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:	Somalia
Grant agent(s):	CARE USA
Is the grant agent(s) the same as for the current ESPIG?	Yes [x] No [ ]
Coordinating agency(ies):	EU – Somalia Mission
Date of submission of Additional MCA application:	9/25/2019
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes [x] No [ ]
Program name for current ESPIG:	Education Sector Program Implementation Grant - Somalia
Program name for this application:	Education Sector Program Implementation Grant - Somalia
Additional MCA amount requested - Fixed Part[1]:	USD 7,950,000
Additional MCA amount requested - Variable Part[2]:	Click here to enter amount.
Agency fees (additional to the country allocation):	USD 556,500
Additional MCA estimated starting date[3]:	1/1/2020
Estimated closing date (must be last day of the month, e.g. June **30**, 2025):	2/28/2022
Is the above date an extension of the closing date for current ESPIG?	Yes [x] No [ ]
Expected submission date of completion report:	8/31/2022

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

[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.

GLOBAL PARTNERSHIP for EDUCATION

	x	Project/ Stand-alone

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:	12/4/2017
Period of the ESP/TEP:	2018-2020

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 Appraisal Report concluded that the ESSP was coherent; comprehensive; evidence-aligned; pro-poor; aligned with the National Development Plan and recommendations of the last Joint Review of the Education Sector; and has consistency between policy objectives, strategies, activities, budget and targets. Additionally, the ESSP was developed through a participatory effort between MoECHE, Federal Member States, private education providers, Community Education Committees, civil society and development partners, with demonstrated leadership and ownership from the government. The ESSP results framework is well-structured with reasonable targets. There was a focus on equitable access, quality and governance in all sub-sectors.

The Appraisal Report made a number of recommendations to which the MoECHE responded in an Appraisal Memo:

Appraisal Report recommendations	**MoECHE response**
1. The ESSP could include a plan for the preparation of a comprehensive ESA and ESSP.	A note in the ESSP has been included in the Monitoring Chapter on steps that will be taken to prepare for a comprehensive ESA and ESSP in the future.
2. The Action Plan a. It could be combined with the costing and financing document. b. Activities are described too succinctly and more information would be desirable to better understand their scope	a. We have retained the Action Plan as a separate document to help align off-budget activities to our ESSP b. This has been elaborated upon in the updated Action Plan
3. The Results Framework:	a. This has been reviewed and corrected to ensure full consistency.

[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.

a. Targets in the Results Matrix and Action Plan must be exactly the same. There are currently some discrepancies.	
4. Financial aspects: a. The objective of the FGS seems to be to reach 10% of the national budget allocated to education by 2020, but the calculations in chapter 11 imply a share of 10% by 2019. This should be clarified in the final version of the ESSP. b. It is strongly recommended to increase the education budget in a more gradual manner, to reach, for instance 5.5% in 2018, 7.5% in 2019 and 10% in 2020. The absorptive capacity of the MOECHE remains questionable even in this scenario, but it would be more reasonable that the proposed increase to 10% in 2 years. c. Considering that most of the funds for the education sector are off-budget support (up to 77% in financing model 2), it is recommended that education partners align their funds with the ESSP's objectives and strategies. The new director of the Department of Partnership seems to be very engaged and he will hopefully manage to keep and improve the good relationships with donors. d. The costing/financing should include a table with the amounts to be allocated to recurrent and capital expenditures, specifying if the source for each of them is domestic or external. e. As mentioned in this report, there are several concerns about the financial calculations. They ought to be addressed in the finalized version of the ESSP. f. Strong fiduciary mechanisms must be put in place, so a transparent and efficient use of the increasing domestic resources allocated to education is guaranteed. g. As the quality of education is an important concern in Somalia (and is also linked to a potential increase in access), the Ministry of Education could consider increasing the budget allocated to develop learning materials, with competitive bids.	a. This has been corrected to the correct figures in the NDP of 12%. b. Our government has committed to an increase of 3% per year and this will be retained in the ESSP to ensure consistency across planning documents and hold the government accountable to commitments that have been made. We do however appreciate the risks noted by the Appraiser. c. This is agreed and the government will take measures to ensure this is the case with future off-budget support. d. This ministry has provided rough calculations on recurrent expenditures with funding sources in the updated document. However, the ministry will work on separating the recurrent and capital expenditures for the second and third year of the ESSP duration. e. Concerns raised in the ESSP document have been addressed. We note that financial data of the ministry remains weak, particularly in relation to macro-economic data. We have utilized best available data of past investments in the education sector to project realistic financing options. We strongly believe that we have been pragmatic and realistic and note the high costing of the Puntland ESSP as a point of reference in this regard. In comparison, we have presented a very realistic and achievable costing and financing model which can be easily achieved. f. We are in agreement and have included strengthening such mechanisms in the cross-cutting issues sections of the ESSP. g. Agreed. We have increased the planned budget for this important area by some $4 million in the plan.
5. Regarding data and indicators in the ESSP: a. The figures in the ESSP ought to be checked for consistency and corrected as needed.	a. Figures have been reviewed and corrected. UNICEF will also send the final ESSP for a final

b. The ESSP should review and set realistic targets: 25% of ECCE government-owned (from zero now), or 15% of female teachers in secondary schools (from 4.3% now), among others, do not seem realistic in such a short period of time.	copy edit to clean up any further outstanding points, which should not delay endorsement of the ESSP. b. We have reviewed these figures and believe they can be achieved. We believe that it is important for us to be ambitious in these critical areas, even if success is not guaranteed. The ECCE centres are limited in number, hence 25% is not a big share.
6. It is recommended that a specific Monitoring and Evaluation Unit be created within the MOECHE, with qualified staff and resources to fulfil the proposed strategies and activities related to monitoring.	In line with NDP M&E framework, the ministry will set up an M&E unit under Planning department and develop M&E framework for education sector to monitor ESSP implementation. We will also receive dedicated technical support from key education development partners.
7. Regarding Risks: a. The MOECHE will have to monitor risks with high likelihood and potential high impact very closely, as they can jeopardize the success of the Plan. b. Security issues should be explicitly reflected in some of the planned activities. c. It is recommended that the risks be grouped by topic, e.g., economic issues, political issues, administrative issues, security issues.	a. The MOECHE agrees and will be closely monitoring high risk areas on a regular basis over the course of the ESSP. Risk logs will be updated on a quarterly basis by responsible personnel from the ministry and partners implementing programs in support of the ESSP. b. We feel that security issues are strongly reflected in the document and further elaboration will be made as detailed program activities are developed. This has been the standard practice for all activities implemented in Somalia as security risks are very well known by actors on the ground. c. Completed as recommended
8. Regarding the structure of the core elements of the Plan: a. I recommend shifting the order of chapters 9 and 10. The “cross-cutting issues” also affect Higher Education.	a. While we appreciate the stylistic preference, we have decided at this stage to retain the current structure. We feel that the cross-cutting issues primarily affect subsectors below higher education.
9. For more specific changes to the document, please see the ESSP Word file with track changes. 10. Abbreviations list to be reviewed.	The document has been reviewed with specific suggestions ‘to improve’ addressed throughout the document as recommended.

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.
Please refer to Annex 1, attached.

[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.

The program development objective is to improve equitable access to and quality of education outcomes for all Somali primary school children through strengthened system capacity to design evidence-driven ESSP reforms and collaborate effectively with partners in their implementation.

The program will have five components:

Component 1: Increased equitable access to quality primary education for out-of-school children (US$7,087,500)

The outcome of this component is to increase equitable access to quality primary education for children in 600 primary schools. The component consists of three subcomponents: (1) school capitation grants to create sustainable conditions for the enrolment of 50,000 out-of-school children; (2) mapping and harmonization of Community Education Committees (CECs) training, followed by training to CECs to support children's enrolment, safety and learning; (3) mobilization of communities and authorities to improve safety and security in schools.

Subcomponent 1.1 School capitation grants (US$6,224,700) will be provided for 600 accessible primary schools (integrated Qur'anic, community, NGO and government) that have sufficient capacity to absorb out-of-school poor students. The program aims to enroll and retain 50,000 children, expanding national gross primary enrolment by approximately 5 percentage points. The investment in schools, in synchrony with the enhanced capacity of communities for school governance and improved conditions, will allow for a phased expansion in enrolment. This component has been expanded under

[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.

the MCA and the implementation modality has changed from a school inclusion grant to a school capitation grant.

Subcomponent 1.2 Community education committee strengthening (US$610,800) will (1) working with State MoEs, development partners, private school organizations and NGOs, support the MoECHE to develop and disseminate a harmonized CEC policy and training module in line with ESSP priorities, and based on lessons learned and mapping of previous CEC training; (2) strengthen, establish and support CECs in 300 primary schools to enhance support for the enrolment of marginalized children; and (3) conduct meetings with 600 CECs to plan for the utilization of the school inclusion grants (subcomponent 1.1).

Subcomponent 1.3 Improved community awareness and actions for school safety (US$252,000) will promote dialogues at state, district and community level to generate local solutions for improved safety and security in schools. This subcomponent addresses a major cause of non-enrolment and dropout, particularly among girls. The allocation for this subcomponent has been reduced in the present submission due to the delay in starting activities in Year 1.

Component 2: Enhanced quality of primary education (US$8,942,120)

The outcome of this component is to improve teaching capacity, contributing to improve student learning outcomes. The sub-components are: (1) monitoring the implementation of the Teacher Education and Management Policy by training providers; (2) establish three national primary teacher training institutes and special education centers to enroll 360 student teachers and 60 children with special needs; (3) distribute 148,584 sets of seven textbooks (total of 1,040,088 copies) and teacher guides aligned with the new National Curriculum; (4) develop, pilot and implement a modified version of Early Grade Reading Assessment/ Early Grade Maths Assessment (EGRA/EGMA) for nationally-representative assessments of learning outcomes in Somali and mathematics based on new lower primary MLA; and (5) provide tailored in-service teacher training aligned with the new curriculum and addressing key gaps in literacy and numeracy teaching as well as classroom management.

Subcomponent 2.1 Monitor the Teacher Education and Management Policy (US$222,400) will finance MoECHE monitoring and coordination activities related to the implementation of the new Teacher Education and Management Policy.

Subcomponent 2.2 Teacher training institutes (US$ 3,646,800) will establish three new government teacher training institutes (TTIs) with special education resource centers for 360 student teachers, including two TTIs in the States and, under funding from the additional MCA, rehabilitation of the Lafoole Teacher Training College near Mogadishu. The TTIs will provide a two-year course towards a diploma (developed by the Somali National University).

Subcomponent 2.3 Distribution of textbooks and teacher guides (US$ 2,828,220) will purchase and distribute 148,584 sets of Grade 1-8 textbooks in Somali for seven subjects of the new National Curriculum and 89,600 copies of teacher guides for the 800 schools. The textbooks have been developed by subject specialists under the supervision of the Federal Ministry of Education and Higher Education (MOECHE). The additional MCA will fund third-party monitoring for the distribution of textbooks.

Subcomponent 2.4 Early grade assessment (US$ 349,700) will support the MoECHE to: (1) develop MLA standards for lower primary grades; (2) develop adapted versions of early grade reading and mathematics (EGRA and EGMA) instruments for assessing children's literacy and numeracy; and (3) pilot and scale up to nationally representative assessments to provide system-level diagnostic data. Two national scale assessments will be conducted with a sample of approximately 2,500 children. The second assessment will be funded by the additional MCA.

Subcomponent 2.5 Tailored in-service teacher training (US$1,895,000), funded by the additional MCA, will support 2,000 teachers to develop improved skills to teach basic literacy and numeracy and adopt child-centered, inclusive and equitable classroom management practices.

Component 3: Enhanced capacity at Federal and Member State levels (US$5,022,060)

The outcome of this component is to enhance capacity at Federal and Member State levels to manage, monitor and regulate the education sector. The component consists of three subcomponents: (1) strengthening of the regulatory environment for private, community and government schools; (2) improving capacity for planning, budgeting, policy implementation, coordination and progress tracking and (3) Strengthening the Education Management Information System (EMIS). Emphasis is placed on policy dissemination, training for effective policy implementation, regular visits to schools for quality assurance and increased availability of reliable, up-to-date information on the status of education in Somalia. Cooperation is envisaged between the MoECHE, the Member State MoEs, private school organizations and development partners to harness all key resources and create important synergies. This component will also strengthen linkages between Federal, State-level, regional and district offices and schools, effectively translating policy into practice and contributing to the decentralization process.

Subcomponent 3.1 Strengthened regulatory environment for private, community and government schools (US$1,635,300) supports the strengthening of the regulatory environment for private and community schools through the participatory development of a Private School Policy and termly monitoring visits to schools by education officers. Regular training for regional, district and private sector quality assurance staff will be provided and monitoring and support visits to all schools will be funded to improve quality. The program will fund the salaries of sub-national quality assurance staff and Regional Education Officers.

Subcomponent 3.2 Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking (US$2,821,560) will improve capacity through policy dissemination, biannual state level training and policy orientation workshops and quarterly professional development meetings at MoECHE for education officials based in Member States. Staff capacity building will build on, and complement, investments on financial management and planning funded by other development partners. Top up incentives will be paid to key senior officers at Federal and State level and packages of essential equipment and vehicles provided to States to strengthen their ability to manage and coordinate the sector. Joint Review of the Education Sector (JRES) conferences will also be supported. As part of this subcomponent, three technical advisers will be embedded at MoECHE. Salaries for GPE focal points at the Ministries and additional vehicle costs under this subcomponent will be funded under the MCA.

Subcomponent 3.3 Strengthening the Education Management Information System (US$565,200) will support the implementation of a new EMIS software; staff training on data collection, cleaning and analysis; equipment; and salaries for data administrators and managers. This component will be funded through the re-programming of unspent funds from Year 1 of the programme ($504,000) together with an additional $61,200 under the new MCA bringing it to a total of $565,200.

Component 4: Program monitoring, accountability and communication (US$662,320)

This component includes monitoring, evaluation and learning activities, as well as communication of results. Emerging trends and results will be compiled, shared through coordination mechanisms such as the Program Steering Committee, Joint Review of the Education Sector (JRES) and Education Sector Committee, and interpreted/ reflected upon at regional and district levels to improve practices and reinforce positive results on the ground.

Subcomponent 4.1 Evaluation studies (baseline, midterm and final) (US$ 373,520) will be conducted by an independent external evaluation organization. These studies will guide program implementation, providing input to adaptive management; and assess the impact and value for money of its interventions. This subcomponent includes two audits funded under the new MCA.

Subcomponent 4.2 Monitoring activities (US$60,000) will support program staff and MoECHE officers to monitor program activities and verify data collected through program activities (such as school monitoring reports).

Subcomponent 4.3 Learning and communication (US$144,000) will support capacity building of staff at MoECHE and State MoEs to identify, package, report and disseminate emerging program results. GPE learning forums will be established for learning exchanges between this program and GPE-funded interventions in Puntland and Somaliland. Steering committee meetings under this Subcomponent will be funded under the new MCA.

Subcomponent 4.4 Feedback, Complaints and Response Mechanism (FCRM) (US$ 84,800). This platform will allow beneficiaries to share their feedback and concerns about the program activities and their implementation, strengthening transparency and responsiveness to local needs.

Component 5: Program implementation and management costs (US$4,136,000)

The GA total program management costs will be USD 4,136,000, which is 16% of the overall program value (inclusive of the original $17.9 million and of the $7.95 million out of the new MCA). This will cover staff salaries and benefits, travel and operational costs of staff assigned to the project.

GA structure: CARE has a liaison office in Nairobi that is responsible for donor coordination, support to field offices in Somalia, government relationships and oversight of the Program Management Unit (PMU).

The PMU – will sit in Mogadishu MOECHE office as well as CARE Mogadishu office. The Unit will support the MOECHE in the day to day management of the program, fiduciary oversight as well as being responsible for all reporting functions, and will provide timely, comprehensive and high quality reports to the GPE. The sub-

offices in the respective regional states – Kismayu (Jubaland), South Galkacyo (Galmudug), Baidoa (Southwest state), and Banadir (Mogadishu) – will report to the PMU. These offices will support the delivery of the project in each of the states and facilitate liaising with the respective MoE.

The program will receive technical, M&E and financial management support from CARE USA, which will be provided on-site as well as remotely. CARE USA will also support knowledge management and external uptake of knowledge products.

The total budget is US$25,850,000 and the GPE anticipated share of components is 100 percent.

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

The program started in September 01, 2018, with a formal launch on October 28 of the same year. This application refers to an additional allocation of $ 7.95 million approved in 2019 by the GPE, which will contribute to new subcomponents and activities under the existing ESPIG framework.

II.2 Expected 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)

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]: Implementation Year	Baseline (Year 0)	2018-2019	2019-2020	2020-2021		
Number of textbooks purchased and distributed		312,026	728,062			

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

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

Number of teachers trained			2,000	2,000[11]		
Number of classrooms built or rehabilitated						

II.3 Financial overview

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

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):	2018	2019	2020	2021	2022	Total
Total program costs per implementation year[12]	1,465,746	13,779,632	8,470,568	2,134,055		25,850,000
Total program costs per calendar year	285,221	4,095,808	12,974,831	8,494,140		25,850,000

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

	Current ESPIG	Additional MCA application

[11] Non-cumulative

[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.

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 [x] No [ ] *The Federal MoF is starting from 2020 & onwards for the first time to prepare MTEF for a pilot number of federal ministries including the Federal Ministry of Education (MoECHE). This is limited to the portions of the GPE funds managed by the MoECHE and does not include the portions managed by CARE/Concern.* If No, does the MTEF exist? Yes [ ] No [ ]
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 [x] No [ ] *Only a portion of the current grant ($4,974,260) is reflected in the national budget.*
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 [x] No [ ] *The national annual budget is classified into administrative and functional categories. The GPE funding under MoECHE is reflected in the national budget in the same manner.*
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	Please choose a), b), or c)X *Disbursements were made to a commercial bank/private account held by the Ministry of Education.*	Please choose a), b)X, or c) *Disbursements are made to a specific account within the treasury held the Ministry of*

(c) a specific account at a commercial bank?		*Finance/Central Bank of Somalia.*
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 [ ] *The Ministry of Education's Financial and Accounting manual was used.*	Please indicate Yes or No Yes [x] No [ ] *The Ministry of Education and Ministry of Finance Financial and Accounting manual is used on top of the National Public Financial Management documents and procedures. This is an audit requirement monitored by the Statutory Audit Office.*
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 [ ] *Ministry of Education procurement rules were used.*	Please indicate Yes or No Yes [x] No [ ] *Ministry of Finance procurement rules are used, and different thresholds are held at various levels (Ministry of Finance level, Ministry of Education level).*
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 [ ] No [x] *If No, are the accounting results afterwards integrated in government's accounting systems? Please explain briefly*	Please indicate Yes or No Yes [x] No [ ] *All entries from budget to final payment will be posted to the Somalia Financial Management Information System (SFMIS)*
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	Please indicate Yes or No Yes [ ] No [x] *Not applicable*	Please indicate Yes or No Yes [x] No [ ]

		The Statutory Auditor audits the GPE allocation under the MoECHE. The Grant Agent will also engage external auditors as well as CARE's internal auditing within the Grant Agent's system
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 [ ] No [x] *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 [ ] No [x]	Please indicate Yes or No Yes [ ] No [x]

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.

CARE Somalia will monitor the execution of sub-contractor budgets on a monthly basis. Financial monitoring results will be cross-referenced with monitoring results of programming activities, verifying (a) implementation schedule and (b) fidelity of implementation standards for each component.

The funds disbursed to the sub-contractor Concern Worldwide and to the MoECHE (via the Treasury Single Account as per tripartite agreement with the MoF and MoECHE) will be tied to liquidations on a monthly basis to ensure robust monitoring and reduce risks. The senior grants officer will undertake monthly reviews of liquidation documents and verify the expenditure submitted by each sub-contractor, to ensure that there is sufficient proof to support expenditure and meet compliance regulations before the liquidation report is approved and the expenditure is booked in CARE's financial system (PeopleSoft) ahead of the release of the next disbursement. CARE will review all supporting documents to ensure they are compliant with GPE regulations and CARE's operational guidelines and standards. Where documentation is not sufficient, the cost will be disallowed and the Grant Agent will provide capacity building to address capacity gaps. Concern has sufficient financial monitoring systems and will provide quarterly invoices with supporting documents to CARE, which will be verified against transaction lists and physical evidence of implementation through monitoring records.
The monthly liquidation reviews are suitable and will ensure any gaps are detected and corrected on a timely basis. The Grant Agent will also provide capacity building support on a continuous basis to mitigate any risks.

There is a high degree of government ownership of the proposed program design, as a result of extensive consultation processes, complete alignment with the ESSP and other government frameworks, and contextual

adequacy. The proposed design complements existing and upcoming investments from development partners and takes into consideration the evolution of the private sector in country. It is designed to enhance staff capacity and build strong frameworks for increased cooperation and coordination within the education sector. The proposed capacity building activities and M&E system will also strengthen capacity for the use of evidence to identify gaps in system structure and functionality and design adequate responses, liaising with other development actors and the private sector.

III. VARIABLE PART INFORMATION

NOTE: Complete this section only if the Additional MCA includes a variable part.[13] 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

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.2 Variable 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:

13 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.

Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

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:

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:

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

IV. INCLUSIVE APPROACH

IV.1 Development Partners

Please refer to Annex 2.

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.