CAPE VERDE - COVID-19 AF: Approval Memo to CEO

Review meeting participants: Matthew Smith, David Balwanz, Ines Gabrielle Boumaiza, Sissy Helguero, Ana Tobar Lozano, Anne Joncheray, Fatima Alves and Adrien Boucher.

Review meeting date: June 5, 2020

Date of proposal submission: May 15, 2020

1. **Grant Summary:** Cabo Verde is applying for a US$1 million grant, with UNICEF as grant agent, to implement the education sector response plan to Covid-19. The grant would support learning continuity in the initial response phase (distribution of printed materials for children living in areas with neither radio/TV coverage nor internet connectivity; distribution of TV sets, radios and tablets for children in need); as well as support students' return to school in the recovery phase (disinfecting and equipping schools to meet minimum hygiene standards). It would also build institutional capacities in the response phase by training and supporting teachers to use distance learning platforms and develop contents, as well as by building capacities of staff of the Ministry's radio station (RTE) and supporting the creation of a TV studio and two TV channels at RTE and the production of distance learning programs.

2. **Key information:**

Country: Cabo Verde		
a.	Accelerated Funding Covid-19 Allocation	US$ 1M (revised to $750,000 by GPE Board on May 29, 2020)
b.	Allocation Requested (100%)	US$ 1M
c.	**Allocation Recommended**	US$ 750,000
d.	Grant Agent	UNICEF
e.	Agency Fee % + US$ amount	7% (US$ 52,500)
f.	Grant Agent Implementation Support Costs	TBC in revised proposal and then verified for reasonableness
g.	Grant duration	18 months
h.	Expected Start Date	06/01/2020
i.	Expected End Date	12/31/2021

Secretariat assessment of proposal against program standards, with accompanying staff and management sign-off, is included as Annex 1. Grant Agent proposal is included as Annex 2.

3. **Recommendation: Grant is recommended for approval**

4. **Decision language:**

RECOMMENDED DECISION

In line with the delegated authority granted by the Board of Directors, the GPE CEO approves the COVID-19 accelerated funding request for Cabo Verde in the amount of US$ 750,000 plus an additional

US$ 52,500 in agency fees to UNICEF as Grant Agent. The grant has a start date of (date CEO approves), and an end date of December 31, 2021.

The GPE CEO recognized with appreciation the leadership and commitment of the Government of Cabo Verde in preparing a national response plan and grant proposal that will mitigate the impact of COVID-19 on the education sector as well as support the recovery of the education system from the crisis.

The GPE Board approved the COVID-19 funding mechanism on a first come, first served approach for the first US$ 125 million of the US$ 225 million COVID-19 country funding window. Although the remaining US$ 100 million has been subsequently significantly increased to US$ 350 million by the Board, the demand for the COVID-19 funding mechanism still exceeds the available funds and the maximum allocation for Cabo Verde is now US$ 750,000, lower than the initial allocation and requested amount of US$ 1,000,000.

Unless otherwise indicated by the decision language request for Report Back, and keeping within the original budget of each component, the Government and Grant Agent have full authority to prioritize within the approved activities of the original application, after consultation with the local education group.

Recognizing the GPE Board's intent to proceed with the COVID-19 funding on a timeline which acknowledges the COVID-19 emergency, the Government and Grant Agent are asked to move forward with implementation immediately while addressing the following points and reporting back to the Secretariat by July 9, 2020:

Request for Report-Back

1. The Grant Agent is requested to provide a revised program document (including results framework, budget and implementation plan), following consultation with the LEG and agreement by the Government. This revised program document needs to prioritize activities so as to keep within the new grant allocation and must address the requirements noted below. Upon receipt of the revised program document, the Secretariat will verify compliance with each of the requirements below, but there will be no additional grant approval issued, nor further re-assessment of the program.

    i. The Secretariat requests that activities with clear and immediate impact on the continuation and safeguarding of education for vulnerable populations during the COVID-19 crisis be prioritized over activities that provide lesser immediate value for money for this purpose. In particular, the budget allocated to Component 1 activities, which directly benefit disadvantaged children in remote areas, should be maintained to ensure the program's strong equity focus.

    ii. In terms of the Results Framework:
        - Gender disaggregation should be included for the proposed indicators.

- All core indicators should be reported in a Results Framework matrix format and should be reported as both the number and the percentage of the beneficiary population reached.

iii. Risks that can threaten vulnerable populations should be identified in the risks matrix and appropriate mitigation measures proposed.

iv. The Secretariat requests the GA to include implementation costs in the revised budget, in a reasonable amount proportionate to the total allocation. Along with all requirements under the Report-Back section, the reasonableness of this amount will be subject to verification by the Secretariat.

The Secretariat also raises the following points of observation, which are recommendations rather than requirements:

Observations

(a) Given the urgency of the crisis, grant implementation to commence on schedule and the Grant Agent to submit a cash transfer request within two weeks of approval to facilitate the timely release of funds in support of program implementation.

(b) The Secretariat positively notes social services already provided by the Government which support girls' participation in education, the communication campaign to be supported through the country response plan, and the inclusion of key messages regarding vulnerabilities (e.g. gender-based violence, sexual abuse and exploitation, and early pregnancy) facing girls during school closure in this campaign. The Secretariat encourages the Government and its partners to rapidly implement, and where necessary identify additional activities designed to provide specific support to girls amidst Covid-19 and recommends reporting back on the implementation of these activities as part of the monitoring and reporting mechanism put in place for the sector response to Covid-19.

(c) The Secretariat notes the participatory approach used to develop the sector's response plan, and further encourages the authorities to make it available online and beyond the LEG membership.

Reporting

Please note that during the implementation period, the GPE Secretariat will require the Grant Agent to fill out a quarterly survey which will request core data on program implementation. At the end of the implementation period, the Grant Agent is expected to submit a completion report to the GPE Secretariat. Detailed information on the reporting requirement is available in the Guidelines for COVID-19 Accelerated Funding on GPE website.

Reprogramming

The Government and the Grant Agent may reprogram this grant, in consultation with the Local Education Group and where active the Education cluster, for an amount not to exceed 25% of the allocation without prior Secretariat approval but must disclose such cases to the Secretariat. For an amount of 25% or more,

as well as for any extension, advance approval from the Secretariat must be sought. The process for advanced approval will be that of non-minor revisions of ESPIG which can be found here: https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants

CEO Approval:
Alice P. Albright
Chief Executive Officer
Global Partnership for Education



Date: June 22, 2020

CEO Memo - Annex 1
Program Standards for Assessment of
COVID-19 Accelerated Funding Applications (Country Grants)

(Last updated April 2020)

The GPE Secretariat will complete this matrix to assess country applications for COVID-19 Accelerated Funding.

Program Standards: COVID-19 Accelerated Funding				**Comments**
Country:			CABO VERDE	
Grant Agent:			UNICEF	
Date of Submission:			Request submitted to GPE Secretariat: 5/15/2020	
			Secretariat Review completed: 6/17/2020	
Yes	No	N/A	**Eligibility**	
☒	☐	☐	Is the Country eligible for COVID-19 Accelerated Funding?	Yes, up to $1M at the time of submission, revised to $750K following Board decision on May 29, 2020.
☒	☐	☐	Is the grant agent accredited by GPE? *Please confirm via COVID-19 FAQ list.*	Yes, UNICEF is the grant agent.
☒	☐	☐	Has GA selection followed a clear and transparent process, with the process documented in the proposal?[1]	A clear and transparent process is reported in the proposal (including a full timeline with key steps and supporting documents).
☒	☐	☐	Has the proposal been endorsed by the Local Education Group (and the Education Cluster where relevant)?	The proposal was endorsed at a LEG meeting on May 12, 2020. There is no Education Cluster in Cabo Verde.
☒	☐	☐	Is the proposal based on a publicly available government response plan related to COVID-19, including education? *The proposal should explain where and how the response plan has been made publicly available (e.g., Government website, distribution to key stakeholders, etc.).*	The government response plan is available to key stakeholders, including LEG members and MOE local administration offices. It includes a communication strategy. Proposed decision language (observation):

[1] If a grant agent has been selected for the 'regular' Accelerated Funding window announced in December 2019, the government can decide to maintain the same grant agent for the COVID-19 accelerated funding.

				The Secretariat notes the participatory approach used to develop the sector's response plan, and further encourages the authorities to make it available online and beyond the LEG membership.
☒	☐	☐	Will the program become effective within one month of GPE approval, with completion within 12-18 months from the date of program effectiveness?	The program will become effective soon after approval (initially set for June 1, 2020). The documentation provided presents inconsistencies with regards to the total duration of the grant. Following a request from the Secretariat, the GA clarified that the grant will be implemented for a total of 18 months, starting soon after GPE's approval.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Program Design & Coordination**	
☒	☐	☐	Are proposal activities (i) supporting basic education only, (ii) within the boundary of eligible activities under this funding window (see COVID-19 Accelerated Funding Guidelines, which focus on recovery and mitigation), or, if not within the boundary, are from the government response plan and well-justified, and (iii) likely to support program objectives / progress toward expected outputs and intermediate outcomes?	The proposal will support compulsory basic education ("EBO"), which corresponds to grades 1-8 of primary education in Cabo Verde, as well as lower secondary education ("SEC 1"). The project is structured around two main components to: 1) support learning continuity in the initial response phase (distribution of printed materials for children living in areas with no radio/TV coverage nor internet connectivity, distribution of TV sets, radios and tablets for children in need) as well as support students' return to school in the recovery phase (disinfecting and equipping schools to meet minimum hygiene standards); 2) build institutional capacities in the response phase by training and supporting teachers to use distance learning platforms and develop content, as well as by building capacities of staff of the Ministry's radio station (RTE) and supporting the creation of a TV studio and two TV channels at RTE and the production of distance learning programs. The Secretariat considers that these activities will likely support progress towards expected outputs and intermediate outcomes. The project will be implemented under the framework of the sector's response plan, and the project's interventions will be complementary to others under the plan.
☒	☐	☐	Does the program, to a sufficient degree, reach poor, vulnerable, or otherwise disadvantaged children, including	The program, in alignment with the response plan, identifies vulnerable students in different tiers based on their access to internet connectivity, radio/TV coverage.

			girls, affected by the COVID-19 pandemic? *For targeted interventions, the proposal should include the targeting criteria to ensure equity (i.e., that interventions reach vulnerable populations).*	The main vector of disparity in Cabo Verde is the geographical location with inequalities observed between the most populated compared to the more remote islands. The program proposes interventions to support learning continuity for all students by distributing printed materials for the most vulnerable students who do not have radio/TV coverage, and by distributing radios/tv sets and tablets for children with coverage, but no equipment. Following a request from the Secretariat, the grant agent also clarified that there is a social protection system in place, and that a special toll-free number will be set up for adolescents who would like to seek assistance during the pandemic. The program is then also aligned to interventions funded by the government and its partners, including from the EU to support school feeding and health and provide solidarity subsidies to vulnerable households. For the most vulnerable students, who would only be able to access printed materials, the grant agent clarified that a monitoring and support system will be in place so that teachers can support the children's learning continuity. This will be facilitated by setting up a dedicated toll-free number. Teachers will be themselves supported by local education offices to carry out such responsibilities. Proposed decision language: **The Secretariat requests that activities with clear and immediate impact on the continuation and safeguarding of education for vulnerable populations during the COVID-19 crisis be prioritized over activities that provide lesser immediate value for money for this purpose. In particular, the budget allocated to Component 1 activities, which directly benefit disadvantaged children in remote areas, should be maintained to ensure the program's strong equity focus.** The GA has clarified that the Multidisciplinary Support for Inclusive Education (EMAEI) is engaged in the implementation of the program ensuring inclusive support to children with disabilities: relevant material printed will include braille and TV classes including sign language.

☒	☐	☐	Does the program, to a sufficient degree, identify and address specific barriers to learning faced by girls due to COVID-19?	The program document and country response plan identify several anticipated barriers facing girls, including nutrition, well-being issues, child abuse and early pregnancy as a result of school closure. The program responds most robustly to geographic disparities (n.b. gender parity in access is nearly reached, however, there are significant disparities in access based on location of residence). However the country response plan (and Ministry of Education operations more generally) also responds to specific challenges facing girls by financing a communications campaign that will sensitize communities on vulnerabilities facing girls during school closure and providing for social services once schools re-open, including daycare and meals to accompany planned accelerated learning activities. Proposed decision language (Observation): **The Secretariat positively notes social services already provided by the Government which support girls' participation in education, the communication campaign to be supported through the country response plan, and the inclusion of key messages regarding vulnerabilities (e.g. gender-based violence, sexual abuse and exploitation, and early pregnancy) facing girls during school closure in this campaign. The Secretariat encourages the Government and its partners to rapidly implement, and where necessary identify additional activities designed to provide specific support to girls amidst Covid-19 and recommends reporting back on the implementation of these activities as part of the monitoring and reporting mechanism put in place for the sector response to Covid-19.**
☒	☐	☐	Does the proposal identify a relevant COVID-19 response coordination mechanism(s) and confirm that the program will be represented in this mechanism?	The steering committee (COPIS) under the leadership of the Director of Planning (MOE) will coordinate implementation of the plan and the project.
☒	☐	☐	Does the proposal (i) provide information on the sources of financing for COVID response and early recovery activities planned and (ii) information demonstrating that GPE funds will be complementary to government or other donor funding, including from Education Cannot Wait, where relevant?	The proposal includes a list of interventions supported by different development partners in alignment with the response plan (EU, World Bank, UN, Brazilian Embassy and UNESCO). It also provides in another table several funding sources (UN, World Bank, and GPE) for specific interventions of the plan, and demonstrates complementarity. No ECW funding is available for the country.

The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Budget**	
☒	☐	☐	Is the proposed budget (excluding agency fee) within the GPE Board approved allocation for the country? *	Proposed budget is consistent with the original GPE Board approved allocation for Cape Verde (US$1 million), but note above the revised allocation of US$ 0.75 million.
☒	☐	☐	Does the submitted budget clearly outline component, activity and grant agent implementation support costs? *Estimated unit costs and quantities should be clearly indicated. (Budget can be provided in a separate document from program document, preferably in a spreadsheet format) *	Although the proposal provides component and activity costs, including unit costs, grant agent support costs are not included in the budget. In response to the Secretariat feedback, the country clarified that supervision costs will be added when the budget will be revised (due to the allocation decrease). Proposed decision language: **The Secretariat requests the GA to include implementation costs in the revised budget, in a reasonable amount proportionate to the total allocation. Along with all requirements under the Report-Back section, this reasonable amount will be subject to verification by the Secretariat.**
☒	☐	☐	Is there a clear indication of the program's sources of funding, including which parts of the program are supported by each source? *	The activities funded by GPE are budgeted separately as stand-alone. The proposal also provides adequate indication of other COVID-19 relief activities funded by other donors which are distinct from those funded by GPE.
☒	☐	☐	Is the budget, and its assumptions, coherent with other parts of the program design? *This includes coherence between budgeted quantities and results framework output indicators where possible. *	Although the activities costed in the budget table align with the components / pillars described in the proposal, the grant agent should update program document to reflect allocation changes and revise the budget accordingly.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**M & E and Results Framework**	
☒	☐	☐	Is the proposed M & E framework costed and likely to support effective monitoring of program implementation and results reporting? [2] Are roles and responsibilities clearly mapped? **	M&E activities are costed. M&E arrangements appear to be adequate.

[2] Government-led school census and EMIS activities may be disrupted because of the pandemic; the proposal should ensure available capacity and financing for data collection with this risk in mind.

☐	☒	☐	Does the program include a complete results framework, including the key output and outcome indicators, baselines and targets and data sources? *Indicators should be disaggregated by gender where relevant. ***	Key indicators are included together with the proposed activities, without a matrix format of a Results Framework. Baselines, targets, data sources and responsible units are included. Gender disaggregation should also be included. Suggested decision language: **Gender disaggregation should be included for the proposed indicators.** **All core indicators should be reported in a Results Framework matrix format and should be reported as both the number and the percentage of the beneficiary population reached.** Following implementation of this decision language, this program standard will be met.
☒	☐	☐	Does the proposal confirm agreement to collect and report on required core indicators (where relevant) and follow GPE M&E Guidance for COVID-19 AF Grants, including on standardized program reporting? ****	All core indicators are included. There is a need to ensure that all core indicators report both the number and the percentage of the beneficiary population reached. Suggested decision language: ***See box immediately above.***
☒	☐	☐	Does the proposal include an activity line and budget for development and implementation of an approach to learning from evidence? *(see GPE M&E Guidance for COVID-19 Accelerated Funding Grants) ***	A costed learning from evidence approach is present.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Implementation Arrangements & Readiness**	
☒	☐	☐	Does the proposal include a sufficiently detailed implementation plan with a timeline, activities, and roles and responsibilities clearly described?	The proposal identifies a timeline and responsibilities for the implementation of each main activities.

☒	☐	☐	Are implementation arrangements sufficiently well-described to identify program management structures, responsible actors and processes?	The project will follow similar implementation arrangements as with the two other GPE grants (RISE and QIRD) with UNICEF as GA.
☒	☐	☐	Are implementation arrangements are sufficiently described to determine flow of funds? *	Fund channels and mechanisms for approving advances and verifying expenditure prior to release of further tranches are adequately described.
☒	☐	☐	Are proposed financial management, auditing, and procurement arrangements clearly described and appropriate for the country context? *	Financial management will be the joint responsibility of UNICEF and UNDP. Audit activities and proposed schedule of financial reporting are adequately described. Procurement will be based on requisitions from the Ministry of Education. Where local vendors cannot be used, UNICEF's international supply chain will be engaged.
☒	☐	☐	Are proposed sub-contracting arrangements clearly described and appropriate?	No specific sub-contracting arrangements are described. Funding will be channeled to the government while direct payments will be possible.
☒	☐	☐	Are implementation support and oversight arrangements by the grant agent well described?	Support and oversight arrangements by the grant agent are well described and similar to those of the two other GPE grants managed by UNICEF.
☒	☐	☐	Does the proposal ensure implementation arrangements will be in place to ensure rapid start-up? Specifically, will fiduciary and administrative arrangements allow for disbursement by the proposed start date? Will major interventions will be ready to be launched by the proposed start date? *	Existing resources and infrastructure for ongoing projects will be used.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Risk Assessment and Mitigation**	
☐	☒	☐	Are risks / insecurity that could threaten any vulnerable population (e.g. girls, displaced children) identified, with mitigation actions proposed?[3]	Risks that can threaten vulnerable populations are not identified in relation to the project specifically, but the overall response plan includes a communication campaign on risks associated with the confinement such as violence against children and early pregnancies. As indicated above, the GA has later clarified that support to children with disabilities will be included (braille materials and sign language in learning materials), and that a social protection system is in place and will be strengthened with funding from other partners.

[3] For example, does the proposal refer to international health and safety standards regarding school closure, or guidance on re-opening schools?

				Proposed decision language: **Risks that can threaten vulnerable populations should be identified in the risks matrix and appropriate mitigation measures proposed.** Once this decision language is implemented, then this program standard will be met.
☒	☐	☐	Are risks related to fiduciary arrangements, including financial management, procurement, governance, and safeguards issues (harm to people or the environment) and adequate mitigation actions are identified? *	No significant risks are identified in the assessment. Fiduciary risks will be mitigated through two planned spot checks and financial reporting reviews. There are no civil works, so environmental risks are reasonably not identified as significant. Child safeguarding risks are considered in component / pillar 4 and counter-measures programmed within activities.
☐	☐	☒	For grants exceeding US $5 million and the Grant Agent is an INGO: are there any significant risks regarding the capacity of the country office to perform the GA role that do not appear to be mitigated (e.g. through increased support from regional or HQ level, etc.)?	N/A. The grant is under US$ 5M and the GA is not an INGO.
☐	☒	☐	Does the proposal trigger any GPE policies (e.g., GPE Private Sector Policy) which would require extraordinary consultation with GPE governance structures?	The initial program documented that private schools would benefit from some activities (e.g., Activity 1.3). Following a request from the Secretariat, the GA confirmed that the project will provide direct support only public schools.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Please provide additional comments/details, if necessary.				

Feedback in the above templated was completed, reviewed and approved for CEO decision by the following persons, on the date indicated:

Completed by (COVID-19 Education Specialist): Adrien Boucher **Date** 6/5/2020

Completed by (Risk and Finance related questions as per *): Simon Hall **Date** 5/27/2020

Completed by (M & E related questions as per **): Sissy Helguero **Date:** 5/2/2020

Reviewed by (CL): Inès Boumaïza **Date:** 6/5/2020

Reviewed by (QA): David Balwanz **Date:** 6/5/2020

Reviewed by (Team Lead): Matthew Smith **Date:** 6/17/2020

Approved by (jointly by QA and Team Lead if <$1m): David Balwanz, Matthew Smith **Date:** 6/5/2020, 6/17/2020

Approved by (Manager 1 if >$1m and up to $10m): n/a

Approved by (Manager 2 if >$10m): n/a