SENEGAL - COVID-19 AF: Approval Memo to CEO

The application was virtually reviewed (no meeting) by: Margarita Focas Licht, Matthew Smith, Ed Lamot, Helena Murseli, Sissy Helguero, Simon Hall, Anne Joncheray and Adrien Boucher.

1. **Grant Summary:** Senegal is applying for a US$10 million grant (revised to US$ 7 million), with AFD as grant agent, to implement the education sector response plan to Covid-19. The grant would contribute to mitigating effects of Covid-19 on the current school year 2019/20 by supporting learning continuity, including for the most vulnerable children (teacher training on distance learning practices, production and dissemination of learning materials in print, radio/TV, offline/online). It would support reopening of schools and the implementation of the school year 2020/21, by ensuring safety of students and personnel and enabling participation and performance of vulnerable students (provision of handwashing kits, masks, thermometers, disinfection of facilities, repair and maintenance of water points/latrines, communication campaign, learning assessment and remedial actions, psychosocial support, school canteens). It would also reinforce a learning approach and resilience of the education system through the use of evidence (action-research activities feeding into the monitoring of the project and response plan).

2. **Key information:**

Country: Senegal		
a.	Accelerated Funding Covid-19 Allocation	US$ 10M
b.	Allocation Requested (100%)	US$ 10M
c.	**Allocation Recommended**	US$ 7M[1]
d.	Grant Agent	Agence Française de Développement
e.	Agency Fee % (US$ amount)	5% (US$ 350,000)
f.	Grant duration	18 months
g.	Expected Start Date	07/01/2020
h.	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 Senegal in the amount of US$ 7,000,000 plus an additional US$ 350,000 in agency fees to AFD as Grant Agent. The grant has a start date of June 16, 2020, and an end date of December 31, 2021.

[1] Includes US$400,000 for the cost of the grant agent to perform its roles and responsibilities.

The GPE CEO recognized with appreciation the leadership and commitment of the Government of Senegal 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 Senegal is now US$ 7,000,000, lower than the initial allocation and requested amount of US$ 10,000,000.

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 7, 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.

    ii. Include Indicator 4 of table 1 and indicator 6 of table 2 from the M&E guidance as part of the results framework. These core indicators can be deleted from the results framework if corresponding activities are not retained due to the downward adjustment of the country allocation. Further, all core indicators currently proposed should be reported as both the number and the percentage of the beneficiary population reached.

    iii. Vehicle procurement should be removed under the reduced allocation given the 18 month duration of the project, and the funds reprogrammed to other activities.

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

Observations

(a) Given the urgency of the crisis, GPE expects grant implementation to commence on schedule and encourages 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) An appropriate reduction is suggested in implementation support costs given the lower overall budget.

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

(d) The Secretariat further recommends ensuring robust coordination, complementarity and joint monitoring to support implementation of the Government response plan.

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

Please note that although this proposal is treated as an additional financing to the PADES program, activities approved here by the GPE CEO are for COVID-19 related response and recovery. Therefore, none of the GPE Funds under the relevant component may be reprogrammed into other components in PADES without prior agreement from the GPE Secretariat. Also, if in an unlikely situation the parent program encounters delays, measures should be in place to ensure that the GPE supported COVID-19 Response Program continues to be implemented to the extent practicable.

Within the limitations mentioned in the previous paragraph, 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: Date: June 16, 2020

Alice P. Albright
Chief Executive Officer
Global Partnership for Education



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:			SENEGAL	
Grant Agent:			AFD	
Date of Submission:			Request submitted to GPE Secretariat: 5/10/2020	
			Secretariat Review completed: 6/9/2020	
Yes	No	N/A	**Eligibility**	
☒	☐	☐	Is the Country eligible for COVID-19 Accelerated Funding?	Yes, originally up to US$ 10M – Revised to US$ 7M following Board decision on May 29, 2020.
☒	☐	☐	Is the grant agent accredited by GPE? *Please confirm via COVID-19 FAQ list.*	Yes, Agence Française de Développement (AFD) is the grant agent (GA).
☒	☐	☐	Has GA selection followed a clear and transparent process, with the process documented in the proposal?[2]	A clear process was followed. Development partners agreed to propose that AFD be designated as grant agent, at a meeting on April 20, 2020. AFD is also GA for the on-going ESPIG.
☒	☐	☐	Has the proposal been endorsed by the Local Education Group (and the Education Cluster where relevant)?	The proposal was endorsed on May 8, 2020, before submission. A comprehensive timeline is included in the proposal to account for the participatory approach that was employed, involving authorities and LEG members. There is no Education Cluster in Senegal.
☒	☐	☐	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*	The response plan was developed with the support of development partners and LEG members. It is therefore available to all key stakeholders.

[2] 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.

			plan has been made publicly available (e.g., Government website, distribution to key stakeholders, etc.).	Proposed decision language (observation) **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 project is expected to become effective on July 1, 2020 and will be implemented over 18 months.
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 project will directly support basic education, including from pre-primary to lower-secondary levels. The project is aligned with the government response plan and is based on three main components with the following objectives: 1) Contribute to mitigate effects of Covid-19 on the current school year 2019/20 by supporting learning continuity, including for the most vulnerable children (teacher training on distance learning practices, production and dissemination of learning materials in print, radio/TV, offline/online); 2) Supporting reopening of schools and the implementation of the school year 2020/21, by ensuring safety of students and personnel and enabling participation and performance of vulnerable students (provision of handwashing kits, masks, thermometers, disinfection of facilities, repair and maintenance of water points/latrines, communication campaign, learning assessment and remedial actions, psychosocial support, school canteens); 3) Reinforce a learning approach and resilience of the education system through the use of evidence (action-research activities feeding into the monitoring of the project and response plan). The Secretariat considers that these activities will likely support progress towards expected outputs and intermediate outcomes. The project will be implemented in the context of a highly decentralized system, based on a network of 16 inspectorates at the regional level, and 59 inspectorates

				at the more local (departmental) level. Activities such as the printing/duplication and distribution of materials, to facilitate "no-tech" distance learning in rural areas, will be delegated to these local administration levels and to schools. Similarly, the project will aim to strengthen the capacity of staff to coordinate the response at decentralized levels, including with the provision of laptops, in order to not only improve remote working conditions but also monitor learning continuity for students who have not returned to school (only exam-year grades will return to school in an initial phase). Strengthening local administration capacities will also facilitate rapid collection of data that can be fed to the central level for decision-making purposes. This support is also proposed as a longer-term investment beyond the crisis, and to ensure preparedness for future crises. The Secretariat asked for clarification on the justification for the provision of laptops specifically, which was found to be sound; furthermore, the Secretariat noted relatively high unit costs and requested clarification on these, and the grant agent confirmed that these were in line with standard costs in Senegal. The project will also include specific support students in exam-years at grade 5 and 9, through an assessment of their learning when they return to school in the school year 2020-2021, the development of a learning plan based on the assessment and the implementation of the plan during the school year. This activity will ensure that remedial/catch-up programs can be put in place to support students' learning in the medium term. This activity may be expanded to other grade levels through other funding sources. The project will contribute to a psycho-social support program already started, by supporting the implementation of a protocol to address psychological effects on students and teachers, with the positioning of psychologist advisors in all 16 regions. These advisors will support detection of effects on students and teachers, prevention of stress and they will provide guidance for the treatment of severe cases.
☒	☐	☐	Does the program, to a sufficient degree, reach poor, vulnerable, or otherwise disadvantaged children, including girls, affected by the COVID-19 pandemic? *For targeted interventions, the proposal should include the*	The project will support learning continuity and children's return to school through several activities, including by providing learning materials in print in areas where access to radio, television and internet is limited, and by supporting school

			targeting criteria to ensure equity (i.e., that interventions reach vulnerable populations).	canteens in the most vulnerable schools with a collaboration with WFP and in accordance with the WFP's strategic plan 2019-2023 developed with authorities. The grant agent clarified that the program will ensure support to children with disabilities through a cross-cutting approach, included in component 4.4. The identified needs relate to (i) teaching and distance learning methods to be accessible; (ii) ensure communication with parents for educational continuity at home and at the school once they reopen; (iii) health messages during the recovery phase as a space for discussion and identification of any post-COVID-19 trauma. Though specific activities are not included in the program, the grant agent mentions that these needs will be addressed in components 1 and 2 of the project. Further, psychosocial support and the provision of health and food kits will prioritize the most vulnerable, including children with disabilities.
☒	☐	☐	Does the program, to a sufficient degree, identify and address specific barriers to learning faced by girls due to COVID-19?	The program identifies that gender inequalities in learning may deepen due to COVID-19, for example, an increased burden of domestic work for girls, teenage pregnancies, sexual exploitation and abuse, early marriage and gender-based violence. Under component 1, the program proposes communication and sensitization campaigns to mitigate girls from abuse of all kinds, exploitation and marriage, aimed at parents of students and communities. In addition, flexible distance learning schedules are proposed for radio and television programs so that girls in charge of household chores can also access these distance learning programs.
☒	☐	☐	Does the proposal identify a relevant COVID-19 response coordination mechanism(s) and confirm that the program will be represented in this mechanism?	The project is aligned to the response plan initially developed by the Ministry of National Education that covers pre-primary education through to secondary education. Other subsectors are covered by two other ministries, which have since developed their own action plans for the response to the Covid-19 crisis. The project will be an additional component to an existing program, PADES, co-funded by AFD and an ESPIG. A similar coordination approach will be followed, which is participatory and includes reporting to the LEG.
☒	☐	☐	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	The MOE's response plan is budgeted at approximately US$ 23M in total, and neither the plan nor the project document provides specific data on funding sources for the implementation of the plan. However, a transparent and

			donor funding, including from Education Cannot Wait, where relevant?	participatory approach was employed to develop both the plan and the project. ECW grant is not available for Senegal. Proposed decision language: **The Secretariat acknowledges the transparent and participatory approach used to develop the MOE's response plan and the proposed project. It further recommends ensuring robust coordination, complementarity and joint monitoring to support implementation of the government response plan.**
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 Senegal (US$ 10 million), but above the revised allocation of US$ 7 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)* *	The program budget is structured per output and activity; assumptions on unit costs and quantities clearly indicated and deemed reasonable. The budget is presented in an Excel spreadsheet. In response to the Secretariat feedback, the country confirmed that line 14 and 18 of the budget document are the same activity for US$ 495k and that the GA confirmed they will correct the budget when they revise the proposal to reflect the reduced allocation. GA supervision fees of US$ 400k appear reasonable at 4% of the initial grant total of US$ 10M. However, with the revised allocation to US$ 7M, the implementation support costs could fall. In response to the Secretariat feedback, the country provided the breakdown of costs included under component 4 "Suivi continu de l'execution par le MEN for US$ 264k. However, the breakdown provided (110 200 000 Franc CFA or US$ 188.7k) doesn't match the amount in the budget (US$ 264k). Proposed decision language (observation): **An appropriate reduction is suggested in implementation support costs given the lower overall budget.**
☒	☐	☐	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 and budget for the GPE grant are presented as stand-alone.

☒	☐	☐	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 budget components are consistent with the proposed objectives of the program and the results framework, the GA should update program document to reflect allocation changes and revise 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? [3] Are roles and responsibilities clearly mapped? **	M&E activities are costed. M&E arrangements appear to be adequate, and roles and responsibilities are included in the program.
☒	☐	☐	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. **	A results framework with output and outcome indicators is included in Annex 1. The results framework includes key indicators, baselines, targets, frequency of reporting, and data sources.
☐	☒	☐	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? **	Not all required core indicators are included in the Results Framework proposed. Indicator 4 of table 1 and indicator 6 of table 2 from the M&E guidance are required because activities on teacher training on distance learning methods (component A.1.1) and learning assessments of remedial classes (component A.2.5), are proposed, respectively. Further, all indicators currently proposed should be reported as both the number and the percentage of the beneficiary population reached. Recommend decision language: **Include Indicator 4 of table 1 and indicator 6 of table 2 from the M&E guidance as part of the results framework. Further, all core indicators currently proposed should be reported as both the number and the percentage of the beneficiary population reached.**

[3] 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.

				Following this decision language, the program standard will be met to Secretariat satisfaction.
☒	☐	☐	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 learning from evidence approach is included and budgeted under a separate category and other outputs.
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 implementation plan is sufficiently well detailed. Activities and roles are clearly identified, including in the budget sheet.
☒	☐	☐	Are implementation arrangements sufficiently well-described to identify program management structures, responsible actors and processes?	Implementation arrangements are sufficiently well described. The project benefits from being an additional component of the on-going program co-funded by AFD and an ESPIG.
☒	☐	☐	Are implementation arrangements are sufficiently described to determine flow of funds? *	GPE funds will be transferred to a dedicated account. Disbursement modalities are adequately described.
☒	☐	☐	Are proposed financial management, auditing, and procurement arrangements clearly described and appropriate for the country context? *	FM will be the responsibility of existing MEN and AFD infrastructure and staffing for the ongoing *Programme d'Appui au Développement de l'Education au Sénégal* (PADES) program. Audit and procurement arrangements appear appropriate.
☒	☐	☐	Are proposed sub-contracting arrangements clearly described and appropriate?	UNICEF and WFP will be sub-contracted by AFD, and they will sign agreements with the MOE.
☒	☐	☐	Are implementation support and oversight arrangements by the grant agent well described?	Responsibilities of AFD are similar to those as per the on-going PADES program co-funded by an ESPIG.
☒	☐	☐	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 infrastructure for the ongoing PADES program will be employed.

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?[4]	The proposal integrates a risk identification and mitigation framework that is sound. Risks affecting vulnerable populations, including poor, rural children and girls have been identified and measures are proposed in several interventions to address them. The country also clarified later what risks children with disabilities can face and what support will be provided through this grant (see above section under Design).
☒	☐	☐	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? *	A risk assessment and mitigation table is presented, which assesses risks associated with governance / institutional capacities. Although not included in the assessment, financial management risks are implied by the control measures outlined to manage flows of funds and procurement. Mitigation of safeguarding risks is programmed within components 1 and 2.
☐	☐	☒	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
☒	☐	☐	Does the proposal trigger any GPE policies (e.g., GPE Private Sector Policy) which would require extraordinary consultation with GPE governance structures?	Following a request from the Secretariat, it was clarified that the project would only provide direct support to public schools.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Please provide additional comments/details, if necessary.				

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

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:** 5/25/2020 and 6/5/2020
Completed by (Risk and Finance related questions as per *): Simon Hall and Anne Joncheray	**Date:** 5/15/2020
Completed by (M & E related questions as per **): Sissy Helguero	**Date:** 5/21/2020
Reviewed by (CL): Ed. Lamot	**Date:** 6/8/2020
Reviewed by (QA): David Balwanz	**Date:** 6/6/2020
Reviewed by (Team Lead): Matthew Smith	**Date:** 6/9/2020
Approved by (Manager 1 if >$1m and up to $10m): Margarita Focas Licht	**Date:** 6/10/2020