Review Meeting Memo to CEO

Grant Information	
Grant Type:	**Education Sector Program Implementation Grant Accelerated Funding**
Amount:	**US$ 3,300,000**
Country:	**Haiti**

A first Review Meeting (RM) was held on May 8, 2020 and was led by: Sven Baeten (Grant Operations Team Lead), Kirsten Majgaard (Quality Assurance Team Lead), Nilse Ryman (Regional Manager) and attended by:
Talia Miranda De Chaisemartin (CL), Arianne Wessal (QA), Jorge Colin (ES), Alvine Sangang Tchuathi (MU Representative), Marc-Antoine Percier (EPL) and Lida Homa (Note Taker). Finance had provided written inputs prior to the meeting. A second RM was held on July 21 to review the additional information requested in the first RM.

The RMs concluded, based on successful completion of the Secretariat's quality assurance review, to recommend to the CEO the approval an allocation of US$3,300,000 for the ESPIG Accelerated Funding application for Haiti with the UNICEF as Grant Agent.

The full recommendation is included in the next page.

Kirsten Majgaard



Quality Assurance Team Lead

Sven Baeten



Grant Operations Team Lead

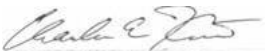
RECOMMENDED DECISION

Grant: Education Sector Program Implementation Grant Accelerated Funding
Country: Haiti

CEO/2020/08-XX–Allocation for Haiti Accelerated Funding Request: The CEO, in her delegated authority from the Board of Directors:

1. Approves an allocation for an Accelerated Funding Grant, as described in the application submitted and summarized in Table 1.
2. Requests the Secretariat to:

a. Include in its notification of approval to Haiti the observations set out in Table 2.

Approved:  Not Approved: _____

Acting Chief Executive Officer
Global Partnership for Education

Date: 8/13/2020

Table 1: Application Summary and Allocation Recommendations (in US $):

Country: Haiti		
a.	ESPIG Accelerated Funding Allocation	3,300,000
b.	Allocation Requested (100%)	3,300,000
c.	**Allocation Recommended**	**3,300,000**
d.	Grant Agent	UNICEF
e.	Agency Fee % - Amount	231,000
f.	Grant Agent's Implementation Support Costs	257,500
g.	Period	1 year, 6 months
h.	Expected Start Date	August 1, 2020
i.	Funding Source	GPE Fund

Table 2 – Review Meeting Observations, Report-Backs, And Conditions

Country: Haiti	
Observations	The Secretariat notes the impact of the pandemic on education systems. The Secretariat invites the government and the grant agent, in consultation with partners, to consider adapting the proposed program to emerging issues, notably impact on children learning as a result of school closures, as needed. Other adaptations to consider could relate to mitigation measures on potential delays or other constraints that the pandemic may have on program implementation.
Report Back	**none**
Condition	**none**

GPC Comments Section	• The proposal was endorsed only by the Education Sector Group (GSE), which is integrated by a group of donors, but not by other actors. • The proposal was not endorsed by the Local Education Group. Indeed, the LEG has not been activated yet in Haiti because the GSE wanted to play its role temporarily. In this sense, the GSE representatives took this opportunity to approve the proposal in an urgent way. • In the beginning of this year, a delegation of the GPE Secretariat went to Haiti. REPT participated in various meetings with them, with the government, members of the GSE and other civil society organizations. REPT vigorously protested against the proposal of transforming the GSE into the LEG. • At the same opportunity, the World Bank and the IDB agreed with REPT that the implementation of the LEG should be resumed. • The government committed to creating the LEG, and the process has been resumed, but the government is taking too long to adopt concrete measures to implement it.

	• The content of the proposal was developed before COVID-19, to respond to a political crisis. Therefore, it does not respond to the new concerns arisen with the COVID-19 health crisis. • The proposal does not explain what kind of schools will be beneficiaries (public schools? private ones? for-profit? not-for-profit? community schools?). The proposal should explicitly mention that only free public schools should be supported by the GPE funds. • GPC must insist on the participation of civil society in the development of the proposal within the LEG.

Accelerated Funding – QAR Phase 3 - SECRETARIAT DELEGATED AUTHORITY

Program title: Supporting the resumption of educational activities in Haiti for vulnerable children, following the political crisis of 2019 (*Original : Appui à la reprise des activités éducatives en Haïti pour les enfants vulnérables, à la suite de la crise politique de 2019*)
Total program cost: US$3.3 million, of which US$ 257,500 for Grant Agent's Implementation Support Costs;
Implementation period: 1 year, 6 months
Projected implementation start date: August 1, 2020
Grant Agent: UNICEF

1. Eligibility for Accelerated Funding

1.1 ELIGIBILITY FOR ACCELERATED FUNDING[1]

Haiti meets the three eligibility criteria for accessing accelerated funding:

(i) **Haiti is eligible for ESPIG funding**. In December 2019, the GPE Board decided to provide an additional allocation for accelerated funding, under which Haiti could access US$3.3 million in accelerated funding, valid until end of 2020 unless otherwise adjusted by the Board. This amount of the Accelerated Funding (AF) application is equal to 20% of the total indicative maximum country allocation (MCA) of US$ 16.5 million. The country is expected to submit its application for the ESPIG in the January 2021 round, with the World Bank as Grant Agent.

(ii) **The country has been affected by a humanitarian crisis for which a two-year humanitarian response plan (HRP) 2019-2020 was launched** in January 2019, with education as part of that plan. In February 2020, the UN Office of Coordination for Humanitarian Affairs (OCHA) updated the HRP, following a socio-economic and political crisis over the course of 2019.

(iii) **The application demonstrates that GPE funds will not displace government and/or other donor funds, but will complement them**. The HRP (January 2019-Dec 2020) which focuses attention on the impact of the October 2018 earthquake as well as some aspects of the 2019 socio-political crisis based on the limited data available at the time of writing, recognizes that it has vastly underestimated the number of children in need, which is now estimated to be around 1 million children. The Treasury as well as the World Bank, UNESCO, UNICEF, and CIDA are mobilizing resources to support the response to the crisis but needs far exceed available funding. ECW is not engaged in Haiti at present.

2. Country and Education Sector Emergency Context

2.1 COUNTRY BACKGROUND

[1] GPE Guidelines for Accelerated Support in Emergency and Early Recovery Situations

With a population of approximately 10.9 million, Haiti is the poorest country in the Western hemisphere and was ranked 167th out of 189 countries on the 2018 Human Development Index. Socio-political and economic instability over the course of 2019 have compounded the protracted effects of natural disasters and structural factors, significantly deteriorating living conditions and giving way to an unprecedented humanitarian crisis in the country. The reduction in gas subsidies and higher prices at the pump gave rise to street demonstrations and blockades in the capital and large urban areas, which brought the country to near paralysis in February, June, September and October 2019. The dismissal of the government in March 2019, just six months after taking office, further engendered uncertainty and instability in the country.

Haiti faces many acute challenges around its macro-economic perspective and national budget. In 2019 alone, the country experienced rapid currency depreciation (about 30%), high levels of inflation (close to 20%), and a contraction in GDP (projected at 0.5%). The country has a weak capacity to mobilize domestic resources and is highly dependent on external resources, which made up 34% of public resources in 2017-18. The country has been operating without an approved budget for the last two fiscal years, with Ministries operating under the budget allocations from 2017, its last approved budget. To date, Haiti still does not have a Parliament and only recently named a new Prime Minister in March 2020, its fifth in the last three years. The political situation and social unrest have also translated into considerable delays for service delivery across sectors, a slow-down of investments and bilateral support, as well as economic barriers for the government to respond to the emergency.

The cost of life has significantly increased for the population, of which nearly 60% were classified as poor and 23% as affected by extreme poverty in 2019. According to the HRP updated in 2020, just under half of the population (4.6 million or 40%) are estimated to need humanitarian assistance, which represents an increase of 80% in the last twelve months. Three regions have been set as a priority by the HRP due to the severity of the crisis: North West (departments of Nord-Ouest and l'Artibonite), South West (departments of Grande Anse, Nippes and Sud) and South East (departments of l'Ouest and Sud-Est).

EDUCATION SECTOR OVERVIEW

2.1.1 Education Sector Context

The Haitian education system is characterized by a weak public offer, creating a barrier for many to attend school. As of 2016, only 15% of primary schools and 5% of secondary schools were public. This characteristic of the system has far reaching consequences, given that most families must pay school fees for their children to go to school. A 2015 UNDP study estimated that in 2008 the average out-of-pocket schooling cost per child represented 15%-25% of the income of the poorest households. Many families are unable to make regular payments and children may discontinue their schooling several times throughout the year attending only when they can afford to pay, contributing to high percentages of over-age children in the system. Families may also

decide to enroll their children in multiple schools or change schools during the year as their circumstances change, leading to multiple enrollments for the same child.

The phenomenon of multiple enrollments and discontinuous schooling poses a statistical challenge for calculating rates of access and internal efficiency within the system. Despite these complexities, the data shows that enrollment rates have been going up in recent years. In 2017-2018, the GER for pre-school was calculated at 99%, for primary at 185%, for lower secondary at 82%, and for upper secondary at 44%. Girls and boys attend primary and secondary school at similar rates. However, significant social and geographic disparities exist; in particular, children living in rural areas or in vulnerable urban communities are much less likely to attend school. About 18% of children aged 6-11 do not attend primary school, 43% of which have dropped out of school. Repetition rates are estimated to be highest in the early grades (around 12%), with dropouts reaching 7% in first grade, seventh grade, and ninth grade.

Inadequate schooling conditions contribute to students' poor achievement levels. About half of all 4th grade students still have difficulty reading and writing in creole at the end of the school year. Factors linked to low performance include the low number of qualified teachers. Less than 50% of primary teachers in either public or non-public schools are considered to be qualified and nearly 80% of schools lack learning materials for teachers and students. Many schools also operate double shifts (10% of public schools and 41% of non-public schools) reducing instructional time for students. Studies have also pointed to governance challenges, e.g. a majority of teachers do not regularly attend school and less than half of classes begin on time. The majority of schools in Haiti are small in size, catering to less than 50 students, and about half operate in premises not intended for teaching such as a house, church, arbor or tent. The small size of schools makes it difficult to properly remunerate teachers and can lead to incomplete grade offerings as well as the sudden closing of schools if they are unable to cover expenses.

In the face of these challenges, Haiti's forthcoming ESP focuses on four key dimensions: 1) governance, 2) the provision of continuous quality education for all, 3) learning, and 4) vulnerable groups. The plan has set a target of accommodating 50% of children ages 6-14 in public schools by 2030 and expects to subsidize 20% of primary school students enrolled in non-public schools. Education expenditures as a share of total government expenditure (excluding debt service) stand at 15.8% in 2019 but projections show a small increasing trend over the course of the next 5 years.

2.1.2 Education Sector Emergency Response Context

The social unrest, which intensified in September and October 2019, led to the closing of 60% of schools nationwide. In some parts of the country, as little as 9% of schools continued to operate. It is estimated that at least 3 million children missed out on the first 4 months of the 2019-2020 school year[2], disproportionately affecting the most vulnerable children and placing them at higher risk of joining armed gangs or dropping out. The MENFP estimates that at the re-opening of schools around 30% of students did not return to class.

[2] Plan de Réponse Humanitaire Janvier 2019 – Décembre 2020 mise à jour pour 2020, p.10

As the crisis unfolded, the MENFP held numerous consultations with members of the Education in Emergency cluster and development partners, assessed needs and developed a first draft of the Priority Action Plan on November 2019. The plan aims to directly support 250,000 children in the urban areas around the capital most directly affected by the socio-political crisis. The HRP updated on February 2020 targets a smaller number of vulnerable children around the capital most directly affected by the social unrest (as limited data linked to the crisis was available at the time of writing) as well as vulnerable children affected by the October 2018 earthquake in the North West, Artibonite, and the North. It is important to note that despite targeting a smaller number of children affected by the socio-political crisis, the HRP recognizes that it has vastly underestimated the number of children in need, which is estimated to be around 1 million children.

The Humanitarian Response Plan identifies three main objectives[3]:

- Facilitating access to an inclusive and quality education to 74,000 children of ages 5-15. This includes: distribution of learning and teaching materials, equipment for classrooms, organization of alternative education and remedial classes, and establishment of temporary learning spaces.
- Supporting the access and return of 4,000 girls and boys from the most vulnerable families, particularly children with disabilities, female-led households, and from families who were victims of recent acts of violence.
- Creating a safe environment for children and teachers and building resilience of the most vulnerable communities through reinforcing the capacities of 3,000 teachers, principals and staff of MENFP, as well as 20,000 students, in areas of prevention and management of disasters, psychosocial support, and peace education.

Similarly, the MENFP plan outlines six objectives, in alignment with the HRP:

1) Organize an awareness and communication campaign around the right to education
2) Revise the 2019-2020 school calendar
3) Carry out psychosocial support activities for pupils, teachers, directors and parents
4) Provide teaching materials to teachers, learning materials for pupils and financial aid for families
5) Organize refresher courses and tutoring for students
6) Develop minimum skills programs to allow students and teachers to complete the school year

[3] Plan de Réponse Humanitaire Janvier 2019 – Décembre 2020 mise à jour pour 2020, p.38

2.1.3 Sector/ Emergency Response Coordination

Coordination of the response to the humanitarian appeal is ensured through the Education Cluster, the Development Partner Group (*groupe sectoriel de l'education* – GSE)[4], and relevant MENFP departments.

Quarterly meetings will be organized to review progress of the program and a broader joint bi-annual review with the MENFP and other implementing partners will also take place. UNICEF (the Grant Agent) chairs the Development Partner Group and is the co-lead of the Education Cluster. ECW is not currently engaged in Haiti.

3. Accelerated Funding Program

The Grant Agent selection process was conducted in a transparent manner. MENFP launched a call for expressions of interest on 17 December 2019. The selection committee met on 13 January 2020 and the results were presented to the Education Cluster and GSE on 16 January 2020. UNICEF was selected as Grant Agent.

The request for this accelerated funding (AF) from GPE is motivated by the desire of the Government of the Republic of Haiti to mitigate the effects of the security crisis on learning. The program will contribute to achieving the objectives of the HRP and will focus on 4 out of the 6 objectives in the government response plan. The overall objective of the program is to facilitate the continuation of schooling and back to school period in September 2020, particularly for the most vulnerable children. Activities are meant to be complementary to current programs underway, implementable within an 18-month period, and to promote student learning, retention, and overall resiliency.

Aiming to reach 80,000 primary and secondary children (girls and boys) in around 200 public schools, the program consists of 5 components:

1) Provision of psychosocial support activities for 30,000 pupils, and 750 teachers;
2) Provision of teaching aid to teachers, aid for school materials for pupils and financial aid for families, reaching 40,000 children and 1,000 teachers;
3) Refresher/remedial courses and tutoring for 50,000 children and youth (including the dissemination and application of minimum skills programs);
4) Non-formal basic education and training for 500 youth (15-18 age range);
5) System strengthening of the MENFP for the implementation of the response strategy as well as the coordination of development partners interventions.

[4] The GSE is made up of about 20 development partners plus the government. The Secretariat has actively engaged with the CA and other partners to advance the development of an inclusive LEG. However, local and international CSOs participated in the consultation process of the program through the Education Cluster which is made up of about 43 organizations which include the MENFP, INGOs, NGOs, CSOs, private sector, and development partners.

The program's activities and key outputs/targets are summarized in Table A and the costs are summarized in Table B.

Table A: ESPIG activities and key outputs/targets

Components	Activities (summary)	Key outputs / targets
1. **Provision of psychosocial support activities for pupils, teachers, directors and parents**	▪ Dissemination and awareness of code of conduct against violence in the school environment and right to education ▪ Awareness campaign for 750 teachers in the target schools on psychosocial support approaches to reach 30,000 children	**Outputs:** ✓ Number of children who actively participated in awareness campaign activities (30,000) ✓ Number of teachers who apply acquired knowledge in psychosocial, on the code of conduct, reduction of violence and on the right to education (750)
2. Provision of teaching aid to teachers, aid for school materials for pupils and financial aid for families	▪ Distribution of age-appropriate school kits (preschool and basic) to 40,000 children ▪ Distribution of 30,000 textbooks (French, Creole, mathematics) to 10,000 primary school students in targeted urban areas ▪ Cash transfers to support access to education and school attendance for 1,600 vulnerable children in public schools Port-au-Prince	**Outputs** ✓ Number of children who received school kits (40,000) ✓ Number of teachers who received materials (1,000) ✓ Number of children who received 3 textbooks for the year (10,000) ✓ Number of children re-enrolled in basic schools in their community thanks to cash transfers (1,600) ✓ School retention rate over the year (at least 95%)
3. Refresher/remedial courses and tutoring for students (including the dissemination and application of minimum skills programs)	▪ Refresher/ remedial courses and preparation for state exams for 50,000 primary and secondary school children ▪ Distribution of learning and support materials ▪ Training of 1,000 teachers	**Outputs:** ✓ Number of students participating in the remedial program (at least 35,000) ✓ Number of Grade 9 and 12 students enrolled in the national exam preparation program (at least 8,000) ✓ Number of teachers trained in the methods of teachers trained for the methods of remedial classes and the supervision of the pupils (at least 900)
4. Non-formal basic education and training	▪ Set up non-formal basic education and training on the basis of modules approved by the National Institute of Professional training (INFP) for 500 young people aged 15 to 18 who have dropped out of school because of the socio-economic and political crisis.	**Outputs:** ✓ Number of youths who participate in the program regularly ✓ Percentage of youths who successfully complete the program

Components	Activities (summary)	Key outputs / targets
5. System strengthening of MENFP	▪ Development of student monitoring tools for teachers, directors and education districts staff ▪ Material and logistical support to local staff for the implementation of the monitoring activities ▪ Training of MENFP staff in the use of monitoring tools	**Outputs:** ✓ The system for identifying and monitoring the schools and students targeted in the program is set up and functional ✓ Targeted beneficiaries are informed of the program through a communication campaign ✓ Number of planning and follow-up meetings organized with the various departments involved in the program

Table B: ESPIG Components and Costs

ESPIG Components		Total Amount in US$	% of total
1	**Psychosocial and positive pedagogy / code of conduct and reduction of violence / right to education.**	**300,000**	**9%**
1.1	Dissemination and awareness of code of conduct against violence in the school environment and right to education	240,000	
1.2	Sensitize 750 teachers in the target schools on psychosocial support approaches to reach 30,000 children	60,000	
2	**Distribution of school and teaching materials for the 2020-2021 school year and direct support to families.**	**1,003,000**	**30%**
2.1	Distribution of age-appropriate school kits (preschool and basic) to 40,000 children	400,000	
2.2	Distribution of textbooks (French, Creole, mathematics) to 10,000 primary school students in targeted urban areas	270,000	
2.3	Cash transfers	333,000	
3	**Remedial courses and preparation for state exams for 50,000 primary and secondary school children**	**1,030,000**	**31%**
3.1	Remedial courses and preparation for state exams for 50,000 primary and secondary school children	600,000	
3.2	Distribution of learning and support materials	350,000	
3.3	Training of 1,000 teachers	80,000	
4	**Non-formal basic education and training**	**480,000**	**15%**
4.1	Non-formal basic education and training for youth aged 15-18 who dropped out of school because of the socio-economic crisis	480,000	

5	**System strengthening of MENFP**	**229,500**	**7%**
5.1	Development of monitoring tools	96,000	
5.2	Material and logistical support	96,000	
5.3	Training of MENFP staff in the use of monitoring tools	37,500	
	GRANT AGENT'S PROGRAM MANAGEMENT AND SUPERVISION*	**257,500**	**8%**
	Logistics and operations	120,000	
	Technical support	62,500	
	Monitoring and Evaluation	75,000	
GRAND TOTAL		**3,300,000**	**100.00**
Agency Fees**		231,000	7%

* Includes Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

** Agency Fee is not included in the MCA and is calculated as percentage rate (agreed with each GA) from the Total grant amount

Annex 1: Assessment of Program (using Accelerated Funding Quality Standards)

The AF proposal meets the three eligibility criteria for accessing the accelerated funding, as detailed on pg.5 above.
In addition, the program meets all 7 program standards as well as each of the sub-standards, as outlined below.

Criteria	Description of Criteria	Comments	Standard Met (Yes / No)
1. Program Design	The program addresses critical challenges identified in the education cluster needs assessment and/or assessment of early recovery needs. Its design is informed by available evidence, including lessons learned from past programs in the country.	The program responds to the 2018 socio-political unrest due to increased fuel costs and subsequent 2019 street protests particular in Port-au-Prince and other urban areas. In February 2020, the entire country was shut down due to unrest. It briefly mentions the current situation in the country due to COVID 19 as related to school closures and potential to impact to some program activities. In response to the various crisis (disaster, political, economic), education in emergency donors and partners such as UNICEF, AVSI, Concern, and Care began educational assessments. The UN Office for Humanitarian Coordination (UN-OCHA) used the findings as a basis for a Humanitarian Needs Overview (HNO). The HNO education plan was validated by all partners in Nov. 2019 and the final version was shared Jan. 2020 and published Feb. 2020. The plan's objectives are to distribute classroom equipment and basic teaching and learning materials; offer remedial and nonformal education; establish temporary learning spaces in response to the Oct 2018 earthquake; provide conditional cash transfer for vulnerable families in targeted areas; strengthen resilience of vulnerable communities through disaster risk prevention and psychosocial & peace education (HRP, 2020, p.39). In late 2019, the Ministry of Education and Vocational Training (MENFP) and local Department Directorate of Education (DDE) also began creating the MENFP's education sector priority action plan (December 2019-July 2020). The Plan's objectives, in alignment with the HRP, are to: create an awareness raising campaign on the right to education (Objective 1); redesign the 2019-2020 school calendar year (Objective 2); develop psychosocial support for students, parents, teachers, and principals (Objective 3); provide educational and financial assistance to vulnerable families through teaching and learning materials and conditional cash transfers (Objective 4); develop remedial education and tutoring (Objective 5); and develop minimal skills programs (Objective 6) (MENFP Action Plan). The MENFP plan draws from the 2019 MENFP Education Sector Analysis (p.9-12). It will be implemented with donor support from the World Bank, UNESCO, UNICEF, CERF, and GPE (p.15-16). The proposed program will contribute to achieving the objectives of the Humanitarian Response	**Yes**

		Plan (HRP) and the related response strategy (Plan d'actions prioritaires Décembre 2019 – Juillet 2020) developed by Ministry of Education (MENFP). It will focus on four out of six objectives of MENFP's plan, namely Objectives 1, 3, 4, & 5 (p.15-16). In addition, GPE financing will geographically focus on urban areas such as Port-au-Prince (Cite Soleil, Martissant) as well as Gonaives, Artibonite, and Les Cayes (Savane) (p. 18). The current program's conditional cash transfer intervention draws on lessons learned within 2 of the components of the UNICEF Cooperation Program (Child protection through partnership with 5 NGOs and Water, Hygiene and Sanitation with 1 NGO) in response to multiple crises. Other interventions such as those related to Result 3 and Result 4 are noted as being built in part on the MENFP's and the GA's past experience with implementing these types of interventions in the country. The program also draws on lessons learned on the vulnerabilities of out of school children and youth from UNESCO Global Monitoring Report; UNICEF Study on Children Outside of School; and local surveys (p 12-13). The program includes an implicit theory of change based on the Ministere de l'Education Nationale et de la Formation Professionelle's (MENFP) education sector priority action plan. The program's overall objective is to facilitate school activities for closed schools caused by the Sept to Dec 2019 crisis in the 2019-2020 school year (which amounts of 70% of all schools) and prepare for resuming 2020-2020 school year (p.19) through a series of demand and supply side interventions.	
	GPE's strategic goals are adequately reflected in the design.	The program's objectives prioritize GPE's strategic goals in equity and learning. The program proposes working with partners and has identified a number of geographic zones it will work in, prioritizing the 'sensitive' or conflict areas within those zones. Equity measures along socioeconomic parameters, i.e. poverty, are emphasized. In terms of learning, the program will provide schools with school kits and students with textbooks; provide children and youth with remedial education and prepare the students to take the state exams; distribute teaching and learning materials to both students and teachers; provide teacher training; and provide nonformal education to youth (p.22-25). All interventions are meant to improve the inclusion of children and youth in national systems. The program will target geographical areas that are not being supported by other development partners or the Government in relation to the MENFP's priority action plan and where "violence, insecurity, precarious environmental and health conditions, as well as other vulnerabilities" are prevalent. The program's targeting strategy is informed by the National Policy for Protection and Social Promotion (PNPPS). PNPPS has set up a Unique Register of Beneficiaries (RUB) based on the National Deprivation and Vulnerability Index (INPV) which looks at 21 different variables to classify households from the least to most vulnerable. Targeted zones/departments have been selected by cross-referencing levels of violence and socio-economic vulnerability. Departments include districts/communes in Port-au-Prince, Artibonite, North, South and Grand'Anse (p. 16).	**Yes**

		Annex 2 provides a list of departments and 14 vulnerable communes within these due to high levels of violence and socio-economic vulnerability (p. 38). The program's interventions will target teachers, children and families within these departments, although specific departments/communes have not been specified for each intervention Result 1 will target 750 teachers and 30000 children in communities that saw the highest levels of violence as part of the crisis; Result 2 targets 1000 teachers, 40,000 children and 1000 families and relies on the National Deprivation and Vulnerability Index (in particular for targeting conditional cash transfers); Result 3 targets 1000 teachers and 40,000 children in lower secondary (3eme cycle), as well as 10,000 upper secondary schools students with remedial courses, the latter group will also be supported in preparing for secondary school examinations. This latter activity at the secondary level has been deemed appropriate given the importance of the activity and the marginal additional cost represented. Result 4 targets 800 youth ages 15 – 18, predominantly in urban areas in two departments, with the text noting that activities will be carried out according to the recently approved national plan on non-formal education. The GA has confirmed that this latter activity constitutes second chance learning for children who have not completed basic education.	
Private Sector Engagement	If the program is supporting, with GPE Funds, for-profit provision of core education services, has an exemption been granted? If supporting not for profit non-state providers of core education services, does the program also help establish a regulatory framework if one does not exist or is not under development?	The proposed program does not include support to for-profit providers or to not-for-profit non-state providers of core education services. The proposed program aims to reach 80,000 girls and boys in around 200 public schools. The country and GA have confirmed that the program will only target and support public schools, public school teachers, and families of children that attend public schools as part of the program. The country and GA are in compliance with GPEs Private Sector Engagement Strategy; therefore, this standard is met.	**Yes**
2. Program Budget	Program costs and grant agent costs are reasonable within the country context and vis-à-vis program objectives.	The program provides a detailed budget by program result and activity, including units, unit costs, and sub-total costs (program budget). There is a breakdown of the results budget with roughly one third of the results budget for Result 2 ($1.0 million or 33%), i.e. provide direct and indirect school costs for students and teachers and distribute teaching and learning materials and one third of the budget for Result 3 ($1.0 million or 34%), i.e. upgrade support for students to prepare for state exams (program budget). The budget's program management costs is $261,600, which	**Yes**

		is approximately 8% of the total $3,304,100 budget, is deemed reasonable. Budget unit costs for major activities are provided and appear reasonable. The budget is coherent with the program. This program is entirely financed by GPE and will complement the commitments of the Government and other development partners, specifically, CIDA, World Bank, UNESCO, and UNICEF, in support to financing MENFPs education sector priority action plan. GPE funds will not displace government or other donor funds. Information on other donor financing includes amount of financing, general geographical area, and type of intervention (p. 15). The text also notes that proposed interventions are underway or planned, although it is unclear to what extent these have or are being rolled out due to COVID 19. Total donor financing for MENFP is $4.8 million ($3.3 GPE financing + $1.5 other donor financing) (p.15).	
	Calculations are correct and within approved allocation ceilings	The application, for US $3.3 million, is within the approved allocation ceiling for accelerated financing for Haiti.	**Yes**
3. M&E	The program includes a monitoring and evaluation framework, which supports the monitoring of implementation progress and progress towards delivery of outputs and outcomes. It also includes opportunities to reflect on progress and lessons learned to improve the current and future programs.	The program's M&E framework is described in the program document. In accordance with UNICEF standards, UNICEF will conduct monitoring and evaluation with active MENFP collaboration. The program will also strengthen MENFP to monitor program activities (Results 5, p. 25). UNICEF will conduct quarterly monitoring reviews in the field. It is presumed that these visits will include the local level to verify that activities have taken place. MENFP, UNICEF, and other partners will also conduct joint semi-annual technical reviews (p.28). UNICEF will also conduct implementing partner audits based on the risk of the implementing partner. MENFP, UNICEF, and other partners will conduct joint semi-annual reviews (p.28). Programmatic audits and spot-checks are also a part of Harmonized Approach for Cash Transfer (HACT) (p.28).	**Yes**
	The results framework is appropriate, covers important outputs and	The Results Framework summarizes five overall results. The indicators track completion of activities and the number of beneficiaries. Target and baseline values are included. Each indicator has a means of verification and data source (from the particular agency) at the activity level. (p.30-32). Overarching outcome indicators are not provided; however, some intermediate	**Yes**

	outcomes, and allows for measuring progress along the program's theory of change.	outcome indicators are provided. For interventions targeting children, indicators and targets are disaggregated by gender (p. 30-32).	
4. Implementation Arrangements and Readiness	The implementation arrangements are clearly described and appropriate based on (i) the country context, (ii) the grant agent's capacity & previous experience, and (iii) grant size and complexity. The program is ready to be implemented.	Implementation arrangements have been properly identified with the roles and responsibilities of the grant agent (UNICEF) and government (MENFP) adequately noted. The AF paper notes where country systems will be used. Flow of funds is described, with UNICEF using HACT processes based on international accounting standards. It can directly transfer funds to MENFP and DDE (p.26). UNICEF and MENFP may sub-contract implementation of select interventions such as conditional cash transfers, distribution of materials, and training through established expression of interest processes (p.26). UNICEF will use HACT for financial management, auditing, and procurement. Procurement in particular will use UNICEF contractual procedures comprised of both UNICEF and MENFP members for selection of individuals and/or firms and then MENFP for provision (p.25-26). Direct transfer to MENFP and its DDEs will allow for national and local institutional strengthening (p.26). MENFP will implement all activities at the national and local (DDE) levels (p.26). MENFP will coordinate potential sub-contractors for specific interventions such as conditional cash transfer, distribution of materials, and training (p.26). The GPE financed program will be a part of the Government of Haiti and UNICEF's country partnership for 2017-2021 (p.26).	**Yes**
		The program document includes a section for program implementation, with activities and timeframes for these to be carried out. The narrative says it will prioritize psychosocial awareness to students and teachers; support for students to prepare for state exams; and basic life skills education to youth; the remaining activities will not take place until September 2020 (p.29). The priority of these interventions is logical. Mostly, program interventions like textbook and procurement processes, conditional cash transfer program, remedial education, and nonformal education have been developed and implemented in the past. The GA has noted that the program is intended to start August 1. The narrative states that "The additional delay resulting from COVID-19 can be made up quickly since all the preparatory activities (setting up of partnerships and orders for example) will be carried out very quickly and without waiting for a reopening date" (pp.27; 29).	**Yes**

5. Risk Identification and Mitigation Measures	The program includes an appropriate Risk Identification Matrix, and appropriate mitigation measures address these risks.	The risk matrix identifies conflict/security and COVID-19 risks; financial management and procurement risks; implementation risks; and ownership / sustainability risks. All risks have some mitigation measures, though more detail can be provided. In addition, all risks are seen through the lens of conflict and crisis. In the case of COVID-19, the risk section notes that the MENFP is developing a separate response plan (p.27). The plan is described as including "different modalities for the continuation of teaching-learning activities adapted to children's realities, which will ensure congruence with this program once schools are open." Finally, vulnerable children such as the rural (though not covered in this program) and poor have been identified in the program but not in the risk matrix, while girls and the differently-abled are not specifically mentioned in the program and risk matrix (p. 26-27).	**Yes**
5. Sustainability	Sustainability concerns are sufficiently addressed in the program design.	The program does not include a separate sustainability section. The MENFP will implement many of the programs' activities. The program notes that many interventions exist, and it appears will likely continue to be available after the crisis has ended or may be drawn upon in the future. Development partners are also committed to financing the MENFP education sector priority action plan and have divided support to the plan in terms of activities to be undertaken in different geographic areas (p.16).	**Yes**
6. Aid Effectiveness	The program is aligned with the principles of the Paris declaration on Aid Effectiveness, particularly (i) country ownership and (ii) alignment.	There has been no reference made to Haiti's ESP/TEP likely because this is under development. However, the program is aligned with the Government's priority action plan (p.18). The MENFP will finance their education sector priority plan through donor funds from the World Bank, UNESCO, UNICEF, CERF, and GPE. GPE financing will focus on four out of six objectives of the plan with a focus on facilitating school activities for closed schools caused by the Sept to Dec 2019 crisis in the 2019-2020 school year (which amounts of 70% of all schools) and preparing for resuming the 2020-21 school year (p.19). In addition, GPE financing will geographically focus in urban areas such as Port-au-Prince (Cite Soleil, Martissant) as well as Gonaives, Artibonite, and Les Cayes (Savane) (p. 18). In addition, there are many complementarities between the GPE COVID grant and AF proposal, given that the Grant Agent (UNICEF) will be implementing the two programs concurrently. The COVID grant will extend the reach of the AF which focuses on a more limited population, those most affected by the socio-political crisis, as captured in the HRP/OCHA appeal.	**Yes**

		Both programs include conditional cash transfers to the most vulnerable families to promote participation and retention in schools as well as the provision of learning materials. The main differences/complementarities are in the targeting of beneficiaries. The AF targets the provision of school kits for 40,000 children and 1000 teachers in 130 public schools and provision of books for 10,000 children in vulnerable communities in Port au Prince. It will also support 1000 families from these urban vulnerable communities with conditional cash transfers. In contrast, the COVID grant will support the provision of school kits for 85,000 children and 2,000 teachers in 350 schools in the most vulnerable urban and rural zones in the country, as measured by levels of food insecurity. The GPE COVID grant will also provide financial support for 5000 vulnerable families, who send their children to either public or not-for-profit non-public schools, to promote participation and retention. The GA has given assurance within the program document that beneficiaries will not overlap between these two grants or other similar interventions and given the size of the needs in the country, extending the reach of the interventions across both grants is justified. Regarding consultation with the LEG, although there is “no” recognized LEG in Haiti and discussion to establish a LEG are ongoing, the program notes that extensive consultations took place with the development partner group (GSE),the Education in Emergency Cluster, and relevant MENFP departments, in developing the education response/priority plan, selection of the grant agent, and development of the program (p.18). The GSE (the Development Partner Group) includes, the government and about 20 DPs, while the Education Cluster, is made up of 43 organizations including the government, INGOs, NGOs, CSOs, and private sector. The program also notes it will continue to coordinate with relevant ministerial departments (p.26) Given the wide base of consultation that took place through these two coordination mechanisms which play a similar role to that of a LEG until one is formally established, this program standard criteria is considered met.	