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:	Tanzania
Grant agent(s):	Swedish International Development Cooperation Agency (Sida)
Is the grant agent(s) the same as for the current ESPIG?	Yes [x] No [ ]
Coordinating agency(ies):	Department for International Development (DFID) United Kingdom
Date of submission of Additional MCA application:	8/5/2019
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes [x] No [ ]
Program name for current ESPIG:	GPE-LANES II
Program name for this application:	GPE-LANES II Additional Funding
Additional MCA amount requested - Fixed Part[1]:	USD 15,750,000
Additional MCA amount requested - Variable Part[2]:	USD 6,750,000
Agency fees (additional to the country allocation):	n/a
Additional MCA estimated starting date[3]:	12/31/2019
Estimated closing date (must be last day of the month, e.g. June **30**, 2025):	6/30/2023
Is the above date an extension of the closing date for current ESPIG?	Yes [ ] No [x]
Expected submission date of completion report:	12/31/2023

Grant modality - (please enter '**X**')[4]	[ ]	Sector Pooled
	[x]	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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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:	Click here to enter a date.
Period of the ESP/TEP:	Click here to enter text.

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.

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.

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)					
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23		Total
Education sector plan								

[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.

[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.

External funding – excluding GPE funds (Tzs)								
Funding gap as recorded in the ESP (Tzs)								
GPE support (Tzs)								

TABLE 2 | Major interventions of development partners

Donor name	Major interventions	Financial scale (amount)	Years covered
			(i)

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.

The Additional MCA of USD 22.5M will be used to complement the GPE-LANES II ESPIG which commences in September 2019. The funding modality for the additional part is split such that 70% of the additional MCA is allocated to Fixed Part program activities and 30% is allocated to the Variable Part. The overall objective of GPE-LANES II is: "To enhance universal access to and participation in quality Pre-primary, Primary and Non-Formal Education with particular attention to learners from vulnerable groups who need greater opportunities for primary education". The allocation of

[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.

additional funds was decided collaboratively by a range of stakeholders based on careful consideration of the Programme Design, the Joint Education Sector Review, and the current needs of the basic education sector.

Additional Financing for the Fixed Part of the Grant: The fixed part of the grant originally had three components, each of which has been allocated additional funds. A fourth component, "Improving Access to Pre-Primary and Special Needs Education" has also been added through the use of additional MCA. The allocations, objectives, and related targets for each component and sub-component are highlighted below. For further details, refer to the Additional Funds Application Document, Section 3 and the GPE LANES II Programme Document, Section 6.

<table>
<tr><td colspan="2"><u>Component 1: Teacher Professional Development</u>
The objective of Component 1 is to improve the quality of teaching and learning by strengthening the implementation of Continuous Professional Development (CPD) for in-service teachers through Teacher Resource Centres (TRCs). A second objective is to ensure that every Local Government Authority (LGA) has teachers trained and equipped to carry out pre-enrolment special needs assessments.

This component has received additional financing of $1,600,000[8] under all 4 sub-components. The additional allocations do not change the design of planned activities; rather, they strengthen implementation by enabling additional stakeholders to participate with the increased support materials for teacher professional development. For a detailed description of the program design, targets and implementation for each subcomponent, see Section 6.4.2 of the GPE-LANES II Program Document.</td></tr>
<tr><td colspan="2">1.1 Strengthening the role of TRCs</td></tr>
<tr><td>Addition: $348,037</td><td>New Target: 3,956 WEOs receive orientation</td></tr>
<tr><td colspan="2">Subcomponent 1.1 supports the roll out of the (2019) National Framework for Teacher Continuous Professional Development (NF-TCPD). The government has recognized that Ward Education Officers (WEOs) play a vital role in providing supervisory support for implementation of the NF-TCPD. The additional financing will provide room for full participation of WEOs alongside TRC Coordinators during the orientation toward CPD.</td></tr>
<tr><td colspan="2">1.2 Production and Distribution of CPD modules</td></tr>
<tr><td>Addition: $51,239</td><td>New Target: 1,200 modules printed/distributed</td></tr>
<tr><td colspan="2">The additional funds will allow the printing and distribution of modules in self-learning format for teachers</td></tr>
<tr><td colspan="2">1.3 Teacher In-service Training via TRCs</td></tr>
<tr><td>Addition: $1,090,104</td><td>Target: at least 50% of pre- and primary teachers and 80% of COBET and Special Needs teachers receive CPD</td></tr>
<tr><td colspan="2">The additional funds do not increase the number of teachers reached, but ensure that the materials, transport, administration costs and connectivity needed for the CPD will be supplied.</td></tr>
<tr><td colspan="2">1.4 Special Needs Pre-Enrollment Assessment</td></tr>
<tr><td>Addition: $110,620</td><td>Target: To ensure all 3956 wards in all LGAs have been assessed</td></tr>
<tr><td colspan="2">The target remains the same: To provide the assessment in all regions. The additional funds will cover new administrative wards and LGAs which have been created since 2018.</td></tr>
<tr><td colspan="2">Component 2: Teaching and Learning Materials
The Objective of Component 2 is: To Improve learning outcomes in pre-primary, primary and COBET through the development, printing and distribution of appropriate teaching and learning materials (TLM). An additional $4,655,605 to component 2 has been allocated under subcomponents 2.1, 2.4, 2.5 and 2.6, to further improve textbook-pupil ratios, to reach more students from targeted groups, namely students with special needs, and to ensure the TRCs have sufficient</td></tr>
</table>

[8] All $ figures in USD

equipment to carry out the roles envisioned for them. For details, see also Section 6.4.3 of the GPE-LANES II Program Document.	
2.1 Development, printing and distribution of Standards VI & VII materials	
Addition: $2,718,683	New Target: 3,323,520 additional textbooks
The additional funds will be used to print and distribute sufficient STD VI &VII textbooks to raise the textbook-pupil ratio to 1:2 instead of 1:3.	
2.4 Special needs equipment for schools	
Addition: $270,620	New Target: Equipment for an additional 7000 Special Needs Education (SNE) learners and 100 SNE teachers
The additional funds allow procurement of support equipment for more SNE students and specialized teaching equipment their teachers.	
2.5 Equipping TRCs	
Addition: $724,335	Target: 600 TRCs equipped based on needs assessment
Additional funds have been added here to ensure that all TRCs receive adequate ICT equipment to enable them to serve their role in teacher CPD, including providing self/online learning space for teachers.	
2.6 Re-printing and distribution of additional textbooks for early grades readers	
Addition: $941,967	New Targets: 17,000 copies (DVDs) of e-content for supplemental readers developed and distributed
Additional funding for this sub-component will facilitate the development of e-content out of the supplemental readers, to reach and engage more learners.	
Component 3 System Strengthening, Management, Monitoring and Evaluation The objective here is to strengthen the capacity of government to efficiently plan, manage, coordinate and monitor education and training. This component is allocated an additional $4,499,044 across all four sub components. The additional allocations do not change the design of planned activities; rather they allow more education officers and schools to participate in capacity building and quality assurance exercises. For a detailed description of the program design, targets and implementation for each subcomponent, see Section 6.4.4 of the GPE-LANES II Program Document.	
3.1 Strengthening capacity to plan, manage, coordinate and monitor education and training	
Addition: $224,978	New Target: 2000 copies of ESDP distributed
The additional funds allocated to this sub-component will allow translation and mass printing and distribution of the ESDP, to help ensure awareness and ownership of the ESDP at all levels	
3.2 Facilitating Implementation of the new School Quality Assurance system	
Addition: $1,776,051	New Target: Additional 5% of schools to receive Whole School Visit each year
Original GPE-LANES II funding facilitated SQA visits to 15% of schools annually; now an additional 5% of schools are included, which is 4,312 schools in total (with new and old funding) that will be reached each year.	
3.3 Facilitating the National 3Rs Assessment for 2019, 2021	
Addition: $2,169,044	New Target: Printing and distribution of Pupils' Item Response Analysis (PIRA) reports for the National 3Rs assessment, Standard Four National Assessment (SFNA) and Primary School Leaving Exam (PSLE)
The additional funds will allow for a larger sample size in the 2019 and 2020 3Rs National Assessment. In addition, the new target added ensures the feedback reports (PIRA) on the results of all primary national exams are analyzed and shared at school level to support improvement of teaching and learning	
3.4 Program Monitoring and Evaluation.	
Addition: $328,971	New target: Procurement of 10 vehicles
The additional funds for this sub-component will be used to provide the means of carrying out field visits [10 vehicles for the two ministries] to progressively monitor program implementation and allow timely tackling of bottlenecks.	

Component 4: Improving Access to Quality Pre-Primary and Special Needs Education: Component 4 is new and has been added with the additional MCA. The objective of Component 4 is to improve access to quality pre-primary and special needs education (SNE) by building new or upgrading existing facilities into model learning spaces for pre-primary education and need-appropriate dormitories for SNE learners at special needs units. Pre-primary pupil-classroom ratios range as high as 1:386 (2019 BEST), which is not conducive to learning. For SNE learners, special needs units and special schools exist in each region of the country. Each of these is meant ot have dormitories to accommodate SNE learners who cannot walk back home every day or who live too far from the school for a daily commute. 2018 JESR field visits revealed that existing dormitories are in dire condition and are often inadequate. A total of $4,995,350 has been allocated. For a detailed description see the Application for Additional Funds Document, Section 4.

4.1 Construct Pre-Primary Model Learning Spaces (MLS)	
Allocation: $3,901,091	Target: 300 MLS
"Model Learning Space" refers to pre-primary classrooms with the necessary materials, equipment, facilities and safety measures to promote early childhood learning: These funds will provide for the construction, furnishing and teaching and learning materials of the MLS.	
4.2 Renovate or Construct SNE hostels	
Allocation: $884,956	Target: 20 furnished hostels
Dormitories allow SNE learners who cannot walk home daily to regularly attend school in Special Needs Units.	
4.3 Follow up, monitoring and supervision and construction and renovation	
Allocation: $209,303	Target: M&E for 4.1 and 4.2
Monitoring and supervision of this component is vital to ensure the specified standards are met. These funds facilitate LGA engineers to supervise construction and District Education Officers to monitor the furnishing and equipping of classrooms and dormitories.	

Expected Outcomes: GPE-LANES II additional MCA will further support GoT's ESDP goals to increase access and improve the quality of learning in pre-primary and primary basic education, including for SNE and COBET learners. Refer to the Updated Results Framework in Annex 3 of the Application for Additional Funds Document for detailed outcome and output indicators.

Additional Financing for the Variable Part: An additional $6,750,000 has been allocated to selected EPforR DLIs. For details, see section 5 of the Application for Additional Funds Document and Section III of this application form.

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

The development of the Operations Manual marked the start of GPE-LANES II. As the Operations Manual is still in draft stage, the new components and updates from the additional MCA will be incorporated. The event that will mark the start of Additional Funding is signing of the addendum to the grant agreement and the press release to inform the public.

II.2 Expected Outputs[9] (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)

[9] 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[10] (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[11]: Click here to enter text.	Baseline (Year 0)	Year 1	Year 2	Year 3	Year 4	Year 5
Number of textbooks Produced and distributed	N/A	14,975,608	14,975,608			
Number of teachers trained – primary (cumulative)	N/A	-	44820	53,790	89645	
Number of teachers trained – pre-primary (cumulative)	N/A	-	2260	2715	4520	
Number of teachers trained – COBET Facilitators	N/A	-		850		
Number of teachers trained – Special Needs Teachers	N/A	-		3000		
Number of classrooms built or rehabilitated – pre-primary Model Learning Spaces	N/a		100	200		
Number of SNE dormitories rehabilitated			10	10		
E-content (DVDs) for supplemental readers developed & distributed			17,000			

II.3 Financial overview

[10] Implementation year begins with grant effectiveness/ signing of grant agreement.

[10] Implementation year begins with grant effectiveness/ signing of grant agreement.

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.

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

TABLE 2 | 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 years (e.g., 2023):	year 1	year 2	year 3	year 4	Total
Total program costs per implementation year[12] in USD[13]	25,797,873	16,188,853	7,165,341	997,933	50,150,000
Total program costs per calendar year					

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

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[14]

	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 [v] No [ ]	Please indicate Yes or No Yes [v] No [ ]

[12] 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.

[13] Note: The Pogram management and supervision costs are NOT included here.

[14] ***Note:*** The additional MCA will be used to fund the same stand alone program financed by the original MCA, but this section has been completed to include the new component that has been added in the Fixed Part of the program (Component 4: Improving access to pre-primary and special needs education.)

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 [v] No [ ] It was included in MTEF and once the agreement is signed funds will be released through the Exchequer. If No, does the MTEF exist? Yes [ ] No [ ]	The current GPE grant is included in the Medium-Term Expenditure Framework (MTEF). A budget code has been assigned. MTEF will have a midterm review and the additional financing will be added to the current ESPIG:
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 [v] No [ ] GPE is part of the MTEF and MTEF is integrated into the national budget.	Please indicate Yes or No Yes [v] No [ ] The budget is going to be included in the national budget once approved
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 [v] No [ ] There are specific codes for expenditures linked to fund releases	Please indicate Yes or No Yes [v] No [ ] There are specific codes for expenditures linked to fund releases.
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?	All funds will be disbursed through the Grant Agent to its account. The grant agent will make specific disbursements to Ministry of Finance and Planning to a single designated account in **a)** Central Bank of Tanzania (BOT). MoFP, when instructed by MoEST, will in turn disburse **Fixed Part funds** through the Exchequer to **b)** Consolidated Fund Accounts of the respective	All funds will be disbursed through the Grant Agent to its account. The grant agent will make specific disbursements to Ministry of Finance and Planning to a single designated account in **a)** Central Bank of Tanzania (BOT). MoFP, when instructed by MoEST, will in turn disburse **Fixed Part funds** through the Exchequer to **b)** Consolidated Fund Accounts of the respective

	implementing agencies, (such as MoEST, PORALG or MDA). MoEST will approve disbursements based on the agreed activities and budgets in the annual Work Plan. In the case of the **Variable Part** of the Fund, EPforR processes will be followed and disbursement will be done by the Grant Agent to MOEST EPforR Dollar designated account at BOT. The funds are then transferred as required to the EPforR Operations TZS Account at CRDB for disbursements to spending entities. The PS MOEST on instruction of the EPforR strategic Management team (SMT) makes disbursements to **c)** the respective Ministries, MDAs, Councils and Schools commercial bank accounts.	implementing agencies, (such as MoEST, PORALG or MDA). MoEST will approve disbursements based on the agreed activities and budgets in the annual Work Plan. In the case of the **Variable Part** of the Fund, EPforR processes will be followed and disbursement will be done by the Grant Agent to MOEST EPforR Dollar designated account at BOT. The funds are then transferred as required to the EPforR Operations TZS Account at CRDB for disbursements to spending entities. The PS MOEST on instruction of the EPforR strategic Management team (SMT) makes disbursements to **c)** the respective Ministries, MDAs, Councils and Schools commercial bank accounts.
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 [v] No [ ] The Ministry of Education, Science and Technology (MoEST) was the lead Ministry, for the implementation of the GPE programme with the Permanent Secretary of MoEST as the accounting officer. The fund was executed according to the current internal control systems which require a high-level approval of any activity before fund releases.	This remains the same: The Ministry of Education, Science and Technology (MoEST) is the lead Ministry, for the implementation of the GPE programme and the Permanent Secretary of MoEST is the accounting officer. The fund will be executed according to the current internal control systems which require a high-level approval of any activity before fund releases. For the **Variable Part**, non-earmarked finance is

		transferred to the Government Revenue Account, Bank of Tanzania, based upon achievement of Disbursement Linked Indicators (DLIs). The Development Partners have stipulated through their legal agreements that the EPforR disbursed finance must be utilized within the education sector. Other than this, no strings are attached.
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 [v] No [ ] Procurement rules used are those of government determined by Public Procurement Act. 2013 These are subject to external government audit on procurement. There are multiple processes within government. Once approved then the request is subject to the Grant Agents procurement processes before final approval was given.	Please indicate Yes or No Yes [v] No [ ] Procurement rules used are those of government determined by Public Procurement Act. 2013 These are subject to external government audit on procurement. There are multiple processes within government. Once approved then the request is subject to the Grant Agents procurement processes before final approval was given.
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 [v] No [ ] Government undertakes the majority of its financial transactions, will include the **Fixed Part** funds**,** in accordance with government's accounting system (EPICOR) used for	Please indicate Yes or No Yes [v] No [ ] *The same additional financing will follow the same accounting system as ESPIG.*

	government budgets. For the **Variable Part** which will go through the commercial bank account, Dummy Vouchers will be created and integrated into the government's accounting system	
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	Please indicate Yes or No Yes [v] No [ ] Yes. Government will conduct its own internal audit as well as an external audit by CAG and if needed, the Grant Agent will commission an independent audit. The Variable Part is reported in the annual report of EPforR on the achievement of DLIs and semi-annual reports of DLI 2. During the annual review, the GoT submits in compliance with the World Bank agreement, and the EPforR Action Plan, a Fiduciary Assessment and an updated risk assessment. The EPforR accounts audited by the CAG have resulted in unqualified opinion to date.	Please indicate Yes or No Yes [v] No [ ] Yes. Government will conduct its own internal audit as well as an external audit by CAG and if needed, the Grant Agent will commission an independent audit. The Variable Part is reported in the annual report of EPforR on the achievement of DLIs and semi-annual reports of DLI 2. During the annual review, the GoT submits in compliance with the World Bank agreement, and the EPforR Action Plan, a Fiduciary Assessment and an updated risk assessment. The EPforR accounts audited by the CAG have resulted in unqualified opinion to date.
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 [v] No [ ] Included in Education Sector Performance Report submitted to annual joint education sector review.	Please indicate Yes or No Yes [v] No [ ] Information on implementation on project execution will be included in annual joint sector reviews and reports.
Will separate / additional reports be required for the Program?	Please indicate Yes or No Yes [v] No [ ]	Please indicate Yes or No Yes [v] 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 GPE-LANES i financing modality focused on outputs-based funding, whereas GPE-LANES II proposes a hybrid modality of fixed or output-based funding and results-based or variable financing. The additional MCA continues to support the new modality. This choice of modality involved a process of dialogue between Government, Development Partners and key stakeholders, resulting in a consensual choice to pool 30% of the additional financing with this existing results-based fund. Although it requires Government to fund activities upfront, and there are risks in not achieving agreed results, it has the benefits of "stretching" the operational capacity of the partner ministries as well as allowing the flexibility of discretionary funding once targets have been achieved. These un-earmarked funds can be used within the education sector according to the GoT own priorities. So far priority has been given to build new education infrastructure, based on the enormous pressure on Government to deliver free quality education for all.

- The Fixed Part GPE funds will be managed in line with the GA's country agreement with the Government, in full alignment with the Government systems, and with support and Technical Assistance to ensure the best value-for-money. As such, the assistance will be provided through a mix of funds transfers. The Variable Part of the GPE funds will seamlessly be pool funded and fully integrated into the fiduciary agreements between Sweden and MoFP for existing support to EPforR, using the existing national systems and a very detailed verification of results process elaborated in a comprehensive POM.

- The program lays the foundation for greater collaboration among implementing agencies and development partners in supporting the objectives of the ESDP. Additionally, it has the potential to build GoT confidence in using hybrid funding modalities to achieve transformational education sector outcomes. GPE Fixed Part funds will be used to support the achievement of EPforR outputs or results which then provide the added benefit of triggering un-earmarked funds which can be channeled to other pressing sector priorities, less financially supported by Development Partners.

III. VARIABLE PART INFORMATION

NOTE: Complete this section only if the Additional MCA includes a variable part.[15] Please include only the variable part strategies and indicators that are linked to the Additional MCA.

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

15 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.

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

- Strategies to address Equity

The ESDP outcome area for **Outcome of Access, Participation and Equity** has as its aim the "**Equitable participation in and completion of basic education for all, through both formal and non-formal pathways**". A predicted ESDP output in achieving this objective is that the "main education costs borne by households are reduced by half for all pupils, and further still for those from poor and disadvantaged backgrounds". The following strategies are proposed:

DLI 2.2 Release total amount of capitation grants to schools monthly. This Disbursement Linked Indicator (DLI) or result addresses the equity dimension by improving the distribution of capitation grants to schools. Prior to the introduction of this DLI, there were inconsistencies in the level of Capitation Grant (CG) disbursed by the central government via LGAs and in the amount of CG that reached different schools. Since the introduction of this DLI, a new system was evolved by GoT whereby CG are disbursed directly from MoFP to school accounts on a monthly basis. Thus, every school now receives its share of CG on a monthly basis and the overall percent of CG disbursed has improved. MoFP disburses Tzs. 6000/= per child. In addition, from July 2018, Pre-primary pupils, and from 2019 COBET learners, all of whom were previously excluded, are now included as part of the capitation grants in schools where they are enrolled, and to receive the same amount as other students. The additional number of children receiving capitation grants with the inclusion of COBET and pre-primary learners is estimated to be 1,820,00 in 2019 (higher than projected). This DLI promotes predictability of funding at the school level to support effective resource planning, prioritization, and expenditure patterns during the school year. It allows for flexibility of decentralized resource allocation process. It increases level of direct accountability for performance at the school level

DLI 7.2 LGAs improve girls' transition rates from primary to secondary. The DLI 7.2 directly addresses the equity dimension by tracking and encouraging improvement in the transition rate of girls from primary to secondary level. While there is gender parity in enrolment at primary level, girls' participation in secondary education is lower than boys'. This DLI supports a more thorough consideration of gender issues in both primary and secondary schools as schools, communities, LGAs and the School Quality Assurance system will need to pay more attention to the factors that influence schools' attractiveness to girls and their families.

- **Results Chain that demonstrates strategies are transformational**

The GPE Variable Part proposes the following transformational disbursement linked results (DLI) which require role players to adopt proactive strategies to achieve them. These are:

DLI 2.2 - Incentivizing the MoFP to disburse the full budgeted amount for capitation grants. This is critical to the success of ensuring fee-free basic education**.** By additionally subsidizing pre-primary and COBET learners, the GoT is sending a clear message to schools that education for all children is being promoted. Previously the capitation grant was only for children enrolled in primary and secondary levels. The added value of GPE VP is that COBET and pre-primary learners are now included which ensures greater equity of participation and access. This inclusivity is expected to transform the intake of learners at pre-primary and COBET levels in schools and the perception of communities that all children have a right to education. In addition, GOT is developing guidelines for schools on the use of CG at school level, to ensure that a portion of the additional CG received goes directly to supporting pre-primary and COBET programs (for example, for consumable/recurrent teaching and learning materials), rather than the entire funds going to the whole school pool. This will mark a transformation in the way schools plan for and allocate funds within their own budgets.

DLI 7.2 Improving girls' transition rate from primary to secondary. This DLI disburses at LGA level, provided the target number of councils show improvement. This is a critical DLI given the Ministry of Education's policy stance that pregnant students are not allowed to continue their studies in public schools [16]but via non-formal education opportunities. Focusing on this indicator will help ensure more girls transition and could even help to combat early pregnancies. International evidence[17] demonstrates that educating girls and getting them through secondary delays pregnancies. Studies have shown that keeping girls in school improves their sexual and reproductive health.

- **DLIs that have a stretch effect as opposed to a mere continuation of current trends**

Achieving DLI **2.2** will stretch GoT. Firstly, it will require foundational activities such as the development and then implementation of guidelines on a "ring fund" within CG for COBET and pre-primary programs at school level. Secondly, the EPforR formula for DLI 2.2 is being revised in such a way that achievement will be measured according to disbursement against the CG policy formula instead of against the CG budget. In recent years, underbudgeting resulted in full disbursement against DLR 2.2 when in fact the CG disbursement may fall short of the amount required by the policy formula. The revision of the formula for this DLI will ensure that both the budget and disbursement follow the agreed upon CG formula. Current budget projections indicate that the GoT will struggle to raise an increase in capitation easily. Hence GPE-supported DLI 2.2 will incentivize GoT to keep this financial commitment.

DLI 7.2 Improving girls' transition rate from primary to secondary. In order to succeed in reaching this goal, both schools and communities must stretch themselves, in order to address the varied barriers that affect girls'

16 Tanzania's ban on pregnant girls attending state primary and secondary schools dates back to 1961, when the country secured its independence from Britain, though it does not extend to private schools. This policy was reaffirmed in June 2017 by President Magafuli.
17 World Bank (2009). Adding one more year of education decreases by at least 10 percentage points the probability of giving birth when still a teenager. The probability of having one's first child before age 20, when having at least completed primary education, is about 65 percent; therefore, for this means a reduction of about 15 percent in teenage fertility rates for this group. One additional year of school curbs the probability of becoming a mother each year by 7.3 percent for women who have completed at least primary education, and 5.6 percent for women with at least a secondary education.

transition to secondary. Schools, LGAs and communities will pay more attention to the needs to female learners who have a higher tendency than males to drop out of school for varying reasons.

2. Efficiency strategy

- **Strategies to address Efficiency**

ESDP Outcome: System Structure, Governance and Management. This outcome area ***ensures "an effective management and administration system is in place, including sector-wide accountability and sustainable, equitable financing modalities, which enables mobility through multiple pathways within and across education sub-sectors".***

DLI 7.1 Improved student retention rates in primary and lower secondary education Tracking the survival of a cohort of pupils is important to improve system efficiencies, pupil throughput and ensures children's access to education. The achievement of DLI 7.1 also reflects performance of participation in pre-primary which according to research enhances pupil retention in primary and later standards. Additionally, it provides a pull factor to retain pupils in COBET classes.

It supports improved education sector efficiency and effectiveness; and supports quality improvements, as improved teaching and learning environment, including pedagogy, is a major attraction for students to stay in the system; It also supports improved school-community communication, as parents and communities will need to play an active role in reducing absenteeism and drop-out.

- **Results Chain that demonstrates strategy is transformational**

The focus of LGAS on achieving the EPforR **DLI 7.1 on improving student retention** improves cost effectiveness. The expectation is improved internal efficiencies at school level as all levels of management from head teacher upwards will introduce strategies to retain learners in order to achieve this DLI. This will lead to a pull factor to mainstream COBET and special needs learners.

Achievement of this DLI also supports improved school-community communication, as parents and communities will need to play an active role in reducing absenteeism and drop-outs. Success in achieving these objectives constitutes a major transformational change that will result in better throughput of learners, thus 'un-clogging' and 'un-locking' the system and improving progression rates, which in the longer run will improve learning conditions for teaching and thus learning outcomes.

- **DLIs that have a stretch effect as opposed to a mere continuation of current trends**

The year 2019 is the second year that DLI 7.1 is being pursued as an incentive by LGAs and is likely to "stretch" their capacities beyond their normal duties. Preliminary data from PO-RALG suggests that a limited number of LGAs will achieve an improvement in Primary Survival Rate.

3. Learning outcomes strategy

- **Strategies in Education Sector Plan to address Learning Outcomes**

DLI 6.2 Meet annual target of improvement in reading. The DLI 6.2 incentivizes and motivates improvements in primary learning outcomes in reading at Standard II which is a foundation for all future student learning. Achievements in learning outcomes is a central objective of GPE's programmes globally. The assessment at this level also enables Tanzania to predict, flag and respond to learning outcome issues early on.

- **Results Chain that demonstrates strategy is transformational**

The GPE-LANES Fixed Part in providing financial support to NECTA for conducting biannual testing of literacy and numeracy levels in a sample of schools in Standard II classes allows government to assess learner improvements at these levels. The **DLI 6.2** is complementary in that it provides the incentive for government to coordinate and align efforts at the foundational grades of pre-primary and primary, a challenge given the multiplicity of factors impacting on learning outcomes at this level.

Putting an emphasis on achieving improvements in learning outcome results up front is likely to lead to significant transformative ways in which schools and their support structures behave in the delivery of education. Additionally, there are numerous strategies that have been adopted by the GoT to improve learning outcomes. These include developing the SQAS Handbook, the Whole School Report Card system, the trainings of educators and support staff, the competence-based curriculum changes, the new textbooks being introduced, and the Inclusive Education Policy and Strategy.

- **DLIs that have a stretch effect as opposed to a mere continuation of current trends**

DLI 2.2 has a stretch effect on several aspects of the education sector. Not only did the National Examination Council of Tanzania adapt their own version of the EGRA and EGMA to develop a national 3Rs assessment, but under GPE-LANES II, NECTA will implement the assessment according to EGRA/EGMA international standards, which requires some adjustments and capacity building on the part of NECTA. In addition, in order to achieve targets in reading for DLI 6.2, significant school improvements in teaching and school management are required. This is an ambitious strategy with high expectations that organizational changes will affect student learning outcomes.

III.2 Variable Part indicators, targets and means of verification[18]

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

Equity

[18] The EPforR POM dated 20190619 was the source for section III.2.

Indicator Name / Definition:

DLI 2.2 Release total amount of capitation grants to schools monthly

Definition:

The Government has released the full amount of Capitation Grants (CG) to schools within each LGA in a timely manner every month

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.

This indicator measures the proportion of funds released by GoT from three prioritised capitation grant (CG) budget lines in the EPforR budget framework: capitation grants disbursed directly to school bank accounts: to public: i) primary schools, ii) primary special schools and iii) secondary schools. The basis for the capitation calculation is the most recent Annual School Census (ASC). The target is 100% disbursement.

Disbursement Rule:

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

Achievement will be assessed six-monthly.

Fund release is proportional to the percentage of CG funds released to schools during each six-month period. This is currently calculated as a percentage of budget, although this is likely to be amended at the 2019 Annual Review to be calculated as a percentage of the policy formula.

Allocation formula: For each six-month period the EPforR disbursement under DLR 2.2 will be proportional to the percentage of CG received by schools during the period relative to the schools' annual entitlement. This entitlement is currently the approved GoT budget for the year, but will be changed in Year 6 (see Box 5). For the purpose of assessing DLR 2.2, CG is defined as the cash component of capitation grants, explicitly excluding the component allocated for textbooks and any other transfers to schools such as for secondary fee subsidies and school meals. However, cash transfers to Special Schools are included.

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.

Procedure for DLR Verification: MOFP will submit a six-monthly summary of CG disbursements showing the transfer of capitation grants by individual school. All LGAs will submit to PO-RALG monthly monitoring reports listing the amounts of CG transferred to schools. These will be combined into a summary consolidated report by PO-RALG every six months. The independent verification agency will be given access to the submitted MOFP transfer reports, the monthly LGA reports and sampled schools' bank statements. A sample of LGAs and schools will be selected for verification (exact sample size and composition of the sample to be defined by DPs and/or independent verification team). External verification will be done annually, so the size of the second EPforR disbursement will be determined by the verification of the entire year's CG disbursement. The first disbursement will be made on the basis of the MOFP report, internal verification by the EPforR Coordination Unit / TAS Team and light-touch verification by Sida.

Data source:

(i) National level: Approved budget allocation to schools as reported in budget framework; IFMR prepared by MOFP. For the purpose of this DLR 2.2, CG includes and is limited to the cash transfer component of capitation grants to both primary and secondary schools (including special schools). It excludes textbooks, fee subsidies and school meals. As of FY 2018-2019 primary schools are entitled to CG for pre- primary pupils as well as primary pupils. As of FY 2019-2020 schools will also be entitled to receive CG for pupils/students enrolled in COBET.

(ii) School level: school acknowledgement receipt; certified school bank statement; cash flow ledger.

Verification Entity: Independent verification firm

Dimension:
Use the drop down below to select a dimension

Equity

Indicator Name / Definition:

DLI 7.2 Improving girls' transition rate from primary to secondary

Definition:
Regions achieve improved transition rates of girls from Primary to Lower Secondary Education.

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.

This indicator measures the rate at which regions achieve improved transition rates of girls from Primary to Lower Secondary Education. Regions may receive incentives of varying amounts according to the degree to which their retention rates have improved and their performance compared to other Regions, or nothing if their performance deteriorates.

Data:

Past trends data		**Baseline**	**Program targets**
2017	**2018**	**2019**	**2020**
Not yet measured	54% of Regions	38% of Regions	38% of Regions

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

Schedule: DLR achievement will be assessed annually.

Fund release is proportional to the number of Regions eligible to receive student retention incentives for improving girls' transition as compared to the target of 38% of Regions per annum, plus a factor that is proportional to the percentage increase in the transition rate compared to the previous year.

Each year, the method described in Box 23 below will be used to determine the annual EPforR disbursement. Depending on their achievement against the indicator described in Box 22 below, LGAs may receive incentives of varying amounts according to the degree to which the girls' transition rates in their respective Regions have improved and their performance compared to other Regions, or nothing if their performance deteriorates.

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.

Procedure for DLR Verification: The independent verification firm will conduct random checks in a representative sample of schools to verify whether student numbers in the relevant grades (Primary Standard 7 and Secondary Form 1) are consistent with EMIS data for the current year. The verification firm will report results to the Government and Financing DP Committee. The verification firm should also check the calculations undertaken by the EPforR Coordination Unit.

Data source: EMIS grade-specific enrolment data on the Government Open Data Portal for three consecutive years, independently verified.

Verification Entity: Independent verification firm

Dimension:

Use the drop down below to select a dimension

Efficiency

Indicator Name / Definition:

DLI 7.1 Improved student retention rates in primary and lower secondary education

Definition:

LGAs achieve improved retention rates in Primary and Lower Secondary Education.

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.

This indicator measures percentage changes or improvements in primary and lower secondary education survival rates on the previous year's figures. It rewards councils and regions that show the largest positive change. LGAs may receive incentives of varying amounts according to the degree to which their retention rates have improved and their performance compared to other LGAs, or nothing if their performance deteriorates. Results are determined on the number of Regions eligible to receive student retention incentives for improving girls' transition as compared to the target of 38% of Regions per annum, plus a factor that is proportional to the percentage increase in the transition rate compared to the previous year.

Past trends data		Baseline	Program targets
2017	**2018**	**2019**	**2020**
82% of LGAs (P)	94% of LGAs (P), 60% of LGAs (LS)	41% of LGAs	41% of LGAs

Disbursement Rule:

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

Schedule**:** DLR achievement will be assessed annually.

Fund release is proportional to the number of LGAs eligible to receive student retention incentives for primary and/or lower secondary schools as compared to the targets of 41% of LGAs for primary and 38% of Regions for lower secondary per annum for each of the incentives respectively, plus a factor that is proportional to the percentage increase in the two survival rates compared to the previous year. (See Box 19 below for details of the indicators).

Allocation formula**:** Each year, the method described in Box 20 below will be used to determine the annual EPforR disbursement. Depending on their achievement against the two indicators, modified Primary Survival Rate and modified Lower Secondary Survival Rate LGAs may receive incentives of varying amounts according to the degree to which their retention rates have improved and their performance compared to other LGAs, or nothing if their performance deteriorates.

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.

Procedure for DLR Verification: The independent verification firm will conduct random checks in a representative sample of schools to verify whether student numbers in each grade are consistent with EMIS data for the current year. The verification firm will report results to the Government and Financing DP Committee. The verification firm should also check the calculations undertaken by the EPforR Coordination Unit

Data source: EMIS grade-specific enrolment data on the Government Open Data Portal for three consecutive years, independently verified.

Verification Entity: Independent verification firm

Dimension:

Use the drop down below to select a dimension

Learning Outcomes

Indicator Name / Definition:

DLI 6.2 Meet annual target of improvement in reading.

Definition:
The Government has met the biennial target of improvement in words per minute (wpm) in national 3R average as determined through an EGRA assessment using an internationally recognised methodology.

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.

This indicator incentivizes and motivates improvements in primary learning outcomes. The indicator measures the assessment of learning produced by teaching and learning inputs. The 3Rs assessment is designed as a tool to diagnose learning achievement and issues throughout the system. The 3Rs assessment is to be conducted every two years by NECTA to a nationally representative sample of schools of Standard II students. The assessment is designed to determine student knowledge and mastery of reading, and writing. For DLI 6.2, the proportional contributions are dependent upon the level of improvement in words per minute.

NB: The targets for this indicator are currently being revised. Agreed targets will be shared after the EPforR Annual Review in October 2019.

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

DLR achievement will be assessed every two years following the EGRA/EGMA assessment, according to the EPforR formula.

Fund release is proportional to performance improvement compared to the target for the year in wpm.

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.

At the end of 2019 or beginning of 2020 (provided the target pupil population is those who completed Standard 2 in 2019) NECTA will conduct a 3Rs assessment compatible with the EGRA methodology that was implemented jointly by RTI/NECTA for the previous three rounds. The target population is pupils in Government schools who have just completed Standard 2. The sample must be nationally representative. The assessment will be completed in time to have the final report ready by 31st May 2020 at the latest. An independent verification entity commissioned by the Development Partners will assess the methodology used and determine whether it complies with internationally accepted standards for EGRA. The Financing DP Committee will review the EGRA/EGMA assessment report and the independent verification report and decide on the amounts to be disbursed by each of the EPforR Development Partners based on the wpm improvement since the revised 2017 baseline according to an agreed EPforR formula.

Data source: NECTA 3Rs assessment report (reading fluency component)

Verification Entity: Independent organization. Up to 2017-18 the EGRA was conducted independently by RTI, in collaboration with NECTA, funded by USAID. In 2019-20 the assessment will be conducted by NECTA without RTI support. EPforR Development Partners will therefore require independent verification by a third party.

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

The additional funds for Variable Part Financing will disburse following the same mechanism as the original GPE-LANES II variable part.

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.

Annex 2: Development Partners Consulted in the Development of this Application

Embassy of Sweden/Sida
United Kingdom Department for International Development/DFID
UNICEF
UNESCO