EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT ALLOCATIONS: REPORT FROM THE COUNTRY GRANTS AND PERFORMANCE COMMITTEE

For Decision

Rev.1 – The paper was revised based on the deliberations of the Board during the May 22-23 Board meeting. Revisions include adjustments to the funding source and allocation fee for the allocation to Nepal (p. 2), as well as an additional report-back item for Nepal in Table 4 (p. 6). Revisions are in red text.

1. STRATEGIC PURPOSE

1.1. The purpose of this paper is to request the Board approve allocations for Education Sector Program Implementation Grants ("ESPIGs") to Bangladesh, Mozambique, Nepal, and Rwanda from the GPE Fund, as recommended by the Country Grants and Performance Committee ("CGPC") following its discussion of the grant applications during its April 14-16, 2015 face-to-face meeting.

2. REQUESTED DECISION

2.1 The CGPC recommends the Board approve the following decision:

BOD/2015/05-XX - Approval of Allocations for Education Sector Program Implementation Grants: The Board of Directors:

1. approves allocations from GPE trust funds for Education Sector Program Implementation Grants, as described in the applications submitted in the first round of 2015, and summarized in BOD/2015/05-XX, 1 (c), subject to:
   a. availability of funds; and
   b. Board decision BOD/2012/11-04 on commitment of trust funds for Program Implementation Grants in annual installments.
   c. CGPC recommendations for funding include (all amounts in US$):

Table 1. Application Summary and CGPC Allocation Recommendation of ESPIGs regulated under the previous GPE Funding Model (in US$)[1]

	Country	**Bangladesh**
a.	Allocation Requested	100,000,000
b.	**Allocation Recommended by CGPC**	**100,000,000**
c.	Supervising Entity	World Bank
d.	Supervision Allocation	600,000
e.	Agency Fee % - Amount	1.75% - 1,750,000
f.	Period	3 years
g.	Funding Source	GPE Fund

Table 2. Application Summaries and CGPC Allocation Recommendations of ESPIGs regulated under the GPE Funding Model for the 2015-2018 period (New Funding Model) in US$[2]

	Country	**Mozambique**	**Nepal**	**Rwanda**	**Totals**
a.	Allocation Requested (100%)	57,900,000	59,300,000 (11,500,000 from GPE Fund 2 (EC) and 47,800,000 from GPE Fund)	25,200,000	142,400,000
b.	Fixed Part (70% of a.)	40,530,000	41,510,000	17,640,000	99,680,000
c.	Variable Part (30% of a.)	17,370,000	17,790,000	7,560,000	42,720,000
d.	**Allocations Recommended by CGPC**	**57,900,000** (fixed + variable)	**59,300,000** (fixed + variable)	**17,640,000** (fixed part only)	**134,840,000**
b.	Supervising Entity	World Bank	World Bank	DFID	
g.	Supervision Allocation	600,000	600,000	471,000	1,671,000
h.	Agency Fee % - Amount	1.75% - 1,013,250	1.75% - 836,500 ~~1,037,750~~	n/a	1,849,750
i.	Period	3 years	3 years	3 years	
j.	Variable Part Disbursement Modality	Ex-post	Ex-post	Ex-post	
k.	Funding Source	GPE Fund	GPE Fund/GPE Fund 2	GPE Fund	

2. with respect to the indicators on Equity, Efficiency, and Learning and their means of verification related to the Variable Part of the allocations, as described in the applications and summarized in BOD/2015/05 DOC 08 Rev. 1 Table 3:
   a. approves the indicators on Equity, Efficiency, and Leaning and their means of verification of Mozambique and Nepal;
   b. approves the indicators on Efficiency and Learning and their means of verification of Rwanda and requests Rwanda to revise the indicator on Equity in accordance with the

[1] Based on progress made on completing a contribution agreement with the European Union, the funding source and agency fee may be adjusted at the time of Board approval.
[2] A portion of the Nepal grant will be funded from the existing GPE Fund 2 (EC contributions). The exact amount will be determined by the time of the Board meeting and therefore the funding source and agency fee may be adjusted at the time of Board approval.

recommendation of the CGPC in BOD/2015/05 DOC 08 Rev. 1 Table 4, delegating authority to the Country Grants and Performance Committee to approve the revised indicator and up to US$7,560,000 as an allocation for the Variable Part.

3 requests the Secretariat to:

a. include in its notification to each of the relevant Governments, LEGs through the Coordinating Agencies, and Supervising Entities~~/Managing Entities~~ of the approval of the allocations and the expected timeframe for signing of the Grant Agreement, if applicable, the conditions, requests for report-back, and observations on the program as recommended by the CGPC and adjusted by the Board, set out in BOD/2015/05 DOC 08 Rev. 1, Table 4;

b. include an update on the issues listed as "conditions" and "report back" in the Portfolio Review.

Table 3. Variable Part Indicators and Means of Verification

Mozambique	
Equity Indicator: \# of districts with Pupil Teacher Ratios (PTR) above 80	**Means of Verification:** *Internal verification*: Data from EMIS presented in the annual sector performance report that is presented, discussed and validated by the LEG in the annual JSR meeting. *External verification*: Independent Verification Agents will be contracted by MINEDH on a competitive basis to verify the DLIs on an annual basis.
Efficiency Indicator: (a) # of primary school managers who participated in management training; (b) % of trained school managers (year n-1) evaluated based on performance (year n)	**Means of Verification:** *Internal verification*: Report prepared by the Teacher Training Department, based on the individual reports from TTIs, incorporated in the annual sector performance report that is presented, discussed and validated by the LEG in the annual JSR meeting. *External verification*: Independent Verification Agents will be contracted by MINEDH on a competitive basis to verify the DLIs on an annual basis.
Learning Indicator: Number of teachers (1st and 2nd grade) participated in new in-service teacher training program.	**Means of Verification:** *Internal verification*: Report prepared by the Teacher Training Department, based on the individual reports from TTIs, incorporated in the annual sector performance report that is presented, discussed and validated by the LEG in the annual JSR meeting.

	External verification: Independent Verification Agents will be contracted by MINEDH on a competitive basis to verify the DLIs on an annual basis.
Nepal	
Equity Indicator: Targeted interventions implemented in 10 most disadvantaged districts according to the newly developed equity index, and OOSC reduced by 20 percent in these 10 districts.	**Means of Verification:** Year 1- LEG (or SE in the absence of LEG) reviews DOE's report(s) on achievement of DLI detailing the Equity Index and revised intervention plans for OOSC and the official document showing that the Equity Index has been approved by the government. Years 2 & 3 - DLI Verification Agent reviews DOE's report on achievement of DLIs and dataset listing OOSC brought into basic education; (ii) DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records.
Efficiency Indicator: Single subject certification implemented in School Leaving Certificate (SLC) examinations and approved for Higher Secondary Examinations.	**Means of Verification:** Years 1 and 2 - LEG (or SE in the absence of LEG)) reviews DOE's report on achievement of DLIs and SLC mark sheets distributed to students. Year 3 - LEG (or SE in the absence of LEG) reviews the official document showing that the single subject certification policy for higher secondary school examinations has been approved.
Learning Indicator: Standardized classroom-based EGRA for grades 2 and 3 are conducted with parent observation, and results are shared and discussed with parents in 3000 schools/ communities.	**Means of Verification:** Years 1 to 3– LEG (or SE in the absence of LEG) reviews the appropriate figures in the EMIS Flash Report. Years 2 to 3- DLI Verification Agent reviews DOE's report on achievement of DLIs and EMIS records; DLI Verification Agent (third party) conducts sample survey of schools that includes interviews with teachers and parents, review of school-level assessment records, report cards, and records of results.
Rwanda	
Equity Indicator: Gross enrolment rate (GER) for pre-primary increased to 20.2% by October 2017	**Means of Verification:** 2016/17 Backward Looking Joint Sector Review (October 2017) JSR Summary Report signed by co-chairs (GoR/DFID/UNICEF) Education Statistics (2017)
Efficiency Indicator: Education Statistics 2016, disaggregated at district level, published by April 2017	**Means of Verification:** Agreement on district disaggregated indicators to be JSR for 2015/2016 (Nov 2016) 2016/17 Backward Looking Joint Sector Review (October 2017) JSR Summary Report signed by co-chairs (GoR/DFID/UNICEF)

	Education Statistics (2016) published by April 2017
Learning Indicator: Learning Assessment in Rwanda Schools at Primary 2 (P2) and Primary 5 (P5) conducted by GoR in 2016 and data used inform teaching and learning.	**Means of Verification:** 2016/17 Backward Looking Joint Sector Review (October 2017) JSR Summary Report signed by co-chairs (GoR/DFID/UNICEF Learning Assessment in Rwanda Schools (2016) report (REB) Report on dissemination of key messages (REB).

Table 4. Observations, Report-Backs, and Conditions

Bangladesh	
Observations	The Committee appreciates the strong equity and quality aspects of the program, including the focus on Out-of-School Children, the increase in teacher contact hours for strengthened education quality and the inclusiveness of the Local Education Group, in particular the Ministry's commitment to working with other line ministries and further strengthening collaboration with civil society partners. The Committee noted that there exists an opportunity to strengthen the link between the primary and secondary education sectors through the articulation of a comprehensive education sector framework. The Committee positively observes that such a transition has been made with the commitment of provision of one year preprimary. The Committee noted progress made over the years in achieving gender parity in primary and secondary education. However, concerns for the particularly high drop-out rates of boys was noted, although under the current primary education program drop-out rates are steadily decreasing.
Report-Back	With respect to the low level of domestic financing on education, the Committee requested a report back on domestic financing for education over the medium term (committed and actual expenditure) and on the intended measures to progressively increase the financing to the sector, for the new medium term expenditure framework.
Conditions	N/a
Mozambique	
Observations	The Committee appreciates the increased focus on quality, learning and the evidence/ knowledge basis including the use of survey data in Mozambique which led to a well-developed operational plan and program. The Committee appreciates the ongoing instruction in local language pilot aimed at reducing learning barriers and the Ministry's intention to draw

	implementation lessons from the pilot in order to inform a scale up strategy in 2016 and its effective implementation. The equity-focused measures and the targeting of interventions to those areas most in need was appreciated. The importance of monitoring the interventions was stressed and Mozambique is strongly urged to further refine the targeting as needed.
Report-Back	N/a
Conditions	N/a
Nepal	
Observations	The Committee appreciates the strong emphasis on equity in the School Sector Reform Program and also in the variable part proposal through reducing the number of out-of-school children. The Committee urges the Ministry to consult widely and disseminate information on the index so that it can be widely understood and used at the local level.
Report-Back	With respect to the amended education act, the Committee requests the Government to report back on its development and the associated implications if/when it is passed. In view of the recent earthquakes in Nepal, the Board of Directors recognized that the budget allocation projections may no longer be relevant and therefore updates on adjustments of the budget and projected expenditures are requested for 2015-2016 and beyond. The Committee also requests to be updated on progress of Education Sector Planning which the Ministry has aimed to complete in 2016.
Conditions	n/a
Rwanda	
Observations	The Committee acknowledges the efforts that the Government has made in addressing access to education, but at the same time the Committee notes with concern the possible negative impact double shifting could have on teachers' motivation and time available for continuous professional development and language competency development.
Report-Back	With respect to the availability of data, the Committee acknowledges the Ministry's commitment to address the issue and requests a report back on the plan/strategy for strengthening and obtaining data. The Committee requests a report-back on domestic financing for education (committed and actual expenditure), specifically the amount of domestic financing for education over the medium term (previous 3 years and projected 3 years) exclusive of aligned development assistance.

Conditions	The Committee requests that the selected equity indicator for the Variable Part be strengthened in order to clearly reflect access of the poor and most marginalized, especially in rural areas. The revised indicator should be submitted to the Country Grants and Performance Committee.

Background

2.2 Each Local Education Group ("LEG") applied for the maximum amount available under the current indicative allocations list. The CGPC is recommending that the Board approve the applications of Bangladesh, Mozambique, and Nepal as presented by the relevant LEG for the maximum amount available.

2.3 With respect to the Rwanda application, the Committee determined that the application met the requirements for the fixed part of the allocation, but did not sufficiently meet the requirements for the variable part. Specifically, the Committee felt that the selected indicator on Equity should be revised to more clearly reflect access for the poor and most marginalized. The Committee further requests that the revised indicator be approved by the Committee to minimize delays.

2.4 Committee members disclosed the following conflicts of interest:

- Olav Christensen, World Bank, with respect to the grant applications from Bangladesh, Mozambique, and Nepal as Supervising Entity for the proposed programs
- Bridget Crumpton, DFID, with respect to the grant application from Rwanda as Supervising Entity for the proposed program.

3. PLEASE CONTACT Sven Baeten at sbaeten@globalpartnership.org for further information.

4. FURTHER INFORMATION

4.1 The application packages and Secretariat Final Readiness Reviews under the Quality Assurance Review process for each of the applications are posted on the Committee eTeam site.