GLOBAL PARTNERSHIP for EDUCATION

This application form is 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[1]

OVERVIEW		
Country:		Somalia
Grant agent(s):		Save the Children
Is the grant agent(s) the same as for the current ESPIG?		Yes [ ] No [√]
Coordinating agency(ies):		EU
Date of submission of Additional MCA application:		1/21/2020
Is the program to be financed by Additional MCA the same as for the current ESPIG?		Yes [ ] No [√]
Program name for current ESPIG:		Education Sector Program Implementation Grant - Somalia
Program name for this application:		Education Sector Program Implementation Grant / Additional Maximum Country Allocation (2020-2022)
Additional MCA amount requested - Fixed Part[2]:		$20 Million
Additional MCA amount requested - Variable Part[3]:		Not applicable
Agency fees (additional to the country allocation):		$1,400,000
Additional MCA estimated starting date[4]:		6/1/2020
Estimated closing date (must be last day of the month, e.g. June **30**, 2025):		12/31/2022
Is the above date an extension of the closing date for current ESPIG?		Yes [ ] No [X]
Expected submission date of completion report:		6/30/2023
Grant currency - please enter '**X**' in the box to indicate the currency of the grant amount and fees	[X]	US Dollar
	[ ]	Euro
Grant modality - (please enter '**X**')[5]	[ ]	Sector Pooled or Budget Support
	[ ]	Project Pooled/ Co-financed
	[X]	Project/ Stand-alone

[1] This application form was revised in November 2019.
[2] Including other grant agent costs such as supervision, country offices, etc.
[3] Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.
[4] 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.
[5] 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 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 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[6]

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.

N/A

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.***[7] Attach the completed template to this application.

The education sector spending has remained below the set targets. The National Development Plan (2017-2019) set to achieve a target of 12% for the education sector by 2019, however, this has not been achieved. The allocation to the education sector in the national budget has fluctuated over the years from 4.7% in 2016 to 2.4% in 2017, 4.2% in 2018 and 4.9% in 2019. The dip in 2017 was largely due to the diversion of funds to tackle the severe drought that led to large-scale food insecurity affecting more than six million people. The actual expenditure across the education sector was much lower than the allocated percentages at 1.5% in 2017, 2.7% in 2018 and 4.3% in 2019. The 2020 education sector allocation is at USD 21,009,576.00, representing an increase of 28% compared to the 2019 figure of USD 16,865,782.00. While the 2020 education allocation increased in absolute values, it decreased as a share of the national budget from 4.9% in 2019 to 4.4% in 2020.

II. PROGRAM

II.1 Program description (extracted from program document[8])

[8] 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.

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 in the case of project modalities, 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 1: In the case of sector-pooled funds and budget support programs, where the initial earmarking of resources by inputs, activities, components and sub-components (typical of project modalities) may not be relevant, the narrative will summarize the key elements from the Program document.

NOTE 2: 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 GPE-funded MCA program is designed to support the implementation of the Somali Government's ESSP (2018-2020). The MCA program directly contributes to implementing key priority areas identified in the ESSP specifically focusing on the ESSP targets set for early childhood care and education services (ECCE) and primary education subsectors. The MCA has been designed around four key components:

1. Improving the quality of and access to early childhood care and education services.
2. Increasing the equitable access to quality primary education.
3. Enhancing the quality of education and children's learning outcomes.
4. Strengthening the education system at the federal and member state level for improved service delivery.

The MCA program builds on the ongoing ESPIG implemented by CARE (and subcontractor Concern Worldwide). Both programs are interlinked, contributing to the overarching objectives of (a) improving equitable access to education; (b) improving the quality of education outcomes for all Somali children; and (c) strengthening the education system capacity for better service delivery.

In terms of increasing access to and improving the quality of primary education, the ongoing ESPIG targets a set of schools with an integrated set of interventions whose impact can be evaluated at the end of program implementation. The integrated interventions targeting both access and quality of primary education under the ongoing ESPIG are:
(a) provision of school capitation grants to 690 schools;
(b) strengthening of community education committees;
(c) distribution of 1,040,000 primary grades 1-8 textbooks to nearly 950 primary schools;
(d) tailored in-service teacher training for 2,000 teachers at the target 690 schools receiving capitation grants;
(e) quarterly supervisory visits to 1,000 schools; and
(f) early grade EGRA/EGMA assessment at the target 690 schools.

The school support package provided by the ongoing ESPIG will be further expanded and complemented by the MCA through:
(a) expansion of the target schools infrastructure through the construction of 400 new classrooms, rehabilitation of 300 classrooms and constructing/rehabilitating WASH facilities in 300 of the target schools receiving capitation grants;

(b) tailored training for 690 headteachers in the schools receiving capitation grants;
(c) construction of 50 school libraries in the target schools;
(d) reviewing and updating the content of Grade1-8 textbooks; and
(e) establishing a national learning assessment systems and conducting Grade 8 primary examinations.
These integrated sets of interventions contribute to achieving Priority Objective 3.1 (expanding access to equitable free primary education) and Priority Objective 3.2 (increasing the quality of learning outcomes in primary education) in the ESSP.

In addition to primary education, the MCA program also targets early childhood care and education (ECCE) services in response to Priority Objective 2.1 (strengthening government organizational capacity to manage and deliver ECCE services) and Priority Objective 2.2 (increasing access to early childhood education) in the ESSP. The MCA program will
(a) develop institutional structures at the MOECHE and FMS MOEs for the management of the ECCE subsector;
(b) establish coordination mechanisms between the Ministries of Religious Affairs and Ministries of Education at FGS and FMS levels;
(c) increase awareness at the community level on the role of ECCE in children's development increasing parent's involvement and support for ECCE subsector;
(d) address quality of the subsector through the development of an integrated Quranic-ECCE curriculum and training of 50 Quranic teachers; and
(e) increase the availability of learning facilities through constructing 50 ECCE hubs within existing traditional Quranic schools.
The MCA interventions will ensure relevant ECCE services are available for Somali children and thus result in increased equitable access to quality ECCE.

In the area of systems building, the ongoing ESPIG contributes to education systems development through strengthening of the EMIS enabling the Government to collect and utilize reliable education data to inform planning, budgeting and policy implementation processes; while the MCA complements this by increasing the institutional capacity of the MOECHE and FMS MOEs through establishing core functions and improving human resources management. The ESPIG and MCA programs coupled together will result in increasing the capacity of the education system at the school level, district level, regional level, state level and FGS level. The MCA program components have also been designed to leverage other donor and domestic government investment in the wider education sector thereby creating mutually reinforcing synergies that support the achievement of the priorities of the ESSP. Table 1 outlines the financing amounts per component.

Table 1. Disbursement amounts/modalities per component

Component	**Total Amount (USD)**	**Total sub-grant to MOECHE**	**Total sub-grant to FMS MOEs**	**Direct implementation by SC**
Component 1	1,332,470	494,954	197,116	640,400
Component 2	8,765,200	0	303,000	8,462,200
Component 3	2,248,790	1,203,790	0	1,045,000
Component 4	3,053,150	325,450	2,727,700	0
Component 5	$1,000,390	$75,000	0	$925,390
Operations cost	3,600,000			3,600,000
Total	20,000,000	2,099,194	3,227,816	14,672,990
Percentage of allocation per partner		11%	16%	73%

Please identify the event or activity that will mark the start of the program and which will define the program start date:
The anticipated program start date is 1st June 2020 after the official approval is received. A kick-off meeting will mark the start of the program.

II.2 Expected Outputs[9] (extracted from program document)

NOTE: If the Additional MCA will be 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[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 and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

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]:	**Baseline (Year 0)**	**2020**	**2021**	**2022**		**Cumulative**
Component 1*: Increased equitable access to quality ECE education for children (3-5 years) across the four FMS and Benadir by 2022*						
ECCE units established and functioning	0	-	5			5
ECCE-Published curriculum framework is available	0	0	1			1
Number of ECCE teachers trained	-	0	0	50 (50% Female)		50
Number of ECCE classrooms built in existing Quranic schools		20	30			50
Component 2: Increasing equitable access to quality primary education for out-of-school children across the four FMS states and Benadir						
Number of new classrooms constructed		300	100			400
Number of classrooms rehabilitated		150	150			300
Number of gender segregated WASH facilities constructed/rehabilitated in primary schools disaggregated by type of infrastructure		150	150			300
Number of children with disabilities supported with assistive devices		150	100	50		300

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

Component 3: Enhanced Quality of Education and Children's Learning Outcomes						
Number of head teachers trained		-	690	690		690
Number of textbooks (subjects) reviewed		8 (subjects)	-	-		8 (subjects)
Number of libraries constructed and furnished		25	25			50
Assessment mapping child protection service			1			1
Number of child protection focal points appointed, trained in PSS First Aid		0	150	150		300
Component 4: Strengthening the Education System at the Federal and Member State Level for Improved Service Delivery						
Number of grade 8 students who have been registered and sat grade 8 primary leaving examination on annual basis		15,000	15,000	15,000		45,000 (45% girls)
Number of MOECHE and FMS MOE staff trained		10	10	5		25
Number of monthly & quarterly ESC coordination meetings at Federal level supported at FGS and FMS level		10	10	10		30
Number of MOECHE/FMS MOE facilities rehabilitated/constructed		1	2			3

II.3 Financial overview

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

NOTE: If the Additional MCA will be 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 (2020)**	**year 2 (2021)**	**year 3 (2022)**	**year 4**	**year 5**	**Total**
Total program disbursements per implementation year[12]	**$8,525,748**	**$10,741,616**	**$2,132,636**			$21,400,000
Total program disbursements per calendar year	$5,683,832	$10,002,993	$5,713,175			$21,400,000

[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.

Please complete the table below, listing the proposed interventions/components, and indicating the expected disbursement by year (e.g., 2024) and total cost for each component, as well as their respective percentage of the total grant.

If it is a co-financed program, indicate estimates for the expected disbursements of GPE funds by year.

➔ *Extend and adapt the table to the number of components that fits the program, by copying/pasting or erasing rows as relevant.*

TABLE 3 | Program costs and expected disbursement by component[13] – in USD

Components	Year 1 (May 2020-April 2021)	Year 2 (May 2021-April 2022)	Year 3 (May 2022-Oct 2022)	year 4	year 5	Total	%
Component 1	**$422,230**	**$852,940**	**$57,300**			**$1,332,470**	
Component 2	**$3,867,600**	**$4,838,400**	**$59,200**			**$8,765,200**	
Component 3	**$595,040**	**$1,256,150**	**$397,600**			**$2,248,790**	
Component 4	**$1,276,780**	**$1,276,780**	**$499,590**			**$3,053,150**	
Component 5	**$354,339**	**$382,623**	**$263,428**			**$1,000,390**	

II.4 Grant Agent role and cost

Please describe below the specific roles the grant agent will perform in the implementation and/or oversight of the grant.

As the Grant Agent, SC works closely with the MOECHE to develop the grant application, disburse funds to the MOECHE and provide overall fiduciary and technical oversight to the program. SC is also responsible for supporting the day-to-day program implementation, financial management, procurement and asset management, program monitoring/evaluation, communications and coordination with stakeholders, sub-contracting of activities to the MOECHE and FMS MOEs and ensuring the quality of program implementation. The SC country office has a senior management team ensuring the overall technical quality, compliance, security and risk management.

TABLE 4 | Supplemental program cost (Other grant agent costs & general agency fees, US$)[14]

Indicate years (e.g., 2024):	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	year 4	year 5	Total
General agency fees (in addition to MCA):	$557,759	$702,723	$139,518			$1,400,000
Other grant agent costs (part of MCA), including for supervision, country office, etc.:	$1,452,000	$1,432,000	$716,000			$3,600,000[15]

II.5. Use of other grant agent costs, including for supervision, country office, etc.

In 300 words, please indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized.
Save the Children will meet their personnel costs for the Project Management Unit (PMU) staff and the program support staff at field and national level. These costs include salaries and other associated benefits. The Grant Agent will also pay per diem costs for operation and support staff working on the program. The per diem will include their transport costs, accommodation, and meals when necessary. The GA will also use a portion of the funds to procure the required equipment and accessories to facilitate program work. This includes equipment like computers, printers, office supplies, and office furniture. Save the Children will also use part of the funds to pay for contractual obligations such as office rent, communications including internet, utilities, and payment for annual audits. Save the Children, as a Grant Agent, will also meet the office running costs for the field and area offices across Somalia, especially where the project will be implemented. As part of quality assurance and monitoring progress, Save the Children will carry out quarterly monitoring of the program activities across the project implementation sites and regions. Joint monitoring with the Ministry of Education will be conducted on a bi-annual basis.

II.6 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 5 | Grant financing modality

	Current ESPIG	Additional MCA application
In relation to the ESP/TEP		
Is the GPE-funded program aligned with the Education Sector Plan?	*Please provide brief explanations* Yes. The ESPIG is aligned with the ESSP.	*Please provide brief explanations* a) The MCA contributes to achieving the following ESSP priority areas: (1) Priority Objective 2.1: Strengthen organizational capacity of MOECHE to manage and deliver ECCE services. (2) Priority Objective 2.2: Increase access to early childhood education by improving and expanding infrastructure and availability of learning materials. (3) Priority Objective 3.1: Expand equitable access to free primary education. (4) Priority Objective 3.2: Increase the quality of learning outcomes in primary education. (5) Priority Objective 3.3: Improve management and efficiencies of primary education subsector.

Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	*Please provide brief explanations* The Federal MOF is starting from 2020 onwards for the first time to prepare an MTEF for a pilot number of federal ministries including the Federal 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.	*Please provide brief explanations* The Federal MOF is starting from 2020 onwards for the first time to prepare an MTEF for a pilot number of federal ministries including the Federal MOECHE. This is limited to the portions of the GPE funds managed by the MOECHE and does not include the portions managed by Save the Children
In relation to the national budget and parliament		
Is the GPE funded program clearly indicated in the national budget?	Please provide brief explanations CARE-managed ESPIG: Only the portion channeled through the TSA is reflected in the national budget ($4,974,260). This amount has changed to $5,115,259 as a result of the additional MCA top up and a budget amendment will need to be passed through Parliament in June 2020 to reflect this.	*Please provide brief explanations* Save the Children managed MCA: The national budget passed in Parliament in December 2019. As the program was still being prepared at the time, the portion of the MCA to be channeled through the TSA is not reflected in the current 2020 national budget. However, the MOECHE will submit a budget amendment and/or supplementary budget in June 2020 for Parliament approval.
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	*Please provide brief explanations* The national annual budget is classified by administrative and functional categories. The GPE ESPIG funding under MOECHE is reflected in the national budget in the same manner.	*Please provide brief explanations* The national annual budget is classified into administrative and functional categories. The GPE MCA funding under MOECHE will be 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 (c) a specific account at a commercial bank?	Please choose a), b) X or c) *Please provide brief explanations* Disbursements are made to a specific account within the Treasury held by the Ministry of Finance/Central Bank of Somalia.	Please choose a), b) X or c) *Please provide brief explanations* Disbursements are made to a specific account within the Treasury held by the Ministry of 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 provide brief explanations* 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. *If there are any specific derogations or safeguards, please explain briefly* All funds are audited annually by the Statutory Audit Office	*Please provide brief explanations* Click here to enter text. *If there are any specific derogations or safeguards, please explain briefly* At the TSA, disbursement authorisation goes through a two-tier system, which is the warrant authorisation system and payment authorisation system. The MOECHE Director General, MOF Budget Director, Accountant General and Auditor General are involved (and provide approvals) in the warrant authorisation and payment authorisation systems. Once the warrant is approved and uploaded into the system, the payment authorisation is processed and approved. Disbursement is then made from the TSA directly to the vendors through the Central Bank. All entries from the budget to final payment are posted to the SFMIS. The Statutory Auditor will audit the funds allocation under the MOECHE/TSA. In addition, Save the Children will also engage internal and external audits of the program.
In relation to procurement		
Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?	*Please provide brief explanations* Ministry of Finance procurement rules are used, and different thresholds are held at various levels (Ministry of Finance level, Ministry of Education level). *If there are any specific derogations or safeguards, please explain briefly* Different thresholds are held at various levels within MOECHE, and MOF.	*Please provide brief explanations* The National Public Financial Management (PFM) Act and the National Procurement Bill #22 will be applied to the sub-grants managed by the MOF/MOECHE. At the FMS level, each FMS has passed a PFM Act at the state level that is aligned with the national PFM Act – the portions of the grant disbursed to the FMS MOEs will be subject to both the national and state level PFM Acts. Based on the National Procurement Act, the MOECHE can handle procurements less than USD$ 100,000 in value. For this type of procurement, the MOECHE and the Grant Agent will form a joint procurement committee. Any procurement at or above the value of USD $100,000 is directly handled by

		the MOF's Directorate of Procurement, who sets up a joint procurement committee consisting of the Grant Agent, MOECHE and MOF. In addition, the MOECHE and SC will also form joint procurement committees for the procurement of goods and services under the MCA portion directly implemented by SC. At the FMS level, all procurement is handled by the FMS MOF jointly with FMS MOE and the Grant Agent. *If there are any specific derogations or safeguards, please explain briefly* As explained above, different thresholds are held at different levels.
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 provide brief explanations* All entries from budget to final payment will be posted to the Somalia Financial Management Information System (SFMIS)	*Please provide brief explanations* 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?* *The government's external auditor means court of auditors / national audit office that is external to the government's general finance inspectorate of the ministry of finance	*Please provide brief explanations* Click here to enter text. *The Statutory Auditor audits the GPE allocation under the MOECHE.* *For the CARE managed ESPIG: The Grant Agent will also engage external auditors as well as CARE's internal auditing within the Grant Agent's system.* Click here to enter text.	*Please provide brief explanations* The Statutory Auditor audits the GPE allocation under the MOECHE. *Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant* Save the Children will also engage external auditors. Save the Children has a number of pre-qualified, internationally recognized audit firms that will be hired accordingly. Save the Children has been using Ernst &Young, JPMG International, among others.
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 provide brief explanations* *Yes the information is captured in the annual Joint Sector Review.*	*Please provide brief explanations* Yes, the progress and contribution made by the MCA to the ESSP annual plan will be covered as part of the annual Joint Review of the Education Sector.
Will separate / additional reports be required for the Program?	*Please provide brief explanations* *Separate annual reports are submitted to GPE.*	*Please provide brief explanations* Separate annual reports will be submitted to GPE.

II.6.1 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 MCA builds on the existing ESPIG managed by CARE, which disburses 20% of funds through the TSA. The Save the Children managed MCA will disburse 27% of the funds through the TSA.

Save the Children will monitor the execution of the budget (including the portion channeled through the TSA) on a monthly basis. Monthly liquidation reviews will be conducted and will allow Save the Children to detect and correct any financial issues in a timely manner.

The proposed program lays the foundation for more aligned assistance in the future. The MCA has been designed to complement existing and upcoming investments in the education sector; it strengthens the capacity of the education system at the FGS, FMS, regional, state and school level. The MCA strengthens in-country procurement and financial systems through the use of TSA and this will allow future investment and assistance to be more aligned with government priorities and to be channeled using country systems.

III. VARIABLE PART INFORMATION

NOTE: Complete this section only if the Additional MCA includes a variable part.[16] 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

[16] 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

2. Efficiency strategy

3. Learning outcomes strategy

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.

The definition of targets under each dimension should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, 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.

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

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:

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:

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:

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 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.

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

Annex I:

DEFINITIONS

The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:

Relating to funding modalities	
Budget support	This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.
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.