

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Sao Tome and Principe
Grant agent(s):	UNICEF
Coordinating agency(ies):	UNICEF
Program name:	Remote learning, Educational response for Covid-19
COVID-19 Accelerated Funding amount requested:	USD \$750,000.00
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	52500
Agency fees as % of total COVID-19 Accelerated Funding requested:	7%
COVID-19 Accelerated Funding application date:	5/12/2020
Estimated COVID-19 Accelerated Funding program start date:	6/1/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30 , 2021):	1/31/2022
Expected submission date of completion report (At the latest 6 months after program closing date):	5/2/2022
Grant modality - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

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

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Acronyms

STP	Sao Tome and Principe
MEES	Ministry of Education and Higher Education
DGPIE	Directorate of Educational Planning and Inivation
DEPE	Directorate of Pre-School Education
DEB	Directorate of Basic Education
DAE	Directorate of School Administration
FONG	Federation of Non-Governmental Organizations
CNEE	Children with disabilities
EMAE	Water and Electricity Company
HACT	Harmonized Approach to Cash Transfers
GDP	Gross Domestic Product
HDI	Human Develop Index
GPE	Global Partnership
PNASE	School feeding and health programme
UNICEF	Unicef -United Nations Children's Fund
NEE	Special Educational Needs
EIE	Education in emergency
IOF	Inquiry to the Family Budget
MICS	Multiple Indicator Enquiry
INE	National Institute of Statistics

1. Introduction

The Coronavirus pandemic is disrupting the learning of millions of children and young people. . In particular, the poorest and most marginalized children and young people also face wider risks linked to limited access to essential services such as school feeding programs, information on disease prevention, water, and sanitation.

The government, with the support of United Nations agencies and other development partners, developed a strategy and an operational plan on the protection of children and schools against COVID-19 and worked together to prepare for crisis response and efficient service delivery, and specific contingency plans for the different sectors.

Considering the situation, the country faces and the weak financial resources of development partners, UNICEF helped the government to prepare this project, which it submits to the Secretariat of the Global Partnership for Education to request fast-track funding for the indicative amount allocated to Sao Tome and Principe. This funding will enable the continued implementation of emergency education interventions in favor of children in general and the most vulnerable and people with special needs in particular.

How and to everyone's knowledge the humanitarian crisis related to the pandemic has limited the government's capacity to raise revenues from tourism and has consequently affected the state's revenues for the social sectors, namely health and education.

For the education sector, the total amount foreseen is 155,019,232 dollars for emergency response. This fund aims to ensure the continuity of learning and the basic conditions of an estimated total of about 76,000 school-age children. To date, only \$300,000 has been mobilized, representing 5.16% of the resource. The funding requested from the Global Partnership for Education will be a very important contribution to the country as it will help meet the immediate educational needs of children affected by the crisis.

2. The Ministry of Education COVID-19 Response Plan

In São Tomé and Príncipe, Education is one of the sectors that has suffered a direct impact from COVID 19. The stoppage of the Education sector for an indefinite period is a reality. The President has decreed a State of emergency and emergency measures have been adopted that have resulted in the closure of all schools and educational institutions at all levels and the confinement of people as a way of reducing the risks of contamination.

In order to ensure the continuity of learning during the closing of schools, the Government of São Tomé, with the support of the partners GPE, UNICEF and the WB, has implemented in an experimental way several modalities of distance learning, namely Radio classes for pre-school levels , and basic education, Audiovisual classes, mainly through television and an E-learning platform;

And allowing free access to educational content on e-learning portals, made through the platform created to support distance learning for students on the MEES website, thus allowing the dissemination of all educational supports.

The government, with the support of United Nations agencies and other development partners, developed a strategy and an operational plan on the protection of children and schools against COVID-19 and worked together to prepare for crisis response and efficient service delivery, and specific contingency plans for the different sectors.

There is an urgent need to invest now in education systems to mitigate the impacts of the pandemic, including ensuring that children can continue to learn and be protected.

The project now elaborated, complies with WHO guidelines and the Ministry of Health, is aligned with the objectives of the Santomean Government's National Preparedness and Response Plan and the guidelines of the same, and aims to support the government in adopting measures and activities to be implemented in the short term during the critical period of the pandemic's existence, and in the short / medium term to ensure continuity of learning for all students, as well as the hygiene, health and safety of students, teachers and other teaching staff, giving priority to supporting vulnerable populations, including children with disabilities, girls and children with low levels of wealth and to develop resilience in the education sector

3. STP COVID-19 Humanitarian Response

For the humanitarian response to COVID-19, the country prepared its duly articulated action plan to reduce the transmission, mortality, and socio-economic impact of COVID-19, thus ensuring adequate protection for people and the environment. A high-level multisectoral committee for monitoring the occurrence (government level) was created to ensure coordination and implementation of the Humanitarian response. This committee integrates members of the government from key sectors in the prevention, preparation, response and recovery process and will be coordinated by the Prime Minister and Head of the Government, with the Minister of Health as the executive secretary. Ministries: Education, Planning and Finance, Infrastructure, Natural Resources and Environment, Defense and Internal Order, Agriculture Fisheries and Rural Development, Labor and Social Affairs and State Secretariat for Social Communication and Regional Secretariat for Social Affairs and Communication, in this intersectoral committee and interdisciplinary is also part of CONPREC. The role of this committee is mainly to supervise and monitor the implementation of the Plan. Its task is to mobilize resources (internal and external) for the execution of the plan.

4. Rationale for the application

STP, as a member of the GPE, has benefited from GPE funding for the QUALITY EDUCATION FOR ALL project, as well as the drafting of the education policy letter, and the 2019/2023 action plan, finally, received immediate support in response to COVID-19 for the implementation of the response measures. Based on the needs and evidence, the emergency plan for the closing phase of the schools was prepared, with the objective of guaranteeing the continuity of learning, and for the recovery period (reopening of the schools). In order to ensure the continuity of learning during the closing of schools, the Government of São Tomé,

with the support of the partners GPE, UNICEF and the WB, has implemented in an experimental way several modalities of distance learning, namely Radio classes for pre-school levels, and basic education, Audiovisual classes, mainly through television and an E-learning platform;

And allowing free access to educational content on e-learning portals, made through the platform created to support distance learning for students on the MEES website, thus allowing the dissemination of all educational supports.

STP has a high level of radio coverage and access to radio by families is over 84% (Table 3). In a perspective of continuity of learning, the government will improve the radio program as an alternative low-cost option, because will reach a greater number of children, and which will support the continuity of learning, in an interactive way. In addition to academic content, the radio space will serve to disseminate key messages of health promotion for children and young people at different stages (early childhood, primary and secondary levels).

5. Grant Agent Selection

UNICEF has played the role of lead partner and coordinating agent for partners over a decade. According to the guidelines of the GPE for the new implementation of the \$1 million grant. For this process, all major partners (the World Bank and UNICEF representing the Local Education Group [LEG]) have been consulted.

Recognizing UNICEF's capacity to support the implementation of the emergency plan and recovery program related to COVID-19, the Minister of Education and Higher Education representing the Government of Sao Tome and Principe nominated UNICEF as the Donor Agent.

6. Proposed Area of Interventions

The Project was prepared based on the Government's Response Plan to COVID-19-EDU endorsed by the partners and publicly available. The project is also linked to the education priorities, defined in the Education Sector Plan 2012-2021, and the objectives defined in the National Poverty Reduction Strategy II (ENRP II). The program was designed based on the guidelines issued by the GPE, UNESCO and the World Bank, on actions to be taken in the framework of the shutdown and the reopening of schools and a preliminary assessment of the needs of the most vulnerable children, especially girls, from districts and locations where children faced the greatest deprivation

The areas of intervention are defined as follows 1) continuous learning to ensure school routine involving children through radio and television lessons and at the same time educating children and their families in the prevention and control of the pandemic ; 2) Training of professionals for psychosocial support 3) Water and sanitation through the adoption of appropriate measures and safe schools (hand washing points and awareness

campaigns) 4) Nutritional support for the most vulnerable children and ultimately 5) Learning resources for the most vulnerable children and those with special educational needs to reduce learning gaps through the acquisition and distribution of teaching materials, recovery programme and educational radio for children-out school.

A. Objectives of the project

General objective: To support the continuation of quality learning, while protecting the health and well-being of approximately 30 000 students and 1.886 teachers, supervisors, delegates involved in the scope of the project with short, medium term interventions.

The **Distance Learning** project: educational response to COVID-19, from the Ministry of Education, fundamentally aims to reduce the risks of the social impacts of the Corona virus on children's education. The planned interventions will be carried out safely, in order to guarantee the continuity of learning and the well-being of children, especially the most vulnerable affected by the pandemic. The program will focus on the implementation of distance learning using all means of communication and the creation of learning and security conditions for the period of the pandemic and the reopening of schools. Support for approximately 39 thousand elementary school children.

Specific objectives

The following specific objectives are expected from the project:

1. Implement educational programs to ensure continuity of learning for all, through radio and TV, virtual platform and other materials;
2. Ensure psychosocial support for students, teachers and other non-teaching staff, and disease control in schools;
3. Ensure the reopening of schools with adequate and safe services and measures including water and sanitation, and raising awareness among the educational community;
4. Protect vulnerable populations, including children with SEN(NEE), girls and children from the poorest quintiles;
5. Coordinate and manage the implementation, monitoring and evaluation of the project according to the provisional operational implementation plan.

B. Expected results

Results 1: Contents for continuous learning are developed and adapted for the use of children of pre-school level (4 and 5 years) and of primary education (from 1st to 6th grades), including more vulnerable children with special educational needs.

Results 2: teachers and educational staff affected by the crisis enjoy psychosocial support. Disadvantaged, vulnerable children with special educational needs are directly supported, through psychosocial and nutritional assistance to access alternative learning.

Results 3: Appropriate measures are adopted and implemented to ensure that all schools reopen safely through the water and sanitation program and awareness campaigns involving the educational community.

Results 4: the capacity of the education system is reinforced for resilience and overcoming learning gaps.

The components defined below are reflected in the expected results according to the MEES Plan for Response to COVID 19. Thus, **6 components and subcomponents** were defined and are included in the development **strategies**:

7. Strategy:

Component 1: Ensure continuous learning for all educational programs from preschool, elementary school, to Inclusive Education

The implementation of distance learning programs aims to provide students with the means and conditions necessary to maintain the pace of learning.

The trained technical teams will continue to produce / edit the classes for pre-school and basic education according to the current curriculum and will be broadcast daily at the pre-established time via radio and television, guaranteeing an audience of **35,373 (70%)** school children.

Subcomponent 1.1: Production / editing / adaptation of content for students with Special Educational Needs (NEE) / broadcast educational television&radio programs, and improvement of online platforms during the emergency period.

Radio and television classes

The plan foresees the production of 12 contents per month in tele and radio classes, of 20 minutes each, all levels of education will be transmitted through the channels of National Television of São Tomé, through Radio Nacional, and Community Radios. The program production technical team will continue to develop the scripts within the scope of the project, and it is planned to hire specialized services for editing the programs. The protocol

established with TVS (National Television) and Radio Nacional for the television and radio broadcasting of the classes will prevail for the duration of the project.

Subcomponent 1.2: Provision of didactic material for students (handouts sheets, exercise books), and complementary materials for Inclusive Education.

Since the beginning of the pandemic, MEES has endeavored to guarantee a certain regularity in the transmission of radio and television classes and the use of e-learning platforms, but there are still some constraints, namely: the acquired radios are not enough for all vulnerable families, there are geographical areas where the electric current does not arrive regularly, the possibility of purchasing a TV is almost nil for some families, and some parents are illiterate and cannot accompany their children in school homework. In this sense, MEES proposes that the learning programs that are transmitted via radio, must have the support materials for monitoring and consolidation. Thus, the project foresees the continuation of printing and distribution of activity notebooks for pre-school education, exercise books (with attached solutions, and to be distributed in phases after the distribution of exercise books). These materials will cover the subjects of Portuguese language, mathematics, expressions and integrated sciences for basic education and integrated activities of the 4-5 year curriculum for pre-school education.

Subcomponent 1.3: Development and application of learning assessment tools

Diagnostic evaluation

We understand that at the beginning of the school year, it is necessary to assess how the basic information and knowledge necessary for the development of this new stage of learning are. Now more than ever, we must do so. In this sense, we propose that at the reopening, students should undergo a diagnostic test so that specific difficulties (gaps) are identified and immediately forwarded to a short- or medium-term reinforcement or recovery program ("Eu consigo") ("I can do it"). The diagnostic tests would be applied to all students without discrimination and the teachers themselves should be mobilized to correct and define the grade. This process will require the efforts of the central services of the MEES, namely the supervision of the test preparation cycles, for the training of teachers and monitoring of the process. We estimate costs (paper, printing, transportation and logistics) that will be covered by the State.

Component 2: Ensuring psychosocial support to students, teachers and other non-teaching staff and disease control in schools

This component aims to ensure the psychosocial well-being of students and those involved in education during the confinement phase and after the reopening of schools.

It is necessary to adopt accompanying measures, as well as the strengthening of links with the health and social sectors, for referral, for evaluation, and / or further treatment during the school closing phase.

This component focuses on the training of teachers and principals so that they are properly prepared to follow cases in the dissemination of messages of psychosocial support to teachers, students, SSR programs for girls at risk, and the acquisition of health kits for COVID19.

Subcomponent 2.1: Training of delegates, managers, and teachers for psychosocial support.

After the reopening of schools, MEES also provides for monitoring the physical and mental health of students and teaching staff, in order to prevent any resurgence of COVID-19 and its potential spread through the school community, knowing that the Ministry of Health developed the case detection protocol. The project will support awareness and training activities for school principals and staff, district and regional education delegates, on the appropriate protocol for cases where children and teachers have symptoms. Teacher training in the psychosocial support component to help children overcome possible traumas and reduce possible stigmatization behaviors and support the teacher in the definition of mechanisms for identifying and monitoring children at risk.

Subcomponent 2.2: Acquisition/distribution of health kits for COVID19

To ensure basic provisions regarding first aid treatment and capacity building for school principals and teachers to respond to health care-related issues. It is expected that each school will be equipped with a minimum of 6 small kits for the immediate care of sick children.

Subcomponent 2.3: Awareness campaign (Production/ disclosure of key messages)

The radio and television messages already developed by MEES and the messages produced within the scope of Child Protection will be complemented with other communication messages to be developed and distributed to all educational establishments through periodic campaigns.

Thus, the project foresees the printing of 1000 posters to be distributed to all schools in the country with a gender awareness campaign, in order to mobilize community support for the protection of vulnerable girls and boys against various forms of violence. . The aim is to mitigate the expected increase in teenage pregnancy and other gender-related issues and to take steps to ensure the reintegration of pregnant teenage mothers / adolescents into the national education system.

Component 3: Ensure the reopening of schools with adequate and safe services and measures (WASH)

For the post-emergency phase, the reopening of schools will take into account all the provisions disclosed by international organizations (UNESCO, World Bank, PAM, WHO and UNICEF) as well as the Government's guidelines / instructions to ensure the smooth and safe functioning.

It is necessary to reinforce the measures already adopted to mitigate the effects of the spread of the pandemic. Through this project, the Ministry will continue to specifically support the neediest families through the distribution of hygiene kits and communication materials, in the mobilization and awareness of parents and guardians in defense of the implementation of "safe schools".

Support for school meals should be directed towards the most disadvantaged and needy children in the emergency period and the guarantee of the school canteen functioning with safety standards in close collaboration with the world food program, FAO and PNASE - National Program for School Health and Food. To reduce households' burden of indirect costs, specific support will be given to around 5,000 vulnerable children through the provision of school supplies.

Subcomponent 3.1: Hygiene and sanitation (Hand Washing Points):

The promotion of good hygiene practices in schools (Hand washing points) will be implemented through the Construction / Acquisition and installation of 14 (1,000 liters of water) tanks at the hand washing points, in 12 selected schools, where the need has been met. identified. The purchase of basic material (chlorine, brooms, buckets) is also planned under the project to keep schools clean after reopening and hygiene measures in schools, using cleaning products. A distribution plan for the products to be delivered to the school must be duly certified by the evolved parties.

The construction of the water, hygiene and sanitation facilities will benefit from technical support from the UNICEF WASH Program, which is already working with the Sanitation Directorate of the Ministry of Infrastructure). The latter will be involved throughout the process, including bacteriological and physico-chemical analyzes to ensure water quality. Procurement and quality assurance procedures are defined within the scope of supply.

3.2: Awareness campaign (communication strategy and poster printing on gender, psychosocial support)

NGOs will be recruited to work together with the MEES, and will also be mobilized associations of parents and students' associations for high impact actions for the promotion of good hygiene practices (hygiene promotion clubs in schools).

Communication materials (posters, leaflets) already produced with project funding, will be made available to schools with these appropriate materials, classes will become much more practical, allowing children to become real agents of change in their communities. With support from UNICEF's Communication for Development program, other contests will be organized for healthy competition between schools and communities.

With the support of the WASH program will be encouraged positive behavior in education, maintenance and school safety through:

- Awareness sessions with parent and student associations, district councils to reinforce knowledge about the need to continue cleaning at home and the need to keep children in school;
- Advocate with school boards, parents 'and residents' associations after the reopening of schools for the implementation of the "safe school declaration". The process will focus on 1st, 2nd, and 6th-grade children and will comply with hygiene and safety measures (clean schools properly disinfected, teachers and students with sanitized hands and feet, wearing a mask, physical distance through protocols to be defined.

The Safe School Statement will be framed and aligned with the PMQs program "Minimum Quality Standards", which is being developed by the General Education Inspectorate with funding from UNICEF-BELDS.

Component 4: Protect vulnerable populations, including children with Special Educational Needs (NEE), girls and children from the poorest quintiles during the period of emergency and school reopening

Protecting and ensuring the learning of all children, including the most vulnerable, is a critical objective of the response plan to COVID-19 in education, considered as a transversal domain in the planning of all activities of the different components (gender, Special Educational Needs, and wealth quintiles) to minimize disparities.

For this reason, hygiene kits, educational and recreational materials will be distributed in a special way. During the confinement period, when schools are closed.

In order to guarantee the learning of children with SEN (NEE), sign language interpretation must be incorporated into television learning.

Together with the Social Protection Directorate, the survey / acquisition / distribution of radios and other devices will be carried out to the poorest families.

Sub-component 4.1: Provision of school supplies material and uniforms for students in need.

Although primary education is free in São Tomé and Príncipe, the State bears most of the costs, but there are even some direct and indirect costs that are financed by families. The direct costs of education represent 49% of the annual expenditure per capita of the poorest families 49% at pre-school level, 46% for primary education and 80% for secondary education (SITAN 2014).

This sub-component is intended to ensure equity in access to education, helping to eliminate and / or reduce the financial barriers that contribute to the school dropout of the most disadvantaged children. Thus, the project will provide basic school supplies (backpacks, pencil books, etc.) for children belonging to the poorest families. The identification of children will be based on well-defined criteria and will be established and agreed in advance between the parties, and the entire procurement process will be the responsibility of UNICEF.

The provision of educational and recreational material to students and target schools will be effective in the next school year (2020/2021), after the schools reopen.

Based on UNICEF's experience in ordering and distributing educational and recreational material, the project will use the UNICEF purchasing center based in Copenhagen and local suppliers to ensure that the kits made available are in accordance with the context and needs of the beneficiaries.

After the identification and elaboration of the list of needs by the decentralized services of the Ministry of Education, the project will activate emergency processes to speed up the processing and availability of the materials ordered under this project.

The material will be delivered to the educational delegations responsible for basic education. Under the coordination of the DAE and DPIE team, funding will be made available for the transport of materials to schools. At the school level, there will be a stock management record, which can be consulted, if necessary. The supervision and monitoring of the final beneficiaries will be carried out jointly, between UNICEF and MEES in order to assess the effective use of the materials by them, as well as their perception of the relevance of the materials.

The operation and distribution of solar radios will follow UNICEF's procurement rules, respecting the environment and articulated with the parental education program of the Ministry of Labor, Solidarity, Family, and Professional Training.

Sub-component 4.2: Food and nutrition security for the most vulnerable children based on local products

This subcomponent aims to support the PNAS (National School Food and Health Program), ensuring the basic conditions for children to learn effectively and not leave school. Going to the school cafeteria for many children is the only meal of the day.

With the current pandemic, thousands of children attending basic education are in a situation of food insecurity, malnutrition or hunger.

In order to guarantee children's right to food during this period, PAM, MEES-PNASE and UNICEF will work on a strategy to guide the immediate realization of food distribution and the alternative distribution of the value to be transmitted to students' families.

The project provides for the purchase of food by PNASE and the distribution of the "food basket" to families during the period of confinement. The elaboration and distribution of the food basket must be in line with PNASE's own food and nutritional security guidelines and articulated with other existing social programs.

In exceptional cases, when it is not possible to distribute the basic food basket, the value of the basic food basket will be transferred directly to parents and / or guardians.

Component 5: Prepare the education system for resilience, address and overcome the learning gaps

All work will be carried out with a view to sustainability and use beyond the COVID-19 pandemic, aiming to improve the quality of educational response in emergency situations and transition after the crisis, as well as increasing the contribution of the educational sector to a better forecast, prevention and preparedness for emergencies due to natural disasters and conflicts and, consequently, to develop greater resilience in the provision of educational services.

The lessons learned and conclusions drawn from this situation will be documented for future use and should also be integrated into the development of an Education Sector Emergency Preparedness Plan, which will apply various measures for future implementation if necessary.

Subcomponent 5.1: Learning gaps (Recovery Programs for children with learning difficulties) - Student recovery program (Eu consigo! / I can do it)

This component reflects the concern with the great challenge that teachers will face with regard to the heterogeneous scenarios they will encounter in their classrooms, when the children return, as well as their ability to respond to school demands at the necessary learning pace. This scenario requires us to be concerned with not only teaching the content expected for the year the student is in, but also helping students with learning gaps to fill them.

It is expected that children from more vulnerable families will manifest aggravated difficulties, that is, in addition to those that existed, preventing them from accompanying the majority of their colleagues with regard to the acquisition of knowledge. These difficulties require early and differentiated pedagogical intervention, given the variety of cases, both at the level of teachers and at the level of students.

The program "I can do it" is an initiative that aims to level the knowledge of students.

The process would go through a provisional time, the students being transferred from their classroom to the classroom of the program with a teacher until they overcome the difficulties identified. Once the difficulties are overcome, the student is again directed to his classroom. The effectiveness of this program requires the training of teachers in differentiated pedagogical intervention modules and a sustainable implementation plan according to the country's human and physical resources.

Given these and more limitations in the country, we propose to use a consultancy even at a distance, to put an end to this need.

Subcomponents 5.2: Teacher training on new topics and specific methodologies and EIE

This component focuses on learning conditions and aims to contribute to the full development of all children in an inclusive and protective environment, where they have access to learning materials and are supported by well-trained and supervised teachers in their teaching practices in general and, specifically, in the practice of education in emergency and resilience situations.

The project aims to provide in-service training to strengthen the skills of teachers in the management of heterogeneous / bi-classical classes and large groups following their exposure to situations of crisis or even limited or missing resources. It also aims to reinforce students' literacy and numeracy skills, providing special attention to children with learning difficulties.

For a better restitution of the knowledge and life skills acquired during these trainings, teachers will benefit from local pedagogical supervision sessions. Children and teachers are expected to acquire solid skills to facilitate their socialization and integration. The pedagogical directorates of the Ministry of Education will develop a decentralized training plan by districts and implement supervisory visits for teachers who need pedagogical support.

Subcomponent 5.3: educational radio program for children out of school.

Several learning mechanisms were developed in this 1st phase to guarantee the continuity of the learning of curricular contents, but it is still not enough for families where electricity does not reach their homes, where the possibility of purchasing a TV or radio is nil and where parents are illiterate, they cannot accompany their children with schoolwork.

And many of these children have already dropped out and are or are at imminent risk of dropping out.

Emergency PRE has been applied experimentally by UNICEF in Niger and Cameroon, in partnership with the European Union (EU) and the non-governmental organization (NGO) Children's Radio Foundation in the context of the sub-regional project "Children of Peace" in the Lake Chad Basin.

Therefore, the optimization / adaptation of this successful educational radio program (PRE) experience is expected to be translated and adapted to the São Toméan context.

The PRE consists of 72 lessons on numeracy and literacy distance learning materials already developed to provide opportunities during the school closure phase and may be integrated into broader and more continuous systems. Thus, these radio lessons can be used as a resource to reinforce learning and include educational messages accessible to teenagers and young children about conflict and disaster risk reduction (C / RDD), messages relevant to life skills and communication for development (C4D), and sections for possible personalized content messages.

Although radio programs for children outside of school are designed to be used as an emergency response to compensate for the lack of "access", they can be adapted to programmatic needs in recovery / reinforcement contexts, that is, to support education in the classroom in the case of a teacher strike, and to be used in children's spaces as part of community protection mechanisms. With the technical assistance of the regional office and the hiring of a specialist for the elaboration / adaptation of the referred program to the Santomean context as well as its respective implementation, monitoring and evaluation. In short, technical assistance (at a distance) will be necessary to adapt the design of the "PRE" model and to disseminate the PRE contents on radio stations in São Tomé and Príncipe.

Component 6: Coordination, management and monitoring of projects

This component mainly aims to ensure a rigorous monitoring of project interventions, involving MEES structures and district delegations to facilitate their implementation. Implementation is also an opportunity to introduce the emergency dimension as a fundamental component in the system, to optimize the resources produced and acquired.

Sub-component 6.1: Coordination

UNICEF will be responsible for coordinating the project's activities and overseeing its implementation, in close coordination with the MEES project management team.

The monthly project coordination meetings will be organized according to a pre-established schedule, where the balance between joint visits and progress will be analyzed. The Local Education Partners Group meetings will be a platform for sharing and discussing the results of the project's implementation.

Subcomponent 6.2: Monitoring, and evaluation

The monitoring of the execution of the project activities will be done through regular data collection, joint field visits, registration and documentation of good practices and lessons learned, in close collaboration with the UNICEF communication program.

Joint visits will be conducted by MEES and UNICEF will help to identify strengths and weaknesses, in order to reduce in time threats that may hinder the achievement of expected results.

A person responsible for monitoring and evaluation will be recruited to support the coordination of activities on the ground, collect, process and analyze project data, follow up on indicators and produce reports. Data collection will be carried out in close collaboration with UNICEF M&E.

In order to monitor the training to be carried out within the scope of the project, the direction of basic education, pre-school and the General Inspection of Education (IGE) will ensure the coordination, supervision and general assessment of interventions in the field.

Regarding the management of purchases of goods and services (materials for hygiene and equipment for water and sanitation), a technical support team will be created, formed by the DAE and the Water and Sanitation Department of the Ministry of Natural Resources and the WASH - UNICEF Program, which will ensure compliance with the contractual timetable and deadlines, according to a plan to be drawn up for this purpose.

8. Indicator monitoring framework

Results Framework

Monitoring and evaluation aim to measure the activities mentioned above in response to the education sector's response to COVID-19.

It will measure both activities at activity level and activities at input level, as well as their long-term impact.

Distance learning will be measured both in terms of student adherence, as well as by measuring the results of learning by sampling.

All interventions presented in this proposal will be monitored and evaluated using the Results Table below. The types of indicators and their levels of disaggregation are guided by the GPE M&E Guidelines, especially the set of main indicators in the document.

Table 1. Results and Indicators Framework (disaggregated).

Components	Indicators	Disaggregation	Base Data	Goals	Means of Verification
1: Ensuring continuity of learning for all children	<ul style="list-style-type: none"> Number of children supported with distance learning (disaggregated by level, sex and type) 	<p>Preschool:</p> <ul style="list-style-type: none"> M- 4029 F- 4197 <p>Basic Education</p> <p>1st-6th grade:</p> <p>Total 38.781</p> <ul style="list-style-type: none"> M- 14.025 F- 13.122 	0	<ul style="list-style-type: none"> 70% <p>Preschool:</p> <ul style="list-style-type: none"> M-4029 F-4197 <p>Basic Education</p> <p>1st-6th grade:</p> <p>Total 38.781</p> <ul style="list-style-type: none"> M-14.025 F-13122 	MEES reports
	<ul style="list-style-type: none"> Number of children with disabilities with remote access learning activities (disaggregated by gender) 	<p>Special Education:</p> <ul style="list-style-type: none"> 60 blind and ambiopes children 60 deaf (to confirm) 	0	<p>Special Education:</p> <p>60 blind and ambiopes children</p> <ul style="list-style-type: none"> 60 deaf (to confirm) 	
2: Ensuring psychosocial support for student teachers and other non-teaching staff	<ul style="list-style-type: none"> Number of delegates, managers, and teachers who receive psychosocial support Training of Managers on psychosocial support. 	<ul style="list-style-type: none"> Preschool: <u>M- 39 teachers</u> F- 616 teachers Basic Education (1st-6th grade): <u>M- 546</u> <u>F- 685</u> 	•	<ul style="list-style-type: none"> Preschool: <u>M- 39 teachers</u> F- 616 teachers Basic Education (1st-6th grade): <u>M- 546</u> <u>F- 685</u> 	MEES reports
Components	Indicators	Disaggregation	Base Data	Goals	Means of Verification
3: Ensure the reopening of schools - Water and Sanitation	<ul style="list-style-type: none"> Number of schools certified as safe with Hand Wash Points. 	<ul style="list-style-type: none"> <u>TBD</u> <u>(by district)</u> 	<ul style="list-style-type: none"> <u>TBD</u> 	<ul style="list-style-type: none"> 12 schools GPE+ 50 schools 	MEES reports

	<ul style="list-style-type: none"> •Number of students attending Wash information sessions 	<p>Preschool:</p> <ul style="list-style-type: none"> • M- 5180 • F- 5396 <p>Basic Education (1st-6th grade):</p> <ul style="list-style-type: none"> • M-18032; • F- 16870 	0	<ul style="list-style-type: none"> • 90% <p>Preschool:</p> <ul style="list-style-type: none"> • M- 5180 • F- 5396 <p>Basic Education (1st-6th grade):</p> <ul style="list-style-type: none"> • M- 18032 • F- 16870 	MEES reports
	<ul style="list-style-type: none"> •Number of messages received per week via mobile phones, radio and TV 	<ul style="list-style-type: none"> • TBD 	0	TBD	MEES reports
<p>4: Protect vulnerable populations, including children with Special Educational Needs (SEN), girls and children from the poorest quintiles during the period of emergency and school reopening</p>		<p>Preschool:</p> <ul style="list-style-type: none"> • M- 4029 • F- 4197 <p>Basic Education (1st-6th grade):</p> <ul style="list-style-type: none"> • M- 14025 • F- 13122 	<ul style="list-style-type: none"> • TBD 	100%	MEES reports
	<ul style="list-style-type: none"> •Number of most vulnerable and NEE students who receive support of school materials 	<ul style="list-style-type: none"> • 3000 students 		<ul style="list-style-type: none"> • 3000 students 	MEES reports
	<ul style="list-style-type: none"> •Number of students returning to school 	<ul style="list-style-type: none"> • 0 	<ul style="list-style-type: none"> • 90% 	<p>Preschool:</p> <ul style="list-style-type: none"> • M- 5180 • F- 5396 <p>Basic Education (1st-6th grade):</p> <ul style="list-style-type: none"> • M- 18032 • F- 16870 	MEES reports
	<ul style="list-style-type: none"> •Number of radios provided to students from the most vulnerable families 	<ul style="list-style-type: none"> • 500 	<ul style="list-style-type: none"> • 500 	<ul style="list-style-type: none"> • 1000 	MEES reports

5: Preparing the education system for resilience and overcoming learning gaps	•Number of schools providing support / recovery to prevent repetition and dropout	TBD	0		MEES reports
	•Number of teachers trained on new topics and EIE.	TBD		2000	MEES reports
	•Number of adolescent children out of school who use the Educational Radio Program	TBD	0	TBD	MEES reports

9. Implementation and Financial Management

The implementation, monitoring, adjustments and reporting will be done under the guidance of the MoU and LEG through periodic meetings of an established schedule for this purpose.

The most frequent monitoring of implementation and progress indicators will be carried out by the planning department of the Ministry of Education through the Indication Monitoring Committee.

Under the leadership of the Ministry of Education, the program will be implemented through the Planning and Innovation Directorate and educational pedagogical directions for the development of learning content aligned with the curricula, The direction of special education for children with special educational needs, the educational administration department to coordinate activities related to water and sanitation, psychosocial support and activities; the DAF Financial Administration Department will also be involved to support the other departments in the management of transferred funds.

The grant agent, UNICEF, is responsible for ensuring that implementation is in line with the proposed interventions and for ensuring adequate monitoring and quality assurance of implementation.

The project will be managed by UNICEF through the education program and will be supported by the health / wash program, protection of social policies and monitoring and evaluation.

11. Budget

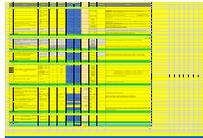
The total amount requested is US \$ 750,000. The budget by proposed activity, cost estimate and assumptions are presented in the table below. (please find the attached Excel budget sheet for easy reference).

2. COVID-19 Education Budget -Cost per Component and Funding Source (US\$750,000.00) *

Project Components	GPE Fund Proposal \$ (*)		Complementary Financing	
	GPE	%	Value	Source
Component 1: Ensuring the continuity of learning for all: Pedagogical programs	220,510.00	29.4		
2: Component 2: Psychosocial support to students, teachers and other non-teaching staff and disease control in schools through for teachers and other non-teaching staff.	35,450.00	4.7		
3 Component 3: Ensure the reopening of schools with adequate and safe services and measures	20,500.00	2.8	120 000	AFD
Component 4: Protect vulnerable populations, including children with disabilities, girls and children in the poorest quintiles	260,455.00	34.7	75,000	PAM
Component 5: Prepare the education system's resilience against future shocks	133,585.00	17.8		GPE-funds to be mobilized
Component 6 Coordination and monitoring	79,500.00	10.6		
TOTAL	750,000	100%	195,000.	

Detailed-BUDGET-GPE-COVID-STP

Click 2x on the Excel icon to open the Attachment



12. Risk Mitigation Measures

The risks stem from the compromised capacity of the system to resume normal school functions, the emotional trauma experienced by students and teachers, the deterioration of economic conditions and the increase in poverty levels in the country.

The Education Sector COVID-19 has several activities designed to tackle the COVID-19 crisis comprehensively. With the closure of schools, a dramatic socioeconomic scenario is expected that will culminate in a high rate of school absenteeism, a significant loss of achievements in terms of education indicators in the country. One way of mitigating is to invest in an efficient communication strategy and awareness-raising actions on the importance of education; creation of alternative learning forms, alternative assessments tailored to the context, fair and consistent so that children at risk are not left behind, thus reinforcing the motivating forces of non-abandonment.

In terms of monitoring and evaluating the plan, there are several challenges in terms of timely data collection, given the situation. To mitigate this risk, the project will emphasize the development of a comprehensive assessment plan, the design of rapid assessment tools that can be monitored during the closing period and complemented by follow-up and assessment measures when schools are reopened.

The following table describes the appropriate risk mitigation measures:

Table 5: Risks and mitigation measures

Risks	Mitigation Measures
<p>Financial risk due to the decrease in state revenues and, consequently, there is a risk that education programs will not receive sufficient funding to allow the provision of services at optimal levels.</p>	<ul style="list-style-type: none"> a) The Government and UNICEF will continue to mobilize funds to ensure continued support for the most disadvantaged children to increase attendance and retention rates. b) The government recognizes constraints for audiovisual classes, in terms of costs from a sustainability perspective, MEES will improve the radio program as an alternative low cost option to reach a larger number of children and support the continuity of learning a interactive way by establishing south-south cooperation partnerships and successful experiences to optimize resources
<p>The use-transfer and effective use of funds to support activities within the framework of the project</p>	<ul style="list-style-type: none"> • UNICEF, to ensure accountability and transfer of funds, agreements will be made between UNICEF and implementing partners under the Harmonized Approach to Money Transfer (HACT). Through this framework, UNICEF will be able to carry out spot-check micro-assessments, on-the-spot checks through visits, PMV monitoring for partners, and audits during the program period. Continuous training will be carried out to support the strengthening of the capacities of the Ministry of Education staff to implement its action plan, in accordance with HACT procedures.
<p>Institutional capacity for program implementation and availability of human resources</p>	<ul style="list-style-type: none"> a) The availability of human resources and reduced in the MEES to mitigate the risk, a detailed plan with functions and responsibilities will be prepared as soon as possible; b) Another mitigation measure will be the strengthening of the capacity of delegates, directors, and teachers, for training with multiplicative effects, and thus guarantee the implementation of activities; c) There will be technical assistance from the UNICEF regional office, as well as recruitment of consultants to support coordination and monitoring
<p>The quality of WASH works (acquisition and installation of hand washing points) in accordance with the specifications.</p>	<ul style="list-style-type: none"> • WASH will be a project with funding from other partners, so UNICEF will recruit a technical assistant (civil engineer) who will monitor the construction of the handwashing points, in close collaboration with the WASH, DAE-MEES program, and the direction of Water and sanitation, which will support

	<p>UNICEF in controlling the quality of purchases and installations of water tanks and hand washing points;</p> <ul style="list-style-type: none"> • Finally, UNICEF will seek the services of specialized third parties to provide quality assurance services for school structures and furniture.
<p>Strict application of global guidelines on environmental protection and zero tolerance</p>	<ul style="list-style-type: none"> • UNICEF considers the well-being, and the protection of children, young people and vulnerable women, as an organizational imperative that takes precedence over everything else. UNICEF has zero tolerance for the harm done to children, young people and vulnerable women.. • UNICEF requires all implementing partners to adhere to the rules and requirements for the Prevention of Exploitation and Sexual Abuse (PSEA), both for emergency projects and programs, and for development. UNICEF conducts a PSEA assessment of implementing partners, requires implementing partners to commit to incorporating into program documents, and to support capacity building of partners in matters of PSEA".