



The UN COVID-19 Response and Recovery Multi-Partner Trust Fund
(UN COVID-19 MPTF)

Proposal Template

Proposal Title:

Strengthening of the Educational System to address challenges derived from the Emergency before and after COVID-19 that promote educational care with a gender perspective.

Amount : US \$1,000,000.00

I. Immediate Socio-Economic Response to COVID19

Short Context – include hyperlinks to relevant reference material and analysis that frames the solution context firmly in the specific situation of the country in question. [1,000-word limit]

In the month of January of the year 2020, the COVID-19 epidemic was declared by the World Health Organization (WHO) as a public health emergency of international concern, and due to its rapid spread of contagion and effects on the health of carriers. Having spread in various continents, WHO declared it a pandemic.

As of today, Nicaragua is in a state of national alert, Phase 2, with few imported cases of COVID 19, no community contagions as of April 21. However, the world crisis takes its toll on the daily lives of Nicaraguans, affecting their economic and social activity.

Some of the actions taken by the Nicaraguan government are:

- Compliance with 5 of the 8 actions recommended by the World Health Organization (WHO): i) Sanitary controls at land, air and sea entry points; ii) Implementation of Epidemiological Surveillance Protocols at the national level; iii) Preventive quarantine for nationals and foreigners; iv) Equipment of hospitals and temporary facilities for emergency care; and v) Permits for intraregional trade including incoming cargo transportation.

- Within the framework of the Central American Integration System (SICA – Spanish acronym), the SICA Regional Contingency Plan against COVID 19 is created, aimed at complementing national efforts for the prevention, containment and treatment of COVID-19, mitigating socio-economic impacts of the pandemic and defining actions that help to confront the emergency situation and the prompt economic and social recovery of the SICA countries.

The Ministry of Education (MINED – Spanish acronym), plays its educational and multiplying role in promoting health and hygiene practices, ensuring conditions that promote educational continuity in any learning setting in Nicaragua. In coordination with the Ministry of Health (MINSAs – Spanish acronym), as part of the action protocols at each school, MINED has elaborated and put into action the Guidelines to reinforce the Action Protocol in School for the prevention of COVID-19, and for its immediate application by the educational community. The protocol points out the following: stay permanently informed; ensure healthy and safe educational environments; reinforce hygiene measures in schools; guarantee necessary distance; establish contact with the nearest health post, hospital or MINSAs staff; promote hygiene values and healthy habits, among others. Simultaneously, MINED prepares conditions for the eventual attention of the students through different scenarios of distance education, in order to protect the physical and mental health, life and integrity of the educational community, based on guides from the health authority (MINSAs). Likewise, with the Comprehensive School Nutrition Program (PINE / MINED), conditions are being prepared to ensure that the school meals received by 1.2 million girls and boys in schools continues to be implemented in any of the educational settings before COVID-19, guaranteeing the right to food of schoolchildren. The commitment of MINED to incorporate gender-sensitive actions has been an important factor in determining the success of the educational strategy. This is key to promote sustainable solutions and generate an enabling environment where empowered women can reach their full potential.

To face the challenges generated by COVID-19, MINED has formulated an Educational Attention Plan to face the Crisis by COVID 19, aligned with the Education Plan 2017-2021, guaranteeing compliance with the right to quality education especially for the most vulnerable populations, through the strengthening of the institution's capacity to provide the educational service in any condition that the context requires, including strengthening the capacity to direct distance learning processes, ensuring access to clean water and sanitation, with healthy environments that provide well-being to children and adolescents, and to the educational community as a whole. The plan is structured in 4 stages:

- Stage 1: Prevention:
Schools are open, taking into account the guidelines established in the protocol of action for schools to prevent COVID-19 that includes preventive health education, communication with families and practice of healthy hygiene habits. During this phase, MINED is also preparing conditions for the scenario of distance education if necessary.
- Stage 2: Non-classroom education:
This stage will be implemented in the event that the country reaches phase 3 of COVID-19, for which MINED is preparing to minimize the negative impact of this pandemic, organizing communication between the key players in education to ensure the educational continuity of girls, boys, adolescents, youth and adults who transit through the Basic and Secondary education, making sure that nobody is left behind.
- Stage 3: Mitigating the effects:
At this stage, MINED will promote the returning of as many students as possible to the classrooms, catching up of those who have completely disconnected from the educational system and providing socio-emotional support to the educational community. Among the actions planned are: a national campaign for cleaning and decorating schools, fumigation and disinfection of schools, house-to-house awareness days and monitoring of students at homes by phone calls.
- Stage 4: Resilience:
The Ministry of Education has determined a series of actions to help children and the educational community in general emotionally affected, providing socio-emotional support to families and students in order to face the crisis. To ensure the learning continuing, technological infrastructure and technological capacities of teachers and

students will be strengthened; The hygienic conditions of the schools will be improved, and work will be done on the appropriation of preventive health measures that allow the educational community to be prepared for any eventuality.

Stages 3 and 4 aim to make the educational system better, so that when normalcy is back, the educational community finds a much better education service, where children learn better, feel more protected and participate more in every day decisions that affect their lives at school, their family and community environments.

MINED efforts place paramount importance on the achievement of agenda 2030, and in the current context; SDG 3, 4, 5 and 6; seeking to ensure access to quality inclusive education to the most vulnerable groups, particularly girls, adolescent and adult women, whose needs in terms of health and hygiene services, socioemotional wellbeing and access to technology are considered. Gender priorities are established in the Human Development National Plan 2018-2021. For this, MINED relies on, among other things, on establishing alliances with the international community and striving for aligning all cooperation efforts to few but critical areas. Current support is coming from the Global Partnership for Education, the United Nations System and other bilateral partners, who have agreed to support teacher preparation, safe school environments, hygiene and provision of water and sanitation as well as incorporating technology for an effective coordination during emergency times.

II. Solutions proposed

Please provide a summary of the proposal. [1,000-word limit]

Nicaragua's proposal for the United Nations Trust Fund for Response and Recovery to COVID 19, for US \$ 1.0 million, responds to the Educational Attention Plan to face the Crisis derived from COVID 19. The aim is to contribute to develop a stronger education system that could effectively cope up with any emergency in the future without compromising its ultimate goal to ensure quality education to all, under any circumstance. The solutions proposed are:

1. Strengthening teaching skills for effective curricular adaptation

Within the permanent Training and Updating strategy for teachers, MINED would aim to strengthen the competencies of teachers, for the implementation of effective methodologies for curricular adaptation. How to prioritize and adapt content, based on individual differences, student learning styles and paces, taking into account available educational and technological resources, in the particular situation in which they find themselves as an effect of the pandemic crisis, and also in any eventuality that interrupts the development of educational plans and programs in the future. Emphasis will be given to curricular content that will open up girls' active participation in sports, art, social projects, technology and entrepreneurship projects.

2. Psycho-emotional care for children and the educational community in general

In order to meet the socio-emotional needs of children and adolescents, as well as the rest of the members of the educational community to try to mitigate the impact of the crisis caused by covid19, MINED proposes the development of technical teaching capacities, through workshops on methodologies for socio-emotional support. Actions for socio-emotional support will focus on strengthening institutional responsibility oriented to an integrated approach, with a focus on law, participation, people-centered, transformative, as proposed by the national regulatory framework, including: gender equality, the leading role of women and girls,

prevention of violence, socio-emotional support for the reintegration of pregnant teenagers. This all aims to contribute to positively impact on social relations in the family unit as well as in schools and communities, with the realization that girls and women are equal members of society.

3. Strengthening the communication, planning, monitoring and evaluation capacity of the different levels of educational management

With the acquisition of a subscription to the cloud platform for videoconference administration and management, with a capacity of 180 rooms, the departmental and municipal education offices will be integrated into the virtual network, improving communication, monitoring and evaluation of the education management leaders at different levels. In the framework of the institutional plan before COVID-19, it is necessary to guarantee coordination in a safe, effective way and minimizing the risks of contagion, which is why information and communication technologies are an alternative that effectively supports the objectives of educational continuity in the context of the crisis.

4. Strengthening the capacity for communication, planning, monitoring and evaluation of educational management in the Municipal education offices

The Ministry of Education aims to expand technological communication capabilities, and to strengthen 125 municipal education offices with the provision of technological kits (laptop, data show and speakers), allowing the administration of videoconference sessions, based on communication with the other levels of the educational management, as well as to guide efforts for educational care in any setting with an emphasis on the COVID-19 context, at the municipal and school level. Women teachers and pedagogical advisers mostly will use this technological infrastructure, contributing to reduce the digital gaps that is traditionally seen between men and women. More than 80% of education staff is made of women.

5. Improving access to drinking water for the well-being of girls, boys and women and men of schools' educational community

Of the 9,105 educational centers in the country, 3,057 have drinking water access constrains. Of these, 625 will be served by the project. Internal water storage will be improved, with six 20-liter containers and two 240-liter containers at each center, placed at waist height, adapted with a tap for hand washing. This will contribute to the promotion of hygiene and preventive health before COVID-19. In addition, a basic filter will be built at each site (pit of approximately 0.50 cubic meters, filled with 1 layer of sand and 1 layer of river or gravel, with plants with deep roots), which will contribute to the management of wastewater from the washing of hands and the reduction of diseases foci.

In 40 of the 625 school that do not have potable water, a 21-meter deep well (on average) will be drilled, equipped with a rope pump, with a 2,500-liter elevated tank and with sodium hypochlorite for disinfection of water. Due to present relevant role of women in schools, having water at school will reduce the risk of harassment and sexual violence for girls and women (female students, teachers and mothers)

6. Improve hygiene and sanitary conditions in schools and in the storage and preparation of school meals

MINED, in the face of the COVID-19 pandemic, has among its goals to improve the hygienic-sanitary conditions of teachers and schoolchildren and CAE (school feeding committee) members, especially for mothers and fathers participating on meal cooking, also taking measures to prevent contagion during the preparation and handling of school meal. 3,100 hygiene kits will be provided consisting of 4 bath soaps, 2 paper towel rolls, 1 gallon of chlorine and 1 20-unit mask box, for the practice of preventive hygiene and health habits, applying the hand washing recommendations and use of masks to decrease the risk of transmission of COVID-19. Each kit is

intended for 4 teachers, totaling 12,400 teachers as direct beneficiaries, 80% of them women. 625 kits for preparing and delivering meals, consisting of plastic containers with a 50-pound lid, for food storage (rice, beans, cereal and corn / wheat flour whose original packages have been opened for use in preparing a school meal) will be delivered; also, soap and paper towels, for the use of those who prepare the school meal. This solution will also improve the nutritional and food security for girls and boys, as well food safety at schools.

As seen, investing in developing human technical capacities (teachers' pedagogical approaches to curriculum, hygiene habits by the educational community, technological literacy) as well as in education infrastructure (technological infrastructure, water and sanitation infrastructure, hygiene infrastructure) will make the education system stronger, more flexible, more inclusive, not only to respond to covid19, but also, for the immediate and long run, as the system will be better equipped to service education to children in various contexts.

III. What is the specific need/problem the intervention seeks to address?

Summarize the problem. Apply a gender lens to the analysis and description of the problem. [1,500-word limit]

Some 1,800,000 children and adolescents¹ attend preschool, primary and secondary classes. The Nicaraguan educational system sees the need to reinforce its structures and operations, to guarantee access to quality education in a new, different, and unexpected scenario for these children. The percentage of school attendance, according to anecdotal data, has decreased considerably. Teachers strive to maintain learning processes at all costs, to avoid a high dropout rate and the consequent loss of interest in the school. Alternative options are sought so that students continue their learning processes, and that school lag does not limit opportunities, particularly for the most vulnerable groups.

- ***Children and adolescents have a significant gap in the pace of learning due to the special situation caused by the crisis, which has forced them to stay home and alter their study routine. Prioritization of content is required in order to advance in the development of basic skills in the short term.***

The pandemic has caused a special emergency that disrupts all spheres of daily life. Basic and secondary education, aimed at children, one of the most vulnerable groups in society, has been especially affected by the need for families to protect themselves. Children attend school irregularly, if they are not permanently absent from the classroom. This situation could worsen if the school closes and the institution switches to a distance education modality. A distance education brings its own challenges, which can also affect the lack of motivation for study and the consequent school dropout. Girls would be affected, as they generally take on household chores while staying at home. Similarly, girls are the most vulnerable to sexual abuse in the family surroundings. To make education more relevant for children in these circumstances, it is necessary that teachers prioritize curriculum content, and that the selected content be pedagogically mediated in the most appropriate way, considering special conditions. It is required to work with teachers in the development of these capacities, and in the provision of tools and materials that help them to work with pertinent curricular adjustments.

With the project, in the teacher training process, 5,500 (10%) teachers would be provided with the manual "Curriculum Adaptation Strategy". These teachers, in turn, would be training 57,500 (100%) teachers from all over the country.

¹ 52% of children in schools are female students

- ***Children and adolescents have had their lives altered, due to the conditions of isolation, self-confinement, school drop-out imposed by the crisis, and the disinformation to which they are exposed, causing a negative impact on their emotional health.***

The pandemic has forced families to take extreme protection measures, even in Nicaragua, where the impact of the infection is minimal according to official information. Many children are not happy locked up in their homes, unable to go to school, and listening to caregivers and in the media about the fears caused by the spread of the pandemic in the world. Children have passed, from one moment to the next, from a situation of relative peace and tranquility, to a state of permanent alert, where shaking hands is strictly prohibited. The effect on children's emotional health is unpredictable, and all necessary measures will have to be taken to help them develop defense and resilience mechanisms that restore their security and confidence in themselves, their caregivers and the environment in which they live.

With the project, in the teacher training process, 5,500 (10%) teachers would be provided with a "Psychosocial support" manual. These teachers would share knowledge with the volunteer movement of the Educational Communities Counseling Strategy, for psychosocial support of the entire educational community (currently more than 160,000 volunteers make up the movement of the Educational Communities Counseling).

- ***MINED requires improving its ability to guide distance education modality efforts, with a more adequate use of technology***

Distance education is not only an option in the context of the crisis caused by covid19. It is an alternative, even in normal situations, to reach the most vulnerable populations, who, for one reason or another, cannot access the regular forms of education. MINED has a network of departmental and municipal offices that administer the educational function throughout the country, of which only about 20% have the appropriate technology to connect and carry out various functions (communication, training, monitoring, evaluation) remotely. In the current context, technology plays an important role in making timely decisions, which could save lives, and in the educational context, saving lives is keeping children in the system, to ensure them a better future. MINED does not have the minimum resources necessary to ensure that all its personnel access timely and quality information in real time.

This project requires the acquisition of a cloud platform subscription for videoconference administration and management (180 rooms), as well as the provision of technology kits to 125 municipal education offices (78% of the education offices that need to be interconnected; up to 80% of teachers are women, who with this solution will improve their knowledge and access to CIT).

- ***A good percentage of the country's schools do not have a permanent and safe supply of drinking water, which hinders the school and personal hygiene activities that are vital in the context of the covid-19 pandemic***

The closure of schools has not been justified in the case of Nicaragua. The crisis is still in phase 2. Schools continue to operate, teachers continue to report to their centers, and the student population continues attending classes. In this reality, it is essential that the educational community that still converges in schools can practice basic hygiene measures to prevent possible infections. The problem is that, in both urban and rural schools, the provision of drinking water is still a challenge and a burden to girls and women, not so much because of the lack of resources in the communities, but because of the lack of adequate infrastructure that guarantees service in the schools. Investing in improving access to drinking water in schools remains a first-rate need, and in the context of the pandemic, a major obligation. Water carrying is also time-consuming activity for girls and women and increases their potential risk to harassment and sexual violence.

Of the 9,105 (100%) schools nationwide, there are 3,057 (34%) that require access to safe water, of which 700 (8%) will be prioritized with the project to provide them with containers for water storage and construction of 40 wells. These actions are aligned with MINED's educational strategies, such as the Beautiful, Clean and Safe Schools Program (BLS) that promotes the participation of the educational community (principals, teachers, students, parents); in care and maintenance activities of the schools through cleaning days, care of green areas, care of natural resources, hand washing, school gardens, among others.

- ***The crisis caused by covid-19 and other health problems impose the need to improve hygiene practices associated with the distribution of school meals, a basic element that contributes to improving the nutrition of girls and boys and has a positive impact on school retention.***

Nearly 1,200,000 students receive a school meal as an action that contributes to improving children's nutrition, and an incentive for the family, especially those with limited resources, to keep their children in school. Fathers and mothers contribute with their participation in the preparation of the school meal. The preparation of the meal requires kitchen supplies that ensure proper food handling and food security for children consumption. Unfortunately for parents (mostly women) who cook school meals and for school community in general, many schools lack the basic utensils to store and process meal foods. A significant investment is needed to equip schools with tools that guarantee the proper handling of food, ensuring food safety.

The project aims to provide basic hygiene kits for 12,400 teachers (40% of the need to be covered) and basic kits for the storage, preparation and distribution of school meals that will guarantee the healthy consumption of food, in 625 schools (8% of total schools and 23% of centers with drinking water supply needs). These actions are also aligned with the Beautiful, Clean and Safe Schools Program (BLS).

IV. How does this collaborative programme solve the challenge? Please describe your theory of change.

Describe programme approaches, methods, and theory of change, and explain why they are the appropriate response to the problem. State results and interim solution(s) you are proposing. Please highlight how the solution(s) is data driven; if it employs any innovative approaches; if it applies a [human rights-based approach](#)² and how is it based on the principle of “build back better”. [1,500 word limit].

In the current context, the pandemic caused by covid19, which affects all countries, and Nicaragua is no exception, the education of more than 1,800,000 children and adolescents (of which 52% are girls and adolescent girls and women) at the preschool, primary and secondary levels is threatened. The Nicaraguan education system sees the need to strengthen its structures and operations, to guarantee access to quality and equitable education in new, different, and unexpected scenarios, Despite the fact that the pandemic has not hit the Nicaraguan society as bad a it has done in other countries (# of people affected and loss of human lives), still the impact on a socio-emotional level, exacerbated by social networks and the international media, is taking its toll. In education, the school attendance rate has decreased considerably. School is not safe. Teachers, of which some 80% are women, strive to maintain learning processes at all costs, to avoid a high dropout rate and the consequent loss of interest in the school. Alternative options are sought so that students continue their learning processes, and that school lag does not limit opportunities, particularly for the most vulnerable groups, including and of utmost importance, girls and adolescent girls.

² Please refer to [OHCHR COVID19 Guidance](#)

In this context, some of the needs that can be addressed immediately, and that will have their immediate, medium and long-term impact on the educational system and its ability to respond to this and other emergencies, are identified:

1. Girls, boys and adolescents have a significant gap in the pace of learning due to the special situation caused by the crisis, which has forced them to stay at home and alter their study routine. Prioritization of content is required in order to advance in the development of basic skills in the short term. The impact of no schooling is more severe in the case of girls, as no school only imposes domestic chores on their shoulders.
2. Children and adolescents have had their lives altered, due to the conditions of isolation, self-confinement, school dropout imposed by the crisis, and the disinformation to which they are exposed, causing a negative impact on their emotional health. Girls are especially vulnerable in confined conditions, due to sexual and other forms of violence.
3. MINED needs to improve its ability to direct efforts in the distance education modality, with a more adequate use of technology. This requires developing women teachers' skills to technology, something to which they are traditionally less exposed.
4. A good percentage of the country's schools do not have a permanent and safe supply of drinking water, which hinders the school and personal hygiene activities that are vital in the context of the covid-19 pandemic
5. The crisis caused by covid-19 and other health problems impose the need to improve hygiene practices associated with the distribution of school meals, a basic element that contributes to improving the nutrition of children and has a positive impact on school retention. Women are traditionally the ones involved in school meals preparation and distribution. Involving men in the task should be promoted.

Among the strategies that will be used to satisfy the identified needs, are:

- Equipment and provision of basic supplies: aiming at the best disposition of MINED to direct educational efforts through virtual channels and to promote more effectively an eventual distance education.
- Development of technical capacities: of the teaching and administrative personnel of MINED, to manage technology and improve their capacities in caring for children in special times of emergency.
- Participation of the educational community: an essential element, at all moments of school life: in the accompaniment of learning processes both in the classroom and in eventual distance education from home, in the care and management of school infrastructure, specifically infrastructure in water and sanitation, in the management and preparation of school meals, etc.
- A gender focus: all program interventions will be looked at from the gender perspective, ensuring that gender considerations are taken into account with securing access to services, training and other actions intended to empower particularly girls and women in schools, families and communities.

In line with the needs that the program intends to solve, the following immediate results are proposed:

1. Teachers put into practice a school curriculum adapted to the particular / special situation, which prioritizes the basic and fundamental contents that can guarantee the educational continuity of the students. Contents that contribute to address girl needs and wellbeing should be prioritized.

2. Girls and boys and adolescents, particularly adolescent girls, have psychosocial support tools that help them better face the challenges that the special situation caused by covid19 poses for them. Special attention should be placed to issues such as sexual violence, suicide among adolescents, sexual education and others.
3. Municipal and departmental education offices, run mostly by women, are technologically able to carry out on-line administrative and educational processes.
4. The educational community has better access to drinking water service in prioritized schools, which contributes to improving food safety and school and personal hygiene actions, thus reducing the risk of contagion of communicable diseases, in particular, covid19
5. Educational community in prioritized schools puts into practice better, gender sensitive habits that contribute to guaranteeing food hygiene, in the context of the provision of school meals.

These immediate-term results would contribute to the following long term result:

The educational community, especially members of the educational community at risk (girls, adolescent girls and women) in the territories potentially most vulnerable to the impact of the COVID-19 pandemic, is better prepared, guaranteeing safe, nutritious, equitable and protective learning spaces.

V. Documentation

Attach/provide hyperlinks to documents/analysis prepared at the UNCT level with government counterparts to assess the potential cumulative impacts of COVID-19. Please indicate if the UNCT has completed and posted the National Plan for Combating COVID-19 on the WHO partner portal. [1,500 word limit]

Objetivos de Desarrollo Sostenible (ODS): <https://sustainabledevelopment.un.org/?menu=1300>

Plan de Educación 2017-2021: <https://www.unicef.org/nicaragua/informes/plan-de-educaci%C3%B3n-2017-2021>

Ley No.290 Ley de Organización, Competencia y Procedimientos del Poder Ejecutivo:

[http://legislacion.asamblea.gob.ni/normaweb.nsf/\(\\$All\)/EFC75B03B4D5C69206257B320059AC3D?OpenDocument](http://legislacion.asamblea.gob.ni/normaweb.nsf/($All)/EFC75B03B4D5C69206257B320059AC3D?OpenDocument)

LEY Nº 985 Ley para una Cultura de Diálogo, Reconciliación, Seguridad, Trabajo y Paz:

legislacion.asamblea.gob.ni/normaweb.nsf/3133c0d121ea3897062568a1005e0f89/5b219b60a3e3cfc306258391005a061f?OpenDocument

Plan de contingencia Regional: https://www.sica.int/documentos/plan-de-contingencia-regional-del-sica-frente-al-covid19_1_121512.html

Plan de acción para enfrentar pandemia COVID 19- MINED, esta estrategia se encuentra en construcción

MINSA Medidas Frente al Coronavirus: <http://www.minsa.gob.ni/index.php/repository/Descargas-MINSA/Columna-Derecha/Medidas-Frente-al-Coronavirus/>

https://www.sica.int/documentos/plan-de-contingencia-regional-del-sica-frente-al-covid19_1_121512.html

Plan Nacional de Desarrollo Humano: <https://www.el19digital.com/app/webroot/tinyMCE/source/2018/00-Enero/Del22al28Enero/Viernes26Enero/EJES%20DEL%20PROGRAMA%20NACIONAL%20DE%20DESARROLLO%20HUMANO.pdf>

VI. Target population

Describe and estimate the direct users of the solution and potential impact on beneficiaries. Be explicit on who has established the need (plans, national authorities, civil society, UN own analysis, or citizens). [1,500-word limit]

No.	Intervention	Direct beneficiaries ³								
		Children			Mothers, fathers, other guardians			Teacher and other education officers		
		W	M	Total	W	M	Total	W	M	Total
1	Strengthening teaching skills for effective curricular adaptation	122,318	65,864	188,182				3469	2031	5,500
2	Psycho-emotional care for children and the educational community in general	122,318	65,864	188,182				3469	2031	5,500
3	Strengthening the communication, planning, monitoring and evaluation capacity of the different levels of educational management							737	622	1,359
4	Strengthening the capacity for communication, planning, monitoring and evaluation of educational management at the municipal education offices							550	450	1,000
5	Improving access to drinking water for the well-being of girls, boys and women and men of schools educational community	34,328	32,951	67,279	625	625	1,250	1,250	625	1,875
6	Improve hygiene and sanitary conditions in schools and in the storage and preparation of school meals	34,328	32,951	67,279	625	625	1,250	8,267	4,133	12,400

- 5,500 EPI school principals, teachers and coordinators who will participate in workshops to be held at the 722 EPI centers, reaching out to 57,500 teachers (100%).
- Attention to communications at the 4 levels of institutional management, generating basic conditions to establish the dissemination of information with public servants (MINED headquarters, departmental and municipal education offices, schools).
- 125 municipal delegations equipped with technological kits for videoconferences.
- 625 educational centers will be equipped with plastic containers for water storage.
- 40 educational centers will be served with the drilling of a well and the provision of a water storage tank.

³. Numbers are of “direct beneficiaries” only, and confirmed by MINED. .

- 12,400 teachers will receive Basic Hygiene Kits. (3100 kits x 4 teachers each)
- Students, parents, teachers attended with the delivery of basic kits for preparing the school meal. 4 kits will be delivered for each of the 625 schools.

VII. Who will deliver this solution?

List what Recipient UN Organizations (RUNOs) and partners will implement this project and describe their capacities to do so. Include expertise, staff deployed, as well as oversight mechanisms that determine the monitoring and evaluation (M&E) arrangements and responsibilities. Use hyperlinks to relevant sites and the current portfolios of RUNOs so the text is short and to the point. [1,500-word limit]

UNICEF in Nicaragua has long lasting relations with the Ministry of Education (MINED). As established in the 2019-2023 cooperation program, UNICEF is committed to work with MINED in contributing to reach out to all children, and particularly the most marginalized, with quality education. Emphasis is giving to the most vulnerable children, and those affected by emergencies. UNICEF provide technical and financial support to a wide variety of issues, but its main concern is ensuring that children enjoy a friendly school and learning environment, free of any kind of violence. Currently, UNICEF is supporting MINED in providing care and support to the education community that is still active despite the emergency, by providing technical assistance and service delivery to secure children's health and protection.

UNICEF Nicaragua is equipped with high caliber staff in the areas of early childhood development, education, protection, communications, supplies and monitoring and evaluation, as well as focal point in the areas of emergency, gender, disabilities, which makes the team ideal to support any emergency related program. UNICEF monitors, on a regular basis, the correct implementation of activities as per annual workplans signed with Implementing partners. A set of relevant indicators are regularly used to keep track of planned actions to deliver expected results. The operations section provides the needed support to ensure Organization's rules and regulations and properly followed.

WFP has a long lasting and effective coordination and joint work with Ministry of Education in Nicaragua, specially supporting the implementation of MINED's "Integral Nutritional National Program", or PINE, which was initially a WFP project. Now WFP provides not only meals for 15% of scholars in the most remote regions of the country, but also technical assistance and support for PINE implementation. Since COVID-19 emergency, WFP has maintained coordination and assistance with PINE and MINED regarding COVID-19 response. Also, WFP has access to schools and MINED officials at national level and locally where it supports PINE. One of the strategic activities in the 2019-2023 Country Strategic Plan is related to School Meal and Social Protection programs. WFP has a Country Office in Managua and Field Offices Jinotega, RACCN, Triángulo Minero and Nueva Segovia regions. It has programmatic and operational capacity to carry out this project, as well staff who knows very well the situation of education sector at national level and school environment at local level. WFP also has technical personnel and expertise to carry out the infrastructure activities of the project, also it has experience carrying out infrastructure projects in coordination with MINED.

WFP is committed to designing and implementing effective, relevant, and sustainable programmes, oriented towards and informed by results. WFP Nicaragua has the WFP's organizational accreditation in Excellence on Gender. WFP Nicaragua has a monitoring and evaluation (M&E) system, guided by its corporate guidelines, including the Corporate Results Framework (CRF). Through its regular M&E activities, WFP reviews performance, assesses the effects of its interventions and identifies whether there is a need for corrective action during the cycle of implementation. WFP will monitor performance in collaboration with government partners, following a results-based and gender-responsive approach for measuring outcomes, processes and output indicators in targeted schools. The results framework will be the basis for the monitoring process; data will be collected through field visits and surveys complemented by records provided by MINED and communities. Monitoring will be conducted after delivery of goods and outcome monitoring

will be carried out in coordination with the Ministry of Education. All indicators will be disaggregated by age and gender and data collection will be followed by gender and age analyses. WFP will use feedback from stakeholders about project activities and implementation of corrective measures as required. WFP also will conduct regular monitoring activities through field visits to collect information on processes and output indicators. WFP's field offices staff in proximity to implementation areas will provide continuous oversight, including at key periods of the year. Through follow-up meetings, WFP will provide feedback, recommendations, and lessons learned to enable WFP to implement corrective measures as required. Additional WFP monitoring personnel is knowledgeable and skilled in gender-responsive monitoring. All results identified through WFP M&E system will be conveyed through agreed project reports

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Description	<p><i>[400 characters limit]</i></p> <p>The project Strengthening of the Educational Strategy to address challenges derived from the Emergency before COVID-19 that promote educational care in any setting in Nicaragua aims at strengthening capacities of MINED to ensure educational continuity and socioemotional care of girls, boys, adolescents, youth and adults, through the implementation of the protocol of action in schools to prevent COVID -19. It reinforces the national plan for basic and secondary education, to ensure educational continuity and care of children in light of the impact generated by the pandemic. It comprises six components: .1. Development of teaching skills for effective curricular adaptation; 2. Psycho-emotional care for children and the educational community in general; 3. Strengthening the communication, planning, monitoring and evaluation capacity of the different levels of educational management; 4. Strengthening the capacity for communication, planning, monitoring and evaluation of educational management at the municipal education offices; 5. Improving access to drinking water for the well-being of girls, boys and women and men of schools educational community; 6. Improve hygiene and sanitary conditions in schools and in the storage and preparation of school meals.</p>
Universal Markers	<p><u>Gender Marker</u>: <i>(bold the selected; pls select one only)</i></p> <p>a) Have gender equality and/or the empowerment of women and girls as the primary or principal objective.</p> <p>b) Make a significant contribution to gender equality and/or the empowerment of women and girls;</p> <p>c) Make a limited contribution or no contribution to gender equality and/or the empowerment of women and girls.</p>
Fund Specific Markers	Human Rights Based Approach to COVID19 Response <i>(bold the selected)</i> : Yes/No

	Fund Windows (<i>bold the selected; pls select one only</i>) Window 1: Enable Governments and Communities to Tackle the Emergency Window 2: Reduce Social Impact and Promote Economic Response			
Geographical Scope	Regions: Latin America Country: Nicaragua			
Recipient UN Organizations	UNICEF and WFP			
Implementing Partners	Ministry of Education (MINED – Spanish acronym)			
Programme and Project Cost	Budget	Agency	Amount	Comments
	Budget Requested	WFP	\$400,000.00	-
		UNICEF	\$600,000.00	
	In-kind Contributions		-	- there is significant in-kind contribution by MINED, but it has not been estimated in US\$
	Total		\$1,000,000.0	-
Comments	Estimates are preliminary, as budget needs to be worked in more detail with the local counterpart.			
Programme Duration	Start Date: Mayo 2020			
	Duration (In months): 12 months			
	End Date: April 2021			

Results Framework

INSTRUCTIONS: Each proposal will pick a window. As part of the proposal the agencies, funds and programme will develop an outcome, outcome indicators, outputs and output indicators that will contribute to the achievement of the selected proposal outcome.

Window 1: Proposal Outcome					Outcome Total Budget USD
	1.1. The educational community, especially in the territories potentially most vulnerable to the impact of the COVID-19 pandemic, is better prepared, guaranteeing safe and protective learning spaces.				USD1,000.000.00
		Baseline	Target	Means of verification	Responsible Org (UN)
Outcome Indicator [Max 2500 characters]	1.1 ^a % of children who complete their school year with no major challenges due to covid19 crisis		100%	2020 administrative data from MINED	UNICEF WFP
Proposal Outputs	<p>1.1.1 Teachers put into practice a school curriculum adapted to the particular / special situation, which prioritizes the basic and fundamental contents that can guarantee the educational continuity of the students.</p> <p>1.2.1 Girls, boys and adolescents, particularly adolescent girls, have psychosocial support tools that help them better face the challenges that the special situation caused by covid19 poses for them.</p> <p>1.3.1 Municipal and departmental education offices, run mostly by women, are technologically able to carry out on-line administrative and educational processes.</p> <p>1.4.1 The educational community has better access to drinking water service in prioritized schools, which contributes to improving school and personal hygiene actions, thus reducing the risk of contagion of communicable diseases, and in particular, in covid19.</p> <p>1.5.1 Educational community in prioritized schools puts into practice better gender sensitive habits that contribute to guaranteeing food hygiene, in the context of the provision of school meals.</p>				
Proposal Output Indicators	1.1.1a # of teachers who implement the curriculum adaptation strategy		5,500 teachers receive the guidelines for Curriculum	administrative data	UNICEF

			adaptation - 63% women n=beneficiaries		
1.2.1a # of children who receive sico-social support in the year 2020			5,500 teachers support the psico-social strategy to ensure reintegration of student to school - 63% women beneficiaries	administrative data	UNICEF
1.3.1a # of municipal education offices connected to the MINED's national virtual network.	20 education offices are already connected		125 municipal offices Will be connected additionally - 55% women beneficiaries	- Administrative data - Reports of virtual activity by municipal offices	UNICEF
1.4.1 # of schools that have Access to potable water	3,057 schools have access		40 schools will have access to potable water, permanently	-administrative registries - field reports on task completion	WFP
1.4.2 # of schools that count with safe storage and distribution of potable water	1,386 schools are in need of equipping themselves		625 schools will have the equipment to storage and distribute potable water in a safe manner – 52% women beneficiaries	-administrative registries	WFP
1.5.1a # of teachers equipped with hygiene kits	0		12,400 teachers	- Administrative registries	WFP
1.5.1b # of kits provided to teaches for their classrooms			3,100 kits delivered – 54% women beneficiaries	- Administrative registries	WFP
1.5.1c # of kits to safely handle provision of school meal,	0		625 kits delivered – 54% women beneficiaries	- Administraive registries	WFP

SDG Targets and Indicators

Please consult Annex: [SDG List](#)

Please select no more than three Goals and five SDG targets relevant to your programme.

(selections may be bolded)

Sustainable Development Goals (SDGs) [select max 3 goals]			
<input type="checkbox"/>	SDG 1 (No poverty)	<input type="checkbox"/>	SDG 9 (Industry, Innovation and Infrastructure)
<input type="checkbox"/>	SDG 2 (Zero hunger)	<input type="checkbox"/>	SDG 10 (Reduced Inequalities)
<input checked="" type="checkbox"/>	SDG 3 (Good health & well-being)	<input type="checkbox"/>	SDG 11 (Sustainable Cities & Communities)
<input checked="" type="checkbox"/>	SDG 4 (Quality education)	<input type="checkbox"/>	SDG 12 (Responsible Consumption & Production)
<input checked="" type="checkbox"/>	SDG 5 (Gender equality)	<input type="checkbox"/>	SDG 13 (Climate action)
<input checked="" type="checkbox"/>	SDG 6 (Clean water and sanitation)	<input type="checkbox"/>	SDG 14 (Life below water)
<input type="checkbox"/>	SDG 7 (Sustainable energy)	<input type="checkbox"/>	SDG 15 (Life on land)
<input type="checkbox"/>	SDG 8 (Decent work & Economic Growth)	<input type="checkbox"/>	SDG 16 (Peace, justice & strong institutions)
<input type="checkbox"/>	SDG 17 (Partnerships for the Goals)		
Relevant SDG Targets and Indicators			
[Depending on the selected SDG please indicate the relevant target and indicators.]			
Target	Indicator # and Description	Estimated % Budget allocated	
SDG 3 (Good health & well-being)	3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks	30%	
SDG 4 (Quality education)	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	10%	

SDG 4 (Quality education)	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	10%
SDG 5 (Gender Equality)	5.1 End all forms of discrimination against all women and girls everywhere	10%
	5.5. Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life	5%
	5.B. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women	5%
SDG 6 (Clean water and sanitation)	6.b Support and strengthen the participation of local communities in improving water and sanitation management	30%

Risk

What risks and challenges will complicate this solution, and how they will be managed and overcome?

(COVID19 has created an unprecedented and fast changing development context. Accepting this volatile situation, please identify up to three risk to the success of the proposal based on best available analysis to the UN) Please enter no more than 3.

Event	Categories Financial Operational Organizational Political (regulatory and/or strategic)	Level 3 – Very High 2 – Medium High 1 – Low	Likelihood 6 – Expected 5 – Highly Likely 4 – Likely 3 – Moderate 2 – Low Likelihood 1- Not Likely 0 – Not Applicable	Impact 5 – Extreme 4 – Major 3 – Moderate 2 – Minor 1 – Insignificant	Mitigating Measures (List the specific mitigation measures)	Risk Owner
Risk1 Description Due to poor offer, inputs are not locally available.	<i>Select from above</i> Operational	<i>Select from above</i> 2 – Medium	<i>Select from above</i> 2 – Moderate	<i>Select from above</i> 4 – Major	UN agencies have the capacity to access international markets in case local markets are not sufficiently equipped.	UN
Risk 3 Description Social norms do not favor gender equality	<i>Political</i>	<i>2 – Medium</i>	<i>3- Moderate</i>	<i>4 - Major</i>	A set of gender sensitive criteria must be applied to all interventions, along with a communication for development strategies to change social behavior.	MINED
Risk 3 Description Technical and operational demands placed by expanding the MINED’s virtual network are not met due to lack of resources.	<i>Operational</i>	<i>2 - Medium</i>	<i>2 – low likelihood</i>	<i>3 - moderate</i>	MINED establishes coordination with other institutions, private sector and civil society, to get support.	MINED

Budget by UNDG Categories

*Up to Four Agencies

Budget Lines	Fiscal Year	Description [OPTIONAL]	Agency 1	Agency 2	Total USD
1. Staff and other personnel	2020		UNICEF	WFP	
2. Supplies, Commodities, Materials	2020	Printed educational materials Potable water related supplies (storage, distribution)	150,000.00	150,000.00,	300,000.00
3. Equipment, Vehicles, and Furniture, incl. Depreciation	2020	Technological kits	300,000.00	0.00	300,000.00
4. Contractual services	2020	Subscription to virtual platform Well drilling company services	60,000.00	190,000.00	250,000.00
5. Travel	2020	N/A			
6. Transfers and Grants to Counterparts	2020	N/A	50,748.00	35,587.00	86,335.00
7. General Operating and other Direct Costs	2020				
Sub Total Programme Costs			560,748.00	375,597.00	936,335.00
8. Indirect Support Costs * 7%			39,252.00	24,413.00	63,665.00
Total			600,000.00	400,000.00	\$1,000,000.00

* The rate shall not exceed 7% of the total of categories 1-7, as specified in the COVID-19 Response MOU and should follow the rules and guidelines of each recipient organization. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, in line with UNSDG guidance.