



Save the Children

# ZIMBABWE GPE ACCELERATED FUNDING (2020-2021) PROGRAM DOCUMENT

**All girls and boys have equitable access to quality, safe and inclusive early childhood development and primary education in 6 cyclone-affected districts of Zimbabwe**

30<sup>th</sup> April 2020

# TABLE OF CONTENTS

## Contents

Table of contents .....	1
Programme Summary .....	2
Proposal .....	3
1. Introduction .....	3
2. Programme Design.....	3
3. Programme Monitoring, Evaluation, Accountability and Learning .....	12
4. Results Framework.....	13
5. Implementation Arrangements .....	14
6. Risks and Mitigations .....	15
7. Sustainability and Aid Effectiveness .....	18
8. Budget .....	18

## PROGRAMME SUMMARY

<b>Program name</b>	<b><i>Accelerated Funding for Humanitarian Aid in Zimbabwe</i></b>
<b>Country</b>	Zimbabwe
<b>Funder</b>	Global Partnership for Education (GPE)
<b>Program location</b>	Buhera, Chipinge, Chimanimani, Mutare, Bikita and Zaka districts
<b>Program Outcomes</b>	<p><b>Goal:</b> All girls and boys have equitable access to quality, safe and inclusive early childhood development and Primary education in 6 cyclone-affected districts of Zimbabwe</p> <p><b>Outcome 1:</b> Boys and Girls in 120 schools in Cyclone Idai affected areas have access to a safe, quality and inclusive, education</p> <p><b>Outcome 2:</b> Boys and girls, teachers and the surrounding community's gender sensitive and inclusive disaster resilience is strengthened</p> <p><b>Outcome 3:</b> MoPSE, EC have quality mechanisms in place to support and deliver quality inclusive and uninterrupted Education during future Emergencies</p>
<b>Program value</b>	\$2,340,000
<b>Implementing partners</b>	Ministry of Primary and Secondary Education (MoPSE)
<b>Sector</b>	Education
<b>Program implementation period</b>	12 months, June 2020 – May 2021

**Please note:** A number of changes were made to the programme structure following recommendations from the Permanent Secretary for Education and DFID, as Coordinating Agent for GPE. These changes are outlined in Annex 5 attached and are not comprehensively reflected in this document.

# PROPOSAL

## 1. Introduction

### The situation for children

The humanitarian situation in Zimbabwe is rapidly deteriorating, with the economic crisis compounding the impacts of erratic rainfall, causing sharp price increases and hampering access to food and agricultural inputs. The country is now facing a protracted crisis with a complex set of humanitarian challenges, including climate driven disasters, crop failure over the last two years, rural and urban food insecurity, hyper-inflation (annual rate of 473.1% reported in January 2020)<sup>1</sup>, a shortage of foreign currency all contributes to a deterioration of infrastructure, particularly health, water, sanitation, energy and education. The burden of these challenges is borne most acutely by the poorest and most vulnerable children and their families. The Zimbabwe Education Cluster estimates that about 1,204,043 children in Zimbabwe (35%), will need additional support to cope with the negative impacts of the humanitarian situation and access quality education services or remain in school in 2020. This includes **807,387 children who are in acute need** in 32 of the country's 72 Education Districts.

In March 2019, Cyclone Idai impacted the provinces of Manicaland and Masvingo in the Eastern and Southern parts of Zimbabwe. An estimated 270,000-300,000 people were affected<sup>2</sup>. Those living in Chipinge and Chimanimani were the most severely affected<sup>3</sup>, with significant damage also reported in Buhera, Mutare and, Bikita and Zaka districts. The Education Cluster Rapid Joint Education Needs Assessment (RJENA) found that extensive damage to schools was reported with a total of 139 schools in these six districts were impacted by the cyclone, representing a **significant risk to the learning and wellbeing of 90,847 school-aged girls and boys**.

At time of writing, 45% of the rural population in Zimbabwe is in Crisis or Emergency (IPC Phase 3 and 4) while 29% is Stressed (IPC Phase 2)<sup>4</sup>. The March 2020 IPC acute food insecurity analysis found all six of the target provinces to be in IPC 3 crisis with many household in phase 3 crisis or higher (Buhera 60%, Chipinge 30%, Chimanimani 40%, Mutare 55%, Bikita 45% and Zaka 55%)<sup>5</sup>. In addition to the long-term consequences of the cyclone and the impact of the on ongoing food crisis, the global COVID-19 pandemic adds another dimension to the crises felt acutely by these communities. Zimbabwe reported its first confirmed case of COVID-19 on 20<sup>th</sup> March 2020. Since then, and at the time of writing<sup>6</sup>, there are 29 confirmed cases and four deaths. The impact of COVID-19 serves only to further exacerbate the impact of the main problems faced by by the poorest and most vulnerable children in society and their families. In a bid to reduce the spread of the virus, the Government of Zimbabwe announced a range of measures on 23<sup>rd</sup> March 2020 which included the closure of all schools from 24<sup>th</sup> March. At the time of writing, all children across Zimbabwe remain out of school and the uncertainty surrounding the progression of COVID-19 means that at the time of writing the planned reopening of schools remains uncertain.

The education system in Zimbabwe and in the six project districts was already under significant pressure before the COVID-19 pandemic. Without a well-resourced response, the combined impact of these crises – particularly in the Cyclone Idai affected regions – increases the risk of a lasting, detrimental effect on children's education. This includes increased drop-outs and increased repetition of grades, both of which will have a lasting impact upon the economy and social fabric of Manicaland and Masvingo.

## 2. Programme Design

In the aftermath of Cyclone Idai, Save the Children played an instrumental role in supporting the Education sector response to the emergency. As co-lead of the Education Cluster, Save the Children has also worked closely with MoPSE

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<sup>1</sup> <https://tradingeconomics.com/zimbabwe/inflation-cpi>.

<sup>2</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/zimbabwe\\_sr\\_20190424-30.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/zimbabwe_sr_20190424-30.pdf)

<sup>3</sup> <https://www.unocha.org/southern-and-eastern-africa-rosea/cyclones-idai-and-kenneth>

<sup>4</sup> <http://www.ipcinfo.org/ipc-country-analysis/details-map/en/c/1152562/?iso3=ZWE>

<sup>5</sup> These estimates do not account for the possible impacts of COVID-19.

<sup>6</sup> 25<sup>th</sup> April 2020

and Education Cluster partners to respond to the multiple recent emergencies affecting Zimbabwe – namely, Cyclone Idai, the ongoing drought and food security crisis and the recent COVID-19 pandemic. Drawing on this experience, this proposal looks to realise GPE’s goal to increase equity, gender equality and inclusion for marginalised and disadvantaged ECD and primary school girls and boys in six cyclone-affected target districts - Chipinge, Chimanimani, Mutare, Buhera in Manicaland Province and Bikita, Zaka.

This will be achieved by supporting improvements in the school environment by rehabilitating classrooms and/or WASH facilities, improving efficiency and effectiveness of the school feeding programme, providing children who have had to miss periods of school with tailored catch up programmes and supporting children’s, teachers and communities resilience to respond to this and future humanitarian crises. This will ultimately lead to an increase in attendance and completion rates of ECD and primary school children.

The Accelerated Funding programme is aligned to the Zimbabwe Humanitarian Response Plan 2020 (HRP)<sup>7</sup> which specifically targets “residual humanitarian assistance for people affected by Cyclone Idai in March 2019” (HRP 2020, pg 8). This intervention also builds on the Education Sector Strategic Plan (ESSP)<sup>8</sup>; the Humanitarian Appeal Revision 2019-2020 (HAR)<sup>9</sup>, and the Humanitarian Needs Overview (HNO) and informed by the Education Cluster Post Cyclone Idai assessment<sup>10</sup>. The majority of these documents are publically available through links in the foot notes, the draft HNO 2020 has been made available through the Education Cluster. The activities outlined in this document speak to the needs outlined in these documents and specifically speak to the Education Cluster objective outlined in the HRP: *Ensure that all targeted boys and girls are protected, fed and retained in school during the emergency*, relating to Strategic Objective 2: (Specific Objective 2.2 & 2.3) of the HRP. The target districts are amongst the 62 rural districts and 30 urban centres, referenced in the HRP - prioritised through a severity ranking based on multisectoral analysis of humanitarian needs.

The programme will work with district schools inspectors to identify the 20 schools in each district that have the greatest needs to be targeted for support under this action. An analysis of EMIS data and the Cluster severity ranking will be used to rank the needs of schools and inform the targeting process. In order to scale up and ensure continuity of progress gained in Save the Children’s ECW funded Chimanimani and Chipinge Education Cyclone Idai Response in 20 schools across the two districts (10 in each), these schools will be considered as a priority for this programme. All activities will be implemented in partnership with the national and district MoPSE offices and will be overseen and guided by the National Associations of Primary and Secondary Headteachers, through the cluster system.

## **1. Boys and Girls in 120 schools in Cyclone Idai affected areas have access to a safe, quality and inclusive, education**

### ***Schools have safe, disability friendly and gender sensitive infrastructure***

#### ***Problem Analysis***

The improvement of school infrastructure and provision of teaching and learning materials are prioritised in a number of documents central to the Zimbabwe Education sector, including the ESSP; the HAR, the HRP 2020 and the HNO. The Education Cluster’s Rapid Joint Education Needs Assessment (RJENA) in the aftermath of Cyclone Idai in May 2019 found damage and destruction to school infrastructure was widely reported, with 57% schools in the six affected regions reporting one or more items of infrastructure having been completely destroyed, with the same percentage reporting one or more infrastructure items having been damaged. The RJENA observed that most of the structures that were destroyed were of poor workmanship, or used substandard materials that could not withstand the hazards that accompany natural forces such as strong winds, floods, earth tremors. Those that were mainly affected were those that had been resourced and/or constructed by the communities, and which tended to not meet the technical standards set by MoPSE or other government departments such as the Public Works Department (PWD). The Post-Cyclone Idai Assessment (PCIA) in November 2019 found that while some progress has been made, more is needed to address needs of the schools that have so far not been supported; with more than 50% of infrastructure repairs to

<sup>7</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe\\_HumanitarianResponsePlan\\_2020.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf)

<sup>8</sup> <https://www.globalpartnership.org/content/2016-2020-education-sector-plan-zimbabwe>

<sup>9</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/ROSEA\\_Zimbabwe\\_HumanitarianAppealRevision\\_06082019.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/ROSEA_Zimbabwe_HumanitarianAppealRevision_06082019.pdf)

<sup>10</sup> <https://reliefweb.int/report/zimbabwe/rapid-joint-education-needs-assessment-cyclone-idai-zimbabwe-assessment-report-6-may>;

[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post\\_cyclone\\_idai\\_assessment\\_report.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post_cyclone_idai_assessment_report.pdf)

classrooms, handwashing facilities and teachers' housing having not been addressed<sup>11</sup>. The PCIA highlights a concern that, while the RJENA assessment could not establish clearly the level of need for CwD, this appeared to be because there were no facilities for CwDs in schools before the emergency. Although the PCIA notes some progress, as the provision of facilities and supplies for children with a variety of disabilities enables such children to exercise their right to education, much more remains to be done.

In regards to WASH facilities, the PCIA found that in the immediate response to Cyclone Idai Education Cluster members prioritised the replacement or reconstruction of water infrastructure that was destroyed by the cyclone and also provided supplies to assist schools practice good sanitation. Although progress was made, the PCIA found many schools reporting gaps in the provision of supplies, including buckets, soap, water treatment tablets and sanitary pads. In light of the ongoing COVID-19 pandemic, the Education Cluster's COVID-19 Preparedness and Response strategy also prioritises the importance of disinfecting schools and the provision of WASH supplies (soap and hand sanitisers) to ensure both the safe return of students to schools, and ongoing protection of students during the pandemic.

### *Response analysis*

This programme will **support 120 schools (20 per district) to provide children with improved school facilities**, through distribution of block grants for physical disability-friendly and gender-sensitive school rehabilitations. Block grants will be provided in exchange for access to education facilities for vulnerable boys and girls, including those living with disabilities. To be eligible for block grants schools will need to waive education fees for a minimum of 100 children per term (depending on school fees charged), eligible children will be identified in partnership with the school and the Department of Social Services. In line with school Disaster Risk Reduction (DRR) plans (see Outcome 2 for outputs related to DRR plans), Save the Children's qualified engineers will work alongside MoPSE and the Department for Public Works and local councils to support target schools to assess their infrastructure. Save the Children will support schools to assess the gendered needs of boys and girls, and those of children with disabilities. Based on assessment findings, schools will be encouraged to submit proposals for school improvements to Save the Children for review. Infrastructure improvements may include rehabilitation and retrofitting of classrooms, restoration and protection of water sources and insulation of water tanks. Schools may also include requests for support with school supplies and materials for school feeding programmes, including buckets, seed packs, fencing materials and tippy taps. Save the Children will assess proposals and, if schools are eligible, support the procurement of items through its Supply and Logistics department. Any construction will be undertaken by experienced and/or qualified contractors hired by Save the Children whose work will be regularly monitored (weekly/ fortnightly). Construction and rehabilitation works will adopt the principle of "Building Back Better", adhering to Save the Children's Safe School's Common Approach and Construction Policy including for in cyclone prone areas, Benchmark standards and tools, as well as national building codes and international safety and protection standards. National requirements and international best practice in design will also be considered. Where washroom rehabilitations take place they will be required to be gender-segregated and accessible for CwDs.

Budget and activities have been included under this proposal to provide for disinfection of school premises and provision of hygiene supplies, including soap and hand sanitisers, so that children and teachers are better protected from the threat of COVID-19. These activities are designed to complement Save the Children's proposal for the GPE COVID-19 Accelerated Funding Grant Agent (AFGA) opportunity. Should we be successful with both proposals, the overlap of these activities would enable some cost-savings and allow funding to be redirected to purchase additional learning materials. If Save the Children's proposal for the COVID-19 AFGA opportunity be unsuccessful, the inclusion of these activities would serve to prioritise the safety of children in target schools.

### ***Boys and girls and teachers are provided with an enabling learning environment***

#### *Problem Analysis*

In addition to repairs to school infrastructure, the RJENA also established that 33 percent of schools assessed reported that 25 percent of their teaching/learning materials were damaged or destroyed by Cyclone Idai. The PCIA found that although progress was registered, there remained some gaps specifically in the provision of equipment/materials for

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<sup>11</sup> [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post\\_cyclone\\_idai\\_assessment\\_request.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post_cyclone_idai_assessment_request.pdf)



CwD, IT equipment and stationery for teachers and learners. A larger number of schools also reported damage or loss of furniture and other equipment, such as desks and benches for learners as well as blackboards and dusters, followed by tables and chairs for teachers. The PCIA found a gaps of more than 50% for blackboards and dusters, tables and chairs for teachers, storage cabinets and other furniture remained for many schools. The HAR also prioritises the provision of teaching and learning materials to reduce the cost burden of education to parents, as families are likely to prioritize food over other basic needs during the ongoing food crisis.

As the COVID-19 and drought-induced humanitarian crises unfold, it is anticipated that crisis-factors will exacerbate underlying drivers of vulnerability and gender inequalities, resulting in increased school drop-outs and reduced school attendance in the longer term. During periods of restriction when schools are closed, many children (both girls and boys) may be required to engage in economic activities or other household chores, with girls likely being required to spend more time and walking longer distances to collect water, looking after younger siblings and boys spending more time tending to livestock. This may contribute to increased absenteeism once the schools reopen and reduced time for schoolwork, with significant implications for performance and learning outcomes. This may be particularly true for adolescent children, specifically girls, where they have been previously struggling in school and may need additional encouragement to return especially when they are older than other students in their grade. Furthermore, the destruction of livelihoods may leave many families with limited means for meeting the demands of school fees and levies. Children returning to school following periods of absence, will require additional support to catch up on missed learning so as not to affect their overall learning outcomes.

The level of commitment of Zimbabwe's teachers have to the education profession remains high. The HNO 2020 highlights the combined effect of low remuneration, high inflation rates and poor access to cash, against an increasing cost of living, may contribute to low morale, poor delivery of services and brain drain in the education sector. The humanitarian situation may drive more teachers toward engaging in activities to supplement their teaching salaries. The shortage of water and drought in rural areas, where some teachers rely on farming to supplement their incomes while communities sometimes provide food stuffs for teachers, may increase the vulnerability of teachers. Already, some rural teacher unions have threatened to go on strikes and withdraw their services.

Orphans and Vulnerable Children (OVC)<sup>12</sup> which comprise more than 20% of the ECD and primary learner population<sup>13</sup>, are likely to face additional health and mental health risks during the coronavirus and drought-crisis. Globally, children and adults with disabilities are amongst the most marginalised and socio-economically deprived groups. Children with disabilities are often overlooked in humanitarian action and become even more marginalised as fewer resources are available in the midst of an emergency. Compared to their peers, CwDs are often excluded from mainstream health, education, legal support and other social services, largely due to systems and environmental barriers including stigma and discrimination. Girls and CwDs already face greater risks of school absenteeism and dropout, and with the present closure of schools, they may find it more difficult to return. Lessons learned from Save the Children's ECW funded Chimanmani and Chipinge Education Cyclone Idai Response found that there is a need to establish and strengthen Child protection mechanisms in more schools across the district to strengthen systems that monitor the safety of children in communities. There was also a recommendation for improving monitoring mechanisms to ensure schools uphold high standards in protecting children.

Objective 2.3 of the HRP includes in its priorities providing protection assistance to vulnerable children, women and girls to ensure that these groups have the needed support to mitigate the impacts of a crisis by ensuring access to basic education, health care and protection services. This includes CwD who are targeted with the aim to ensure their access to assistive devices, and to support them with food and sanitary items such as diapers, sanitary wear, and other necessities. In the PCIA, large numbers of schools in the target districts indicated that they experienced large gaps in the provision of such critical WASH supplies, leaving adolescent girls unable to access menstrual hygiene materials.

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<sup>12</sup> An orphan is a child (aged under 18 years) whose mother, or father or both biological parents are dead. The Zimbabwe National Orphan Care Policy (Ministry of Public Service, Labour and Social Welfare, 1999), defines vulnerable children in the following categories: children with one parent deceased (in particular the mother); children with disabilities; children affected and/or infected by HIV and AIDS; abused children (sexually, physically and emotionally); working children; destitute children; abandoned children; children living on the streets; married children; neglected children; children in remote areas; children with chronically ill parent(s); child parents; and children in conflict with the law. With regards to the education sector parents /guardians of vulnerable children cannot afford to support the child and therefore they face the risk of not attending school or dropping out of school.

<sup>13</sup> <http://mopse.co.zw/sites/default/files/public/downloads/2018%20Annual%20Statistics%20Report.pdf>

Many children are not safe in and around school with their safety threatened by violence, natural and man-made disasters and conflict that can affect their learning and well-being. Violence at home and school can occur for children starting from the youngest; with emergencies exacerbating the stresses that parents, caregivers and teachers are under.

Emergencies commonly result in higher rates of gender-based violence (GBV), with many countries already reporting increased levels of GBV, including domestic violence, with the onset of COVID-19. In Zimbabwe, GBV is seen particularly in acts of domestic violence related to gender inequalities and discriminatory norms. GBV arises from social, cultural and religious practices that subordinate women, and may also make it unacceptable for men or women, girls or boys, to step outside socially assigned gender roles. In turn, GBV reinforces the oppression of women and girls in society and denies their rights, and thrives in communities where violence is acceptable as a form of conflict resolution. and It is facilitated by patriarchal (male controlled) social hierarchies, by acceptance of violence as a mode of social interaction and political interface, and by socioeconomic inequality and a breakdown in norms and social structures.<sup>14</sup> Women face sexual violence, physical violence, emotional and psychological violence and socio-economic violence in their homes, as well as violence outside the home. Despite the enactment of laws to protect women in Zimbabwe, GBV remains high. According to one of the latest sources produced<sup>15</sup>, more than one in three women have experienced physical violence since the age of 15 and one in two women without an education has experienced spousal violence. The latter may also be related to child marriage of girls before they finish school, which is likely to increase during the economic stress caused by disasters. GBV services may be disrupted in crisis, whilst quarantine and social distancing may further increase the prevalence of GBV as women and adolescent girls, children and people of diverse gender identities are confined in closed quarters with abusive partners, family members and parents/guardians. Since the start of the lockdown, national GBV hotlines have recorded a call increase of over 90 per cent. The child helpline received an increase of 43 per cent in the daily calls.<sup>16</sup>

### *Response Analysis*

Target schools (120 schools, 20 per district) will be provided with “school in a box” kits at the start of each school term. The contents of the kits will be based on the overall needs from the schools but may include the following: basic stationery, chalk, duster, ruler and compass for blackboard etc. These items have been prioritised over larger classroom furniture – such as tables, chairs and benches – as although there is a need for these, reaching a larger number of schools and providing basic learning materials has been prioritised for this funding. Other assistive materials including hygiene and dignity kits (including soap, toothbrush and toothpaste, face towel sanitary items) for vulnerable boys girls, sun cream for boys and girls with albinism, support for collection of medicines for boys and girls with chronic illnesses and distribution of study lights and other assistive devices (such as crutches, spectacles, large text textbooks, for children with visual impairments) will also be made available to vulnerable children, who have been identified as most in need by their schools, to support their return.

At the start of each school term, and following any emergencies, school and community leaders, including female teachers and representatives from women’s groups, will be mobilised to encourage all children, including the most vulnerable, to return to school whether due to COVID-19 or due to short periods of time when children have not been in school. These back to school mobilisation activities may include loud-speaker announcements, radio messaging and door to door calls. These activities will draw on the experience and learnings of similar “back to learning” campaigns conducted by Save the Children in Chitungwiza and Epworth, under the ECW FER COVID-19 funding. Children will also be encouraged to identify peers who may be at risk of not returning to school or who are not enrolled in school. In addition, for those children who are at risk of dropping out of school for whatever reason, teachers, female and male community leaders and child protection groups will be trained to conduct house calls. Requirements for schools to waive tuition fees for a minimum of 100 students per term in exchange for block grants will help to ensure children from the most disadvantaged households are able to access education if the economic environment means they are no longer able to afford school fees and levies.

School catch-up activities will focus on providing short-term additional education activities to children who had been actively attending school previously and have experienced an educational disruption as a result of COVID-19, the

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<sup>14</sup> Human Rights Forum. 2011. Human Rights Bulletin Number 68 : Gender Based Violence In Zimbabwe.

<sup>15</sup> The Zimbabwe Demographic Health Survey, 2015

<sup>16</sup> <https://reliefweb.int/report/zimbabwe/zimbabwe-situation-report-21-apr-2020>



drought, associated hunger or other crisis. The “school in a box” materials provided can be used to support delivery of ‘catch-up classes’ either in school operating hours, if timetables allow, or after school hours and on weekends in the school and in the community depending on the context that assures safety and protection of children. Teachers, including special needs teachers, will be provided with professional development opportunities on how to effectively deliver catch-up programmes, assess students’ present knowledge and skills and how to develop effective programmes to support children to quickly catch up with their peers.

To acknowledge the commitment teachers who deliver ‘catch up classes’ and encourage their ongoing commitment in times of potential hardship, eligible teachers will be provided with a “reward bundle”. Reward bundles will include soaps and food items such as cooking oil and salt. Each school will be required to keep a register of children and teachers participating in ‘catch up classes’, and teachers who consistently facilitate these classes will be eligible to receive their reward bundle once a term throughout the life of the programme. Bundles will be delivered to schools directly during monitoring visits, where the teachers collect and sign to confirm receipt.

To ensure vulnerable children have access to protection services and better supported to return to school, gender and safeguarding focal points will be identified and trained in schools, and will subsequently support schools in establishing clear Child Protection and GBV referral pathways (liaising with local Child Protection Committees and Women’s Rights Organisations). Age-appropriate and gender-sensitive IEC materials for children on personal safety and reporting, including the Childline number, will also be made available. Save the Children will liaise with child protection and GBV service providers to ensure our existing referral pathways are adapted to reflect current context and maintain accessibility. Teachers and frontline workers will receive training on child protection and safeguarding, gender equality and GBV, and working with CwD. We will prioritise raising awareness of GBV services with communities, ensuring women and girls in particular are able to access available response and psychosocial support services, with consideration for non-contact options, such as hotlines and internet resources. We will also support the improvement of monitoring mechanisms to ensure schools uphold high standards in protecting children, by encouraging district officials to include child protection issues in their monitoring tool, as recommended by the ECW lessons-learned.

### ***Most vulnerable schools are supported with school feeding programs***

#### ***Problem Analysis***

The Government of Zimbabwe has identified School Feeding Programmes (SFP) as one of their strategies for increasing retention and completion rates whilst also boosting learning outcomes for all children. A baseline on learning environments in Zimbabwean schools found that 10% of ECD and 20% of Grade 1 and 2 learners came to school without eating breakfast while the same number do not eat at school. Government policy is to reach 100% of children at ECD and Primary Grade schools with school feeding programmes, through the provision of grain. The Government of Zimbabwe has identified School Feeding Programmes as one of their strategies for increasing retention and completion rates whilst also boosting learning outcomes for all children. A baseline on learning environments in Zimbabwean schools found that 10% of ECD and 20% of Grade 1 and 2 learners came to school without eating breakfast while the same number do not eat at school. Government policy is to reach 100% of children at ECD and Primary Grade schools with school feeding programmes, through the provision of grain.

Specific Objective 2.2 of the Zimbabwe Humanitarian Response Plan (HRP) includes a commitment to maintain children’s access to and participation in education and school feeding programs. Drought also presents a high risk of food shortages and poor nutrition for learners, and has implications for children’s learning including ability to concentrate and focus within lessons. Ensuring that children receive school meals, therefore, both protects the most vulnerable children from food insecurity-induced decline in nutritional status and their cognitive development, and ensures their education is not disrupted. In the affected districts, Cyclone Idai exacerbated a food security situation that was already precarious. ZimVAC (2019) established that Chipinge and Mutasa districts were among those with the highest percentage of households with the poorest food consumption patterns, with Chipinge, Mutare, Bikita and Zaka districts among those with the lowest minimum acceptable diet<sup>17</sup>.

One of the key challenges facing the effective implementation of the SFP, according to MoPSE officials and schools, is in the inability of schools to collect food items from district Grain Marketing Board (GMB) distribution centres; and limited capacities of schools and teachers to effectively manage school feeding programmes. This is particularly

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<sup>17</sup> [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post\\_cyclone\\_idai\\_assessment\\_report.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post_cyclone_idai_assessment_report.pdf)

problematic for schools in remote areas far from the distribution sites, which often have the least available resources to collect grain distributions and process and prepare (grind) maize meal for consumption.

The PCIA report shows that there is widespread coverage of SFP in the target districts with 87.8% of all primary schools assessed implementing some elements of school feeding. Most primary schools provide food to all learners (i.e. from ECD A to Grade 7), only two schools indicated that they provided food to only a part of the school population (ECD, infant grade, or Grade 1 to 4). The assessment showed that parents provide the second highest source of assistance to SFPs. The role of parents in SFPs is important as their inputs provide the relish to accompany grain provided by the Department of Social Welfare and MoPSE. Parents also often provide safe storage of food items, support with cooking and serving and provide utensils. The assessment also found that up to 71% of schools have established and maintain a nutrition garden where they grow some food (mainly vegetables) in order to supply the relish that is required. The assessment found that in order to improve the quality of SFPs, schools should be provided with support with transporting food, so they do not have to bear additional costs of transporting food from the GMB depots to schools<sup>18</sup>. Schools also identified needs for provision of utensils, funds fencing and seeds for establishing and maintaining nutrition gardens. Schools surveyed highlighted the biggest single challenge that faces the establishment of a nutrition garden as the non-availability of adequate water close to the school.

### *Response Analysis*

In collaboration with the MoPSE, this programme will look to ensure that children in the most vulnerable schools are provided with access to the MoPSE **school feeding** programme. This will provide an incentive for parents to encourage their children to return and/or remain at school while also protecting the most vulnerable children from food insecurity-induced decline in nutritional status, ensuring their education is not further disrupted. Depending on the needs of each school, Save the Children will provide support to ensure schools are able to access the grain allocations available through the Government School Feeding programme. Support may include Save the Children transporting grain with hired vehicles and drivers, or the provision of fuel or other assistance as needed to support schools to collect grain from the Grain Marketing Board (GMB) and procurement of additional grain, where government supplies are limited. Where Save the Children collects and transports supplies and schools do not have ready access to grinding facilities, Save the Children will take grain to grinding mills to ensure that by the time the product reaches the school it is ready for consumption. Capacity building support will also be provided to school schools to manage the school feeding programme. Where schools choose, purchase of addition utensils or seeds and tools for nutrition gardens will be provided, so long as total support costs per school do not exceed more than the allocated block grant provided.

## **2. Boys and girls, teachers and the surrounding community's gender-sensitive and inclusive disaster resilience is strengthened**

### ***Boys and girls equipped with resilience skills to respond to an emergency***

#### *Problem Analysis*

The Zimbabwe ESSP includes the mainstreaming of disaster risk management (DRR) as a key element of the 2014 curriculum revisions<sup>19</sup> and highlights strategies for establishing DRR minimum standards and how to implement in all schools. Considering Zimbabwe's vulnerability to disasters and emergencies – including droughts, localised floods and storms – the ESSP takes measures to help schools prepare DRR plans. The RJENA established that many schools in the target districts suffered extensive damage as a result of capacity gaps in schools' preparedness and response to Cyclone Idai and other emergencies. The PCIA sought to establish whether teachers in each of the schools surveyed had received emergency preparedness (EP) training as recommended throughout the RJENA report. The data revealed that teachers were trained in EP in just over half of the schools surveyed. This indicates that more needs to be done as the absence of DRR plans in schools, increases children's risk of physical and psychological harm, especially during emergency situations.

#### *Response Analysis*

Save the Children's Safe Schools' Approach is the best way to address the problem that many children, especially during humanitarian crises, face in not having access to safe, inclusive school environments. The approach focuses on school safety mechanisms that keep children safe in and around schools, creates an enabling environment within the school

<sup>18</sup>Ibid.

<sup>19</sup><https://www.globalpartnership.org/sites/default/files/2016-07-education-sector-strategic-plan.pdf>



and has a focus on teachers and children's self-protection knowledge, skills and behaviours for the safety and protection of children in and around the school.

DRR committees made up of community members, teachers and children will be established in each school (if not already in place from the ECW FER funded programme in Chipinge and Chimanimani that worked with 20 schools and reached over 10,000 learners and around 600 teachers). The activities will build on the successes from the ECW FER project and scale up to a further 100 schools. Save the Children, with support from MoPSE District Education Officers and Education Inspectors, will support schools to identify DRR committees comprised of students in Grades 5-7 (including boys, girls and CwD), teachers, parents/ caregivers and members of the surrounding community. DRR committees will lead in the development of DRR strategies, risk profiling and early warning system and regular drills, prioritising evacuation procedures for CwD. The DRR committees will conduct a risk/hazard mapping in and around their schools which will also include children being actively involved in identifying the specific risks and hazards that they do or may face; this mapping will also examine if there are specific risks experienced by specific groups of children; for example, children of ECD age, CwD or young girls. As a result of this mapping, comprehensive, realistic DRR plans will be developed that support children, teachers and community members in how they can individually and collectively reduce and mitigate the risks and physical and/or psychological harm that they face in the event of a natural or man-made disaster. These DRR plans feed into the school management plans that school already produce.

As a sub-set of the DRR plan, a safety plan will be produced by the DRR committee, School Development Committee, teachers and children. The school safety plan in line with findings from the risk and hazard mapping findings, will also focus on how to eliminate/reduce incidences of child protection and GBV faced by children including specific groups e.g. CwD, girls, very young children and ensure (linking with the strengthened referral pathways and IEC materials outlined above) that children know what to do if they or their peers experience a child protection, safeguarding or GBV issue/violence or feel unsafe. The implementation and success of these safety plans will be monitored every 2 months by the schools' safeguarding focal point (see Response Analysis above for boy, girls and teachers have an enabling school environment on establishment of safeguarding focal points) to assess what progress has been made and to support in the addressing of any safeguarding or protection issues that may have arisen.

Through these activities Save the Children will support schools to have operationalised DRR plans to ensure that children know what to do when disasters occur. This will help empower the children with the course of action to take to reduce the risk of death and injuries in emergencies. Activities that strengthen preparedness for future disasters if and when they occur will increase the resilience of children, teachers and the community to respond appropriately. DRR training for teachers and emergency preparedness at school level will be prioritised as elements of an early recovery process. Capacity building of teachers, school heads, communities and children will be undertaken to ensure that they participate fully and meaningfully in the activities of the recovery process. Schools will also be supported to develop school-based Gender-Sensitive and Disability Inclusive Accountability, complaints and feedback mechanisms.

### **3. MoPSE and the EC have quality mechanisms in place to support and deliver quality inclusive and uninterrupted Education during future emergencies**

#### *Problem Analysis*

Learnings from emergencies around the world shows that children rely on education services to keep them safe and learning, even during humanitarian situations. The majority of these services are already being delivered by local government and civil society organisations. Strengthening localization is therefore an opportunity to improve access, quality and efficiency of services. Recognising the value of localisation, and building on World Humanitarian Summit commitments, Education Clusters are seeking to ensure their humanitarian response strategies are guided by the principle – "as local as possible, as international as necessary." It is therefore essential to build the institutional capacity of national partners, which is vital in saving lives in the critical first hours and days of an emergency and working to overcome the challenges of protracted crises.

The Education Cluster in Zimbabwe was established in the immediate aftermath of Cyclone Idai as part of the wider humanitarian response to the initial crisis, and has continued to provide support to the ongoing drought and COVID-19 responses. Although Zimbabwe is vulnerable to climate-related emergencies, the Education Cluster is still relatively new and capacity of MoPSE in fully engaging with the importance of EIE preparedness activities requires strengthening. For example, EIE is not a major priority in the current ESSP and there is no dedicated structure within the MoPSE to

drive EIE planning. The ESSP does highlight the need to build the skills for the implementation of disaster risk plans and strategies and strengthen the capacities of institutions' to effectively respond to disasters and emergencies.

The present structure of the Zimbabwe Education Cluster is mostly focused on the national level. National level structures have little capacity in terms of equipment and data to manage and report on district and provincial level information, which is vital for advocacy activities in the context of emergencies. During the Cyclone Idai response, the Cluster had success with establishing district and provincial level Cluster sub-groups to promote local level coordination and data sharing and management. As the region moves to respond to the more recent crises, the National Education Cluster have recommended formalising of informal district and provincial level sub-groups to improve local response structures and information management and sharing.

### *Response Analysis*

Save the Children will work closely with the National Education Cluster to support the formalisation of six district and two provincial level Cluster sub-groups. Local Clusters will bring together all local education stakeholders – including INGO, NGO and CSO actors, local education authorities and representation from associations of primary school headteachers. Local cluster-members will be identified and brought together to receive training from Save the Children's Cluster Coordinator accompanied by a representative from the MoPSE and UNICEF, as cluster co-lead. Training will address the functions of cluster and roles and responsibilities and other aspects of information management. District and provincial level Cluster groups will be expected to meet on a monthly basis and these meetings will be periodically monitored by the Education Cluster Coordinator. District data collection and management will be improved through the use of digital technology, to facilitate more effective recording and sharing of data. District (6) and provincial (2)-level data collection and reporting focal points will be provided with tablets to collect '5Ws' and other data from each region, to be included in national level reporting. Equipping the sub-national structures with such information management tools is necessary if these structures are to be fully functional and deliver on their roles.

As highlighted by the gender and disability focus of this proposal, Save the Children is committed to work with the Education Cluster to ensure comprehensive collection and analysis of sex, age and disability disaggregated data by all actors, consistently applying gender analysis, and mainstreaming GBV prevention, mitigation and response efforts throughout the responses and strategies. Funding will be used to support a joint National Education assessment and evaluation on the state of education for girls, vulnerable boys and girls including those living with disabilities in affected schools.

This programme will also support the Education Cluster to document and share best practice and advocacy messaging amongst education stakeholders in Zimbabwe. This will be done through documentation of the Cluster's Cyclone Idai response, to create an information bank for video footage and written documentation to sustain learning for future responses. Advocacy activities on DRR, Disability in emergencies, meeting unique needs of girls and boys in emergencies and an after-action review will be conducted to reflect on the programme response at the end of the implementation period.

### **Adaptations responding to the COVID-19 pandemic**

Trainings will now be delivered remotely using video conferencing and video/ audio recordings. This is a precautionary measure due to the risks of COVID-19, travel restrictions and to reduce travel and other meeting expenses. Three Save the Children Project Coordinators will be trained in this methodology alongside MoPSE District Education Officers and Education Inspectors at the start of programme as part of the district-level launch workshops.

Save the Children will work with MoPSE to design training programmes for teachers and will draw on learnings from other programmes both nationally and internationally who are conducting remote TPD, presented in online presentations with hard and soft copy guidance and toolkit materials. MoPSE District Education Officers and Education Inspectors will distribute these materials (provided to them at the district-level launches) to teachers during their regular monitoring visits to schools.

Training will be delivered by the Project Coordinators through online video conferencing to groups of 20-25 "Core teachers" at a time. Core teachers – Head Teachers, Deputy Head Teachers and School Coordinators – will be the target audience for live conferences. The aim is to make the remote based trainings as participatory and interactive; for example the use of interactive whiteboards. Audio and video recordings of trainings will be available on USB, CD and

Mp3, for these core teachers to cascade and share with all other teachers in their school. For each activity, each school will receive clear printed guidance (soft and hard copies) on how to use toolkits and how to conduct the activities – all teachers within the each school will have access to this. Soft copies of guidelines will be shared on WhatsApp groups.

After training, support will still be available for teachers, WhatsApp support groups will be set up with groups of schools in the same district cluster including the MoPSE District Education Officers and Education Inspectors responsible for the district. The SC PO will also be available in the group to answer any questions that and district education officers and inspectors – who will all be tasked with responding to queries the MoPSE District Education Officers and Education Inspectors are not able to answer. This model allows for peer support between schools in each cluster, adding to the sustainability of the intervention and training activities. WhatsApp groups will be used to check progress on indicators, set teachers small tasks to check teacher understanding and provide additional support relating to the teaching methodologies.

Monitoring support visits will identify if any need for further face to face training/ support – schools will be monitored by district education officers (MoPSE) who will visit school a minimum of once per month. Save the Children Project Coordinators will visit individual schools approximately every 8 weeks.

### 3. Programme Monitoring, Evaluation, Accountability and Learning

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. Annex 1 presents a clear log frame and monitoring and evaluation framework, to check effectiveness of MEAL activities and progress towards the achievement of outputs and outcomes and collation/dissemination of good practice and learning.

**Monitoring:** SC will engage with children as well as communities to gather and share evidence to inform programme design, implementation, monitoring and evaluation. Community-led monitoring and the creation of child appropriate forums to collate children's feedback will contribute to improved accountability mechanisms. We will promote local contribution to MEAL systems and explore options for community management of processes.

This will provide valuable lessons and accurate credible data for GPE, MoPSE, ECG, EC and other actors on trends, the quality of current programming, areas for learning and the areas for replication to support impact at scale. In addition to supportive supervision, regular follow-ups and semi-structured interviews we will conduct additional focus groups for specific populations e.g. girls, CwD to generate additional information on the emerging needs and their changing priorities of our target groups.

Regular monitoring visits will be the responsibility of the education programme officers. Each programme officer will have oversight and responsibility for programming activities in 2 districts, with 20 schools in each district (40 schools total) and will coordinate with District Education Officers and Education Inspectors in districts to ensure effective monitoring and oversight of implementation. Depending on the objective of the visit, other colleagues (CP officer, MEAL personnel, Education Programme Manager, Gender and disability specialist) may join site visits throughout the life of the project.

With the help of the Education Programme Coordinators, outcome and output indicators will be tracked by the MEAL personnel – the Information Management Officer - (supervised by the MEAL manager). Where possible data will be disaggregated by gender, age and disability. Tablets will be provided to support project monitoring and data collection, this will be collated and analysed centrally by the Information Management Officer.

In districts where Save the Children does not have a permanent sub-office, Chipinge, Mutare and Zaka, Head Teachers will use tablets to support monitoring and evaluation processes. Training will be received at the start of the project, data collection and analysis software will be provided and will prompt for data inputs at regular intervals. Data will be collated and analysed by the programme officers with support from the Information Management Officer and MEAL Manager overseeing the MEAL of the programme.

Save the Children Zimbabwe will maintain an open dialogue with DFID (as coordinating agency) and will periodically submit reports and organise review meetings to discuss progress of the grant implementation as per the agreed reporting mechanisms. Supporting GPE grant development and monitoring process in collaboration with the ECG.

Monitoring and reporting of all activities implemented by Save the Children Zimbabwe will also be supported at central level by Save the Children UK. Save the Children Zimbabwe and SCUK will have monthly grant update tele-conferences,

during which agreed project activity milestones, and any key issues related to the Action will be discussed. SCUK will remain fully accountable to GPE concerning timely and accurate reporting.

**Evaluation:** A rapid gender and disability-analysis, alongside baseline, will be conducted with the community to assess needs, risks and opportunities that women, men, boys and girls face in the context of this crisis. SC will use this gender analysis to better understand how gender inequalities, discriminatory norms and intersectional barriers may prevent disaster-affected girls, boys, women and men from accessing the support from this programme. This will also explore protection and GBV risks and highlight, mobility issues due to illness, disability, economic situation or age. Findings from this assessment will inform programme adjustments and recovery strategies. A participatory risk assessment will be conducted with women and children to ensure they are not at increased risk of gender- based violence (GBV) if they have to travel further distances to access services. A full child safeguarding risk assessment will be conducted with the children and adults prior to participation to ensure that children’s participation is safe.

A gender and disability sensitive endline will be conducted at the end of the 12 months to inform the annual independent review of the project. The MEAL team together with the education and child protection team will develop a progress report. The report will be submitted to ECG and GPE Secretariat for their approval within 6 months from project completion as per Accelerated Funding mechanism’s requirements.

#### **Accountability:**

*Complaints and Feedback Mechanism (CFM):* SC will use a toll free hotline and ensure all programme staff are trained on how to receive and action complaints and feedback using the KoBo Toolbox<sup>20</sup> – allowing staff to instantly document and submit a complaint/feedback to our online database through their phone. The MEAL team will work in collaboration with Child Protection team and the communities (including children) to develop an appropriate child-friendly complaints mechanism. This builds on existing CFM approaches SC has been using in other responses and development programmes across Zimbabwe. Complaints and feedback will be analysed, key findings will be reported through a regular accountability report for decision-making, and the feedback loop will be closed on individual and/or community level. CFM data analysis will focus among others on understanding which vulnerable groups are able to access our channels, to ensure they are appropriate and accessible.

**Learning:** A learning agenda will be developed in order to guide the process of capturing and disseminating areas for adaption and good practice. This will include but is not limited to setting research questions to address critical knowledge gaps, a set of associated activities to answer them and products aimed at disseminating findings and designed with usage and application in mind. In practice this will be integrated with monitoring and evaluation activities. An internal semi-annual and independent annual review of the programme and an after action review with the education stakeholders in Zimbabwe are also included to reflect on progress and lessons learned to improve the current and future programs. Learning activities will include activities such as the collation and dissemination of case-studies and stories related to knowledge and experiences.

## **4. Results Framework**

Save the Children as co-lead of the Education Cluster has played a leading role in the development of the Zimbabwe Humanitarian Response Plan. The proposed results framework is aligned with the Humanitarian Response Plan 2020 (HRP)<sup>21</sup> and builds on the Education Sector Strategic Plan (ESSP)<sup>22</sup>; the Humanitarian Appeal Revision 2019-2020 (HAR)<sup>23</sup>, and the Humanitarian Needs Overview (HNO) and informed by the Education Cluster Post Cyclone Idai assessment<sup>24</sup>. This alignment will ensure that our programming responds appropriately to the bespoke needs of boys and girls in the target areas. **With the HRP as a starting point, Save the Children is proposing to utilise the GPE’s Accelerated Funding for Cyclone IDAI Emergency Response to support 54,000 children in 120 schools in 6 cyclone affected districts to access safe, inclusive and gender sensitive education.**

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<sup>20</sup>[KoBo software enables the collation of MEAL data electronically using mobile phones and tablets](#)

<sup>21</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe\\_HumanitarianResponsePlan\\_2020.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf)

<sup>22</sup> <https://www.globalpartnership.org/content/2016-2020-education-sector-plan-zimbabwe>

<sup>23</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/ROSEA\\_Zimbabwe\\_HumanitarianAppealRevision\\_06082019.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/ROSEA_Zimbabwe_HumanitarianAppealRevision_06082019.pdf)

<sup>24</sup> <https://reliefweb.int/report/zimbabwe/rapid-joint-education-needs-assessment-cyclone-idai-zimbabwe-assessment-report-6-may> ;

[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post\\_cyclone\\_idai\\_assessment\\_report.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/post_cyclone_idai_assessment_report.pdf)

Furthermore Save the Children as co-lead of the Education Cluster has worked with MoPSE and Education Cluster partners to prepare the Cluster COVID-19 preparedness and response strategy (PRS). Based on this plan Save the Children has submitted a concept note to GPE to serve as Grant Agent for the COVID-19 Accelerated Funding. A detailed Log Frame with references to how it links with HRP, PRS and GPE COVID-19 Accelerate Funding proposal is attached as Annex 2 (2 tabs).

## 5. Implementation Arrangements

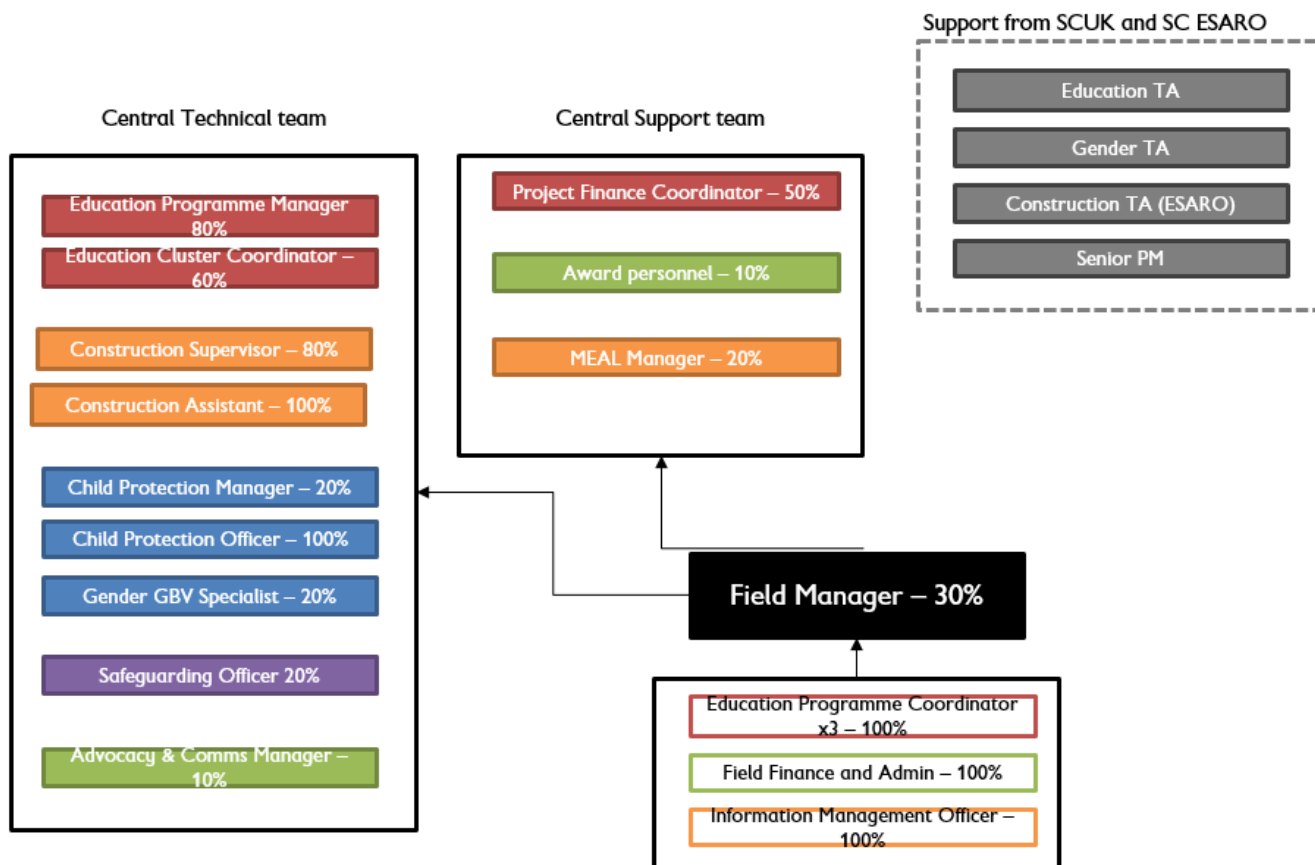
The project implementation will follow the workplan as per Annex 3.

With support and oversight from SCUK, which has a standing FPA with GPE, Save the Children Zimbabwe will manage this grant through direct implementation of programme activities by Save the Children as well as close collaboration and coordination with the national, provincial and district MoPSE offices and with oversight and guidance by the National Associations of Primary and Secondary Headteachers, through the cluster system. The programme will also coordinate with the Ministry of Health where necessary in activities relating to school sanitisation and school feeding, to certify that processes meet government minimum standards for public health.

Save the Children UK (SCUK) will maintain overall contractual responsibility for the quality and timely implementation of the programme and is able to begin to commence activities at contract signature. The first month of the programme will be focused on procurement of materials and assessments to refine design of the programme. Provided that government will continue to give access for humanitarian work, all activities will be implemented respecting COVID-19 preventative measures in place in Zimbabwe; and strictly following SC COVID-19 risk mitigation measures if and when face to face activities are required.

A Central Programme Implementation Unit (PIU) will supervise and coordinate the work of the staff in the 2 provinces thanks to a Field Manager. The PIU will also receive support from SCUK and SC East and Southern Africa Regional Office. The PIU has been designed for ensuring the efficient and effective implementation of this grant. Save the Children Zimbabwe's Education Programme Manager and the central technical team will provide a key link to and facilitate sharing of learning and best practice between this and Save the Children Zimbabwe's portfolio. Including Education sector programmes such as the ECW First Emergency Response funded programme currently ongoing in Epworth and Chitungwiza, and the ECW funded responses to cyclone Idai in Chipinge and Chimanimani.

The Education Coordination Group (ECG) partners, as the local education group (LEG) will also be called on for supervisory and technical support as necessary and in adherence to the roles and responsibilities outlined in the ECG Terms of Reference (Annex 4).



## Fiduciary and administrative management

Save the Children International (SCI) was established to implement non-domestic programmes funded through the 29 SC members (including SCUK) and will be responsible for the implementation of this proposed action through the Zimbabwe country office.

Save the Children Zimbabwe country office has a robust financial management system that has ensured value for money (VFM) and the effective and efficient utilization of financial resources entrusted to it by its myriad funders. The organisation has historically maintained cordial relations with all funders (institutional, multilateral, corporate, high net worth individuals and foundations), with no incidences of non-compliance as attested to by unqualified annual statutory and project audits, which are conducted periodically. The audit reports bear testimony to the strong control environment and governance at Save the Children Zimbabwe. The SCI financial management system (adopted across the Save the Children globally) has a fair cost-allocation methodology which ensures common costs are apportioned objectively between various funders. Effort reporting by staff members is based on actual hours worked on an award and is evidenced by timesheets that are completed online and approved by the line manager.

Save the Children has an organizational structure that ensures the execution of all functions are guided by standard operating procedures, within scope and budget, with monthly key performance indicators to measure performance. The Awards and Partnership Management Unit provides operational support and oversight throughout the programme's cycle, (e.g. portfolio planning, partner due diligence, securing and managing awards).

Save the Children Zimbabwe will act as implementing partner. Save the Children Zimbabwe and SCUK will have monthly grant update tele-conferences, during which agreed project activity milestones and any key issues related to the Action will be discussed. Save the Children Zimbabwe will follow the reporting plan designed with SCUK in accordance to GPE guidelines for COVID-19 funding. SCUK will remain fully accountable to GPE concerning timely and accurate reporting. Save the Children Zimbabwe is also responsible for the submission of overall budget (including partners' spending) to SCUK for final revision and sign off before they are sent to GPE.

## 6. Risks and Mitigations

Risk	Rating	Mitigation measures	Rating
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Deterioration of COVID-19 situation results in long-term or recurrent school closures, restrictions on movement impede programme delivery	Medium	<p>Close monitoring of situation, joint decision making with MoPSE (informing GPE, DFID and ECG) on any necessary reprogramming.</p> <p>Advocacy with the Government of Zimbabwe to ensure continuation of humanitarian access</p> <p>Co-ordinate with other programmes including those COVID-19 response programmes to ensure delivery of risk communication and basic essential services to the communities</p> <p>Adapt monitoring and evaluation activities to include key informant interview via telephone rather than group monitoring or evaluation activities should schools be closed and movement be restricted</p>	Medium
Limited capacity of MoPSE to support program implementation	Medium	The project will be directly implemented by the Grant Agent and partners in close co-ordination with the MoPSE and district education authorities.	Low
Disasters such as droughts, cyclones etc. may occur and impact the recovery efforts made so far	High	<p>Monitor and review the situation and update DRR plans for schools and re-programme to respond to immediate need</p> <p>Put in place emergency preparedness; and ensure teachers, head of schools, students and community volunteers are trained in DRR</p> <p>Assist in evacuation plans and relocation and communication and security tree</p> <p>Support Business Continuity Plans and provision of basic essential services</p> <p>Coordinate with other stakeholders including Government</p> <p>Increase awareness among children, communities and stakeholders</p> <p>Preposition/stock-up supplies</p>	Medium
Logistical difficulties such as bottlenecks in procurement and distribution of items due to restricted movement or availability.	Medium	<p>Conduct security and logistics assessments prior to commencing travels</p> <p>Source materials from local or neighbouring communities when it proves to be too expensive.</p> <p>Procure material at from pre-listed suppliers and seek references from cluster partners</p>	Low
The MoPSE is unable to provide grain resulting in disruption of school feeding programme	Medium	<p>Continue to advocate and communicate with the MoPSE and work with them to ensure grain reserves are available</p> <p>Link vulnerable families to emergency cash transfer/food vouchers and other social safety nets available</p>	Medium
Delays and poor quality of construction and school rehabilitation.	Medium	<p>All construction will adhere to Save the Children's Safe School's common approach and Construction Policy, Benchmark standards, as well as national building codes and international safety and protection standards.</p> <p>National requirements and international best practice in design will be respected.</p> <p>Rehabilitation/construction work will be prioritised during school closures where possible</p>	Low

		Pre-listed and or local construction vendors will be prioritised without compromising quality in the selection process to prevent delays	
Girls and boys participating in the project may be exposed to increased risks, including GBV and SEA	High	Rapid gender analysis and disability assessment will be conducted to understand the situation, associated challenges and opportunities. The project activities will adopt 'do no harm' approach Safeguarding awareness raising activities targeting parents and caregivers, and materials to be distributed. Safe spaces for girls and boys will be promoted. Routine monitoring will focus on gender GBV and SEA cases, and make referrals to provide PSS and other support	Medium
Unreliable data and data gaps to inform program development	High	SC to coordinate with MoPSE and Education Cluster to triangulate data Complaints and Feedback mechanism will be set up in the project so community members can directly feedback on the project activities	Medium
Remote management and monitoring of the project may impact on awareness of emerging challenges	Medium	Monthly monitoring meetings will be held internally among the project team along with senior management and SCUK representatives to assess progress, gaps and actions agreed will be followed up. SCUK and regional TAs will provide remote technical and monitoring support Field monitoring and joint supportive supervision visits will be held when restrictions on mobility are eased out	Low
Boys and girls especially adolescent girls may drop out and not return to schools once they re-open.	High	Adapt adolescent programmes to focus on mentoring, support networks, MH&PSS, vocational and life skills training to a virtual format, where possible so it could help reach girls and boys in the context of confinement. Build links with other programmes that offer relevant support 'Back to school' campaign will focus on girls and boys, parents and caregivers and the wider community with an aim to ensure all children return to school	Medium
Hyper-inflation and changes in monetary policies result in significant devaluation of RTGS (local currency) or fiscal policy changes that affect security of foreign currency accounts	Medium	Project budget to be kept in United States Dollars with minimal cash holding in country Negotiate framework agreements with key suppliers to maintain service costs in USD Regularly gather financial and business intelligence to be positioned to take anticipatory hedging actions	Medium
Corruption, fraud and diversion of assistance - staff or partners paying, offering, requesting or receiving a bribe; nepotism; embezzlement; collusion; abuse of	Low	Save the Children maintains a zero-tolerance policy to fraud and corruption. Save the Children will conduct background check for all program staff who will be working on the program. Save the Children will also conduct mandatory orientation of all program staff on Save the Children Fraud and Embezzlement policy, and commitment by signing it. Save the Children will establish a complaints and reporting mechanisms for both the staff, schools and the community, including setting up	Low

position of trust; risk of beneficiaries being coerced to handover commodities and/or pay for services received by gatekeepers; fraud related to invoicing, payroll, procurement, or expenses.		hotlines for reporting cases of bribes, collusion, and corruption. Reported cases will be investigated expressly, and remedial action, including staff disciplinary actions will be taken, or discontinuation of funding in the affected school until investigations are completed.	
Internet connectivity is unreliable for remote trainings and costs of internet data bundles increases significantly.	Medium	Budget has been included for teachers in schools without internet connectivity to travel to schools with internet connectivity. Sufficient budget has been included for foreseen costs of internet data bundles. SC will top up data for tablets centrally from Harare, through the SC Finance Coordinator.	Low
Data bundles are not used for intended purposes.	Medium	We will engage internet service providers to provide bundles required for the purposes of this programme. Schools will be advised on required usage of data bundles.	Low

## 7. 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 programme document development has been overseen by the MoPSE and DFID as GPE Coordinating Agent. The programme document was developed working closely with the Education Cluster. The AF Programme is aligned with several key strategic documents, including the ESSP, HRP and HAR, as outlined in section 4 above. This programme builds on and aligns with ongoing humanitarian efforts in the education sector – including the ECW COVID-19 response and historic This programme has been designed to leverage on these existing interventions and long-standing relationships Save the Children holds in intervention districts. Complementarity with the existing and planned donor interventions is outlined in the document. The program is aligned with and contributing to the localization of decision making, systems strengthening and providing Accountability to Affected Population (AAP) and the Grand Bargain.

Results archived under the grant will be sustained by the skills that teachers and key school personnel were imparted during the trainings. Communities will own the activities during the year with the support of SC staff, ensuring that after project completion they will not be interrupted. MoPSE district officials were capacitated on monitoring of the said activities. The District Offices will continue to monitor the implementation of these activities as they fall under their ordinary activities.

Thanks to the support provided to the district and provincial education cluster we aim to increase the quality and coordination of future response of humanitarian actors, including government officials. An efficient district and provincial cluster system will be able to inform the national cluster to increase the quality of national response.

## 8. Budget

The budget is attached as annex 3.

Save the Children’s approach to budgeting is to ensure an adequate and fair amount of operational infrastructure and administrative costs are budgeted and funded by donors in proposals, to:

- (i) provide skilled, efficient and consistent operational support, directly enabling and contributing to quality programme delivery and achievement of outcomes and impact; and,
- (ii) to ensure and protect the financial sustainability of the organisation's operations and long-term programmes for children.

Operational costs have been budgeted at 14% for the GPE AF programme – these are part of our direct implementation costs and reflect the true costs of grant implementation. The operational costs we have budgeted allow us to ensure (i) value for money in procurement; (ii) that we can be a responsible steward of donor finances ensuring financial records are accurate, auditable and compliant; (iii) that safeguarding is mainstreamed in our working culture and programme activities; (iv) that we can provide quality assurance to the donor through regular communication and engagement and financial and narrative reporting; (v) that due diligence can be carried out to hire quality programme staff and support current project staff (vi) operational and financial risks are fully assessed and appropriate mitigation strategies are in place. The operational budget also covers the Country Director who has overall responsibility for our programming portfolio and provides strategic guidance and the Heads of Operations and Programme Development and Quality, who will work with the Education Programme Manager to steer successful programme delivery. Underpinning this staffing structure is other vital and necessary operational infrastructure such as rent and utilities. These costs enable the effective delivery of activities and enable us to reach and achieve our stated outcomes for girls and boys in the target schools.

The 14% actually represents a compromise on SCI Zimbabwe's cost recovery targets. However, as it stands, we are confident with the direct staffing costs, LOE and infrastructure budgeted we can efficiently support the delivery of a quality and donor compliant programme. Further compromises would put at risk our ability to deliver our target impacts for children and schools, provide an excellent level of service for technical staff managing the programme and assurance to GPE and the MoPSE that we are delivering a donor compliant programme.

Within the context of providing value for money and financial sustainability and adhering to GPE guidance, Save the Children have included a 7% agency fee across the total grant allocated. The agency fee covers our indirect costs and ensures the Save the Children Head Office is in a position to provide financial technical oversight and support. This includes the direct technical support and financial contributions made to Save the Children International, the programme delivery arm of Save the Children worldwide. Using DFID language, the Agency Fee represents the Non-Project Attributable Costs (NPAC). These are the costs that must be incurred to deliver a project or programme but cannot be directly attributed to a specific programme. SCUUK has calculated its NPAC at 12.62%, based on DFIDs recently published Eligible Cost Guidance for Accountable Grants and the associated FAQ document from DFID. This is based on a 3-year average and can be tied back to our annual statutory accounts for those years.

When the compromises SCI Zimbabwe have made on their direct administrative/operational budget are reflected on, in conjunction with the 7% Agency Fee applied (against a target of 12.62% per DfIDs methodology) - we believe that Save the Children has budgeted responsibly, even taking on some of the financial risk ourselves through some subsidisation of the programme using our resources.