwe is affected by a crisis for which a humanitarian appeal has been launched and published by the UN Office of Coordination for Humanitarian Affairs, with education as a part of that appeal**. Zimbabwe's Humanitarian Response Plan (HRP) 2020 was issued by the UN Office of Coordination for Humanitarian Affairs (OCHA) originally in March 2020, then was revised in April to include a COVID-19 Response.[6] The HRP 2020 aims to provide life-saving assistance and livelihood support to an estimated 5.6 million Zimbabweans affected by multiple and protracted crises, including devastating drought, cyclone, erratic rainfall, food insecurity, as well as the COVID-19 pandemic. Education is a part of this appeal.

(iii) **The application demonstrates that GPE funds will not displace government and/or other donor funds but will be in addition to other resources**. The humanitarian needs for Zimbabwe's education sector still outweigh the resources

[2] GPE Guidelines for Accelerated Support in Emergency and Early Recovery Situations
[3] This means the country has an active Maximum Country Allocation.
[4] The US$11.7 million consists of a US$8.9 million outstanding variable allocation of the 2014 MCA and a US$2.8 million additional MCA. See the June 2018 Financial Forecast Board Document, https://www.globalpartnership.org/sites/default/files/2018-06-14-gpe-bod-doc-08-financial-forecast.pdf
[5] US$20.58 million for fixed part was approved in December 2017; US$8.82 million for variable part and US$10 million for multiplier funding were approved in August 2018; US$2.8 million of additional MCA financing was approved in September 2019.
[6] The March 2020 version can be found here https://reliefweb.int/report/zimbabwe/zimbabwe-humanitarian-response-plan-2020-march-2020; the revised April 2020 version can be found here: https://reliefweb.int/report/zimbabwe/zimbabwe-humanitarian-response-plan-2020-revised-april-2020-include-covid-19

available. The Humanitarian Response Plan 2020 was updated in late April 2020, absorbs the previous appeal to help respond to post cyclone needs in affected areas, and identifies education sector needs for US$41.7 million, plus additional US$11.5 million for COVID-19 response. The updated HRP has a nationwide reach and represents an increase in both scope (by including response to cyclone, food insecurity, COVID-19 and other potential emergencies) and geographic coverage from 2019, when the original Education response covered learners only in Cyclone Idai-affected areas. The proposed US$2.34 million AF accounts for only 5.6 percent of the total requirement (excluding COVID-19 response requirement). Since April 2020, only US$500,000 from ECW and US$7 million from GPE were granted to Zimbabwe, both of which support the COVID-19 response. Current proposal focuses on learners in Cyclone Idai-affected areas.

2. COUNTRY AND EDUCATION SECTOR EMERGENCY CONTEXT

2.1 COUNTRY BACKGROUND

The population of Zimbabwe was estimated at 14.4 million in 2018, with a GDP per capita of US$ 2,153.[7] The country endures recurrences of climatic shocks (devastating drought in 2018/2019, Cyclone Idai in March 2019, then erratic rainfall in October 2019), food insecurity, unemployment, and continuous hyper-inflation (with annual rate of 765.6 percent reported in April 2020).[8] It ranks as the world's 10th most fragile state according to the 2020 Fragile States Index.[9] The burden of these challenges is born most acutely by the poorest and most vulnerable children and their families. Across Zimbabwe, 7 million people (49 percent of the population) in urban and rural areas are in urgent need of humanitarian assistance in 2020, compared to 5.5 million in August 2019.[10]

In March 2019, Cyclone Idai impacted the provinces of Manicaland and Masvingo in the Eastern and Southern parts of Zimbabwe. An estimated 300,000 people were affected.[11] A year after Cyclone Idai hit Zimbabwe, 128,270 people remain in need of humanitarian assistance.[12] A total of 139 schools were damaged extensively by the cyclone, representing a significant risk to the learning and wellbeing of 90,847 school-aged children. Furthermore, the ongoing COVID-19 pandemic adds another dimension to the crises (279 confirmed cases and four deaths as of June 6, 2020). All schools have been closed since March 24, 2020.

2.2 EDUCATION SECTOR OVERVIEW

2.2.1 Education Sector Context

The structure of the primary and secondary education system in Zimbabwe is 2-7-4-2 with two years of early childhood development (ECD), seven years of primary education (though the first two of these also focus on ECD), four years of lower secondary followed by two years of upper secondary education. The current Education Sector Strategic Plan (ESSP) runs from 2016 to

[7] The World Bank Country Data Bank, 2018.
[8] https://tradingeconomics.com/zimbabwe/inflation-cpi.
[9] https://fragilestatesindex.org/country-data/
[10] Humanitarian Response Plan (HRP), April 2020, p. 7.
[11] https://reliefweb.int/sites/reliefweb.int/files/resources/zimbabwe_sr_20190424-30.pdf
[12] Humanitarian Response Plan (HRP), April 2020, p. 8.

2020, with a set of goals including access for all (improving equity), quality and relevant learning (introduction of a new curriculum), learner focused education through the upgrading of teachers, and strong leadership, management and monitoring. The sector analysis and sector plan for 2021-2025 is under development with funding from the ESPIG.

According to OCHA's Zimbabwe Situation Report (June 2020),[13] the Education Cluster estimates that, of the 3.4 million school-age children, at least 1.2 million (35 percent) would need emergency or specialized education services in 2020, including 90,000 children affected by Cyclone Idai. In addition, more than 853,000 children are identified as particularly vulnerable and in acute need.[14]

The country's enrollment rates have been higher for girls than boys for all levels of schooling. As depicted in the 2019 Education Sector Performance Report (ESPR), the Net Enrolment Rate (NER) for ECD B (age 5) is 30.7 percent (31.2 for girls) in 2019. The NER for Junior Education (Grade 3 to 7) shows a steady upward trend from 76.4 percent in 2015 to 81.2 percent in 2019. These rates are consistently approximately three percentage points higher for girls than boys. For Lower Secondary, the Gross Enrollment Rate (GER) in 2019 was 78.7 percent, which is close to the ESSP 2019 target (79 percent), with the rate for females (79.5 percent) surpassing the 2019 target (79 percent).

In terms of efficiency, the primary completion rate decreased from 79.7 percent in 2015 to 75.6 percent in 2019 due to various factors such as increased poverty.[15] Further research to find out how to reverse this trend is needed as emphasized in the 2019 ESPR. In contrast, there was a considerable increase in the lower secondary completion rates from 63.1 percent in 2018 to 71.7 percent in 2019, overachieving the 67.5 percent ESSP 2019 target. According to the third ESPIG annual progress report, in 2019 the school census reveals that the Female Survival Rate from Form 1 to Form 4, which was 84.2 percent, surpassed both 2018 and 2019 targets of the variable part Efficiency indicator (77 percent and 81 percent respectively).

The Zimbabwe Early Learning Assessment (ZELA)[16] results for 2018 show 76 percent of children performed at or above grade level for English and 72 percent for Mathematics, both exceeding the ESSP 2018 targets, with girls outperforming boys. The 2019 grade 7 national pass rates were at 46.9 percent, which dropped by 6 percent from 2018. For previous years, a steady improvement for both genders was observed since 2012 with female learners consistently outperforming male learners.

2.2.2 Education Sector Emergency Response Context

[13] Zimbabwe Situation Report, June 4, 2020, p.5.
[14] These are children not enrolled in school, orphans, children with disabilities, children living with HIV, and those in need of school feeding.
[15] Education Sector Performance Report 2019, p.39.
[16] ZELA is a sample-based survey that is conducted every year in order to establish the extent to which learners have mastered the competencies that are expected of them at the end of the last year of the 4-year Infant School phase (end of first two years for primary). In Zimbabwe, the Infant School phase covers ECD A, ECD B, Grade 1 and Grade 2. ZELA is administered during the first half of Grade 3 to test competencies at the end of Grade 2.

Tropical Cyclone Idai hit Zimbabwe with heavy rains and strong winds on March 15th and 16th, 2019, causing damaged or destroyed schools, a shortage of teaching and learning materials, a reduction in available staff, and low attendance rates in 139 schools in six districts (Bikita Buhera, Chimanimani, Chipinge, Mutare, and Zaka) in the provinces of Manicaland and Masvingo.

Immediately after the disaster, the Education Cluster conducted a Rapid Joint Education Needs Assessment[17] (RJENA) of 60 affected schools in the six districts. The RJENA, completed in May 2019, estimated that around 90,000 school-aged children's learning and wellbeing were significantly impacted. Damage and destruction to school infrastructure is widely reported, including 57 percent of schools reporting one or more items of infrastructure having been destroyed, two third of schools reporting loss of sanitation facilities, and one third reporting loss of water supply.

The education system in Zimbabwe was already overwhelmed before the cyclone, as a result of multiple crises, including ongoing drought, food insecurity and the economic crisis coupled with hyperinflation. The COVID-19 global pandemic further weakened the fragile education system in Zimbabwe. After the first confirmed case of COVID-19 was reported on March 20, 2020, MoPSE decided to close all schools on March 24, 2020. In collaboration with the Education Cluster, MoPSE has developed a government COVID-19 education sector response plan and has been granted US$7 million in COVID-19 financing from GPE.

2.2.3 Sector/ Emergency Response Coordination

Led by MoPSE, and co-led by Save the Children and UNICEF, the Education Cluster is comprised of 22 partners with a long-established presence and experience in implementing EiE programming in Zimbabwe. The national coordination mechanism is supported by provincial focal points supporting coordination of EiE activities at provincial level and through Technical Working Groups (TWGs) spearheading the development of harmonized approaches and tools. Education Cluster partners include UN agencies, international NGOs as well as national NGOs and Civil Society Organizations. The Education Coordination Group (ECG), Zimbabwe's LEG is called on for technical support and EiE Cluster updates are shared in ECG meetings, which occur regularly (every 4-6 weeks).

Save the Children will manage the proposed grant through direct implementation of program activities, close collaboration and coordination with the national, provincial and district MoPSE offices, and with oversight by the National Associations of Primary and Secondary Headteachers through the cluster system. The program's implementation will also be coordinated with the Ministry of Health where necessary, particularly on activities relating to school sanitization and school feeding.

A central Program Implementation Unit (PIU) will supervise and coordinate the work of the staff in the two targeted provinces. Save the Children Zimbabwe's Education Program Manager and the central technical team will provide a key link to and facilitate sharing of learning and best practices between this program and Save the Children Zimbabwe's portfolio, including the ECW

[17] https://reliefweb.int/report/zimbabwe/rapid-joint-education-needs-assessment-cyclone-idai-zimbabwe-assessment-report-6-may

First Emergency Response funded program of $175,000 currently ongoing in Epworth and Chitungwiza, and the ECW funded responses to cyclone Idai in Chipinge and Chimanimani.

3. ACCELERATED FUNDING PROGRAM

3.1 PAST PERFORMANCE OF PRIOR ACCELERATED GRANT, IF APPLICABLE

Not applicable for Zimbabwe.

3.2 PROGRAM DESCRIPTION

In February 2020, MoPSE informed the GPE Secretariat of Zimbabwe's interest to apply for this accelerated financing. The nomination of Save the Children as grant agent was communicated in March, after a transparent and inclusive selection process. As co-lead of the Education Cluster, Save the Children has played an instrumental role, working closely with MoPSE and Education Cluster partners to respond on the ground to the emergencies affecting Zimbabwe.

The accelerated funding program is aligned to the Zimbabwe HRP 2020, which specifically targets "residual humanitarian assistance for people affected by Cyclone Idai in March 2019" (HRP 2020, p. 8). The proposed interventions are built on the Education Sector Strategic Plan (ESSP) and the Humanitarian Appeal Revision 2019-2020 (HAR)[18], and informed by the Education Cluster Post Cyclone Idai RJENA assessment. The Education Coordination Group (ECG) or LEG partners, have been fully consulted and have endorsed the program.

The proposal is of 12 months duration and aims to increase equity, gender equality and inclusion for over 54,000 marginalized and disadvantaged ECD and primary school girls and boys in the six cyclone-affected target districts (Buhera, Chipinge, Chimanimani, Mutare, Bikita and Zaka districts). The program aims to support all 139 Cyclone Idai-affected schools. In order to relieve the strain of covering 46 or 47 schools by each of the three Save Project Coordinators, MoPSE will make a minimum of one Education Officer per district available to work alongside the Project Coordinators and support implementation.

The proposal has three components, as well as support to monitoring and learning:

Component 1 (US$1,309,093) focuses on ensuring access to safe, quality and inclusive education for children. Under this component the program will (a) support 139 schools with distribution of block grants (US$4,579 per school) for physical disability-friendly and gender-sensitive school rehabilitations. Utilization of the grants will include rehabilitation and retrofitting of classrooms, restoration and protection of water sources and insulation of water tanks. Budget for providing hygiene supplies including soap and hand sanitisers have also been included to protect teachers and children from COVID-19; (b) provide all schools with "school in a box" kits. The contents of the kits will be based on the overall needs of schools, but could include learning and teaching materials such as basic stationery, chalk, duster, ruler and compass for blackboard, and assistive materials such as hygiene and dignity kits for girls; (c) provide training to gender and safeguarding focal points in all 139 schools on child protection, gender-based violence (GBV),

[18] https://reliefweb.int/sites/reliefweb.int/files/resources/ROSEA_Zimbabwe_HumanitarianAppealRevision_06082019.pdf

caring for children in the aftermath of an emergency in a gender-sensitive way, and conducting house calls to encourage vulnerable children (girls and CwD) to return to school; (d) support to school feeding programmes through transporting logistics, grinding maize, purchasing additional utensils, and providing seeds and/or tools for nutrition gardens. The school feeding program will provide an incentive for parents to encourage their children to return and/or remain at school while also protecting the most vulnerable children from food insecurity, and ensuring their education is not further disrupted.

Component 2 (US$91,984) is designed to strengthen children, teachers and the surrounding community's gender-sensitive and inclusive disaster resilience. Under this component**,** Save the Children aims to scale up the establishment of a Disaster Risk Reduction (DRR) committee in 119 schools, building on the successes from the ECW First Emergency Response (FER) project that funded DRR establishment in 20 schools in Chipinge and Chimanimani districts. These DRR committees, made up of community members, teachers and children, will lead in conducting a risk/hazard mapping in and around their schools, developing DRR strategies and plans, completing risk profiling and early warning systems and regular drills, prioritizing evacuation procedures for CwD. As a sub-set of the DRR plan, DRR committees will also develop a safety plan focusing on how to eliminate/reduce incidences of child protection and GBV faced by children including specific groups e.g. CwD, girls, and very young children. Save the Children will support schools to have operationalized DRR plans to ensure that children know what to do when disasters occur. This will empower children with the knowledge of actions to take to reduce the risk of injuries and death during emergencies.

Component 3 (US$49,318) aims to ensure that MoPSE and the Education Cluster have quality mechanisms in place to support and deliver quality inclusive and uninterrupted Education during future emergencies. As cited in the program document, the Education Cluster is mostly active at the national level, and an identified shortcoming has been the Cluster's ability to manage and report on district and provincial level information, which is vital for advocacy activities in the context of emergencies. Hence, under component 3, Save the Children will (a) work closely with the National Education Cluster to support the formalization of six district and two provincial level Cluster sub-groups, and (b) provide necessary trainings to local cluster members on the functions of the cluster, roles and responsibilities, and other aspects of information management. This component will also support the Education Cluster's ability to document and share best practice and advocacy messaging among education stakeholders in Zimbabwe.

Program Monitoring, Evaluation, Accountability and Learning (US$557,616)

Save the Children will engage with children as well as communities to gather and share evidence to inform program design, implementation, monitoring and evaluation. Community-led monitoring and the creation of child appropriate forums to collate children's feedback will contribute to improved accountability mechanisms.

A rapid gender and disability analysis will be conducted with the community to assess needs, risks and opportunities that women, men, boys and girls face in the context of the crisis. The gender analysis will be used to better understand how gender inequality, discriminatory norms

and intersectional barriers may prevent disaster-affected girls, boys, women and men from accessing the support from this program. A gender and disability sensitive end-line will be conducted at the end of the program to inform the annual independent review.

Table A: ESPIG Components and Costs

Program Component		GPE Financing, US$	% of GPE
Component 1	**Ensuring access to safe, quality and inclusive education for children in 139 Cyclone Idai affected schools**	**1,309,093**	**56%**
1.1	Ensure schools have safe, disability friendly and gender sensitive infrastructure via distribution of block grants	690,000	29%
1.2	Providing "school in a box" kits	288,046	12%
1.3	Provide training to gender and safeguarding focal points	119,852	5%
1.4	Support the school feeding program	211,195	9%
Component 2	**Strengthen children, teachers and the surrounding community's gender-sensitive and inclusive disaster resilience**	**91,984**	**4%**
2.1	DRR Committee establishment	27,686	1%
2.2	School and community Risk profiling/hazard mapping	23,006	1%
2.3	Set up school-based Gender Sensitive and Disability Inclusive Accountability, complaints and feedback mechanisms.	29,006	1%
2.4	Monitoring visits to assist with outcome 2 implementation	12,286	0.5%
Component 3	**Ensure quality mechanisms in place to support and deliver quality inclusive and uninterrupted Education during future emergencies**	**49,318**	**2%**
4	**Program implementation, coordination, and monitoring**	**557,616**	**24%**
Grant Agent's Implementation Support Costs*		**331,989**	**14%**
	GRAND TOTAL (with Grant Agent's Implementation Support Costs)	**2,340,000**	**100%**
	Agency Fees**	**163,800**	**7%**

4 RECOMMENDED DECISION

The proposal is recommended to the CEO to approve with the following Observations, Report Backs, and/or Conditions:

Observation	Commend the Ministry of Primary and Secondary Education (MoPSE) and its partners for the commitment to coordination between the Education Cluster and the Education Coordination Group (ECG, Local Education Group in Zimbabwe). The technical support provided by the ECG partners contributes to the program's value as an effective bridge between the immediate post-emergency cyclone response and longer-term development assistance.
Report-back	None
Condition	None