Please note that this application form is only for countries that have previously applied for an ESPIG and would like to access additional Maximum Country Allocation (MCA)

Application Form *for* Additional Maximum Country Allocation

OVERVIEW	
Country:	Puntland State of Somalia
Grant agent(s):	UNICEF
Is the grant agent(s) the same as for the current ESPIG?	Yes [X] No [ ]
Coordinating agency(ies):	European Union
Date of submission of Additional MCA application:	8/23/2019
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes [X] No [ ]
Program name for current ESPIG:	Puntland State of Somalia Ministry of Education and Higher Education, ESPIG, Global Partnership for Education: Programme Document 2017-2020
Program name for this application:	Additional Maximum Country Allocation (MCA) Global Partnership for Education Programme Document 2020-2023
Additional MCA amount requested - Fixed Part[1]:	US$ 8,830,000.00
Additional MCA amount requested - Variable Part[2]:	US$0
Agency fees (additional to the country allocation):	US$ 618,100.00
Additional MCA estimated starting date[3]:	1/1/2020
Estimated closing date(must be last day of the month, e.g. June **30**, 2025):	12/31/2023
Is the above date an extension of the closing date for current ESPIG?	Yes [X] No [ ]
Expected submission date of completion report:	5/31/2024

Grant modality- (please enter '**X**')[4]		
	[ ]	Sector Pooled
	[ ]	Project Pooled/ Co-financed
	[X]	Project/ Stand-alone

[1] Including other grant agent costs such as supervision, country offices, etc.
[2]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.
[3] In cases where the Additional MCA is used to finance programs supported by the current ESPIG, the Additional MCA starting date refers to the date the additional financing becomes effective.
[4]See Annex 1 for definitions.

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.

ESPIG Guidelines:

➔ Applicants should read the Guidelines for Applying for an Additional Maximum Country Allocation as well as the *ESPIG Guidelines*, which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application (where applicable). In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:

➔ This application package is considered an integral part of the GPC or Board's approval. Changes to any of these documents after 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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Annex I: Definitions of terms

I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

NOTE: Please only complete this section if it has been more than two years since the current ESPIG was approved and if this application is based on a new ESP/TEP, different from the one used for the current ESPIG)

I.1 Requirement 1: An endorsed quality ESP/TEP[5]

If a new ESP has been submitted for this application, please provide the following information:

Date of submission of the endorsed ESP/TEP:	3/13/2017
Period of the ESP/TEP:	2017-2021

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 Education Sector Strategic Plan for Puntland State of Somalia (ESSP 2017-2021) is still valid as the main conclusions and recommendations in the Appraisal Report of February 13, 2017, as the findings, conclusions and recommendations of the 4th Joint Review of The Education Sector (JRES) – 2017/ January 2018 concur with the plan. The Education Strategic Sector Plan (ESSP) 2017-2021 lays out concrete strategies to address the issues of equity, efficiency, effective service delivery and quality learning outcomes. The entire ESSP document builds on four main priorities with the first priority aiming to address increasing access and equity for the most excluded children by substantially increasing the funding and mobilisation of resources to improve access for marginalised groups (girls, pastoralists, rural/coastal, minority, internally displaced persons etc.). These efforts also leverage investments from other development partners such as UNICEF, USAID, World Bank and the European Union. Equity will also be addressed through the expansion of provision of grants to schools and to marginalised communities (in the form of scholarships/direct financial assistance to children from disadvantaged households to support them in overcoming financial barriers to access education), recruitment and development of female teachers and construction of additional schools with a special focus on rural areas and disadvantaged regions. In terms of quality of education and learning outcomes, the ESSP outlines several strategies including teacher training programmes to support improved teaching and learning in classrooms (which will lead to improved learning outcomes), development of curriculum material to support teaching and learning based on the recently completed competency based national curriculum framework, enhancing the quality of learning environments, improving school and teacher support through improved quality assurance systems, distributing learning materials and strengthening examination and certification. Effective and efficient service delivery is also a focus area of the ESSP focusing primarily on enhancing efficiency through taking measures to reduce the drop-out rate, reduce the cost of education per pupil and increase promotion rates. Equity, efficiency and learning outcomes will all be underpinned by developing more effective education systems through the expansion of EMIS, strengthening financial management systems to promote transparency and accountability, and increasing the organisational capacity of the Ministry of Education and Higher Education (MoEHE) to manage and deliver services for children.

[5]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.

An appraisal of the ESSP (2017-2021) was carried out by an external consultant commissioned by Save the Children on behalf of the Education Sector Committee (ESC) in Puntland. The appraisal was finalised in February 2017 and the main recommendation was that the ESSP (2017-2021) is ready for endorsement by the ESC. The appraisal report concluded that the ESSP (2017-2021) is a clear improvement on the ESSP of 2012-2016 and that the new ESSP (2017-2021) is more elaborate in terms of priorities, strategies, activities and realistic targets. The appraisal report notes that the ESSP (2017-2021) includes relevant strategies, however there appeared to be a slight disconnect between the priorities set in the activity plan and the ESSP budget. As such one of the recommendations of the appraisal report was that the ESSP activity plan must be consistent with the main ESSP document and the financial figures should match. The appraisal report also notes that the ESSP activity plan and the ESSP budget are calculated in different ways and therefore the Ministry should double check and align these figures. A final recommendation in the appraisal report is to treat Education in Emergencies as a subsector rather than a crosscutting theme.

The appraisal process has helped the MoEHE reflect on the robustness of the ESSP (2017-2021) and enabled it to strengthen the focus on the critical priority areas of equity, efficiency, quality and learning outcomes. In response to the appraisal, the MoEHE amended the ESSP budget and opted to use the financial data from the national budget approved by the Parliament. Furthermore, the budget inconsistencies have been harmonised throughout the document. The MoEHE also explained that the variation between the ESSP budget and the action plan budget is because the former is for five years and the latter for three years. The MoEHE opted to keep education in emergencies as a cross cutting theme rather than treat it as a subsector as recommended by the appraisal because in the Puntland context, emergency affects all education subsectors therefore it is more suitable to have it as a crosscutting thematic area. Overall, the MoEHE took the recommendations from the appraisal report on board and the exercise helped the Ministry and the education partners reflect on the ESSP and revise it accordingly.

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

NOTE: Please only complete this section if it has been more than one year since the current ESPIG was approved

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via ***this link.***[6] Attach the completed template to this application.

[6] This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at gpe_grant_submission@globalpartnership.org.

II. PROGRAM

II.1 Program description (extracted from program document[7])

NOTE: If the Additional MCA is used to complement program(s) financed by the current ESPIG, please focus on describing the changes in the pre-existing program(s)

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.

PROGRAMME DESCRPTION

The Additional MCA (2020-2023) will build and complement the ongoing GPE Programme financed by the current Education Sector Program Implementation Grant (ESPIG) 2017-2020. Programme structure remains the same unchanged, but adjustments are proposed in line with lessons learned during the implementation of the Education Sector Strategic Plan (ESSP) 2012-2016 and the current ESSP 2017-2021, including one and a half years of GPE/ ESPIG implementation.

Programme Rationale and Design

The proposed additional MCA is anchored on three key components: Promoting equity in education for the most socially excluded children; prioritizing quality teaching and children's learning outcomes; and effective and accountable education systems.

Objective 1: Improved learning outcomes for primary students

Component 1: Prioritising Quality Teaching and Children's Learning Outcomes

Teachers are an essential link to improving student learning. One of the core focuses of the programme is the improvement of student learning outcomes through increased numbers of certified teachers, with increased in-service support to improve learning in classrooms. To demonstrate that primary students in Puntland are achieving learning outcomes, they must achieve pass rates in the national assessment, Measuring Learning

[7] In case of additional financing of the program financed by an existing ESPIG, this may refer to that document already submitted in combination with a document that explains changes to the program.

Achievement (MLA), administered in grades three and six, for literacy in Somali language and Math. For students to achieve requisite proficiency in Math, Language and other subjects the government will train more teachers enabling them to obtain appropriate certification and demonstrating skills in child–centred pedagogy. It is MOEHE's intention to attain an inflow of 270 head teachers and 1,131 class teachers (975 in-service; and 156 pre-service in three years); with a cadre trained on the appropriate child-centred and gender sensitive pedagogy into the school system to improve the learning outcomes of 175,467 students in three years.

The Theory of Change underpinning this component is that 'if teachers are better equipped to teach and are provided with regular follow up support, then learners will be provided with better guidance to achieve higher learning outcomes'. Critical technical support will also be provided to the Ministry to develop relevant education textbooks with simple-to-use teacher guides. This will translate the newly developed competency-based national curriculum framework into practical learning and teacher resources. Textbooks and learning guides will also incorporate learning components on safety, social cohesion and resilience drawing on UNESCO - International institute of Educational Planning (IIEP) guidance materials to support children affected by emergency and crisis. This component will thus contribute towards the larger quality and learning targets in the ESSP as well as improved effectiveness of education service delivery at the school level.

Achievement of results in this component are linked to Component 3, in that, the results of students who participate in the MLA will be compared with those students who are in classrooms where teachers have benefited from in-service and pre-service training. Mentoring and monitoring of trained teacher has been initiated since the first cycle of teacher training who completed the course in 2018, and this will be continued in the subsequent cohorts under the MCA. **The total cost of component 1: Prioritising Quality Teaching and Children's Learning Outcomes is US$2,838,975 or 32.2% of the programming cost.**

Objective 2: Improved access to education for children in rural areas and, disadvantaged and vulnerable groups

Component 2: Promoting Equity in Education for the Most Socially Excluded Children

Financial barriers such as school fees, insufficient supplies in schools, cost of textbooks and lack of school feeding and learning materials combined with poverty are among some of the more common reasons for children to drop out of school in Puntland. Specifically, in rural areas where a substantial proportion of disadvantaged children reside, do not have the same opportunities to access school as their counterparts in urban areas. Rural areas cover vast land mass with sparse populations including nomads and pastoralist communities or small towns in coastal areas. Improving the education of these two disparate groups creates the space for these children to claim their right to education. The GPE programme for Puntland has provided primary school fee scholarships managed through school-community mechanisms and has benefited 2,650 children from marginalised groups such as rural children, girls, IDPs and disabled children.

In addition to providing scholarships through community mechanisms with funds transferred directly to

beneficiaries via money transfer services in Somalia, the MoEHE has provided learning materials for the 2,650 pupils receiving scholarships to support their achievement of improved learning outcomes. The basic Theory of Change underpinning this component is that 'if the financial barrier to education is removed, then pupils from the most socially excluded groups will enroll in schools and successfully complete primary education'. This component, together with the wider ESSP, will contribute towards addressing disparities in access to education and increase equity in primary education. GPE investments in this area have leveraged other resources to contribute to this ESSP priority thereby additional rural and disadvantaged children overcome financial barriers contributing to achievement of key equity indicators for the sector. Thus, MOEHE will continue to improve access to education by increasing the number of children receiving scholarships and other financial support to attend school including girls from poor families. **The total cost of this Component 2: Promoting Access and Equity in Education for the Most Socially Excluded Children is US$1,587,500.00 or 18% of the programming cost.**

Objective 3: Strengthened institutional systems for better service delivery

Component 3: Effective and Accountable Education Systems

Since the Puntland State of Somalia was established in 1998, the number of primary schools has increased significantly resulting in a considerable increase in the enrolment of primary school children. While these strides in access have been achieved, strengthening of the MoEHE's capacity has not kept up with this pace. The programme will focus on strengthening the MoEHE's institutional systems to enable better and more effective education service delivery. This includes improving the collection, management and oversight of education data; conducting valid and reliable annual examinations; conducting Measuring Learning Achievement (MLA) assessments; conducting routine supervision (school and administrative); and strengthening the capacity of the Ministry to deliver quality education in Puntland for all school-aged children.

The departments of MOEHE will be strengthened with the appropriate Education Sector Quality Benchmarks (ESQB) in finance, quality and personnel improvement. The MOEHE will: decentralize 70 per cent activities of EMIS to the regional levels; 7 out of 9 regions will use EMIS for decision-making; 97 per cent of students pass Puntland Primary Leaving Certificate examinations; 50 per cent of Grades 3 and 6 students achieve minimum competencies in Puntland MLA Standards in Literacy and Numeracy (disaggregated by gender), 30 per cent of schools whose students achieve improved test scores attributable to supervision and inspection by MOEHE paying close attention to the seven quality standards being adhered to by the schools; and seven Education Departments out of nine achieving Education Sector Quality Benchmarks.

The MoEHE will utilize EMIS data, examination results, MLA results and routine supervision visits to provide feedback to the school level to improve teachers' performance and student learning outcomes; as well as strengthening the quality assurance role played by the MoEHE. Accountability mechanisms will also be strengthened through the establishment of integrated financial management system (working closely with the Ministry of Finance, Accountant General's Office and the Directorate of Budgets. This will ensure that the

Public Financial Management Systems (PFM) within the government will enhance budget credibility, transparency, and financial reporting. This will enable the MoEHE to publish in-depth financial inputs and outputs of each department as well as publish annual auditing reports. The basic Theory of Change underpinning this component is that 'if the systems are strengthened then this would lead MoEHE to take more of the leadership role of the sector ensuring effective education service delivery'. **The total cost of Component 3: Effective and Accountable Education Systems is US$$2,643,717 or 29.9% of the programming cost.**

Success Factors of the Additional MCA

The Government of Puntland remains committed to education as a priority focus area in the Puntland Development Plan. The Government is committed to increasing the national budget to the education sector by one per cent annually. The MoEHE has come a long way in its budgetary support of educational activities and remains committed to improving effectiveness and efficiency of the education system so that all children in Puntland have access to quality education. In addition, development partners' commitment to the ESSP is essential to mobilise additional resources to complement government efforts in education service delivery. Most importantly teachers, parents and the local communities remain the bedrock foundation upon which the Puntland education sector is built.

Conclusion

The three components are interlinked with each contributing to the overarching goal of the programme, which is to improve the quality of education, equity and access in education for the most socially excluded groups, and to strengthen effective education service delivery in Puntland. Moreover, the respective programme components have been developed with consideration to leveraging additional government and donor investments to create mutually reinforcing synergies to support achievement of the overall priorities and development objectives of the ESSP.

Please identify the event or project activity that will mark the start of the program and which will define the program start date:

The programme start date will be in January 2020 after the review of the Year II of the implementation of the current ESPIG grant.

II.2Expected Outputs[8] (extracted from program document)

NOTE: If the Additional MCA is used to complement program(s) in the current ESPIG, then the figures below should include outputs of the combined program(s)

[8]See Annex 1 for definitions of these indicators.For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

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[9] (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. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc).

TABLE 1 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Indicate below if calendar year or implementation year[10]: Click here to enter text.	Baseline (2019)	2020	2021	2022	2023	Year 5
Number of lower and upper primary textbooks purchased and distributed respectively	0	463,304	23,165	350,890	39,236	
Number of teachers trained	650	325	134	133	133	
Number of classrooms built or rehabilitated	0	18	18			

Indicate years (e.g., 2023):	2020	2021	2022	2023	Total
Total program costs per implementation year[11]	**$2,773,711.00**	**$2,157,864.33**	**$2,342,310.33**	**$1,556,114.33**	**$8,830,000.00**
Total program costs per calendar year	**$2,773,711.00**	**$2,157,864.33**	**$2,342,310.33**	**$1,556,114.33**	**$8,830,000.00**

II.4 Aid effectiveness

NOTE: Complete this section only if the Additional MCA will be used to finance Stand Alone program(s), different from program(s) financed by current ESPIG

[9]Implementation year begins with grant effectiveness/ signing of grant agreement.
[10]Implementation year begins with grant effectiveness/ signing of grant agreement.
[11]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 2020should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

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 3 | Grant financing modality

	Current ESPIG	Additional MCA application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Please indicate Yes or No Yes [X] No [ ]	Please indicate Yes or No Yes [X] No [ ]
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	Please indicate Yes or No Yes [ ] No [X] *Please provide brief justifications/explanations* If No, does the MTEF exist? Yes [ ] No [X]	Please indicate Yes or No Yes [ ] No [X] This will be included in the next budget cycle If No, does the MTEF exist? Yes [ ] No [X]
In relation to the national budget and parliament		
Is the GPE funded program clearly indicated in the national budget?	Please indicate Yes or No Yes [ ] No [X] *Please provide brief justifications/explanations*	Please indicate Yes or No Yes [ ] No [X] This will be included in the next budget cycle
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?Is GPE funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	Please indicate Yes or No Yes [ ] No [X] *Please provide brief justifications/explanations*	Please indicate Yes or No Yes [ ] No [X] *Please provide brief justifications/explanations*
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?	Please choose a), b), or c) c) a specific account at a commercial bank *Please provide brief justifications/explanations* Because there is no main revenue account of government and specific account for treasury in Puntland.	Please choose a), b), or c) c) a specific account at a commercial bank *Please provide brief justifications/explanations* Because there is no main revenue account of government and specific account for treasury in Puntland.

Is the expenditure process (documents and signatures 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)?	Please indicate Yes or No Yes [X] No [ ] *If there are any specific derogations or safeguards, please explain briefly*	Please indicate Yes or No Yes [X] No [ ] *If there are any specific derogations or safeguards, please explain briefly*
In relation to procurement		
Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?	Please indicate Yes or No Yes [X] No [ ] The expenditure processes used by the MoEHE's were in full alignment with the GA's financial systems and donor guidelines. The MoEHE certified that expenditures were made for the planned purposes.	Please indicate Yes or No Yes [X] No [ ] The Government of Puntland and World Bank have established a robust Public Financial Management (PFM) system called Financial Management Information System (FMIS) that capture all sources of revenues (government and donors). The GPE programme expenditure process will follow the newly established Government system as well as be in line with the GA's financial system.
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?	Please indicate Yes or No Yes [X] No [ ] The Ministry is required to request and report the financial accounting through the GA using the HACT system.	Please indicate Yes or No Yes [X] No [ ] The Ministry is required to request and report the financial accounting through the GA using the HACT system.
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	Please indicate Yes or No Yes [X] No [ ] The government's Auditing General audits all financial accounts in the Ministry in line with financial policy and procedures. The Ministry has established an internal audit office that will conduct routine	Please indicate Yes or No Yes [X] No [ ] The government's Auditing General will audit all financial accounts in the Ministry in line with financial policy and procedures. The Ministry has established an internal audit office that will conduct routine

	audits. The GA will also conduct external in line with HACT timelines.	audits. The GA will also conduct external in line with HACT timelines.
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?	Please indicate Yes or No Yes [X] No [ ] *Please provide brief justifications/explanations*	Please indicate Yes or No Yes [X] No [ ] *Please provide brief justifications/explanations*
Will separate / additional reports be required for the Program?	Please indicate Yes or No Yes [X] No [ ]	Please indicate Yes or No Yes [X] No [ ]

II.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.

The Additional Maximum Country Allocation (2020-2023) for Puntland State of Somalia will support the key priority areas that were identified by the Education Sector Analysis of 2016, and Education Sector Strategic Plan (2017-2021), and in line with the Goal 4 of the Manifesto of the new President, for quality community services to the community such as education, health, enhancement of the quality on water, electricity, with particular emphasis on public private partnership. The Additional MCA programme document comprises three key components, namely: Prioritising quality teaching and children's learning outcomes, promoting access and equity in education for the most socially excluded children, Strengthening Institutional Systems that will improve the education system of Puntland State of Somalia. The programme identifies and examines various issues in Puntland education and offers direction on possible changes and enhancements to the system.

The Puntland State will be the Implementer of this GPE Programme and, as noted under the Objective of Strengthened institutional systems for better service delivery, and Component 3: Effective and Accountable Education Systems, Puntland State will ensure accountability mechanisms are strengthened through the establishment of integrated financial management system (working closely with the Ministry of Finance, the Accountant General's Office and the Directorate of Budgets. This will ensure that the Public Financial Management System (PFM) within the government will enhance budget credibility, transparency, and financial reporting. The GPE programme will be subject to all the systems, controls, checks and statutory audits that have been put in place by the Government as well and the Grant Agent audits and Harmonised Cash Transfers (HACT) during the duration of the Grant Implementation. Over the last several years there have been audits of Cash Transfers and fiduciary controls have been put in place by UNICEF and other actors, and this will continue for effective use of resources.

Ministry of Education and Higher Education of Puntland State of Somalia recognizes that the GPE programme is designed to respond and meet the needs of learners and the community, and thus improving Puntland's

education system to respond to the needs of the present and future.

III. VARIABLE PART INFORMATION

NOTE: Complete this section only if the Additional MCA includes a variable part.[12] Please include only the variable part strategies and indicators that are linked to the Additional MCA.

III.1Proposed variable part strategies in equity, efficiency, learning outcomes

For each dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a 'stretch'.
- Note: An Additional MCA may propose 'new' variable part strategies and indicators. If any of the strategies / indicators proposed are new, please highlight. If a revision to the variable part of the existing ESPIG is proposed, please make a note and include an explanation / justification for proposing this change.

1. Equity strategy

n/a

2. Efficiency strategy

n/a

3. Learning outcomes strategy

n/a

III.2Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

NOTE*:* According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

[12] An application for an additional MCA of up to US$5 million does not have to include an ex-post variable part, even if the total ESPIG amount including the initial MCA would exceed US$5 million.

n/a

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g.,50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

n/a

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

n/a

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

III.3Disbursement Mechanism: Briefly state the disbursement mechanism.
Into what mechanism will variable part financing be disbursed?

n/a

IV.INCLUSIVE APPROACH

IV.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.

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.