YEMEN - COVID-19 AF: Approval Memo to CEO

Review meeting participants: Margarita Focas Licht, Muhammad Tariq Khan, David Balwanz, Rudraksh Mitra, Yuri Borovsky, Ana Tobar Lozano, Anna-Maria Tammi, Arijeta Blakqori-Mjekiqi, Paola Rodriguez Valencia, Carolina Valenzuela, and Padraig Power (offline).

Review meeting date: September 22, 2020

Date of final proposal submission: September 9, 2020, revised application on September 21, 2020

1. **Grant Summary:** The GPE funded US$ 11 million "COVID-19 Response, Recovery, and Resilience for Learning Continuity" program in Yemen will support the Government of Yemen to implement the COVID-19 Ministry of Education's National Response Plan, developed through the GPE Education Sector Plan Development Grant (ESPDG) and completed in June 2020. This program builds on earlier interventions supported by ECW under its First Emergency Response (FER) window. The program will support home-based learning through financing the development and broadcasting of radio and TV lessons as well as raising parental awareness of alternative learning options. It will also support the safe re-opening of schools by financing sanitization and hygiene supplies to 7,000 schools in 19 governorates. It will also provide support for teacher training with a focus on bridging learning gaps related to content and supporting capacity building of the MoE through a South-South exchange with Tunisian education administrators. Complementary responses to tackle malnutrition are being supported by King Salman Relief Fund and the World Bank, as well as through the on-going GPE Education Sector Program Implementation Grant (ESPIG). The COVID-19 AF program will have a nation-wide focus with Islamic Development Bank (IsDB) as the Grant Agent (GA). Implementing partners include: Social Fund for Development (SFD) and Arab League's Educational, Cultural and Scientific Organization (ALECSO). Capacity building of Yemen's MoE will be facilitated by the Agence Tunisienne de Coopération Technique / Centre National de Formation des Formateurs en Éducation. The program was developed through extensive consultation with development partners (DPs) as well as with Education Cluster leads.

2. **Key information:**

Country: Yemen		
a.	Accelerated Funding Covid-19 Allocation	US$ 11,000,000
b.	Allocation Requested (100%)	US$ 11,000,000
c.	**Allocation Recommended**	US$ 11,000,000[1]
d.	Grant Agent	Islamic Development Bank (IsDB)
e.	Agency Fee % + US$ amount	1.75% (US$ 192,500)
f.	Grant duration	18 months
g.	Expected Start Date	12/1/2020
h.	Expected End Date	5/31/2022

[1] Including US $0 for the Grant Agent's implementation support costs.

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:**

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 Yemen in the amount of US$ 11,000,000 plus an additional US$ 192,500 in agency fees to Islamic Development Bank as Grant Agent. The grant has a start date of 1 December 2020 and an end date of 31 May 2022.

The GPE CEO recognized with appreciation the leadership and commitment of the Government of Yemen and development partners in preparing a national response plan and grant proposal that will mitigate the impact of COVID-19 on the education sector.

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 October 31:

Request for Report-Back

1. With reference to the risks to girls identified in the program document, the Grant Agent is requested to elaborate in the implementation plan on how distance learning (1.1), WASH facilities (2.1), and teacher training on psychosocial support (2.2) will address the specific barriers faced by girls due to COVID-19. The Grant Agent is requested to share the detailed implementation plan by October 31.

2. The Secretariat appreciates that the planned teacher training includes specific content to support children with disabilities. In order to ensure that children with disabilities can benefit from distance learning, the GA is requested to ensure that some of the distance learning materials supported within this grant be adapted to allow children with visual or hearing impairments to continue learning. The GA is requested to provide further details in the implementation plan. On the program priority to ensure schooling access to vulnerable children, including girls, IDPs, and refugees, the Secretariat looks forward to the elaboration that will be provided in the detailed implementation plan.

3. As part of its quarterly progress reporting, the Grant Agent is requested to include updates on the development of multi-media lessons for TV and radio, in particular how the language/dialect used in newly developed programming is being quality assured.

4. The Secretariat notes the budgeted lumpsum of US$ 770,000 (7% of the grant amount) for contingency costs under the program management Component 3, which the application notes is to cover the costs associated with "high inflation and depreciation of the local currency". Given the context of Yemen, the Secretariat acknowledges the unusually high contingency costs both in dollar terms and as a share of the grant. The Secretariat requests the GA to report back after

6 months on specific line items where the contingency cost will have been utilized, and if not needed by then to provide an update on how the funds are reprogramed towards increasing support to beneficiaries.

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

Observations

a) Recognizing the urgency of the crisis in Yemen, the Secretariat appreciates the attention given to supporting the safe reopening of schools (sub-component 2.1) starting from the first month of program effectiveness and encourages the Grant Agent to submit a cash transfer request as soon as is possible to facilitate the timely release of funds in support of swift program start-up.

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: September 29, 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:			YEMEN	
Grant Agent:			Islamic Development Bank	
Date of Submission:			Request submitted to GPE Secretariat: 9/15/2020 and 9/21/2020	
			Secretariat Review completed: 9/22/2020	
Yes	No	N/A	**Eligibility**	
☒	☐	☐	Is the Country eligible for COVID-19 Accelerated Funding?	Yes.
☒	☐	☐	Is the grant agent accredited by GPE? *Please confirm via COVID-19 FAQ list.*	Yes.
☒	☐	☐	Has GA selection followed a clear and transparent process, with the process documented in the proposal?[2]	Yes, the GA was selected as per the GPE guidelines for GA selection. The Ministry issued a call for the Expression of Interest (EOI) from the development partners. Two partners (IsDB and UNICEF) responded to the call. A joint committee comprised of MOE and DP representatives reviewed the responses and recommended IsDB as the GA. The recommendation was reviewed and approved by the Minister of Education and later endorsed by the Local Education Group.
☒	☐	☐	Has the proposal been endorsed by the Local Education Group (and the Education Cluster where relevant)?	Yes. The proposal was discussed at the DPG meeting on September 1, 2020, after which it was circulated on September 5 to the DPG members for their final review. Only one feedback was received, and it was reflected in the final proposal. With this, the CA confirmed the endorsement of the application from the DPG/LEG. Education Cluster leads participate in the DPG meeting and therefore have

[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.

				provided inputs into the process. The Secretariat has noted and followed-up with the GA on the consultation process with the de-facto government in Sana'a. The GA has informed that the Social Fund for Development (SFD) which is the main implementing partner will conduct consultation with the Technical Office representatives in Sana'a. SFD was selected as an implementing partner given its prior experience in working on social sector issues both in the South and North. It also has prior experience of implementing projects from other DPs including: the World Bank and GIZ.
☒	☐	☐	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.).*	Yes. The proposal is based on Yemen's COVID-19 MOE National Response Plan, which was prepared by UNICEF with collaboration from DPG members and funded by GPE. It is publicly available on the MOE's website: http://moe-ye.net/8717.
☐	☒	☐	Will the program become effective within one month of GPE approval, with completion within 12-18 months from the date of program effectiveness?	No, the program has an effective start date of December 1, 2020. The program has an implementation period of 18 months. *The December start date is considered reasonable given the context of on-going conflict in Yemen.* Furthermore, the GPE funding will build upon the initial investment made by ECW to support education response due to the COVID-19 pandemic.
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?	(i) Yes. The program supports grades 1-9, and schools already supported by the existing ESPIG. (ii) Yes. Activities are aligned with the COVID-19 response plan and are eligible under the funding window. The program would support home-based learning through financing the development and broadcasting of radio and TV lessons and raising parental awareness of alternative learning options. It would also support the reopening of schools by financing sanitization and hygiene supplies (to which 58% of the project budget is allocated); training teachers with a focus on bridging learning gaps related to content; and supporting capacity building of the MOE through a South-South exchange with Tunisian education administrators.

				(iii) Yes. The project objective is to "support the MOE in ensuring continued and inclusive learning during the COVID-19 outbreak, reopening of schools with preventive measures, and build resilience to face any future crisis". The two project components support this objective. Given that nearly a quarter of the population is malnourished, with recent reports pointing to a risk of famine amid a gap in external financing, the Secretariat inquired about how nutrition needs of children are being met by the government and other partners if GPE funds are not being used to respond to food insecurity. The government confirmed that donors have recently provided financial support for tackling malnutrition issues. These include: King Salman Relief Fund which has provided US$138 million, targeting 8.9 million beneficiaries; the World Bank has allocated 25-30% of a US$70 million of the upcoming IDA grant for nutrition; there is a nutrition component within the current ESPIG; and the upcoming ESPIG will also have a nutrition component for supporting students. The Secretariat also inquired about the issue of teaches' salaries. The GA has responded to this in the risk matrix, noting that while this program does not address teacher salaries, MOE is working with other donors and the ongoing GPE ESPIG to ensure timely payments to teachers.
☒	☐	☐	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 targeting criteria to ensure equity (i.e., that interventions reach vulnerable populations).*	The program would provide coverage both at the national level and in specific governorates. MOE and partners have decided to continue the specific interventions in schools and governorates already receiving support through GPE ESPIG. These were earlier identified and are in vulnerable and conflict-affected areas. The proposal mentions that for sanitation and hygiene supplies (sub-component 2.1), prioritization of girls, vulnerable children, IDPs, and refugees will be ensured. Targeted support includes provision of health kits to students in crowded schools, provision of clean water to schools, and support to 27 schools in Sana'a, Aden, and Lahej which are accommodating a significant number of refugee students. Following a query from the GPE Secretariat, the Grant Agent confirmed that the detailed implementation plan will elaborate on how the program will ensure access to schools benefitting from the program to as many vulnerable groups as is possible. To that end, teacher training under sub-component 2.2 will also have training modules on protecting vulnerable children and girls. The proposal confirms

				that broadcasting of radio lessons will significantly enhance access to continuous learning for the poor, IDPs, refugees, and marginalized communities. The program identifies exclusionary attitudes and a lack of resources as barriers faced by children with disabilities. The program proposes to use targeted SMS-messaging to improve participation of children with disabilities and includes instruction methods for children with disabilities in teacher training programs. Recommended decision language: **The Secretariat appreciates that the planned teacher training includes specific content to support children with disabilities. In order to ensure that children with disabilities can benefit from distance learning, the GA is requested to ensure that some of the distance learning materials supported within this grant be adapted to allow children with visual or hearing impairments to continue learning. The GA is requested to provide further details in the implementation plan.** **On the program priority to ensure schooling access to vulnerable children, including girls, IDPs, and refugees, the Secretariat looks forward to the elaboration that will be provided in the detailed implementation plan.**
☒	☐	☐	Does the program, to a sufficient degree, identify and address specific barriers to learning faced by girls due to COVID-19?	The proposal has identified several barriers impacting girls' education. These include: prioritization of boys' education by families, safety concerns, lack of female teachers, and higher risks of child marriage and domestic violence due to school closure during COVID-19 pandemic. The program proposes to target girls through demand-side nudge interventions in the form of SMS messaging campaigns. The revised program document clarifies that messages will be tailored towards the challenges and issues faced by girls during COVID-19 and beyond e.g. designs/diagrams and names will be females; specific manuals/messages for parents and caregivers; messages/voices of female role models encouraging girls and demonstrating resilient practices/behaviors. The program also notes that WASH facilities will be targeted to girls' needs. Recommended decision language:

				With reference to the risks to girls identified in the program document, the Grant Agent is requested to elaborate in the implementation plan on how distance learning (1.1), WASH facilities (2.1), and teacher training on psychosocial support (2.2) will address the specific barriers faced by girls due to COVID-19. The Grant Agent is requested to share the detailed implementation plan by October 31.
☒	☐	☐	Does the proposal identify a relevant COVID-19 response coordination mechanism(s) and confirm that the program will be represented in this mechanism?	Yes. The response plan mentions that pre-existing coordination platforms will be used for COVID-19 coordination, such as the Education Cluster, the Local Education Group (LEG) and the Development Partners Group (DPG). A Project Steering Committee, chaired by MOE, will be established to facilitate implementation and monitor risks specific to the GPE program. The committee will include representatives from the Education Cluster and DPG to ensure complementarity with other partner activities, including the CA (UNESCO) and an IsDB Representative for Yemen.
☒	☐	☐	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?	(i) The response plan notes funding from ECW and the potential of additional funding from bilateral agencies that could contribute to the COVID-19 Education Plan. The COVID-19 response plan has a budget of US$33.35 million. (ii) Yes. The interventions will be complementary to those supported by ECW. The ECW program funded interventions in the first phase of COVID-19 response (April-September) and will have closed by the time this program begins.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Budget**	
☒	☐	☐	Is the proposed budget (excluding agency fee) within the GPE Board approved allocation for the country? *	The proposed budget amount matches the revised allocation of US$ 11 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 budget outlines components, sub-components and activities, providing estimated quantities and unit costs. The unit costs are considered reasonable. IsDB will not charge supervision costs as the Grant Agent. The budget indicates direct project management at costs MoE in the amount of US$ 618,274. Recommended decision language: **The Secretariat notes the budgeted lumpsum of US$ 770,000 (7% of the grant amount) for contingency costs under the program management Component 3,**

				which the application notes is to cover the costs associated with "high inflation and depreciation of the local currency". Given the context of Yemen, the Secretariat acknowledges the unusually high contingency costs both in dollar terms and as a share of the grant. The Secretariat requests the GA to report back after 6 months on specific line items where the contingency cost will have been utilized, and if not needed by then to provide an update on how the funds are reprogramed towards increasing support to beneficiaries.
☒	☐	☐	Is there a clear indication of the program's sources of funding, including which parts of the program are supported by each source? *	The proposal indicates that the program will complement the COVID-19 Ministry of Education National Response Plan. The Plan estimates a budget of US$ 33.35 million to be required for implementing short and medium-term response under the plan. GPE's COVID-19 AF grant will cover a priority list of interventions from the Response Plan. The Response Plan briefly indicates available funding resources, including ECW and GPE, and potential availability of funds from bilateral agencies. It also notes that a comprehensive mapping of firm pledges is yet to be completed.
☒	☐	☐	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.* *	Budget assumptions align with the program design, including project components description and the Results Framework.
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, and roles and responsibilities are clearly identified.
☒	☐	☐	Does the program include a complete results framework, including the key output and outcome indicators, baselines and targets and data sources?	A complete results framework with relevant gender disaggregation is included.

[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.

			*Indicators should be disaggregated by gender where relevant. ** *	
☒	☐	☐	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 required core indicators are included; agreement to GPE's reporting requirements is confirmed.
☒	☐	☐	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) **	The program proposes to develop a learning from evidence approach prior to the start of the program. These activities are costed.
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?	Yes. A high-level implementation plan is provided, showing a timeline for key components, with a detailed implementation to be developed (see other decision language). Roles and responsibilities for each component are outlined in a separate table.
☒	☐	☐	Are implementation arrangements sufficiently well-described to identify program management structures, responsible actors and processes?	Yes. The project will be managed by the same PMU within the MOE that manages the current ESPIG. Specific staff will be recruited for this project to coordinate among different implementing partners and reporting. Implementation partners are clearly identified by sub-component, with SfD, ALESCO, and ATCT/CENAFFE leading implementation of activities in components 1 and 2 of the program and MoE leading component 3 implementation. During program development it was recognized that the program would benefit from SFD being able to coordinate with both administrations in Aden and Sana'a. A Project Steering Committee chaired by the MoE and comprised of PMU staff as well as partners within the sector (e.g., the CA, representatives from the Education Cluster) will provide implementation facilitation at various levels as well as monitor risks.
☒	☐	☐	Are implementation arrangements are sufficiently described to determine flow of funds? *	Yes. The funds will be with the GA until supporting documents are provided by the Executing Agency and transaction-based disbursements will be made in accordance with IsDB's Disbursement Procedures and Guidelines. Flow of funds

				modalities are described by each of the implementing partners and include direct payment, reimbursement, and use of special account.
☒	☐	☐	Are proposed financial management, auditing, and procurement arrangements clearly described and appropriate for the country context? *	The procurement arrangements are clearly described and will follow IsDB *Guidelines for Procurement of Goods and Works* related services and the *Guidelines for the Procurement of Consultant Services*. An independent financial audit of the project will be carried out by an independent external private auditor at the end of each fiscal year. A final audit will also be undertaken upon completion of all disbursements and utilization of the financing provided to the project. PMU located at the MOE will be responsible for preparing the Project Financial Statements (for the overall project with inputs from IPs). The PMU will have a Financial Management Specialist as a part of the team.
☒	☐	☐	Are proposed sub-contracting arrangements clearly described and appropriate?	Yes. Implementing partners have been chosen and the rationale is provided for each. Components 1 and 2 will be executed by IPs. Social Fund for Development (SFD) will implement activities that require a high level of physical presence on the ground. SFD is well known as a neutral organization and has access to all governorates in Yemen. It has experience implementing other donor-funded projects and, importantly, can coordinate with both administrations in Aden and Sana'a as required. SFD has already initiated discussions with stakeholders at the local level for the smooth implementation of the program. The Arab League's Educational, Cultural and Scientific Organization (ALECSO) has been selected to implement sub-component 1.1: development of multi-media content (lessons) for TV and Radio. Given the lack of ALESCO experience of working in Yemen, it is suggested that the GA regularly monitor the implementation of the activities, especially given sensitivities around the curriculum implementation in different parts of the country. Recommended decision language: **As part of its quarterly progress reporting, the Grant Agent is requested to include updates on the development of multi-media lessons for TV and radio, in particular how the language/dialect used in newly developed programming is being quality assured.**
☒	☐	☐	Are implementation support and oversight arrangements by the grant agent well described?	Yes. PMU staff will manage the project on a day-to-day basis. Regular monthly progress reports will be submitted by the PMU to IsDB. Monitoring of project

				implementation will be done by IsDB Regional Hub of UAE and the MOE in close consultation and collaboration with the DPG. A quarterly progress report will also be shared with the DPG by the IsDB.
☒	☐	☐	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? *	Yes. The GA is partnering with Social Fund for Development (SFD) an experienced Yemeni organization on the ground that will implement a majority of the sub-components. Due to the situation in Yemen, and as a special case, the Special Account (SA) of the project will be entrusted to the SFD which has experience in implementing IsDB financed projects and managing SAs. The SA will cover the cost of components that will be implemented by the SFD through small contracts in various governorates as well as the PMU expenses through a sub-account to be maintained by the MOE.
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 mentions that there are risks associated with the protection of vulnerable children and girls, in addition to discrimination (i.e. IDPs, refugees, migrants) which can prevent them from accessing education facilities. Prioritization of these groups will be taken into account during the development of a detailed implementation plan to ensure access to as many vulnerable groups as possible. Teacher training under component 2.2 will also have training modules on protecting vulnerable children and girls. The Secretariat has requested to receive the draft implementation plan by October 31 to ensure the prioritization materializes.
☒	☐	☐	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? *	Risks affecting financial management, procurement, safeguarding and governance are identified in Annex 8 risk and appropriate mitigating measures are stated.
☐	☐	☒	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	n/a

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

			that do not appear to be mitigated (e.g. through increased support from regional or HQ level, etc.)?	
☐	☒	☐	Does the proposal trigger any GPE policies (e.g., GPE Private Sector Policy) which would require extraordinary consultation with GPE governance structures?	No. The program would benefit public schools, i.e. the same ones approved to benefit from the ESPIG school grant. Some interventions are nation-wide (e.g. radio/TV lessons; health messaging) and would benefit all children.
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): Anna-Maria Tammi **Date:** 9/16/2020

Completed by (Risk and Finance related questions as per *): Ana A. Tobar Lozano, Yuri Borovsky **Date:** 9/15/2020 and 9/21/2020

Completed by (M & E related questions as per **): Rudraksh Mitra **Date:** 9/15/2020

Reviewed by (CL): Muhammad Tariq Khan **Date:** 9/22/2020

Reviewed by (QA): David Balwanz **Date:** 9/17/2020

Reviewed by (Team Lead): David Balwanz **Date:** 9/23/2020

Approved by (Manager 1 if >$1m and up to $10m): Margarita Focas Licht **Date:** 9/24/2020

Approved by (Manager 2 if >$10m): Padraig Power **Date:** 9/24/2020