

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Zambia
Grant agent(s):	UNICEF
Coordinating agency(ies):	UNICEF
Program name:	Zambia Covid-19 Education Sector Response
COVID-19 Accelerated Funding amount requested:	USD 10,000,000
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	700,000
Agency fees as % of total COVID-19 Accelerated Funding requested:	7%
COVID-19 Accelerated Funding application date:	4/24/2020
Estimated COVID-19 Accelerated Funding program start date:	5/20/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u> , 2021):	11/30/2021
Expected submission date of completion report (At the latest 6 months after program closing date):	7/31/2022
Grant modality - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

¹ General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

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1. Introduction

Zambia recorded its first confirmed COVID-19 cases on March 18, 2020 and the Government of the Republic of Zambia (GRZ) has started taking measures to contain the virus from spreading widely, including school closures. All schools, colleges and universities have been closed as a step to curtailing large congregation of people at one time in one place. This has resulted in disruption of learning for more than 4.2 million children and adolescents. The longer children are out of school, the higher the risks that vulnerable children will not return. Being out of school puts children, especially girls, at increased risk of teenaged pregnancy, sexual abuse, child marriage and other dangers. These negative impacts will be significantly higher for children from poor households.

To mitigate the impact of this situation, the Ministry of General Education (MoGE) has been working to establish practical distance learning options for learners at home and continue providing guidance to teachers. MoGE has also been actively communicating with all education and humanitarian sector partners and cooperating partners for coordination and for technical and financial support to respond to this unprecedented emergency. Based on the decision made at the high-level education partner's meeting chaired by the MoGE Permanent Secretary – Administration on March 31, 2020, MoGE developed its own sector response plan, guided by the National COVID-19 Response Plan, led by the Disaster Management and Mitigation Unit of the Vice President Office (DMMU).

MoGE, together with the Coordinating Agency (UNICEF), carefully studied the new opportunity for the additional funding through GPE Accelerated Funding for COVID-19 and developed this proposal. This proposal is fully aligned with the MoGE COVID-19 Response and Recovery Plan and further guided by the GPE eligibility guidelines. With the submission of this proposal, Zambia wishes to apply for the Accelerated funding from GPE with a total required amount of USD 10,000,000.

2. The Ministry of General Education COVID-19 Response and Recovery Plan

The central concern of MoGE during this period is continuity of learning for all children affected by the school closure and the COVID-19 crisis. MoGE acknowledges the challenge of implementing distance and alternative learning, as such programmes are not well-developed for a large scale of learners and faced logistical and sustainability challenges in the past.

While the National COVID-19 Response Plan was being finalised under the leadership of the DMMU, it was also agreed on March 31, 2020 by MoGE and the education sector partners that MoGE develops its own sector COVID-19 response and recovery plan, clearly laying out its needs, gaps, priority activities and costs. The development of the MoGE COVID-19 Response and Recovery Plan was supported by UNICEF and was finalised on April 15, 2020

after a series of reviews and consultations with all education cooperating partners and education cluster members (Education Working Group).

The plan aims to bridge the gap in student learning and eventually ensure all safety measures are in place for the re-opening of all institutions, public and private, across the country. It presents priority interventions in two phases. While Phase One focuses on response plan to ensuring continuous learning by students during the stay home period of the outbreak, the focus of Phase Two is recovery plan to prepare schools for re-opening post this health emergency and putting measures in place that will support a sustainably safe school environment across Zambia and ensure learning continues in the event of another emergency of this nature. The list of priority interventions is presented below. (page 6 of the MoGE Covid-19 Response and Recovery Plan).

MoGE Covid-19 Plan - Response Phase

Enhance awareness among children and youth through dissemination of age appropriate messages as supplementary to regular delivery of lessons

Implement continuity of learning through diverse platforms with focus on disadvantaged and marginalized children and adolescents

Implement continuity of learning for children with special education needs through development of relevant contents, identification of appropriate platforms and provision of teaching and learning materials

Empower teachers to provide remote learner support on structured lessons delivered through multiple platforms as well as provide guidance on self-directed learning

Community sensitization to enhance usage of continuity of learning

Design and implement strategies for monitoring coverage and access to continuity learning programme

Provision of psychosocial support to teachers, learners and parents

Support feeding programmes through alternative mechanisms focusing on learners from drought/flood affected districts

Planning for remedial programme and accelerated learning

Utilize some already existing interventions and good practices, facilities and human resource in ICT at the two ICT Centres of Excellence.

MoGE Covid-19 Plan - Early Recovery Phase

Back to school campaign and community outreach to ensure that no child is being dropped out of school due to COVID-19 emergency

Conduct an assessment to identify learning gaps and inform remedial programming and learning opportunities so that all children catch up to grade level

Remedial/catch up lessons for high stake examination classes and learners who lagged behind

Utilize ICT platforms and have a depository of teaching and learning materials that learners could use at their own time

Implementation of accelerated learning based on revised school calendar

Provision of school grants for safe and protective learning environment

Provision of school feeding targeting districts with the worst economic shocks

Provision of psychosocial support to teachers and learners

Strengthening prevention efforts and/or reducing future effect of similar or related outbreak through improved school water, sanitation and hygiene facilities and management.

At the Cooperating Partner meeting as well as Education Working Group meeting, USAID announced their support/collaboration for distance learning contents development and dissemination especially for ECE to lower grade learners, Remedial/Catch-up Learning, Back-to-School activities in selected locations through its programme and M&E and Research component of the MoGE Response Plan. UNICEF initiated its support for primary level radio learning contents development using its core funding.

3. Zambia COVID-19 Humanitarian Response

Zambia has also developed a Humanitarian Response Plan, in the form of a UN Flash Appeal for COVID-19, through UNICEF as the UN Education Sector Lead and the Education Cluster² led by Save the Children and UNICEF (global cluster co-leads). The cluster was activated in September 2019 in response to the drought emergency in many parts of the country. The cluster meets weekly³, chaired by MoGE emergency focal point. This group now coordinates COVID-19 responses and related matters. Currently the cluster (Education Working Group) does not have a separate cluster response plan and the members are already guided by the MoGE Response Plan priorities for their own interventions and supports.

The education component of the UN Humanitarian Flash Appeal mirrors the MoGE Covid-19 Response and Recovery Plan, with strong focus on the most disadvantaged and vulnerable population groups, such as children living in poverty, in rural/remote areas, with disabilities, disaster-affected (drought, floods and others), refugees, migrants and minorities. A total of 9 partners⁴ presented their planned and/or on-going interventions in a form of OCHA project sheets and 5W table.

Based on the information from the partners' project sheets, partners are giving stronger focus on vulnerable learners by providing targeted and individual supports to them (materials, bursaries, school feeding, support to refugees etc. at the opening of the schools). While at very early stage, MoGE and Coordinating Agency (UNICEF) are in initial discussion for possible application for standard GPE Humanitarian Accelerated Funding, once the UN Flash Appeal is finalised. Additional information is presented in Annex III.

4. Rationale for the application

The GPE guidelines identify Zambia as one of the eligible countries with maximum allocation up to USD 10 million. Zambia has been a GPE member country for many years and is currently in the process of preparing the GPE ESPIG, aiming at the October 2020 deadline. MoGE also has its own sector response plan for COVID-19, which clearly lays out priority

² Called the Education Working Group in Zambia

³ Education Working Group Meeting

⁴ ZOCS, VVOB, UNESCO, UNICEF, Child Fund, Plan International, Save the Children, UNHCR, CAMFED

interventions in a phased approach (immediate response and early recovery), with strong focus on continuity of learning and disadvantaged learners.

While MoGE has been making every effort in ensuring continuity of learning for all children in Zambia, such as forming partnership with Zambia National Broadcasting Cooperation (ZNBC) and Star TV to established a dedicated education channel to air secondary-level lessons, launching an e-learning portal for all secondary level learners free of charge through Zambian Telecommunication (ZAMTEL), and broadcasting radio-based educational content through Education Broadcasting Service (EBS), the scale of the impact created by the closure of all educational institutions nation-wide is unprecedented and beyond MoGE's existing sector budget and contingency measures.

Zambia has been suffering from shrinking fiscal space for the last few years and the share of education budget in the national budget has been on decline, despite advocacy by MoGE and education partners. Every cent counts for MoGE to ensure equitable learning opportunities to as many children as possible during and after this crisis.

5. Grant Agent Selection

Recognizing the urgency presented in the Accelerated Funding guidelines, MoGE made the decision to nominate the Grant Agent from the pre-approved organization list and to seek PITC (LEG) endorsement. Based on the comparative advantages in responding humanitarian responses globally and the history of support to the MoGE in humanitarian as well as regular education sector support, MoGE nominated UNICEF. An official letter seeking the endorsement of the nomination was circulated to PITC members on April 9, 2020, and the endorsement was finalised with positive responses on April 10, 2020.

6. Proposed Area of Interventions

The proposed interventions are identified from MoGE Education COVID-19 Recovery and Response Plan based on the urgency, continuity of learning with focus on the disadvantaged, preparation for smooth starting of school with safe and supportive environment, and system strengthening – especially the area of alternative/distance learning in readiness for any similar emergencies in future. Key proposed interventions listed below are from the Response and Early Recovery Phases of the MoGE Response Plan, and will be discussed in detail in section 7:

Overall Objective:

To ensure continuity of learning for all learners during and after the COVID-19 induced school closure, and prepare and provide all safety measures and support for learners, educational personnel for the re-opening of schools.

Response Phase:

- Production of distance learning contents and national programme for ECE, Primary, and Lower Primary level for different platforms mainly radio
- Disseminate and deliver distance learning contents to learners through radio and different platforms
- Support teachers for them to monitor, mentor and track students' learning and equipped with distance learning methods.
- Monitor Learners' progress with different technologies and approaches

Early Recovery Phase:

- Conduct Back-to-School campaign and provide other school re-opening supports, with focus on safety, hygiene and prevention measures, and psycho-social support for learners and teachers (teaching and learning materials, incentives)
- Equip selected remote schools with solar and water supply and enhance hygiene practices for prevention
- Support remedial and accelerated learning for those learners to quickly bring them back to their grade level
- Generate evidence and lessons for future from MoGE's responses and interventions (evaluation)

After careful review of the GPE guidelines, MoGE concludes that the proposed interventions are highly aligned with the suggested interventions in the guidelines: 1) Production of learning continuity programs for different platforms; 2) Support safety and wellbeing of children and teachers; 3) Support monitoring, tracking or assessment of learners' progress; 4) Support the most vulnerable and the poorest' 5) Support teachers and educational personnel affected by the crisis; 6) Prepare educational facilities for reopening especially if those are used for other purposes during the crisis; and 7) Support large-scale assessment and remedial learning programs.

As earlier stated, there have been announcements of support to MoGE Response Plan, such as USAID utilizing their on-going programmes and UN OCHA Flash Appeal is being finalised for potential additional funding, the sector will ensure good complementarities among different contributions, including this application, other partners' support and other funding opportunities such as UN Humanitarian Flash Appeal, and all interventions are in alignment with the MoGE Response Plan.

7. Strategies

Through careful discussion with MoGE, and to ensure alignment with the MoGE Response Plan where possible, the prioritised interventions discussed above are categorized into three output areas. Strategies are listed under each output area:

Output 1. Learning contents for ECE, primary level (Grade 1-7) and lower secondary (Grade 8 -9) learners including children with special education needs for continued learning developed and adapted for use by about 4.4 million children and adolescents

For the **production of the distance learning content** and system strengthening, the distance learning programme and contents will be developed targeting public primary and lower secondary learners including disadvantaged community schools⁵. The programme will utilise existing capacities and expertise both in public and private sectors as much as possible. While some gaps exist in the area of distance and alternative education within the public sector, there is a depth of experience and resources available within private sector, especially those there are engaged in educational content development, broadcasting services, and other technological innovation. Public Private Partnership will be pursued as much as possible to maximise the existing country capacity and resources.

While the on-going immediate response supports the production and airing of radio materials for the duration of 8 weeks to cover the school closure period, the proposed intervention will support the contents development for full academic year from ECE to lower secondary. This is in line with the significant gap found during the distance learning mapping exercise conducted by MoGE and UNICEF on March 18⁶. Investing in fuller distance learning content development and delivery will give assurance for learners, teachers and the system with minimum continuity of learning in the uncertain situation where confirmed infected cases are on the rise and the country may not be in the position to decide when to bring all economic, social and educational activities back to normal. The programme also aims to **strengthen the MoGE distance and alternative learning system** for medium to longer term by supporting the full package of the radio learning contents, which is expected to benefit the most disadvantaged children and children/young people out-of-school.

Output 2. Disadvantaged and vulnerable children are directly supported to access alternative learning including remote teacher support

The programme gives strong focus to the vulnerable and disadvantaged learners who may not be able to enjoy well-prepared distance learning programmes provided by private schools or who live in remote communities with no electricity. Based on the latest 2018 Household Survey⁷, the access to ICT stands at 6% for rural residents (65.5% urban). Furthermore, the survey established that only 6.8 % of individuals across the country aged 10 years and above knew how to use a computer. Noting that more than 80 percent of the households own working radios with relatively better signal receptions from community

⁵ Community schools are established by community members especially in remote areas. MoGE fully acknowledges their education services for Zambian children and allocate at least one MoGE regular teacher to support the school and when funds are available MoGE provide school grants also. Community schools are in MoGE's Education Statistics Bulletin with fully recognised EMIS school IDs.

⁶ The mapping exercise distance learning contents and materials, by MoGE and UNICEF found most of the contents were developed at the time of HIV/AIDS crisis in early 2000 and were designed primarily to support volunteer teachers and community facilitators to deliver lectures, and there were very limited contents that support learners.

⁷ 2018 National access and usage of information and communication technologies by households and individuals. A demand side assessment of access and usage of ICT in Zambia. Zambia Information and Communications Technology Authority (ZICTA).

radio stations, the proposed primary intervention will primarily focus on **radio-based learning as an initial step** due to urgency, its equity focus and reach.

To ensure access to distance learning for the disadvantaged children, this output will procure **solar radios and other supportive materials** to deliver the learning in order for the most disadvantaged learners and teachers for them to stay engaged in learning activities from home and to be prepared for the opening of school. Other equipment such as mobile devices for internet connectivity, SD cards to ensure off-line access to all learning contents and others will be supported. As distance learning is a new area with significant challenges, a study to measure the effectiveness and to take lessons from this experience is planned under this component.

Implementation of distance learning gives challenges to both learners and teachers. For learners it is difficult to stay proactively engaged in the learning contents with significantly less interactions, feedback, different cues and simulations from fellow learners and teachers. For teachers, it is an unprecedented challenge without much preparation or capacity building, in engaging learners through distance learning, monitoring and assessment their progress, while they are also affected by this public health crisis.

Utilizing the existing resources and facilities where possible, this output area aims to provide **support to teachers in distance learning methods, use of simple ICT and other technologies for teaching, learning and monitoring**. While the situation presents significant challenges, it can be a strategic opportunity for the country to advance on more technology-based and flexible distance and alternative learning programme strengthening. This component will work to form and strengthen the existing mechanism, capacities and settings to facilitate sustainable teacher support/up-skilling and flexible learning. Furthermore teacher training will include series of advice on providing targeted learner support and monitoring of at-risk girls and vulnerable/struggling children.

While distance learning would provide opportunities for children to continue learning, absence of structured protection and normal daily routine which schooling naturally provides, put vulnerable and disadvantaged children increased risks especially girls, such as gender-based violence and teenage pregnancies. The programme will conduct sensitization and communication campaigns to raise awareness and minimize negative impacts of schools closure especially from protection, welfare and gender perspectives.

Output 3. About 1 million vulnerable and disadvantaged children are supported to return to safe and protective school environment after COVID-19 aftermath

Re-opening of schools will require massive efforts for the country. There may be fears among learners, teachers, parents/caregivers and community and some vulnerable and disadvantaged households may face financial constraints to support their children's return to school. MoGE, together with different partners and sectors, will conduct a **back-to-school campaign** to communicate the re-opening of the school, prepare schools for re-opening,

provide safety assurance and psychosocial supports to learners, teachers and parents, and provide initial **incentives and materials supports for vulnerable children such as girls and struggling learners to return back to school**. The schools, teachers and learners will be oriented on the updated **hygiene and infection prevention practices** based on the COVID-19 prevention standards, and selected remote schools in dire needs will be supported through **water supply and solar power**. While MoGE Response Plan primarily envisages the supports to schools including materials, incentives and other supports) through school grants, the programme will fast track by directly procuring and distributing teaching and learning materials and other learner supplies aiming to give timely incentive to learners at the timing of opening of schools.

While MoGE will arrange additional compensatory school days and/or hours to ensure children and teachers work with minimum school days and contact time based on the curriculum standards, the long period away from school will have significant impact on learner's progress. Not all children are able to fully benefit from distance learning and many children will lag behind in their learning progress. The global body of research confirms that long holidays and time away from school results in almost all children losing some academic gains they acquired before the long break. The programme will organize remedial learning activities to quickly bring children up to the minimum grade level and to ensure foundational literacy and numeracy are secured in learners to facilitate further and more advanced learning. While further technical discussion and planning is required, some existing approaches such as MoGE's Catch-up programme (remedial learning) would be applied. MoGE will also collaborate with different partners who have experiences in supporting such areas to accelerate the implementation, introduce new technologies and innovation.

While the crisis presents unprecedented scale of challenges for the education sector, MoGE finds the importance of documenting the sector response and lessons learnt with evidence and analysis. At least one **evaluation study to capture the sector's efforts on the COVID-19 response and recovery** will be conducted for future lessons and sector preparedness.

Targeting of Programme Beneficiaries

The targeting of the programme will be done through careful review of different information. While the selection of the programme district (20 districts) is subject to technical level discussion with MoGE and the education partners, the programme will make sure district selection will be guided by equity and vulnerability, utilizing existing information and data such as gender related indicators (districts with high incidence of teenage pregnancies, child marriage, districts hit to disasters, districts with high concentration of poverty and other socio-economic issues).

While programme will attempt to provide district-wide supports where relevant once the target districts are identified, some activities will have narrow focused and targeted beneficiaries. One example will be the radio learning and their monitoring of learning. The schools for this interventions will be selected through the concentration of vulnerable

learners such as from social cash transfer households, existing data on learner performance, information from Community Welfare Assistance Committee's list of vulnerable population, OVCs and at-risk girls. The most vulnerable children identified from those data and from school staff will be selected for the radio learning and monitoring of learning. Note that the benefit of airing of radio lessons would go beyond those direct beneficiaries and sampled survey will be conducted to understand the broader benefit.

When the schools be open, back-to-school campaign and other intervention will commence in the target districts. MoGE has the EMIS data on school level WASH facilities, and the selection of schools for boreholes (with hand pumps) will be done using the EMIS data as well as earlier mentioned vulnerability and poverty data.

While technical discussions need to take place for the remedial learning, majority of educationists recognize the importance of early years of schooling and significant loss of learning which absence of schooling will cause among younger learners. Remedial learning will likely to focus on literacy and numeracy to ensure learners secure basic literacy and numeracy for any further and advanced learning. While practical assessment will be administered at the beginning of schools to understand learners' level of literacy and numeracy which will inform the course of implementation, the programme tentatively aim at lower graders up to Grade 5, while Grade 7 will be given additional support in preparation for Grade 7 exams.

8. Results Framework

All the interventions presented in this proposal will be monitored and assessed with the below Results Framework. The types of indicators and its levels of disaggregation are guided by the GPE M&E Guidelines, especially the set of core indicators in the document.

Outputs	key activities	Indicators	Baseline	Target	Means of Verification	Reporting frequency
Output 1: Learning contents for ECE, primary level (Grade 1-7) and lower secondary (Grade 8 - 9) learners including children with special education needs for continued learning developed and adapted for use by about 4.4 million children and adolescents	1.1 Develop full radio learning contents and guidelines for ECE in seven local languages and distance learning programme strengthening	Number of full ECE lessons in local language	Full ECE lessons in two local languages	Full ECE lessons in seven local languages	Activity implementation reports (lesson written scripts and audios)	Bi-monthly
	1.2 Develop full radio learning contents and guidelines for Grade 1 - 4 in 7 languages for four core subjects and distance learning programme strengthening	Number of full early primary lessons in local languages	Partial contents in three core subjects	Full learning contents for grades 1 -4 in seven local languages	Activity implementation reports (lesson written scripts and audios)	Bi-monthly
	1.3 Develop full radio learning contents and guidelines for Grade 5-7 in English and distance learning programme strengthening	Availability of learning contents for grade 5 - 7 for all subjects	Grade 5 contents available	Full contents for grades 5 - 7 are made available	Activity implementation reports (lesson written scripts and audios)	Bi-monthly
	1.4 Develop full radio learning contents and guidelines for lower secondary Grade 8 -9 in English and distance learning programme strengthening	Availability of learning contents for grade 8-9 for all subjects	none	Full contents for grades 8 - 9 are made available	Activity implementation reports (lesson written scripts and audios)	Bi-monthly

	1.5 Adapt learning tablets and TV lessons for accessibility by children with special needs	(Core) Number and percentage of Children with special education needs in programme areas supported with distance education through use of tablet based adapted digital contents disaggregated by districts, gender	0	1,000 CSEN (at least 50% girls)	Activity implementation and monitoring reports	Monthly
	1.6 Develop examination kits for grades 7 and 9	Availability of grade 9 examination kits in digital and written scripts	written scripts in few subjects	digital and written scripts in all subjects	Activity implementation report (written scripts of the kits)	Monthly
Output 2: Disadvantaged and vulnerable children are directly supported to access alternative learning including remote teacher support	2.1 Procure and distribute Solar radios with SD cards to primary and lower secondary learners and teachers	(Core) Number and percentage of learners in programme areas supported with solar radios and SD cards to support distance learning disaggregated by districts, gender	0	10,000	Implementation report and end-user monitoring report	Quarterly
		(Core) Number and percentage of teachers in programme areas supported with solar radios and SD cards to support distance learning disaggregated by districts, gender	0	1,000	Implementation report and end-user monitoring report	Quarterly
	2.2 Establish partnership and network with national and community radio stations for airing lessons (transmission)	Proportion of radio stations airing regular education lessons	NA	50%	Partnership agreement document and implementation report	Monthly

	2.3 Build the capacity of teachers to provide remote learner support and conduct monitoring of learning through creation of teacher distance learning training teacher supporting materials	(Core) Number and percentage of teachers in programme area trained in using distance learning methods to provide learner support and conduct remote monitoring disaggregated by district, gender	0	1,000	Training report and monitoring report	Bi-monthly
	2.4 Provide psycho-social support to teachers using multiple platforms	Number and percentage of teachers in programme area supported with psycho-social support disaggregated by district, gender	0	1,000	Implementation report	Monthly
	2.5 Conduct sensitization campaigns to minimize negative impacts of schools closure such as psychological, GBV, child marriage and pregnancy and provide access to psychosocial support	(Core) Number of children and percentage of children in the relevant age group in programme area reached through sensitization campaigns and psycho-social support disaggregated by gender, district	0	200,000	Implementation report	Bi-monthly
	2.5 Conduct representative sample-based survey to monitor continuity of learning coverage	Availability of survey report on coverage of access to continuity of learning	No	Yes	Survey report	Once

	2.6 Conduct research on alternative distance education	Research report with evidence alternative distance education to guide programme design and implementation	No evidence available	Yes evidence will be available	Study report	Once
Output 3: About 1 million vulnerable and disadvantaged children are supported to return to safe and protective school environment after COVID-19 aftermath	3.1 Conduct back to school campaign including community sensitization and mobilization, group and personal psycho-social support reaching about 2 million	(Core) Number and percentage of schools in programme areas of grant-supported schools reopened disaggregated by district and level of education	0	2,500	Monthly school return reports	Monthly
		(Core) Number and percentage of officials and teachers in grant-supported schools who return to school once the school system is reopened disaggregated by gender, district	0	7,500	Monthly school return reports	Monthly
	3.2 Provide teaching and learning materials to 200,000 vulnerable children especially girls and CSEN	Number and percentage of children in programme areas provided with education teaching and learning materials to bring them back to school disaggregated by gender and districts	0	200,000 (at least 50% girls)	Implementation and monitoring reports	Monthly

		(Core) Number and percentage of children in programme areas return back to school disaggregated by gender and districts	0	80%	Implementation and monitoring reports	Bi-monthly
	3.3 Support implementation of school WASH and Covid 19 prevention guidelines in 500 schools reaching 200,000 children	(Core) Number and percentage of schools in programme areas with minimum hygiene standards to prevent COVID-19 disaggregated by district and level of education	NA	60%	Implementation and monitoring reports	Monthly
	3.4 Provision of clean water (boreholes) in 150 schools especially in rural areas to benefit 60,000 children	Number and percentage of schools in programme areas provided with water supply to comply with COVID-19 prevention guidelines disaggregated by district and level of education	TBD	150	Borehole drilling report and monitoring report	Monthly
	3.5 Implement catch-up accelerated learning to support 500,000 learners who lag behind	Number and percentage of learners supported with access to catch- up lessons disaggregated by gender and districts	TBD	500,000 (at least 50% succeed to cope to their grade level)	Implementation and monitoring reports	Monthly

		(Core) Number and percentage of teachers in programme areas trained to provide catch-up lessons to learners who lag behind disaggregated by gender and districts	TBD	5,000	Implementation and monitoring reports	Monthly
	3.6 Connect schools to the national grid or solar power especially in rural areas	Number and percentage of lower secondary schools in programme area provided with power supply to access national e-learning platform disaggregated by district	TBD	20	Power supplier report and monitoring report	Monthly
	3.7 Conduct evaluation as evidence generation on the education response to COVID-19 to guide future sector preparedness and response	COVID-19 Education response evaluated	No	Yes	Evaluation report	Once

9. Implementation and Financial Management

The implementation plan with timeline is presented under Section 11.

The implementation and critical decision making for the planning, implementation, monitoring, adjustments and reporting will be done under the guidance of MoGE and its high-level decision-making body, the Policy and Implementation Technical Committee⁸ (PITC, which is the Local Education Group in Zambia). More frequent implementation and progress indicator monitoring will be conducted by Monitoring and Evaluation Technical Committee under MoGE, which reports to PITC.

MoGE will leadership in implementation of the programme. The key units responsible for the programme includes 1) Directorate of Planning for planning, monitoring, school health related matters and research, 2) Directorate of Teacher Education and Special Services for all teacher training, psycho-social supports and special education related activities, 3) Directorate of Open and Distance Education for all distance and alternative learning aspects, 4) Curriculum Development Centre for the development of learning contents aligned with the national curriculum and standards and other units such as Finance and HR units will be part of the programme implementation. Further information is found in the implementation plan with timeline (Section 11).

The cluster, the Education Working Group, will conduct frequent progress monitoring of the programme and raise issues and bottlenecks on the ground. While the Education Working Group meets only on emergency related matters, all members form part of Zambia NGO coordination group, and two NGO representatives selected from the NGO coordination group (currently ZANEC and Sport-Aid) participate to the PITC, bringing voices and concerns from all NGOs.

The Grant Agent, UNICEF, is responsible for ensuring that implementation is in line with the proposed interventions and for providing proper monitoring and quality assurance of the implementation. The programme will be managed by UNICEF Zambia Education Programme Section under the responsibility of the Section Chief, with daily management by the Education Specialist covering Equity and Emergency programme. Different technical sections within UNICEF Zambia, such as Child Protection, WASH, Social Policy and Research, Planning, Monitoring and Evaluation sections will constantly provide technical advice for quality programme approach and implementation. To ensure technical soundness, effective monitoring and quality of programme implementation, UNICEF will engage additional experts in the area of distance/alternative education, monitoring and data management and remedial/primary level learning. UNICEF will utilise different implementation strategies

⁸ PITC members consist of Permanent Secretary (Chair), all Director level staff of MoGE (Planning, Standards, Teacher Education and Specialised Services, Distance Education, Finance, Human Resources, two Representatives selected from CPCC (NGO coordination committee), representatives of Cooperating Partners.

depending on the nature of the activities, such as procurement of technical assistance and services, partnership with other technical agencies, disbursement of funds to different technical entities, procurement of supplies, equipment and other items.

UNICEF Zambia is a fully established country office with full operational functions (Programmes, Finance, HR, Supply and Logistics, M&E and Quality Assurance), and is able to provide accelerated supports and arrangement for quick start-up of interventions. While ensuring due diligence on every process and transactions, UNICEF will use fast-track process to implement the activities. Globally, to respond to COVID-19 crisis, UNICEF activated Level-3 Scale-Up Corporate Emergency Activation Procedure. Guided by the set of standards under Level-3, UNICEF now applies emergency fast track procedures for all partnership (NGOs partnership included), contracting, supply/logistics, financial process and transactions. Where possible UNICEF will utilise already established partnership portal with pre-approved and pre-registered NGOs for potential partnership to fast track the implementation, depending on their experiences and geographical presence, however other partnership may also be sought based on their comparative advantage, cultural/social relevance and technical expertise.

Procurement of key and high-volume items will be procured by UNICEF Directly. UNICEF direct procurement will facilitate timely delivery of procurement and implementation. Locally as well as globally, UNICEF has Long-Term-Agreement contracts with sets of pre-approved/pre-assessed service providers and suppliers (supplies, consultancies and other services). Procurement will be fast-tracked from the LTA list where possible and relevant, and other procurement activities will be guided by the emergency Level-3 fast track procedures. UNICEF has a policy of promoting local procurement to strengthen the local capacity and market. It will give priorities local procurement where possible and relevant.

The Grant Agent, UNICEF, is responsible for the management of the grant as well as financial management. The financial implementation and management of UNICEF is dictated by UN-wide financial management rules and regulations called Harmonized Approach to Cash Transfer (HACT), which provides measures to ensure all funds are properly utilized and accounted for, while making evenly efforts to strengthen national capacities for financial management and accountability, with a view to gradually shift to utilizing national systems and ensure sustainability. Currently the HACT assurance review rates MoGE as “high-risk”, UNICEF therefore works with MoGE in collaboration with other education partners such as the World Bank, to support the strengthening of ministry’s financial management capacity, while the implementation, payment transactions and financial management of the GPE programme will be undertaken directly by UNICEF based on the implementation plan and agreement and guidance from MoGE and the education partners.

The details of the financial and procurement rules and regulations as well as risk mitigation measures are presented in Annex I.

10. Monitoring and Evaluation

The monitoring of the programme will utilize the existing sector dialogue structure. As earlier mentioned, the policy and high-level decision making will be supported by MoGE's highest decision making and coordination body called PITC. The Education Working Group (Cluster) will make frequent review of the activity progress against the result framework and discuss ground level bottlenecks for possible elevation of the matters to PITC. MoGE's quarterly METC meeting will review the progress indicators, challenges and mitigations.

Based on GPE guidelines, the progress report will be submitted at 12 months then the full programme report will be presented after the programme completion. While in country level, the progress of the programme is monitored using the above-mentioned sector dialogue mechanism with relevant frequency. Most of the indicators in the Results Framework are monitored either monthly or bi-monthly which will facilitate GPE bi-monthly survey requirement.

UNICEF will make sure the monitoring practice is guided by its M&E quality standards. Monitoring in the context of UNICEF's commitment to results-based management and the associated need for accountability and transparency, requires a strong monitoring and evaluation framework. UNICEF will therefore strive to 'add value' to such performance monitoring and associated evaluation commitments through its technical supports for gender and child-sensitive methodologies and analyses and the application of evidence-based programming ensuring equity.

The program will be monitored at different levels to collect triangulated evidence where possible in order to assure that the program is not only delivering on the planned outcomes and outputs, but that the outcomes can be sustained. Monitoring and evaluation will serve three principal functions. The first will be the accountability function to various stakeholders including the funders, the target beneficiaries, and the government. The second will be to assess performance, whether the planned results are being realized and in tandem with the set objectives and goals. The third will be monitoring for learning that is to document and share all lessons right from the formative phases of the program to the end, with the view to teasing out major issues regarding sustainability and good practice.

Learning from evidence approach is planned and embedded into the programme, to generate knowledge and evidence particularly on the relevance, effectiveness and efficiency of the programme.

A focused research study is planned to understand the effectiveness of the distance learning (mainly radio learning with teacher support) and to analyse and document the practices and experiences of learners, teachers and parents. While specific research questions will be determined by PITC and METC, the research is interested to investigate how disadvantaged learners in challenging conditions would learn through distance learning and draw evidence and lessons for future programming and Ministry's alternative learning strategy. Voices of learners, teachers, parents and other stakeholders would be systematically captured

through this research. While further conceptualization is required, the programme will attempt to time the research and its data collection to provide timely feedback to address and adjust the programme delivery. The overall programme implementation in general will also ensure that relevant information, data and evidence will be captured in timely manner to immediately feedback to the enhancement of implementation, targeting and programme delivery.

An evaluation study is planned towards the end of the programme to assess and draw lessons from the response and recovery efforts of the sector. While the focus of the evaluation will be determined by the education sector partners through PITC and METC, the evaluation would give special attention to “relevance and effectiveness of education interventions and teaching-learning strategies in the context of health crisis”, “equitable programme reach” and “how the programme addressed specific barriers to learning faced by the most marginalized children during and after school closure”. It will also take relevant sample evaluation questions from the GPE M&E Guidelines, into account in consultation with relevant partners, METC and PITC. The evaluation findings are expected to inform further strengthening of the distance learning and alternative learning system in the country and to draw lessons for future emergency preparedness, readiness and contingency planning in the sector.

11. Implementation Plan with Timeframe

Kindly also find the excel file for the same information for ease of reference.

Description	Implementation timelines																		Responsible
	Quarter 1 (June - Aug 2020)			Quarter 2 (Sep -Nov 2020)			Quarter 3 (Dec 2020 - FEB 2021)			Quarter 4 (March - May 2021)			Quarter 5 (June - Aug 2021)			Quarter 6 (Sep -Nov 2021)			
	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	
Output 1. Learning contents for ECE, primary level (Grade 1-7) and lower secondary (Grade 8 - 9) learners including children with special education needs for continued learning developed and adapted for use by about 4.4 million children and adolescents																			
Act 1.1 Develop full radio learning contents and guidelines for ECE in seven local languages and distance learning programme strengthening																			Directorate of ECE (ECE)& Directorate of Open and Distance Education (DODE)
Act 1.2 Develop full radio learning contents and guidelines for Grade 1 - 4 in 7 languages for four core subjects and distance learning programme strengthening																			DODE & Curriculum Development Center (CDC)
Act 1.3 Develop full radio learning contents and guidelines for Grade 5-7 in English and distance learning programme strengthening																			DODE & CDC
Act 1.4 Develop full radio learning contents and guidelines for lower secondary Grade 8-9 in English and distance learning programme strengthening																			DODE & CDC
Act 1.5 Adapt learning tablets and TV lessons for accessibility by children with special needs																			DODE, CDC & Teacher Education and Specialized Services (TESS)
Act 1.6 Develop examination kits for grade 7 and 9																			DODE, CDC & Examination Council of Zambia (ECZ)
Act 1.7 Provision of technical assistance and quality assurance by an alternative learning advisor																			UNICEF Zambia
Output 2. Disadvantaged and vulnerable children are directly supported to access alternative learning including remote teacher support																			
Act 2.1 Procure and distribute Solar radios with SD cards to primary and lower secondary learners and teachers																			DODE
Act 2.2 Establish partnership and network with national and community radio stations for airing lessons (transmission)																			DODE
Act 2.3 Build the capacity of teachers to provide remote learner support and conduct monitoring of learning through creation of teacher distance learning training system/programme using existing ICT institutions																			DODE & TESS
Act 2.4 Provide psycho-social support to teachers using multiple platforms																			TESS
Act 2.5 Conduct sensitization campaigns to minimize negative impacts of schools closure such as psychological, GBV, child marriage and pregnancy and provide access to psycho social support through child life line; radio phone-in,																			TESS
Act 2.6 Conduct representative sample based survey to monitor continuity of learning coverage																			Directorate of Planning and Information (DPI)
Act 2.7 Conduct research on alternative distance education																			DPI & DODE
Act 2.8 Provision of technical assistance for monitoring, information and data management																			UNICEF Zambia
Output 3. About 1 million vulnerable and disadvantaged children are supported to return to safe and protective school environment after COVID-19 aftermath																			
Act 3.1 Conduct back to school campaign including community sensitization and mobilization, group and personal psycho-social support reaching about 2 million people																			Directorate of Curriculum & Standards, TESS
Act 3.2 Provide school grants for teaching and learning materials including sanitary pads to 200,000 vulnerable children especially girls and CSEN																			DPI
Act 3.3 Support implementation of school WASH and Covid 19 prevention guidelines in 500 schools reaching 200,000 children																			DPI (Health & Nutrition unit)
Act 3.4 Provision of clean water (boreholes) in 150 schools especially in rural areas to benefit 60,000 children																			DPI (Health & Nutrition unit)
Act 3.5 Implement school based learner assessment and provide catch-up/remedial lessons to support about 500,000 learners who lag behind																			Directorate of Curriculum & Standards, TESS
Act 3.6 Connect schools to the national grid or solar power especially in rural areas																			DPI
Act 3.7 Conduct evaluation as evidence generation on the education response to COVID-19 to guide future sector preparedness and response																			DPI
Act 3.8 Technical assistance for back to school initiatives and remedial/catch-up lessons																			UNICEF Zambia

12. Budget

The total requested amount is USD 10,000,000. The budget per proposed activity, cost estimation and assumptions are presented in the table below. (kindly find the attached excel budget sheet for ease of reference. The breakdown of UNICEF Zambia Operational, Administrative, Financial and Quality Assurance Support Cost is also included in the excel file, and additional justifications are found in Annex II).

Description		Estimated cost				Assumptions
		Unit	QTY	Unit Cost	Total Cost	
Output 1. Learning contents for ECE, primary level (Grade 1-7) and lower secondary (Grade 8 -9) learners including children with special education needs for continued learning developed and adapted for use by about 4.4 million children and adolescents						
Act 1.1	Develop full radio learning contents and guidelines for ECE in seven local languages and distance learning programme strengthening	Number of languages	5	5,840	29,200	QTY: 72 lessons each for five local languages of Tonga, Lozi, Lunda, Kaonde and Luvale; Cost: translation of scripts, voicing and recording of lessons at a cost of \$ 5000 per 72 lessons for each five languages; development of guidelines at \$ 840 per language. Unit cost per language is \$5840
Act 1.2	Develop full radio learning contents and guidelines for Grade 1 - 4 in 7 languages for four core subjects and distance learning programme strengthening	Number of grades	4	61,000	244,000	QTY: four core subjects in seven local languages for grades 1 to 4; Cost: development of scripts, translation of scripts, voicing and recording of lessons and development of guidelines at a cost of \$ 15,250 per subject. The cost for the four subjects is estimated at \$61,000. Unit cost per grade is \$61,000
Act 1.3	Develop full radio learning contents and guidelines for Grade 6-7 in English and distance learning programme strengthening (for grade 5 is already available)	Number of grades	2	50,000	100,000	QTY: four core subjects in English grades 6 & 7; Cost: development of scripts, voicing and recording of lessons at a cost of \$ 12,000 per subject; development of guidelines at \$500 per subject. The cost for the four subjects is estimated at \$50,000. Unit cost per grade is \$50,000

Act 1.4	Develop full radio learning contents and guidelines for lower secondary Grade 8 -9 in English and distance learning programme strengthening	Number of grades	2	72,000	144,000	QTY: five core subjects in English grades 8 & 9; Cost: development of scripts, voicing and recording of lessons at a cost of \$ 14,400 per subject; development of guidelines at \$400 per subject. The cost for the five subjects is estimated at \$72,000. Unit cost per grade is \$72,000
Act 1.5	Adapt learning tablets and TV lessons for accessibility by children with special needs	Number of tablets	1000	240	240,000	QTY: 1000 tablets with CSEN adapted digital for content for primary education learners; Cost: unit cost for the tablet is \$150 and for adaptation of the lessons is \$100.
Act 1.6	Develop examination kits for grade 7 and 9	Exam kit	2	25,000	50,000	QTY: two written scripts of examination kits comprising the core examinable subjects; Cost: \$25,000 per kit
Act 1.7	Provision of technical assistance and quality assurance by an alternative learning advisor/expert	an advisor	22	10,000	220,000	QTY: one international technical advisor on alternative learning; Cost: fee of \$10,000 per month for 22 months
Sub-total output 1					1,027,200	
Output 2. Disadvantaged and vulnerable children are directly supported to access alternative learning including remote teacher support						
Act 2.1	Procure and distribute Solar radios with SD cards to primary and lower secondary learners and teachers	Number of radios	11,000	15	165,000	QTY: solar based radios with SD cards and distribution cost; Cost: cost per radio and SD card \$14 and \$1 per radio for distribution. Unit cost is estimated at \$15
Act 2.2	Establish partnership and network with national and community radio stations for airing lessons (transmission)	Community radios airtime charge for 90 days	10	3,780	37,800	QTY: 10 community radios with wider frequency coverage and good track record of listenership; daily airtime charges for 90 days; Cost: negotiated airtime charged of \$42 per day for 90 days is \$3780 per community radio.
Act 2.2	Build the capacity of teachers to provide remote learner support and conduct monitoring of learning through creation of teacher distance learning training system/programme using existing ICT institutions	Number of teachers	1,000	120	120,000	QTY: 1000 teachers; Cost: \$120 per teacher to cover training cost and training materials
Act 2.4	Provide psycho-social support to teachers using multiple platforms	Number of teachers	1,000	15	15,000	QTY: 1000 teachers; Cost: \$15 per teacher to access the psycho-social support

Act 2.5	Conduct sensitization campaigns to minimize negative impacts of schools closure such as psychological, GBV, child marriage and pregnancy and provide access to psycho social support through child lifeline; radio phone-in,	Number of wards	480	240	115,200	QTY: wards as small administrative unit comprising of villages and an average population size of 4,000. The most disadvantaged wards that is high level of poverty, low level of social services etc.; Cost: \$240 per ward for community sensitization and psycho-social support for at risk children and adolescents
Act 2.6	Conduct representative sample-based survey to monitor continuity of learning coverage	Survey	1	200,000	200,000	
Act 2.7	Conduct research on alternative distance education	Study	1	100,000	100,000	
Act 2.8	Provision of technical assistance for monitoring, information and data management	Consultant and Monitoring Travels	24	6000	144,000	QTY: local consultant for monitoring, information and data management; Cost: monthly fee of \$6000 per month for 24 months
Sub-total output 2					897,000	
Output 3. About 1 million vulnerable and disadvantaged children are supported to return to safe and protective school environment after COVID-19 aftermath						
Act 3.1	Conduct back to school campaign including community sensitization and mobilization, group and personal psycho-social support reaching about 2 million people	Number of wards	480	500	240,000	QTY: wards as small administrative unit comprising of villages and an average population size of 4,000. The most disadvantaged wards that is high level of poverty, low level of social services etc.; Cost: \$500 per ward for community sensitization and mobilization to bring children back to school especially those who at risk.
Act 3.2	Provide school grants for teaching and learning materials including sanitary pads to 200,000 vulnerable children especially girls and CSEN	Grant per child	200,000	15	3,000,000	QTY: TLM & MHM pads per child reaching about 200,000 children; Cost: \$15 per child
Act 3.3	Support implementation of school WASH and Covid 19 pretension guidelines in 500 schools reaching 200,000 children	Schools	1500	200	300,000	QTY: 1500 schools that is 60% of schools in programme targeted areas; Cost: \$200 per school to implement minimum hygiene standards
Act 3.4	Provision of clean water (boreholes) in 150 schools especially in rural areas to benefit 60,000 children	Number of boreholes	150	6500	975,000	QTY: 150 schools that is 6% of schools in programme targeted areas with no water supply to implement WASH

						standards; Cost: Drilling of 150 boreholes at a cost of \$6,500 per borehole.
Act 3.5	Implement school-based learner assessment and provide catch-up/remedial lessons to support about 500,000 learners who lag behind	Number of schools	2,500	1,000	2,500,000	QTY: 2,500 schools supported to implement catch-up lessons; Cost: \$1,000 per school
Act 3.6	Connect schools to the national grid or solar power especially in rural areas	Number of schools	20	21,500	430,000	QTY: 20 schools provided with power supply either through connecting with the national grid or solar based mini grid systems; Cost: \$21500 per school
Act 3.7	Conduct evaluation as evidence generation on the education response to COVID-19 to guide future sector preparedness and response	Evaluation	1	200,000	200,000	
Act 3.8	Technical assistance for back to school initiatives and remedial/catch-up lessons	TA	18	5,000	90,000	QTY: local technical assistant for back to school initiative and remedial/catch-up lessons; Cost: monthly fee of \$5,000 per month for 18 months
Sub-total output 3					7,735,000	
	UNICEF Zambia Operational, Administrative, Financial and Quality Assurance Support Cost				340,800	
	UNICEF Zambia Support Cost Total				340,800	
	Total Programme cost				10,000,000	

Annex I. UNICEF Financial and Procurement Rules and Regulations

UNICEF's financial risk management is aligned to the UN standard Framework Harmonized Approach of Cash Transfers to Implementing Partners. The adoption of the new harmonized approach is a step in implementing the Rome Declaration on Harmonization and the Paris Declaration on Aid Effectiveness, which call for a closer alignment of development aid with national priorities and needs. The approach allows efforts to focus more on strengthening national capacities for management and accountability, with a view to gradually shift to utilizing national systems.

HACT is based on an assessment of the risks associated with transferring cash to implementing partners, including the risk that cash transferred to implementing partners may not be used or reported in accordance with agreements between the agency providing the cash resources and the implementing partner.

According to the UN HACT principle it is recognised that the level of risk can be different for each Implementing Partner. For each Implementing Partner, UN Agencies effectively and efficiently manage this risk by:

1. Assessing the Implementing Partners' financial management capacity (micro assessment of IP receiving over \$100,000 per year);
2. Applying appropriate procedures for the provision of cash transfers to the Implementing Partner (mitigation measures); and
3. Maintaining adequate awareness of the Implementing Partner's internal controls for cash transfers and proper utilization of resources to beneficiaries through assurance activities like regular financial 'spot checks', programmatic field visits or financial audits.

Micro-assessment

The first stage of the HACT financial management approach is to conduct a Micro-Assessment of the IP's financial management systems. Each micro-assessment concludes with a statement of the overall risk profile related to cash transfers, rated as 'low', 'moderate', 'significant', or 'high'. A 'low risk' rating indicates a well-developed financial system and function control framework. A 'significant risk' or 'high risk' rating is given if the system is more nascent and the control framework is inadequate to assure that cash transfers are used and reported as agreed with the Agencies. **The findings of the Micro-Assessment primarily guide the frequency and coverage of assurance activities (spot checks) and capacity building for enhancing financial systems of the IPs.**

The results of the micro assessment are valid for a period not to exceed the duration of the Programme cycle and may extend across Programme cycles. For example, a micro assessment conducted at the beginning of the fourth year of a five-year country Programme cycle will be valid up to the end of the third year of the following country Programme cycle unless there was a change in the IP's management structure or processes and procedures as noted above. If significant changes to an IP's organizational management structure or processes and procedures with respect to the Programme are observed, a new micro assessment may be deemed necessary by the agency during the Programme cycle.

Spot Checks

At a minimum, one (1) spot check is required for all implementing partners reporting more than US\$50,000 expenditures in a year from funds provided by UNICEF. Significant negative spot check findings result in scheduling of additional assurance activities. A spot check is not required in the year when an audit is completed. These visits act as a 'mini audits' of financial expenditure against agreed project budget lines.

Audits

Any IP receiving more than \$100,000 per year might be sampled by HQ for a 'special audit' based on Risk level of that implementing partner. The risk-based audit methodology utilizes a comprehensive process for selecting implementing partners to be audited taking into consideration financial risks, the operating environment and prior audit results. The methodology allows for a robust global risk assessment and the ability to aggregate and analyze the audit results.

UNICEF Zambia Country Office is audited every 5 years and was last Audited in 2015. The Audit covered both programmatic and financial aspects of the Programme management. Audit reports are available through the normal UNICEF channels.

Procurement Procedure

UNICEF Financial regulation (article XII) obligates all UNICEF country offices and their staff to carry out any procurement (of services and goods) by means of competitive tenders. Major exceptions would be under acute emergency situations or prices are fixed by some regulatory bodies. Depending on the nature of purchases, either invitation of bid, request for proposals, request of quotations is issued to invite interested service providers.

Those proposals and bids are evaluated by two different panels, 1) technical panel comprising a group of expertise specialized in the area, subjects, items, and 2) financial panel comprising of a variety of officers in UNICEF including supply, financial and Programme units. Financial panel opens and reviews only those proposals that were successful in the technical review. Both evaluation results are tabulated and ranked for the final recommendation. Contract Review Committee whose mandate is mainly to review if 1) appropriate authority has been obtained for making the commitment, 2) The interest of UNICEF and its funds (including donor's contribution) are protected, and 3) the purchasing activities are carried out in conformity with the regulations and rules, then meet and review the whole selection process, and recommend or not recommend for commitment. It is a lengthy process especially if the amount of commitment is large, however the process ensure necessary steps are followed through and that any unnecessary and detectable misuse of funds are avoided.

Risk Mitigation Table

Risks	Mitigation measures
<p>Macroeconomic risk -the decline in investment in social services due to decline in revenue and debt servicing which will also be further aggravated with the ongoing economic slowdown due to covid-19. There is a risk that education programmes may receive insufficient funding to enable service delivery at optimal levels.</p>	<p>UNICEF's convening power as a lead in the sector, lead agency in the UN family and co-lead for education WB for emergency will assist to leverage technical assistance and financial resources flows to the sector.</p>
<p>Fiduciary risks - the OAG 2016 report and the 2018/9 forensic audit identified there is high level of fiduciary risk in the MoGE</p>	<p>UNICEF will administer funds to implementing NGOs through the Harmonized Cash Transfer approach that allows for periodic checks and balances by staff in complement with audit firms. Through the finance staff at UNICEF and in NGOs, all districts will have finance staff to ease administration of funds to execute activities, especially at community-level.</p> <p>UNICEF plans to provide grants/awards to NGOs who will be responsible for providing technical assistance to MoGE at all levels. UNICEF will enter into a Programme Cooperation Agreement (PCA) to establish the partnership framework. The PCA will define the rights and obligations of UNICEF and the NGO, as well as the terms and conditions of the partnership. The PCA will be operationalised through programme documents that define the expected results, activities, related resource requirements and work plan.</p> <p>UNICEF will conduct due diligence to ensure accountability of advances and standardization of accounting and reporting procedures agreed between UNICEF and implementing partners under the Harmonized Approach to Cash Transfer (HACT) framework. HACT introduces harmonized procedures and regulations for transferring cash to implementing partners. HACT is a key element of sound programming, developed to monitor the reach and effect of the grant disbursements to implementing partners. The framework requires UNICEF to conduct micro-assessments for partners that receive more than \$100,000; spot checks for partners receiving more than \$50,000; field monitoring for partners receiving more than \$2,500; and audits for partners receiving over \$500,000 during a programme cycle. In cases where financial misappropriation is suspected, UNICEF will commission a special audit.” Moreover, will support capacity building of MoGE's staff to implement its action plan on strengthening financial management.</p>

<p>MoGE's low implementation capacity and cumbersome and lengthy processes such as procurement process</p>	<p>The implementation arrangement will be structured for direct procurement by UNICEF to make use of its procurement process including LTAs. UNICEF will also partner with INGOS and NGOS for the communication for development related interventions and capacity building of teachers. The internal implementation capacity of UNICEF will be fostered through deployment an international programme specialist for alternative learning fully dedicated to the programme. Moreover, an additional sector and working group coordination will be sought through strengthening UNICEF's internal capacity. The country office will also benefit from the technical assistance and experience sharing opportunities from HQ and the RO.</p>
<p>Quality of distance education contents and its alignment with the national curriculum</p>	<p>The contents development will be done through contracting of institutions with high expertise and wide range of experience in the field. Moreover, the curriculum development center will be fully involved and provide quality assurance throughout the stages of identification, development, translation, voicing and recording of the lessons.</p>
<p>COVID-19 induced risks related to restriction in movement and physical interactions</p>	<p>In the short term the restriction in movement and physical distancing measures put in place to stem the spread of COVID-19 limits the regular stakeholders' and cooperating partners consultative meetings, visits to project sites and physical interactions with communities. however, this will be mitigated with use of ICT platforms such as WebEx, skype, zoom, WhatsApp, texting, phone calls etc.</p>
<p>Limited frequency coverage of radio stations</p>	<p>Some very remote inaccessible villages may lack the frequency coverage even through community radios. In such cases recorded lessons will be distributed in order to reach those disadvantaged children with the continuity of learning programme. Moreover, these children will be priority targets for catch-up and accelerated programmes.</p>
<p>Safeguarding issues (harm to people or environment)</p>	<p>On safeguards issues (harm to people or the environment), UNICEF has a strict global guidelines for environmental assessment and protection for any infrastructure related and procurement supports. UNICEF Zambia is also supporting the government on standards for WASH including, borehole drilling.</p> <p>UNICEF's work is guided by the Convention on the Rights of the Child (CRC), Convention on Elimination of Discrimination Against Women (CEDAW), the Beijing Declaration and Platform for Action and the Sustainable Development Goals (SDGs). UNICEF considers the welfare and protection of children, young people and vulnerable women as an organisational imperative with primacy over everything else. UNICEF has zero-tolerance towards the harm of children, young people and vulnerable women.</p> <p>UNICEF requires all implementing partners to adhere to the standards and requirements of the Prevention of sexual exploitation and abuse (PSEA) for both emergency and development projects</p>

	<p>and programmes. UNICEF conducts PSEA assessment of implementing partners, requires implementing partners to commit by incorporating in programme documents and support capacity building of partners on PSEA</p>
<p>Readiness to implement emergency activities in timely manner</p>	<p>UNICEF Zambia is a fully established country office with full operational functions (Programmes, Finance, HR, Supply and Logistics, M&E and Quality Assurance), and is able to provide accelerated supports and arrangement for quick start-up of interventions.</p> <p>UNICEF will facilitate timely delivery of procurement and implementation through direct procurement. Locally as well as globally, UNICEF has Long-Term-Agreement contracts with sets of pre-approved/pre-assessed service providers and suppliers (supplies, consultancies and other services). Procurement will be fast-tracked from the LTA list where possible and relevant, and other procurement activities will also be guided by emergency Level-3 fast track procedures.</p>

Annex II UNICEF Zambia Operational, Administrative, Financial and Quality Assurance Support Cost

Based on the GPE proposal review committee recommendations on April 28, UNICEF Zambia Operational, Administrative, Financial and Quality Assurance Support Cost has been revised downwards (around 3% of the total grant), however UNICEF not only provides supervision, but also directly manages the grant, including programme operational support, supply and logistical management, quality assurance, reporting, all requirements related to Harmonised Approach to Cash Transfers and due diligence for financial management. Furthermore, as this is emergency response and accelerated funding, which requires intensified, accelerated and fast-tracked implementation and operational supports. We therefore believe that the Country Support cost presented in the budget is fully justifiable. Based on the request from GPE review committee, the breakdown of the total cost is presented in the attached excel file.

Annex III UNOCHA COVID-19 Flash Appeal and GPE Humanitarian Accelerated Funding (standard)

Zambia has also developed a Humanitarian Response Plan, in the form of a UN Flash Appeal for COVID-19, through UNICEF as the UN Education Sector Lead and the Education Cluster⁹ led by Save the Children and UNICEF (global cluster co-leads). The cluster was activated in September 2019 in response to the drought emergency in many parts of the country. The cluster meets weekly¹⁰, chaired by MoGE emergency focal point.

The education component of the UN Humanitarian Flash Appeal mirrors the MoGE Covid-19 Response and Recovery Plan, with strong focus on the most disadvantaged and vulnerable population groups, such as children living in poverty, in rural/remote areas, with disabilities, disaster-affected (drought, floods and others), refugees, migrants and minorities. The current final draft version presents the following as Education Sector Priorities:

- Develop and implement different types of distance learning programmes/modalities through different platforms for ECE, Primary and Secondary education level learners
- Strengthen the institutional capacity and system to deliver different types of alternative and distance learning, monitoring and assessment to ensure continuity of learning, especially for disadvantaged children
- Support teachers, schools and educational authorities to effectively implement distance learning and monitor children's learning and assess progress
- Provide supports and raise awareness among community members, parents and other family members on the importance of continuity of learning, support to learners at home, infection prevention and readiness for back to school
- Support the education system, schools, teachers, learners and parents for the opening of school (back to school).
- Learners and teachers support at the opening of school, through psycho-social supports, school feeding, and school level hygiene and infection prevention supports Develop strategies and implement remedial or accelerated learning

MoGE is in discussion with CA (UNICEF) on accessing standards GPE Humanitarian Accelerated Funding (20% of ESPIG). If country decides to pursue this funding opportunities, the above priority areas will be considered for the interventions in the proposal, and the proper process for GPE application process will be followed.

⁹ Called the Education Working Group in Zambia

¹⁰ Education Working Group Meeting