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

Proposal Title: Ensuring continuity of learning for the most vulnerable children and youth in Senegal

Contacts	Resident Coordinator or Focal Point in his/her Office Name: Lena Savelli Email: lena.savelli@wfp.org Position: Resident Coordinator a.i Other Email: N/A Telephone: +221 78 620 73 18 Skype: N/A
Description	This project aims to address the impact of school closures and other educational institutions, and ensure that the right to education for all children in Senegal is upheld. This will be achieved through the deployment of a range of distance learning solutions to accommodate different contexts and conditions, and particularly the learning needs of most marginalized children and adolescents, such as those living in rural and remote areas with limited communication and connectivity, in refugee hosting areas, and those with a disability. Emphasis will be placed on strengthening and deploying innovative learning platforms in the context of Senegal, including digital learning solutions – which offer possibilities of teacher-learner and teacher-teacher interactions and immediate adjustments to learning activities and trajectories – to support the modernization of education delivery that maximizes the potentials of new technologies and the implementation of the long-term vision of the concerned ministries. The project will primarily support the Government through the Ministry of Education (MoE) and the Ministry in charge of TVET, and draws on the comparative advantages of UNESCO, UNICEF, UNHCR and ITU. It will build on existing partnerships with the private sector (including Microsoft and the media industry), civil society organizations including URAC (national network of community radios in Senegal), and organizations working with children with disabilities (such as Humanité et Inclusion (HI) or SightSavers).

	More specifically, the activities that will be undertaken within the project are as follows: For primary and secondary education: 1. Provision of connected devices for vulnerable and disadvantaged children 2. Deployment of distance learning programmes through radio, TV and online platforms 3. Training of teachers on the use of IT tools, techno-pedagogies as well as skills to tutor and monitor student learning For TVET: 1. Provision of simulation software (with license) for virtual laboratories and equipment for creating video content for selected TVET institutions 2. Provision of connected devices for TVET learners in hard-to-reach regions 3. Training of teachers on the use of IT tools, techno-pedagogies as well as skills to tutor and monitor student learning through including by phone, SMS and online platforms. For both primary, secondary and TVET: 1. Extension of internet access which is available, affordable and inclusive of vulnerable and disadvantaged learners and teachers from the targeted regions 2. Awareness-raising/communication on the COVID-19 and its mitigation and prevention through the learning platforms 3. Establishment of a database for the monitoring of project beneficiaries.
Universal Markers	Gender Marker: *(bold the selected; pls select one only)* a) Have gender equality and/or the empowerment of women and girls as the primary or principal objective. **b) Make a significant contribution to gender equality and/or the empowerment of women and girls;** c) Make a limited contribution or no contribution to gender equality and/or the empowerment of women and girls.
Fund Specific Markers	**Human Rights Based Approach to COVID19 Response** *(bold the selected)*: **Yes**/No Considered OHCHR guidance in proposal development UN OHCHR COVID19 Guidance
	Fund Windows *(bold the selected; pls select one only)* Window 1: Enable Governments and Communities to Tackle the Emergency **Window 2: Reduce Social Impact and Promote Economic Response**

<table>
<tr><td>Geographical Scope</td><td>Country: Senegal</td></tr>
<tr><td>Recipient UN Organizations</td><td>UNESCO
▪ Representative: Dimitri Sanga (d.sanga@unesco.org)
▪ Other(s) colleague(s) to be included in the notification of fund transfer: Joëlle Onimus Pfortner (j.onimus-pfortner@unesco.org)

UNHCR
▪ Representative: Monique Ekoko (ekoko@unhcr.org)
▪ Other(s) colleague(s): Yann Anselm Ndaye (ndaye@unhcr.org), Cheikh Wade (wadec@unhcr.org) and Leya Amonde Ouko (oukol@unhcr.org)

UNICEF
▪ Representative: Silvia Danailov (sdanailov@unicef.org)
▪ Other colleague(s): Matthias Lansard (mlansard@unicef.org) and Laetitia Bazzi (lbazzi@unicef.org)

ITU
▪ Representative: Ali Drissa Badiel (alidrissa.badiel@itu.int)
▪ Other colleague(s): Emmanuel Niyikora (emmanuel.niyikora@itu.int)</td></tr>
<tr><td>Implementing Partners</td><td>The Ministry of Education, The Ministry in charge of Technical and Vocational Education and Training (TVET)

It will build on existing partnerships with the private sector (including Microsoft and the media industry), civil society organizations including URAC (national network of community radios in Senegal), and organizations working with children with disabilities (such as Humanité et Inclusion (HI) or SightSavers).</td></tr>
<tr><td>Programme and Project Cost</td><td><table><tr><td>Budget</td><td>Agencies: UNESCO, UNICEF, ITU, UNHCR</td><td>Amount</td><td>Comments</td></tr><tr><td>Budget Requested</td><td>1,000,000</td><td>$</td><td></td></tr><tr><td>In-kind Contributions</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>1,000,000</td><td>$</td><td></td></tr></table></td></tr>
<tr><td>Comments</td><td></td></tr>
<tr><td>Programme Duration</td><td>Start Date: May 2020</td></tr>
<tr><td></td><td>Duration (In months): 8</td></tr>
<tr><td></td><td>End Date: 31st December 2020</td></tr>
</table>

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]

The world has undergone profound disruptions since the onset of the coronavirus pandemic, also known as COVID-19. This infectious disease first discovered in China in December 2019 has quickly spread to all continents, already affecting more than 2.5 million people worldwide and killing over 175,000 as of 23 April according to WHO.

In Senegal, the first case of contamination with COVID-19 was recorded on 2 March 2020, and in less than a month had risen to over a hundred. Since the beginning of the outbreak, a total of 479 cases have been recorded by the Senegalese health authorities as of 24 April 2020, mainly in the regions of Dakar and Diourbel, as well as in the regions of Thiès, Fatick, Louga, Saint Louis, Tambacounda, Kolda and Ziguinchor. Six deaths related to COVID-19 have also been reported.

To minimize the spread of the disease in the absence of cure, Senegal, following the WHO recommendations, has adopted a number of measures such as:

- social distancing, disseminating messages on the virus and banning gatherings,
- declaring and extending the state of emergency until 31 May, imposing a curfew, the closing of air borders and control at other border, the deployment of security forces, and restrictions on domestic travels
- the closing of schools and universities as well as other learning institutions requiring the physical presence of students as of 16 March until at least 4 May.

The socio-economic impact of the outbreak could be dire. Senegal has seen steady economic growth in the past years (over 6% since 2014), stimulated by a stable political environment and large infrastructure investments in the context of the Emerging Senegal Plan (Plan Senegal Emergent or PSE). National poverty in 2011 stood at 46.7% (national poverty line) and 38% using the international poverty line (US$1.9 PPP). While no new household consumption data have been collected since, strong economic growth suggests monetary poverty continued to decrease.

However, according to the World Bank the pandemic has set off the first recession in the Sub-Saharan Africa region in 25 years, with growth forecast at minus 5.1% in 2020 from a modest 2.4% in 2019 and could cost the region between $37 billion and $79 billion in terms of output losses for 2020. The knock off effect on household welfare is expected to be equally dramatic with welfare losses in the best-case scenario projected to reach 7% in 2020, compared to a non-pandemic scenario.

Moreover, a drop in foreign financing flows of foreign direct investments, remittances and tourism revenues could all impact the livelihoods and income flows. The containment measures imposed by the Government and the response of citizens compound the precarious situation of workers in the informal sector, especially women (88% of men are in informal employment outside of agriculture compared to 93% women), which makes up the bulk of the Senegalese economy.

To reduce the impact that the virus and the containment measures could have on the population, their livelihoods and the economy, the Senegalese Government, together with the United Nations and other partners, is carrying out a study on the socio-economic impact of the outbreak. The Government has also promptly implemented a series of actions to support

workers, households and businesses, while ensuring the most vulnerable do not suffer disproportionally from the situation. These actions include:

- The creation of a response and solidarity fund, FORCE COVID 19, amounting to FCAF 1,000 billion (approx. USD 1 billion), urging individuals, development partners and the private sector to contribute to this fund;

- An economic and social resilience programme financed through this same fund that aims to strengthen the health sector and reinforce the social resilience of the population. The latter is achieved with 69 million FCFA (approx. USD 10 million) allocated to the purchase of food for one million eligible households and other key measures including remittances to diaspora and payment of electricity and water bills to the most vulnerable populations. The programme also aims to preserve the macroeconomic and financial stability to support the private sector and maintain jobs through a liquidity injection programme with customs reduction and fiscal measures in support of businesses;

- An envelope of 50 billion FCFA to be devoted to emergency food aid (including 330 million food support to modern *daaras* / Quranic schools by decision of the Council of Ministers on 1 April 2020);

- The prohibition of laying off workers (except for gross misconduct) on 10 April by the Minister of Labour.

In the mid to longer term, economic recovery and future growth could be slowed by loss in human capital induced by the outbreak. In Senegal, there are more than 4.2 million illiterate people among the population aged 15 and above, out of an estimated population of 16 million. Girls and women are most affected with almost twice as many girls and women (2.8 million) illiterate than boys and men. Before the pandemic, in 2017, some 585,000 children (236,000 girls) and 667,000 adolescents (307,000 adolescent girls) were already out of school. With school closures, it is feared that some children and adolescents, especially the most vulnerable ones, might drop out completely and never return to school. This would dramatically limit their opportunities to build foundational skills for life and to gain future employment and decent job opportunities. It is therefore critical to ensure that these children and adolescents continue to learn during the closure of schools and educational institutions so as to support their immediate needs and not jeopardize their future.

II. Solutions proposed

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

Education is identified as one of the areas to be addressed in the Multi-sectorial Contingency Plan to Fight COVID-19 dated 19 March 2020. The Head of State, in the Council of Ministers of 15 April, asked the Minister of National Education and the Minister of Higher Education, Research and Innovation, and the Minister of Vocational Training to assess the overall impact of COVID-19 on the education sector and draw up a roadmap for the continuation of lessons as well as an agenda for assessments, exams and competitions.

This project will support key national plans and priorities, in particular the implementation of:

- the Education Sector response plan, currently being finalized by the Ministry of National Education (MoE) with support from UNICEF and UNESCO. Focus will be put on implementing its first strategic priority which aims to ensure continuity of learning for the 3.5 million learners in the basic and secondary education cycles, enrolled in more than 15,400 educational institutions countrywide, who are affected by school closure; and

- the contingency plan, being developed by the Ministry in charge of Technical and Vocational Education and Training (TVET), to facilitate learning by using a new digital-based approach, to support the current 9,500 pupils in the technical upper secondary schools (of which 38% girls) and 80,000 pupils engaged in vocational training (of which 57% girls).

In Senegal, radio[1] and television have been in existence for several decades and can be mobilized for the current learning crisis. A UNICEF radio programme, recently approved by the MoE, offers 72 lessons on literacy and 72 lessons on numeracy targeting learners enrolled throughout the basic education cycle. While these solutions do not usually allow for significant levels of interactions between teachers and learners on an individual basis, the programme can still be delivered with support from teachers and include some level of interaction. Paper-based solutions (e.g. distribution of lessons and work packaged in paper format) are also being considered in Senegal to cover hard-to-reach communities, but through other funds. Since March 2020, the MoE and the Ministry in charge of TVET have undertaken significant efforts to develop distance learning programmes (e.g. "Learning from home" Initiative from the MoE), including digital learning platforms. However, these platforms merely consist thus far on a repository of online learning resources while many learners, especially the most vulnerable and disadvantaged, have limited access to digital devices and internet connection.

This proposal hence builds on national efforts and intends to support the deployment of a range of distance learning solutions to accommodate different contexts and conditions, and particularly the learning needs of the most marginalized children and adolescents, such as those living in rural and remote areas with limited communication and connectivity, in refugee hosting areas, and those with a disability. Emphasis will be placed on strengthening and deploying innovative learning platforms in the context of Senegal, including digital learning solutions – which offer possibilities of teacher-learner and teacher-teacher interactions and immediate adjustments to learning activities and trajectories – to support the modernization of education delivery that maximizes the potentials of new technologies and the implementation of the long-term vision of the concerned ministries.

The project will primarily support the Government through the MoE and the Ministry in charge of TVET, and draws on the comparative advantages of UNESCO, UNICEF, UNHCR and ITU. It will build on existing partnerships with the private sector (including Microsoft and the media industry), civil society organizations including URAC (national network of community radios in Senegal), and organizations working with children with disabilities (such as Humanité et Inclusion (HI) or SightSavers).

More specifically, the activities that will be undertaken within the project are as follows:

[1] Including a national network of about 120 community radios

For primary and secondary education:

1. Provision of connected devices for vulnerable and disadvantaged children;
2. Deployment of distance learning programmes through radio, TV and online platforms;
3. Training of teachers on the use of IT tools, techno-pedagogies as well as skills to tutor and monitor student learning.

For TVET:

1. Provision of simulation software (with license) for virtual laboratories and equipment for creating video content for selected TVET institutions;
2. Provision of connected devices for TVET learners in hard-to-reach regions ;
3. Training of teachers on the use of IT tools, techno-pedagogies as well as skills to tutor and monitor student learning including by phone, SMS and online platforms.

For both primary, secondary and TVET:

1. Extension of internet access which is available, affordable and inclusive of vulnerable and disadvantaged learners and teachers from the targeted regions;
2. Awareness-raising/communication on the COVID-19 and its mitigation and prevention through the same media;
3. Establishment of a database for the monitoring of project beneficiaries.

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]

The Government of Senegal is implementing the Programme for Improving Quality, Equity and Transparency in Education and Training (PAQUET 2013-2030). This sectoral programme operationalizes the national policy on education and training in its component on strengthening human capital through quality education for all. It aims at achieving the objectives of the government's education policy, including the development objectives set out in the global 2030 UN Agenda for Sustainable Development and African 2063 - The Africa We Want. Some 3,510,000 pupils are enrolled throughout the country, in the 15,422 schools ranging from pre-school to secondary education, with a parity index of 1.09 at primary level and 1.12 at secondary level in favour of girls.

TVET covers several strands of education. It includes technical upper secondary schools, which require the physical presence of pupils and lead to the technical baccalaureate. On top of this, it also covers vocational trainings in the formal system, which are also open to children and young people who have previously dropped out of school and those who work in the informal sector but that lead to official certification or diploma and better employment options. It is estimated that there are currently approximately 9,500 pupils in the technical upper secondary schools, of which 38% girls, and some 80,000 pupils engaged in vocational training, of which 57% girls, hence the importance of supporting this sector in education, to provide girls with better employment opportunities. Where data is available, of the total young people engaged

in technical and vocational training, 2% are less than 15 years old (3% for girls), 26% are between 15 and 20 years old (31% for girls), 56% between 20 and 25 years old (54% for girls), and 15% over 25 (12% for girls).

Following the COVID 19 outbreak, the Government has taken major containment decisions, including the early closure of schools and educational institutions. Originally for a period of three weeks, the closure was extended until 31 May 2020 by the decision of the Council of Ministers on 1 April 2020 and is very likely to be prolonged further in the current context. National examinations have now been postponed to July 2020, a situation that could change with the evolution of the pandemic.

This project aims to address the impact of school closures and other educational institutions, and ensure that the right to education is upheld for all children in Senegal. The Ministry of National Education (MoE) is drawing up a Response Plan, to which UNESCO and UNICEF are technically contributing. The response plan, to which this project will be providing support, has three axes of intervention:

1) Rolling out a distance education system called "Learning at Home" initiative[2] for all pupils enrolled in pre-school, primary and secondary school throughout the country. The initiative aims to both keep students at home to avoid the spread of the virus and to enable them to continue their distance learning through the use of new and traditional technologies, including television and radio. The programme will be gradually strengthened beyond the current crisis to complement existing educational offers and practices and build back better
2) Preparing for the re-opening of schools by rehabilitating current infrastructure, developing a communication campaign, supporting schools to prepare remedial interventions to compensate for learning gaps generated by school closure
3) Mitigating the impact of the pandemic on the education system of the country, in particular on the organization of national examinations, necessary changes to the school calendar and the mobilization of Ministry staff for the monitoring and evaluation of the National Response Plan.

Regarding the closure of TVET institutions, which aim to develops skills for work and improve employability, the Ministry of Employment, Vocational Training and Artisans is in the course of finalizing a national response plan to the challenges caused by the pandemic, and has put in place online courses. In alignment with the national curriculum, the courses aim to provide continuous learning and training opportunities for TVET learners.

The key challenge in implementing the response plans and strategies put in place by the Government is how to ensure access to and participation in distance learning for all, especially the most disadvantaged and marginalized children and youth, including girls living in rural and remote areas, refugees and returnees and those with disabilities. These populations are at most risk of discontinuing learning and falling behind in education in the absence of enabling

[2] This will be rolled out with priority for pupils in examination classes (last year of primary, lower secondary and upper secondary). The initiative will focus on consolidating knowledge acquired in the first two quarters of the school year; implementing the national curriculum for the last quarter of the school year; and consolidating basic skills, particularly in reading, writing and arithmetic.

conditions – ranging from access to electricity, distance learning tools and connectivity to socio-economic conditions and parental support – which are more easily available for more advantaged peers. Concerted and urgent effort to ensure effective support for vulnerable children and youth in this time of crisis is critical for preventing dropouts from schools and TVET programmes and for empowering them to be self-confident, capable and productive citizens.

While exposure to media is relatively high for both women and men in Senegal according to the 2017 EDS MICS Survey, television – the most popular medium in the country – is accessible for only 63% of women and men. Regarding the use of internet, 29% of women and 43% of men reported using it during the 12 months preceding the survey; and only 2% of women and 12% of men in the poorest quintile have used internet in the past months compared to 66% of women and 75% of men in the wealthiest quintile. Among the refugee population, mobile connection reaches 100% according to the UNHCR report on connecting refugees in Senegal and their access to 2G mobile connection.

The lack of internet coverage and electricity as well as unaffordability of media devices and internet use, experienced by certain populations, present particular challenges in ensuring equitable learning for all. In addition, many teachers feel unprepared to conduct distance teaching, and require urgent support in acquiring the necessary pedagogies to be effective teachers for home-based learning.

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[3] and how is it based on the principle of "build back better". [1,500 word limit]

The proposed project builds on the ongoing partnership between the UN system, the Government, private sector and civil society to promote distance education for all children and youth as part of the collective effort to implement the national response plan. The key principles upheld in the partnership are in line with the Human Rights -based approach, and include the following:

- Inclusion and equity: "no learner left behind"
- Strict compliance with health protection measures
- Sustainability of medium- and long-term solutions and country ownership
- Involvement of teachers and parents/families
- Monitoring, impact assessment and continuous adaptation

Using a mix of distance learning media, with emphasis on actively developing digital solutions, the project aims to provide continuity of learning during the closure of schools and educational institutions caused by the pandemic for: (1) **disadvantaged and vulnerable children attending primary and secondary education**; and (2) **disadvantaged and vulnerable learners of technical**

[3] Please refer to OHCHR COVID19 Guidance

and vocational education and training (TVET). The rationales behind these priorities are as follows:

- Explicitly targeting vulnerable and disadvantaged students in primary and secondary education and TVET, including girls, refugees and vulnerable student population and children with disabilities, aims at consolidating the foundation for lifelong learning and ensuring that no one is left behind.
- TVET is an important area of education for its direct link to employment and economic development, yet it has not been at the centre of attention of emergency education responses supported by the Technical and Financial Partners.
- Online collaborative learning platforms allows for interaction with students, monitoring of their attendance and evaluation of their work, which distance learning through television and radio may not offer to a full extent. Vulnerable and disadvantaged children, who can be reached only through radio- or television-based distance education, should be equally entitled to quality education that can be offered through online learning as their advantaged peers. Therefore, on the one hand, specific arrangements will be considered in the context of radio and TV programming to promote and integrate interaction modalities between teachers/facilitators and learners. On the other hand, digital learning solutions will be actively explored and developed through the project.

The present project is a multi-partner collaboration involving the MoE, the Ministry in charge of TVET, UNICEF, UNHCR, ITU and UNESCO, as well as civil society and private sector in support of distance learning solutions for the most disadvantaged and vulnerable primary, secondary and TVET learners. The project will be led by UNESCO with the following roles and responsibilities of the main partners involved:

- UNESCO will ensure that this project is designed in coherence with the ongoing efforts and partnerships in the field of education in Senegal. In terms of programmatic operations, as part of the digital learning development path, UNESCO will particularly focus on disadvantaged girls in rural areas, including those enrolled in exam classes at secondary education, as well as on TVET learners living in disadvantaged regions.
- UNICEF will support distance learning solutions, notably those relying on radio and TV, without neglecting traditional paper-based solutions; extend support to implant distance learning solutions in teacher training institutions; and develop tailored responses to the learning needs of children/pupils with disabilities in collaboration with civil society organisations. As far as the financial contribution conveyed by this proposal through UNICEF is concerned, the project will particularly support the deployment of the radio programme and support to children with disabilities.
- ITU will provide technical advice and appropriate solutions to ensure access and resiliency of networks, such as the provision of relevant and trustworthy information and expertise on how to cope with the stresses faced by the infrastructure that exists in the country. ITU launched a new Global Network Resiliency Platform to support countries' networks resiliency, and seeks to ensure the continuation of education remotely leveraging Radio, Television, Broadband, 4G and Internet technologies.
- UNHCR will support the component related to refugee, returnee and vulnerable secondary school students in the northern part of Senegal, parts of Casamance and urban areas. Its advice in the area of TVET will be informed by UNHCR's Strategy on

TVET, that provides youth and workers with the competencies and skills required to access decent work and allows businesses to recruit the workforce they need for growth. In its role as a key member of the Multi-Partner Trust Fund (MPTF) working group, UNHCR will collaborate with other agencies to ensure that there is multi-faceted coordination, follow-up and monitoring of the implementation of the project.

- Microsoft will be a key partner from the private sector, supporting the deployment of digital solutions.

Specifically, the project will undertake the following (the theory of change is shown below):

For primary and secondary education and TVET:

- Extension of internet access which is available, affordable and inclusive of vulnerable and disadvantaged learners and teachers from the targeted regions;
- Awareness-raising/communication on COVID-19 and its mitigation and prevention through the same media;
- Establishment of a database for the monitoring of project beneficiaries.

For primary and secondary education:

- Provision of connected devices for vulnerable and disadvantaged children;
- Deployment of distance learning programmes, particularly through online platforms and radio;
- Training of teachers on the use of IT tools, techno-pedagogies as well as skills to tutor and monitor student learning through phone, SMS, radio, television and online platforms.

The first step will be to procure connected devices to vulnerable and disadvantaged children and teachers who serve them, in consultation with the MoE and Microsoft, in view of the functions needed by student- and teacher-user, the quality of the devices and the price. Teachers will be trained on the utilization of the devices and techno-pedagogies for online teaching.

Most vulnerable and disadvantaged children live in remote areas where there is no connectivity, and in some instances, no electricity. This will be addressed through the ongoing partnership between the MoE, Microsoft and UNESCO mentioned above. Suitable solutions, using satellite and easily installed solar power system, for example, are being put in place.

Besides digital solutions, the project will support the deployment of other distance learning strategies, particularly in collaboration with the MoE, national media, and community radios, drawing on the radio programme developed with UNICEF support and on existing capacity at the level of the MoE and in partnership with national media. The different lessons which will be broadcasted will also reinforce awareness/communication/prevention messages related to COVID 19.

For teachers to be able to continuously support and monitor vulnerable and disadvantaged children's learning, the project will establish an online tutoring system. This is an important tool for teachers to know how children are learning and to adjust their teaching practices and

interactions with them accordingly.

For the TVET subsector:

The support for this subsector is based on the contingency plan currently being finalized by the ministry in charge of employment and TVET to facilitate learning by using a new digital-based approach. This will aim to achieve the following:

1) Equipping selected TVET institutions with the tools to provide distance learning on technical and practical skills

The project will equip three TVET institutions operating in disadvantaged regions with the tools to be able to provide effective distance education for learners' acquisition of technical and practical skills. This will involve purchase and equipping of TVET institutions with (a) simulation software license to set up virtual laboratories and (b) equipment for creating video content that can be transmitted during distance education. Given the importance of visual and virtual demonstration of how to acquire TVET skills to rapidly become operational in the jobs, these constitute an essential enabling condition for designing and delivering quality distance learning in the TVET subsector.

2) Equipping TVET learners with connected devices

To enable TVET learners living in disadvantaged regions (Casamance and Matam) to benefit from distance learning provided through online platforms, the project will provide them with connected devices chosen in view of key criteria such as functional requirements necessary for TVET digital-based learning. Where connectivity is an issue, short- and long-term solutions will be identified and put in place, in cooperation with the Ministry and project partners, so as to enable students to access quality TVET.

3) Building capacity of teachers in effectively delivering distance teaching and monitoring student attendance and learning progression

The project will build the capacity of teachers on techno-pedagogical skills as well as tutoring and monitoring skills by providing them with suitable training. Teachers will learn how to schedule learning activities, how to interact with students through virtual meetings; how to equip their students with technical and practical skills using virtual classes and laboratories, and how to tutor and monitor students' attendance and learning through the use of telephone, SMS, and online platforms. They will learn how to use complementary distance learning methods, where available and deemed effective.

The particular focus given in this project, i.e. strengthening access and provision of online learning, is in line with the medium- to long-term policy direction of the MoE and Ministry in charge of TVET. The investment made in the project will not only address the immediate learning needs caused by the closure of schools and educational institutions, but will also serve to build the technical and technological foundations for transitioning to education that harnesses the potential of digital technologies to the fullest.

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]

The United Nations Country Team (UNCT) in Senegal in collaboration with Government's counterparts has prepared the following documents to assess the impacts of COVID-19:

- The draft of the *COVID-19 Preparedness and Response Plan* (see annex 1 draft *PNUPR "Plan de Preparation et de riposte Au Covid-19 du SNU")* which details the actions by the United Nations system in Senegal to support and complement the national efforts in the fight against the virus and its spread in Senegal. The document was drafted based on the National Response Plan (*Plan National de contingence multisectoriel de lutte contre le COVID-19,* March 19th, 2020) which follows the general principles of pandemic response of the World Health Organization (WHO) guidelines structured around eight pillars. UN agencies have established a coordination mechanism around the work of the eight commissions set up by the Government to support national efforts to combat and eradicate the pandemic and are actively supporting initiatives under the national response plan. The *COVID-19 Preparedness and Response Plan* also profiles interventions planned to address the economic and social impact of the pandemic in Senegal.
- The UNCT in collaboration with the Ministry for the Economy, Planning and Cooperation is currently working on the launch of a study on the socio-economic impacts of COVID-19 in Senegal (see annex 2: *Terms of Reference of the Study on socio-economic impacts of COVID-19 in Senegal*). The Committee in charge of the study will quantitatively and qualitatively assess the effects and potential impacts (economic, social and environmental) of the pandemic in Senegal with a specific focus on the ability to achieve the Sustainable Development Goals and will propose recommendations to strengthen the economic and social resilience of the population. A first literature review on the global socio-economic impact of COVID-19 in Africa is being drafted.
- In line with the Programme Criticality Guidelines for COVID-19 received by Headquarters, the 2020 annual common work plan of *the Sustainable Development Cooperation Framework of Senegal* is being reviewed to respond to the impact of the pandemic realigning it with the *Economic and Social Resilience Programme* launched by the Government on 3 April 2020. The programme includes four main lines of action (support for the health sector to finance the response against COVID-19; strengthening the social resilience of the population; injection of cash and fiscal measures to support the economy; supply of the country with medical products, pharmaceuticals and basic necessities).
- At the same time, UN agencies are already providing concrete support to the crisis with a number of ongoing and planned initiatives in order to respond to immediate needs of the population and address the pandemic.

As part of global efforts, the agencies of the UN system with its national counterparts have contributed to disseminate information on the National Plan for Combating COVID-19 on the World Health Organization partner portal (https://covid-19-response.org/). Two administrators, one at the Government level and one for the UNCT, have been appointed to ensure that

national needs are included in the global platform of COVID-19 partners. The checklist based on the 9 pillars of the SPRP recommendations was completed on the platform (see annex 3).

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]

Altogether, the project is expected to extend distance learning solutions to about 1 million learners (as per UN own analysis) who would otherwise remain deprived of learning opportunities as a result of the COVID-19 pandemic.

This target includes learners accommodated in refugee hosting areas and thousands of learners enrolled in basic education, secondary and TVET cycles in underserved and remote areas, including learners with a disability.

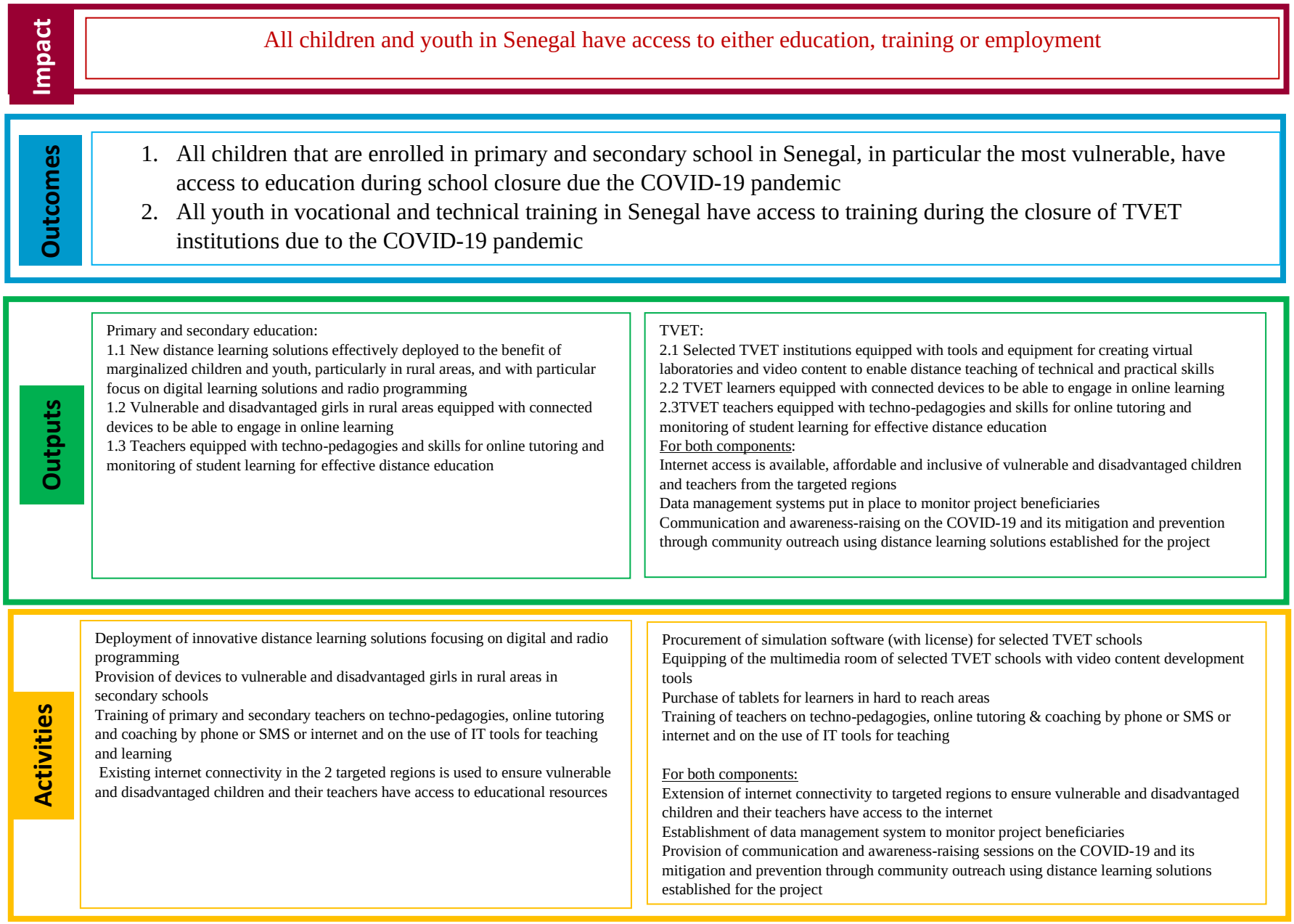
The direct beneficiaries of the project also include:

- 900 refugee children in secondary education (of which 550 girls)
- 16,068 children with disabilities including 49% of girls (7,913)
- 230 rural girls in exam classes at secondary level
- 750 TVET learners for the provision of devices
- 100 teachers at secondary level who will be trained on the use of IT tools for teaching and learning and online tutoring and coaching by phone or SMS or internet
- 100 teachers at TVET level who will be trained on the use of IT tools for teaching and learning and online tutoring and coaching by phone or SMS or internet

With regard to refugee children, the project will target the regions of Senegal River Valley, periphery of urban centres and Casamance as these have low connectivity and high numbers of refugee children[4].

[4] The displaced population in Senegal including returnees, internally displaced, host community and refugees is largely found in Northern part of Senegal including Bakel, Matam, Kanel, Matam, Podor, etc, the periphery of urban centers and in Casamance. To date there are 2,837 students registered in the UNHCR ProGres database, of which 98 in pre-primary, 1,867 in primary and 902 in secondary education.

Theory of Change diagram



Results Framework

Window 2: Proposal outcomes					Outcome Total Budget
	2.1 All children that are enrolled in primary and secondary school in Senegal, in particular the most vulnerable, have access to education during school closure due the COVID 19 pandemic				USD 620,000
	2.2 All youth in vocational and technical training in Senegal have access to training during the closure of TVET institutions due to the COVID-19 pandemic				USD 310,000
		Baseline	Target	Means of verification	Responsible Org
Outcome Indicator [Max 2500 characters]	2.1a Number of children enrolled in primary and secondary education	Girls 1,676,728 Boys 1,527,080 (in 2018)[5]	Girls 1,676,728 Boys 1,527,080	National report	MEN
	2.2a Number of repeaters in the TVET sub sector	5,830 Girls 1810 Boys 4020	5,830 Girls 1810 Boys 4020	National report	Ministry in charge of TVET
Proposal Outputs	2.1.1 New distance learning solutions are effectively deployed to the benefit of marginalized children and youth in primary and secondary education, particularly in rural areas, and with particular focus on digital learning solutions and radio programming				
	2.1.2 Vulnerable and disadvantaged girls in secondary education are equipped with connected devices to be able to engage in online learning				
	2.1.3 Teachers in primary and secondary education are equipped with techno-pedagogies and skills for tutoring and monitoring of student learning for effective distance education				

[5] The total number of pupils enrolled in primary, lower and upper secondary education in Senegal. Source: https://education.sn/sites/default/files/2019-08/RNSE%20_2018%20%20-DPRE_DSP_BSS-%20vf%20juillet%202019.pdf

	2.2.1 Selected TVET institutions are equipped with the tools and equipment for creating virtual laboratories and video content development to teach technical and practical skills through distance education				
	2.2.2 Vulnerable and disadvantaged TVET learners are equipped with connected devices to be able to engage in online learning				
	2.2.3 TVET teachers are trained on techno-pedagogies and skills for tutoring and monitoring for effective distance education				
	2.3.1 internet access is available, affordable and inclusive of vulnerable and disadvantaged learners and teachers in primary and secondary education and TVET from the targeted regions				
	2.3.2 Data management systems are established to monitor project beneficiaries				
	2.3.3 Communication and awareness-raising with communities are undertaken through outreach and awareness sessions				
Proposal Output Indicators	2.1.1 a) Number of distance learning solutions deployed through the project, with particular focus on digital learning and radio programming	0	2	Project documentation and reports	UNESCO, UNICEF, ITU, UNHCR, MoE, Ministry in charge of TVET
	2.1.1. b) Number of learners reached by the project (primary, secondary and TVET):	0	>1,000,000	Project documentation and reports	UNESCO, UNICEF, ITU, UNHCR, MoE, Ministry in charge of TVET
	(i) Through digital learning	0	1,000	Project documentation and reports	UNESCO
	(ii) Through radio programming	0	1,000,000	Third party monitoring (sample-based) through arrangements with CSO	UNICEF

	2.1.1. c) Number of refugee learners reached by the project	0	900	Report from UNHCR and MEN	UNHCR, MoE
	2.1.1. d) Number of vulnerable learners reached by the project	0	450[6]	Report from UNHCR and MEN	UNHCR, MoE
	2.1.2. a) Number of vulnerable and disadvantaged girls in secondary education equipped with connected devices	0	250	Existence of username per device Project documentation and reports	UNESCO MoE
	2.1.3 a) Number of secondary school teachers equipped with techno-pedagogies and skills for tutoring and monitoring of student learning for effective distance education	0	100	Training report	MoE UNESCO
	2.2.1 a) Number of TVET institutions equipped with tools and equipment for virtual laboratories and video content development	0	3	Project documentation and reports	UNESCO Ministry in charge of TVET
	2.2.2 a) Number of TVET learners equipped with connected devices	0	750	Existence of username per device Project documentation and reports	UNESCO Ministry in charge of TVET
	2.2.3 a) Number of TVET teachers equipped	0	100	Training report	UNESCO

[6] IDPs in Senegal are in the Casamance region, unfortunately, UNHCR has no viable statistics on this. Therefore, the project uses a 50% ratio of refugee children hence the figure 450, given that the connectivity will benefit the area and host population.

	with techno-pedagogies and skills for tutoring and monitoring of student learning for effective distance education				Ministry in charge of TVET
	2.3.1 a) Number of vulnerable and disadvantaged children in secondary education and TVET connected to available internet 2.3.1 b) Number of secondary education and TVET teachers connected to available internet	0 0	4500 4500	Project documentation and reports Project documentation and reports	UNESCO, UNHCR, ITU, MoE, ARTP and Telecom operators UNESCO, UNHCR, ITU, MoE, ARTP and Telecom operators
	2.3.2 a) Number of data management systems put in place	0	2	UNESCO, ministries & UNHCR IP data bases	MoE, Ministry in charge of TVET, UNESCO, UNHCR
	2.3.3 a) Number of awareness/communication sessions on the COVID 19 conducted	0	6	Project documentation and reports	MoE, UNICEF, & UNHCR

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]			
☐	SDG 1 (No poverty)	☐	SDG 9 (Industry, Innovation and Infrastructure)
☐	SDG 2 (Zero hunger)	☐	SDG 10 (Reduced Inequalities)
☐	SDG 3 (Good health & well-being)	☐	SDG 11 (Sustainable Cities & Communities)
☒	SDG 4 (Quality education)	☐	SDG 12 (Responsible Consumption & Production)
☒	SDG 5 (Gender equality)	☐	SDG 13 (Climate action)
☐	SDG 6 (Clean water and sanitation)	☐	SDG 14 (Life below water)
☐	SDG 7 (Sustainable energy)	☐	SDG 15 (Life on land)
☐	SDG 8 (Decent work & Economic Growth)	☐	SDG 16 (Peace, justice & strong institutions)
☒	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 target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to	4.1.1. Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	40%

relevant and effective learning outcomes		
SDG target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	4.3.1. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	60%

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: Delay in resolving connectivity and electricity issues in areas inhabited by vulnerable and disadvantaged children and youth	*Operational*	*Low*	*2*	*4*	Ensure that connectivity and electricity issues are addressed swiftly and resolved with necessary interventions by the government vis-a-vis telecom and network companies and providers	Government
Risk 2 Description: Problem in	*Organizational*	*Low*	*2*	*4*	Identify, with the help of Microsoft, providers that have the stock of necessary devices that can be made available	UNESCO, Microsoft

supply chain impacting on delay in procurement of connected devices					quickly	
Risk 3 Description: Lack of knowledge, capacity and availability on the part of families of vulnerable and disadvantaged children on device use and how to support learning at home	*Operational*	*Medium to high*	*5*	*4*	Prepare strategies for supporting families in using and maintaining connected devices and in assisting their children's learning at home that can be implemented as an integral part of equipping families for online learning	Ministries, UNESCO, UNICEF, UNHCR

Budget by UNDG Categories

*Up to Four Agencies

Budget Lines	Fiscal Year	Description [OPTIONAL]	UNESCO	UNICEF	ITU	UNHCR	Total USD
1. Staff and other personnel	2020		43 877	12 306	0		56 183
2. Supplies, Commodities, Materials	2020		289 000	21 891	0	36 014	346 905
3. Equipment, Vehicles, and Furniture, incl. Depreciation	2020			0	0		0
4. Contractual services	2020		31 000	0	90 000		121 000
5. Travel	2020		0	0	0		0
6. Transfers and Grants to Counterparts	2020		0	235 606	0	136 725	372 331
7. General Operating and other Direct Costs	2020		12 500	14 200	12 268		38 968
Sub Total Programme Costs			376 377	284 003	102 268	172 739	935 387
8. Indirect Support Costs * 7%			26 346	19 880	7 159	11 228	64 613
Total			402 723	303 883	109 427	183 967	1 000 000

** 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.*