Please note that this application form is for countries applying for: 1) Multiplier ESPIG only, or 2) Multiplier ESPIG and Regular ESPIG combined

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

OVERVIEW	
Country:	Tajikistan
Grant agent(s):	Islamic Development Bank
Coordinating agency(ies):	UNICEF Tajikistan Country Office
Date of submission of the endorsed ESP/TEP:	6/30/2012
Period of the ESP/TEP:	Current ESP 2012-2020 Next ESP expected date of endorsement May 2020, for period 2021-2030
Date of submission of the full application package:	11/1/2019
Program name (optional):	IsDB/GPE Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan
Multiplier ESPIG amount requested:	US$10 million
Multiplier ESPIG - Fixed Part[2]:	US $7 million
Multiplier ESPIG - Variable Part[3]:	US$ 3 million
Co-funding mobilized:	US $ 30 million (IsDB) + US$ 6 million (Government of Tajikistan) + US$ 0.75 (UNICEF)
Agency fees (Multiplier) – additional to allocation:	US$ 175,000
Regular ESPIG amount requested:	N/A
Regular ESPIG - Fixed Part[4]:	N/A
Regular ESPIG - Variable Part[5]:	N/A
Agency fees (Regular ESPIG) - additional to the country allocation:	N/A
Estimated starting date:	9/30/2020
Estimated closing date (Reporting Date is 30 March 2025):	10/30/2024

[1] This application form was revised in January 2019.
[2] Including other grant agent costs such as supervision, country offices, etc. (See "supplemental program cost" section of this application).
[3] Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.
[4] Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.
[5] Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

Expected submission date of completion report:	3/30/2025	
Grant currency - please enter '**X**' in the box to indicate the currency of the grant amount and fees	X	US Dollar
		Euro[6]
Grant modality - (please enter '**X**') [7]		Sector Pooled
	X	Project Pooled/ Co-financed
		Project/ Stand-alone

[6] Only applicable to grants approved **after** January 1, 2019, including grant applications submitted in November 2018.
[7] 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.

Application Guidelines:

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

Application Package:

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

Data Sources:

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

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I. MULTIPLIER ESPIG

II.1 Sources and types of co-financing

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

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

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

#	Partner	Amount (US$)	Instrument (grant, loan, etc.)
1	Islamic Development Bank	10,000,000	IsDB loan
2	Islamic Development Bank	10,000,000	IsDB Installment Sale
3	Islamic Development Bank	10,000,000	ISFD loan
4	Government of Tajikistan	6,000,000	Government contribution
5	UNICEF	750,000	In-kind support
	Total in US$:	36,750,000	

II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

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

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

The proposed objectives, strategies and activities are mostly aligned with key strategies and goals of GoT's National Education Strategy (NEDS) 2012-2020 and the Medium-Term Education Action Plan (MTEAP) 2018-2020. In June 2012, Tajikistan approved its first long-term NSED for the 2012-2020 period. The strategy was implemented through respective three-year EAPs. The latest EAP was approved and endorsed in 2018 through a participatory approach and includes a detailed costed action plan and a comprehensive monitoring and evaluation plan.

The current NSED guides the Government's efforts in reforming the sector aimed at modernizing educational content, improving learning outcome, increasing school attendance rates, addressing gender inequalities and ensuring effective and efficient delivery of education services and access to relevant and quality education for all. The interventions support the NSED objectives to improve the physical infrastructure, ensure the quality of educational services at all levels, the material and technical base of education for the development of the educational institutions, and enhancing learning outcome.

In 2018, MoES through GPE's Education Sector Program Development Grant (ESPDG) and in partnership with DPs initiated the development of the next 10-year strategy (2021-2030) and a three-year EAP which will be aligned with the country's National Development Strategy (2030) and with the Sustainable Development Goals (SDGs). So far, the Education Sector Analysis (ESA) has been developed to inform the ESP development. In addition, according to country partners, priority programs and responses have been defined and a theory of change has been developed with a focus on equity, efficiency and learning outcomes. The government has shown commitment to ensure that the next strategy is evidence-based and that it will covers all sub-sectors of the education sector. The overall development process is led by the Ministry of Education and Science (MoES) in consultation with Development Partners. UNICEF and UNESCO are providing overall technical support while EU is further providing expertise in the areas of M&E, costing and financing. A final draft of the ESP is expected in December 2019 along with the next Mid-Term EAP. The full endorsement is expected by May 2020.

As noted in the Quality Assurance Memo, Tajikistan Ministry of Education and Science (MoES) requested the GPE Grants and Performance Committee (GPC) in April 2019 for an exemption from the requirement for a valid ESP covering at least the first two years of the grant application cycle to be in place at the time of the ESPIG application and approval. The GPC reviewed the request during its April 2019 meeting and approved an exemption from the requirement of having a valid ESP and implementation plan to cover the first two years of ESPIG implementation. This decision was made to avoid disruptions in the country's planning cycle.

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

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

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

Please 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.***[9] 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)					
2017	2018	2019	2020	2021	2022	2023	year 5	Total
Education sector plan								
Education sector plan cost (amount in USD)								
	288,107,814	288,107,814	288,107,814					864,323,443
External funding – excluding GPE funds (amount in USD)								
	9,367,256	9,367,256	9,367,256					28,101,768
Funding gap as recorded in the ESP (amount in USD)								
	168,710,622	168,710,622	168,710,622					506,131,866
GPE support (local currency)								
500,000 USD between 2016-2019 (MTEAP and ESP development + ECD Analysis)								

TABLE 2 | Major interventions of development partners

Donor name	Major interventions	Financial scale (amount US$ Million)	Years covered
IsDB	Reconstruction & completion of secondary schools	11.4	16.02.1998 - 07.02.2005
	Reconstruction & completion of secondary schools, phase II	13.024	11.09.2005 - 24.10.2012
	Secondary schools development project	20.04	08.01.2012 - 25.09.2017

[9] 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.

	Vocational Literacy Program for Poverty Reduction (VOLIP) Project	10.96	09/2012-09/2018
World Bank	Higher Education Project	15.00	30.06.2015 – ongoing
	Global Partnership for Education (GPE)-4	16.20	17.09.2013 - closed
	Russia Education Aid for Development (READ)	3.4	19.07.2011 - closed
	Education Modernization Project	22.0	15.05.2003 - closed
	Education Reform Project	5.0	13.05.1999 – closed
ADB	Technical Assistance Education Sector Reform II	0.4	07.06.2006 – closed
	Technical Assistance Strengthening Private Sector Participation in TVET	0.7	10.12.2013 - closed
	Promotion of Good Practices in Information and Communications Technology (ICT) for Education in Central and West Asia Region	0.2	03.05.2011- closed
	Strengthening Technical and Vocational Education and Training	15.0	09.11.2015 - ongoing
USAID	Quality Reading Project	10.3	06-2013- 10-2017
	Read with Me	19.45	10/2016-09/21
UNICEF	Improving access to quality inclusive education at all levels	1	9/2016 - 5/2021
	Provision of safe learning environment (DRR/WASH)	1.2	9/2016-5/2021
	Promoting quality inclusive education	1.9	9/2016-5/2021
	Sector wide support to development of NSED 2021-2030	0.2	03/2019-06/2020
Aga Khan Foundation	School Infrastructure Improvement	0.2	2015-2021
	School Improvement Program	1,12	2015-2021
	Early Learning Program	2.26	2015-2021
	ESCoMID Project (USAID+AKF)	0.88	2015-2019
	Thrive Project (AKF+USAID), 2018-2023	1.3	2018-2023

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

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

II.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.[10]

With financial support of GPE a comprehensive Education Sector Analysis (ESA) has been drafted in 2019 to inform the development of the next ESP 2021-2030. The ESA has been developed with technical assistance from UNESCO and Development Partners, and includes detailed analysis on the following elements:

- Demographic and socio-economic context
- Legal and policy frameworks
- Structure of current national education system
- Analysis of access and transition, including disaggregated data from pre-primary to higher education
- Cost and financing with detailed analysis on financial gaps
- Analysis of quality of learning opportunities including challenges in inclusive education
- System capacity and management
- External Efficiency

ESA is complemented by two detailed sub-sector analyses related to: 1) Early Childhood Education and Care (ECEC) and; 2) Transition of the General Education System to a 12-year Education System. The ESA includes key indicators by level of education, gender and geographic area and information on disadvantaged groups (i.e. children with disability). Overall, the ESA provides a good overview of the education system and key challenges related to education quality, system capacity and management, and the recommendations are being used in the drafting of the next ESP 2021-2030.

II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.[11]

The data to UIS is submitted by the Agency on Statistics under the President of the Republic of Tajikistan. MoES submits the requested data to Agency of Statistics and they add the rest of the information before sending to UIS. The last date of submission of data by MoES to Agency of Statistics was March 2018 with subsequent submission to UIS. The data submitted was taken from EMIS. Most of the data in EMIS is gender

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

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

disaggregated. It also includes data on access of marginalized groups, such as children with disabilities and ethnic minorities.

Due to inconsistencies between national and international standards for Education, some data is formulated differently (such as financial data on levels of education). In addition to this, gaps in financial data and data concerning learning outcomes is not available.

Within the IsDB/GPE program, MoES is planning to reform EMIS to have a wider data coverage. Moreover, the new ESP prioritizing the development of national system of learning assessment as well as improved governance and financing of the education system, which will enable for better data collection.

II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.[12]

As noted in the ESA, Tajikistan does not have standardized assessment tools in place to assess learning outcomes at the national level, which makes the measurement of student learning outcomes a difficult task. This task is further complicated by the country's limited participation in international learning assessments. To date, a 2012 and 2018 Early Grade Reading Assessment (EGRA) led by USAID revealed low reading fluency among students from Grades 2 through 4. The tests were administrated in Tajik and Russian, depending on the language of instruction used in the respective sample schools. The data had disaggregation by gender and the five geographic regions, plus Dushanbe.
Focus on learning assessment including the development of a national assessment framework is being included in the Theory of Change developed as part of ESP 2021-2030 and is being supported as part of current EU programme QESP I.
The project will contribute to the reform in assessment practices in line with new Competency Based Education standards. As part of the Variable Part Stretch Indicators, there is also a specific DLI on assessment namely "framework for the integration of assessment" will be developed/adopted in order to accelerate the progress towards improved learning".

III. COUNTRY INFORMATION

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

Total population:	8.7 million people in 2016. In 2019, Tajikistan population is projected to increase by 205,521 people and reach 9,372,362 in the (projection by beginning of 2020)[13]

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

[13] ***United Population Division available at: https://population.un.org/wpp/ (consulted October 2019)***

GDP Per Capita (USD):	$825.8 in 2018; US$ 828.4 in 2019[14]
School year runs from (month to month):	September –to June
Budget cycle runs from (month to month):	January – December

IV. PROGRAM

IV.1 Program description (extracted from program document)

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

OR:

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

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

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

The project seeks to support Government's efforts in reforming the sector through the modernization of educational content, improvement of learning outcomes, improving internal efficiency and addressing inequalities and ensuring effective and efficient delivery of quality education services (PAD para 59).

The project is composed of following components: i) Enhancing access to quality education facilities; ii) Improving competency-based education); iii) Upgrading/modernization of the Education Management Information System (EMIS); and, v) Support to project implementation and management (PAD para 66).

Component 1: Enhancing Access to Quality Education Facilities (US$ 33.57 million):
This component will provide access to student friendly school environment equipped with suitable furniture, computer room and laboratory facilities. This includes construction of 68 schools (752 classrooms) and 5 education administrative buildings in 18 districts/cities of the Khatlon Region and Dushanbe. These schools will replace and/or upgrade old/obsolete and substandard buildings and equipment and will reduce the number of triple-shift schools (PAD Para 68). With a view to create synergy and closer coordination among the Development Partners, it was agreed to align this project with the World Bank's Early Childhood Development for Building Tajikistan's Human Capital Project. In this context, all schools to be funded by IsDB/GPE will include one classroom for the pre-school (early education) education. The MoES will liaise with the Work Bank Office/Project Team to cover teacher

[14] *World Bank Tajikistan data available at: https://data.worldbank.org/country/tajikistan (consulted October 2019)*

training and capacity building aspects of the pre-school facilities under the World Bank project (PAD para 70).

Component 2: Improving Competency Based Education (US$ 5.62 million):
This component includes the following three sub-components:

The curriculum related sub-component aims to respond to several challenges: incompatibility of the current textbooks with the competency-based curriculum; insufficient attention to subject competencies and their possible integration with key competencies in the approved Curriculum Framework and teacher training programs based on it; teachers' uninformed and fragmented understanding of the proposed reform; lack of systemic support for the teacher in the process of the competency-based curriculum rollout; and lack of strong evidence for improved teacher competence and student learning outcomes as a result of interventions in the country (PAD Para 72). The main objective of the curriculum sub-component is to reduce the gap between declared and implemented curriculum for grades 5-9 for maths and languages, piloting in Dushanbe and 10 districts of the Khatlon region (PAD para 73). Seven major activity areas comprise this sub-component: i) Classroom-based system of teacher support; ii) Recommendations for the revision of standards; iii) Teacher training course for methodologists and deputy heads; iv) Model for school practice in pedagogical universities; v) E-library of materials for education professionals; vi) Modern set of language teaching materials; and, vii) A blended in-service course on selected aspects of inclusive education (PAD para 74).

The sub-component pertaining to learning assessment addresses the lack of a systematic, evidence-based method to assess either ongoing classroom learning outcomes or mid- or end-year student progress. The main objective of this sub-component is to support reform in assessment practices in line with new CBE standards. In CBE, assessment focuses on competencies, rather than knowledge and skills. Thus assessment is both formative and summative and forms an integral part of the process of the development of competencies. This component will support learning assessment with an emphasis on formative assessment within the context of the new CBE curriculum across Grades 5-9 (PAD Para 75). Activities under this sub-component cover three areas: formative assessment, summative assessment and pre-service teacher training. Formative assessment activities include: the development of assessment strategies; the development of blended in-service teacher training; and the strengthening of the mentoring system for teachers. Summative assessment will cover the end-of-grade examinations. Pre-service teacher training includes the revision of the training programs to include effective formative assessment aligned with CBE (PAD para 76).

This component will also include a sub-component pertaining to stocktaking of the CBE related activities/operations carried out by the Government and the development partners. An international consultant will be hired to prepare a comprehensive report on the CBE related activities and to propose a road map ensuring cohesion for future interventions by the government and development partners (PAD para 77).

Component 3: Upgrading/modernization of the Education Management Information System (EMIS) - (US$ 1.5 million)

The overall objective of this component is to ensure that the EMIS is an effective tool for the efficient management of the system. For this, the EMIS needs to be comprehensive and integrated, and support

planning and policy making process at the MoES, district and school levels in support of the overarching goals of the system on access, equity, and quality of education (PAD para 79).

The main activities of this component are: Development/upgrading the Data Management Application (DMA) and the Data Reporting Application (DRA) for data processing, management and reporting based on indicators and queries; Development of the Data Analysis Application (DAA) as an advanced data analysis tool for policy and planning purposes at the MoES and regional/district levels; Taking technical and institutional measures for insuring data quality through data collection mechanisms and multiple data validations and triangulations; Developing district dashboards (datasheets) at the MoES level, and school dashboards (datasheets) at regional/district levels, and ensuring that they are communicated to districts and schools, as well as disseminated to selected stakeholders; and, Building human resource capacity and sustainability by training of staff at MoES and region/district levels (PAD para 80).

Component 4: Support for Project Implementation (US$ 2.38 million)

This component will include: (i) Support to operational logistics for the Project Management Unit; (ii) Consultancy services for detailed design reviewing/revising, procurement arrangements and supervision of project activities; (iii) Project start-up workshop, midterm review and training courses for the staff of EA; and, (iv) Project financial auditing (PAD para 81).

The existing Project Management Unit (PMU) established under the IsDB's recently closed projects will be strengthened to support the implementation of the project. Furthermore, a consultancy firm will be hired for reviewing/revising of the detail designs, preparation of tender documents, supervision of bidding processes, contract awarding, project progress monitoring/reporting and supervision of the project activities. A project start-up workshop will be conducting to orientate stakeholders about the IsDB compliance requirements concerning financial disbursements, procurement, and project management, monitoring and evaluation. The Mid-Term Review (MTR) by the EA and IsDB aims at drawing lessons and streamlines the implementation process. A local auditing firm will be hired to conduct financial auditing of the project's financial books on annual basis. This component will also support capacity building in the EA through training courses for the staff of the procurement and financial management departments (PAD para 82).

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

The declaration of project effectiveness memo released by the Director, Legal Department marks the start of implementation of project activities.

IV.2 Expected Outputs[15] (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators[16] (GPE Strategic Plan 2016-2020):

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

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 3 | Target outputs per year

Indicate if calendar year or implementation year[17]: Implementation Year	Baseline (Year 0)	Year 1	Year 2	Year 3	Year 4	
Number of classrooms rehabilitated /constructed					752	
Number of Teaching/learning materials developed/printed/distributed					250000	
Number of Teachers trained			220	260		
Number of Staff/mentors/professional trained			180	240	400	

IV.3 Financial overview

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

TABLE 4 | Program costs and expected disbursements by year*

***First disbursement, currently planned for 2021, will be effective in 2020 upon country completion of formal IsDB effectiveness process.**

Indicate years (e.g., 2023):	year 1[18] (2021)	year 2 (2022)	year 3 (2023)	year 4 (2024)	year 5 (2025)	Total
Total program costs per implementation year[19]	3.21	13.09	16.59	10.18		43.07

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

[18] The project is expected to become effective in September/October 2020 and start disbursing in early 2021. This will mainly depend on the internal governmental procedures for effectiveness of the project. Earlier or later effectiveness of the Project Agreements will result in revision of the disbursement plan.

[19] 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.

Expected disbursements of GPE funds (per implementation year)	1.28	2.4	3.11	3.21		10
Total program costs per calendar year	3.21	13.09	16.59	10.18		43.07

IV.4 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

Note: Please provide brief justifications/explanations in your response.

TABLE 5 | Evolvement of grant financing modality

	Previous GPE grant	Current application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	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 [X] No [ ] *In accordance with the law on budgeting, in addition to budget funds, MTEF also included special funds of state agencies and attracted loans and grants* If No, does the MTEF exist? Yes [ ] No [ ]	Please indicate Yes or No Yes [X] No [ ] *The same is valid for current MTEF 2020-2023* 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 [X] No [ ] *GPE programm was included in the budget until 2016 (the last year of programme implementation)*	Please indicate Yes or No Yes [X] No [ ] *In the draft of 2020 budget and forecast for 2021-2020, IsDB and GPE funding are fully included in the state budget.*
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is GPE funding	Please indicate Yes or No Yes [X] No [ ] *State budget is developed and approved based on programme,*	Please indicate Yes or No Yes [ ] No [X] *If the programme funds will be used through treasury, there distribution and planning is done*

reflected in the budget by area of allocation and planned utilization, using the existing national classification?	*administrative and economic classification.*	*in accordance to national classification*
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?	C. All budget funds are spent through treasury. The GPE 4 funds were used through commercial bank as stipulated in Agreement.	Please choose a), b), or c) The majority of funds including IsDB funds and Fixed part of the GPE allocation will be directly paid to contractors, suppliers and service providers. The MoES and PMU will establish a special account in a commercial bank for PMU expenses only. Special account will be subject to annual auditing.
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 [ ] *Internal procedures of accounting were used for program expenditure, taking into account grant administrator's requirements*	Please indicate Yes or No Yes [X] No [ ] The Project disbursements will be processed based on the invoices of contractors/suppliers and service providers dully verified by the project supervision consultant and approved by the officially authorized signatory of the EA. The MoES will send the disbursement requests to IsDB for direct payment to contractors/supplier/consultant.
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 [ ] *Government procurement rules are followed. These are in line with World Bank procurement guidelines used for procurement under GPE 4*	Please indicate Yes or No Yes [ ] No [X] *IsDB and GPE Fixed part funded works/goods/services will be procured under the IsDB procurement guidelines and procedures. The goods/services/works under the government and the GPE's variable part financing will be carried out under government guidelines/procedures.*
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] *1 C Enterprise software was used for accounting purposes under GPE 4. The government is in the process of transitioning to this system*	Please indicate Yes or No Yes [ ] No [X] *The financial statements are reported based on the International Financial Reporting System, as required by state's decrees. For accounting purposes, the EA/PMU use the 1C Enterprise software which is a fully computerized accounting system of financial data processing, capable of producing Interim Un-Audited Financial Reports (IFRs), Statements of Expenditure (SOEs) in Public Sector Accounting in Tajikistan. An accountant position is included in the PMU structure. The government is completing the process of transitioning to this system the funds from special and bugdet accounts.*
In relation to audit		

Will the financial accounts be audited by the government's external auditor?	Please indicate Yes or No Yes [X] No [ ] *Audit of GPE 4 financial accounts was done annually by an independent private company*	Please indicate Yes or No Yes [X] No [ ] *The audit of the project's Consolidated Financial Statements will be conducted annually by an independent private audit company on terms of reference (ToR) acceptable to IsDB selected by the Executing Agency using IsDB guidelines and procedures.*
In relation to reporting		
Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	Please indicate Yes or No Yes [X] No [ ] *Information on project was included in the MTEAP and annual reporting mechanisms, including reporting to government and JSR*	Please indicate Yes or No Yes [X] No [ ] *Information on project will be included in the next MTEAP and annual reporting mechanisms, including reporting to government and JSR*
Will separate / additional reports be required for the Program?	Please indicate Yes or No Yes [X] No [ ]	Please indicate Yes or No Yes [X] No [ ]

IV.4.1 Evolution of aligned assistance

In 375 words or less, please:

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

This is the first Multiplier Fund Grant allocation to the country and is also the first IsDB funded project in the sector using blended financing. The previous GPE funded operation in the country was entirely financed by GPE Grant resources and was fully disbursed with no financial contribution from Government. In this operation sourced from the GPE Multiplier Fund (MCAM) and unlocked through IsDB blended financing, there is a Borrower contribution as per IsDB procedures as a demonstration of commitment and ownership.

The procurement strategy and financial management reviewed of the capacity of the MoES as Executing Agency (EA) and the Project Management Unit (PMU) and highlighted a need to enhance the financial management and procurement capacity through the hiring of a dedicated

specialist with relevant knowledge and experience in the IsDB policies and procedures. To mitigate the fiduciary risk, the PMU would hire qualified full-time Procurement and Financial Management Specialists as well as financial controller to be assigned to the project. An experienced international Procurement Specialist would also be hired to under the project supervision arrangement with targeted assistance in procurement activities of the project. Furthermore, all major procurement activities will be subject to prior review of the IsDB as per its procurement guidelines/procedures. An independent auditing firm will be hired for annual auditing of the financial statements of the project. Disbursements under the IsDB/GPE financing will be carried out within the framework of the IsDB guidelines and procedures.

The joint financing of this operation by two traditional partners in the sector with new instruments being adopted by each of the partners (GPE and IsDB) heralds the beginning of the realization that only grants and concessional financing are not sufficient to complement domestic financing for education if the urgent targets set by 2030 are to be achieved by Tajikistan. It creates an opportunity at the operational level to increase impact and efficiency in resource allocation and utilization through a robust data/information collection, analysis and reporting mechanism for better informed planning and decision-making processes and lay the ground for future interventions by the DPs.

It has been agreed to align this project with the World Bank's Early Childhood Development for Building Tajikistan's Human Capital Project. In this context, all schools to be funded by IsDB/GPE will include one classroom for the pre-school education. The MoES will liaise with the Work Bank Office/Project Team to cover teacher training and capacity building aspects of the pre-school facilities under the World Bank project. The LEG will provide a platform for further coordination of the activities under the two project. Furthermore, through LEG Meetings and bilateral consultations, there will be close consultations with the DPs particularly the EU Office to coordinate the CBE related activities of the project with those of the EU the education sector.

V. VARIABLE PART INFORMATION

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

For each specific 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."

1. Equity

Stretch Indicator: Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS

The lack of adequate space/facilities is a major reason for having triple-shift schools with its subsequent impact on instructional time. About 5.3 % of all students in Tajikistan attend triple-shift schools, 88.8% attend double shift schools, with the remaining 5.9% attending single shift schools. The number of triple-shift schools is 110, amounting to 2.8% of all schools. 93.6% of the triple-shift schools, and 92.0% of the students in these schools, are concentrated in two Regions: Khalton and DRS. Triple-shifting occurs only in the primary sections (grades 1-4) of the schools, which is where students learn the basics. These early years have a large influence on students' future success in schooling. Although there is no systematic study on the effect of triple shifting on instructional time, anecdotal evidence indicates that because of time pressures on teachers and on the classrooms themselves, the students in these schools do not benefit from spending increased, "extra-curricular" time with teachers.[20] Furthermore, students in these schools are particularly disadvantaged in the winter months of short days and cold weather and have to walk home in dark which create safety issues. This puts students in triple-shift schools at a disadvantageous situation compared to those in single- and double-shift schools.

In the DRS Region, there are 50 triple-shift schools representing 4.4% of all the schools and accounting for 11% of all students in them.[21] Given what we know about the impact of teaching time or time-on-task on learning outcomes, the reduction of triple-shift schools would contribute to more equitable access to the very schooling resources known to affect learning outcomes. Therefore, reduction in the number of students attending triple-shift school qualifies as a stretch indicator for the equity dimension of the GPE variable part funding since this will provide greater equality of educational opportunity for students attending triple-shift schools. This indicator has a transformational potential and is a stretch indicator because it will develop a sector level strategy to eliminate triple shift schools and will contribute to 50% reduction of triple shift schools in the DRS region. This will have long-term impact and will lead to enhanced equity and education effectiveness.

The government will develop a strategy for elimination of triple shift schools and include it as a priority in the new ESP 2030.

This stretch indicator is not linked with the schools funded under the fixed part of the GPE financing and the triple shift school targeted under this indicator will not include those funded by the fixed part.

2. Efficiency

Stretch Indicator: Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders

[20] *The IsDB mission visited a number of triple-shift school during the field trip to Tajikistan and noted that in the visited triple-shift schools instructional time of at least one shift is reduced to about 3 hours a day.*
[21] *According to Statistical Collection of Education Sphere of the Republic of Tajikistan, Part 1, dated 2019*

Even though management of the education system is relatively decentralized, there is a weak culture of evidence (data)-based analysis for management at the district and school levels. Data from the existing EMIS are not shared and analytical results are not used by the sub-national units (regions, districts and schools), let alone communicated to other stakeholders.

The rationale for this stretch indicator is to enable existing decentralized entities—districts and schools—to have a clear view of their performance and, thereby, be enabled to make policy adjustments aimed at improving the overall effectiveness of their resources to increase efficiency. Receiving relevant information on their relative performance would also serve as an incentive to schools and districts to report complete and reliable information to the EMIS. This feedback loop takes on particular importance given the levels of autonomy—and, therefore, accountability—at the district and school levels. Effective and efficient management of autonomy at the level of the schools and districts would, therefore, be enhanced by this stretch indicator, which is designed to serve as pilot demonstration from which lessons would be drawn for subsequent scaling-up. This initiative will cover two districts from each of the five provinces.

The district dashboards would display in text, tables, and user-friendly graphic format the main education indicators for each district (input, process, output, and outcome indicators) and how they compare with the average of all districts. Input indicators should include at a minimum indicator about students, teachers, school space, labs and facilities, textbooks and other instructional materials. Process indicators should include attendance (both students and teachers), instructional time, and leadership (such as engagement with the parents and the community). Output indicators will include educational assessments (grades and exam results) by cycle (primary, secondary, high school), discipline, and gender. The outcome indicators will include the rate of success on the high stakes examinations at the end of grades 9 and 11.

The school dashboards (school data sheets) would be developed by the district education office and will display in text, tables, and user-friendly graphic format the same main education indicators (input, process, output, and outcome indicators), but for each school, as well as how they compare with the average of all schools in the district.

This stretch indicator has a transformational potential because it supports a move towards a culture of data and evidence-based decisions at all levels and across all five provinces of the country, while being implemented as a concrete plan of action, with clearly identified responsibilities, timing, activities and results expected. Thus, it will constitute a major contribution to functional accountability for effective results using the existing EMIS. It is also a strong sustainability factor in the education sector, through information sharing, cooperation, and identifying hidden and latent resources at the local level and encouraging actions and initiatives at all levels and with all stakeholders towards

better resource allocation, efficiency and in long term improving the learning outcomes in Tajik schools.

This indicator is also related to the NSED goal of "enhancing financial sustainability and efficiency in the education sector and represents a low cost, innovative action that has significant transformative effect in education management by disseminating and using the dashboard/datasheets at district and school levels.

3. Learning outcomes

Stretch indicator: Development/approval of a "Common Framework for Learning Assessment" in order to accelerate the progress towards improved learning outcome

Progress towards developing an essential aspect of the pedagogical infrastructure designed to promote improved learning outcomes has been impeded due to lack of policy measures in the area of assessment-based evidence of learning outcomes. There isn't a national, standardized assessment carried out for older students, even though the NDS-2030 calls for the "development of [a] unified system of students' knowledge testing, including for the purpose of international comparisons." Development Partners have consistently supported the development of a culture of educational assessment in Tajikistan, including through capacity development and policy advice. However, the lack of an upstream policy document and an overall framework for learning assessment is hindering system capacity in tracking progress towards quality learning and informing corrective measures within existing and planned reforms.

Reaching the goal of effective implementation of the new competency-based curriculum and, therefore, improved learning outcomes, requires clear policy orientations for enabling actions designed to achieve this goal. At present, one enabling action that is missing is a common framework for the integration of assessment into both national and local policymaking, and classroom practice. Although long on the agenda, such a framework has yet to be formulated as government policy. Adoption of this missing common framework for learning assessment as enabling action should contribute to the overall effectiveness of policymaking aimed at improving learning outcomes.

Development/adoption of this common framework would also mean that initial investments in pilot assessment activities (e.g., by EU) would be able to move forward and be scaled-up. It would also mean that MoES would be in a position to integrate large-scale (not high stakes) assessment results into policy formulation and resource allocation. It is generally thought that such usage of assessment can have transformative effects on education systems. However, it is recognized that this can be a long process that requires readiness to integrate such results into policy and resource allocation. Adoption of this common framework for learning assessment would be a much-needed (and awaited)

first step. This will meet objectives already established in the NDS-2030 and the MTEAP 2018-2020.[22]

Provision of incentives for the development and adoption of the strategic, long-awaited Common Framework for Learning Assessment as an upstream and sector level policy document qualifies as a stretch indicator for the learning outcomes/quality dimension of the GPE variable part funding for several reasons. Adoption of a common framework for learning assessment would provide a basic pillar for policymaking aimed at improving learning outcomes in the longer term.

V.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:
Use the drop down below to select a dimension

Learning Outcomes

Indicator Name / Definition:

Stretch Indicator: Development/approval of a "Common Framework for Learning Assessment" in order to accelerate the progress towards improved learning outcome

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.

The target indicator is the Common Framework for Learning Assessment developed/adopted by MoES and validated by LEG. The LEG certifies that the Framework is adopted and become effective, thereby allowing for work to proceed on assessment.

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

Once the Common Framework for Learning Assessment is officially adopted and considered effective by the LEG, US$ 1 million out of the US$ 3 million variable part of the GPE allocation will be disbursed against this target. The disbursement is expected to be made in 2021.

[22] ***See actions 5 and 8 in Table 4 of the MTEAP M&E plan.***

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.

This indicator will be achieved by the end of 2021. The government will process the development/finalization and adoption process of the Common Framework for Learning Assessment (CFLA) in close coordination with the LEG. The adopted CFLA along with other necessary documentation will be shared with the LEG for formal validation by LEG members by end of 2021. The Targets and verification and disbursement protocols of this stretch indicator are shown in the following table:

Stretch Indicator	End Target (2021)	GPE-VP Allocation Amount	Disbursement Protocol	Verification Protocol
Development/adoption of a Common Framework for Learning Assessment (CFLA) in order to accelerate the progress towards improved learning outcome	The CFLA adopted by the MoES and validated by LEG.	US$1 million	Once the CFLA is officially adopted and considered effective by LEG.	The LEG certifies that the common framework for learning assessment is approved and effective, thereby allowing disbursement against the target.

Dimension:
Use the drop down below to select a dimension

Equity

Indicator Name / Definition:

Stretch Indicator: **Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS**

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.

In order to realize this stretch indicator, the MoES will develop and approve a strategy to eliminate triple-shift schools at national level and will take necessary measures to reduce triple-shift schools in

DRS Region from 50 (according to Statistical Collection of Education Sphere of the Republic of Tajikistan, Part 1, dated 2019) to 25.

MoES is committed to eliminate triple shift schools from different sources of funds, including private investments, communities and support from DPs. MoES agrees to include triple shift schools in the priority list for construction of schools. The indicator will be achieved through development and adoption of a sector level strategy to eliminate triple-shift schools, and construction of additional classrooms and schools using government funds complemented by donors and private sector to reduce the triple shift schools in DRS to 25. MoES and DPs will ensure that the commitment to eliminate triple shift schools is reflected in the new ESP by including a relevant indicator and costing the strategy for reduction of triple shift schools.

Disbursement Rule:

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

This stretch indicator is expected to be achieved in 2023. Upon receiving official confirmation from the MoES of the realization of the Stretch indicator, verification of the results by an external consultant (project supervision consultant), and final validation and clearance by LEG, US$ 1 million out of the GPE's US$ 3 million variable part allocation will be disbursed against this target.

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.

Verification will be based on a survey of the schools in DRS conducted by an external, independent consultant (Project Supervision Consultant) who will work with EMIS findings as well as with data collected from field work. The external consultant will be coordinated by the M&E specialist in the PMU. In addition, the LEG will review the results and also certify the formal commitment to eliminate triple-shift schools in the ESP 2021-30. The following table shows the targets and verification and disbursement protocols for this stretch indicator.

Stretch Indicator	End Target (2023)	GPE-VP Allocation	Disbursement Protocol	Verification Protocol
Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS	Target: A national strategy for elimination of Triple-shift schools developed/adopted and 25 triple shift schools in DRS become double shift	US$1 million	Official report of the MoES on delivery of facilities and number of students transitioning from triple-shift schools to two-or single-shift schools and development/adoption of the strategy for elimination of triple schools	Baseline is known. An independent survey will be conducted to verify EMIS findings. LEG will also the results and certify commitment regarding new ESP.

Dimension:
Use the drop down below to select a dimension

Efficiency

Indicator Name / Definition:

Stretch Indicator: Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders

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.

EMIS will produce dashboards (datasheets) and disseminate them to the selected district education offices and to all schools in two pilot districts from each province, as well as to a predefined set of stakeholders (such as community and parents' associations, teachers' associations, district governments, selected education researchers, DPs, and relevant NGOs). District inspectors will organize annual meetings with school and district officials to discuss the implications of the dashboard data, identify issues and promising approaches for addressing them. All schools in the selected districts will receive dashboards and disseminate them to the targeted stakeholders. The main milestones of this indicator is the development and distribution of the dashboards/datasheets and organization of the meetings with the stakeholders. The dashboards structure will be reviewed and cleared by the LEG. The final results of the initiative will also be reviewed and cleared by the LEG.

Since this activity is a "proof-of-concept" approach, districts should be selected for their relative physical and internet accessibility so that communication with the central EMIS should not be overly difficult.

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

Disbursement (planned for 2022) will be subject to delivery of dashboards and organization of the dissemination meetings. Achievement of these targets will be verified by the LEG. US$ 1 million out of the US$ 3 million variable part financing of the GPE will be disbursed upon successful achievement of this stretch indicator,

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.

The dashboards will be reviewed and finalized by the LEG Meting. The LEG will also review and verify and endorse the final results and report of the activities under this stretch indicator. The targets and verification and disbursement protocols for this stretch indicator are summarized in the following table.

Stretch Indicator	End Target (2022)	GPE-VP	Disbursement	Verification Protocol

		Allocation Amount	Protocol	
Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders	- All schools of 2 selected districts in each of the five provinces receive dashboards -Dissemination meetings held on yearly basis	US$1 million	Upon dashboards' delivery and holding of the dissemination meetings	Verification will be performed by an independent external evaluator (PSC) who will assess on a sample base whether the expected actions have occurred. The results will be cleared by the LEG.

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

The variable part of GPE Multiplier Fund that co-finances component 1 (civil works and equipment/furniture) and printing of textbooks under component 2, would require verification and confirmation of the achievement of the pre-agreed indicators' targets by the grant agent and the LEG. This verification and confirmation should be done before the disbursement of the amount allocated to each of the three stretch indicators' targets. The delay or failure in achievement of the stretch indicator targets will delay the disbursement process or the variable part amount will not be paid. The MoES will be responsible for realization of the targets.
The disbursement will be carried out within the framework of IsDB disbursement guidelines. The disbursement request will be prepared by the PMU and signed by the officially nominated signatory of the MoES providing evidences confirming that the condition has been met, to trigger the disbursement. The procurement of the goods and works funded by the variable part financing would be initiated upon the achievement of the above-mentioned targets and will carried out under the government procurement regulations/guideline.

The variable part will finance 3 million dollars as per GPE requirement for the multiplier fund. This includes allocation of US$ 1 million for each of the above-mentioned stretch indicators.

VI. INCLUSIVE APPROACH

VI.1 Development Partners

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

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.