System Capacity Grant Proposal

Tunisia

Funded by the Global Partnership for Education (GPE)

Proposed Implementation: 2026–2028

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Executive Summary

Tunisia is entering a crucial phase of education sector transformation. Building on a long tradition of public investment and a strong commitment to equity, the Ministry of Education (MoE) has articulated an ambitious Strategic Plan (2025–2035) that seeks to modernize governance structures, strengthen the use of data and evidence, address persistent disparities in access and quality, and accelerate digital transformation across the sector. Despite these advances, the education system continues to face constraints that limit its ability to improve learning outcomes sustainably. Over 92 percent of recurrent expenditures are absorbed by salaries, leaving limited fiscal space for quality-enhancing interventions, while disparities in regional service delivery persist. At the same time, the country's multiple data systems—though rich—remain fragmented and underutilized for planning and budgeting.

The GPE System Capacity Grant (SCG) provides Tunisia with a unique opportunity to consolidate ongoing reforms and strengthen the system foundations needed to achieve its long-term vision. The SCG responds directly to four systemic bottlenecks identified through the Enabling Factors Analysis: (i) the need to improve equity and efficiency of public financing; (ii) the fragmentation of data production, analysis, and use; (iii) the absence of institutionalized mechanisms for inclusive sector coordination; and (iv) insufficient integration of gender considerations into planning, budgeting, and monitoring.

Through a coherent set of activities across financing, data systems, gender-responsive planning, and sector coordination, the SCG will help Tunisia adopt more grounded, evidence-based approaches to decision-making. Interventions will accelerate the adoption of predictive analytics, strengthen subnational capacity for planning, consolidate fragmented databases, institutionalize the Local Education Group, and support the development of a Partnership Compact articulating shared national priorities and aligned partner commitments. By the end of the grant period, Tunisia will possess stronger institutional processes, enhanced analytical capabilities, and clearer governance mechanisms—laying a solid foundation for future transformation financing and system-wide reform.

Table 1. Summary table

Geographic areas of operation:	Tunisia
Date of submission of this application package	18.03.2026
Grant currency	Dollar ☒ Euro ☐
Grant agents(s)	World Bank
Program name	System Capacity Grant for Tunisia's Equitable Education Transformation.
Total Grant Allocation	$1,000,000
Agency fees (additional to grant allocation)	The World Bank – $17,500
Estimated starting date	01/04/2026
Duration	36 months
Name of individuals and their positions that will serve as the GPE Co-Grant Agent Points of Contract (POCs):	

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Acronyms

AFD	Agence Française de Développement (French Devlopment Agency)
AI	Artificial Intelligence
AICS	Italian Agency for Development Cooperation
CIFFIP	Centre International de Formation des Formateurs et d'Innovation Pédagogique / International Center for Trainer Training and Educational Innovation
CNTE	Centre National des Technologies en Education / National Center for Educational Technologies
CRE	Commissariats régionaux de l'éducation / Regional Education Offices
DGAF	Direction Générale des Affaires Financières / General Directorate of Financial Affairs
DGBE	Direction Générale des Bâtiments et de l'Équipement / General Directorate of Buildings and Equipment
DGCI	Direction Générale de la Coopération Internationale / General Directorate of International Cooperation
DGCP	Direction Générale du Cycle Primaire / General Directorate of Primary Education
DGCPES	Direction Générale du Cycle Préparatoire et de l'Enseignement Secondaire / General Directorate of Preparatory and Secondary Education
DGEQ	Direction Générale de l'Évaluation et de la Qualité / General Directorate of Evaluation and Quality
DGIAE	Direction Générale de l'Information et de l'Administration Électronique / General Directorate of Information and Electronic Administration
DGPSI	Direction Générale des Études, de la Planification et des Systèmes d'Information / General Directorate of Studies, Planning, and Information Systems
EdTech	Educational Technologies
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EIB	European Investment Bank
EU	European Union
FinEd	Financing Education analytical tool
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
GPE	Global Partnership for Education
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
LEG	Local Education Group
MoE	Ministry of Education
MENA	Middle East and North Africa
MoF	Ministry of Finance
MICS	Multiple Indicator Cluster Survey

MICS-EAGLE	Multiple Indicator Cluster Survey - Education Analysis for Global Learning and Equity
ODD	Objectif de développement durable
PASE	Programme d'Appui au Secteur Éducatif / Program for Support to the Education Sector
PFM	Public Financial Management
PISA	Programme international pour le suivi des acquis des élèves
PMES	Programme pour la modernisation des établissements scolaires / Program for the Modernization of School Establishments
POC	Proof of Concept
PTF	Partenaires techniques et financiers / Technical and Financial Partners
SCG	System Capacity Grant
TIMSS	Trends in International Mathematics and Science Study

1. Introduction and Context

Education has long been a national priority for Tunisia. In 2024, the sector accounted for nearly 15 percent of the national budget—one of the highest allocations in the Middle East and North Africa (MENA) region. This sustained investment reflects a long-standing commitment to human capital development and social mobility. However, the structure of expenditures poses substantial constraints: more than 92 percent of the education budget is devoted to salaries, limiting the fiscal space required for pedagogical renewal, school infrastructure upgrading, digital transformation, and interventions to reduce inequalities. These pressures are compounded by broader socio-economic challenges, including persistent regional disparities, demographic transitions, and increasing demands on public services.

Despite progress in expanding access to schooling, the education system faces a range of structural challenges that affect quality and equity. Learning outcomes have stagnated, dropout rates—particularly among boys—remain high, and regional disparities in completion and achievement have widened. Internal efficiency is also affected by high repetition rates and insufficiently targeted support to vulnerable learners. At the same time, demographic trends point to a decreasing primary-school population alongside growing pressure on lower-secondary and secondary levels, requiring more flexible and anticipatory planning approaches.

While most developing countries focus on expanding girls' access to schooling, Tunisia has achieved near-universal primary enrollment for both genders (99%) yet faces a different crisis: boys systematically disengage from secondary education. The net enrollment rate of 96.3% for girls in lower secondary (ages 12-14) contrasts sharply with 82.4% for boys. At upper secondary (ages 15-18), this disparity widens to 26.5 percentage points. Regional analysis reveals that in underserving areas (Center-West, North-West), boys' dropout rates exceed girls', compounding regional inequity with gender inequity. Simultaneously, girls face distinct barriers to equitable secondary education, including limited access to technical pathways and restricted subject choices at higher levels.

Over the past decade, Tunisia has developed a substantial body of administrative and learning data, including Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA), preschool quality evaluations, and the Multiple Indicator Cluster Survey - Education Analysis for Global Learning and Equity (MICS-EAGLE) analysis. The Direction Générale des Études, de la Planification et des Systèmes d'Information / General Directorate of Studies, Planning, and Information Systems (DGPSI) produces annual statistical yearbooks with sex- and disability-disaggregated indicators, demonstrating a mature data culture. Yet these information systems remain fragmented, siloed across units, and only partially integrated into planning, budgeting, and monitoring routines. Opportunities for modernization and consolidation exist, particularly in alignment with the EU-funded Programme d'Appui au Secteur Éducatif (PASE) program and the World Bank's GovTech initiative, both of which aim to improve interoperability, data governance, and digital infrastructure across government.

Institutionally, Tunisia has also taken steps toward more inclusive sector governance. In 2025, the Ministry of Education formally established a Local Education Group (LEG) as a platform for dialogue among government entities, and education stakeholders. At this stage, the LEG bring together the Partenaires Techniques et Financiers (PTF) and offers an opportunity to harmonize external support, and strengthen planning and accountability. However, continuous support is needed to ensure that the LEG is fully operationalized, routinely engaged, and effectively embedded in sector decision-making processes.

Tunisia is also entering a transformative period marked by the adoption of the *Education Strategic Plan 2025–2035*, which articulates a long-term vision for an equitable, inclusive, resilient, and digitally enabled education system. The Plan calls for comprehensive reform across several strategic axes:

1. **System governance, planning, and decision-making.** The Plan emphasizes the need for modern, data-driven planning tools capable of integrating demographic trends, school infrastructure needs, teacher deployment, and climate vulnerability. It highlights shortcomings in inter-directorate coordination and calls for a more anticipatory, evidence-based planning cycle.

2. **Equity and efficiency of public expenditure.** The Plan recognizes that rigid budgeting structures and inequitable resource allocation patterns limit the system's ability to support learning improvements. It calls for more transparent and needs-based allocation models, and for better linkage between expenditures and results.

3. **Learning quality and assessment.** The Plan underscores the need to revitalize assessment systems, reduce dropout—especially among boys—improve pedagogical quality, and strengthen teacher support.

4. **Inclusive and equitable education.** Gender equity, disability inclusion, student well-being, and violence prevention constitute central pillars of the Strategic Plan.

5. **Digital transformation and innovation.** The Strategic Plan identifies digital transformation as a cross-cutting accelerator of reform, promoting the integration of digital tools into planning, pedagogy, and school management.

6. **Strengthened coordination and partnerships.** Effective sector governance requires stronger inter-ministerial collaboration and more coherent partner engagement, including mechanisms for joint review and mutual accountability.

Complementing the Strategic Plan, the *Enabling Factors Analysis (EFA)* provides a diagnostic of the institutional and systemic bottlenecks that must be addressed to ensure successful reform implementation. The EFA confirms that Tunisia has strong foundations—robust data production, solid institutional structures, and a clear reform vision—but identifies several enabling factors that require strengthening:

- **Planning and policy coherence:** Strategic objectives are often not fully translated into operational plans. Planning cycles are fragmented, alignment across directorates is limited, and monitoring routines are inconsistently applied.

- **Financing and budget execution:** Although education receives a large share of public expenditure, budget rigidity, limited program budgeting capacity, and weak tracking of expenditures reduce the efficiency and effectiveness of financing.

- **Data and evidence systems:** Tunisia generates abundant data, but systems remain fragmented, with insufficient interoperability and limited analytical capacity to transform data into actionable insights. Integrating learning data, administrative records, and demographic information remains a challenge.

- **Sector coordination:** Engagement with partners is uneven, mechanisms are newly institutionalized, and cross-ministerial coordination is underdeveloped. The LEG requires strengthened processes, clearer expectations, and regular evidence-informed dialogue.

- **Gender-responsive monitoring and inclusion:** Although sex-disaggregated data exist, they are not systematically used to inform planning or address disparities. Monitoring of equity, safety, disability inclusion, and dropout remains limited across central and regional levels.

These findings highlight the need for targeted system strengthening to enable Tunisia to implement its Strategic Plan effectively and to prepare for a future Partnership Compact.

The System Capacity Grant directly addresses the bottlenecks identified in the EFA by reinforcing foundational system functions—planning, financing, monitoring, data governance, and sector coordination—to support the effective implementation of the Strategic Plan 2025–2035. The SCG builds national initiatives and aligns closely with PASE, GovTech, and other partner programs, ensuring coherence and avoiding duplication.

By doing so, the SCG equips Tunisia's education system with the tools, processes, and institutional culture needed to deliver equitable, quality learning opportunities and to adapt effectively to demographic, economic, and climatic challenges.

2. Scope of Work

The SCG supports a set of six mutually reinforcing activities designed to address the institutional constraints highlighted in the Enabling Factors Analysis and the 2022 Sector Analysis.

The formulation of this proposal was informed by a series of structured consultations with key directorates of the Ministry of Education and development partners. This included consultations with Direction Générale de la Coopération Internationale (DGCI), Direction Générale des Études, de la Planification et des Systèmes d'Information (DGPSI), Direction Générale de l'Information et de l'Administration Électronique (DGIAE) and the Centre National des Technologies en Éducation (CNTE) to discuss challenges related to planning, coordination, and the development of digital and AI-enabled solutions to support decision-making. Further consultations were held with Direction Générale du Cycle Primaire (DGCP), Direction Générale du Cycle Préparatoire et de l'Enseignement Secondaire (DCPES), Direction Générale des Affaires Financières (DGAF), Direction Générale des Bâtiments et de l'Équipement (DGBE), Direction Générale de l'Évaluation et de la Qualité (DGEQ) and the Centre International de Formation des Formateurs et d'Innovation Pédagogique (CIFFIP) focusing on financial and pedagogical dimensions, including the evaluation of learning outcomes, the strengthening of regional directorates, and the role of CREs in monitoring and planning. A dedicated consultation with the Local Education Group (LEG) ensured alignment with partner priorities and provided an opportunity to incorporate their perspectives into the System Capacity Grant design. In addition, the proposed SCG activities were systematically reviewed against ongoing and planned interventions by technical and financial partners to identify overlaps, gaps, and opportunities for synergy. This review informed adjustments to the scope, sequencing, and focus of activities to ensure that the SCG complements existing initiatives, avoids duplication, and adds value by strengthening system-level capacities rather than replicating implementation support.

The implementation of the System Capacity Grant will follow a set of core principles designed to ensure national leadership, inclusiveness, and sustainability:

- **Nationally led and owned.** The Ministry of Education will steer all stages of the SCG—defining priorities, guiding technical work, coordinating partners, and overseeing implementation. External experts may contribute specialized support, but the Ministry retains full leadership to ensure that strengthened processes are institutionalized and aligned with national systems and mandates.
- **Inclusive and consultative.** The SCG will be developed through structured dialogue involving a wide range of actors, including central and regional directorates, other ministries, development partners, civil society organizations, universities, professional associations, and the private sector. This participatory approach will ensure that diverse perspectives inform decisions, foster collective ownership, and support consensus-building around reform priorities.
- **Transparent and accountable.** Clear communication, open sharing of data and findings, and joint review of progress will underpin the SCG. These practices will reinforce trust among stakeholders, support evidence-based decision-making, and promote mutual accountability for results and resource use.
- **Coordinated and well-organized.** Roles and responsibilities will be clearly defined, and implementation will be planned against an agreed timeline. This structured approach will help harmonize the contributions of ongoing national initiatives and donor-funded

programs, reduce duplication, and ensure coherence across planning, budgeting, and monitoring cycles. Coordination will build on existing structures and working groups to leverage technical expertise already present within the system. SCG activities are designed to be technically self-standing and implementation ready. They do not rely on the establishment of new councils or decision-making bodies and can be executed using existing mandates, staff, and coordination platforms. This design ensures continuity of implementation and safeguards progress.

- **Capacity-strengthening through practice.** The SCG prioritizes practical skills development for Ministry staff at central, regional, and local levels. Workshops, analytical exercises, and collaborative drafting processes will be used as opportunities for hands-on learning—strengthening competencies in evidence generation, data analysis, planning, monitoring, and sector coordination. By embedding capacity building into each activity, the SCG aims to bolster national autonomy, reduce reliance on external technical assistance, and enable the Ministry to sustain and expand reforms over time.

Collectively, these principles will support the Ministry of Education in aligning stakeholders around shared priorities, translating strategic objectives into actionable plans, and strengthening the institutional capabilities required to deliver equitable, high-quality education across Tunisia.

Each activity within the SCG addresses a specific systemic gap and contributes to strengthening core capacities in planning, financing, data governance, coordination, and sector monitoring. All activities will aim to decrease inequality in access and learning for both boys and girls. For instance, sex-disaggregated data and analysis will be strengthened, with policymakers trained to monitor differential impact of school reforms across genders, regions and other sources of inequalities to enable mid-course adjustments. School mapping tools will identify boy-girl enrolment disparities by location and flag regions requiring targeted interventions. The activities are described below in detail and are structured to reinforce one another, ensuring both coherence and continuity across the program.

Activity 1: Equity and Efficiency of Public Financing (US$100,000)

The Enabling Factors Analysis identifies structural constraints in Tunisia's education financing system, including high budget rigidity, limited fiscal space for quality-enhancing expenditures, and significant disparities in the allocation of resources across regions. These constraints hinder the Ministry's ability to target investments strategically and to link financing with policy priorities. These challenges also reflect a broader lack of connection between planning, budgeting, and evidence generation, which reduces the system's ability to adjust allocations based on emerging needs or performance indicators. As can be seen in detail below, Activity 1 implements fit-for-purpose methodologies to thoroughly diagnose the bottlenecks of the education system and strengthen the collaboration between MoE and MoF to ideate solutions that sustainably improve the efficiency and equity of public expenditure.

Activity 1 is designed and implemented in close coordination with other development partners, ensuring complementarity and avoiding duplication—particularly with ongoing and planned activities under PASE, PASET, UNICEF, and other technical and financial partners (PTFs). Specifically, the FinEd Phase 2 analysis builds on and completes the first public financial management (PFM) study conducted by the World Bank, providing deeper, education-specific diagnostics rather than duplicating existing work. The activity is aligned with UNICEF-supported efforts on child-focused public finance and with PASET-supported reforms related to human resource management, ensuring coherence and complementarity across financing-related interventions.

In particular, Activity 1 supports the deployment of the second phase of the FinEd (Financing Education) analytical tool to identify and analyze public financial management (PFM) bottlenecks at the regional and local levels. The FinEd methodology is designed to uncover the PFM bottlenecks that weaken learning outcomes by establishing a link between financing, school practices, and school results. It helps countries allocate funds more equitably and efficiently by improving the management of teaching personnel, directing resources toward priority needs, and reducing inequalities in access to quality education. assess the efficiency, equity, and sustainability of public education financing. Importantly, beyond examining PFM issues in basic education, this activity also strengthens the understanding of how public resources are allocated and managed across the education sector more broadly, building institutional foundations that could eventually support similar exercises in other subsectors such as higher education.

The first phase of analysis, implemented in 2024/2025, identified and prioritized key problems related to service delivery and examined the PFM bottlenecks contributing to these constrains at the central level. The analysis covers five key learning vectors: engaged learners, effective teachers, learning materials, safe and inclusive schools, and school management and created a valuable platform for teams from the MoE and the MoF to jointly examine ten major service-delivery obstacles. These include limited managerial skills among school directors, administrative and financial arrangements that are not fully suited to school needs, insufficient maintenance, gaps in school-life infrastructure, shortages of essential equipment and supplies, heavy or misaligned curricula, the absence of systems for evaluating teacher performance, uneven teacher qualifications, insecure school environments, and inadequate student services such as transport, meals, and accommodation.

The results of this first phase were presented on 29–30 September 2025 in Washington at an international conference entitled: *'Reimagining Public Finances: Mobilizing Public Resources for Development"*. They highlighted significant opportunities to strengthen Tunisia's education system through improved public finance management. Overall, the system can make major progress through actions that promote flexibility, performance-based management, and stronger collaboration across institutions. Specifically: i) Adapting the budget process to allow local needs to be addressed more effectively and encourage more responsive planning; ii) Streamlining administrative and financial procedures—especially in procurement and execution—can accelerate project delivery; iii) Enhancing human-resource

management offers strong potential to better support teachers and administrative staff; iv) Greater coordination between ministries and departments can create more coherent and impactful education policies; v) Developing monitoring and evaluation systems would help track progress, improve program quality, and reinforce accountability; vi) Better alignment between the budget cycle and the school year can boost timely implementation.

These findings are closely aligned with, and complementary to, parallel partner-supported reforms. For example, capacity-building activities related to child-focused public finance under results-based budgeting (GBO) are being supported by UNICEF, while selected aspects of human resource management reform are addressed under PASET. Activity 1 will explicitly map these partner-supported interventions and incorporate them into the diagnostic and action-planning process, ensuring that recommendations build on—rather than duplicate—existing efforts.

Building on these solid foundations, Phase 2 is designed as a natural continuation that deepens the analysis and supports operationalization of the findings. It aims to refine and validate the results across the five key learning vectors through the following activities:

- **Refinement and validation of priority system bottlenecks at a local level**. Phase 2 will further refine and validate the key service-delivery bottlenecks identified in Phase 1, drawing on additional evidence, targeted field engagement, and iterative analytical work as appropriate. This process will help confirm relevance at subnational levels, address remaining evidence gaps, and identify complementarities with ongoing partner-supported interventions.
- **Synthesizing and generating action-oriented findings**. Analytical work under Phase 2 will be consolidated into practical, action-oriented outputs to inform policy dialogue, planning, and budgeting. This may include synthesized diagnostics, prioritized policy options, and indicative action pathways, presented in a comprehensive diagnostic report.

In addition, the FinEd Phase 2 work will embed gender as an explicit analytical lens. This includes a specific analysis of spending patterns and outcomes disaggregated by sex at secondary level and by region, building on the enrolment gaps and regional disparities already identified in Phase 1. On this basis, Phase 2 will derive concrete recommendations on gender-responsive budgeting: for example, how to adjust allocation formulas to address boys' higher dropout rates in specific regions, or to protect girls' participation in areas where they face barriers to secondary education.

Activity 2: Strengthening Data and Evidence Systems (US$180,000)

Tunisia has a well-established tradition of producing statistical yearbooks and annual reports that provide sex-disaggregated and disability-disaggregated data covering student pathways, school characteristics, teacher profiles, and learning environments. These datasets are updated annually and made publicly accessible. The country has also conducted several learning assessments in recent years (for example, EGRA 2021, EGMA 2023, the 2022/2023

preschool evaluation, and the MICS-Education Analysis for Global Learning and Equity (EAGLE)), which highlight persistent challenges related to equity and learning quality. This foundational data infrastructure provides an essential basis for developing and strengthening the analytical, digital, and decision-making competencies of education professionals across all levels.

However, the Enabling Factors Analysis highlights several systemic constraints in Tunisia's data and evidence ecosystem, particularly fragmentation across directorates, insufficient integration of learning assessment data, and limited use of existing statistical products in planning and performance monitoring. Tunisia's long-standing tradition of producing annual statistical yearbooks and learning assessments is missing a unified national framework for monitoring sector performance. This fragmentation reduces the Ministry's ability to generate timely insights, link data to policy decisions, and institutionalize an evidence-driven culture across central, regional, and school levels.

Several initiatives already contribute to this agenda, including the PASE program—which may finance the institutionalization of EGRA/EGMA and support Tunisia's participation in international assessments such as Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS)—as well as projects funded by the French Cooperation that support the evolution of the inspectorate profession and the modernization of supervisory practices in Tunisia. Activity 2 was designed following a mapping of partner-supported initiatives in data, evidence, and leadership development. Rather than replicating existing training programs, the SCG complements UNICEF, Expertise France, and IIEP initiatives by expanding training coverage, updating technical content, and reinforcing the institutional uptake of data and analytical tools within the Ministry.

To complement these initiatives and respond to the structural gaps, Activity 2 will support capacity strengthening and training for staff at the regional level (regional DGPSI teams), and central level (central directorates) on:

1. **Strengthened institutional capacity for data-informed budgeting and planning.** This deliverable will support the development of practical competencies related to the budget cycle (planning and preparation, credit allocation, execution, reporting, and evaluation), data analysis, and the use of digital tools to inform planning, monitoring, and resource allocation. Capacity strengthening may include targeted training, hands-on exercises, and the development or use of dashboards and analytical products, drawing on existing digital platforms and tools already available within the Ministry. Content and delivery modalities will be coordinated with development partners to ensure complementarity and avoid duplication. Since the Ministry already has an agreement with Microsoft (including the necessary licenses and vouchers for basic training), training will maximize the optimization of these digital tools within planning, monitoring, and accountability processes.
   This skills development pathway is intended to support a transformative organizational culture shift toward a more analytical, evidence-driven, and results-

oriented approach shared across local, regional, and central levels, positioning education professionals to adapt to an increasingly data-intensive policy environment.

2. **Enhanced leadership and implementation capacity for education service delivery.** , This deliverable will support the development of leadership, project management, and strategic planning skills among civil servants at central and decentralized levels. Activities may cover selected aspects of the project lifecycle—such as planning, implementation, monitoring, and learning—with the objective of strengthening the Ministry's ability to manage complex reforms, adapt to emerging challenges, and scale effective solutions. These trainings will strengthen capacity for continuous monitoring and learning at all levels, enabling education leaders to systematically identify emerging challenges, adapt strategies, and scale successful innovations. By developing these advanced leadership and innovation management skills, the Ministry will build internal capacity to champion the digital and analytical transformation of the education system.

Gender disaggregation and basic gender analysis will be embedded as a core competency across all planned trainings at central and regional levels, including how to interpret gender gaps in enrolment, completion, and learning and how to translate these into planning and budgeting decisions. Standard analytical products supported by the SCG will systematically present and discuss differences in outcomes for girls and boys.

This activity will be closely aligned with ongoing initiatives from UNICEF, International Institute for Educational Planning (IIEP), and Expertise France, which aim to develop tools and strengthen the capacity of education stakeholders to use evidence, including results from international assessments, to support decision-making and improve the education system in line with SDG 4. The ultimate objective is to build the capacity of ministry staff at central and decentralized levels above school level—including regional directorates and planning units in the effective use of data and evidence.

By embedding these skills within the Ministry, Activity 2 addresses both structural and cultural constraints: it introduces more rigorous analytical routines, fosters shared ownership of monitoring responsibilities across levels of administration, and promotes greater transparency and alignment between data, planning, and resource allocation.

Ultimately, Activity 2 will contribute to the establishment of a more integrated and effective monitoring ecosystem—one in which diverse data sources are used proactively to guide decisions, support regional teams, and reinforce accountability for learning outcomes.

Activity 3: Strengthening Sector Dialogue and Coordination (US$160,000)

The Enabling Factors Analysis underscores the absence, until recently, of a fully institutionalized mechanism for sector coordination in Tunisia. Historically, dialogue

between the Ministry and education partners (PTF) has occurred in fragmented or ad hoc formats, limiting the potential for shared strategic planning, harmonized interventions, and mutual accountability. The creation of the Local Education Group (LEG) provides an unprecedented opportunity to formalize coordination, but it also exposes systemic challenges—including uneven participation, lack of structured processes, and insufficient analytical inputs to inform dialogue. Recent experience has also highlighted the limitations of coordination arrangements that rely on staff simultaneously responsible for program implementation, underscoring the need for dedicated coordination capacity. The design of Activity 3 reflects a deliberate assessment of existing coordination mechanisms supported by the World Bank, the UK, and other partners. The SCG does not establish parallel coordination structures; instead, it reinforces and systematizes existing platforms, particularly those supported under PASE, while extending their scope to strengthen coordination with partners directly involved in basic education service delivery.

Importantly, all activities supported under the SCG are technical and operational in nature . The SCG is designed to work through existing institutional arrangements within the Ministry of Education and partner structures, ensuring that implementation can proceed without delay regardless of the status, timing, or scope of any future governance changes.

Activity 3 seeks to address these coordination constraints by strengthening both the functionality and institutional legitimacy of the LEG. The activity supports the Ministry's leadership in donor and partner coordination through two main activities:

Strengthened sector coordination mechanisms and information tools. This deliverable will support the Ministry in improving the structures, processes, and information foundations that underpin effective coordination with technical and financial partners. This may include the development or enhancement of partner-mapping instruments, improved interoperability with existing systems, and the use of shared analytical or coordination tools to promote transparency, reduce duplication, and reinforce Ministry ownership of sector engagement.

Structured platforms for inclusive sector dialogue and learning. This deliverable will support regular and ad hoc platforms for dialogue among government entities and partners—including the Local Education Group (LEG), intersectoral forums, and other consultative mechanisms—to facilitate technical exchange, review of progress, discussion of priorities, and collective learning. Modalities may include meetings, workshops, and broader convenings at national or subnational levels, implemented in coordination with existing initiatives such as those supported under the PASE program. Building on PASE-financed intersectoral workshops, this activity may broaden the scope of collaboration beyond current partners to engage additional ministries as relevant to government priorities—for example, convening the Ministry of Transport to address school transportation challenges, or mobilizing the Ministries of Social Affairs and Health to strengthen support for the most vulnerable children. By anchoring sector dialogue in reliable data, regular processes, and shared analytical tools, Activity 3 helps translate the LEG into an operational mechanism that

supports joint planning, results-focused dialogue, and aligned financing. In doing so, it strengthens one of the most important enablers for an effective education reform ecosystem.

This activity complements PASE by broadening its scope beyond the program's current emphasis on collaboration with the Ministry of Employment and Vocational Training and the Ministry of Higher Education and Scientific Research. While PASE strengthens education-sector governance through the establishment of an interministerial coordination mechanism—with clearly defined institutional roles, operational protocols for consultation and reporting, and structured stakeholder engagement—this activity reinforces those efforts by deepening collaboration with development partners (PTF) directly involved in basic education service delivery, as well as with additional ministries. Together, these efforts respond to the shared recognition that effective and sustained sector coordination requires dedicated capacity, clear institutional anchoring, and continuous engagement across ministries and partners. By supporting inclusive stakeholder consultations, it mobilizes a wider range of actors and ensures stronger, more coherent coordination to effectively address the challenges facing the education sector.

Activity 4: Sector Planning, Policy, and Monitoring (US$465,000)

The Enabling Factors Analysis reveals significant structural constraints in Tunisia's sector planning and policy processes. Core planning tools remain fragmented, insufficiently anticipatory, and often disconnected from demographic shifts, climate vulnerability, or emerging equity challenges such as dropout or overcrowding. Moreover, while Tunisia's Strategic Plan 2025–2035 highlights the need for gender-responsive budgeting, inclusive schooling, and violence prevention, directorates lack the analytical instruments and predictive models required to operationalize these ambitions at scale. Activity 4 was explicitly designed to build on and integrate partner-supported investments in infrastructure, data systems, and digital governance. The SCG focuses on developing analytical and planning tools that enhance the effectiveness and sustainability of implementation programs financed by other partners, rather than duplicating construction or service delivery activities.

Activity 4 addresses these gaps by supporting the MoE in piloting innovative planning and monitoring tools and in scaling up those that demonstrate strong results. This activity is foundational: it integrates data from EMIS (Education Management Information System), learning assessments, demographic sources, and geographic information systems to create actionable planning tools that can guide resource allocation, school network optimization, and long-term reform design. Critically, Activity 4 also prioritizes the development of staff competencies in using predictive analytics, AI-based decision-making tools, and climate-informed planning approaches—equipping education professionals with future-ready skills to manage complex, data-intensive planning processes.

4.1. Use of predictive analytical tools, including AI-based methods

The first pillar of the activity focuses on using predictive analytical tools. These tools would draw on all existing national datasets (EMIS, Education Data Compass, school census, learning assessments), which are already disaggregated by sex and disability status. The predictive layer could initially be developed using traditional statistical approaches, with the potential introduction of artificial intelligence / machine-learning techniques to clean, integrate, and analyze data in a more sophisticated manner. This work will be undertaken in close coordination with ongoing partner-supported initiatives, particularly PASET and PASE, to ensure complementarity and avoid duplication. In particular, outputs such as the maintenance roadmap and school mapping tools will directly support and complement implementation programs financed by PASET, UNICEF, AFD, AICS, and EIB, ensuring shared planning assumptions and coherent prioritization of investments. Potential applications include strengthening evidence-based infrastructure and school network planning. This would support the development of analytical and planning tools to inform more strategic management of the Ministry of Education's physical assets and school network by formalizing approaches to preventive maintenance and asset management, and implementing analytical exercises to support the optimization of the school map by integrating demographic trends, enrollment patterns, poverty, disability and displacement, and climate vulnerability (similar to AccessMod, the tool used by the Ministry of Health). The outputs will strengthen the planning foundations for infrastructure rehabilitation and network optimization, complementing PASET-supported investments in school upgrading and aligning closely with PASE-supported work on prospective school mapping to ensure that infrastructure planning is realistic, needs-based, forward-looking, and climate-resilient. planning is realistic, needs-based, and takes climate resilience into account.

4.2. Establishment of an Education Innovation Lab

The second pillar aims to transform the CNTE's (National Center for Educational Technologies) current Innovation Unit into a fully operational Education Innovation Lab capable of developing and providing toolkits that promote the strategic use of AI (Artificial Intelligence) and emerging technologies within the education system. Beyond technological monitoring, the Lab will be equipped to design and implement POCs (Proofs of Concept) for various use cases aligned with Ministry priorities—for example, differentiated instruction, dropout prevention, or teacher support systems. The Lab will serve as a capacity-building hub, developing the specialized technical and leadership skills of a dedicated cohort of innovation champions within the Ministry. These champions will be trained in AI literacy, data science fundamentals, innovation project management, and the ethical and equitable integration of technology into education. This cadre of internal experts will become the Ministry's in-house capability for evaluating, adapting, and scaling digital innovations. The Lab will explicitly promote the development of digital skills and 21st-century competencies -- including critical thinking, computational thinking, digital citizenship, and collaborative problem-solving-- among students and educators, ensuring that innovation efforts contribute directly to strengthening foundational and future-ready skills.

A distinctive feature of the Lab will be its strong collaboration with Tunisia's EdTech (Educational Technology) ecosystem (including start-ups, technology firms, universities, and civil society organizations), enabling the co-creation of tomorrow's educational solutions and the development of local expertise in educational innovation.

This activity will be implemented through a small number of flexible, outcome-oriented deliverables designed to allow adaptation over time as institutional capacity, priorities, and partnerships evolve. It would include, among other elements:

- **Development of an operational Education Innovation Lab and partnership framework.** This deliverable will support the clarification of the Lab's strategic vision, positioning, governance arrangements, and operating model, as well as the development of mechanisms to engage with the national EdTech ecosystem. Activities may include strategic and organizational analyses, ecosystem mapping, and the definition of partnership modalities with relevant actors.
- **Strengthened internal capacity for educational innovation and technology management.** This deliverable will focus on building the technical, leadership, and coordination capacity of dedicated Lab teams and a core group of innovation champions within the Ministry. Capacity strengthening may cover areas such as innovation project management, collaboration with external partners, and the ethical and effective use of emerging technologies.
- **Design, testing, and learning from selected innovation pilots.** This deliverable will support the design and implementation of a limited number of proof-of-concept (POCs) initiatives to test priority use cases aligned with Ministry objectives.

Activity 4 will leverage the World Bank–supported GovTech project, which aims to strengthen digital infrastructure, connectivity, and data governance across public institutions. GovTech provides the foundational infrastructure needed to test and scale AI-based educational planning tools and will enable the innovations developed under Activity 4 to fully integrate into the national digital transformation agenda.

In parallel, Activity 4 will be closely aligned with Sub-Objective 1 of the EU-funded PASE program (2024–2029), which focuses on intersectoral governance, the Education Data Compass, and the strengthening of data systems in education, vocational training, and higher education. The innovations supported through Activity 4 of the SCG will complement this "decision-making layer"—gender-sensitive dashboards, predictive analytics, climate-resilient school mapping, and enhanced dropout-prevention tools—ensuring that PASE's systemic investments translate into operational planning and equitable resource allocation instruments.

By aligning with both GovTech and PASE, Activity 4 will reinforce coherence across development partner and government programs, avoiding duplication and maximizing the added value of ongoing reforms while piloting scalable innovations that can be integrated into national systems.

Activity 5: Development of a Partnership Compact (US$45,000)

The Enabling Factors Analysis highlights the need for Tunisia to articulate a clear, coherent, and widely supported transformation agenda capable of aligning development partner contributions and domestic resources. Historically, fragmentation across initiatives and the absence of a unified strategic compact have limited the Ministry's ability to direct external support toward systemic priorities and to ensure mutual accountability. The Partnership Compact will consolidate the results of the overlap and gap analysis conducted during SCG preparation, translating identified complementarities into a clear division of labor, aligned financing, and shared accountability among development partners.

Activity 5 responds directly to this structural challenge by supporting the Ministry in developing a GPE Partnership Compact that strengthens alignment, mutual accountability, and the more efficient mobilization of resources. This Compact will serve as a strategic agreement between the Ministry and development partners. Building on existing system diagnostics and the education sector analysis, it will define shared priorities, roles and responsibilities, and financial commitments in support of the national sector strategy.

- **Identify and prepare:** Select the key education priorities based on diagnostic evidence and prepare the draft Compact with stakeholders, ensuring alignment with national plans and budgets.

- **Review, analyze, and refine:** Revise the draft internally and with partners, incorporate feedback, and adjust the document to ensure quality, feasibility, and broad stakeholder consensus.

- **Finalize and submit:** Validate the Compact through the Local Education Group and submit it to the GPE Secretariat.

Through this activity, Tunisia will gain not only a well-articulated transformation agenda but also a structured mechanism for coordinating and aligning partner support over the medium term.

In addition to the five activities outlined above, an additional $50,000 will be dedicated to communication materials.

Table 1: Summary of activities, sub-activities, activity groups, financing windows, timelines and costs

Sub Activities	Timeline	Financing window	Activity Group	Standard Description	Cost (US$)
Activity 1. Equity and efficiency of public financing in the sector					
Fined Study	18 months	1: Strengthen gender-responsive planning and policy development for systemwide impact	A. System diagnostics, partnership compact development and education sector analysis	Analysis on PFM — If no recent PFM analysis is available for the education sector, this can be part of financing window 1 to inform good sector planning and its budget ceiling	100,000
Activity 2. Data and evidence					
C Capacity Building for Data-Informed Budgeting and Planning, and Enhanced Leadership and Implementation	36 months	3: Strengthen capacity, adapt and learn, to implement and drive results at scale	J. Training, capacity building and support for government staff at central and decentralized levels, including on the uptake and use of data and evidence	Support to strengthen capacity for ongoing monitoring at central and decentralized levels in order to adapt, learn and correct course	180,000
Activity 3. Sector dialogue and coordination					
Strengthened sector coordination mechanisms and information tools. (eg stakeholder mapping tool)	24 months	2 Mobilize coordinated action and financing to enable transformative change	E. Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership	Activities/technical services to help build and sustain the ministry of education's capacity for effective coordination, leadership and ownership of sector engagement and processes.	110,000

Sub Activities	Timeline	Financing window	Activity Group	Standard Description	Cost (US$)
Structured platforms for inclusive sector dialogue and learning	36 months	2 Mobilize coordinated action and financing to enable transformative change	E. Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership	Activities that enable coordinating agencies to better support local education group coordination - Activities that support greater inclusiveness of the local education group, e.g., by fostering the participation of civil society, agencies focused on gender equality, human rights and children with disability • Support for coordination between central and local levels, or among multiple ministries working on education	50,000
Activity 4. Sector planning, policy, and monitoring with a gender-sensitive approach					
Evidence-based infrastructure and school network planning	30 months	1: Strengthen gender-responsive planning and policy development for systemwide impact	C. Supporting policies and plans to identify and address multiple forms of exclusion and strengthen system resilience (including planning for children with disabilities and inclusion of displaced children)	Capacity-building and technical assistance related to the full realization of the right to education for all children, such as applying a rights-based assessment of policies	180,000
Innovation Lab	36 months	3: Strengthen capacity, adapt and learn, to implement and drive results at scale	K. Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in the policy process	Technical assistance to support implementation capacity, including sector plan implementation monitoring, strengthening of data systems (including an educational management information system and learning assessment systems) and evaluation of specific policies and programs in priority areas. The technical assistance could take different forms, including mobilization of external expertise as needed	285,000
Activity 5. Supporting the Ministry of Education in developing a partnership compact					
Partnership Compact	12 months	1: Strengthen gender-responsive planning and policy development for systemwide impact	A. System diagnostics, partnership compact development and education sector analysis	Development of partnership compact and related activities, including enabling factors analysis	45,000

3. Grant Agent organizational capacity and experience

The World Bank will serve as Grant Agent, ensuring alignment with national priorities, high fiduciary standards, and strong technical support. Under the World Bank model, the government leads implementation while the Bank provides technical guidance, oversight, and support for risk management. This approach ensures that reforms are embedded within national systems rather than creating parallel structures.

The World Bank currently manages 191 GPE grants globally, totaling US$6.1 billion, and holds one of the largest education portfolios in the MENA region, valued at approximately US$3.98 billion across 25 active projects. This extensive portfolio demonstrates the Bank's capacity to deliver results at scale across multiple countries and contexts.

Track Record in Tunisia

The World Bank has maintained a continuous presence in Tunisia since 1963, making its first education loan globally. This 60+ year engagement reflects deep institutional knowledge of Tunisia's education system, government structures, and policy landscape.

Recent and ongoing projects demonstrate the Bank's operational effectiveness in Tunisia's education sector:

Strengthening Foundations for Learning Project (PREFAT)

- Over 20,000 teachers trained; 2,000 school directors trained; 800 pedagogical assistants trained; 600 inspectors trained. Additionally, 100 preschool classrooms constructed and primary schools renovated and equipped.

- At least 1,000 primary schools currently equipped with computers and video projectors, demonstrating the Bank's capacity to support large-scale technology deployment.

Digital User Citizen Centric Services (GovTech)

- : Over 2,200 schools benefited from upgraded connectivity, supported by a strengthened MoE infrastructure (including a new data center and increased broadband capacity) to meet growing needs and support the successful deployment of all new digital solutions currently under development, which will provide enhanced services to all users, including students, parents, and teachers.

It should also be noted that the Bank supports higher education and vocational training:

- Within the framework of the Tertiary Education for Employability Project (TEEP), completed in 2024 and expected to continue with the new Higher Education

Strengthening Tertiary Education for Employability, Innovation and Resilience Program (STEEIR) scheduled for 2026, the Bank assisted all Tunisian universities in strengthening their governance and improving the employability of more than 22,000 students.

- Under the Nexus project, the Bank supports the Agricultural Extension and Training Agency in modernizing its centers. To date, more than 11 centers have been modernized, 12 continuing education modules have been developed in partnership with the private sector, and over 1,000 youth and women have been trained (72% of whom are currently employed).

This implementation record confirms the Bank's ability to manage complex education projects, strengthen institutional capacity, and deliver tangible results across multiple dimensions—from teacher training and infrastructure to digital systems and governance reform.

Global Experience with Similar Grants

The World Bank is one of the world's largest sources of funding and knowledge for developing countries, governed by 189 member countries. It is the largest external financier of education in developing countries with a portfolio exceeding $26 billion across 85+ countries, reaching 432 million students and 18 million teachers. The World Bank hosts GPE as a financial intermediary fund and manages approximately 65% of GPE's total grant portfolio—169 GPE grants totaling nearly USD 1.91 billion. The Bank currently serves as grant agent for 16 System Capacity Grants in low and lower-middle-income countries (over US$35 million)..

The Bank's global education expertise—spanning public financial management, digital transformation, predictive analytics, teacher support, and learning assessment—will support the MoE throughout the SCG period. A very brief summary of the Bank's thematic expertise relevant to the Tunisia SCG is described below:

1. Public Financial Management and Financing Equity

The World Bank has designed and deployed the FinEd (Financing Education) analytical tool globally to diagnose public finance management bottlenecks. The first phase analysis for Tunisia was completed in 2024/2025, with findings presented at the international "Reimagining Public Finances" conference in September 2025. The Bank's PFM expertise is evidenced by publications including *Tunisia: Public Expenditure Review—A New Pact for Transition* (2020) and the ongoing *Tunisia: Human Capital Review* (forthcoming).

2. Data Systems and Evidence-Based Decision-Making

The World Bank supports 144 education operations globally that incorporate EMIS activities. The Bank has direct experience in Tunisia strengthening Education Management Information Systems, supporting learning assessment data collection, establishing learning assessment units, and implementing OpenEMIS. This expertise covers data governance, interoperability, dashboards, and decision-making infrastructure—all core components of the Tunisia SCG Activity 2.

3. Gender-Responsive Planning and Monitoring

The Bank has published extensively on gender equality in education, including *Achieving Gender Equality in Education: Examining Trends and Interventions* (2023) and relevant sections of the *World Bank Group Gender Strategy 2024-2030*. The Bank's experience applying sex-disaggregated data analysis to inform policy and resource allocation provides a strong foundation for the gender-responsive planning required in Activity 4.

4. Digital Transformation and Educational Innovation

The World Bank operates a dedicated global EdTech Hub with core teams of EdTech experts who have worked extensively on designing digital education policies and strategies. The Bank's *EdTech Toolkit for Remote Learning* (2020-2022) and publications including *Reimagining Human Connections: Technology and Innovation in Education* (2020) and *AI Revolution in Education: What You Need to Know* (2024) demonstrate thought leadership in this area.

5. Sector Coordination and Partnership Compacts

The World Bank is well-positioned to support the development and institutionalization of Tunisia's Partnership Compact and Local Education Group (LEG). The Bank brings extensive experience developing Partnership Compacts across dozens of countries, and maintains experience in leadership, planning, and stakeholder consultation processes that are central to sector coordination.

Fiduciary Standards and Risk Management

The World Bank implements comprehensive fiduciary frameworks for GPE grants:

- **Fiduciary Management including Procurement and Financial Management**: Rigorous procurement processes ensuring transparency and competitiveness; regular audits and independent evaluations; country performance and institutional assessments; governance indicators for monitoring environmental and institutional risks.

- **Operational Risk Management**: The Systematic Operations Risk-Rating Tool standardizes risk assessment; risk data informs decision-making throughout the project cycle; roles and responsibilities in risk determination are clearly defined.

- **Proven Track Record**: The World Bank's project outcome ratings rose from 3.8 in 2013 to 4.3 by 2020 (on a 6-point scale), maintaining elevated performance through fiscal year 2023. At the country level, development outcomes rated moderately satisfactory or above increased from 68% in FY13 to 78% in FY20 (Independent Evaluation Group, 2024).

Institutional Commitment and In-Country Presence

The World Bank maintains a dedicated Country Office in Tunis with personnel and infrastructure to support effective implementation. The team is led by Himdat Bayusuf (Senior Education Specialist), supported by Marcela Gutierrez (Economist), Nadia Naccache, (Education Specialist, ETC) , Ali Ben Brahim (Senior EdTech Expert), Anis Saidi (Senior Education Consultant) and additional specialists in governance, digital transformation, education quality, and sector coordination. This structure ensures both hands-on support to the Ministry and continuity of engagement throughout the grant period.

5. Monitoring and Learning Framework

The Monitoring and Learning Framework (MLF) will be aligned with the Ministry's Strategic Plan, PASE indicators, and emerging ESP components. The MLF will track progress in:

- Adoption of equity-informed financing models
- Strengthened analytics and data use across levels
- Functionality of the LEG
- Availability and use of predictive dashboards
- Integration of gender-responsive tools into planning processes
- Completion and endorsement of the Partnership Compact

Monitoring will follow a learning-oriented, adaptive approach, ensuring that feedback loops inform mid-course adjustments and that insights are shared across national and regional levels.

6. Risk Management

Risks associated with the SCG span fiscal constraints, data fragmentation, limited absorptive capacity, staff mobility within the MoE, and coordination fatigue among partners. Mitigation measures include:

- Aligning SCG activities with ongoing national reforms (PASE, GovTech) to enhance sustainability.
- Providing targeted capacity-building and coaching.
- Clear governance structures through the LEG.
- Strong World Bank oversight on fiduciary and operational risks.
- Phased implementation of complex digital tools, allowing time for adaptation and scaling.

7. Value for Money (VfM)

The SCG is designed to maximize systems-level impact with limited resources. Value is achieved through:

- Leveraging existing data systems and infrastructure to reduce duplication.
- Strengthening national capacity rather than relying on external providers.
- Ensuring alignment across development partners to avoid fragmentation.
- Prioritizing tools—such as school mapping—that generate long-term benefits and savings.
- Embedding gender and equity considerations to target investments where they yield the highest returns.

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Annex I: Summary Tables

Table 1. Allocation of Activities by Funding Window

Funding Window	Activities	Budget (USD)
Window 1: Gender-responsive Planning	Activity 1—Equity and efficiency of public financing in the sector Activity 4 – Sector planning, policy and monitoring Activity 5 – Partnership Compact	$340,000
Window 2: Coordinated Action	Activity 3 – Coordination	$170,000
Window 3: Capacity, Adaptation, Learning	Activity 2 – Data & evidence Activity 4- Sector planning, policy and monitoring	$490,000

Table 2. SCG Budget Summary

SCG Activity	Budget (USD)
1. Equity and efficiency of public financing in the sector	$100,000
2. Data and evidence	$180,000
3. Sector coordination	$160,000
4. Sector planning, policy, and monitoring	$465,000
5. Partnership Compact	$45,000
Communication	$50,000

Table 3. Summary of SCG Activities

Activity	Description	Budget / Duration
1. Equity and efficiency of public financing in the sector	Deepened FinEd diagnostics; joint MoE–MoF analysis; reform recommendations.	$100,000 / 18 mo
2. Data and evidence	Capacity building on data, evidence, leadership and project management.	$180,000 / 36 mo
3. Sector dialogue and coordination	Operationalizing LEG; stakeholder mapping; annual sector conference, local, regional and intersectoral workshops.	$160,000 / 36 mo
4. Sector planning, policy, and monitoring	Maintenance road map and tool, school mapping, Innovation Lab at CNTE.	$465,000 / 36 mo
6. Partnership Compact	Consultative drafting, review, LEG endorsement, GPE submission.	$45,000/ 12 mo
Communication	Communication materials	$50,000 / 36 m

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Annex II: Relationship of proposed GPE SCG activities to existing initiatives by other technical and financial partners

This annex reflects a systematic review of ongoing and planned partner-supported initiatives conducted during SCG preparation. The mapping was used to identify overlaps and gaps and to adjust SCG activities accordingly, ensuring complementarity, coherence, and efficient use of resources across the education sector.

SCG Activities	Link with Initiatives of other Technical and Financial Partners
1. Equity and efficiency of public financing in the sector – *Fined Study*	▪ Builds on and completes the first PFM study conducted by the World Bank, providing more detailed education-specific analysis ▪ Deepens and operationalizes existing diagnostics and activities carried out by other partners (e.g., UNICEF) rather than duplicating prior PFM work, with a focus on education financing equity, efficiency, and service delivery outcomes.
2.Data and evidence ▪ *Capacity Building on Data and Evidence* ▪ *Capacity Building on Leadership including Project Management* ▪ *Targeted training for budgeting and planning offices*	▪ Aligned with UNICEF, Expertise France, and IIPE initiatives that strengthen data use. Complements ongoing efforts by expanding training coverage and reinforcing institutional uptake ▪ Complements the World Bank's PASE governance training and the **training to inspectors** led by Expertise France/Institut Français. ▪ Complement regional planning trainings implemented by UNICEF a few years ago by providing updated, practical technical skills for budgeting and planning units.
3. Sector dialogue and coordination ▪ *Stakeholder Mapping Tool* ▪ *Support to PTF Group including meetings with MoE* ▪ *National Conference to gather all education stakeholders and regional workshops* ▪ *Intersectoral Workshops*	▪ Reinforces the PTF Group coordination led by the World Bank and the UK by facilitating meetings, follow-up, and alignment with MoE priorities. ▪ Complement the PASE intersectoral workshops by expanding beyond their current focus on collaboration with the Ministry of Employment and Vocational Training and the Ministry of Higher Education and Scientific Research. ▪ Stakeholder mapping tool will ensure compatibility and interoperability with existing systems such as ILO and GIZ tools for MEFP and MEP, strengthening interministerial coordination.
4. Sector planning, policy, and monitoring with a gender-sensitive approach ▪ *Maintenance Road Map and tool* ▪ *school mapping tool to improve sector strategy and feed operational plans*	▪ Builds on the World Bank–supported GovTech initiative, which strengthens digital infrastructure, connectivity, and data governance. GovTech provides the essential backbone for testing and scaling AI-based education planning tools within the Innovation Lab. ▪ Links to and complements construction projects funded by Agence Française de Développement (AFD) (Projet Sport et Éducation), Agenzia Italiana per la Cooperazione allo Sviluppo

▪ *Innovation Lab*	(AICS) or Italian Agency for Development Cooperation (AICS), and European Investment Bank (EIB) (Programme pour la Modernisation des Établissements Scolaires-PMES) by providing a maintenance roadmap and tool to ensure sustainability of newly built and upgraded infrastructure. ▪ Complements the PASET–UNICEF modelling work that supports the implementation of a school infrastructure upgrading programme.
5. Supporting the Ministry of Education in developing a partnership compact	▪ Supports the development of the Partnership Compact by helping the MoE select priority education areas based on existing diagnostics, leveraging UNICEF and UK work on school dropout and school violence.

Annex III: List of Consulted Development Partners

- UNICEF
- EU
- UK Embassy
- British Council
- UNESCO
- AFD
- Expertise France
- Institute Français
- AfDB
- EIB
- Swiss Embassy
- AICS

Annex IV: Implementation Timeline

The SCG will be implemented over 36 months, with overlapping and sequenced activities that reinforce one another.

