

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW		
Country:	Somaliland	
Grant agent(s):	Save the Children	
Coordinating agency(ies):	European Union	
Program name:	COVID-19 Response Accelerated Funding.	
COVID-19 Accelerated Funding amount requested:	USD 2,300,000	
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested):	USD 161,000	
Agency fees as % of total COVID-19 Accelerated Funding requested:	7%	
COVID-19 Accelerated Funding application date:	7/13/2020	
Estimated COVID-19 Accelerated Funding program start date:	8/1/2020	
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30 , 2021):	7/31/2021	
Expected submission date of completion report (At the latest 6 months after program closing date):	12/31/2021	
Grant modality - (please enter 'X')	<input type="checkbox"/>	Sector Pooled
	<input type="checkbox"/>	Project Pooled/ Co-financed
	<input checked="" type="checkbox"/>	Project/ Stand-alone



REPUBLIC OF SOMALILAND
MINISTRY OF EDUCATION & SCIENCE

Global Partnership for Education Support

COVID-19 Response Accelerated Funding

Application Document
July 2020



List of Acronyms

ABE	Alternative Basic Education
AF	Accelerated Funding
CEC	Community Education Committees
CSO	Civil Society Organization
DEO	District Education Office
ECW	Education Cannot Wait
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
EU	European Union
ESC	Education Sector Coordination
ESPIG	Education Sector Program Implementation Grant
GPE	Global Partnership for Education
HAVAYOCO	Horn of Africa Voluntary Youth Committee
HE	Horumarinta Elmiga
IDP	Internally Displaced Persons
IEC	Information Education and Communication
MoES	Ministry of Education and Science
MoU	Memorandum of Understanding
MP3	Moving Picture Experts Group Audio Layer 3
NFE	Non-Formal Education
CNTE	College of National Teacher Education
PE	Primary Education
PSM	Project Steering Committee Meeting
QAS	Quality Assurance & Standards
REO	Regional Education Officer
SCI	Save the Children International
SE	Secondary Education
SESSP	EU Somaliland Education Sector Support Program
SVO	Steady Volunteer Organization
TA	Technical Assistant
UNICEF	United Nations Children Fund

INTRODUCTION

Since the outbreak of COVID-19 in December 2019, the disease has created humanitarian and socio-economic crises in an unprecedented way, touching nearly all countries and communities across the world. Somaliland is one of the countries in sub-Saharan Africa that has been affected by the crisis. In June 2020, Somaliland reported 593 positive cases, confirmed 27 deaths and recovery of 117 cases. Given the rapid pace of the virus and inadequate access to testing in Somalia, there are concerns the true number of COVID-19 cases may be much higher.

Globally, the COVID-19 pandemic has had a major impact on the education sector with 1.53 billion learners out of school and 188 countrywide school closures, affecting nearly 90% of the world's total enrolled learners. Such massive disruption to educational access due to spread of COVID-19 is likely to exacerbate the drop-out rates escalating the existing disruptions caused by armed conflicts, forced displacement, climate change induced disasters and protracted crises across the Globe. Girls face specific risks due to the disproportionate burden of household chores¹ they bear and their heightened vulnerability to sexual based gender violence (SBGV) as a result of movement restrictions due to the pandemic. Without adequate support, girls who are out of school will also face increased risks of child marriage and may not be able to return to school. Boys also face increased protection risks such as recruitment into illegal gangs, child labor and abuse. Children may also be separated from their guardians/caregivers should either of them contract the disease.

To address and mitigate the impact of COVID-19 on education, the Somaliland Ministry of Education and Science (MoES) has closed all learning institutions (including schools and universities) effective March 19, 2020 and extended the closure of the next academic or school year until August 2020. As the result, 1,516 schools are closed and 257,340 children and adolescents (115,249 girls) are not attending school. This has posed increased pressure on parents to engage their children in productive activities at home.

The MoES also developed a basic education response strategy that put in place measures to support the continuation of learning remotely. This will continue to ensure every learner benefits from the platform and no one is left behind. It aims to mitigate the immediate impact of the school closure, particularly for the most vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning and ensure children are safe and protected. The MoES COVID-19 Preparedness and Response plan (COVIDPR) (attached as Annex 1) outlines the use of the following medium to disseminate lessons through remote learning:

- TV and radio lessons
- Offline use pre-recorded lessons using Solar Powered Tablets
- Online learning platforms (Tabsera Online Platform – a virtual classroom launched by one of the local telecommunication companies called Telesom; RAAD Academy – a web-based platform that gathers pre-recorded online video lessons)
- Remedial classes to catch up with the curriculum once the schools re-open

The Global Partnership for Education (GPE) has allocated COVID-19 accelerated funding to countries that are eligible for Education Sector Program Implementation Grant (ESPIG) funding

¹ United Nations Children's Fund, Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030, UNICEF, New York, 2016 – Girls in Somalia spend 26 hours a week on household chores, the most of any country in the world.

with resources directly targeted at activities to mitigate and recover from the COVID-19 crisis as identified by government response plans.

Somaliland is one of the eligible countries to apply for this funding. The GPE allocated USD 2.3 million for Somaliland. The funds will align and contribute to the overall effort and commitment of the Somaliland Government and its development partners in implementing the outlined approved education response plan discussed above.

PROGRAM DESCRIPTION

The Somaliland COVID-19 Response program will contribute to the implementation of the basic education response strategy plan developed by the Somaliland MoES, the existing GPE-funded ESPIG and other on-going education programs supported by the education sector coordination members. The program's immediate interventions mitigate and respond to the effects of school closure by ensuring learning continuity. It also supports education systems to fully recover and ensure continued quality learning and sustained interventions with long-term potential.

Theory of Change

The theory of change is summarized as follows:

- **If** the MoES is supported to develop and disseminate distance learning solutions during the COVID19 crisis, **then** the education system will be stronger and education initiatives will ensure children have access to remote learning during school closures;
- **If** support is available to scale up the COVID19 response and address the issues related to child safety and protection, **then** more boys and girls feel safe and are likely to return to school once schools open; and
- **If** learners, teachers, schools and communities are equipped with knowledge on transmission and prevention of COVID19, **then** the extent to which children's learning is disrupted will be minimized.

Challenges/Problems	Outputs	Intermediate Outcomes	Outcomes	Overall Goal
<p>School closures due to COVID19 have resulted in disruption of learning and there are no alternative learning options.</p> <p>The outbreak of COVID19 and reopening of schools will pose safety and protection risks to children.</p>	<p>Develop and promote remote and alternative learning opportunities for children to ensure continued learning</p> <ul style="list-style-type: none"> • Improved awareness of school and community on the transmission and impact of COVID19 • Ensure safe learning environments for safe return of children 	<ul style="list-style-type: none"> • Continuity of learning through distance learning platforms • Continuity of learning outside of schools settings (at home) • School communities will get full information and be aware of the risks related to school reopening 	<ul style="list-style-type: none"> • Continued access to learning opportunities for children affected by the COVID19 emergency • Children, teachers and school communities are able to return safely to schools after the COVID19 emergency 	<p>Minimizing and mitigating the impact of COVID19 emergency on access to education and the educational attainment of Somali children affected by the COVID19 emergency</p>

	<ul style="list-style-type: none"> • Ensure wellbeing and protection of children 			
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The overall program objective is to support and ensure continued learning and well-being of children during and after school closures and strengthen education system recovery and resilience. The program will focus on three main outcomes and their outputs.

The program outcomes and outputs:

Outcome One: Girls and boys affected by the COVID-19 Pandemic Crisis continue their education during and after the COVID- 19 Emergency

- Output 1.1** Promote remote and alternative learning opportunities for children to ensure continued learning
- Output 1.2** Ensure school opening and return of children
- Output 1.3** Children transit easily from grade to grade during and after emergency

Outcome Two: Enhanced health, safety and wellbeing of learners, teachers and education staff

- Output 2.1:** Improved awareness of school and community on the transmission and impact of COVID-19
- Output 2.2** Ensure safe learning environments for safe return of children
- Output 2.3.** Ensure wellbeing and protection of children

Outcome Three: Strengthened systems and human resource capacity for effective and efficient response to COVID- 19, recovery and future outbreaks.

- Output 3.1** Build emergency response resilience.

Description of main activities under the program outcomes and outputs

Output 1.1: Promote remote and alternative learning opportunities for children to ensure continued learning

School closures in mid-March 2020 as a measure to minimize the impact of COVID-19 on learners, has resulted in the disruption of learning and the need to design alternative learning options to maintain student learning during school closure. The program will support the MoES' COVIDRP initiative to provide distance learning through the production and broadcasting of TV and radio education programs. The remaining existing curricula will be converted, across grades from primary and secondary level, and lessons broadcasted over radio and TV stations. Teachers and university lecturers as subject specialists record audio and video lessons and develop and other supplementary print materials such as worksheets.

Several development partners are providing financial and technical support to MoES' distance learning content, including UNICEF through Education Cannot Wait (ECW) and Save the Children and CARE International through the EU-funded Horumarinta Elmiga (HE3) Program. The MoES has already completed the development of all the primary education lessons with the support of ECW and part of the secondary distance learning programs with HE3 support. SC's program will

support the development of the remaining programs, mainly the secondary basic education, and partly the airing or broadcasting of both primary and secondary programs.

The MoES targets all schoolchildren with access to distance learning through both the online platform and radio/television lessons. For children with no access to radio/television or the online platform, the MoES will distribute printed materials such as textbooks and worksheets to enable children to learn at home. MP3 recorded lessons using solar powered radio sets will be procured and distributed to 5,000 students in the remote rural areas where regular TV and radio program coverage does not reach. In addition to the MP3 recorded lessons, 4,000 learners will also receive solar powered and relatively cheaper tablets. This will pilot the use of tablets as a new initiative using technology for learning purposes. Children will receive pre-recorded lessons on the tablets so they watch and listen to the education programs any time while at home and school with the support of their parents.

Output 1.2: Ensure school opening and return of children

The prolonged school closures have a long-term impact on school participation, particularly on children in remote pastoral and agro-pastoral areas as well as marginalized and disabled children including conflict-affected children, these vulnerabilities often intersect and compound each other. School closures due to COVID-19 may lead to the permanent dropout of children from vulnerable households, especially in rural areas where early dropout is common even in ordinary circumstances. Girls are more likely to permanently leave school after a disruption than boys are, and teenage and early marriage practices are expected to increase. The long-term impacts of lost months of schooling and nutrition will be particularly severe for children in poor families, adversely affecting their human capital development and learning potential, presenting an urgent need for efforts to support and encourage re-enrollment once schools reopen.

MoES, through the program, will conduct a large back to school campaign at national and school level and support messaging to announce the reopening of schools, prepare parents and students, and address concerns regarding safety and arrangements for reopening. The MoES will work with education stakeholders including Civil Society Organizations (CSOs) and private media outlets to make parents/caregivers aware of the importance of all children returning to school. The campaign will include communication on the safety measures being taken to ensure the protection of children as they return to school. Campaign promotion will be via various media, including TV, radio, social media (blogs/WhatsApp groups) and interviews of prominent figures, as well as via regular communication chains from national to schools and communities.

Output 1.3: Children transit easily from grade to grade during and after emergency

During school closure, some loss of learning is inevitable. Many children might not be able to participate fully the alternative, distance-learning opportunities. Therefore, additional support is required for teachers to execute accelerated learning programs following the reopening of schools to support students to catch up lost learning time.

The program will provide accelerated learning and remedial support for catch-up learning through preparation of guidelines and support to teachers. Accelerated learning has proven effective in mitigating the impact of school closures in many countries. The program will also include provision of remedial classes targeted to students with low performance during the accelerated learning phase. This will help learners to overcome the impact of loss of learning during the closure of schools and easily transition to the next grade level during the normal academic year without failure or repetition. The MoES along with district education officers, supervisors, head teachers and teachers will work together to effectively implement the remedial and catch up programs. The program will pay incentives to teachers who implement the additional remedial classes for

learners including volunteer teachers teaching in the different target schools. The program will also provide scholarships for 500 most vulnerable boys and girls including learners with special needs and disabilities, whose families' household finances has been affected by COVID-19.

Output 2.1: Improved awareness of school community on the transmission and impact of COVID-19

Ensuring that teachers, learners and school communities return to safe learning spaces is a critical concern. To prevent the transmission and spread of COVID-19, awareness campaigns for learners, parents and school communities will be conducted. Communication will include messages on health, safety, social risks and reduction measures. The MoES will train teachers and Community Education Committee (CEC) members on COVID-19 preventive measures, symptoms and transmission, safe school operations during and after the COVID-19 outbreak. Schools will be provided with basic hygiene and sanitation supplies and kits to prevent the spread of the virus. In addition, proper and relevant IEC materials will be developed, printed and distributed to all target schools.

Output 2.2: Ensure safe learning environments for safe return of children

The safety and well-being of learners, teachers and other non-teaching staff is a key priority and consideration in the planning of re-opening schools. Key prevention measures will include providing, improving or upgrading WASH services and supplies such as soaps, buckets, handwashing stations or hand-sanitizer and other consumables to promote better WASH practices in schools. Materials to raise awareness on hygiene and handwashing will compliment WASH activities. School staff, learners and teachers will be trained to enforce physical distancing and school hygiene practices. The program will support the rehabilitation 60 WASH facilities and establishment of 150 handwashing stations in target schools. The program will also provide sanitary towels for 500 vulnerable girls to improve their sanitation practice and allowing them to better focus on learning during the crisis.

Output 2.3. Ensure wellbeing and protection of children

The long school closure and movement restrictions have constrained children's access to socialization, play, and even physical contact, all critical for their psychosocial wellbeing and development. School closures are preventing children from accessing learning and limiting their interactions with peers. Children may feel confused and at a loss with the current situation, leading to frustration and anxiety. Parents may struggle to find ways to explain and communicate with children about the current situation in a way that is understandable by this age group, which will add frustration and disquiet.

The program will undertake a rapid baseline assessment on the different levels of trauma and support needs of learners and teachers and will support the training of teachers, CECs and children's clubs in life skills, guidance and counselling to effectively respond to the changes of learners' behavior. Children's peer support through children's clubs will also be strengthened to help children manage the impact of COVID-19 and future crises.

Output 3.1 Building emergency response resilience.

The program will support system-level capacity to respond to emergencies and monitor the functioning of schools. A comprehensive risk analysis on the impact of COVID-19 will be conducted. The education in emergency preparedness and contingency plan will be updated with the risks identified and mitigation measures. The program will support further strengthening of the coordination mechanism for implementing the COVID-19 Response Plan and effective reopening of schools. The program will also strengthen monitoring and supervision of schools to ensure recovery of education and continuity of learning in all schools.

PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

Monitoring, accountability and evaluation are key components of the program's quality assurance and link to the outcome and output indicators presented in the program's Results Framework.

Data types, sources and quality: The program will collect both primary and secondary data through multiple sources. Primary impact data will be collected and supplemented with secondary data from other sources such as the EMIS, reports, and data from other relevant projects such as the ESPIG, MCA Horumarinta Elmiga (HE3) and ECW projects. Data sources will be triangulated using a mixed methodology including inputs from the education cluster and other complementary emergency programs. Program data sources include: EMIS data, monitoring reports, third-party monitoring, feedback and complaint response mechanism (FCRM), enrolment and attendance records during school monitoring, results from quarterly supervisory visits to schools, training reports, distribution records, baseline and final evaluations. The program will ensure primary data collected as well as secondary data will be cross-checked ensuring the accuracy, relevance and quality. The SC MEAL team will assess data received ensuring quality and reliability. Where possible, SC will use the established data collection protocols and tools used by the on-going GPE-funded projects. Data collection will vary depending on the source and where possible SC will work closely with the education cluster and other partners to collect data jointly. The Results Framework outlines data collection frequency for the indicators. The SC MEAL team will also develop and implement a Learning from Evidence Plan. This will enable the program to generate knowledge, evidence on the relevance, effectiveness and efficiency of program interventions as well as enable the program to continually learn and adapt based on the evidence generated.

Joint program monitoring and evaluation: SC's MEAL team will conduct regular local level monitoring visits to ensure the program is on target and meeting output and outcome targets in relation to the established baseline data. The SC MEAL team will use different monitoring tools including Quality Benchmark Monitoring (quarterly) tools, the Quality Learning Environment (QLE) assessment checklist (annually), and routine school monitoring by the program team. Where possible, resources will be pooled together with other projects (e.g. ESPIG/MCA, HE3 ECW) and joint monitoring will be conducted together with SC MEAL team based in SC offices and MoES Supervisors at all levels.

The baseline will enable the program team to adjust some of the indicators and program targets in the Results Framework. The final evaluation will establish program impact and the degree to which the program met its intended goals and objectives. Due to the short implementation period, no midline evaluation will be conducted. The program will share all data obtained through the baseline and final evaluation with education partners through the Education Cluster and ESC. The program will also use data gained from the baseline and final evaluations for other projects. Where possible, the program will conduct joint monitoring and supervision visits with other ongoing projects in the same target locations. All activities will be carried out in strict adherence to WHO safety and distancing guidelines.

Quality Learning Environment (QLE): The QLE is SC's program design and monitoring framework. It is a holistic approach to deliver quality education programming. The QLE framework promotes a high-quality learning environment and, consequently, better learning outcomes for all children. The QLE framework is used to design and monitor programs and is based on the following principles:

- Principle 1: Learning environments must ensure children's emotional and psychosocial protection;

- Principle 2: Learning environments must be physically safe;
- Principle 3: There must be an active, child-centred learning process;
- Principle 4: Parents and communities must actively support the children’s learning process.

The QLE framework will monitor the extent to which education programs achieve the guiding QLE principles once implemented. It is key to produce evidence that programs contribute to improvements in children’s learning outcomes. Under each of the QLE’s guiding principles is a set of criteria used to measure the degree to which a learning environment is progressing towards or achieving the guiding principle. Each of the criteria is scored on a scale of 1-4, where a score of 1 means “not achieved” and a score of 4 means the criteria is “fully achieved”. The MoES and ESC partners and other key stakeholders from schools and learning environments will take part in the QLE planning, data collection and analysis process. SC will recruit data enumerators, train them and work with them to collect data. The SC MEAL team will analyze the data and share the report widely through the ESC and Education Cluster.

Quality Benchmark Monitoring (QBM): QBMs are activity-based points of reference against which basic quality of program interventions are assessed. They are a higher level of monitoring focused on quality standards that can be achieved in a given context for the core interventions or activities. Quality benchmarks are sets of requirements or checklist that need to be completed for adequate and quality implementation of an activity or process to achieve a particular level of project implementation standards. A QBM will be developed and monitored quarterly by the SC MEAL team.

Bi-annual program review meetings: To provide accountability, the program will facilitate a bi-annual program review meeting. The agenda will include progress made on the implementation of the planned activities, milestones, discussing any bottlenecks and any necessary adaptations to program implementation. The meeting will also generate possible recommendations and actions to put the implementation on track.

Adaptive programming: In the context of Somaliland, program adaptation is important to ensure effective implementation, especially as rapid changes can occur in the local context due to various emergencies such as droughts, floods and/or conflict. The program will be responsive to changes happening locally and will use findings from the monitoring exercises to inform adaptive management of the program. The ESC, Education Cluster and Coordinating Agency will be updated on any changes made to program activities because of changes on the ground. Any non-minor changes to the program will be discussed with the Coordinating Agency, ESC, Education Cluster and GPE prior to implementation.

IMPLEMENTATION MODALITY

The program will use the same program management and governance structures as the MCA/ESPIG programs including the Program Steering Committee, Program Management Committee and Program Management Unit (PMU).

Implementing Partners

SC, as the Grant Agent, will lead program implementation jointly with the MoES at different levels and with two local CSOs working in the education sector and are members of the ESC. The two CSOs are:

1. STEADY VOLUNTARY ORGANISATION (SVO)

SVO is a duly registered humanitarian NGO in Somaliland that operates in the Eastern regions of Somaliland. SVO has implemented humanitarian assistance since its inception in 1991. SVO has branch offices in Hargeisa (Somaliland capitol) and Erigavo (Sanaag Region). Their main office is in Lasanood (Sool Region). The main thematic intervention areas SVO implements include:

- Basic quality education for all with emphasis on girl child education.
- WASH
- Food security and livelihood diversification
- Environmental restoration and natural resource conservation
- Eradication of GBV and other contemporary forms of abuse and discrimination
- Peace building and conflict resolution
- Youth empowerment and skills training programs
- Preventive health care and HIV/AIDs programs
- Democracy, gender mainstreaming, legal protection and enhancement of Human Rights

SVO will implement the GPE COVID-19 Response Program in the Eastern Regions of Somaliland (Togdher, Sool and Sanaag Regions) with SC and MoES.

The details of the SVO Profile is attached as Annex 2 to the application.

2. HORN OF AFRICA VOLUNTARY YOUTH COMMITTEE (HAVOYOCO)

HAVOYOCO is a regional NGO and is registered and operational in Somalia (Somaliland) as well as in Ethiopia particularly the Somali region. The organization was established in 1992 by a group of youth in Hargeisa to respond to the precarious situation in the aftermath of Somalia's civil war and to help the vulnerable women, men, children, IDPs and disable people to meet their basic needs. HAVOYOCO is also registered in UK and USA which is mainly engaged in donor relations and fundraising. The headquarters is in Hargeisa and it has offices in Burao, Borama, Erigabo, Berbera and Lasanood in Somaliland. Similarly, HAVOYOCO has offices in Addis Ababa, Jigjiga and Diredawa in Ethiopia. HAVOYOCO has significant experience in the following program areas including education:

- Employment creation, skills training and education programs
- Child protection and governance programs
- Pastoral and agriculture sustainable programs
- Health and nutrition programs

HAVOYOCO will implement the GPE COVID-19 Response Program in the Western Regions of Somaliland (Marodijeh, Awdal and Sahil Regions) with SC and MoES.

The details of HAVOYOCO's profile is attached as Annex 3 to the application.

Both SVO and HAVOYOCO will implement most of the school-based interventions and SC will focus on the national level programs, capacity building component and rehabilitation of WASH facilities in schools.

SOMALILAND MoES

The Somaliland MoES has the overall ownership and responsibility for the program design. The Director General will be responsible for overall program oversight and respective department directors will work with the implementing agencies on the joint implementation of the program.

Grant Agent

As the Grant Agent, SC worked closely with the MoES to develop the grant application and directly implement program activities. As Grant Agent, SC will directly conduct day-to-day program

implementation, financial management, procurement and asset management, program monitoring/evaluation, communications and coordination with stakeholders and ensures quality program implementation. The SC country office's senior management team ensures the overall technical quality, compliance, security and risk management. SC has a streamlined and transparent procurement process in place that guides all goods and services procurement. SC has an online procurement system with an audit trail from requisition to approvals; the approval system includes procurement thresholds and financial scheme of delegations. There is a procurement committee comprised of finance, logistic and program staff in every field office that evaluates and passes recommendations and reviews and approvals made by next higher-level personnel. The area supply chain and the national supply chain managers provide technical reviews on procurement processes and further advice on any gaps or correction through the online system. There are also dedicated infrastructure/civil engineers who technically supervise and oversee any construction works the organization undertakes. SC uses a global construction manual to assure quality of constructions standards. SC has a strong financial management system. Each area office has a dedicated Finance Manager who leads the overall funds management, prepares budgets, financial reports and ensures donor compliance adherence. The Finance Director also provides overall oversight on financial management and systems control. All senior staff are trained on financial management as well as the requirements and guidelines of the specific donor. SC has an archive department and a document retention policy of seven years from the end of each project.

Save the Children Federation, Inc. (SC/US) (Grant Agent)

SC/US is one of 29 national members of the global Save the Children Federation who collectively implement non-domestic programs through a single global program delivery unit: Save the Children International. SC/US is fully responsible and accountable for all technical, administrative and financial requirements of its overseas programs, including program quality, adherence to donor regulations and award terms, and timely, accurate reporting. The cost efficiencies and global knowledge sharing leveraged through a single global delivery unit afford GPE important benefits while maintaining clear accountability of SC/US for program performance and results.

Coordinating Agency (CA)

The EU is the Coordinating Agency for the GPE funded programs in Somaliland. As CA, the EU plays a facilitating role in the implementation of the GPE program ensuring mutual accountability and transparency across the partnership. The CA is a member of the Program Steering Committee. The EU is also funding a large Consortium Education Program in Somaliland with SC as the lead organization and with CARE International (HEP3) which will enhance the coordination and synergy of the GPE and EU funded programs.

Education Sector Committee (ESC)

The ESC is a platform for information sharing and coordination of education partners to avoid duplication of efforts in terms of technical and financial inputs. ESC coordination meetings are monthly, chaired by the MoES, and co-chaired by UNICEF. The ESC plays an important role in increasing the transparency and mutual accountability among all education partners as well as providing a key oversight role in the implementation and monitoring of the ESSP. The PMU team will report quarterly to the ESC on grant implementation.

Education Cluster

The Somaliland and Somalia Education Cluster was activated in 2008 under the Inter Agency Standing Committee principles. The cluster is co-led by UNICEF and SC in Somaliland and Somalia. The Education Cluster ensures a coordinated and efficient response to education needs of emergency affected people. The cluster has 77 partners (42 national, 28 international, 4 UN

and 3 donors) and acts as a platform for collaboration and coordination in the response to emergencies. The PMU team will report quarterly to the cluster on grant implementation.

Inter-sectoral Collaboration

The program will work within existing coordination structures at national, state and regional levels. Under the leadership of the MoES COVID-19 team technical working group to develop strategic and technical guidelines for the overall response plan. TWGs are comprised of MoES, other relevant line ministries, donors, UN agencies, partners and Education Cluster. Inter-sectoral collaboration will be achieved through active and consistent engagement with the TWGs established as part of the COVID-19 response as well as existing structures. At the national level, continued cross-sectoral coordination and collaboration will be ensured through the membership of the TWGs and the Inter Cluster Coordination Group.

RESULTS FRAMEWORK

Overall Objective is to support and ensure continued learning and wellbeing of children during and after the closure of schools and strengthen education system recovery and resilience			
Indicator	Baseline	Target	Means of verification
Outcome1: Girls and boys affected by the COVID-19 pandemic crisis continue their education during and after the emergency			
School-aged children with access to COVID-19 distance/home-based learning programs in the intervention area	None	64,335 (50% girls)	EMIS Data
School-aged children previously enrolled in grant-supported schools who return to school once the school system is reopened in the intervention area	257,340	231,506 (50% girls) 90% of affected children to return	EMIS Data
Output 1.1: Promote remote and alternative learning opportunities for children to ensure continued learning			
Number of TV and Radio programs produced (classified by sub sector, grade and subjects)	None	80 Programs	Recorded Programs, MoES Report
Number of TV and Radio programs aired and broadcasted (classified by sub sector, grade and subjects)	None	80 Programs	
Number of children who received and using solar powered tablets	None	4,000	Distribution list and report. MoES Monitoring report
Number of children who received and using MP3 radio receivers	None	5,000	Distribution list and report. MoES Monitoring report
Output 1.2: Ensure school opening and return of children			
Campaign messages developed		COVID 19 related messages will be developed	

Number of campaigns conducted at school and community levels	None	150 campaigns	Campaign Report, Monitoring Report
Output 1.3: Children transition easily from grade to grade during and after emergency			
Number of girls and boys benefiting from remedial classes segregated by grade levels	None	3,000	School data, MoES monitoring report
Number of girls and boys provided with scholarship	None	500	School data and monitoring report
Number of teachers provided with incentives segregated by gender	None	500	Government payroll, Monitoring report
Outcome 2: Enhanced health, safety and wellbeing of learners, teachers and education staff			
Output 2.1: Improved awareness of school community on the transmission and impact of COVID-19			
Number of media awareness campaigns conducted at national and community levels		30	Media coverage, MoES monitoring report
Number of teachers and CECs trained on prevention and transmission of COVID-19	None	200	Training report, MoES Monitoring Repo
Number of schools that received basic hygiene and sanitation kits	None	100	Distribution report, School data and monitoring reports
Number schools that received IECs materials	None	150	Distribution report, school data and monitoring report
Output 2.2 Ensure safe learning environments for safe return of children			
Number and type of WASH Facilities rehabilitated in schools	None	150	Rehabilitation report, school observation and monitoring report
Number of schools with handwashing facilities established	None	150	Infrastructure report, school observation and monitoring report
Number of girls benefiting from sanitary towels	None	500	Distribution list, school data and monitoring reports

Output 2.3: Ensure well-being and protection of children			
Rapid baseline assessment on the different levels of trauma and support needs of learners and teachers conducted	None	1 baseline	Baseline report
Number of teachers, CECs members and Children Clubs trained on the different levels of trauma and support needs	None	200	Training report and MoES Reports
Number of sessions conducted by children's club with their peer groups	None	50	School data and reports, monitoring reports
Number of schools that receive psychosocial messages	None	100	School data and monitoring reports
Outcome 3: Strengthened systems and human resource capacity for effective and efficient response to COVID-19, recovery and future outbreaks			
Output 3.1: Building emergency response resilience			
Risk analysis conducted and emergency contingency plan updated	None	Analysis report produced	Analysis report available and used to inform the preparedness and contingency plan
Biweekly regular meetings conducted for the coordination of COVID-19 interventions and response	Per month	Regular meetings conducted	Minutes of the meeting available and shared with ESC members and other relevant stakeholders
Number of MoES management staff trained on COVID-19 prevention and transmission mechanisms	None	50 staff members	Training report
Number of monitoring and supervision visits conducted		Quarterly reports produced and disseminated	Reports available and shared with stakeholders

PROGRAM IMPLEMENTATION PLAN

SN	Activities	August to December 2020					January to July 2021						
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Jul
Outcome 1: Girls and boys affected by the COVID-19 pandemic crisis continue their education during and after the COVID-19 emergency													
Output 1.1 Promote remote and alternative learning opportunities for children to ensure continued learning													
1.1.1	Finalize the production of pre-recorded learning materials and offline learning platforms for secondary with sign language incorporated.												
1.1.2	Continue broadcasting of learning for primary and secondary ensuring coverage and equitable delivery to learners												
1.1.3	Procure solar powered tablets /MP3 recording devices and uploading recorded lessons (Pilot program)												
1.1.4	Procure solar powered radio with MP3 recording devices and uploading recorded lessons.												
1.1.5	Distribute pre-recorded devices to target students for distance learning												
1.1.6	Train teachers, CECs and supervisors on remote and distance learning												
Output 1.2 Ensure school opening and return of children													
1.2.1	Conduct back to school campaign for post covid-19 recovery period												
1.2.2	Mobilize and lobby community support for girl's education												
Output 1.3 Children transit easily from grade to grade during and after emergency													
1.3.1	Establish remedial classes and provide learning materials												
1.3.2	Provide incentives to teachers												
1.3.3	Provide scholarship for most vulnerable boys and girls including children with disabilities and special needs children.												
Outcome 2: Enhanced health, safety and wellbeing of learners, teachers and education staff													

Output 2.1: Improved awareness of school community on the transmission and impact of COVID-19													
2.1.1	Develop media awareness campaign messages												
2.1.2	Conduct media awareness campaign for learners, parents and school community through national media												
2.1.3	Train teachers and CECs members on preventive measures and safe school operations.												
2.1.4	Develop and distribute appropriate and relevant IEC materials												
Output 2.2 Ensure safe learning environments for safe return of children													
2.2.1	Rehabilitate wash facilities for schools												
2.2.2	Establish handwashing facilities in schools												
2.2.3	Provide WASH supplies to schools (liquid soap & water for students and teachers, hand sanitizers to prepare schools safe reopening												
2.2.4	Provide and distribute sanitary kits for most vulnerable children												
Output 2.3. Ensure wellbeing and protection of children													
2.3.1	Undertake rapid sample baseline assessment on the different levels of trauma and support needed												
2.3.2	Training teachers CECs, and children clubs in life skills, guidance and counselling												
2.3.3	Support children's clubs to conduct counselling sessions with their peer groups												
2.3.4	Develop and disseminate child friendly psychosocial messages to address challenges affecting learners including effects of COVID-19												
Outcome 3: Strengthened systems and human resource capacity for effective and efficient response to COVID-19, recovery and future outbreaks													
Output 3.1 Building emergency response resilience													
3.1.1	Conduct a comprehensive risk analysis and enrich EIE contingency plan												
3.1.2	Strengthen regular coordination mechanism among ESC members												

3.1.3	Train education managers on prevention measures, symptoms and transmission of COVID-19, safe school operation													
3.1.4	Provide technical support to MoES for proper assessment, coordination and reporting													
3.1.5	Provide necessary capacity strengthening support to local partner													

RISK MATRIX

The risk matrix below summarizes the general risks that can arise during the timeline of program implementation, the risk rating and the mitigation measures put in place.

Potential Risks	Mitigation Strategies	Threat Level
A: GENERAL RISKS/EXTERNAL TO MoES		
Outbreak of severe natural disaster (<i>flood, wind, prolonged drought</i>)	The MoES continues to give attention to institutional strengthening for disaster management and emergency preparedness through the development of disaster and emergency response strategies, training of MoES personnel from the central to devolved levels (REO/DEO including schools) on disaster management and emergency preparedness. Planning for this will be a major part of this GPE intervention. This will help mitigate the impact of shocks and minimize disruption of learning. The necessary training and facilities to facilitate return to normalcy will be provided under this program.	High
Outbreak of clan conflict and preventing access to project sites, and interrupting learning.	Somaliland Government and communities in general are committed to peaceful resolution of conflicts, despite sporadic clashes between clans in some parts of the country. The deployment of an expert on disaster management and emergency response at the MoES central and disaster management and emergency response focal points at the REO level; including establishing community based early warning systems in order to minimize negative impact on schools and learners. In addressing inter-clan conflicts the MoES will adhere to the principle of 'do no harm' and promote peaceful approaches to conflict resolution. The necessary training and facilities to facilitate return to peace will be provided under this program. Besides the MoES will promote the embedding of peace education in the teacher training and primary school curricular as a long-term strategy for peaceful co-existence between communities. Somaliland is currently at threat level 2.	Medium
B: PROGRAM LEVEL RISKS/INTERNAL TO MoES		

<p>The Release of Planned budget for MoES by the National Government could be insufficient to cover salaries of teachers</p>	<p>The development partners and MoES will lobby for increased budget allocation to the sector, to enable it meet its salary obligation to teachers. The new government has campaigned for improving social services including education as their key priorities</p>	<p>Medium</p>
<p>Limited capacity within MoES to oversee and monitor the implementation of the program mainly at Regional and District Levels</p>	<p>The MoES will appoint a Focal Point to manage and oversee the implementation of the GPE/SEPIG Program. He/she will work in close cooperation with the Program Manager appointed by SC, who will provide technical support as necessary. The PSC will be established by the MoES and provide the necessary technical back up in terms of guidance and direction to the implementing team. SC will also second a Finance Officer to support the MoES in the financial accountability, management and liquidations.</p>	<p>Medium</p>
<p>Child safeguarding and sexual exploitation and harassment</p>	<p>Strengthened monitoring and reporting mechanisms; staff induction; trainings for staff on Child Safeguarding, Anti-sexual harassment policy and staff Code of Conduct within stipulated time of joining SC. CSG is an agenda in all meetings/forums; Vetting of boarding; Application of Safe programming guidelines.</p>	<p>Low</p>
<p>Fraud, corruption, bribery and diversion of aid</p>	<p>SC has a zero-tolerance policy towards fraud, bribery and corrupt practices. All SC staff, partners and contractors are required to undertake comprehensive fraud, bribery and corruption training as part of their induction and refresher training is provided every six months, following which all SC staff are required to sign and adhere to the Fraud, Bribery and Corruption Policy, including the Whistleblowing Policy. SC maintains systems and stringent procedures to ensure that the risks of fraud, bribery and corrupt practices are minimized.</p>	<p>Medium/High</p>

SUSTAINABILITY AND AID EFFECTIVENESS

Where possible the program will prioritize sustainable solutions engaging with other partners in the education sector to bridge the humanitarian – development divide. The process of program document development is fully owned by the Somaliland MoES. The MoES assigned a Ministry technical task force to work together with the PMU team to develop the program document. In addition, the MoES Director General is part of the technical team supporting the development of the content of the program document providing guidance and advice. The program application was also developed in close collaboration and consultation with the wider ESC and Education Cluster. The program framework was presented, discussed and enriched in the ESC Meeting held on July 7, 2020.

The program aligns with the Somaliland National Development Plan (2017-2021). The program links with and implements priority areas of the Somaliland COVID-19 Response Plan directly contributing to meeting the targets set in the Government Response Plan. The program builds on on-going humanitarian efforts in the education sector and has been designed to leverage other interventions in the sector. Complementarity with the existing and planned donor interventions is outlined in the response plan and used to feed the program development. The program also contributes to the localization of decision making, systems strengthening and providing accountability to affected population.

Flow of funds

GPE will transfer funds to Save the Children Federation, Inc. (SCUS) who is the signatory for the grant and SCUS will transfer the funds to Save the Children international account in London, which is responsible for the Save the Children global program operations. Save the Children International channels funds to respective individual country offices' accounts on monthly basis based on official monthly expenditure request. Save the Children Somalia Program receives fund through its Dahabshil Account and disperses to the area offices for actual operations. The Somaliland Area Program will then transfer funds to local agencies on a monthly or quarterly basis based on a subgrant agreement signed and the official fund request. This flow of funds is managed and controlled using the Save the Children's global financial management policies and procedures.