Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG[1]

OVERVIEW		
Country:	Papua New Guinea	
Grant agent(s):	Save the Children UK	
Coordinating agency(ies):	UNICEF	
Date of submission of the endorsed ESP/TEP:	8/21/2018	
Period of the ESP/TEP:	2015-2020	
Date of submission of the full application package:	11/21/2018	
Program name (optional):	Boosting Education Standards Together in PNG (BEST PNG)	
Multiplier ESPIG amount requested:	$3,520,000	
Multiplier ESPIG - Fixed Part[2]:	$2,464,000	
Multiplier ESPIG - Variable Part[3]:	$1,056,000	
Co-funding mobilized:	$10,560,000	
Agency fees (Multiplier) – additional to allocation:	$246,400	
Regular ESPIG amount requested:	$7,050,000	
Regular ESPIG - Fixed Part[4]:	$4,935,000	
Regular ESPIG - Variable Part[5]:	$2,115,000	
Agency fees (Regular ESPIG) - additional to the country allocation:	$493,500	
Estimated starting date:	7/1/2019	
Estimated closing date (must be last day of the month, e.g. June 30, 2025):	6/30/2022	
Expected submission date of completion report:	11/30/2022	
Grant currency - please enter '**X**' in the box to indicate the currency of the grant amount and fees	X	US Dollar
		Euro[6]
Grant modality - (please enter '**X**')[7]		Sector Pooled
		Project Pooled/ Co-financed
	X	Project/ Stand-alone

[1] This application form was revised in July 2018.
[2] Including other grant agent costs such as supervision, country offices, etc. (See "supplemental program cost" section of this application).
[3] Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.
[4] Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.
[5] Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.
[6] Only applicable to grants approved **after** January 1, 2019, including grant applications submitted in November 2018.
[7] See Annex 1 for definitions.

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NOTE TO THE USER

Disclosure of ESPIG Documents:

➔Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents including program documents, and Joint Sector Review reports or aide memoirs will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

Notification to the Secretariat:

➔ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE quarterly submission dates.

Application Guidelines:

➔Applicants should read the Multiplier ESPIG Guidelines and/ or the regular *ESPIG Guidelines* (where relevant), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. Please also review the document "Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest," available at: https://www.globalpartnership.org/funding/gpe-multiplier. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:

➔ The full ESPIG application package is considered an integral part of the /GPC or Board's approval. Any changes to any of these documents from submission to the GPE should follow the *ESPIG Policy*. This includes any changes to program documents during the internal approval process of the grant agent.

Data Sources:

➔ The financial, education sector, and any country information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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I. MULTIPLIER ESPIG

II.1 Sources and types of co-financing

The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).

The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.

The Application may not be approved if the total value of all co-financing is lower than the US$ 3 to US$ 1 ratio required to access the Maximum Country Allocation from the Multiplier.

#	Partner	Amount (US$)	Instrument (grant, loan, etc.)
1	Government of Japan	$10,560,000	Grant ($2,340,000 less than EOI due to final funding allocation decision by Government of Japan)
2			
3			
4			
5			
	Total in US$:	$10,560,000	

II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

II.1 Requirement 1: An endorsed quality ESP/TEP[8]

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The endorsed ESP, known as the National Education Plan (NEP) and Addendum, were independently appraised on 19th January 2018 and 20th August 2018 respectively.

The National Department of Education (NDoE) and LEG responded immediately to the first appraisal recommendations by commissioning an Addendum for the NEP including:

1. Developing a costed Action Plan with up-to-date financing information;
2. Updating the financing framework with the latest domestic expenditure, budget projections, sub-national transfers and development partner aid;
3. Setting Action Plan dates for completion of specific sectoral documents (for example, Provincial Education Plans);
4. Ensuring coherence with the Sustainable Development Goal 4;
5. Including early childhood care and education activities delivered by the Department of Community Development and Religion in the Action Plan and projections;
6. Updating data on equity, efficiency and learning outcomes using the latest out-of-school children report and Pacific Islands Literacy and Numeracy Assessment data and analyzing geographical inequities and disaggregated data in more detail;
7. Including Joint Education Sector Reviews in the Action Plan, in addition to the annual Senior Education Officer's Conference; and,
8. Including a detailed risk matrix in the Addendum.

NDoE responded immediately to the re-appraisal of the Addendum and costed Action Plan from the independent appraiser and revised the Addendum and Action Plan prior to ESP package submission by:

1. Separating indicators which did not have funding identified;
2. Revising a small number of indicator targets;
3. Replacing NER with equity GERs;
4. Developing a detailed results framework for the Addendum and Action Plan;
5. Completing a quarterly implementation plan for the Action Plan; and,
6. Noting the six recommendations regarding the development of the next NEP.

The LEG endorsed the Addendum and Action Plan prior to submission to GPE on 21st August 2018. There are no outstanding issues for the Addendum or Action Plan. NDoE has begun the process of development of the next Education Sector Analysis, the foundation for a new NEP.

[8] Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

II.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please see **Annex 1**

TABLE 1 | Evidence of external resource mobilization

Actual value for three years			Target values for the period of the Program					
Data for the past three years (indicate years as relevant)			Data for the relevant duration of the program (indicate years as relevant)					
2016	2017	2018	2019	2020[9]	2021	2022	2023	Total
Education sector plan								
Education sector plan cost (PGK, 000s)								
2,290,000[10]	2,721,600	2,909,700	2,666,856[11]	2,651,503	-	-	-	5,315,269
External funding – excluding GPE funds (PGK, 000s)								
67,200	67,200	64,500	119,032[12]	125,972[13]	-	-	-	245,004
Funding gap as recorded in the ESP[14] (PGK, 000s)								
-	-	-	42,239	41,858	-	-	-	84,097
GPE support (local currency)								
31,710[15] (2019-2022)								

[9] The 2018 GoPNG National Budget includes two-year projections to FY2020. Appropriations beyond 2020 are not available yet.

[10] Source (2016-2018): PNG GPE Domestic Financing Spreadsheet FINAL 17 08 2018.

[11] Source (2019-2020): PNG NEP Action Plan 2019-2020 (Final Draft) without GPE calendar year budget (BEST PNG Program Budget). Agency Fee is not included.

[12] Calculated as DP contributions in Action Plan minus GPE ESPIG & Multiplier Year 1 2019 budget (PGK1,357,700).

[13] Calculated as DP contributions in Action Plan minus GPE ESPIG & Multiplier Year 2 2020 budget (PGK3,273,074).

[14] Source: PNG NEP Action Plan 2019-2020 (Final Draft).

[15] Does not include Agency Fee.

TABLE 2 | Major interventions of development partners

Donor name	Major interventions	Financial scale (amount)	Years covered
Government of Japan	1. QUIS-ME Development of primary maths and science textbooks 2. Printing and distribution of primary maths and science textbooks 3. NDoE proposal pending for pre-service support	1. US$5m 2. US$10.56m (co-financing for Multiplier	1. 2016-2018 2. 2019-2020
Australian Department of Foreign Affairs and Trade (DFAT)	1. PNG Partnership Fund (three NGO consortia): $34m, 2017-2020 2. Technical and advisory support to national education agencies: $10.4m, 2017-2021 3. Inclusive Opportunities for all PNG's children project: $2.9m, 2016-2020 4. Australia Awards: $101m, 2016-2021 5. Pacific Leadership and Governance Precinct Program: $17m, 2014-2019 6. Finance management training: $1.9m, 2016-2019 7. University Twinning Partnership: $2.9m, 2015-2019 8. Improved quality of learning in universities: $0.7m, 2017-2018 9. Professional training for TVET instructors: $0.5m, 2017-2019	$171.3m	2016-2021
European Union	Human Resources Development Programme Phase 1(HRDP1): $19.02m, 2012-2017 HRDP II: $29.44m, 2014-2019	$48.46m	2012-2019
Pacific Community	PILNA	$0.1m	2018
UNICEF	Inclusive education, ECCE, child-friendly schools, education in emergencies, out-of-school initiative, hygiene in schools, digital school inspection tool	$6.38m	2018-2022
World Bank	No expenditure in 2018. Planning a SABER SD for 2019	$0	2018

Government of Japan	1. QUIS-ME Development of primary maths and science textbooks 2. Printing and distribution of primary maths and science textbooks 3. NDoE proposal pending for pre-service support	1. US$5m 2. US$10.56m (co-financing for Multiplier	1. 2016-2018 2. 2019-2020

II.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below

II.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.[16]

The most recent ESA is the NEP Addendum submitted to GPE on 21st August 2018. The Addendum updated the NEP baseline data and includes sub-sector analyses (demographics, trends, policy and responsibilities, access, quality and equity). The Addendum also includes an analysis of the administration of the education sector, budget projections and estimated unit costs, known development partner contributions, and an assessment of cross-cutting issues relevant to PNG including gender, out-of-school children, children with disabilities and urban-rural disparities. A new section on early childhood was added and the section of system strengthening expanded. The Addendum includes enrolment and staffing projections, updated development partner contributions and a risk analysis.

II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.[17]

NDoE last reported to UIS in 2016 covering all data except for teaching qualification which was not available. NDoE collects data on the elementary, primary, secondary and TVET sectors through an annual school census.

NDoE faces challenges sharing data from the higher education sector (under the authority of the Department of Higher Education, Research, Science and Technology) and ECCE sector (under the

[16] Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

[17] If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

authority of the Department of Community Development and Religion). However, with the support of UNICEF, it has completed a national ECCE center survey (2015) and child development assessment (2013). Currently, Save the Children and NDoE are mapping ECCE provision and conducting large-scale assessments using IDELA[18] in more detail in three provinces.
Strategies have been identified to improve data/information access by: a) linking with other lead government agencies; b) establishing a small working group led by NDoE with representatives from relevant departments; c) introducing a simple school census app; and, d) including UIS data collection as part of the annual workplan. Data on out-of-school children was last collected and reported at a nation level in 2017.

Technical advice on EMIS is provided by the Australian Department of Foreign Affairs and Trade (DFAT). The Addendum identifies digital school inspection data collection as a priority to replace the current paper-based school quality inspection tool.

II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.[19]

In partnership with other Pacific countries and the Pacific Community, NDoE uses the regional Pacific Islands Literacy and Numeracy Assessment (PILNA) primary student assessment. It is a low-stakes assessment, covering literacy and numeracy for students of year 4 and year 6, conducted every three years and is representative to the provincial level. In-country implementation for PILNA is funded from the national budget with modest support from the Pacific Community (funded by DFAT and NZAID) and administered by NDoE.

An Early Grade Reading Assessment (EGRA) tool developed under the READ PNG project funded by GPE (2011-2015) has been used in four provinces in three languages. An adapted version (combined with an Early Grade Maths Assessment) is currently being used by DFAT-funded NGO consortia in ten provinces for baseline and endline impact evaluations.

NDoE also conducts annual national examinations in grade 8, 10 and 12, although this data is currently not integrated into the EMIS. Funding for PILNA and national examinations is included in the Addendum Action Plan.

[18] IDELA is an assessment methodology and tool created by Save the Children that measures a child's motor development, emergent literacy, numeracy and problem-solving and social-emotional skills.

[19] If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

III. COUNTRY INFORMATION

NOTE: 1. Federal State applicants should duplicate this section as needed for States applying.
2. Please include the sources of population and GDP data in footnotes.

Total population:	8.426m[20]
GDP Per Capita (USD):	2,465[21]
School year runs from (month to month):	January to December
Budget cycle runs from (month to month):	January to December

IV. PROGRAM

IV.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

NOTE: it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.

BEST PNG

1. Summary

The program will improve learning outcomes in primary maths and science through in-service teacher training and coaching coupled with the provision of textbooks and teacher's manuals for Grade 3-6 to complement the new Standards Based Curriculum (SBC). This is in response to troubling national student assessment and examination results in maths. The in-service teacher training is funded by the ESPIG and the teaching and learning materials are funded by the Government of Japan.

[20] IMF

[21] The World Bank Group

Building on successful models of in-service training being delivered by three NGO consortia in the elementary subsector, these components will improve teaching and learning in the medium term. In-service training will be targeted at the most disadvantaged and low performing provinces. The new textbooks and accompanying teacher's manuals (which include scripted daily lesson plans) will be distributed nationally to all government and church education agency primary schools. In addition, using a proportion of the Multiplier ESPIG, new elementary maths (Grade 1 and 2) textbooks and teacher's manuals (with daily scripted lesson plans) will be developed, procured and distributed to elementary schools in the most disadvantaged provinces.

For improved sustainability, the program will concurrently update the pre-service primary maths and science curriculum outlines used in all teacher training colleges to ensure that newly qualified teachers have the necessary skills and knowledge to use the new primary curriculum and teaching and learning materials. Pre-service and in-service training outcomes will be aligned and lecturers will receive knowledge sharing, monitoring and support to prepare for the next phase of the reform when NDoE plans to update all the pre-service units with funding from the Government of Japan.

To address the long-term need to increase the proportion and number of female maths and science specialists in upper primary and lower secondary schools, the program will provide additional teacher training scholarships for 40 female pre-service maths and science teachers from six disadvantaged provinces. This component will utilize an existing GoPNG scholarship system. The aim

The program will further reduce inequities by incentivizing NDoE to increase the primary to secondary transition rates for female students in three provinces which have persistent problems with female student transition. This will be coupled with additional results-based financing to encourage activities to improve primary student learning outcomes in literacy in four poorly performing provinces. Finally, the program aims to increase efficiency in the education sector by incentivizing more domestic resourcing leading to a higher frequency of monitoring and support visits by inspectors to primary schools in six disadvantaged and low performing provinces to improve acquittals of school grants under the Tuition-Fee-Free (TFF) program. An important element of this activity is the increase in domestic financing for inspections.

The final component of the program is effective program management, accountability and monitoring. This is built on the strong partnership between NDoE and Save the Children and which will include embedded program personnel, technical advisers and steering committees to build ownership and implementation capacity. The program will implement robust baseline and endline evaluations, deploy an Independent Verification Agent, utilize GoPNG systems wherever possible, and work closely with the selected provinces.

2. Program development objectives

Fixed Part: Improved lower primary student learning outcomes in maths and science in low performing provinces through strengthened pre-service and in-service teacher education, expanded access to teacher training for female teachers and improved access to textbooks.

Variable Part: Equity: Improved female student transition to secondary schools through targeted interventions in the worst-performing provinces.

Efficiency: Increased monitoring of primary schools in low performing provinces leading to improved TFF acquittals through increased domestic financing.

Learning outcomes: Improved lower primary learning outcomes in literacy through targeted interventions in the worst-performing provinces.

3. Program outcomes
1 Improved primary maths and science student learning outcomes
2 Improved quality and relevance of maths and science primary pre-service training
3 Increased proportion of female pre-service maths and science teachers
4.1 Increase in the proportion of female students transitioning from primary to secondary school in three targeted provinces
4.2 Increase in the frequency of primary school inspections and improvement in TFF acquittals in six disadvantaged provinces
4.3 Increase in the proportion of Grade 5 students reaching a PILNA level 5 or above proficiency in literacy in four low performing provinces
5.1 Increased access to SBC primary maths and science textbooks
5.2 Increased access to SBC elementary maths textbooks and teacher's manuals in disadvantaged provinces

4. The program has six components with one sub-component fully funded by the Government of Japan.

Component	**USD**
Component 1 Primary in-service teacher training in SBC maths and science	2,601,078
Component 2 Primary pre-service units in SBC maths and science updated	376,646
Component 3 More female maths and science teachers	645,175
Component 4 Variable Part	3,171,000
Component 5.1 Primary maths and science textbooks	*Funded and managed by GoJ.*
Component 5.2 Elementary maths textbooks and teacher guides	1,906,664
Component 6 Program management & monitoring	1,869,437
Total	**10,570,000**
Agency fee @ 7 % of budget	739,900

Please refer to Section 3 in the Program Document for further details

Please define the event or project activity that will mark the start of the program and which will take place by the expected start date:

1. Signing of Financing Agreement between Save the Children as Grant Agent and the Government of Papua New Guinea
2. Completion of the draft Program Implementation Manual.
3. Completion of the draft Monitoring, Evaluation and Learning Framework and Plan.

IV.2 Expected Outputs[22] (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators[23] (GPE Strategic Plan 2016-2020):

Number of textbooks purchased and distributed
Number of teachers trained
Number of classrooms built or rehabilitated

NOTE: These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds, please indicate numbers planned at sector level.

TABLE 3 | Target outputs per year

Implementation year[24]:	**Baseline (Year 0)**	**Year 1 2019 July-Dec**	**Year 2 2020 Jan-Dec**	**Year 3 2021 Jan-Dec**	**Year 4 2022 Jan-June**	
Number of textbooks purchased and distributed	-	-	1,738,476	138,681	-	
Number of teachers trained	0	**25**	965 + 50 + 40 = **1055**	1930 + 60 +40 = **2030**	**40**	
Number of classrooms built or rehabilitated	-	-	-	-	-	

[22] For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.
[11] See Annex 1 for definitions of these indicators.
[24] Implementation year begins with grant effectiveness/ signing of grant agreement.

IV.3 Financial overview

Please complete the table below, indicating program cost and disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed project, indicate estimates for the expected disbursements of GPE funds by year.

TABLE 4 | Program costs and expected disbursements by year – in USD

Indicate years:	**Year 1 July 2019- June 2020**	**Year 2 July 2020- June 2021**	**Year 3 July 2021- June 2022**			**Total**
Total program costs per implementation year[25]	2,994,237	3,687,642	3,888,121			**10,570,000**[26]
Indicate years:	**2019 July-Dec**	**2020 Jan-Dec**	**2021 Jan-Dec**	**2022 Jan-June**		**Total**
Total program costs per calendar year	1,357,700	3,273,074	4,102,210	1,837,016		**10,570,000**[27]

[25] Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

[26] Does not include Agency Fee. Estimated by proportion. Program budgeted in detail by calendar/academic year to align with GoPNG budget cycle.

[27] Does not include Government of Japan contribution of $10.56m for component 5.1 or Agency Fee.

IV.4 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.
Note: Please provide brief justifications/explanations in your response.

TABLE 5 | Evolvement of grant financing modality

	Previous GPE grant	Current application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Yes	Yes
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	Yes (counterpart funding was in the national budget)	Yes, in National Education Plan Action Plan. Currently not in MTEF or national budget but will be once grant approved.
In relation to the national budget and parliament		
Is the project included in the national budget?	Yes	Not currently. Will be included in FY2020 if approved.
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?	No	Not currently. Will be included in FY2020 if approved.
In relation to treasury		
Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?	(b)	(c)
Is the expenditure process (documents and signatures	Partly. Read PNG established provincial bank	Partly. Hybrid of GoPNG and Save the Children processes.

on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?	accounts at commercial banks for disbursal of resources for sub-national activities (training, delivery of TLM).	
In relation to procurement		
Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?	Partly. Both GoPNG and World Bank procurement rules used. Done in consultation with GoPNG Central Supply and Tenders Board.	Partly. Hybrid of GoPNG and Save the Children processes. CSTB will be consulted.
In relation to accounting		
Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?	No	No, data will be integrated into GoPNG accounting system through Quarterly Budget Reviews. IFMS now operational so program financial reports will be uploaded.
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	Yes	Yes. Program will also utilize NDoE Internal Audit and Save the Children internal audit. Will be audited by Grant Agent's external auditors.
In relation to reporting		
Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	Yes	Yes

Will separate / additional reports be required for the Program?	No	Yes, GoPNG Quarterly Budget Review

IV.4.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

In the new grant, all program staff (including for procurement and financial management) will be fully embedded in the respective divisions under the leadership of the relevant First Assistant Secretary. Full-time secondments of NDoE program management, financial management and procurement officers will also occur. The program will be more actively reported into the GoPNG budget reporting cycle and more fully recorded in the national budget (including economic classification of line items). The Variable Part will disburse directly to the NDoE budget to a specific budget line allocated for Goods and Services for the NEP and Addendum implementation.

NDoE and the Grant Agent have agreed to use a hybrid approach to financial management and procurement using the strongest of each organization's policies and processes and dual authorization of disbursement and procurement. This process will be led by NDoE and overseen by the FAS Finance. An assessment of these processes was conducted during the program development. Skills transfer is included in all PMU job descriptions. Strengthened oversight will be provided by a Program Steering Committee (including LEG representatives and a senior officer from the Department of National Planning and Monitoring) and provincial and component technical steering committees.

For more details, please refer to Section 4.3 and 9.2 in the Program Document.

IV. VARIABLE PART INFORMATION

IV.1 Summary of Variable Part indicators and targets

Please complete the table below, by providing and defining the selected indicators and providing recent data for the indicators, where applicable, to reflect past trends, and the specific targets for the Program.

TABLE 6 | Variable Part Indicators

	Past trends data	Baseline	Program targets		
Indicate years for data entries:	**2015**	**2016**	**Year 1 target December 2019 6 months**	**Year 2 target December 2020 12 months**	**Year 3 target December 2021 12 months**
1.	**Equity**				
Indicator:	Increase in the proportion of female students transitioning from primary to secondary school in three provinces by 2022				
Definition of indicator:	• Primary-secondary transition rate is the proportion on grade 8 students who transfer to grade 9 lower secondary school calculated as a Gender Parity Index of the proportion of girls who transition to secondary school in relationship to the proportion of boys. • The three provinces with the lowest transition rates for Grade 8 female students are: Southern Highlands Province, Oro Province and Enga Province.				
Data/targets:	**Gender Parity Index transition rate (2015)**[28] Southern Highlands 0.74 Oro Province 0.96 Enga Province: 0.80 **Overall: 0.78**	**Gender Parity Index transition rate (2016)** Southern Highlands: 0.73 Oro Province: 0.79 Enga Province: 0.80 **Overall: 0.76**	Develop, endorse and publish a Provincial Transition Situational Analysis and Action Plan for each province	Implement and report on Provincial Transition Action plans	Increase in girls' primary-secondary transition rates by 15% over baseline in the three worst performing provinces[29]
2.	**Efficiency**				
Indicator:	4.2.1 Increase in the frequency of primary school inspections in six disadvantaged provinces by 2022 4.2.2 Improvement in the quality of primary schools' TFF reporting in six disadvantaged provinces by 2022				
Definition of indicator:	• Inspections are undertaken by inspectors from the districts using the National Quality School Standards Framework (NQSSF) tool. The inspection includes classroom observations and indicators on financial management and TFF acquittal. The inspection report is recorded electronically and sent to NDoE.				

[28] Note: data did not include students who were repeating the grade

[29] The target would be (0.76 * 1.15) = 0.87

	• Improvement in TFF acquittals is an assessment of the quality of the school's TFF acquittal as measured by the NQSSF.					
Data/targets:	Not available	Not available	30% of targeted primary schools inspected (2017) PGK628,400 allocated for inspections (2018 National Budget)	25% year-on-year increase in 2020-2022 domestic budget appropriation for inspection visits over 2018	40% (386) of primary schools inspected annually using updated NQSSF tool	80% (772) of primary schools inspected annually using updated NQSSF tool
	Not available	Not available	Currently no baseline on proportion of schools correctly acquitting TFF correctly. Baseline to be established in 2019.	NQSFF tool updated to include financial management indicators	30% (290) of primary schools correctly acquit TFF	70% (676) of primary schools correctly acquit TFF
3.	**Learning outcomes**					
Indicator:	Increase in the proportion of Grade 5 students reaching a PILNA level 5 or above proficiency in literacy in four low performing provinces by 2022					
Definition of indicator:	• PILNA is the Pacific Islands Literacy and Numeracy Assessments which are taken by a nationally representative sample of approximately 3,000 Grade 5 students. Proficiency at level 5 is the regional expected level of performance for Grade 5 students. • Provinces which performed poorly in the 2015 PILNA for literacy are: Hela Province, ARoB, Jiwaka Province and Enga Province.					
Data/targets:	**PILNA (2012)** National average: 18.1% achieving expected level in literacy No provincial data in report.		**PILNA literacy (2015)** PNG: 1. Hela Province 11% 2. ARoB 12% 3.Jiwaka Province 12% 4. Enga Province 12% **Overall: 12%**	Develop, endorse and publish four Provincial Literacy Action Plans	Implement and report on Provincial Literacy Action Plans	Increase the proportion of grade 5 students in each province reaching level 5 or above by 3 percentage points[30]

[30] Target will be updated based on the 2018 PILNA.

V.2 Strategies and actions in equity, efficiency, learning outcomes

For each specific dimension, please:

- Describe the selected strategies/actions in the Education Sector Plan to address the issue of each specific dimension.
- Explain how the proposed strategies/actions are included in a results' chain and can be considered transformational.
- Demonstrate that the proposed implementation strategies are robust and evidence-based.
- Demonstrate that the selected indicators have a stretch effect as opposed to a mere continuation of current trends.

1. Equity

Using data from the annual school census, NDoE has selected three provinces which demonstrate persistently low primary-secondary transition rates for female students: Southern Highlands Province, Oro Province and Enga Province. In Year 1, these provinces will receive additional support from NDoE who will work the targeted provinces to identify issues causing low transition rates, complete a situational analysis, and develop and, in Year 2 and 3, implement a provincial action plan to improve female student transition rates.

An improvement of 15% over baseline is a very ambitious stretch target for these provinces. Traditionally education for females has not been as highly valued in these provinces and there are pressures on female students for early marriage and domestic responsibilities. In addition, these provinces have high risks of violence and security which make it difficult for teenage girls to travel to school. Achieving the outcome target will require close coordination between NDoE, PDoEs, Department for Community Development and Religion, civil society and church education agencies.

Activities to improve transition rates may include community mobilization, conditional cash transfers, in-service training for teachers and headteachers, community mobilization, mentoring for female students, deploying additional female teachers and school-based counselors, stronger monitoring and coordination with partners, conditional school grants or improved infrastructure and safer environments.

The equity target is a high priority in the NEP & Addendum and is aligned with GPE Strategic Goal 2: increased equity, gender equality and inclusion. Data for the outcome target will come from the annual school census and will be verified by an Independent Verification Agent.

The indicator for the equity area will be: **Increase in the proportion of female students transitioning from primary to secondary school in three targeted provinces by 2022.**

The results chain can be seen in Figure 25 in the Program Document.

2. Efficiency

The disbursement of grants to schools under the Tuition-Fee-Free scheme comprises the largest expenditure under the national education budget after salaries; in 2018 this equated to USD129 million. Most primary schools do not report on their Tuition-Fee Free (TFF) school grants via the TFF acquittal process, and where acquittals are undertaken they are often incomplete or not in line with acquittal

guidelines. As a consequence of this lack of reporting, NDoE lacks data on the utilization and impact of the TFF school improvement grants. The underlying causes of this lack of compliant reporting via acquittal include a lack of skills, distances to banks and head offices, corruption and a lack of accountability mechanisms - primarily a lack of regular school inspections.

School inspectors are supposed to visit every school at least once per year but most schools do not receive visits because of the very limited appropriation for inspection logistics, remote schools, high inspector/school ratios and operational inefficiencies.

The efficiency target will focus on improving TFF acquittals by increasing the proportion of schools which receive an annual inspection. In Year 1, the new digital school quality assessment tool will be updated to include additional school financial management indicators and the government will increase appropriations for school inspections in the national budget. In Year 2 and 3, NDoE will increase the tempo of inspection visits in the six most poorly performing provinces (also targeted in component 1) and track the improvement in the number and quality of TFF acquittals against the standards in the TFF guidelines on eligible expenditure to improve learning and access. The limited baseline data shows these provinces' primary schools receive very few inspection visits, compounding their disadvantage. The targets represent a significant stretch considering the extremely challenging context of these provinces.

Activities which NDoE and PDoEs could implement to achieve these targets may include:
- Advocate and lobby for increased national and provincial appropriation for inspections;
- Revise and implement digital inspection tool and school report card;
- Implement incentive-based inspection system or other motivational or accountability strategies;
- Provide additional vehicles, logistical expenses and communication expenses;
- Coordination and cost-sharing for joint monitoring visits with other GoPNG departments and local stakeholders;
- Train school management teams on TFF acquittals; and,
- Recruit and deploy more inspectors to the disadvantaged districts to reduce school/inspector ratio.

The efficiency target is a high priority in the NEP & Addendum and is included in Focus Area 6: System Strengthening (Indicator 42 Percentage of schools inspected at least once (annually) by level and is aligned with GPE Strategic Goal 3.

The indicators for the efficiency area will be: **4.2.1 Increase in the frequency of primary school inspections in six disadvantaged provinces by 2022** and **4.2.2 Improvement in the quality of primary schools' TFF acquittals in six disadvantaged provinces by 2022.**

The results chain can be seen in Figure 26 in the Program Document.

3. Learning outcomes

Generally, learning outcomes are poor in PNG, but a number of provinces show significantly worse performance in the PILNA primary student assessment. The root causes of the poor literacy learning outcomes include weak teaching skills and knowledge, diverse languages, frequent student and teacher absenteeism and a lack of appropriate reading books and teaching support materials. Based on the latest

PILNA data, NDoE has identified four provinces which show persistent poor literacy scores and will target these for the learning outcome targets.

In Year 1, the provinces, supported by NDoE, will develop Provincial Literacy Action Plans based on an analysis of data and stakeholder consultations. The action plan strategies will draw on strong evidence from the Read PNG project reading booster and DFAT-funded elementary literacy programs. In Year 2, provinces will implement and report on their plans. In Year 3, the 2021 PILNA will measure the change in student literacy outcomes in these poorly performing provinces.

Possible activities will include NDoE and PDoEs working together with other stakeholders to plan for teacher professional development, select effective modules, select and train trainers and conduct in-service teacher training and coaching. Other possible interventions could include distribution of the new English teacher guides, deploying additional specialist teachers, policy changes, additional student reading books or teaching guides. Implementing successful literacy programs at scale will have a transformative effect on NDoE's capacity to improve learning outcomes. Improving student learning outcomes in the lowest performing provinces poses a significant stretch and, if achieved, will provide further impetus for interventions in other provinces and improve the national averages.

The learning outcomes target is a high priority in the NEP & Addendum and is included in Focus Area 3 Learning, Outcome 2: All students achieve learning standards and retention benchmarks.

The indicator for the learning outcomes area will be: **Increase in the proportion of Grade 5 students reaching a PILNA level 5 or above proficiency in literacy and numeracy in four low performing provinces by 2022.**

The results chain is described in more detail in Figure 28 in the Program Document.

IV.3 Means of verification

Please complete the table below by providing an overview of means of verification for each of the three dimensions, the timing and methodology (including inclusiveness) of the process for determining whether the target is reached as well as the process to determine (partial) disbursements based on the results. The means of verification should include:

1) Responsible party
2) Source document
3) Indicative timing of validation by local education group.

➔ *Extend and adapt the table if more rows are needed to fit the Program, by copying/pasting rows as relevant.*

TABLE 7 | Target attainment verification for disbursement

Means of verification	Month and year of target attainment verification	Month and year of disbursement of variable part
1. Equity		
Indicator:	Increase in the proportion of female students transitioning from primary to secondary school in three provinces by 2022	
Year 1 1. NDoE submits an endorsed Provincial Transition Situational Analysis and Action Plan for each province to Grant Agent 2. IVA verifies achievements 3. Grant Agent and LEG review IVR 4. Revision of IVR by IVA 5. Approval of IVR by Grant Agent copied to LEG 6. Grant Agent disburses funds to NDoE	NDoE reports achievements to Grant Agent no later than 31 October 2019 Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2020 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)
Year 2 1. NDoE submits an annual report on the Provincial Transition Action Plan for each province to Grant Agent. 2. As above.	NDoE reports achievements to Grant Agent no later than 31 October 2020 Draft IVR submitted by IVA no later than 31 December 2020	Disbursement by 29 February 2021 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)
Year 3 1. NDoE submits a report on achievement in transition rates based on EMIS and inspection data to the Grant Agent. 2. As above	NDoE reports achievements to Grant Agent no later than 31 October 2019 Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2022 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent).
Year 4 As Year 3.	Option to rollover to 2022 Annual School Census	No disbursement later than 31 May 2022.
2. Efficiency		
Indicator:	Increase in the frequency of primary school inspections and improvement in TFF acquittals in six disadvantaged provinces by 2022	
Year 1 1. NDoE submits updated NQSFF to LEG for endorsement and approval by Secretary. NDoE submits National Budget (FY2020) to Grant Agent. 2. IVA verifies achievements 3. Grant Agent and LEG review IVR	NDoE reports achievements to Grant Agent no later than 31 October 2019 Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2020 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)

4. Revision of IVR by IVA 5. Approval of IVR by Grant Agent copied to LEG 6. Grant Agent disburses funds to NDoE		
Year 2 1. NDoE submits achievement report to Grant Agent including evidence of inspections and acquittal quality. 2. As above	NDoE reports achievements to Grant Agent no later than 31 October 2020 Draft IVR submitted by IVA no later than 31 December 2020	Disbursement by 29 February 2021 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)
Year 3 1. NDoE submits achievement report to Grant Agent including evidence of inspections and acquittal quality. 2. As above	NDoE reports achievements to Grant Agent no later than 31 October 2019 Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2022 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent).
Year 4 As Year 3.	Option to rollover	No disbursement later than 31 May 2022.
3. Learning outcomes		
Indicator:	Increase in the proportion of Grade 5 students reaching a PILNA level 5 or above proficiency in literacy in four low performing provinces by 2022	
Year 1 1. NDoE submits an endorsed Provincial Literacy Action Plan for each province to Grant Agent 2. IVA verifies achievements 3. Grant Agent and LEG review IVR 4. Revision of IVR by IVA 5. Approval of IVR by Grant Agent copied to LEG 6. Grant Agent disburses funds to NDoE	NDoE reports achievements to Grant Agent no later than 31 October 2019 Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2020 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)
Year 2 1. NDoE submits an annual report on the Provincial Literacy Action Plan for each province to Grant Agent. 2. As above.	NDoE reports achievements to Grant Agent no later than 31 October 2020 Draft IVR submitted by IVA no later than 31 December 2020	Disbursement by 29 February 2021 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent)
Year 3 1. NDoE submits a report on achievement in Grade 5 literacy outcomes based on the 2021 PILNA to the Grant Agent. 2. As above	NDoE reports achievements to Grant Agent no later than 31 October 2019 (with option to extend dependent on PILNA 2021 data entry) Draft IVR submitted by IVA no later than 31 December 2019	Disbursement by 28 February 2022 (with option for later disbursement if agreed by NDoE, LEG and Grant Agent).
Year 4 As Year 3.	Option to rollover depending on release of 2021 PILNA report.	No disbursement later than 31 May 2022.

VI. INCLUSIVE APPROACH

VI.1 Development Partners

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

Please see **Annex 2.**

VI.2 Sign-off	
Signature of applicant ministry representative	
The below signatory endorses this application on behalf of the government. (Please scan this page after signature and include it as an attached file to the submission.)	
Name of signatory:	Dr. Uke W, Kombra, PhD
Job title/ ministry:	Secretary for Education
Email:	Uke_Kombra@education.gov.pg
Phone:	+675 3013338
Date:	11/20/2018
Signature:	
Signature of the grant agent representative (Country Director of agency)	
The below signatory endorses this application on behalf of the grant agent agency or organization. (Please scan this page after signature and include it as an attached file to the submission.)	
Name of signatory:	Click here to enter text.
Job title/ agency:	TBC, Save the ChildrenUK
Email:	Click here to enter text.
Phone:	Click here to enter text.
Date:	Click here to enter a date.
Signature:	
Signature of the coordinating agency representative	
The below signatory endorses this application on behalf of the development partner group. (Please scan this page after signature and include it as an attached file to the submission.)	
Name of signatory:	David Mcloughlin
Job title/ agency:	Representative UNICEF Papua New Guinea
Email:	dmcloughlin@unicef.org
Phone:	+675 321305
Date:	Click here to enter a date.
Signature:	

- **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at gpe_grant_submission@globalpartnership.org, with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.
- See page 2 for information on disclosure of ESPIG documents.

Annex I:

DEFINITIONS	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
Relating to funding modalities	
Sector Pooled	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
Project pooled / Co-financed	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
Project/ Stand-alone	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
Relating to key indicators	
Number of textbooks purchased and distributed	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
Number of teachers trained	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
Number of classrooms built or rehabilitated	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.