Annex 2:

Expressions of Interest (EOIs) to Access the GPE Multiplier

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by August 15, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country GHANA	**Funding expected to be mobilized (total of Section 3 below) $US** At least US$ 50 million from World Bank (IDA 18 facility), including support from Germany Government for which bilateral discussions will begin early 2018.

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	15 million USD

Parties	
Grant agent:	World Bank
Coordinating agency:	USAID
Date that EOI form was submitted:	8/9/2017
Estimated ESPIG submission date:	

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

This means that applications that commit more funding to being paid based on results or indicate more funding will be mobilized will be more likely to be approved.

Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.org by **August 15th, 2017**, and please also copy your respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPE country lead if you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a new education sector program implementation grant (ESPIG)?

The recently approved FFF categorizes Ghana as a LMIC and proposes a US$5.7 million allocation, if the replenishment target of 1.4 billion is met. Given that the transactional costs of processing the Multiplier Fund (US$ 15 million) and the MCA (US$ 5.7) million separately would be high, the Ministry of Education and Development Partners propose that all GPE funding opportunities be accessed at this time. This approach would increase effectiveness and enhance the alignment of development partner support with government planning, reporting and monitoring of the sector.

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.

Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

Yes, find attached the completed requirements matrix

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related to political commitment, the predictability of funding from partners, or time and capacity constraints.

Government spending on education as a share of total public spending meets the recommended GPE benchmark of 20%. In recent years Ghana's spending on education has averaged 25% of the national budget. As a proportion of GDP, education spending represents about 4.5% of GDP. Ghana has demonstrated its commitment to education in the past and the new Government has also identified education as a key priority sector, therefore the risk related to the political commitment is low.

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

Donor financing for the sector is limited and represents approximately 4.2% of sector expenditure. While limited, donor financing has been instrumental in helping Ghana to strengthen key aspects of the education system. To that end, the Government is engaging with partners for continued support. A series of positive discussions have been had in which a number of Development Partners indicated the possibility of providing additional support for the sector. Those discussions are still ongoing at this point, the Government is not in the position to state the exact amount of external funding which will be committed in support of the education sector medium-term plan. However, based on the discussions with the Ministry of Finance it has become clear that USD50 million is very likely to be allocated to education from IDA 18 in the second round of financing. At this stage the risk relates to the exact timing of when that support will be available.

Regarding the possibility to leverage additional resources through bilateral funding, the Ministry and Development Partners appreciate that pooled funding would reduce transaction costs for the government and increase coordination and harmonization. Given that Ida 18 funding will only become available in the second round, there is scope for discussing the option of pooled funding. However, more dialogue and work would need to be completed for pooled funding to be an option and there is a lot of uncertainty over the bilateral funding at present. For these reasons, co-financing between IDA and the GPE is envisioned. Related to the co-financing between IDA and the GPE, the risks relate to; (i) the timing of fund and; (ii) in an effort to avoid duplication, agreeing a simplified GPE processes in order to align with IDA.

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

#	Partner	Amount	Instrument (grant, loan, etc.)
1	World Bank	To be confirmed, US$ 50 million	Credit
2	German Government	To be determined	Grant
3	UNICEF	To be determined	Grant
4		Amount in $US	
5		Amount in $US	
	Total in $US:	To be confirmed (US$ 50 Million +)	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional.

This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" section in 7.1 below.)
1	World Bank	GPE funds will be complementary to IDA. Key GPE objectives, including focus on sector outcomes in equity, efficiency, and learning outcomes, inclusive sector dialogue and coordination and alignment would be emphasized.
2		
3		Click here to enter text.
4		Click here to enter text.
5		Click here to enter text.
	Total in $US:	To be confirmed, approximately US$ 50 million

5. Debt sustainability (if applicable)

If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.

#	Partner	Implications for debt sustainability
1	World Bank	Not confirmed at this stage. Whether a credit or a blend of both grant/credit, the GPE resources will make the funding more concessional and ensure greater debt sustainability
2		
3		Click here to enter text.

4		Click here to enter text.
5		Click here to enter text.

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche.

The Grants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results.

Please explain how the total funding mobilized will be invested in results-based financing.

(500 words maximum).

The focus on results is aligned to the Government objectives. In this regard, the Ministry has discussed with the World Bank the possible use of the Program-for-Results as the financing instrument by linking disbursement of funds directly to the achievement of specific program results. The program would use Ghana's institutions and processes, and help to further strengthen capacity, enhances effectiveness and efficiency to lead to the achievement of tangible and sustainable results in support of ESP objectives.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why in section 7.1 above.

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	
Signature:	
Date:	

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

GLOBAL PARTNERSHIP for EDUCATION
quality education for all children

GPE Funding Model Requirements Matrix – Ghana

The table below is based on the Board paper, Operational Framework for Requirements and Incentives in the Funding Model of the Global Partnership (BOD/2014/05-DOC 03). It aims at helping countries analyze their readiness vis-à-vis the fulfillment of the requirements of the GPE funding model, and identify actions to be taken by the country to further comply with these (both in view of the application submission and medium/longer term actions). This matrix is jointly prepared by country level partners and the Secretariat Country Leads.

This matrix will also form the basis of the discussion during Quality Assurance Review (QAR) Phase 1 and will be subject to changes by the Secretariat according to the findings of QAR phase 1. The matrix will be presented for information to and feedback from the Grants and Performance Committee (GPC) with regard to country readiness and recommended action(s) prior to the submission of the grant application. GPC feedback will be reported to the countries.

Requirements for the fixed component of the Program Implementation Grant (70% of the allocation)	Technical specifications and sources of verification	Country situation	Actions identified (specify timing; what needs to be done before application VS. medium/longer term)
REQUIREMENT 1: CREDIBLE, ENDORSED EDUCATION SECTOR PLAN (ESP)			
1.1 Credible Education Sector Plan or equivalent, including a costed multi-year implementation plan			
a. Education Sector Plan has to be "credible"	a 'credible' Education Sector Plan (ESP) will include evidence-based strategies for access to quality basic education for all, cover all sub-sectors and both formal and non-formal education, have an appropriate balance between sub-sectors, and focus on the learner as the central beneficiary. To be feasible, an ESP must pay attention to financial, technical and political constraints and stakeholder ownership, and be context-sensitive with regard to vulnerabilities such as conflicts, natural disasters and economic crisis.) For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP	Ghana's current Education Sector Plan 2010-2020 was reviewed at its mid-term in 2015. A technical team, worked under the leadership of the Ministry through a steering committee and wide stakeholder engagement to produce the review of the implementation of the Education Strategic Plan 2010-2020. This review and recommendations led to the draft Education Strategic Plan 2016-2030 which was subject to a wide stakeholder consultation particularly at the 2016 National Education Sector Annual Review	To finalize the draft ESP 2018-2030 and associated Medium Term Implementation Plan (MTIP) 2018-2021, the Ministry of Education successfully applied for an ESP Development Grant from GPE in July 2017. The work to be carried out under the grant will ensure that Ghana has a finalized and credible ESP 2018-2030 and associated MTIP by the end of 2017. The scope of work under the grant ban be broadly split into two areas: i) strengthening and expanding the Education Sector Analysis and ii) finalizing the drafting of the plan in light of this analysis and political priorities. By looking at the draft

		(NESAR). This draft incorporated feedback from the mid-term review and sought to align Ghana with the Sustainable Development Goals (SDGs) as well as the African Union (AU) Agenda 2063. From the consultation at NESAR 2016 it was agreed that the equity analysis in the draft plan needed strengthening and so an equity analysis was commissioned and the draft report delivered to the Ministry of Education in June 2017. Ghana has a new government following elections in December 2016 and so the draft ESP needs to be finalised to incorporate the new political priorities and the National Development Vision 2018-2057.	ESP 2018-2030 with the GPE guidelines for ESA, three main areas of ESA were identified to be strengthened under the grant. These are: financial analysis and policy simulation; further strengthened equity analysis and a system capacity analysis. A technical team under the Ministry of Education will lead the finalization process and be responsible for reviewing the analysis produced by consultants as well as incorporating other relevant work into the process. A steering committee will provide the political leadership and members of this committee will be involved with Budget discussions with the Ministry of Finance in October 2017 by which time an update draft MTIP 2018-2021 should be ready to inform these discussions.
b. Endorsed no later than 3 months before submission of the Program Implementation Grant application	This criterion is exclusively on the endorsement process and does not discuss the quality, credibility and feasibility of the ESP (see above cell)	The ESP 2010-2020 was accepted by the LEG as soon as it was completed. It was not independently appraised and officially endorsed by the LEG until 2012 when during preparations for the GPE grant signed in 2012.	It is anticipated that the finalized ESP 2018-2030 and MTIP 2018-2021 will be endorsed by December 2017 following the independent appraisal of the plans due in November 2017.
c. Costed multi-year implementation plan covering at least the first 2 years of grant cycle	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP	During the last ESP period (2010-2020) the ministry used AESOPs (Annual Education Sector Operational Plans) instead of medium term implementation plans. Following the review of the ESP in 2015, the production of the draft ESP 2016-2030 and the national elections at the end of 2016, the next MTIP will cover the period 2018-2021. This means it will be coherent with the finalized ESP 2018-2030. In the meantime the priorities of the new	As part of the finalization process, consultants have been hired to produce cost simulations of policy scenarios for the technical team and MoE leadership to review. This will inform the policy prioritization process that will need to happen as well as ensure that all policies in the plan are thoroughly costed and the associated funding sources identified for the initial phases. The MTIP will cover the period 2018-2021 to fit with the national development strategy and the 2057 vision.

		government have been made clear to stakeholders both through Sector Working Group (SWG) meetings (the SWG plays the role of the LEG in Ghana) and at the NESAR 2017.	
1.2 In fragile and conflict-affected states, a costed Transitional Education Sector Plan (TESP) may fulfil the requirement	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP	N/A	N/A
REQUIREMENT 2: EVIDENCE OF COMMITMENT TO THE ESP/TESP AND ITS FINANCING			
2.1 Government commitment			
a. Commitment to finance ESP	Budget law should include provisions to finance national contribution during first year, and, if available, MTEF should forecast enough resources to finance second and third year. In any situation, the ESP financing framework should make clear the domestic resources devoted to education over the planned period.	Ghana's fiscal year is the same as the calendar year and the 2017 budget was finalised at the beginning of 2017 while budget discussions for 2018 will start in October of 2017. Significantly, the education budget of 2017 included funding the introduction of Free SHS out of GoG resources	Policy costings will be produced as part of the ESP finalization process and in particular the final MTIP 2018-2021. These costings will form an integral part of the plan and will provide the basis for the MTEF. The backbone of these costings will be informed by the financial analysis being carried out as part of the strengthened ESA and will include analysis of the salary and non-salary costs in education and in particular estimates of micro level unit costs to inform the policy costings.
b. Current government commitment to education: lower/higher than 20% of national budget?	The economic prospects for reaching or maintaining the 20% of national budget target should be stated in the ESP and should be relevant with the macro-economic assumptions and framework	In recent years Ghana's spending on education has averaged 25% of the national budget and so is already at target. Education spending represents about 4.5% of GDP according to the latest Public Expenditure Review from the World Bank.	The national budget funds the majority of education with donor financing making up 4.2% and Internally Generated Funds 16.3% in 2015 according to the PER. Going forward, Ghana's commitment to spending on education is clear but could be influenced by the macroeconomic fortunes of the country. Ghana has experienced strong economic growth since 2000 but its macroeconomic

			stability is vulnerable to changes in international commodity prices.
c. If the country has not reached Universal Primary Education, an extra commitment to allocate at least 45% of the education budget to primary education is requested.		Ghana is close to reaching UPE with the primary NER increasing to 92% in 2015/16 from 78% in 2010/11. Over recent years Ghana has not spent 45% of the education budget on primary and between 2012 and 2015 spent between 24.4% and 16.0% on primary. In 2015 the combined spending on Basic Education (KG, Primary and JHS) was 43% of total education spending.	Ghana has shown strong commitment to increasing access to basic education and that commitment will continue. The goal of UPE written into the SDGs and Ghana's commitment to aligning its finalized ESP 2018-2030 with the SDGs means primary education will be high on the agenda.
2.2 Development partners commitment			
a. DP's intended financial support to the ESP/TESP reflected in the plan's financial framework		In 2015 Development Partners accounted for 4.2% of total education spending with approximately USD 86.3 million of spending. The main Development Partners operating in Ghana are the World Bank, USAID, UNICEF, DFID and JICA with other support also provided by UNESCO, WFP and AfDB.	As Ghana becomes established in its middle-income country status, the nature of Development Partner assistance is likely to change. Some partners, such as DFID and AfDB are moving away from programme support to providing more technical assistance. At the same time the Ministry of Education is entering new bilateral discussions with partners such as GIZ who are interested in scaling up their support for TVET.
REQUIREMENT 3: AVAILABILITY OF DATA (OR A STRATEGY TO OBTAIN DATA)			
3.1 Education Sector Analysis			
a. Education Sector Analysis conducted no more than three years prior to the grant application submission?[1]		The last comprehensive Education Sector Analysis was completed to inform the 2010-2020 ESP. Following the mid-term review of this ESP and the review of the	Under the ESP finalization process three main areas of ESA have been commissioned to strengthen and expand the current draft. These are a further equity analysis, a systems capacity

[1] When an endorsed ESP is already being implemented, the requirement is to conduct an ESA prior to the development of the next phase of the ESP.

		resultant draft ESP 2016-2030 a further Equity Analysis was commissioned and the report submitted to the MoE in June 2017.	analysis and a finance analysis. These areas were identified by looking at the current draft of the ESP with the GPE guidelines for ESA and outlining the major gaps between them. The finalization of the ESP will incorporate lessons from these reports as well as links to other relevant recent analysis of the sector such as UNICEFs 2016 Country Status Report and the Fiduciary Risk Assessment commissioned by DFID.
b. In fragile contexts, a time-bound plan to carry out an ESA.			
c. ESA includes context analysis (including demographic analysis), analysis of existing policies, costs and financing, system performance and system capacity.	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP	The current draft ESP 2018-2030 includes context analysis such as population projections and reports on current policy performance. Further context is also given in the annual Education Sector Performance Reports.	Gaps in context analysis in the current draft of the ESP have been identified and will be further elaborated during the finalization process using input from the contracted analysis as well as wider work such as the latest Public Expenditure Review from the World Bank.
d. ESA addresses vulnerability and equity (marginalized groups, girls, children with disabilities)	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP	From the national review of the draft ESP 2016-2030, equity analysis was an area requiring further work and the commissioned report was submitted in draft form to the MOE in June 2017. This contains rich information in terms of gender and geographical breakdowns of education, often from the national EMIS figures whilst breakdowns by socio-economic status are based on DHS data	Under the ESP finalization process, the equity analysis will be further strengthened. At the same time additional GPE ESA guidelines are being piloted in Ghana looking at Inclusive Education and findings of this work will feed into the analysis of marginalized groups in the ESP.
3.2 Basic financial and education data to monitor sector			

a. Availability of basic financial and education data disaggregated by gender and socio-economic status[2] • EMIS • Household surveys	• EMIS: timing of school data collection, Timing of EMIS/statistics publication, Funding source, Levels of education covered, Response rate, Estimation of missing values e.g. for community or Koranic schools, Issues regarding EMIS, Assessment of EMIS and main recommendations/perspectives to improve EMIS • Household surveys: years of last household surveys such as DHS, MICS, CWIQ, LFS etc., If the data was analyzed to highlight equity issues related to gender, urban/rural, regions, income quintile, disability etc.	Ghana's EMIS system is well established and reports annually on school census data. It forms the basis of data submitted to UIS at UNESCO. Data gathering generally takes place between March and June each year with statistics reported for that academic year published in July or August in the Education Sector Performance Report. The annual data collection exercise is funded by the Government of Ghana with support from the World Bank through Ghana Statistical Service In addition to EMIS, there are a number of other sources of data on education in Ghana. The GLSS (Ghana Living Standards Survey) is conducted approximately every 5 years and the sixth wave of the survey is currently in the field. The latest Labour Force Survey report is from 2015 and contains information on the transition from education to the labour market. Other surveys include DHS (2014 latest), MICS (in the field) and the MIS which reports some background characteristics on education.	The EMIS system is currently being upgraded with support from USAID through their Evaluating Systems programme. This includes greater flexibility over adding more indicators to those already collected, automating the production of many of the standard tables of information and ensuring greater citizen engagement through an online platform. The latest GLSS survey is in the field at the moment and data is unlikely to be ready to feed into the ESP finalization process. However it would inform the next MTIP covering 2022-2025 by which time the 2020 census data would also be available. In addition there are a number of innovative monitoring tools being piloted in Ghana to increase access to real time data for decision makers. These include School Report Cards and Mobile School Report Cards used at the Basic Education level. The school mapping portal and associated student information system at the secondary level as well as the Free SHS tracking tools rolled out to support the tracking of the new policy.
OR b. A time-bound plan to develop or strengthen the national EMIS			
3.3 System or mechanism to monitor learning outcomes			

[2] Socio-economic status can be taken from household survey data

a. System or mechanism to monitor learning outcomes3 OR b. A time-bound plan to develop mechanisms to monitor learning outcomes	Types of learning assessments done and years carried out- national and international, Education level targeted, Subjects covered, Availability of databases, Sources of funding, Implementer of the assessment, Plans for future assessments and frequency, intended uses	The major national learning assessments in Ghana are the BECE (Basic Education Certificate Examination) for students reaching the end of JHS and the WASSCE (West African Secondary School Certificate of Education) taken at the end of Senior High School. These happen on an annual basis. At primary level there are also sample based biennial learning assessments such as the NEA for P4 and P6 pupils and EGRA and EGMA for P2 pupils which was started in 2013 and conducted for the second time in 2015.	Part of the pre-tertiary curriculum review announced by the new government is to focus on a strengthened standard based assessment system for pre-tertiary education. The current lack of annual learning performance data that is representative at a district level has been identified as a challenge for the national education system. In addition, some of the innovative monitoring tools described above provide new opportunities to better collect continuous assessment data from schools and feed it back to them in order for school leaders to be able to better track the performance of their students.
3.4 Reporting of critical data to UNESCO Institute of Statistics for global monitoring of education progress			
a. The type of data that was last reported (specify the year) + challenges identified in the reporting + strategies in place for improving reporting to UIS		Data is submitted to UIS annually and 2016 was the last year submitted.	There are challenges with the complexity of the excel based template which UIS requests to be completed each year. However the Ministry of Education in Ghana is now experienced with the process. There are challenges with collecting data from tertiary level institutions in Ghana and the process is less well-structured than for pre-tertiary. It is hoped that as the new EMIS is rolled out, a more structured data collection system for tertiary education will follow.

[3] National exams are not considered as an effective monitoring mechanism if their data are not directly used to monitor learning outcomes at school level.

Mesa Redonda de Cooperantes Externos en Educación

merece

28 de septiembre del 2017
Tegucigalpa, MDC
Francisco Morazán
Honduras

Sra. Rutilia Calderón
Secretaria de Estado en el Despacho de Educación

Sr. Marcial Solis
Comisionado Coordinador de la Comisión Presidencial para la Calidad de la Educación

Estimada Sra. Calderón y Estimado Sr. Solis:

Un gusto saludarlos y desearles éxitos en sus labores diarias.

La Mesa Redonda de Cooperantes Externos en Educación (MERECE), felicita el esfuerzo del Gobierno de Honduras (GoH) por realizar coordinadamente con todas las instituciones del sector educativo el "Plan Estratégico del Sector Educacion (PESE) 2018-2030" con el apoyo financiero de la Alianza Mundial por la Educacion (AME). El PESE 2018-2030, actualmente en la etapa de revisión final y socialización, brinda una oportunidad importante al trazar una ruta para mejorar la educación formal, no formal y superior beneficiando la niñez, jóvenes y adultos hondureños. Entendemos que avanzar con este esfuerzo implica enfrentar retos presupuestarios y de gestión que no son menores, y que requerirán de acciones coordinadas entre los actores.

En este sentido, el fondo multiplicador de la AME, presenta una oportunidad ya que aporta 1 USD$ por cada 3USD$ que el GoH logre atraer, para apoyar el PESE 2018-2030. Según nos expresaran en la reunión del pasado miércoles 20 de septiembre del presente año, el GoH está gestionando aplicar a estos fondos, para lo cual una de las condiciones es contar con manifestaciones de interés de parte de los posibles donantes externos.

Por este medio, la MERECE les ratifica su compromiso con mejorar la educación en Honduras, y apoyar la implementación del PESE 2018-2030. Este apoyo deberá darse en el contexto del diálogo de nuestras respectivas agencias y las instituciones del GoH y enmarcado en las prioridades estratégicas definidas entre ambos. Los cooperantes individualmente están abiertos al dialogo a solicitud del GoH para analizar las mejores opciones y definir un esquema de apoyo y/o financiamiento que permita cumplir los requerimientos de la AME y acceder al fondo multiplicador, tomando en cuenta los procedimientos y políticas que cada cooperante tiene establecido para la gestión de sus recursos. Esto incluye identificar y seleccionar la entidad fiduciaria que se responsabilizará de la administración y ejecución del fondo bajo los lineamientos de la AME.

Deseamos que esta oportunidad se pueda concretizar a beneficio del futuro de los hondureños y hondureñas.

Saludos cordiales,

María Loreto Biehl
Especialista de Educación, BID
Coordinación de la MERECE
para el 2ndo semestre del 2017

Expresión de interés para acceder al Fondo Multiplicador GPE

JULIO - DICIEMBRE 2017

Por favor envíe el formulario completo antes del 8 de septiembre de 2017 a GPE_Multiplier_Fund@globalpartnership.org Por favor copie Jesper Andersen jandersen@globalpartnership.org y también ttalbot@globalpartnership.org

Por favor lea la guía (Anexo 2) para el Fondo Multiplicador GPE antes de completar esta solicitud. La guía explica la elegibilidad para el Fondo Multiplicador de GPE y proporciona más detalles sobre la aplicación.

OVERVIEW

Honduras Click here to enter text.	Se espera movilizar fondos (total de la Sección 3 a continuación) $ US Click here to enter text.

Total de fondos del Fondo Multiplicador de GPE que tiene la intención de solicitor	
Valor total de la aplicación ($ US):	10,000,000.00

Participantes	
Agente de la donación:	TBD (Banco Mundial o BID)
Organismo coordinador:	SECRETARÍA DE EDUCACIÓN
Fecha en que se presentó el formulario EOI:	8/21/2017
Fecha estimada de presentación de ESPIG:	9/13/2017

Fondo

El Fondo Multiplicador GPE es una facilidad de financiamiento para atraer fondos nuevos y adicionales a los Planes Sectoriales de Educación

En consulta con el Equipo de Apoyo al País de GPE y con el país, debe presentar este formulario a la Secretaría del GPE para expresar su interés.

Hacer que tu solicitud sea exitosa

La Junta Directiva de GPE ha dado instrucciones al Comité de Subvenciones y Rendimiento para priorizar las solicitudes que:

- Comprometerse relativamente más con la financiación basada en los resultados; y
- proporcionar cofinanciación superior al requisito mínimo de tres a uno.

Esto significa que las solicitudes que comprometen más fondos a ser pagados con base en los resultados o indican que más fondos serán movilizados tendrán más probabilidades de ser aprobados.

Asignación máxima del país del Fondo Multiplicador GPE

La Junta ha acordado una metodología de asignación para determinar el monto máximo que los países elegibles pueden recibir del Fondo Multiplicador de GPE, basado en el número de niños matriculados de primaria y secundaria inferior en su país. (Puede leer la decisión completa en el documento BOD / 2017/06-DOC 08 de la Junta Directiva del GPE).

Cronograma

Por favor devuelva las solicitudes completadas por correo electrónico a gpe_multiplier_fund@globalpartnership.org antes del 15 de agosto de 2017, y por favor copie también su respectivo Jefe de País y el Jefe del Fondo Multiplier de GPE, Theodore Talbot, ttalbot@globalpartnership.org

La Junta Directiva ha pedido al Comité de Subvenciones y Ejecución que evalúe las solicitudes y recomiende asignaciones basadas en las solicitudes recibidas.

La Junta revisará estas solicitudes para decidir las asignaciones durante su próxima reunión.

La Secretaría le informará de la asignación que se destinará a su programa. Una aplicación para acceder a esta asignación puede ser presentada en 2018.

Apoyo

Póngase en contacto con el jefe de país de GPE si tiene preguntas sobre la solicitud o si desea que la apoye para completarla o revisarla antes de enviarla.

1. Contexto

¿Se está preparando esta expresión de interés junto con una solicitud de una nueva subvención para la ejecución del programa del sector de la educación (ESPIG)?

El Estado de Honduras ha revalorizado la educación como elemento fundamental para el desarrollo integral del país, a través de la Visión de País 2010-2038 y Plan de Nación 2010-2022, con el propósito de implementar la Tercera Reforma Educativa de Honduras, que responda a las expectativas de la sociedad, cuyos alcances se enmarcan en los Objetivos No. 1 y No. 4 de la Visión de País 2010- 2038 y Plan de Nación 2010-2022, siendo estos: “Una Honduras sin pobreza extrema, educada y sana con sistemas consolidados de previsión social” y “Honduras con un Estado moderno, transparente, responsable, eficiente y competitivo”.
En esta dirección, en el año 2012, se aprobó la Ley Fundamental de Educación y sus 22 Reglamentos (2014), la Ley del Sistema Nacional para la Evaluación, Acreditación, Certificación de la Calidad y Equidad de la Educación en Honduras (2013) que velan por el desarrollo, fortalecimiento y mejora de la calidad educativa.

La Secretaría de Educación tiene la responsabilidad de garantizar el derecho fundamental a la educación, el acceso a una educación de calidad en condiciones de equidad, sin discriminación de ninguna naturaleza, igualmente la universalización progresiva hasta 13 años de educación obligatoria y con gratuidad que se ofrece en los establecimientos educativos oficiales de Educación Pre-Básica, Educación Básica y Educación Media, con el propósito de lograr la Meta No. 1.3 “Elevar la Escolaridad promedio a 9 años” al año 2038, de los planes antes aludidos.

Históricamente se han identificado problemas educativos estructurales, entre ellos: deficiencias en la formación de competencias educacionales esenciales para el desarrollo del país, baja calidad del entorno escolar, bajo rendimiento escolar y baja cobertura de servicios educacionales en Educación Pre-Básica, Tercer Ciclo de Educación Básica y Educación Media. En conjunto, estos problemas impiden al hondureño la formación integral de capacidades, dificultan el surgimiento de bases firmes para superar el fenómeno de pobreza y además obstaculizan los procesos de creación y sostenimiento de la capacidad organizativa de la ciudadanía.

En los últimos años el Estado de Honduras, a través de la Secretaría de Educación y los actores de la sociedad relacionados con la educación, ha avanzado considerablemente en garantizar el derecho

fundamental a la educación mediante el cumplimiento de los 200 días de clases, el mejoramiento de la transparencia y eficiencia, la inclusión de poblaciones menos favorecidas y la definición e implementación de estrategias para reducir las brechas que han prevalecido en el sistema nacional de educación.

En el contexto internacional, los países que han logrado un alto desarrollo humano, es porque han invertido en la educación de la ciudadanía, debido a que esta provee los conocimientos y destrezas que las personas necesitan para obtener empleos y desarrollar emprendimientos que les permitan tener una vida digna, reducir el riesgo de caer en la pobreza y ejercer su derecho de manera más informada. Es por ello que en el año 2002, Honduras ingresa como miembro a la Asociación Mundial para la Educación, a través de la *Iniciativa "Efa".*

Con el objetivo de presentar la carta de expresión de interés para acceder al Fondo Multiplicador GPE, el Consejo Nacional de Educación (CNE) conjuntamente con la Secretaría de Educación están realizando acciones con el objetivo de gestionar los fondos requeridos para optar al fondo Multiplicador de GPE; entre otros, se puede mencionar la reunión que se sostuvo con la Mesa Redonda de Cooperantes (MERECE) donde manifestaron su intención de orientar los fondos nuevos en las actividades para la ejecución del Plan Estratégico del Sector Educación (PESE), comprometiéndose a elaborar una carta de intención de apoyo con nuevos recursos financieros, tanto para la Secretaría de Educación, como para el Instituto Nacional de Formación Profesional (INFOP) y las Universidades.

De acuerdo a lo expuesto y en consonancia con los diferentes objetivos con los que el estado se ha comprometido y por la determinación del Gobierno de la Republica, se hace esta solicitud de fondos a la Asociación Mundial para la Educación, GPI, para poder ejecutar el Plan Estratégico del Sector Educativo (PESE) el cual a la fecha se encuentra en estado preliminar y en período de socialización en el interior del país.

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2. Preparación para cumplir con los requisitos de financiamiento del GPE

2.1 Matriz de requisitos

La Matriz de Requisitos resume la disposición de un país a cumplir con los requisitos del modelo de financiamiento de GPE. Esto es importante para evaluar la preparación del país para cumplir con esos requisitos.

¿Presentará su Gobierno una matriz de requisitos completa junto con esta forma de expresión de interés?

REQUISITO 1: Un plan del sector de educación creíble

El Gobierno de Honduras ha elaborado un Plan Estratégico del Sector Educación (PESE), con una visión al año 2030, el que ha sido elaborado bajo la coordinación y el liderazgo del Consejo Nacional de Educación, con el apoyo de la Alianza Mundial para la Educación (AME), mediante el cual a principios del año 2017, se contrató la asistencia técnica de la Oficina para América Latina del Instituto Internacional de la UNESCO para la Planificación de la Educación (IIPE-UNESCO Buenos Aires) y la participación de las autoridades educativas del país como son, la Secretaría de Educación, Consejo Nacional de Educación No Formal (CONEANFO), el Instituto Nacional de Formación Profesional (INFOP), La Dirección de Educación Superior, Secretarías de Estado afines a la educación, Sociedad civil, gremios magisteriales, sector privado, Organizaciones No Gubernamentales, etc.

El Plan se elaboró de acuerdo a un diagnóstico previo de la situación educativa en el país, tomando como referencia la Visión de País, Plan de Nación, la Ley Fundamental de Educación y los Objetivos de Desarrollo Sostenible de la Agenda 2030, la que concibe el aprendizaje a lo largo de toda la vida como un proceso que comienza con el nacimiento y prosigue a través de todas las etapas de la vida. Este enfoque de la educación incorpora múltiples y flexibles vías de aprendizaje, puntos de entrada y reingreso a todas las edades; refuerza además las relaciones entre las estructuras formales y no formales, incluida la acreditación de los conocimientos, aptitudes y competencias adquiridos mediante la educación no formal e informal.

El Objetivo de Desarrollo Sostenible (ODS) sintetiza el tipo de educación que se necesita: inclusiva, equitativa y de buena calidad. Este objetivo es uno de los consensos clave alcanzados por la comunidad internacional en los últimos quince años. Se reconoce que el progreso educativo va más allá del aumento de las tasas de matrícula. Por ello, este plan da prioridad a la calidad de los aprendizajes que se van a traducir en dominio de las competencias básicas y propiciar otras competencias para desarrollar la capacidad de reflexión, de creatividad, de relaciones interpersonales y de resolución de problemas, así como aptitudes sociales y afectivas alineadas con la visión de ciudadanos responsables. Son éstas las habilidades que van a permitir la formación del ciudadano hondureño para integrar eficazmente y beneficiarse de la sociedad global del conocimiento.

La educación para la sostenibilidad hace imperativo llegar hasta las comunidades marginadas, utilizando todos los tipos de enseñanza y adaptando el aprendizaje al contexto.

En tal sentido esta propuesta da especial consideración a que la educación respete los contextos locales y su diversidad cultural.

En la actualidad el Plan se encuentra en un proceso de socialización con los Centros Regionales de Desarrollo de todo el país, con el objetivo de que el mismo responda a sus necesidades. Este Plan será el instrumento de gestión que guiará la educación hasta el año 2030.

REQUISITO 2: Evidencia del compromiso para para financiar el endoso ESP o TEP

El día miércoles 20 del mes en curso se desarrolló una reunión con la Mesa Redonda de Cooperantes (MERECE), en la cual se manifestó el interés de apoyar con fondos nuevos la ejecución del Plan Estratégico del Sector Educación (PESE), mismo que será concretizado a través de una carta de intención, al mismo tiempo se están haciendo gestiones para identificar fondos orientados al Plan por parte del INFOP y de las Universidades.

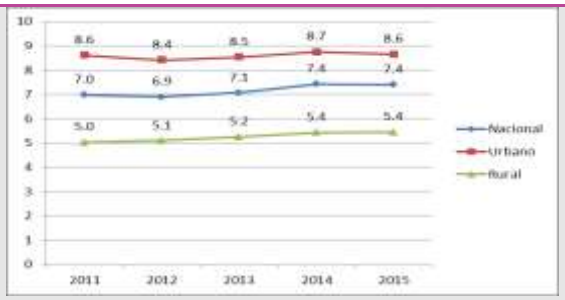
REQUISITO 3: Disponibilidad de datos críticos y evidencia de la planificación, presupuestación, gestión, control y rendición de cuentas o alternativamente, una estrategia para desarrollar la capacidad para producir y utilizar de manera eficaz los datos críticos. El requisito se divide en tres subcomponentes relativos a la disponibilidad de (A) un análisis del sector educativo, (B) los datos financieros y educativos básicos y (C) un sistema o mecanismos para monitorear los resultados del aprendizaje.

- Honduras ya cuenta con el Plan Estratégico del Sector Educación donde se plantean las áreas críticas de intervención. Este Plan que fue elaborado con la participación de cincuenta y dos (52) instituciones; unos responsables de la ejecución del mismo y otros veedores y garantes de la transparencia en el manejo de los recursos y del cumplimiento de metas y resultados.
- La planificación estratégica institucional será alineada al PESE, contándose para ello con un sistema de Planificación por resultados con enfoque de valor público, que permite el alineamiento presupuestario, así como la evaluación y monitoreo de la Gestión, igualmente el sistema de Información Financiera del Gobierno, SIAFI, a través de la Secretaría de Finanzas garantiza un control eficiente del gasto y la inversión pública en educación.
- Se dispone de procesos de rendición de cuentas y mecanismos de transparencia en todos los niveles de la administración educativa, con veeduría a nivel de centro educativo, municipal, departamental, y nacional, así como una importante participación comunitaria en los temas educativos.
- Se avanza en el empoderamiento de la planificación basada en resultados de sus propios indicadores en los diferentes niveles de planificación (Centros educativos, Direcciones Municipales/Distritales, Departamental y nivel central de la Secretaría de Educación).

- **ANALISIS DEL SECTOR EDUCATIVO.**

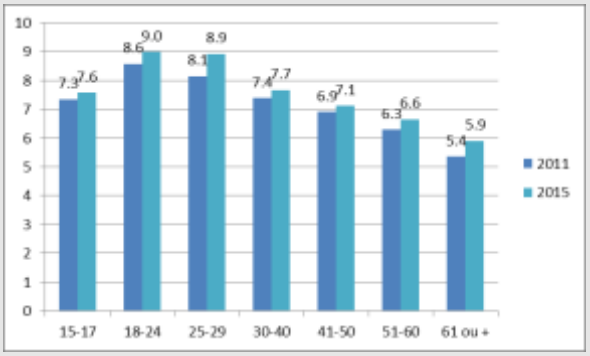
Años de estudio promedio de la población adulta

- La escolaridad promedio de la población de 25 años y más es estimada en 7,4 años en 2015, que es cerca de cincuenta por ciento de la meta de 13 años de educación obligatoria. Hay una diferencia alrededor de 3 años en este indicador entre las zonas rural y urbana. El aumento en el promedio nacional observado entre 2011 y 2015 es debido fundamentalmente a mejora del indicador en la zona rural.
- **Gráfico 5: Años de estudio promedio de la población de 25 años y más (2011-2015)**



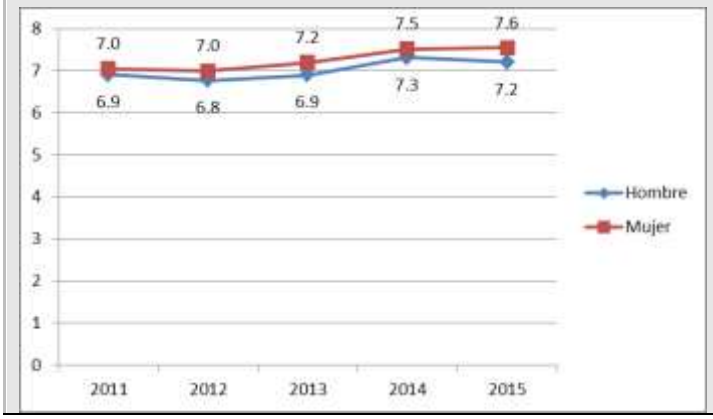
- Los años de estudio promedio alcanzan el mayor nivel entre los 18 y 29 años (9 años en 2015) y disminuyen sistemáticamente con la edad, alcanzando 6 años para los mayores de 60 años de edad.
  Hay así una clara tendencia de mejora intergeneracional, visto que los jóvenes poseen escolaridad superior a la de la generación de sus padres y abuelos. El indicador también presenta un incremento para todos los grupos de edad a partir de los 15 años entre 2011 y 2015.

Gráfico 6: Años de estudio promedio por grupos de edad (2011/2015)



La diferencia de años de estudio entre géneros es pequeña pero con tendencia a alargarse en los últimos años, con ligera ventaja para las mujeres (Gráfico 7).

Gráfico 7: Años de estudio promedio de la población de 25 años y más, por sexo (2011-2015)



Analfabetismo de Jóvenes y Adultos

El analfabetismo entre las personas de 15 años y más en Honduras es de 12% comprendiendo cerca de setecientos mil jóvenes y adultos que no son capaces de leer y escribir (Gráfico 10). La incidencia del analfabetismo es marcadamente rural, dónde reside cerca de 70% de la población analfabeta (Gráfico 11). Sin embargo, hay una clara tendencia de disminución del analfabetismo rural en términos absolutos y relativos, lo que no parece ocurrir con la tasa y el contingente urbano de analfabetos, el último incluso con tendencia ascendente.

Gráfico 10: Número y tasa de analfabetismo absoluto 15 años y más (2011-2015)

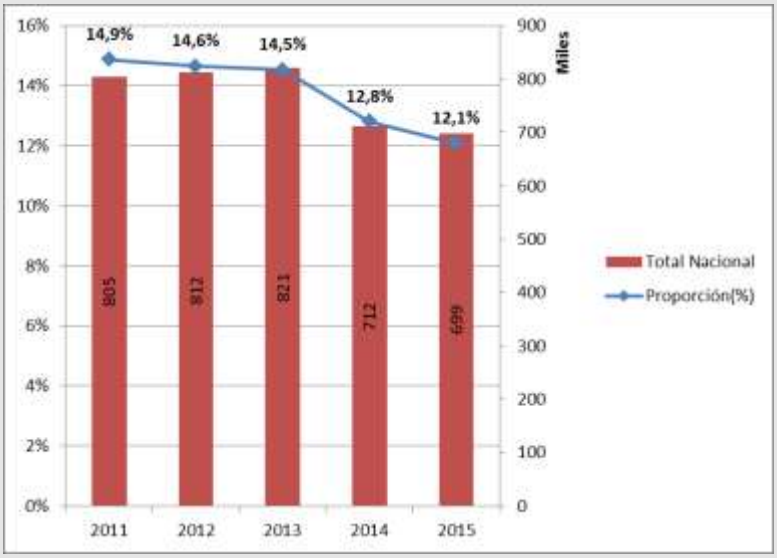
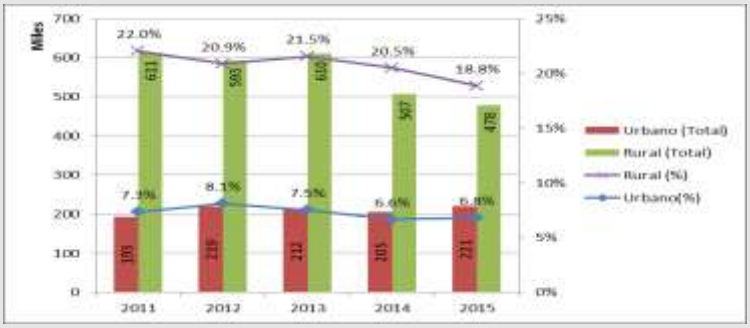


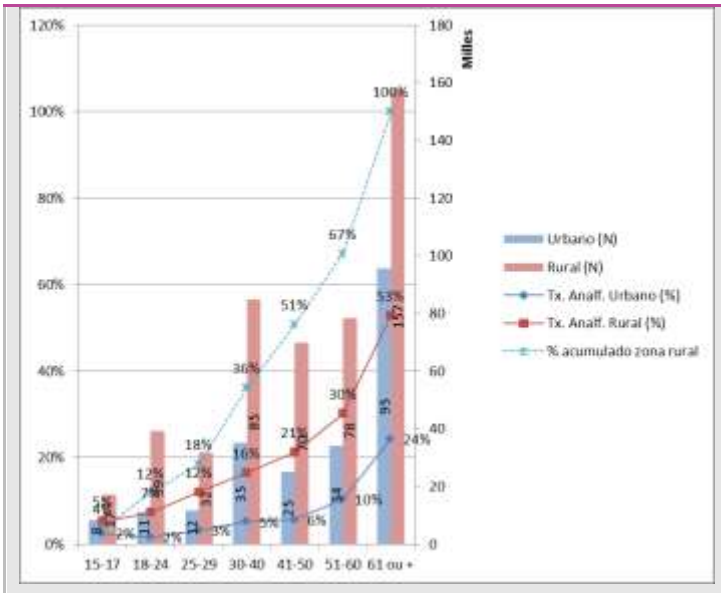
Gráfico 11: Número y tasa de analfabetismo absoluto 15 años y más, por estrato urbano/rural (2011-2015)



Fuente: en base a EPH.

Este desafío es todavía mayor ya que los analfabetos en la zona rural se concentran en el grupo de 30 años y más (Gráfico 14). De hecho, prácticamente mitad de ellos tienen 50 años o más, cerca de un tercio está entre las edades de 30 y 50 años. Asimismo, un 20% tiene entre 15 y 29 años de edad.

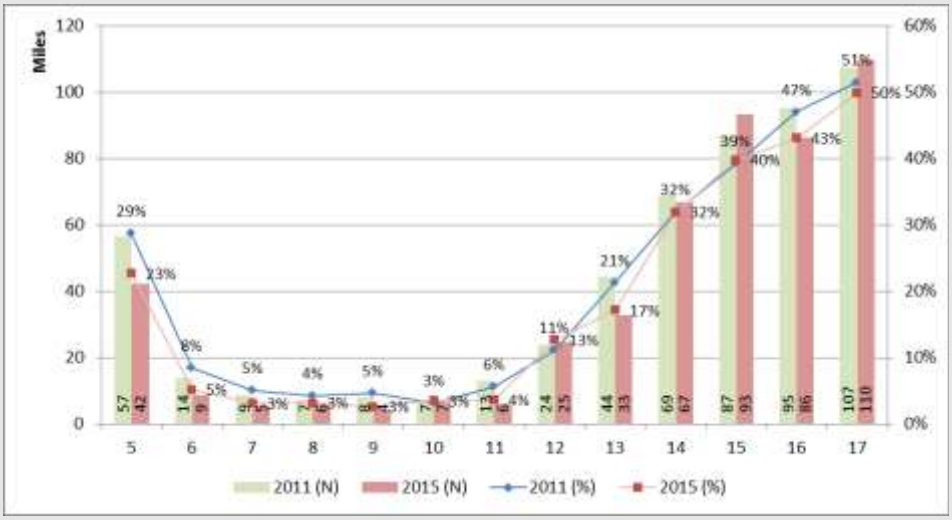
Gráfico 14: Número y tasa de analfabetismo absoluto 15 años y más, por estrato urbano/rural y rango de edad (2015)



Población en edad escolar fuera de la escuela

La edad escolar obligatoria desde la Ley Fundamental de la Educación cubre de los 5 a los 17 años de edad. Entre 2011 y 2015 se observa una ligera reducción en la tasas de exclusión escolar para las edades entre 5 y 11 años, como muestra el Gráfico 20. El sistema educativo hondureño recibe los niños principalmente entre las edades de 6 y 11 años, que corresponden a los dos primeros ciclos de la educación básica. A partir de los 12 años ya se observa una caída en la asistencia escolar, o sea, el porcentaje de niños fuera de la escuela crece rápidamente hasta los 17 años, cuando cerca de mitad de los jóvenes ya no asisten la escuela. En 2015, entre los 12 y 14 años, son cerca de 20% fuera da escuela, correspondiendo a 125 mil niños y niñas. Para el rango de 15 a 17 el 44% no asiste la escuela, sumando cerca de 290 mil jóvenes.

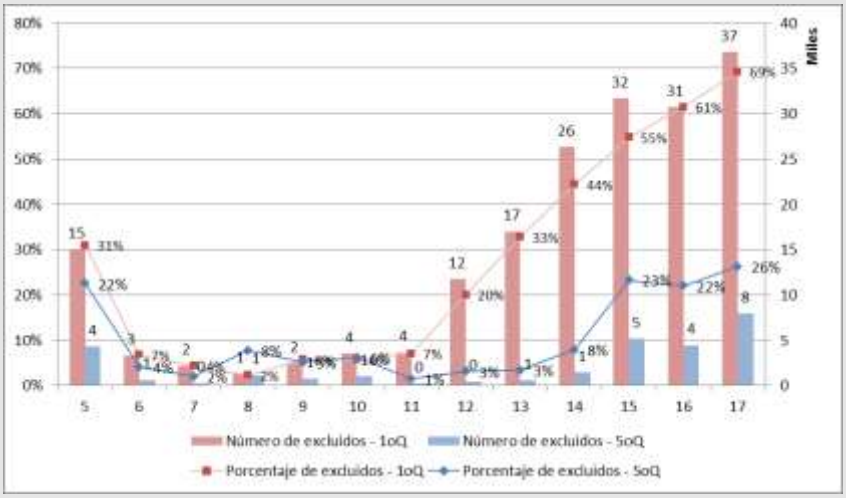
Gráfico 20: Número y porcentual de niños fuera de la escuela por edad (2011/2015)



La exclusión escolar es fuertemente asociada al ingreso familiar per cápita para el rango de edad de 12 a 17 años y para los niños de 5 años (Gráfico 21). La tasa de exclusión escolar para los niños de 5 años difiere unos 10 puntos porcentuales entre los quintiles extremos de ingreso familiar per cápita. Cerca de un tercio

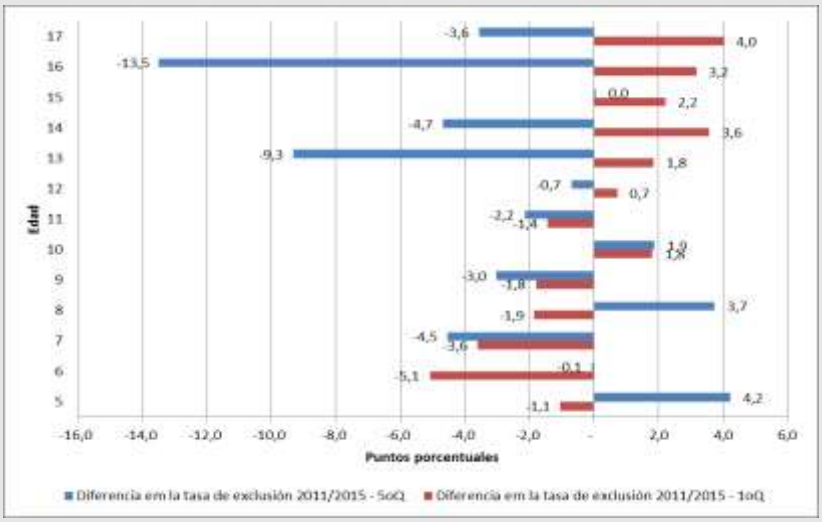
de los niños entre 12 y 14 años del primer quintil de ingreso no asistían a la escuela en 2015, sumando 55 mil niños. Para el grupo de 15 a 17 años la cifra alcanzó un 62% de excluidos entre los veinte por ciento más pobres o cerca 100 mil jóvenes. A la vez los niños y jóvenes entre 12 y 14 años del quintil superior están prácticamente todos incluidos, aunque hay una fracción excluida en el rango de 15 a 17 años.

Gráfico 21: Porcentaje de niños fuera de la escuela por edad y quintiles de ingreso familiar per cápita (2015)



Entre 2011 y 2015 el porcentaje de niños y jóvenes fuera de la escuela aumentó para aquellos de edad entre 12 y 17 años pertenecientes a familias del primer quintil de ingreso familiar per cápita, aunque ha disminuido para los de edad entre 5 y 11 años en este grupo de ingreso (excepto 10 años). Ya para los niños y jóvenes del quintil superior de ingreso hubo una reducción en el porcentaje de excluidos entre 11 y 17 años de edad (Gráfico 22).

Gráfico 22: Variación en las tasas de exclusión escolar de los 1oQ y 5oQ entre 2011 y 2015



Entre los excluidos de la escuela hay aquellos que nunca estudiaron y los que la abandonaron antes de la conclusión de la básica. El Gráfico 23 muestra que una parte significativa de los niños y niñas de 12 años y

más que están excluidos de la escuela son de hecho niños y niñas que la abandonaron en algún punto de su trayectoria escolar[1]. Entre 12 y 17 años prácticamente todos los jóvenes excluidos lo fueron por deserción. A los 17 años cerca de mitad de los jóvenes estaban excluidos del sistema educativo. Las edades correspondientes a los dos primeros ciclos (6 a 11 años) no presentan tasas significativas de niños excluidos (salvo a los 6 años con 5%), sea por deserción o porque nunca se matricularon. Para los niños de 5 años todavía hay un porcentaje de cerca de 20% que todavía no logra matricularse.

Gráfico 23: Porcentaje de niños excluidos, desertores y que jamás estudiaron, por edad (2015)

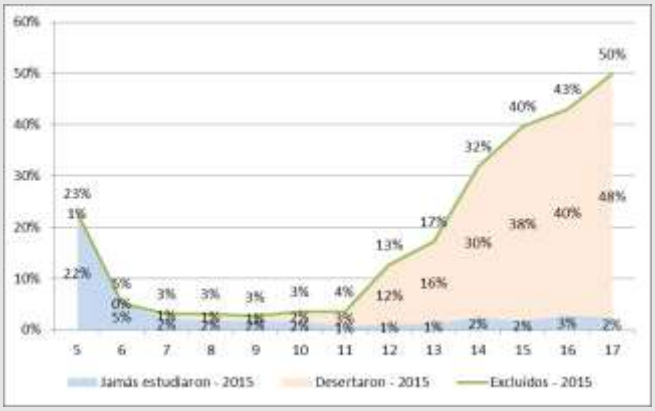
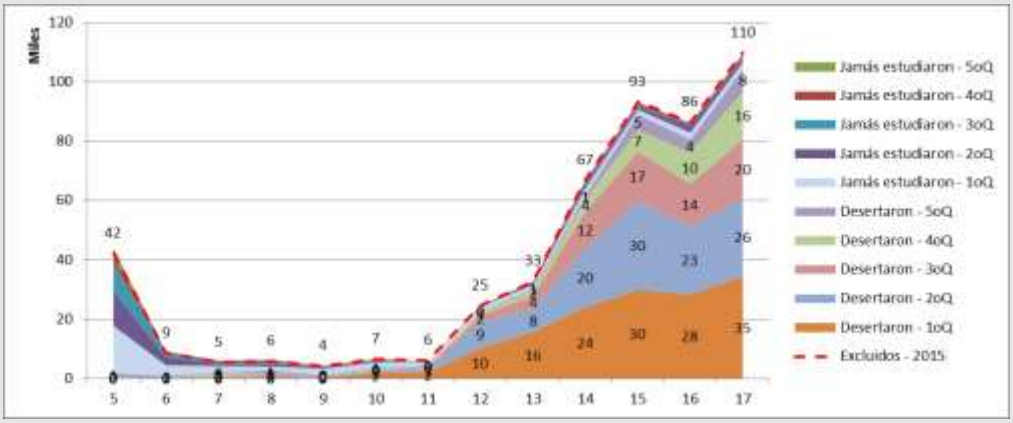


Gráfico 24: Número de niños y jóvenes excluidos por deserción o por jamás haberse matriculado (2015)



Fuente: en base a EPH.

En Honduras esta exclusión educativa y laboral resulta aún más inequívoca: 71,7% de las jóvenes mujeres han abandonado el sistema educativo y se encuentran fuera del mercado laboral, probablemente realizando tareas en el hogar. Como consecuencia, las oportunidades económicas a lo largo del ciclo de la vida adulta, así como de ejercicio de derechos se encuentran fuertemente limitadas para las mujeres hondureñas.

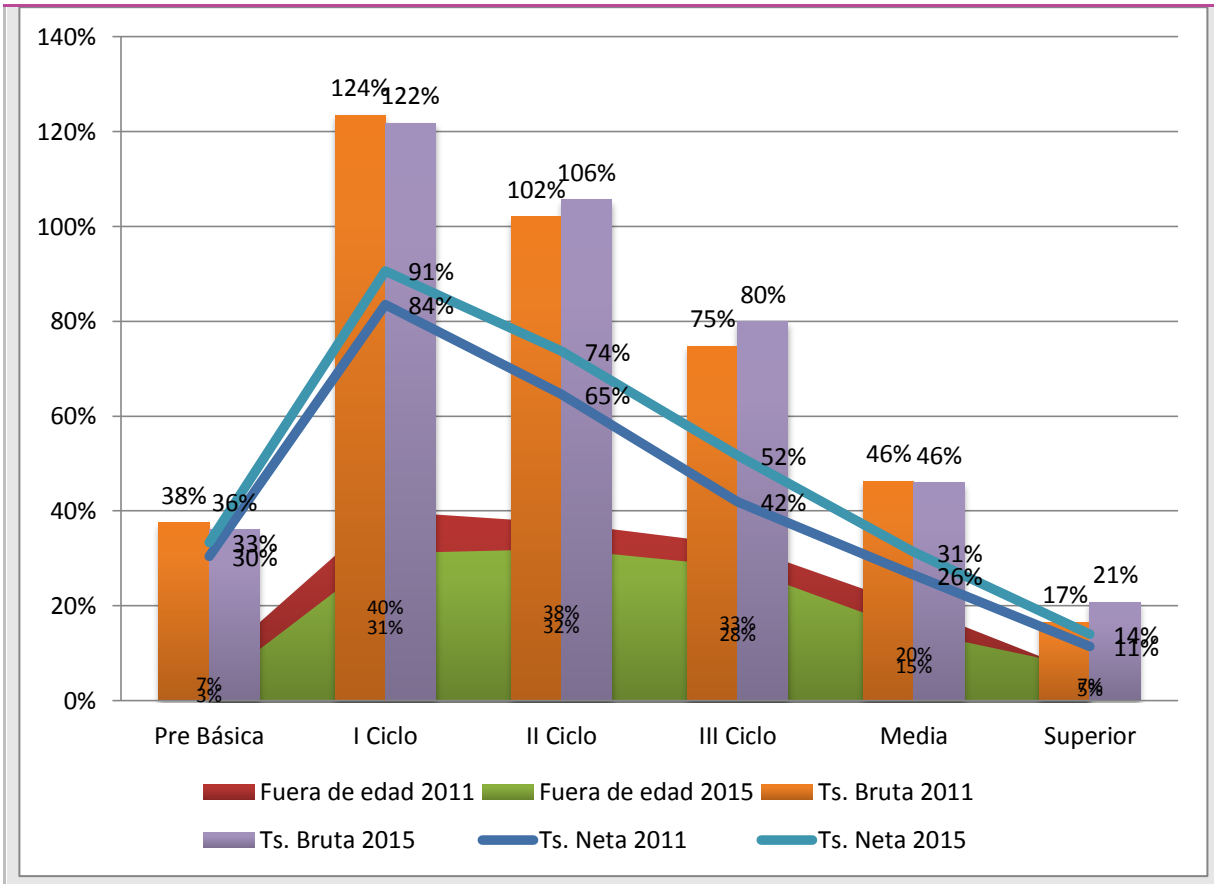
[1] **Los niños y niñas entre 5 y 11 años de edad corresponden a solo 4% del total de desertores entre 5 y 17 años en 2015. Los demás 96% son de niños y jóvenes entre 12 y 17 años que sumaban cerca de 390 mil en 2015.**

Como puede observarse en el gráfico 38, la comparación de las tasas bruta y neta de matrícula muestra que gran parte de la población escolarizada asiste a un nivel educativo que no corresponde a su edad. Este rezago es visible ya en el I Ciclo de la educación básica. En el año 2015, el 91% de la población de 6 a 8 años se encontraba matriculada en este nivel de enseñanza y alrededor de una cuarta parte de la matrícula total del I Ciclo correspondía a alumnos y alumnas fuera de ese rango de edad, conformando una tasa bruta de matrícula del orden del 122%.

El rezago escolar alcanza su punto más alto en el III Ciclo. En 2015, los jóvenes de 15 años o más representaban más de un tercio de la matrícula del último tramo de la educación básica, contribuyendo a elevar la tasa de cobertura bruta de este nivel a un 80%. La incidencia del rezago en la matrícula de la educación media y superior es inferior a la registrada en el III Ciclo, sugiriendo que la interrupción de las trayectorias educativas antes de concluir la educación básica es más probable entre los jóvenes de mayor edad.

Asimismo, se destacan algunos avances recientes. Entre los años 2011 y 2015, se registran avances significativos en las tasas de cobertura neta de todos los niveles de la educación formal, sugiriendo un incremento de la capacidad del sistema para incorporar a la población estudiantil en edad oportuna. También se ha reducido de manera significativa la proporción de alumnos fuera de la edad teórica correspondiente a todos los niveles de la educación obligatoria, lo que podría estar reflejando cierta mejora en la capacidad del sistema para proporcionar trayectorias educativas continuas a los niños, niñas, adolescentes y jóvenes que acceden a la educación formal en edad oportuna. Posiblemente, esta mejora esté relacionada con la introducción de la promoción automática en la Educación Básica, que podría estar incidiendo en la disminución de las tasas de repitencia, particularmente en el I y II Ciclos.

Gráfico 38: Tasa de cobertura bruta, tasa de cobertura neta y matrícula fuera de edad teórica, por niveles educativos. Porcentajes. Años 2011 y 2015.



Fuente: en base a EPH.

A. DATOS FINANCIEROS Y EDUCATIVOS BÁSICOS.

El presupuesto de la Secretaría de Educación, para el año 2018, representa mas o menos el 25% del presupuesto total del Estado. En cifras preliminares aparece en el siguiente cuadro:

PRESUPUESTO APROBADO 2017 VS RECOMENDADO 2018 DGP (SECRETARÍA DE EDUCACIÓN) (En Lempiras)

N.	DESCRIPCIÓN	PRESUPUESTO APROBADO 2017	PRESUPUESTO RECOMENDADO DGP 2018	INCREMENTO / DISMINUCIÓN	% INCREMETO /DISMINU-CIÓN	% ASIGNA-CIÓN
1	ACTIVIDADES ADMINISTRATIVAS CENTRALES	596,593,817.00	676,046,113.00	79,452,296.00	13.32%	2.41%
3	SERVICIOS TECNICO PEDAGOGICO	112,035,304.00	132,884,452.00	20,849,148.00	18.61%	0.47%
6	PROYECTOS CENTRALES	12,558,386.00	5,286,510.00	-7,271,876.00	-57.90%	0.02%
7	ACTIVIDADES COMUNES A LOS PROGRAMAS 19, 20, 21 Y 22	546,473,573.00	640,364,386.00	93,890,813.00	17.18%	2.28%
9	PROYECTOS COMUNES A LOS PROGRAMAS 19, 20 Y 21	5,650,000.00	8,048,884.00	2,398,884.00	42.46%	0.03%
17	SERVICIOS ESTUDIANTILES	21,094,692.00	21,616,792.00	522,100.00	2.48%	0.08%
19	EDUCACION PREBASICA	1,733,567,655.00	1,785,223,901.00	51,656,246.00	2.98%	6.36%
20	EDUCACION BASICA	11,521,813,444.00	12,688,378,407.00	1,166,564,963.00	10.12%	45.19%
21	EDUCACION MEDIA	5,714,158,600.00	6,723,307,057.00	1,009,148,457.00	17.66%	23.95%
22	EDUCACION ALTERNATIVA DE JOVENES Y ADULTOS	163,706,623.00	164,866,121.00	1,159,498.00	0.71%	0.59%
99	TRANSFERENCIAS	5,258,135,448.00	5,231,711,949.00	-26,423,499.00	-0.50%	18.63%
	TOTAL	**25,685,787,542.00**	**28,077,734,572.00**	**2,391,947,030.00**	**9.31%**	**100.00%**

FUENTE: SIAFI

El Estado de igual manera ha asignado fondos adicionales para educación, provenientes de dos fideicomisos y que suman un poco más de L. 238,000,000.00, que incluyen básicamente fondos para la transformación de las Escuelas Normales en centros de formación universitaria de docentes, así como capacitación de docentes en servicio.

B. SISTEMA O MECANISMOS PARA MONITOREAR LOS RESULTADOS DEL APRENDIZAJE.

La Secretaria de Educación tiene avanzado un sistema de Monitoreo y Evaluación tanto del Plan Estratégico Institucional como de los Planes operativos. Este dispositivo permite monitorear con periodicidad, los componentes de las cadenas de resultados, (Hitos, productos, resultados e indicadores).

Entre los indicadores del PEI, se encuentran los resultados de aprendizaje básicos los que son evaluados por la unidad específica de evaluación de la Secretaría de Educación y por actores externos que hacen sus propias mediciones.

De igual forma, se monitorea la ejecución física y presupuestaria de los Planes Operativos anuales.
Estos sistemas tienen un desarrollo informático considerable compatible con el Sistema de Información Financiera de la Secretaría de Finanzas y con cobertura a nivel departamental y municipal a partir de 2018.

El Gobierno Central, aplica una Plataforma de Monitoreo de indicadores, metas y resultados del Plan de nación y Visión de País.
Para garantizar la ejecución eficiente y la sana gestión existen dispositivos como el Comité de Control Interno que procura la aplicación de las normas de Control interno de la SE., tanto a nivel central como departamental. La Ley Fundamental de Educación y sus reglamentos han generado la participación de la comunidad, la veeduría social y la ejecución de la política de Transparencia en el sistema educativo nacional.

Los resultados de aprendizaje, son evaluados a través de la aplicación de pruebas nacionales y muestrales especialmente en las áreas de español y matemática. También se evalúa el rendimiento docente.

Todas estas buenas prácticas, garantizan la ejecución del PESE, el cual prevé un proceso de Monitoreo propio del Plan, considerando las dos etapas o momentos de ejecución.

En caso contrario, sírvase indicar la fecha prevista para poder presentar una matriz de requisitos completa.

Click here to enter text.

2.2 Riesgos

Describa brevemente los riesgos que pueden afectar la cofinanciación o la implementación del programa.

Por ejemplo, estos riesgos podrían estar relacionados con el compromiso político, la previsibilidad de la financiación de los socios, o las limitaciones de tiempo y capacidad.

MATRIZ DE RIESGOS

Riesgo	Descrip*ción* / Mitigación	Riesgo residual
Institucional	Si bien existen barreras a nivel del marco institucional y gobernabilidad del sector y limitaciones de disponibilidad de políticas, regulaciones, existe también la voluntad política del GdH y el grado de organización y capacidad institucional de los actores relevantes para preparar, implementar y supervisar el Plan Estratégico del Sector Educación.	Bajo
(riesgos relacionados con el ambiente normativo y regulatorio y/o capacidad institucional)	* Personal administrativo y técnico a nivel central y descentralizado; actualizado y fortalecido con las competencias necesarias para la ejecución efectiva y eficiente del Plan Estratégico Educativo y el financiamiento del mismo.	Moderado
	* Organización a nivel nacional de las estructuras de participación comunitaria y su funcionamiento a nivel descentralizado para garantizar la participación de todos los actores claves en la ejecución del plan educativo.	Moderado
	* Recursos financieros nacionales y externos orientados al logro de los indicadores y resultados del plan estratégico educativo.	Moderado
	* Contar con la anuencia y aprobación de la Cooperación internacional, así como potenciar nuevas fuentes de generación de recursos propios para la implementación del plan.	Moderado
Social (riesgos relacionados con temas sociales)	El desarrollo de casos trae consigo conflictos sociales originados por desinformación, ideologías políticas, procesos de socialización inadecuados y en ocasiones la falta de compromisos ofrecidos por los desarrolladores del Plan para mitigar este riesgo se contempla dentro del Plan el fortalecimiento de las capacidades de todos los actores involucrados en el mismo, la promoción de campañas de información y de procesos participativos de socialización, además del seguimiento de los compromisos.	Moderado
Financiero (riesgos relacionados con la movilización de recursos o espacios fiacales)	La situación financiera de la Secretaría de educación dificulta poder cumplir con todos los objetivos del Plan de Inversión ya que la brecha de financiamiento es amplia con respecto al presupuesto. Los recursos del AME contribuirán en el fortalecimiento del Plan educativo y favorecerán los procesos de transformación del sistema así como a la atracción de recursos frescos por parte de cooperantes internacionales.	Moderado
Fiscal	El Gobierno de la República de Honduras cuenta con una Ley de Responsabilidad Fiscal que establece los límites del déficit fiscal, así como	Moderado

(Incluir los recursos dentro de las metas anuales de financiamiento)	una política de endeudamiento externo que contempla los límites en torno a las prioridades nacionales, para mitigar este riesgo la Secretaría de Educación velará por incluir con antelación en las programaciones anuales de financiamiento externo los desembolsos y la proyección de nuevas contrataciones de financiamiento. -Que el Gobierno tenga la capacidad económica suficiente para inyectar fondos nuevos para cerrar la brecha de financiamiento que se requiere para la ejecución del plan tanto del nivel central, departamental y regional.	Alto
Tecnológico (riesgos relacionados con la complejidad tecnológica, monitoreo de los resultados y metas)	La Unidad de Planeamiento y Evaluación de la Gestión (UPEG), ha venido automatizando los procesos que realiza como ser: Planificación, Presupuesto, Monitoreo y Evaluación, procesos fundamentales para la puesta en marcha del Plan Estratégico Institucional a nivel local y central, para lo cual se requiere del equipo tecnológico necesario para el desarrollo de los procesos, así como para la ejecución de otros procesos importantes que realiza la Secretaría de Educación.	Alto
Ejecución (riesgos relacionados con la capacidad de ejecución)	El 26 de noviembre del año 2017 son las elecciones generales en el país para elegir al Presidente y las nuevas autoridades que lo dirigirán, este cambio de autoridades gubernamentales generan la incertidumbre de que consideren dentro de su plan de gobierno la ejecución del Plan Estratégico del Sector Educación 2017-2030 que ha sido elaborado con tanto esfuerzo y la contribución de los diferentes sectores educativos de la sociedad, con el objetivo de mejorar la educación del país.	Moderado

3. Fuentes y tipos de cofinanciación

El Fondo Multiplicador de GPE moviliza fondos externos junto con una contribución de GPE.
Sírvase enumerar el financiamiento acordado de cada socio, el nombre del socio y el instrumento (por ejemplo, donación, préstamo, etc.)
Este financiamiento no tiene que ser desembolsado o comprometido, pero debe ser acordado y muy probablemente movilizado.

#	Nombre del Socio	Cantidad (en millones de dólares)	Instrumento (subvención, préstamo, etc.)
2	Secretaría de Educación	51.5	Presupuesto fondos externos
3	Secretaría de Educación	1,169.2	Presupuesto fondos nacionales
4	VFM-AME	$10.0	Donación
5	Click here to enter text.	Amount in $US	Click here to enter text.

	Total in $US:	$ 1,230.7	

4. Mostrar que la financiación es nueva y adicional

Para acceder al Fondo Multiplicador GPE, la financiación movilizada (enumerada en la pregunta 3, supra) debería ser genuinamente nueva y adicional.

Esto significa que se han comprometido fondos como donaciones adicionales al sector de la educación o financiamiento como nuevos préstamos concesionales y que estos recursos adicionales no habrían sido comprometidos si no hubiese fondos disponibles del Fondo Multiplicador GPE.

Sírvase explicar brevemente por qué la financiación adicional no se habría movilizado sin el incentivo del Fondo Multiplicador de GPE.

#	Nombre del Socio	Justificación de la adicionalidad (sírvase enumerar los documentos justificativos que desee incluir y enumérrelos en la sección "Información adicional" de la sección 7.1).
1	Secretaría de Educación	El presupuesto está programado para ser ejecutado en el año 2018 en acciones comprendidas en el Plan Estratégico del Sector Educación
2	VFM-AME	Donación para la ejecución del Plan Estratégico del Sector Educación
3	Cooperantes	Se está realizando consultas a los cooperantes, sin embargo, existe en firme una operación para el sector educativo con el Banco Interamericano de Desarrollo por un monto de US$65 Millones programada a contratarse en el año 2018 lo que constituyen recursos nuevos.
	Total in $US:	

5. Sostenibilidad de la deuda (si corresponde)

Si uno o más de los instrumentos enumerados en la pregunta 3 anterior, crea un pasivo financiero para el gobierno (por ejemplo, un préstamo), comente las implicaciones para la sostenibilidad de la deuda.

Situación de la Deuda del Sector Público No Financiero (SPNF)

En consonancia con el marco de responsabilidad fiscal, la PEP establece los elementos que incorporan el manejo responsable y eficiente de financiamiento para que la política fiscal pueda responder de manera adecuada ante eventuales contingencias. Entre esos elementos, la deuda pública deberá:

- Buscar la cartera menos costosa dentro de un nivel de riesgo aceptable
- Reducir la exposición al riesgo de tipo de cambio, favoreciendo el endeudamiento en moneda nacional,
- Procurar reducir la acumulación de vencimientos que podrían generar riesgos de refinanciamiento.
- Priorizar el endeudamiento a tasa de interés fija para mitigar los riesgos de mercado.

La implementación de la Política de Endeudamiento Público (PEP) acoplada al Marco Macrofiscal de Mediano Plazo (MMFMP) y el cumplimiento de los compromisos plasmados en el Acuerdo suscrito con el Fondo Monetario Internacional (FMI), ha generado la atmósfera de mayor certidumbre en cuanto al compromiso de mantener la disciplina fiscal, y ha llevado al reconocimiento de las calificadoras de riesgo al registrar mejoras consecutivas en sus calificaciones y en manifestar la percepción positiva sobre el desempeño de las finanzas públicas de Honduras en el mediano plazo.

Calificación Crediticia del Gobierno de Honduras

Durante 2016 las calificadoras de riesgo Standard & Poor´s y Moody´s Investor Service determinaron subir la calificación al gobierno de Honduras, disminuyendo el factor riesgo País. La firma calificadora Standard & Poor´s ha mejorado la perspectiva de estable a positiva y mantiene la calificación de B+, de igual forma la firma calificadora Moody´s Investor Service mejora su calificación de B3 a B2 manteniendo la perspectiva positiva.

En Junio de 2017, el Gobierno de Honduras recibió la mejor calificación en la historia por parte de la firma Calificadora Standard & Poor´s, mejorando su calificación de riesgo país pasando de B+ con perspectiva positiva asignada en el 2016 a BB- con perspectiva estable asignada. Las mejoras en la calificación crediticia del Gobierno de Honduras están basadas en un entorno económico más favorable, sustentado en el cumplimiento del acuerdo suscrito con el Fondo Monetario Internacional (FMI).

De igual forma esta calificación manifiesta los esfuerzos realizados por la presente administración gubernamental reflejados en las mejoras institucionales, en la prudente administración de la deuda, mayor disciplina en el proceso presupuestario, controles efectivos en el gasto gubernamental y mejor administración tributaria entre otros factores positivos.

Análisis de Sostenibilidad Fiscal en Honduras

La ruta prevista de política fiscal para 2017-2020, ha mejorado las perspectivas de sostenibilidad de la deuda pública de Honduras, siendo esto evidente al realizar el ejercicio Análisis de Sostenibilidad de la Deuda (ASD) bajo las condiciones actuales en comparación a ejercicios anteriores donde la posición fiscal

presentaba una posición de relativo riesgo. El ASD se elaboró siguiendo la metodología desarrollada por el FMI y el Banco Mundial (BM). En el análisis se utilizó información de datos históricos y en las proyecciones, un horizonte de tiempo hasta el 2037 de los elementos que determinan la deuda pública (crecimiento del PIB, tasas de interés y balance global del SPNF, entre otros) para extraer choques no esperados, capturar los efectos sujetos a los umbrales definidos en dicha metodología y evaluar los riesgos resultantes.

Es importante mencionar que los últimos ASD, se han elaborado con la metodología que incorpora a todo el SPNF. Esta práctica se ha venido implementando a partir del documento de la PEP 2017-2020, donde tanto el documento como el ASD incluyeron el cambio de Metodología pasando de Administración Central (AC) a SPNF. Asimismo, se adoptó la Metodología del SPNF en la actualización de la PEP 2016-2019, y hacia adelante, los ASD que se elaboren en Honduras serán con base al SPNF para guardar la consistencia con las metas de la Ley de Responsabilidad Fiscal (LRF), donde también define el mayor nivel de cobertura institucional.

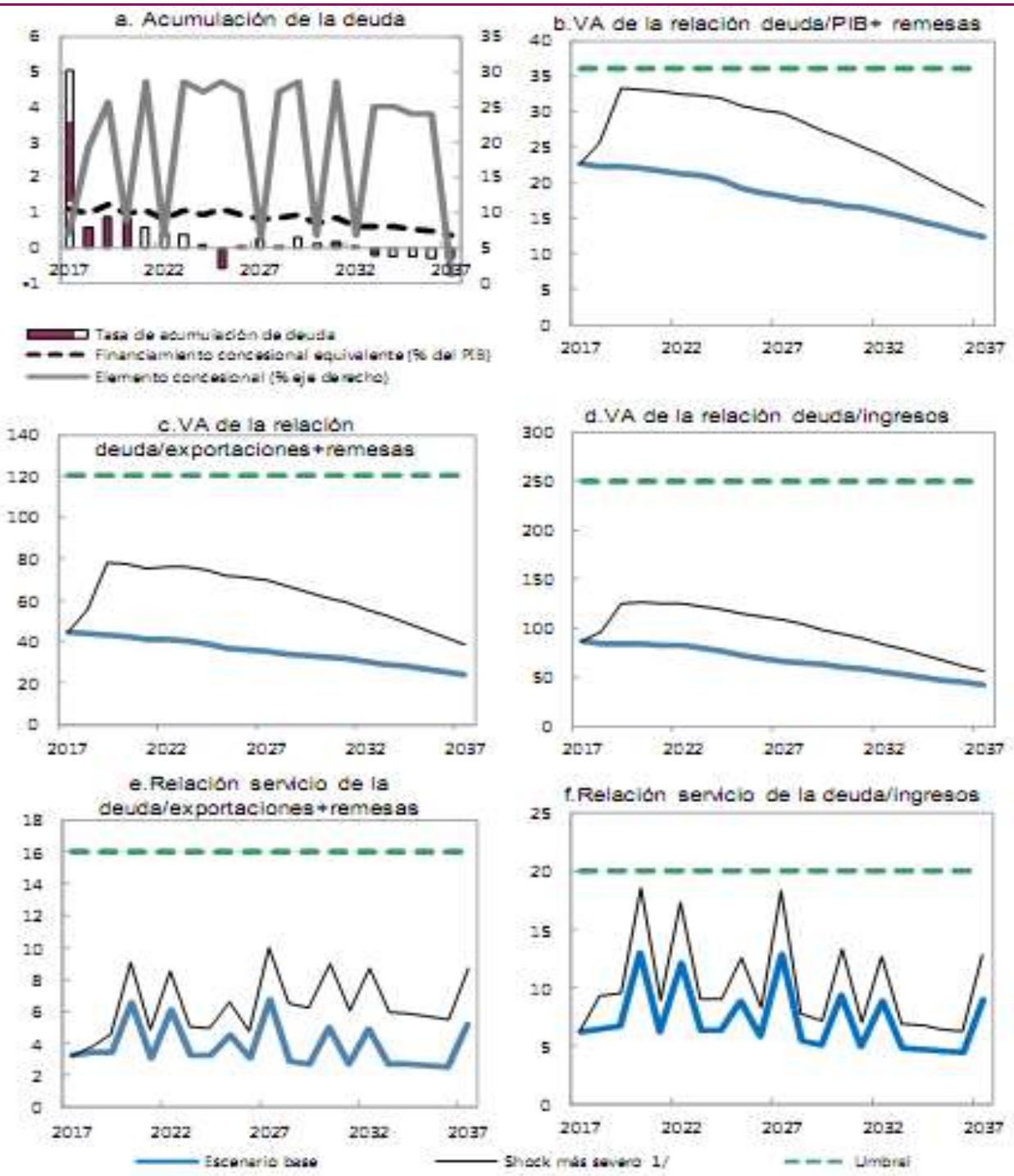
Con base en lo anterior según la metodología utilizada y teniendo en cuenta las expectativas macroeconómicas externas e internas de mediano y largo plazo que establece el Marco Macrofiscal de Mediano Plazo (MMFMP) y el Programa Monetario (PM) 2017-2018, se puede concluir que el riesgo evidenciado en la sostenibilidad de la deuda externa es **Bajo**.

Respecto a riesgos de solvencia, al analizar los resultados de los indicadores de saldo de la deuda externa y total, bajo los supuestos asumidos, éstos se mantienen por debajo de los límites recomendados en el escenario base, aunque bajo los escenarios con pruebas de tensión que suponen movimientos abruptos del tipo de cambio nominal o de las tasas de interés externas que generen mayores costos al Gobierno, se observan posibles amenazas.

En cuanto a la deuda externa, los indicadores de solvencia y de liquidez no sobrepasan bajo el escenario base los umbrales definidos de sostenibilidad, pero con las pruebas de estrés que consideran como shock más severo la depreciación del tipo de cambio nominal, no se supera el umbral en ninguno de los 5 Indicadores.

Asimismo, bajo esta prueba de tensión hay posibles riesgos en algunos años (aunque no se sobrepasan los umbrales) en el indicador de liquidez (servicio de la deuda/ingresos), siendo estas en los años que se vencen los Bonos Soberanos, es importante mencionar que en el año 2025 vence el Bono Cupón Cero, pero su efecto en el saldo de la deuda se neutraliza porque ya tiene su financiamiento con un Bono comprado en el 2000 al Tesoro de los EUA. Bajo este esquema, esta prueba de tensión podría desaparecer y por consiguiente la calificación de sostenibilidad fiscal es **baja**.

Honduras: Indicadores de la Deuda Externa Pública y con Garantía Pública Bajo Escenarios Alternativos, 2017-2037



Fuente: SEFIN y BCH.

1/ El estrés test más extremo que arrojo es con la depreciación del 30%, reflejado en el año 2020,2022 y 2027,esto es a causa del vencimiento de US$ 500 millones del Bono Soberano 2020, US$ 500 millones del Bono Soberano 2022 y US$700 millones del Bono Soberano en 2027 y 2037, asimismo el otro estrés mas severo es en el año 2030 y 2032 por el vencimiento del Bono Soberano 2020 y 2022, es importante mencionar que en el año 2025 vence el Bono Cupón Cero que en realidad tiene un efecto neutro porque ya tiene su financiamiento con un Bono comprado en el año 2000 al tesoro de los Estados Unidos, este estres test

Conclusión del Análisis de Sostenibilidad de la Deuda (ASD)

- En el contexto nacional, en 2016, los indicadores macroeconómicos han mantenido su evolución favorable, producto de la implementación de políticas tanto fiscales como monetarias, que han fortalecido el proceso de consolidación fiscal. Esto se refleja además en los mejores indicadores de deuda del SPNF comparado con años anteriores.

- Como resultado del ASD y considerando las proyecciones macroeconómicas externas e internas de mediano y largo plazo se establece que el riesgo evidenciado en la sostenibilidad de la deuda externa es Bajo, como se evidencia en los indicadores de deuda pública externa con que se miden estas calificaciones16.

- En los Indicadores de VP deuda pública total/PIB y deuda pública externa/PIB, bajo el escenario base, en ninguno de los dos escenarios sobrepasa los umbrales de referencia, reflejando una tendencia decreciente en el largo plazo. Cabe destacar que en el escenario de prueba de tensión17 en el indicador de VP deuda pública total/PIB, se identifican posibles amenazas en años posteriores a 2024, que son los años donde vencen los próximos Bonos Soberanos. Sin embargo, esta prueba de tensión no es un determinante en la calificación de riesgo.

- En ninguno de los 5 indicadores de deuda externa, se sobrepasan los umbrales de referencia bajo el escenario base. Asimismo, al analizar las pruebas de tensión la herramienta de ASD utilizada considera como los dos shocks más severos tanto el shock de depreciación18 aplicado al indicador servicio de la deuda/ingresos y el shock de exportaciones aplicado en el resto de los 4 indicadores.

- Cuando se aplican los shocks antes mencionados, no se supera el umbral en ninguno de los 5 Indicadores. Sin embargo, se puede notar que es importante darle seguimiento al indicador servicio de la deuda/ingresos porque es donde se observan posibles amenazas de liquidez específicamente en los años de vencimiento de los bonos soberanos (2020, 2022 y 2027), dado el alto nivel
- alcanzado por el servicio de la deuda

- Es importante mencionar que los últimos ASD a partir de la PEP 2016-2019, se han elaborado con la metodología que incorpora al SPNF consolidado, esto con el propósito de guardar la consistencia con las metas de la LRF, donde se define el SPNF como el mayor nivel de cobertura institucional, cambiando de Metodología de AC a SPNF.

Fuente: Política de Endeudamiento Público 2017-2020.
http://www.sefin.gob.hn/wp-content/uploads/2017/09/PolIticaEndeudamientoPUblico2017-2020v310817.pdf

6. Invertir en los resultados

Al igual que con todo el financiamiento de GPE para apoyar la implementación de los planes del sector educativo, al menos el 30% de la financiación del Fondo Multiplicador GPE debe ser para financiamiento basado en resultados, incluso a través del tramo variable del GPE.

El Comité de Subvenciones y Rendimiento que recibirá esta solicitud dará prioridad a las solicitudes que asignen más dinero al pago de los resultados.

Sírvanse explicar cómo se invertirá la financiación total movilizada en la financiación basada en los resultados.

(Máximo 500 palabras)

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PROPUESTA DE PLAN ESTRATÉGICO DEL SECTOR EDUCACIÓN 2017-2030

El Plan Estratégico del Sector Educación (PESE) presenta dos momentos en su horizonte temporal de ejecución.

El primero: **2017-2022**, periodo de mediano plazo enfocado a la restauración de derechos en respuesta a las deudas acumuladas, a la construcción de bases sólidas y sostenibles para una educación que permita el acceso y la inclusión de los más rezagados, contribuya a frenar la violencia, construir la paz y la ciudadanía, dando lugar a una nueva imagen social para la educación pública.

El segundo: **2023-2030** se vislumbra como un proceso de avance acelerado hacia la integración de Honduras a la sociedad y la economía del conocimiento. Supone la capitalización de los procesos de desarrollo de los conocimientos acumulados en la primera fase, los que permitirán el uso productivo del conocimiento y la información a través de la investigación y la innovación.

El Plan Estratégico del Sector Educación establece tres áreas estratégicas, con sus respectivos componentes, resultados esperados, indicadores y metas que se esperan lograr al 2022 y 2030**, lo que se** presenta a continuación:

ÁREAS ESTRATÉGICAS Y RESULTADOS ESPERADOS DEL PLAN DEL SECTOR EDUCACIÓN 2017-2030.

Área estratégica 1: Acceso inclusivo al sistema educativo

Esta área se encuentra estructurada en tres componentes:

1. Subvención a la gratuidad educativa como elemento catalizador para el derecho a la educación de las y los hondureños más empobrecidos.

2. Ampliación y diversificación de la oferta educativa.
3. Promoción del acceso y de la permanencia en el sistema educativo y fortalecimiento de las trayectorias escolares.

Cuadro síntesis de resultados, indicadores y metas de áreas estratégicas, esperados al 2022 y 2030

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
Al 2030, se habrá asegurado el acceso universal a la Educación Básica, se habrán ampliado las tasas de cobertura de la educación inicial y Pre Básica en edad oportuna y de la Educación Media, Técnica y Superior, a lo largo de toda la vida, con particular foco en las poblaciones más rezagadas.	Tasa bruta de escolarización.	10% - educación inicial 55% - educación pre-básica (85% en año obligatorio) 100% - básica ciclos I y II 80% - básica ciclo III 50% - educación media 20% - educación superior y profesional.	25% - educación inicial 75% - educación pre-básica (100% en año obligatorio) 100% - ciclos I y II 95% - ciclo III 75% - educación media 40% - educación superior y profesional.
1. Ampliar las tasas de cobertura en los grupos más rezagados.	Tasa Neta de Matrícula de los niños y niñas en edad escolar calculada por quintiles de ingreso familiar per cápita y por ciclo de la educación básica.	Reducir en un 20% la brecha en la tasa neta de matrícula en el tercer ciclo de la básica entre el primer y el quinto quintiles de ingreso familiar per cápita.	Reducir en un 50% la brecha en la tasa neta de matrícula en el tercer ciclo de la básica entre el primer y el quinto quintiles de ingreso familiar per cápita.
2. Incrementar la oferta educativa en los distintos niveles, con énfasis en población muy dispersa, condensada y vulnerable.	Número de nuevas matrículas de educación formal ofertadas por nivel de enseñanza.	Nuevas vacantes de matrícula creadas entre 2017-2022: Pre-básica: 86,572 Básica: 238,795 Media: 103,258 Superior: 54,841	Nuevas vacantes de matrícula creadas entre 2023-2030: Pre-básica: 133,667 Básica: 29,119 Media: 118,318 Superior: 270,314
3. Aumentar la capacidad del sistema para atraer la población fuera del sistema educativo, reinsertarla y asegurar su permanencia en el sistema hasta que concluya los niveles de la educación obligatoria, en edad teórica.	1) Población excluida reingresada al sistema educativo, en los niveles de educación formal obligatoria.	Entre 2017 y 2022, se habrán reincorporado al sistema educativo más de 192,000 niños, niñas y jóvenes que se encuentran fuera de la escuela, en los siguientes niveles educativos: a) I y II Ciclo: 90,104 estudiantes (42,035 niñas) b) III Ciclo: 59,960 estudiantes (28,114 niñas) c) Media: 42,493 estudiantes	Entre 2023 y 2030, se habrán reincorporado al sistema educativo más de 402,000 niños, niñas y jóvenes que se encuentran fuera de la escuela, en los siguientes niveles educativos: a) I y II Ciclo: 109,500 estudiantes (53,230 niñas) b) III Ciclo: 175,287 estudiantes (85,275 niñas)

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
		(23,913 niñas).	c) Media: 117,938 estudiantes (64,634 niñas).
	2) Tasa de concluyentes en la edad teórica.	Tasa de concluyentes en la edad teórica alcanza los siguientes niveles: 85% para el II ciclo (13 años) 50% para la Educación Básica (16 años) 45% para la Educación Media (19 años).	Tasa de concluyentes en la edad teórica alcanza los siguientes niveles: 98% para el II ciclo (13 años) 70% para la Educación Básica (16 años) 60% para la Educación Media (19 años).

Área Estratégica 2: Aseguramiento de aprendizajes de calidad para todos/as

Esta área estratégica contempla los siguientes componentes:

1. Currículum y enseñanza de calidad.
2. Actualización y fortalecimiento de la Formación Docente.
3. Sistema Nacional de Evaluación, Certificación y Promoción de docentes y educadores no formales.
4. Implementación de un Sistema Nacional de Evaluación de Aprendizajes y Competencias en todos los niveles educativos.
5. Inducción, desarrollo y evaluación de Ciclos de Mejora en los centros educativos y aseguramiento de la supervisión pedagógica
6. Desarrollo de un Sistema de Aseguramiento de la Calidad de los Centros Educativos, impulsado a partir de la evaluación institucional en todos los niveles del sistema.
7. Fortalecimiento de las capacidades de investigación y desarrollo en el Sistema Nacional de Educación.

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
Al 2030, Honduras asegurará a todos los estudiantes del Sistema Nacional de Educación la adquisición de aprendizajes de calidad y conocimientos acordes al enfoque de la ciudadanía para el desarrollo sostenible, la construcción de la autonomía y el desarrollo productivo nacional.	1) % de participantes en pruebas nacionales estandarizadas de evaluación de aprendizajes y competencias que obtienen resultados equivalentes al mayor nivel de desempeño correspondiente al componente, nivel y modalidad educativa evaluada.	20%	40%
	2) % de participantes en pruebas nacionales estandarizadas de evaluación de aprendizajes y competencias que obtienen resultados equivalentes al	10%	0%

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
	menor nivel de desempeño correspondiente al componente, nivel y modalidad educativas evaluados.		
	3) Incremento de la participación, sobre el total de la muestra de estudiantes hondureños evaluados, del grupo de estudiantes que obtienen resultados equivalentes al mayor nivel de desempeño establecido en cada nueva ronda de estudios comparativos del Laboratorio Regional de Evaluación de la Calidad Educativa de la UNESCO.	50%	50%
	4) Reducción % de la brecha en el rendimiento promedio de los quintiles superior e inferior de estudiantes hondureños participantes en cada ronda de estudios comparativos del Laboratorio Regional de Evaluación de la Calidad Educativa de la UNESCO.	-30%	-50%
1. Normas curriculares y herramientas de desarrollo y concreción del currículo de los distintos componentes y niveles educativos promueven la adquisición de competencias para el pleno ejercicio de la ciudadanía responsable, la inserción eficaz y equitativa en el mercado de trabajo y el desarrollo sostenible de la República de Honduras, asegurando a todos los ciudadanos la movilidad ascendente entre los niveles de la educación formal, la movilidad horizontal entre los componentes y modalidades educativas, en respeto al derecho a la educación a lo largo de toda la vida para todas las personas.	1) Normas curriculares y herramientas de desarrollo y concreción del currículo actualizadas y avaladas por representantes de la comunidad académica y educativa, sociedad civil y sector privado.	100%	100%
	2) Normas curriculares y herramientas de desarrollo y concreción del currículo orientan la práctica docente en todos los centros del Sistema Nacional de Educación.	100%	100%
2. Docentes del Sistema Nacional de Educación promueven procesos educativos eficaces basados en el aprendizaje activo y en la	1) % de docentes del Sistema Nacional de Educación, en todos los componentes, niveles y modalidad, que han participado en los últimos cinco años, en instancias de formación permanente dirigidas a la promoción de procesos educativos	>75%	100%

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
práctica reflexiva.	eficaces, basados en el aprendizaje activo y en la práctica reflexiva.		
	2) % de docentes que obtienen desempeño satisfactorio o superior en las evaluaciones correspondientes al nivel y modalidad educativa en el que se desempeñan.	>60%	>80%
3. Honduras al 2030 cuenta con un subsistema nacional de evaluación y certificación de competencias docentes con normas, procedimientos, metodologías y presupuesto para la contratación y promoción de docentes y educadores no formales, alineados a la carrera profesional.	1) % de docentes y educadores no formales evaluados.	100%	100%
	2) % de docentes y educadores no formales certificados.	70%	100%
	3) % de docentes y educadores no formales encuadrados en el nivel y categoría de la carrera docente acorde al nivel de competencias certificadas.	100%	100%
4. Honduras dispone de herramientas confiables para equiparar y certificar los aprendizajes logrados por las y los ciudadanos hondureños, dentro y fuera del sistema educativo, de acuerdo a los conocimientos y competencias establecidas en la normativa curricular, asegurando a la ciudadanía la transición entre los componentes y niveles del sistema educativo y promoviendo la inserción en el mundo del trabajo.	1) Sistema de evaluación de aprendizajes y competencias implementado para todos los componentes y niveles del Sistema Nacional de Educación.	100%	100%
	2) Informes anuales de los resultados de las evaluaciones de aprendizajes publicados en los portales educativos.	100%	100%
	3) Ciudadanos hondureños pueden obtener certificación de aprendizajes y competencias adquiridas a lo largo de la vida a través del Sistema Nacional de Evaluación de Aprendizajes y Competencias.	100%	100%
5. Los centros educativos de Honduras cuentan con supervisión y acompañamiento pedagógico para la implementación sostenible de ciclos de mejora.	% de centros educativos han mejorado su gestión pedagógica gracias al sistema de supervisión y acompañamiento.	35%	100%
6. Honduras cuenta con un sistema de evaluación institucional y acreditación de la calidad en todos los niveles del sistema educativo.	1) % de centros educativos de todos los componentes, niveles y modalidades del Sistema Nacional de Educación evaluados.	50%	100%
	2) % de centros educativos de todos los componentes, niveles y modalidades del Sistema Nacional de Educación certificados con el más alto	20%	40%

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
	nivel de calidad reconocido por el subsistema nacional de evaluación de la calidad institucional.		
7. El Sistema Nacional de Educación dispone de capacidades institucionales para promover la innovación permanente en la conducción de los procesos, programas y políticas educativas, así como para asegurar la contribución del sector a la producción y diseminación de conocimiento científico alineado a las necesidades de desarrollo del país.	1) Inversión en proyectos de investigación, desarrollo tecnológico e innovación promovidos en articulación con el Sistema Nacional de Educación.	0.05% del PIB	1% del PIB
	2) Cantidad de Instituciones de Educación Superior hondureñas ubicadas entre el 25% de las mejores instituciones de educación superior del Ranking Iberoamericano (SCIMAGO).	3	6
	3) % de políticas educativas y sociales tomadas en base a resultados de investigaciones promovidas en articulación con el Sistema Nacional de Educación.	50%	100%

Área Estratégica 3: Institucionalidad, descentralización y democratización

Esta área estratégica se estructura en cuatro componentes:

1. Fortalecimiento institucional e implementación gradual y escalonada de la descentralización en el sector educación.
2. Promoción de un Pacto Fiscal por la Educación.
3. Profesionalización de la gestión educativa.
4. Promoción de la Transparencia y combate a la corrupción.

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
3. Al 2030, la institucionalidad del Sistema Nacional de Educación asegurará la formulación e implementación articulada de la política educativa, con la participación de la comunidad, basada en información pública útil para la toma de decisiones por los distintos actores del sistema educativo, el trabajo en red y la delegación de funciones y recursos acordes a las capacidades de los municipios, departamentos y regiones de	Grado de implementación del Plan Estratégico del Sector Educación 2017-2030.	Líneas de acción prioritarias 2017-2022 implementadas al 100%	Líneas de acción prioritarias 2023-2030 implementadas al 100%

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
la República.			
1. Capacidades institucionales ampliadas para la formulación, planificación, implementación, monitoreo y evaluación de la política educativa descentralizada, articulada vertical y horizontalmente en todos los niveles del Sistema Nacional de Educación.	1) Porcentaje de instituciones responsables de la formulación y desarrollo de la Política Nacional de Educación que poseen planes estratégicos institucionales alineados al plan estratégico sectorial, según componentes del Sistema Nacional de Educación y niveles de administración (central, departamental y municipal).	100%	100%
	2) Grado de implementación de planes estratégicos institucionales.	100%	100%
	3) Porcentaje de municipios que asumen competencias de gestión educativa acordes a las directrices de descentralización del sector.	40%	100%
2. Financiamiento sostenible de las necesidades de inversión del sector educación asegurado, con la participación de los organismos de gobierno de la administración central y local, la cooperación externa, el sector privado y los actores y organizaciones de la sociedad civil.	1) Porcentaje de la inversión anual en el sector educativo con respecto a las necesidades de inversión identificadas en la Política Nacional de Educación.	100%	100%
	2) Variación porcentual de la participación de la administración central, corporaciones municipales y hogares en la inversión anual en educación (línea de base 2018).	Administración central: -5% Corporaciones municipales: +20% Hogares: -30%	Administración central: -15% Corporaciones municipales: +40% Hogares:-70%
3. Estándares de calidad para el desempeño de todos los profesionales del Sistema Nacional de Educación establecidos y cumplidos.	1) Estándares de desempeño profesional establecidos para todos los profesionales del Sistema Nacional de Educación.	100%	N/A
	2) Porcentaje de los profesionales de educación que cumplen los estándares mínimos de desempeño profesional establecidos, según categoría profesional y	70%	100%

Resultado Esperado	Indicadores de Resultado	Meta 2022	Meta 2030
	órgano de dependencia.		
4. Acceso amplio y gratuito a información confiable sobre la organización, gestión y desempeño del sistema educativo asegurado para el control social permanente.	1) Ciudadanos y organizaciones de la sociedad civil acceden por intermedio de plataforma en línea y utilizan información actualizada de matrícula, docentes, centros educativos, flujo de matrícula, gestión de plazas docentes, inversión directa y transferencias financieras de todos los componentes y niveles del Sistema Nacional de Educación.	Sistema Integrado de Información Educativa certificado por el Open Data Institute.	Sistema Integrado de Información Educativa certificado por el Open Data Institute.
	2) Transparencia Internacional reconoce los esfuerzos del Estado Hondureño para el combate a la corrupción en el sector educativo y declara erradicada la corrupción a nivel sistémico.	100%	100%

7. Presentación

7.1 Cualquier información adicional

Si hay otros documentos que está presentando como parte de esta solicitud (por ejemplo, como evidencia de que la financiación movilizada es nueva y adicional), sírvase enumerarlos aquí.

Click here to enter text.

7.2 Aprobación

Se pide al gobierno ya la agencia coordinadora (en nombre de los socios para el desarrollo) que apoyen la solicitud firmando a continuación.

Si no es posible el endoso, explique por qué en la sección 7.1.

Firma del representante del ministerio asociado

El abajo firmante aprueba la solicitud.

(Escriba o use una firma electrónica a continuación. No es necesario firmar y escanear manualmente este documento)

Nombre del firmante:	RUTILIA DEL SOCORRO CALDERON PADILLA
Firma:	
Fecha:	9/29/2017

8. Envío

Una vez que se hayan completado todas las secciones de la solicitud, envíe la solicitud a GPE_Multiplier_Fund@globalpartnership.org, copiando a su respectivo Representante de País y también al líder del Fondo de multiplicadores de GPE, Theodore Talbot, ttalbot@globalpartnership.org.

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by August 15, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country Zimbabwe	**Funding expected to be mobilized (total of Section 3 below) $US** Up to £24m ($31.8m) from DFID Zimbabwe and Euro 10m ($11.7m) from Germany (KfW) for a total of approximately $43.5m

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	$10m

Parties	
Grant agent:	UNICEF
Coordinating agency:	DFID Zimbabwe
Date that EOI form was submitted:	10/6/2017
Estimated ESPIG submission date:	2/1/2018

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

This means that applications that commit more funding to being paid based on results or indicate more funding will be mobilized will be more likely to be approved.

Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.org by **August 15th, 2017**, and please also copy your respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPE country lead if you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a new education sector program implementation grant (ESPIG)?

Yes. A variable tranche application of $8.9m These funds would also be used as results based financing to bring a total for the variable tranche of up to $18.9m USD.

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.
Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

The Requirement matrix was already submitted in 2016 when original fixed part of the ESPIG was done.

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related to political commitment, the predictability of funding from partners, or time and capacity constraints.

The risks that could affect both co-financing and implementation of the programme include:

1. There will be a general election in 2018 that is likely to create delays in decision making for finalization of documentation and implementation.
2. DFID has invested approximately £8 million through the Education Development Fund in Zimbabwe annually since 2011. A similar level of funding is planned for 2018 – 2021, but is subject to Ministerial approval from the UK Government.
3. The bulk of the Government budget for Primary and Secondary Education goes towards recurrent expenditure; leaving little Government funding for operational costs.

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

#	Partner	Amount	Instrument (grant, loan, etc.)
1	Germany - KfW	Euro 10m ($11.7m)	Grant
2	DFID Zimbabwe	£24m ($31.8m)	Grant
3		Amount in $US	
4		Amount in $US	
5		Amount in $US	
	Total in $US:	$43.5m	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional.

This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" section in 7.1 below.)
1	Germany - KfW	The German Government (Federal Ministry for Economic Cooperation and Development, BMZ) has been supporting the education sector in Zimbabwe through the Education Development Fund (EDF). The last grant was made available in December 2016 through KfW. KfW is currently considering an additional grant from BMZ of Euro 10m to be managed by UNICEF to support Zimbabwe's ESSP. KfW is aware that additional funding through the Multiplier fund would increase the amount of funding that could be used to support districts in poorer provinces to improve the quality of education. If the additional funding of Euro 10m can leverage additional funding from the GPE multiplier fund, then it is providing good value for money and will complement the EDF programme support; which will lead to a stronger focus on equity and improved learning and make improvements to financial management in the sector.
2	DFID Zimbabwe	DFID globally contributes significantly to the GPE. DFID's support to date in DFID Zimbabwe has been through the EDF fund and to CAMFED to support girls education in the most disadvantaged districts. We have been the Coordinating Agency for GPE and became aware early on of the option for the multiplier fund to raise additional resources for education. The ESSP was endorsed in June 2016 and there is a significant funding gap, particularly in terms of non-wage expenditure in the sector. DFID is aware this funding gap could be partially filled with the additionality of the multiplier fund and so DFID is incentivized by the Multiplier.

		Our commitment to the education sector in Zimbabwe has been under review, as part of a DFID wide revision of business plans since the new UK Government came into power in June 2017. These funds could have gone to other sectors that DFID Zimbabwe supports, but it was felt that our commitment would bring leverage for additional funds through the multiplier fund; doubling the current variable tranche funding, and increasing support to an otherwise underfunded sector. DFID Zimbabwe plans to continue to invest in the education sector through the EDF by up to £24m ($31.8m) over the next three years. However, this is subject to Ministerial approval of the UK Government.
3		Click here to enter text.
4		Click here to enter text.
5		Click here to enter text.
	Total in $US:	

5. Debt sustainability (if applicable)

If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.

#	Partner	Implications for debt sustainability
1	Germany - KfW	none
2	DFID Zimbabwe	None
3		Click here to enter text.
4		Click here to enter text.
5		Click here to enter text.

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche.

The Grants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results.

Please explain how the total funding mobilized will be invested in results-based financing.

(500 words maximum).

The multiplier funds would be 100% results based financing, through the GPE Variable Tranche (VT). The Government has seen the multiplier fund as important to ensure additional financing in a constrained fiscal environment and to place a stronger focus on equity and ensure the ESSP is fully implemented.

The GPE principles of the VT, set out in Zimbabwe's future application, can be more effectively achieved, with an additional up to $10m from the multiplier fund.

These funds would be used to improve on issues of equity, effectiveness and efficiency in the sector; which are priorities within the ESSP. As the country annually goes through an Education Sector Performance Review, as well as district level reviews, more priorities will be identified and funds allocated to address those needs.

Improved learning outcomes take time. What is needed in Zimbabwe is support to develop the necessary building blocks to transform systems, such as reforms to school financing, development budget allocations and decentralized monitoring. With the relatively short timeline for the achievement of the VT indicators, this creates an opportunity, with funds from the multiplier fund, to take the reform steps needed for transformational change. This could include having some foundational reform VT indicators that incentivize the systems changes that are required to achieve the longer term ESSP outcomes, which our future application may reflect.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

Letter from KfW to endorse this request.

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why in section 7.1 above.

Name of signatory:	
Signature:	
Date:	

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	
Signature:	
Date:	

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

Letter from KfW to endorse this request.

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why in section 7.1 above.

Name of signatory:	Tanya Zebroff, DFID Education Adviser, CA
Signature:	
Date:	6 Oct, 2017.

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	Dr. Sylvia J. Utete-Masango
Signature:	
Date:	6/10/17

PERMANENT SECRETARY
MINISTRY OF PRIMARY AND SECONDARY EDUCATION
2017 -10- 06
P.O. BOX CY 121 CAUSEWAY
ZIMBABWE

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

KfW Bankengruppe, Postfach 111141, 60046 Frankfurt am Main

DFID Zimbabwe
Department for International Development
Tanya Zebroff
Education Adviser
Harare
Zimbabwe

Business area
KfW Entwicklungsbank

Dr. Detlef Hanne
Our ref.: HaDe
Phone: +49 86 7431-9845
Fax: +49 86 7431-4314
detlef.hanne@kfw.de

Date: 05/10/2017

EDF Zimbabwe, Support Letter, Application GPE Multiplier Fund

Dear Sirs,

We herewith confirm that KfW is supporting the application of DFID/UNICEF and the EDF partners for additional funding for the GPE component of the Education Development Fund (EDF) in Zimbabwe through the GPE Multiplier Fund.

Through this support, it will be possible to widen and to intensify the activities of the EDF. As the result, the impact of the Programme will increase with positive effects for about 5 million pupils in Primary and Secondary schools in Zimbabwe.

Yours sincerely

Dr. Kai Gesing
Senior Health Expert

Health, Education and
Social Protection Division
Southern Africa

Dr. Detlef Hanne
Senior Project Manager

Health, Education and
Social Protection Division
Southern Africa

ANNEX 7

Expressions of Interest to the GPE Multiplier

GPE Grants and Performance Committee

September, 2017

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by September 4, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country Kyrgyz Republic	**Funding expected to be mobilized (total of Section 3 below) $US** 50,000,000

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	5,000,000

Parties	
Grant agent:	World Bank
Coordinating agency:	UNICEF
Date that EOI form was submitted:	9/4/2017
Estimated ESPIG submission date:	N/A

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

This means that applications that commit more funding to being paid based on results or indicate more funding will be mobilized will be more likely to be approved.

Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.org by **September 4, 2017**, and please also copy your respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPE country lead if you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a new education sector program implementation grant (ESPIG)?

No, Kyrgyz Republic is not eligible for the new Education Sector Program implementation grant

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.

Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

Kyrgyz Republic has demonstrated its readiness to fulfill the GPE's funding requirements by having achieved the following:

a. Kyrgyz Republic has established a track record and capacity to effectively implement the GPE grants. The ongoing ESPIG has produced significant results and is expected to close successfully in 2018;
b. Kyrgyz Republic has a sound Education Sector Plan in place and has obtained a planning grant to undertake education sector analysis and update the Plan and the Strategy leading to a refined Plan as a road map to modernize the system towards 2030. State Programme on Digital Transformation of the Kyrgyz Republic "Taza Koom" for 2020-2040 also include Education as a priority area;
c. An analytical study has been launched to review systemically the skills development to inform and guide the policy and interventions to overhaul the education and training system in support of youth employment and school to work transition;
d. Kyrgyz Republic has identified the World Bank Group and Asian Development Bank as partners to co-finance a new operation on modernizing the education and training system through a mixed credit and grant financing up to US$50 million; and
e. Both the Development Partners and the Government are committing to results and exploring the Result-based Financing approach in part or in total of the proposed operation.

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related to political commitment, the predictability of funding from partners, or time and capacity constraints.

There could be three risks. However, the risks could be managed with proper mitigation.

1. On the political side, a general election will take place in October, 2017 leading to a new administration. This may have potential implications on future policy directions. However, the Education Sector Plan and the Strategy have laid out the priorities in education with stakeholder consensus and support and are consistent with the National Sustainable Development Strategy which is likely to remain under the new administration. The overall direction of these policies is unlikely to change dramatically but to continue;

2. About co-financing, though there is a preliminary agreement for an IDA and ADB investments, the government has to obtain support from the Parliament which ratifies any international agreement on borrowing. Leveraging support from GPE's Multiplier Fund could make the financing of the operation more concessional thus increasing the likelihood to win support from parliamentarians;

3. Lastly the timing to prepare the to be co-financed operation could be tight and challenging as the current operating procedures among the GPE, the ADB and the WBG are in paralleled and sequential. This could complicate the process and stretch the time needed to comply with the respective institutional requirements. Harmonizing these procedures could simplify the process and reduce the amount of time needed to prepare and implement.

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

#	Partner	Amount	Instrument (grant, loan, etc.)
1	Asian Development Bank	US$30,000,000	Grant
2	World Bank	US$20,000,000	IDA-credit & grant
	Total in $US:	Total in $US 50,000,000	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional.

This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" section in 7.1 below.)
1	The World Bank Group	IDA offers concessional funding through a mixture of its credit and grant to Kyrgyz Republic. In accordance with the IDA's Country Partnership Strategy 2018-2022, and under the IDA FY18 country allocation, an investment operation with up to US20 millions of mixed credit and grant has been planned to finance the implementation of the CPS with a particular focus on enhancing skills development and youth employment. While the IDA funding is concessional, an additional grant from the GPE's Multiplier Fund would make the IDA operation more concessional by reducing the transaction cost through either buying down the cost of the credit or topping up the proportion of the grant. The government of Kyrgyz Republic considers the funding from the GPE's Multiplier Fund essential for it to commit to the planned IDA operation.
2	Asian Development Bank	In accordance with the ADB's Country Partnership Strategy 2013-2017 and country operations business plan 2017-2019, an investment operation with around US$30 million grant has been planned in education sector with a focus on skills and entrepreneurship for inclusive development. The government of Kyrgyz Republic considers the funding from the GPE's Multiplier Fund essential for it to commit to the planned ADB investment in order to cover the funding gap in the underserved priority areas in the education sector.
	Total in $US:	50,000,000

5. Debt sustainability (if applicable)

If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.

#	Partner	Implications for debt sustainability
1	The World Bank Group	The World Bank group makes concessional, interest free credit and grant to Kyrgyz Republic through its lending arm of IDA on a three-year rotational consultation with the government. While it constitutes a portion of the public debt, the IDA credit/grant remains a small share of the overall public debt. The debt ratio to GDP is being assessed regularly and monitored closely. The lending program is based on consultations with the government and mutual agreement every three years. The Kyrgyz Parliament exercises oversight on any debt liabilities by ratifying any international agreement that the government signs. The debt level that associate with the proposed co-financing of the operation together with the Multiplier Fund is considered sustainable
2	Asian Development Bank	N/A as the new proposed operation is a grant

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche.

The Grants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results.

Please explain how the total funding mobilized will be invested in results-based financing.

(500 words maximum).

The Ministry of Education and Science and Development Partners Group are committed to result based financing (RBF) with specific targets in education sector. The new operation of IDA and ADB to be co-financed with the Multiplier Fund(MF) in Kyrgyz Republic could have two options for using RBF approach:

Option 1. Devote entire amount of the MF funds to RBF through disbursement against the achievement of disbursement linked indicators (DLIs); and
Option 2. Use not less than 30% of the total co-financed amount of the project in RBF disbursing against DLIs while the remaining portion uses an approach/instrument that the government and the Banks deem the best fit.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

Click here to enter text.

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

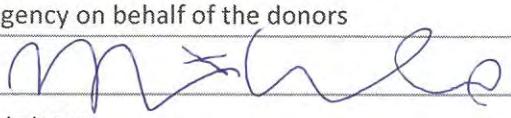
If either endorsement is not possible, please explain why in section 7.1 above.

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	Click here to enter text. Kudaiberdiyeva
Signature:	Click here to enter text.
Date:	Click here to enter a date. 4.09.2017

Name of signatory:	Yukie Mokuo, UNICEF Representative as a Head of GPE coordinating Agency on behalf of the donors
Signature:	
Date:	9/4/2017

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by August 15, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country Nepal	**Funding expected to be mobilized (total of Section 3 below)** **US$ 69.00 million**

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	US$ 15 million

Parties	
Grant agent:	The World Bank
Coordinating agency:	UNICEF
Date that EOI form was submitted:	8/15/2017
Estimated ESPIGsubmission date:	10/15/2017

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

This means that applications that commit more funding to being paid based on results or indicate more funding will be mobilized will be more likely to be approved.

Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.orgby **August 15th, 2017**, and please also copyyour respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot,ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPEcountry leadif you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a neweducation sector program implementation grant (ESPIG)?

Yes

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.

Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

The requirement matrix will be submitted prior to the ESPIG application in October 2017 as the current federal structure roll out in the education sector requires a restructuring of the national budget and clarification about the definition of national education budget.

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related topolitical commitment, the predictability of funding from partners, or time and capacity constraints.

The current roll out of the federal structure in the country will have substantial implications for the implementation arrangements of Nepal's Education Section Plan (The School Sector Development Plan). As such, the implementation arrangements reflected in the SSDP and in the agreements to support its implementation will need to be restructured after the federal structure has been defined and is fully rolled out in the education sector to ensure they remain compatible in terms of funds flow, monitoring and reporting and governance.

A second risk is the ability for the federal government to ensure and report against agreed results in the federal context currently being rolled out as authority for the development of education legislation will be

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

transferred to local level authorities.

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

#	Partner	Amount	Instrument (grant, loan, etc.)
1	ADB	US$ 64.50 million	The additional fund has been mobilized through a project based loan/grant to strengthen the disaster risk reduction and comprehensive school safety as part of the SSDP implementation
2	USAID	US$ 3.50 million	US$ 3.5 million to support inclusive education under the SSDP through budget support.
3	Australia	US$ 1.00 million	Australia has increased their budget support to the SSDP, which will be disbursed upon the Government meeting the ESP Global Covenants
	Total in $US:	Total in US$ 69.00	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional. This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" sectionin 7.1 below.)
1	ADB	After the GPE announced the possibility to apply for the Multiplier Fund, The Nepal Ministry of Education initiated several rounds of consultation with the Development Partners to look into possibilities to identify additional funding for the SSDP. Given that the Development Partners had just completed identification of funds in support of the implementation of the SSDP as part of the initiation of the SSDP in July 2016, all possible sources for funding had been explored by the development partners under the Nepal Sector Wide Approach. As such, the Multiplier Fund has provided the Ministry of Education the tools to re-enter in discussions with the Development Partners in order to identify additional funding. As such, the Development Partner Focal Point was asked to request the Development Partners to communicate the opportunity of leveraging additional funding through the Multiplier Fund with their respective headquarters. Following this, communication on the additional funding as listed in question 3 was initiated between the Government of Nepal and the Development Partners listed. This has led in the case of Australia to increase their annual contribution from AUS$ 3 million to AUS$ 3.5 million for the remaining 4 years of the SSDP program implementation. In the case of the additional funding that was identified by the ADB to support disaster risk reduction and comprehensive school safety, the Multiplier Fund was referenced by Ministry of education and Ministry of Finance during the scoping mission to leverage a substantial increase of the funds made available. In the case of USAID the Ministry has initiated discussions to become a joint financing partners of SSDP for which USAID is now exploring US$3.5 million.
2	USAID	
3	Australia	
	Total in $US:	69.00 million

5. Debt sustainability (if applicable)

If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.

#	Partner	Implications for debt sustainability
1	ADB	This is a concessional loan. Loan agreement with in the education sector is always agreed at a long term repayment schedule.

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche. TheGrants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results. Please explain how the total funding mobilized will be invested in results-based financing. (500 words maximum).

The additional financing that will become available through the GPE Multiplier Fund will partly be treated as the variable tranche of the upcoming Nepal ESPIG. Given the estimated composition of the ESPIG, this means that at least 50% of the total ESPIG will be linked to (a) stretch indicator(s).

The Development Partners have ensured a strong result based financing/lending modality to support the SSDP program through the development of a Joint Disbursement Linked Indicator Framework. The stretch indicators of the previous ESPIG have been embedded in this joint framework and the targets and indicators of the framework have been developed in close collaboration with the Ministry of Education and the SSDP Joint Financing Partners, with frequent consultation of the wider development partner group under the Local Education Group.

The Government is supported in achieving the envisioned results in the joint Disbursement Linked Indicator framework by the establishment of joint Technical Working Groups in the key result areas of the SSDP. These groups consist of technical experts and representatives of the Ministry of Education, Department of Education, Central Level Agencies, Joint Financing Partners, Development Partners, (I)NGOS, representatives of Civil Society Organizations and stakeholders.

Regarding the additional funding that will become available through the GPE Multiplier Fund as part of the variable tranche of the ESPIG, the Ministry of Education and the GPE Grant Agent and Coordinating Agency will ensure in depth consultation with the Local Education Group (LEG) to define the indicators and targets that will be included in the SSDP joint Disbursement Linked Indicator framework. The inclusion of the ESPIG targets in this framework will mean that the achievement against those targets will be supported through the Nepal education sector SWAp work and will be defined by a jointly agreed protocol and verification process in the joint review meetings.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

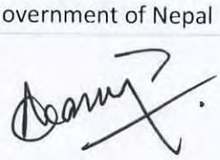
Please see the references made in the Local Education Development Partner meetings

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why insection 7.1 above.

Signature of partner ministry representative
The below signatory endorses the application.

Name of signatory:	Baikuntha Aryal Joint Secretary International Economic Cooperation Coordination Division (IECCD) Ministry of Finance Government of Nepal
Signature:	 
Date:	8/15/2017

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org,copyingyour respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

Expression d'intérêt du Sénégal pour accéder au Fonds à effet multiplicateur du GPE

SEPTEMBRE 2017

Veuillez lire le guide d'orientation relatif au Fonds à effet multiplicateur du GPE avant de remplir ce formulaire. Le guide explique les critères d'éligibilité au Fonds à effet multiplicateur du GPE et fournit de plus amples détails quant à la requête. Vous pouvez télécharger le guide d'orientation à partir de : www.globalpartnership.org.



APERÇU	
Pays SENEGAL	**Financement mobilisé escompté (Total de la section 3 ci-dessous) en dollars US** équivalent en USD de 30M€ (25M€ en prêt – 5M€ en don)

Financement total provenant du Fonds à effet multiplicateur du GPE que vous souhaitez solliciter	
Valeur totale de la requête (en dollars US) :	10MUSD ou 11MUSD ?

Parties	
Agent partenaire :	Agence française de développement (AFD)
Agence de coordination :	UNESCO/Dakar
Date à laquelle l'expression d'intérêt a été envoyée :	04 septembre 2017
Date prévue du dépôt du financement pour la mise en œuvre du programme sectoriel de l'éducation (ESPIG) :	Août 2018

Contexte

Le Fonds à effet multiplicateur du GPE est un dispositif de financement visant à rassembler de nouveaux fonds supplémentaires au profit des Plans sectoriels de l'éducation.

Le PDP, en consultation avec l'équipe de soutien aux pays du GPE et le responsable-pays, doit envoyer ce formulaire au Secrétariat du GPE dans le but d'exprimer son intérêt.

Pour que votre dossier de requête soit retenu

Le Conseil d'administration du GPE a chargé le Comité des financements et performances de donner la priorité aux requêtes qui :

- s'engagent davantage envers un financement axé sur les résultats ; et

- apportent un cofinancement supérieur à l'exigence minimale de trois dollars pour chaque dollar engagé.

Cela signifie que les requêtes qui s'engagent à davantage de financement ou qui indiquent que davantage de fonds seront mobilisés, seront plus susceptibles d'être approuvées.

Allocation maximale par pays provenant du Fonds à effet multiplicateur du GPE

Le Conseil a convenu d'une méthodologie d'allocation visant à déterminer le montant maximal provenant du Fonds à effet multiplicateur du GPE dont les pays éligibles peuvent bénéficier, en fonction du nombre d'enfants inscrits en primaire et en premier cycle du secondaire dans votre pays. (Vous pouvez lire l'intégralité de la décision dans le document du Conseil du GPE BOD/2017/06-DOC 08).

Calendrier

Veuillez envoyer les dossiers de requêtes complétés par courrier électronique à gpe_multiplier_fund@globalpartnership.org **avant le 15 septembre 2017**, et veuillez également mettre en copie le responsable du Fonds à effet multiplicateur du GPE, Theodore Talbot, ttalbot@globalpartnership.org.

Le Conseil a demandé au Comité des financements et performances d'évaluer les dossiers de requête et de recommander les allocations sur la base des requêtes reçues.

Le Conseil examinera les requêtes au cours de sa prochaine réunion afin de décider des allocations.

Le Secrétariat vous informera de l'allocation décidée qui sera affectée à votre programme. Vous pourrez ensuite soumettre une requête pour accéder à cette allocation en 2018.

Assistance

Veuillez contacter votre responsable-pays du GPE pour toute question relative à la requête ou pour toute aide nécessaire afin de la compléter ou l'examiner avant son dépôt.

1. Contexte
Cette expression d'intérêt est-elle préparée parallèlement à une requête sollicitant un nouveau financement pour la mise en œuvre du programme sectoriel de l'éducation (ESPIG) ?
Oui. L'instruction du financement de l'AFD auquel est associée la requête de financement du fonds à effet multiplicateur du GPE est étroitement articulée à la requête de financement pour la mise en œuvre du programme sectoriel révisé de l'éducation (ESPIG) qui sera formulée par le Sénégal en 2018. L'objectif est de proposer un financement intégré de ces trois sources de financement, faisant levier sur la mise en œuvre de la politique sectorielle et dont un des objectifs de l'instruction sera également de rechercher

d'autres co-financements externes auprès de partenaires du Sénégal, dans une logique d'efficacité accrue de l'aide à la mise en œuvre de la politique éducative du Sénégal.

2. État de préparation aux exigences de financement du GPE

2.1 Matrice des prérequis

La Matrice des prérequis[1] résume l'état de préparation d'un pays à satisfaire aux exigences du modèle de financement du GPE. Cette matrice est primordiale pour évaluer l'état de préparation du pays à satisfaire à ces exigences.

Votre gouvernement déposera-t-il une matrice des prérequis complétée avec ce formulaire d'expression d'intérêt ?

Dans le cas contraire, veuillez indiquer la date prévue à laquelle vous pourrez soumettre une matrice des prérequis complétée.

Le Sénégal n'est pas en mesure de déposer la matrice des prérequis concomitamment à la présentation de cette manifestation d'intérêt.
En effet, la satisfaction des 3 conditions de la matrice est en cours de réalisation mais n'est pas effective : un plan sectoriel crédible validé par les autorités nationales et endossé par les partenaires qui s'engagent à contribuer à son financement n'est pas encore disponible : le plan sectoriel (intégrant l'ensemble des sous-secteurs de l'éducation et de la formation) est en cours de révision et devrait être soumis à validation du gouvernement et à endossement des partenaires d'ici mars 2018.
La condition n° 3 portant sur la disponibilité de données pour la planification (à travers une analyse du secteur), la budgétisation (autour d'une documentation des moyens financiers disponibles et planifiés dans une logique de soutenabilité et de crédibilité), la gestion, le suivi et la reddition des comptes est également en voie de finalisation.
Le plan sectoriel révisé intègrera par ailleurs un volet important de renforcement des capacités du secteur sur toute la chaîne d'information (données), de pilotage (utilisation des données à des fins stratégiques et de pilotage opérationnel), de suivi et de redevabilité, aux niveaux des services centraux et déconcentrés du système éducatif afin de consolider cette dimension essentielle à une mise en œuvre réussie de la politique et surtout au suivi de ses effets, à tous les échelons de pilotage du système et de production des résultats.
Enfin, le système actuel d'information du Sénégal lui permet de disposer des données inhérentes à une analyse complète du secteur, y compris pour ce qui concerne son financement, et intègre également différents dispositifs de suivi des compétences des élèves, à travers une évaluation nationale SNERS et la participation à des évaluations internationales (PASEC 2014 et 2019, PISA for Development 2018). Il s'agira, à travers le nouveau financement, de consolider la capacité du système à utiliser l'ensemble de ces données, non seulement en amont lors de la définition et planification de la politique, mais surtout en aval dans la

[1] http://www.globalpartnership.org/fr/news-and-media/news/calendriers-des-echeances-et-etapes-pour-acceder-aux-financements-pour-la-mise-en-oeuvre-de-programmes-du-gpe

chaîne d'opérationnalisation et d'ajustements constants de celle-ci, en fonction de l'évolution des performances du secteur.

2.2 Risques

Décrivez brièvement les risques susceptibles d'affecter le cofinancement ou la mise en œuvre du programme.

Par exemple, ces risques pourraient être liés à l'engagement politique, à la prévisibilité du financement de la part des partenaires, ou aux contraintes en matière de temps et de capacité.

Les risques politiques ne sont pas liés à des enjeux sectoriels, l'éducation étant un secteur prioritaire de la politique sénégalaise depuis des décennies, représentant sans discontinuer le premier budget de l'Etat et bénéficiant d'une aide constante de nombreux partenaires. Ils sont davantage liés à la conjoncture régionale et aux tensions liées à l'instabilité des pays voisins.
L'ambition du nouveau financement étant liée au renforcement du pilotage stratégique et opérationnel du système afin de démultiplier sa performance et d'en accroître l'efficience, les risques techniques portent pour beaucoup sur la capacité des acteurs, à tous les niveaux, notamment déconcentrés et dans les établissements scolaires, à contribuer à la dynamique d'amélioration ou de transformation de ce pilotage. Cela suppose non seulement de les former et de les outiller mais surtout de stimuler leur prise de responsabilités et leur engagement dans le changement de logique, de la conformité de la gestion à la redevabilité sur les résultats.
Un des enjeux de l'instruction du nouveau financement portera sur la couverture de ce risque : en analysant les freins à ce changement et en définissant les programmes jugés les plus efficaces d'appuis multiformes qui constitueront le volet de renforcement des capacités et de suivi-évaluation des transformations. Le Sénégal étant déjà engagé, à partir de la mise en œuvre du PAQUET, dans cette dynamique, le futur financement pourra s'appuyer sur les enseignements des premières étapes de mise en œuvre du PAQUET et sur les acquis actuels des programmes de renforcement des capacités et d'accompagnement des acteurs.

3. Sources et types de cofinancement

Le Fonds à effet multiplicateur du GPE mobilise des fonds extérieurs avec une contribution du GPE.

Veuillez indiquer le financement convenu de chaque partenaire, le nom du partenaire et l'instrument (par exemple, financement, prêt, etc.)

Il n'est pas nécessaire que ce financement soit décaissé ou engagé, mais il doit être convenu et très susceptible d'être mobilisé.

#	Partenaire	Montant	Instrument (financement, prêt, etc.)
1	Agence française de développement	35 252 400 USD (30 millions €)	Prêt et don. Une requête en don complémentaire à la requête en prêt (25M€) a été formulée auprès de l'AFD et

			fera l'objet de l'instruction du financement par l'AFD
2	Cliquer ici pour répondre.	Montant en dollars US.	Cliquer ici pour répondre.
	Total en dollars US :	35 252 400 USD (30 millions €	Prêt et don

4. Montrer que le financement est nouveau et supplémentaire

Pour accéder au Fonds à effet multiplicateur du GPE, les financements mobilisés (énumérés à la question 3 ci-dessus) doivent être complètement nouveaux et supplémentaires.

Cela signifie que des fonds tels que des financements supplémentaires au profit du secteur de l'éducation, ou un financement tel que de nouveaux prêts concessionnels ont été engagés, et que ces ressources supplémentaires n'auraient pas été engagées si le financement du Fonds à effet multiplicateur du GPE n'était pas disponible.

Veuillez brièvement expliquer les raisons pour lesquelles le financement supplémentaire n'aurait pas été mobilisé sans l'incitation du Fonds à effet multiplicateur du GPE.

#	Partenaire	Justification de la complémentarité (veuillez énumérer tout document justificatif que vous souhaitez inclure et le répertorier dans la section « Informations complémentaires » de la section 7.1 ci-dessous.)
1	Agence française de développement	L'AFD est un partenaire du secteur de l'éducation au Sénégal depuis 20 ans, en particulier pour l'éducation de base, mais elle intervient également sur l'ensemble de la politique sectorielle (formation professionnelle et enseignement supérieur). Ses derniers financements à l'éducation de base à hauteur de 22M€, dont 4M€ en prêt concessionnel, ont été octroyés en 2012 et 2013 et sont en cours d'exécution. Le Sénégal souhaite que l'AFD puisse contribuer à sa politique sectorielle révisée par un volume de financement plus ambitieux (30M€). Le calendrier d'octroi souhaité par le Sénégal (2018), en lien avec son besoin de financement pour soutenir la politique sectorielle en cours de révision, ne permet pas d'escompter un financement en don de l'AFD qui soit à la hauteur des ambitions poursuivies. Seul un prêt concessionnel pourrait couvrir l'essentiel du besoin de financement. Or l'AFD a jusqu'alors limité le financement en prêt du secteur de l'éducation, ce qui a contraint l'ampleur de ses interventions. Le mixage prêt concessionnel-don rendu possible par le fonds à effet multiplicateur du GPE et par la requête de dons de l'AFD auprès du

		PME permet d'envisager un financement plus important en appui à la politique sectorielle. Cet appui s'effectuera via le dialogue de politique fondé sur les résultats qui fonde la mise en œuvre des financements du PME. L'articulation prêt-don permet enfin d'articuler étroitement capacités d'investissements accrues pour le secteur et accompagnement important en appuis techniques, programmes de renforcement des capacités, dialogue de politique, qui sont autant de déterminants essentiels de l'amélioration de l'efficacité de la dépense publique d'éducation.
2	Cliquer ici pour répondre.	Cliquer ici pour répondre.
	Total en dollars US :	35 252 400 USD (30 millions €)

5. Viabilité de la dette (le cas échéant)

Si un ou plusieurs des instruments énumérés à la question 3 ci-dessus, crée(nt) un passif financier pour le gouvernement (un prêt par exemple), veuillez préciser les implications pour la viabilité de la dette.

#	Partenaire	Implications pour la viabilité de la dette.
1	Agence française de développement	Une analyse récente de la viabilité de la dette extérieure du Sénégal a été réalisée par le FMI (novembre 2016). La mission du FMI a conclu à un niveau de risque faible quant à l'endettement du pays : Risk of external debt distress : Low Augmented by significant risks stemming from domestic public and/or private external debt? : No « Senegal remains at low risk of debt distress, consistent with the Staff Report of January 2016 (EBS/16/03). All debt burden indicators are below their respective thresholds, with only the debt service-to-revenue ratio showing two spikes that breach the threshold under stress scenarios due to Eurobond rollover. These breaches are small and temporary reflecting liquidity rather than solvency issues. However, public debt and debt service have been rising in recent years. The low risk of debt distress is predicated on adherence to the planned fiscal consolidation path, an acceleration of reforms under the Plan Sénégal Emergent (PSE), and limited non-concessional borrowing. The public DSA does not find significant weaknesses, but the persistent high debt service as a share of revenue calls for strengthening debt management and prudent borrowing strategies. » Compte tenu de ces éléments, le Sénégal dispose d'une capacité d'endettement, sous réserve que la politique d'emprunt privilégie les financements concessionnels. C'est effectivement le souhait des autorités, selon le rapport FMI : « the authorities are engaged in pursuing a borrowing strategy that prioritizes concessional and semi-concessional over non-concessional financing to reduce borrowing costs and extend maturities.»

		Les financements de l'AFD satisfont cette logique de prudence étant donné leurs caractéristiques de concessionnalité (taux faible, maturité longue et différé important). Il faut également noter que le Sénégal est en phase de réforme de sa gestion des finances publiques afin d'accroître l'efficience de sa dépense, la trajectoire de sa croissance et la confiance des partenaires et des investisseurs. Cela se traduit par différentes réformes articulées : le Plan de Réforme Budgétaires et Financières (PRBF) actualisé pour la période 2014-2019, par la mise en œuvre des programmes ISPE (Instrument de Soutien à la Politique Économique) du Fonds Monétaire International (FMI) et par la mise en œuvre des réformes induites par le nouveau cadre harmonisé des finances publiques de l'Union économique et monétaire ouest-africaine (UEMOA), autant d'évolutions qui vont dans le sens de la consolidation de la gestion des finances publiques telles que préconisée par l'analyse PEFA 2011. Enfin, élargir à terme l'assiette fiscale est un objectif prioritaire de la politique économique du Sénégal en tant que condition d'une meilleure capacité de financement des politiques publiques et de viabilité du développement national : pour atteindre cet objectif, la capacité du Sénégal à améliorer le développement des compétences de sa jeunesse, et en particulier des femmes, à renforcer les opportunités économiques et professionnelles de sa population, par sa meilleure employabilité et productivité, revêt un caractère décisif.
2	Cliquer ici pour répondre.	Cliquer ici pour répondre.

6. Investir dans les résultats

Comme pour tous les financements du GPE visant à soutenir la mise en œuvre des plans sectoriels de l'éducation, au moins 30 % du financement provenant du Fonds à effet multiplicateur du GPE doit être un financement basé sur les résultats, y compris par le biais de la part variable du GPE.

Le Comité des financements et performances, qui examinera cette requête, donnera la priorité aux dossiers qui allouent plus d'argent en fonction des résultats.

Veuillez expliquer la manière dont le financement total mobilisé sera investi dans un financement basé sur les résultats.

(500 mots maximum).

Le Sénégal entend instruire un financement intégré entre les 3 sources de financement (financement AFD, fonds multiplicateur et ESPIG du GPE) qui appuieront sa politique sectorielle révisée et en soutiendront la consolidation au niveau des enseignements scolaires et préscolaires. Cette approche suppose de considérer la structuration de l'ensemble de ce financement global selon la même logique, qui sera celle d'un financement ESPIG du GPE, articulant tranche ferme et conditionnelle structurée autour des résultats attendus à court et moyen terme.

Afin d'accompagner la réalisation des 3 objectifs de la politique éducative sénégalaise (objectif 1 : relever radicalement et à tous les niveaux les performances en matière de résultats d'apprentissage et d'efficacité interne et externe du système, objectif 2 : impulser, à tous les niveaux, la couverture, la diversification et l'intégration du système d'éducation et de formation afin de rendre effectifs le droit à l'éducation et des possibilités d'apprentissage tout au long de la vie pour tous, objectif 3 : implanter une gouvernance sectorielle transparente et efficace, orientée vers les résultats), le financement intégré AFD-GPE se propose d'examiner, au cours de son processus d'instruction, les conditions de possibilité d'un appui systémique aux fonctions clés d'un pilotage du système :

- au niveau central pour un suivi global de la politique de sa définition, à sa programmation budgétaire et technique, à son exécution et à son évaluation,
- au niveau déconcentré pour l'adaptation des stratégies nationales aux contextes, la priorisation stratégique de l'allocation des moyens (financiers, RH, intrants, actions) en fonction des vulnérabilités et disparités d'une part et des priorités stratégiques d'autre part, et le dialogue de gestion et de performance avec le niveau central et avec le niveau local (établissements et collectivités)
- au niveau des établissements scolaires pour la transformation des moyens en résultats, l'analyse et la remontée des besoins, l'accompagnement des élèves et l'implication des familles et communautés. Ce niveau permettra d'interroger en quoi les dispositifs de planification, allocation, gestion et formation sont adaptés aux besoins des acteurs et des contextes des publics scolaires et d'assurer des mécanismes de mobilisation et d'engagement des familles et des collectivités dans la réussite et le bien être des élèves.

Le financement dans sa globalité visera donc la capacité à accompagner des investissements, des formations, de l'allocation d'intrants et d'outils pour le pilotage du système, des évaluations et autres études sur les effets de la politique et l'analyse fine de ses besoins dans une logique de mise en place de l'ensemble des processus et dispositifs permettant :

- la documentation raisonnée des besoins et des priorités (système d'information, tableaux de bord, évaluations, carte scolaire, diversification des filières et des offres, politique des langues),
- le dialogue de gestion entre les niveaux du pilotage pour une allocation stratégique et priorisée de l'ensemble des moyens (contractualisation, projets d'établissement, plans académiques de formation et de carte des formations), et
- le dialogue de performance (suivi-évaluation, accompagnement des acteurs, évaluation des apprentissages, professionnalisation des enseignants)

Cette logique intègre de manière structurante le pilotage par les résultats. Elle devrait donc trouver son expression dans une matrice d'indicateurs de processus et de résultats donnant lieu pour partie à l'allocation des financements, dont une partie (conditionnelle) portera sur l'atteinte de résultats additionnels et sur la mise en place de politiques incitatives du changement pour les services déconcentrés et les établissements. Cette approche est rendue possible par la politique en cours du ministère : décentralisation, déconcentration de la gestion, contractualisation de la performance, projets d'établissements, expérimentation des tableaux de bord, cartographies territoriales et procédures de dialogue de gestion et de performance.

C'est donc l'ensemble du financement qui sera concerné par cette approche. Une part du financement sera consacrée au programme de renforcement de capacités et d'accompagnement (AMO ou autres appuis) des acteurs à tous les niveaux, ainsi qu'au suivi-évaluation du processus et de ses effets. L'instruction doit permettre de vérifier les conditions dans lesquelles cette approche pourrait se mettre en place, les risques et capacités à prendre en compte dans le design de l'accompagnement et du renforcement de capacités et les modes opératoires les plus efficaces (fiduciaires et techniques) pour la réalisation de ce pilotage intégré par les résultats.

7. Dépôt

7.1 Information complémentaire

Tout autre document soumis dans le cadre de cette requête (par exemple, preuve que le financement mobilisé est nouveau et supplémentaire) doit être énuméré ici.

Senegal 2016 FMI artiv 3rd review psi s1

7.2 Approbation

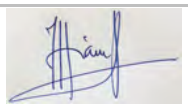
Le gouvernement et l'agence de coordination (au nom des partenaires de développement) sont invités à approuver la requête en signant ci-dessous.

Si le gouvernement ou l'agence de coordination se trouvaient dans l'impossibilité d'endosser la requête, veuillez en expliquer les raisons dans la section 7.1 ci-dessus.

Signature du représentant du ministère partenaire

Le signataire dont le nom figure ci-dessous endosse la présente requête.

(Tapez ou utilisez une signature électronique ci-dessous. Il n'est pas nécessaire de signer de manière manuscrite et de scanner ce document).

Nom du signataire :	Serigne Mbaye THIAM, Ministre de l'Education nationale
Signature :	
Date :	04 septembre 2017

8. Remise du dossier

Une fois que toutes les sections de la requête seront complétées, veuillez envoyer le dossier de requête à GPE_Multiplier_Fund@globalpartnership.org, en mettant en copie le responsable du Fonds à effet multiplicateur du GPE, Theodore Talbot à ttalbot@globalpartnership.org.

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by September 4, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country Uzbekistan	**Funding expected to be mobilized (total of Section 3 below) $US** At least 30 million $US

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	10 million $US

Parties	
Grant agent:	International Bank for Reconstruction and Development/International Development Association
Coordinating agency:	UNICEF
Date that EOI form was submitted:	9/4/2017
Estimated ESPIG submission date:	N/A

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

This means that applications that commit more funding to being paid based on results or indicate more funding will be mobilized will be more likely to be approved.

Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.org by **September 4, 2017**, and please also copy your respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPE country lead if you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a new education sector program implementation grant (ESPIG)?

This expression of interest is not prepared alongside an application for a new education sector program implementation grant (ESPIG). At present, Uzbekistan is implementing the ESPIG "Uzbekistan's Improving Pre-Primary and General Secondary Education" Project where World Bank is a Grant Agent and the UNICEF is the Coordinating Agency. This ESPIG will close in July 2019.

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.

Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

Uzbekistan is preparing the application for the Education Sector Plan Development Grant as endorsed by the Local Education Group on August 24, 2017. The requirement matrix will be submitted when the application is completed, which will happen by September 15, 2017.

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related to political commitment, the predictability of funding from partners, or time and capacity constraints.

Political and Governance Risk: Regional instability poses a risk. In particular, deterioration in the security situation in Afghanistan could spill over into Uzbekistan. In addition, structural reforms and privatization necessary for opening the economy to private investment will necessarily confront strong vested interests in the status quo, and the commitment to increase the market orientation of the economy and the role of

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

the private sector remains untested. This risk is partially mitigated by the government together with the World Bank Group and other development partners and stakeholders to continuously assess policy reforms, and the provision of advice on the sequencing and pace of reforms and hands-on support to address capacity issues through technical assistance.

Macroeconomic Risk: Although Uzbekistan's economy proved more resilient than that of many countries to the 2008–09 global financial crisis, it remains vulnerable to external shocks affecting commodity prices and remittances. An extended slowdown in growth in key trading partners, such as China, Russia, and Kazakhstan, would slow export growth and further reduce remittances. A further drop in commodity prices would undermine Uzbekistan's external and fiscal balances. The risk is mitigated by the government's agenda to accelerate job creation, increase competitiveness, and promote increased productivity and diversification. In addition, the World Bank's Country Partnership Framework program support in these areas aims to mitigate this risk.

Stakeholder Risks: At present, Uzbekistan's education sector is going through a significant reform. As part of the reform, Uzbekistan plans to establish a Ministry to be responsible for preschool education. If the Ministry does not have clear mandate or personnel to implement the reforms, that could lead to either poor quality or delays in the reform implementation. This risk will be mitigated by including systematic consultation and stakeholder engagement into the project design as well as activities that will be technically sound and feasible.

Implementation Capacity Risk: This is going to be the first project for the Ministry of Preschool Education that is planned to be established. This risk will be mitigated by relying on implementation capacity of the Ministry of Public Education that has implemented multiple projects in partnership with the international financial institutions and other development partners. In particular, the project will build on best practices and lessons learnt from implementation of ongoing GPE-funded Improving Pre-Primary and General Secondary Education Project.

Fiduciary Risks: The 2013 Public Expenditure and Financial Accountability assessment found a number of elements of public financial management and procurement to be weak at the country level. However, the Ministry of Public Education has implemented multiple projects funded by the IFIs and international organizations. The risks will be mitigated by establishing similar financial management, procurement, and disbursements arrangements under the upcoming project.

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

#	Partner	Amount	Instrument (grant, loan, etc.)
1	IBRD/IDA	At least 30 million $US	loan
	Total in $US:	At least 30 million $US	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional.

This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" section in 7.1 below.)
1	IBRD/IDA	In recent years, the Government of Uzbekistan gives top priority to preschool education. This priority reflected in the Presidential Decree Number 2707, dated December 29, 2016. Alongside the State Budget Funds, objectives listed in this Decree guides to attract funds from financial institutions, organizations and donor

		countries. The incentive of the GPE Multiplier Fund will play a key role in commitment and approval of additional resources (at least $30M) from IBRD/IDA for new Improving Pre-Primary Education Project.
	Total in $US:	At least 30 million $US

5. Debt sustainability (if applicable)

If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.

#	Partner	Implications for debt sustainability
1	IBRD/IDA	"Uzbekistan's external debt is low and debt sustainability is not a concern. High GDP growth and budget and current account surpluses over the past decade have pushed down public and external indebtedness, with the latter plunging from 64 percent of GDP in 2001 to 13 percent in 2014 and 15.8 percent in 2015. The total external debt is projected to increase to around 19 percent in 2016–17. The risk of debt distress is expected to remain low and not pose any serious problems for external sustainability" (IMF and World Bank, "Republic of Uzbekistan: Debt Sustainability Analysis" (Washington, DC: IMF and World Bank, 2015)). So, given the low debt level, Uzbekistan has enough room for external borrowing.

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche.

The Grants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results.

Please explain how the total funding mobilized will be invested in results-based financing.

(500 words maximum).

The design of the proposed project will include activities that will be financed based on the results. One of the results that the Government wants to consider for the results-based component of the new investment project financing is the increase in the enrollment rate in preschool education. Other results will be discussed and agreed upon during the concept note stage.
Uzbekistan has one ongoing project with an international financial institution that is using results-based financing.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

N/A

7.2 Endorsement

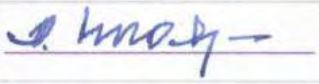
The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why in section 7.1 above.

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	Mr. Ulugbek Inoyatov – Minister of Public Education of Uzbekistan
Signature:	
Date:	9/4/2017

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

Theodore Purnendu Talbot

From: Improving Pre-primary And General Secondary Education Project <gpeuzbekistan@gmail.com>
Sent: Thursday, September 14, 2017 10:53 PM
To: Theodore Purnendu Talbot
Cc: Janssen Edelweiss Nunes Teixeira; Tatyana Shin; Josephine Lutta Kiyenje
Subject: Re:Uzbekistan - Expression of Interest to Access the GPE Multiplier Fund

Dear Partners,

Further to our message dated September 4, 2017 with the Expression of Interest (EoI) from the Government of Uzbekistan in the Global Partnership for Education Multiplier Fund, which we hope will be not only considered, but approved in the first funding round, we would like to emphasize the following important points/aspects of our EoI:

I – Government commitment to education

Uzbekistan is Central Asia's most populous country, with a population of 31.6 million people that accounts for over half of the region's total population. We are a lower-middle-income country whose economy grew rapidly over the last decade. Our country has important economic goals to achieve by 2030, and to reach these goals, we need to transform our current commodity-dependent economy into a competitive industrialized and market-based one. While transforming our economy, we must contend with the needs of our young and growing population, 37.2 percent of whom are 19 years old or younger. If current labor force participation rates hold, our workforce is projected to increase by about 4 million people by 2030. The demographics and growing economy already require the creation of around 1 million new jobs annually. This transformation will require the development of a workforce with **adequate skills** to improve the competitiveness of our economy and **we are sure that we cannot do this without investing more and more in education.**

Our vision for education is outlined in our Education Sector Planit, which we prepared with support from the Global Partnership for Education (GPE); thank you very much for this support. This vision for education has received much support from our Government, as proved by our spending on education as a share of the total public spending, which at 26 percent is higher than what recommended by the GPE (20 percent).

The Ministry of Public Education and Development Partners are further engaging with the GPE in order to strengthen our education sector strategic planning. Through a ESPDG, knowledge gaps will be addressed in order to ensure that the new Education Strategic Plan is based in evidence, and that a realistic medium term implementation plan is developed. We are looking forward to this strategic planning exercise, which will pave the road for informed policy making in the education sector.

II – Co-financing

We don't envision high risks with the co-financing approach of the Multiplier Fund Facility. The possibility of providing additional support for the sector through an IDA Credit has been considered by our Government, including the Ministries of Finance and Economy. The GPE Multiplier Fund is an incentive for our Government to move forward with important investments in preschool education, which will build on the design of the ongoing GPE Project (Grant #18066). Based on discussions with the Ministries of Finance and Economy, there is a high degree of confidence that an IDA Credit of at least USD 30 million will co-finance our planned investments in preschool education.

Preliminary discussions have been held with the World Bank Group to co-finance our planned investments in preschool education, which we want to pair with the GPE Multiplier Fund. The World Bank is ready to launch the preparation of an investment project financing with a results-based component. Further dialogue with the World Bank should take place as soon as we hear from the GPE about the approval of our participation in the first Multiplied funding round. We understand that the World Bank can start the project preparation within 30 days from the reception of a positive response from the GPE. We hope that the GPE can secure the amount of USD 10 million to leverage the IDA Credit that our Government wants to commit to.

III – Results-based Financing

While the modality of results-based financing is new to our Ministry, it is not new to our country, and we are confident that the World Bank has the needed expertise to put together a sound project design with a results-based financing component. We are looking forward to shift our focus from processes to results/outcomes under the implementation of this project component, and we do believe that this innovative model will help to improve our overall administrative capacity. We will discuss with the World Bank several options we have been thinking about for this component, as soon as the GPE approves our expression of interest. Some possible Disbursement-Linked Indicators can be proposed for increases in enrollment rates in preschool education, for instance.

We hope that the additional information mentioned above is helpful for the GPE to better understand our overall commitment to education, and our plans to partner with the World Bank Group to leverage IDA financing in preschool education.

We are looking forward to the approval of our EoI in the Multiplier Fund.

Best regards,

Donyol Boltabaev

Sent from smartphone

Expression of Interest to Access the GPE Multiplier Fund

JULY – DECEMBER 2017

Please submit the completed form by August 15, 2017 to
GPE_Multiplier_Fund@globalpartnership.org
Please copy your respective Country Lead and also
ttalbot@globalpartnership.org

Please read the guidance for the GPE Multiplier Fund before completing this application. The guidance explains the eligibility for the GPE Multiplier Fund and provides more detail about application. You can download the guidance from www.globalpartnership.org.

OVERVIEW	
Country Zanzibar	**Funding expected to be mobilized (total of Section 3 below) $US** US $ 16.7 million

Total funding from GPE Multiplier Fund that you intend to apply for	
Total application value ($US):	$6 million

Parties	
Grant agent:	Swedish Embassy
Coordinating agency:	UNICEF
Date that EOI form was submitted:	8/15/2017
Estimated ESPIG submission date:	9/1/2017

Background

The GPE Multiplier Fund is a financing facility to crowd in new and additional funding to Education Sector Plans.

The DCP, in consultation with the GPE Country Support Team and country lead, should submit this form to the GPE Secretariat to express its interest.

Making your application successful

GPE's Board has instructed the Grants and Performance Committee to prioritize applications that:

- commit relatively more to results-based financing; and
- provide co-financing greater than the minimum requirement of three to one.

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Maximum Country Allocation from the GPE Multiplier Fund

The Board has agreed an allocation methodology to determine the maximum amount eligible countries can receive from the GPE Multiplier Fund, based on the number of enrolled primary and lower secondary children in your country. (You can read the full decision in GPE Board document BOD/2017/06-DOC 08).

Timeline

Please return completed applications by email to gpe_multiplier_fund@globalpartnership.org by **August 15th, 2017**, and please also copy your respective Country Lead and the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org

The Board has asked the Grants and Performance Committee to evaluate applications and recommend allocations based on the applications received.

The Board will review these applications to decide the allocations during its next meeting.

The Secretariat will inform you of the allocation, which will be earmarked for your program. An application to access this allocation can then be submitted in 2018.

Support

Please contact your GPE country lead if you have questions on the application or for any support to complete it or review it before submission.

1. Context

Is this expression of interest being prepared alongside an application for a new education sector program implementation grant (ESPIG)?

Yes, the application is being prepared alongside Zanzibar's application to the Variable Part (VP) of the ESPIG; it has an allocation of USD 8.23 million. Zanzibar is submitting an application for the Fixed Part (FP) or USD 5.76 million on September 1st 2017 for decision by the GPE Board in early December. Zanzibar will submit an application for the Variable Part in June 2018, or the results based part of the ESPIG, USD 2.46 million once the baselines are available for the VP indicators.

2. Readiness to fulfill GPE funding requirements

2.1 Requirement matrix

The Requirement Matrix[1] summarizes a country's readiness to fulfill the requirements of GPE's funding model. This is important to assess the readiness of the country to fulfill those requirements.

Will your Government submit a completed requirement matrix alongside this expression of interest form?

If not, please indicate the expected date by which you may be able to submit a completed requirement matrix.

Yes. The requirements matrix was submitted prior to the submission of the draft ESPIG for the fixed part of the ESPIG but please find attached.

2.2 Risks

Briefly describe risks that may affect co-financing or implementation of the program.

For example, these risks could be related to political commitment, the predictability of funding from partners, or time and capacity constraints.

Below are the risks from the FP application being prepared:

[1] http://www.globalpartnership.org/news-and-media/news/timeline-and-milestones-calendars-partner-countries-submitting-applications-access-gpe-implementation-grants#requirement-matrix

	Risk	Mitigation arrangements
1	There are significant shocks to the political economy	The political and economic relationships with the mainland are stable. The economic projections are subject to IMF oversight and growth is predicted to be steady. The projections used in Zanzibar's education sector plan, the Zanzibar Education Development Program II (ZEDP II), and in the GPE program are taken from the IMF and will be reviewed (see risk 3)
2	Overall budgeting, allocative decision making based on evidence, priority setting and expenditure monitoring does not take place	ZEDP II notes the importance of developing a ministry level PFM capacity and the better use of the simulation model. The AJESR and ZESC will take a much more prominent role in preparing and reviewing budget activity. The Efficiency VTI is focussed on the budget preparation and reporting cycle and should bring the necessary focus.
3	Reduced public expenditure on education and in particular further reduction in the development budget.	The AJESR process will take place prior to the budget preparation and discussions in order that program and budget issues can be raised at the right time. Ministry of Finance staff will be part of the AJESR team and will be able to both support and report back on the education sector needs. Both the World Bank and USAID will be encouraged to take an active role in the ZESC and will bring their additional and not inconsiderable pressure to supplement other ZESC members and so present a united front on budget needs. Consideration will be given to establishing a standing PFM committee as a part of the ZESC (as opposed to simply having a finance TWG)
4	Fiduciary risk, fraud and corruption	The GA and the CA have experience in the financial management, monitoring and audit of GPE funds. The final audit of the GPE 1 recommendations will be implemented and monitored. Overall PFM will be strengthened in MoEVT.
5	Insufficient resources are available in the recurrent budget to meet the operating costs of ECE schools (including payment of teachers)	Currently there are no resources for payment of salaries to teachers of mentors in the community classes or government TuTus. It is the government's intention that all children will eventually be in pre-primary classes with qualified certificate teachers. Currently teachers have been moved from primary to the pre-school but planning is needed and budget projections for the increased teachers who will be eligible for posts on the payroll and as the TuTu system is phased out. DPP in MoEVT intends to prepare these projections using the ZEDP simulation model and then use these to initiate discussions with the Ministry of Finance (and with the support of ZESC)

6	It proves difficult to establish the necessary legal and regulatory norms (schools registering, norms and standards established, policy agreed and approved) and the enforcement mechanisms	There are formal procedures to approve, introduce and communicate changes to regulations and norms. A considerable effort will be made through both the WB ZISP program and the GPE to prepare changes with the Ministry and other stakeholders and to communicate these with parents and communities. MoEVT leadership will work with other agencies to make sure that necessary legal, legislative or cabinet approval can be gained. ZESC will have a support and oversight role.
7	There are a large number of partners in the area of PPE and coordination, managing and monitoring and the role of MoEVT as the final authority requires not only the legal and regulatory framework but also understanding and cooperation of all	The major NSAs are fully committed to support and to work with MoEVT (see annex) to raise and sustain the quality of education. They are committed to the ZEDP II goals and outcomes and will support others to be engaged as well. ZESC has an important role to monitor and to support progress. Following a partner workshop in May 2017 it was agreed to explore the modalities for formal agreements/ processes and procedures between government and NSAs. A working group is to be established under the ZESC.
8	Teachers resist new monitoring and quality assurance arrangements	The significant shift in the role of the inspectorate moving from a policing and punitive role to a quality assurance and support role will be undertaken in full consultation with the teachers and will include extensive efforts to make sure that all levels understand the rationale and the importance of the changes. Note: this is a key part of the WB ZISP program Component 1, which while not focusing directly on pre-primary or IE will change systems and culture.
9	Lack of incentives mean that qualified teachers will leave the system:	The President has made clear in a number of speeches that the government believes teacher incentives need to be increased and improved and the 2017 increase in basic salaries is a move in this direction. MoEVT will model various scenarios based on the current and projected establishment needs and present these during the MTEF negotiations and the AJESR. Generally raising the profile of pre-primary with parent and communities can bring pressure to bear on government. The very vibrant NSA group will also bring pressure to bear on MoEVT (to wit the certificate training program supported by AKF where qualified teachers are not paid yet)
10	The institutional space and structures restrict leader and managers from introducing innovative and updated operational systems	Using SIDA funding MoEVT is proposing to undertake a functional and operational review of the ministry. This review will make recommendations for the better working arrangements as well as identifying the capacity (skills,

	Managers have space to implement and manage change	knowledge and resource) requirements that are needed to deliver quality education efficiently and effectively. The GPE variable tranche as well as the ZISP will be able to respond to this demand. If it is a sector wide action then considerable change might be possible even without going down the route of formal structural change. This latter might be perceived as important and to be carried forward in the light of the functional analysis.
11	Teachers resist IE as a normal part of their duties	If this risk materializes then it will be with the current teachers as for all new teachers the IE will be an integral part of the pre-service program. The Department of IE intends to have an in-service program for current teachers based on the pre-service training modules. This is a part of the GPE program.
12	In both Inclusive Education and in the pre-primary, programs/ activities interlock at multiple, intersecting levels to generate a strong, coherent systemic approach to IE and PP which involves many ministries agencies and stakeholders. Coordination etc. might be a major challenge	There are already in place committees and structures that have engaged in cross agency and ministerial initiatives. A number of these will be able to take on the extended roles that are envisaged in the broad IE program (the complementary UNICEF / GPE activity). The parenting program and the focus on community engagement are potential areas for synergy between agencies and government ministries – the GA will make this a focal area of their support
13	In Inclusive Education, UNICEF and MoEVT programs fail to be coherent, complementary and funded	As CA UNICEF has a responsibility to ensure that there is coordination. MoEVT will establish a strong working modality for better inter-agency coordination which will ensure MoEVT leadership and agency support.
14	Institutional capacity for implementation is insufficient	The programs largely build on the previous program and the lessons learned have been incorporated into the current program. The staffs who will implement the program have been fully engaged in all stages of the program preparation and have reflected on the implementation requirements. The GA and CA have considerable experience of support needed from the previous GPE program
15	There any be also some time and capacity constraints especially as the ZEDP is being implemented.	We expect the result from the SIDA efficiency audit which will look at the roles and responsibilities in the MOE to mitigate the capacity constraints within the MOE
16	Experience has showed that the predictability of funding from partners is not always reliable especially when a program with a strict time frame is being implemented	The Annual Joint Education Sector Reviews (AJESR), Zanzibar Education Sector Committee (ZESC) meeting, ZEDP and the financing framework in place with the MTEF will ensure coordination between donors and the MOEVT and will be settings to discuss any challenges and possible solutions.

3. Sources and types of co-financing

The GPE Multiplier Fund mobilizes external funding alongside a contribution from GPE.

Please list the funding agreed from each partner, the name of the partner, and the instrument (for example grant, loan, etc.)

This funding does not have to be disbursed or committed, but should be agreed and highly likely to be mobilized.

7 #	Partner	Amount	Instrument (grant, loan, etc.)
1	MECP-Z	$2.5 million	Grant
2	UNESCO	US $790,210	Grant
3	KOICA	US $ 10 million	Grant
4	UNICEF	US $ 2.9 million	Grant
5	Milele Zanzibar Foundation (MZF)	US $ 500,000	Grant
	Total in $US:	Total in $US c	

4. Showing that funding is new and additional

To access the GPE Multiplier Fund, the finance mobilized (listed in question 3, above) should be genuinely new and additional.

This means that funding such as additional grants to the education sector, or financing such as new concessional lending has been committed, and that these additional resources would not have been committed if funding from the GPE Multiplier Fund were not available.

Please explain briefly why the additional funding would not have been mobilized without the incentive of the GPE Multiplier Fund.

#	Partner	Justification for additionality (please list any supporting documents that you would like to include, and list them in the "Additional Information" section in 7.1 below.)
1	UNESCO	UNESCO agreed to commit their funding on supporting the education of adolescent girls in marginalized districts in light of the GPE multiplier fund, which was instrumental in receiving their pledge for this program.
2	KOICA	KOICA is a new donor and was very much encouraged by the ZEDP and the multiplier fund, which has helped to lock in their commitment to the education sector.
3	Madrasa Early Childhood Foundation – Zanzibar (MECP-Z)	MECP-Z has been working with communities in Zanzibar to establish and sustain 81 community-managed preschools to deliver high quality pre-primary education to children. Teacher undergo a holistic two-year professional development course where they learn how to implement age-appropriate teaching and learning methodologies. With the help of the multiplier fund to lock in their commitment, the MECP-Z has agreed to keep supporting early childhood education in Zanzibar for the next five years
4	UNICEF	The Ministry of Education Zanzibar is leading a comprehensive and multi-sectoral strategy on health, nutrition and WASH, as part of ZEDP, but these activities were underfunded. UNICEF's commitment in these areas was uncertain; however, the multiplier fund was able to definitively lock them in. Discussion of the Multiplier Fund explicitly drew UNICEF's Nutrition team to invest an additional $315,000 to secondary school teachers to provide weekly iron and folic acid supplements to adolescent girls in Zanzibar.
5	Milele Zanzibar Foundation (MZF)	In addition to MZF's previous commitment to the ZEDP, it is seeking to implement a program in partnership with SUZA and FAWE through a matching grant from Wellspring Advisors worth $500,000USD for 2 years (2017 to 2019). The proposed project will focus on STEM and will include teacher professional development, empowerment of girls

		and career development. MZF would like to lock these funds in this as indicative funding in order to leverage the multiplier funds from GPE.
	Total in $US:	

5. Debt sustainability (if applicable)		
If one or more of the instruments listed in question 3, above, creates a financial liability for the government (for example, a loan), please comment on the implications for debt sustainability.		
#	Partner	Implications for debt sustainability
1	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.

6. Investing in results

As with all grant funding from GPE to support implementation of education sector plans, at least 30% of funding from the GPE Multiplier Fund must be for results-based financing, including through the GPE variable tranche.

The Grants and Performance Committee that will receive this application will prioritize applications that allocate more money to paying for results.

Please explain how the total funding mobilized will be invested in results-based financing.

(500 words maximum).

Based on the QAR 2 findings, Zanzibar has decided not to apply for the VP with the FP, and to apply for the VP separately in 2018. This was so that Zanzibar could collect comprehensive baseline data and design a strong RBF program. The VT submission will be purely results based. The precise indicators are still being debated but the focus will be on creating better learning, efficiencies and equity in pre-primary and the lower standards of primary education.

7. Submission

7.1 Any additional information

If there are any other documents you are submitting as part of this application (for example, as evidence that the funding mobilized is new and additional), please list them here.

1. Email from UNICEF Nutrition Team on adding more funds due to Multiplier Fund
2. Email from Dr. Massoud Salim, Education Officer at UNICEF regarding their SWASH and Child Protection project
3. UNICEF Commitment Fund Letter
4. MECP-Z Indicative Budget 2018-2022
5. Commitment from MZF towards the Zanzibar Education Development
6. Email from Khadija Shariff MZF on additional funding
7. Email from Jennifer Kotta, Programme Officer at UNESCO regarding their project in Pemba
8. Letter of Commitment KOICA
9. GPE Funding Requirements Matrix - Education Financing
10. GPE Funding Model Requirements Matrix March 16th 2017 final

7.2 Endorsement

The government and the coordinating agency (on behalf of the development partners) are asked to endorse the application by signing below.

If either endorsement is not possible, please explain why in section 7.1 above.

Signature of partner ministry representative

The below signatory endorses the application.

(Type or use an electronic signature below. It is not necessary to hand-sign and scan this document).

Name of signatory:	Rene van Dongen, Deputy Representative UNICEF Tanzania; Abdulla M. Abdulla, Deputy Principal Secretary, Ministry of Education and Vocational Training, Zanzibar
Signature:	Rene van Dongen; Abdulla M. Abdulla

Date:	8/15/2017

8. Sending

Once all sections of the application have been completed, please submit the application to GPE_Multiplier_Fund@globalpartnership.org, copying your respective Country Lead and also the GPE Multiplier Fund lead, Theodore Talbot, ttalbot@globalpartnership.org.

Milele Zanzibar Foundation
Kuongeza Maendeleo. Accelerating Progress.

P.O.Box: 933 - Zanzibar +255772229997 +255772224440 info@mzfn.org www.mzfn.org

Principal Secretary
Ministry of Education and Vocational Training
Mazizini, Zanzibar

10TH August, 2017

Re: Commitment from Milele Zanzibar Foundation towards the Zanzibar Education Development Plan

Dear Madam,

Kindly refer to the subject above.

Milele Zanzibar Foundation has been an active member of the education sector since its inception in 2014. As part of our mission to accelerate progress in the areas of education, health and livelihoods, MZF has forged a strong partnership with your Ministry. Since 2014, MZF has supported the education sector in a number of ways, including:

1) **Construction and renovation of classrooms, roofs and toilets in over 50 schools and over 30,000 student beneficiaries in Unguja and Pemba**
2) **Installation of over 350 desks in classrooms Unguja and Pemba**
3) **Publishing and printing of English grades 1 through 4 textbooks for 200,000 students teachers guides along with orientation for over 1000 teachers in Unguja and Pemba.**
4) **Scholarships and bursaries for over 500 marginalized youth in Secondary and tertiary to increase access, improve learning outcomes and empower girls to build confidence and self-esteem**

In addition to the above, MZF has also been an active member of the Technical Working Group(TWG ESP) to develop the Education Sector Plan as a representative of the CSO/NGO education community in Zanzibar. As we currently work on developing our MILELE 2020 strategy to help further increase our impact and support to the education sector, we are committed to continue working closely with MoEVT Zanzibar.

With that MZF is happy to commit an estimate **of 1.05 million USD** of future funding towards the education sector with an estimate of **350,000 USD per year from 2017/2018 to 2020/2021.** These funds will go towards promoting quality through capacity building of teachers and SMCs, promotion of nutrition and SWASH and empowerment of girls and marginalized students at the pre-primary, primary, secondary and tertiary levels.

In addition to this, MZF is actively seeking to partner with other donors in order to increase its support to the development of the education sector in areas that are aligned with the current ZEDP. We will share this commitment as it becomes available.

Yours Sincerely,

Yousuf L. Caires
Managing Director
Milele Zanzibar Foundation

Gmail Nisma Elias <nisma.moevt@gmail.com>

Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Massoud Salim <msalim@unicef.org> Fri, Aug 11, 2017 at 1:33 PM
To: Nisma Elias <nisma.moevt@gmail.com>
Cc: Stella Mayenje <stella.mayenje@gov.se>

Dear Nisma,

The amount I shared with you is US$ 2.188 Million for SWASH for 3 yrs and around US$ 400,000 for Child Protec on. I have not got any figure so far for Heath ac vity within schools so far as I promissed.

Thanks, Massoud.

Massoud M. Salim

Education Specialist Zanzibar

e: msalim@unicef.org Tel:+255 777 485015

United Nations Children's Fund

Zanzibar Field Office

ZSTC Building, Malawi Road, Kinazini, PO Box 3927, Zanzibar - Tanzania

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From: Nisma Elias [mailto:nisma.moevt@gmail.com]
Sent: Friday, August 11, 2017 12:46 PM

[Quoted text hidden]

[Quoted text hidden]

Gmail Nisma Elias <nisma.moevt@gmail.com>

Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Abdulla M. Abdulla <abdulla.mzee@moez.go.tz> Sat, Aug 12, 2017 at 1:29 PM
To: nisma.moevt@gmail.com, cbaldeh@unicef.org, msalim@unicef.org, kshariff@mzfn.org, khamis.said@akfea.org, stella.mayenje@gov.se, lramosalcantara@globalpartnership.org, fmorandini@unicef.org

Dear Colleagues,

Below please find the UNESCO commitment in support of Education in Zanzibar. The official letter address to the Ministry is expected on Monday. Please include it in the Expression of Interest for Multiplier Fund.

Abdulla M. Abdulla
Deputy Principal Secretary
Ministry of Education and Vocational Training
P.O. Box 394
Zanzibar
Tel/Fax: +255-24-2234356
Mobile: +255 -777-412604

-------- Original Message --------
Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report
Date: 10/08/2017 16:18
From: "Alima Kotta, Jennifer" <j.alima-kotta@unesco.org>
To: Francesca Morandini <fmorandini@unicef.org>, Stella Mayenje <stella.mayenje@gov.se>
Cc: "Abdulla M. Abdulla" <abdulla.mzee@moez.go.tz>, Principal secretary MoEVT <khadija.bakari@moez.go.tz>, Khalid Wazir <wazir.khalid@hotmail.com>

Dear Colleagues,

Kindly be informed that UNESCO will provide support to the Ministry of Education and Vocational Training, Pemba Sub-office on “Empowering Adolescent Girls and young Women through education”.
Estimated budget is: 790,210 $
Start date: July 2017
End date: July 2020
This programme is not included in ZEDPII so it can be used for the GPE Multiplier Fund request.
The support will focus on the following areas:
(i) Guidance and counselling systems of students and promotion of safe environments for adolescent girls in schools
(ii) Literacy and non-formal education provision to out of school adolescent girls and young women
(iii) Formal and non-formal TVET and entrepreneurial skills development opportunities for adolescent girls and young women.
(iv) Knowledge and attitudes at school and community levels in favor of gender-responsive education improved
(v) Multi-sectoral functional systems for increased access to quality, age and cultural appropriate sexual and reproductive health (SRH) information & services, as well as other social protection support systems for in- and out-of-school adolescent girls and young women
(vi) Economic empowerment of teenage mothers in selected communities.

Kind regards,
Jennifer Kotta
Programme Officer

-----Original Message-----
From: Abdulla M. Abdulla [mailto:abdulla.mzee@moez.go.tz]
Sent: 08 August 2017 16:13
To: Francesca Morandini <fmorandini@unicef.org>
Cc: Khalid Wazir <wazir.khalid@hotmail.com>; safiarijaal@yahoo.co.uk; asyab4tz@yahoo.com; tawakali27@yahoo.com; muombwahaji@yahoo.co.uk; Bakari Silima <bsilima@yahoo.com>; masha.fakih <masha.fakih@yahoo.com>; Helena Reuterswärd <helena.reutersward@gov.se>; Cecilia Baldeh <cbaldeh@unicef.org>; Mali <Mali.Nilsson@savethechildren.org>; Principal secretary MoEVT <khadija.bakari@moez.go.tz>; Khamis Said <khamis.said@akfea.org>; Zanzibar Teachers Union ZATU <zatuznz@gmail.com>; Omar Ali <omars_ali@yahoo.com>; omar omar <omarbhai_7@hotmail.com>; zubeirkhamis68@yahoo.com; Suleiman Yahya Ame <suleiman.ame@moez.go.tz>; Maalim Rashid <rmukki@gmail.com>; sichana.foum@hotmail.com; Mohamed Said <mohd.ab@live.com>; IDDI KHAMIS HAJI <iddi.haji@zhelb.go.tz>; Laura Kikuli <lkikuli@usaid.gov>; Marcus Eriksson <marcus.eriksson@gov.se>; Kaboko Mathus Nkahiga <knkahiga@worldbank.org>; Huma Ali Waheed <hwaheed@worldbank.org>; Stella Mayenje <stella.mayenje@gov.se>; Mshauri Abdulla Khamis <khamis0708@gmail.com>; massoud.salim@moez.go.tz; David Bruns <dbruns@usaid.gov>; Halima Wagao <ms.wagao@gmail.com>; BNassor Khatib <bnkhatib@gmail.com>; i.budali@afdb.org; damaris musyoka <d.mulewa@hgsf-global.org>; m.wepo@brienholdenvision.org.za; ycares@dubaicares.ae; Nelson Musikula <nelson.musikula@vsoint.org>; salimsururu@gmail.com; e.mashayo@brienholdenvision.org.za; elise@nfuorge.org; Rupert Corbishley <rupert.corbishley@akfea.org>; Carlton Aslett <carltonas@gmail.com>; Fatma Ramadhan <tumamode7@gmail.com>; TNZ-ZNZ-All Staff <TNZ-ZNZ-All_Staff@unicef.org>; Jessica-Louise Lopez <jelopez@usaid.gov>; Laura Bassini <laurabassini@acra.it>; TNZ-EQUAL-Staff <TNZ-EQUAL-Staff@unicef.org>; Shiraz Chakera <schakera@unicef.org>; sabrina.battashy@gmail.com; mshauri khamis <msahab01@hotmail.com>; Dr. Massoud Mohamed SALIM <massoudsalim17@hotmail.com>; Nisma Elias <nisma.moevt@gmail.com>; Elmer Dettelbacher Sonya EDA EMS <sonya.elmer@eda.admin.ch>; Khamis Said <Khamis.said@akdn.org>; kshariff@mzfn.org; Donaldina Lugeumbiza <d.lugeumbiza@gmail.com>; donaldina@overseas.koica.go.kr; suma.mbatiani@gmail.com; h.simba@afdb.org; Massoud Salim <msalim@unicef.org>; M S TODD <marktoddzan@gmail.com>; OTHMAN Omar <othman540@yahoo.com>; Mohamed A. Said <m.abd@moez.go.tz>; masoudmasoud@hotmail.com; Rodrigues, Zulmira <z.rodrigues@unesco.org>; Lucinda Elena Ramos Alcantara <lramosalcantara@globalpartnership.org>; hindalistic@yahoo.com; heather.odea@savethechildren.org; mwinyimadina@yahoo.com; helena.reuterward@gov.se; phillip.finell@gov.se; Khamis_tra@hotmail.com; Alima Kotta, Jennifer <j.alima-kotta@unesco.org>; cdjondo@usaid.gov; safiarijal@yahoo.co.uk; omar.ali@moez.go.tz; mashafakih@yahoo.com; director@zvta.go.tz; asyaissa69@gmail.com; mohdmwinyi60@yahoo.com; ahmadabuu@gmail.com; mpajimaalim@yahoo.com; idris.rai@gmail.com; siajabupandu@hotmail.com; pmu@moez.go.tz; yussuf.omar@yahoo.com
Subject: Re: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report
Importance: High

Dear Ms. Morandini,

Thank you very much for providing a quick details. I would encourage partners who have not shared with the Ministry their resources committed to support ZEDP II, this is the right time to do so and inform us accordingly while we are in preparation in submitting Expression of Interest of GPE Multiplier Fund. The other partners who have have already commit their funds to support ZEDP II, I would suggest that to commit additional resources if their available or encourage other partners who are not supporting education in Zanzibar to join us. Some of the areas that might require additional resources includes Increase health and nutrition services at schools including: deworming, micronutrient supplementation,control of malaria, as well as vision and hearing screening.Increase access to safe water, sanitation and hygiene
(WASH) in schools, promote lifelong health behaviors through skills-based health education, including HIV/AIDS prevention; ensure basic health-related school policies and support from individual schools and communities to the national level.

I encourage all to come forward.

Regards

Abdulla

On 07/08/2017 23:43, Francesca Morandini wrote:

> Dear ZESC Members,
>
> Thanks to the ones of you who have attended today's ZESC meeting.
>
> Today DPS Abdulla has presented to ZESC members the GPE MULTIPLIER

FUND, a new funding opportunity designed to support financing gaps of Education Sector Plan in developing countries. GPE will provide funding through this window in a proportion of 1 to 3 provided other partners are committed to inject additional funding to support education over and above their original commitment to support ZEDP II.

Therefore, as agreed today, the Ministry of Education and Vocational Training is kindly asking to all partners TO PROVIDE INFORMATION OF ANY POSSIBLE FUNDING FOR ZANZIBAR EDUCATION SECTOR THAT HAS NOT ALREADY BEEN COMMUNICATED AND INCLUDED IN THE ZEDP II, ALSO FROM NEW PARTNERS. This information will help Zanzibar apply to the GPE Multiplier Fund (attached the information note and the expression of interest form, previously shared by DPS Abdulla).

A small task force has been formed and will meet on WEDNESDAY 9 AUGUST AT 2.00 PM. Please provide information on additional funding not already included in ZEDP II by that time.

Dear ZESC members,

I take this opportunity to circulate the report of the Programme assessment conducted by GPE on Zanzibar proposal for GPE funding: PHASE II QUALITY ASSURANCE REVIEW PROCESS FOR EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS, in short QAR 2 REPORT.

A number of concerns are identified by the QAR 2 review of Zanzibar GPE proposal, which need to be addressed in the final PD to be submitted by 1 September 2017 to the Secretariat, notably:

1. Need for a robust M&E framework

2. An Operational plan should be developed and it would be ideal for the first year's implementation plan to be included in the final PD. Each of these two documents should assign responsibility for identified activities and agree on annual and completion targets.

3. The Risks section should be revised and identify the risks of decentralization and deconcentration, and the impact of removal of parental contributions particularly to pre-primary education and state what immediate measures are being taken to mitigate these risks.

4. The calculation of costs needs to be revisited and any anomalies addressed. It would help if clarification on teacher training and Tutu center costs were provided.

5. Related to the Variable Part, the current PD sets triggers to release the VP (30% of the total grant) based on targets relating to the dimensions of Access/Equity, Learning and Efficiency. The target and associated indicator on Learning uses public examination results and needs to be reviewed, the target on efficiency is not strictly within the GPE Board definition and the target on equity could be refined to focus more on disadvantaged districts. In addition, the Theory of Change (TOC) describing the VP section needs revision. The application for the VP will be stronger when the baseline information becomes available.

6. Finally, and related to the fixed part requirement, the PD itself does not directly specify the commitment to education by RGZ, the Application form, Situation Analysis and the ZEDP II do and Education's share of both Zanzibar's GDP and the recurrent budget are within international guidelines for these shares. However, there is some uncertainty about Zanzibar meeting the GPE Board requirement on 45% share of budget going to primary education for countries that have not yet reached Universal Primary Completion.

> The Consultant and the TWG are working to address these comments.
>
> With best regards,
>
> Francesca
>
> UNICEF
>
> Dear ZESC Members,
>
> I kindly wish to invite you to ZESC meeting to be held on Monday 7th August 2017 at 10.00 hours at Ministry Meeting Room. The Objective of the meeting is to discuss about GPE Multiplier Fund and Expression of Interest for MOEVT. I would appreciate if the members could provide feedback if they will be able to provide additional financing of ZEDP II over and above the current commitment. Attached are the two documents to be discussed.
>
> Best Regards
>
> ---
>
> Abdulla M. Abdulla
>
> Deputy Principal Secretary
>
> Ministry of Education and Vocational Training P.O. Box 394 Zanzibar
>
> Tel/Fax: +255-24-2234356
>
> Mobile: +255 -777-412604
>
> On 31/07/2017 14:25, Abdulla M. Abdulla wrote:
>
> > Dear Colleagues,
> >
> > Attached please find an GPE-Multiplier Fund Expression of Interest
> >
> > form.
> >
> > ---
> >
> > Abdulla M. Abdulla
> >
> > Deputy Principal Secretary
> >
> > Ministry of Education and Vocational Training P.O. Box 394 Zanzibar
> >
> > Tel/Fax: +255-24-2234356
> >
> > Mobile: +255 -777-412604
> >
> > On 31/07/2017 12:47, Abdulla M. Abdulla wrote:
> >
> > > Dear Colleagues;

> > > We have received the information from Global Partnership on Education
>
> > > of creation another window of funding within GPE by the name of
>
> > > Multiplier Fund to support financing Gap of Education Sector Plan in
>
> > > developing countries. GPE will provide funding through this window at
>
> > > proportion of 1 to 3 provided other partners are committed to provide
>
> > > additional funding to support education over and above their original
>
> > > commitment to support ZEDP II. The country interested to access the
>
> > > resources for the year 2018 have to submit its expression of interest
>
> > > by 15th August 2017. I am pleased to share with you the information
>
> > > note attached herewith and would suggest a meeting on Monday 7th
>
> > > August 2017 at 10.00 am to discuss in details.

Abdulla M. Abdulla
Deputy Principal Secretary
Ministry of Education and Vocational Training P.O. Box 394 Zanzibar
Tel/Fax: +255-24-2234356
Mobile: +255 -777-412604

Gmail Nisma Elias <nisma.moevt@gmail.com>

MZF commitment letter to ZEDPII

1 message

Khadija Shariff <kshariff@mzfn.org> Tue, Aug 15, 2017 at 8:48 AM
To: Massoud Salim <msalim@unicef.org>, Francesca Morandini <fmorandini@unicef.org>, Abdulla Mzee Abdulla <abdulla.mzee@moez.go.tz>, Khalid Wazir <wazir.khalid@hotmail.com>, Cecilia Baldeh <cbaldeh@unicef.org>, Stella Mayenje <stella.mayenje@gov.se>, Nisma Elias <nisma.moevt@gmail.com>

Dear DPS,

Please find attached MZF's letter of commitment to the ZEDPII.

In addition to this, MZF is seeking to implement a program in partnership with SUZA and FAWE through a matching grant from Wellspring Advisors worth $500,000USD for 2 years(2017 to 2019). The proposed project will focus on STEM and will include teacher professional development, empowerment of girls and career development. This program is NOT confirmed, but we would like to include it as indicative funding. We should know by September of this year.

In addition, I have been following up with other partners including SAZANI, Action Aid, ZAPDD, ZATU, etc to get them to share their letter of commitment to the sector as well. I hope to hear from them soon.

Thanks,
Khadija

COMMITMENT FROM MZF TOWARDS THE ZANZIBAR EDUCATION DEVEELOPMENT.pdf
207K

Gmail Nisma Elias <nisma.moevt@gmail.com>

Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Massoud Salim <msalim@unicef.org> Mon, Aug 14, 2017 at 5:36 PM
To: Nisma Elias <nisma.moevt@gmail.com>, "Abdulla M. Abdulla" <abdulla.mzee@moez.go.tz>
Cc: Francesca Morandini <fmorandini@unicef.org>

Dear Nisma,

Please use the e-mail below in updating the total funding for Nutrition. It is USD 315,000 for five years, the figure shared previously was in Canadian Dollars. The table below gives cost breakdown annually. Thanks, Massoud

Massoud M. Salim

Education Specialist Zanzibar

e: msalim@unicef.org Tel:+255 777 485015

United Nations Children's Fund

Zanzibar Field Office

ZSTC Building, Malawi Road, Kinazini, PO Box 3927, Zanzibar - Tanzania

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unicef | for every child

From: Biram Ndiaye
Sent: Monday, August 14, 2017 5:33 PM
To: Massoud Salim <msalim@unicef.org>; Cecilia Baldeh <cbaldeh@unicef.org>; Kiwe Sebunya <ksebunya@unicef.org>
Cc: Marko Msambazi <mmsambazi@unicef.org>; Francesca Morandini <fmorandini@unicef.org>
Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Dear Massoud and Cecilia

Please note the 400,000 are in CAD which is equivalent to 315,000 USD. I don't know the duration of GPE, but this budget is for 5 years. Please find below the breakdown per year. Moreover, this fund is supposed to come from GAC

proposal. Which still negotiations. Depending on the final amount, we might need to readjust the figures.

Budget Line	2018/19	2019/20	2020/21	2021/22	2022/23	Total
Secondary schools have increased proportion of teachers capacitated to provide weekly IFA supplementation to adolescent girls in Zanzibar	64,913	68,625	73,211	81,872	27,091	315,713

Best Regards,

Biram

Biram Ndiaye, PhD, MPH, MSc

Chief Nutrition, UNICEF Tanzania

5 Bains Avenue, Masaki, P.O. 4076, Dar es Salaam, Tanzania

Tel. Mobile: +255 787 600 114 - Direct: +255 22 219 6650

Email: bindiaye@unicef.org

-----Original Message-----
From: Massoud Salim
Sent: Monday, August 14, 2017 4:59 PM
To: Cecilia Baldeh <cbaldeh@unicef.org>; Kiwe Sebunya <ksebunya@unicef.org>
Cc: Marko Msambazi <mmsambazi@unicef.org>; Francesca Morandini <fmorandini@unicef.org>; Biram Ndiaye <bindiaye@unicef.org>

Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Dear Cecilia,

This will be added into the EOI.

Massoud M. Salim

Education Specialist Zanzibar

e: msalim@unicef.org Tel:+255 777 485015

United Nations Children's Fund

Zanzibar Field Office

ZSTC Building, Malawi Road, Kinazini, PO Box 3927, Zanzibar - Tanzania Follow us on Facebook, Twitter, YouTube and at www.unicef.org

-----Original Message-----

From: Cecilia Baldeh

Sent: Monday, August 14, 2017 4:42 PM

To: Massoud Salim <msalim@unicef.org>; Kiwe Sebunya <ksebunya@unicef.org>

Cc: Marko Msambazi <mmsambazi@unicef.org>; Francesca Morandini <fmorandini@unicef.org>; Biram Ndiaye <bindiaye@unicef.org>

Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Massoud add $400,000 from Nutrition for nutrition supplementation

==========

Cecilia Baldeh

Chief, Education

United Nations Children's Fund

Plot 1403-1 Bains Avenue, Box 4076, Dar es Salaam, Tanzania Follow us on Facebook, Twitter, YouTube and www.unicef.org/tanzania

Tel. Office: +255 222196600 ; Tel Direct: +255222196620 ; Mobile: +255787600075;

Email: cbaldeh@unicef.org

-----Original Message-----

From: Massoud Salim

Sent: Monday, August 14, 2017 4:41 PM

To: Kiwe Sebunya <ksebunya@unicef.org>

Cc: Marko Msambazi <mmsambazi@unicef.org>; Cecilia Baldeh <cbaldeh@unicef.org>; Francesca Morandini <fmorandini@unicef.org>

Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Dear Kiwe,

The Expression of Interest has already been completed and will be submitted tomorrow 15th August. UNICEF contribution that has been included in the EOI is USD 2.6 million (USD 2.118 from SWASH activities drawn from EAC proposal and USD 400,000 for Child protection components). No other information received from any other section.

Thank you, Massoud

Massoud M. Salim

Education Specialist Zanzibar

e: msalim@unicef.org Tel:+255 777 485015

United Nations Children's Fund

Zanzibar Field Office

ZSTC Building, Malawi Road, Kinazini, PO Box 3927, Zanzibar - Tanzania Follow us on Facebook, Twitter, YouTube and at www.unicef.org

-----Original Message-----

From: Marko Msambazi

Sent: Monday, August 14, 2017 3:54 PM

To: Massoud Salim <msalim@unicef.org>

Cc: Kiwe Sebunya <ksebunya@unicef.org>

Subject: FW: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Dear Massoud.

Can you provide feedback on this to Kiwe; I know we discussed it but could be good coming from you directly.

Best regards

Marko J. Msambazi

WASH Officer

UNICEF Zanzibar

P. O. Box 3927

Zanzibar , Tanzania.

Cell: +255 754 801 598

Email: mmsambazi@unicef.org

-----Original Message-----

From: Kiwe Sebunya

Sent: Monday, August 14, 2017 11:28 AM

To: Marko Msambazi <mmsambazi@unicef.org>

Subject: FW: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Any progress on this?

Kiwe Sebunya

Chief WASH, UNICEF Tanzania Country Office Plot 1403-1 Bains Avenue, Masaki PO Box 4076 Dar es Salaam, Tanzania United Nations Children's Fund

Tel: +255 22 219 6600(gen), +255 22 219 6658 (direct), + 255 689 141 511 (mobile)

Email: ksebunya@unicef.org

-----Original Message-----

From: Kiwe Sebunya

Sent: Wednesday, August 09, 2017 9:27 AM

To: John Mfungo <jmfungo@unicef.org>; Marko Msambazi <mmsambazi@unicef.org>

Subject: FW: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

John/Marko

I think it is worth supporting. Basically GPE is willing to donate to the Zanzibar education sector $1 for every $3 that Zanzibar contributes. So Zanzibar education sector wants to total RGZ + DPs(includes UNICEF) contribution to boost their contribution in order to attract more GPE funds. Note that the funds do not come to UNICEF. What Marko has to ensure is that the Government plan has SWASH in it.

Can we use our projected funding to Zanzibar in CPD/UNDAP?

Kiwe Sebunya

Chief WASH, UNICEF Tanzania Country Office Plot 1403-1 Bains Avenue, Masaki PO Box 4076 Dar es Salaam, Tanzania United Nations Children's Fund

Tel: +255 22 219 6600(gen), +255 22 219 6658 (direct), + 255 689 141 511 (mobile)

Email: ksebunya@unicef.org

-----Original Message-----

From: Massoud Salim

Sent: Tuesday, August 08, 2017 5:59 PM

To: Cecilia Baldeh <cbaldeh@unicef.org>; Biram Ndiaye <bindiaye@unicef.org>; Kiwe Sebunya <ksebunya@unicef.org>; Stephanie Shanler <sshanler@unicef.org>; Shane Keenan <skeenan@unicef.org>

Cc: Francesca Morandini <fmorandini@unicef.org>; Rene Van Dongen <rvandongen@unicef.org>

Subject: RE: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Dears,

The ratio is okay, for every US$3 committed by partners, GPE will contribute US$1. Zanzibar is qualified for US$2.5 million hence we need (all partners in Zanzibar) to commit US$7.5 million. This is urgently needed as we meet tomorrow Wednesday at 2.00 pm for drafting the Expression of Interest.

Thanks, Massoud.

Massoud M. Salim

Education Specialist Zanzibar

e: msalim@unicef.org Tel:+255 777 485015

United Nations Children's Fund

Zanzibar Field Office

ZSTC Building, Malawi Road, Kinazini, PO Box 3927, Zanzibar - Tanzania Follow us on Facebook, Twitter, YouTube and at www.unicef.org

-----Original Message-----

From: Cecilia Baldeh

Sent: Tuesday, August 8, 2017 5:47 PM

To: Biram Ndiaye <bindiaye@unicef.org>; Kiwe Sebunya <ksebunya@unicef.org>; Stephanie Shanler <sshanler@unicef.org>; Shane Keenan <skeenan@unicef.org>

Cc: Francesca Morandini <fmorandini@unicef.org>; Massoud Salim <msalim@unicef.org>; Rene Van Dongen <rvandongen@unicef.org>

Subject: FW: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Importance: High

Dear Biram, Kiwe and Stephanie

For Zanzibar, would you like to indicate your contributions to the education sector for CP, nutrition and WASH? The MOEVT would then use these "additional" pledged contributions to apply for additional GPE funds that GPE could consider matching on a 1:3 basis. Massoud please confirm the ratio. This is an opportunity to leverage additional resources for areas of interest to us that are not being covered by the UNICEF education budget. Kiwe yours I think is an easy one given your focus on WASH in schools. Biram you intend to support Iron and Folic Acid Supplementation in schools. How much would that cost? Stephanie, Shane already had costed the UNICEF CP contribution to the EAC plan. If CP maintains that commitment, this can be pledged as UNICEF CP contribution and will bring in more funds to MOEVT to cover your focus areas.

Thanks cb

==========

Cecilia Baldeh

Chief, Education

United Nations Children's Fund

Plot 1403-1 Bains Avenue, Box 4076, Dar es Salaam, Tanzania Follow us on Facebook, Twitter, YouTube and www.unicef.org/tanzania

Tel. Office: +255 222196600 ; Tel Direct: +255222196620 ; Mobile: +255787600075;

Email: cbaldeh@unicef.org

-----Original Message-----

From: Abdulla M. Abdulla [mailto:abdulla.mzee@moez.go.tz]

Sent: Tuesday, August 8, 2017 4:13 PM

To: Francesca Morandini <fmorandini@unicef.org>

Cc: Khalid Wazir <wazir.khalid@hotmail.com>; safiarijaal@yahoo.co.uk; asyab4tz@yahoo.com; tawakali27@yahoo.com; muombwahaji@yahoo.co.uk; Bakari Silima <bsilima@yahoo.com>; masha.fakih <masha.fakih@yahoo.com>; Helena Reuterswärd <helena.reutersward@gov.se>; Cecilia Baldeh <cbaldeh@unicef.org>; Mali <Mali.Nilsson@savethechildren.org>; Principal secretary MoEVT <khadija.bakari@moez.go.tz>; Khamis Said <khamis.said@akfea.org>; Zanzibar Teachers Union ZATU <zatuznz@gmail.com>; Omar Ali <omars_ali@yahoo.com>; omar omar <omarbhai_7@hotmail.com>; zubeirkhamis68@yahoo.com; Suleiman Yahya Ame <suleiman.ame@moez.go.tz>; Maalim Rashid <rmukki@gmail.com>; sichana.foum@hotmail.com; Mohamed Said <mohd.ab@live.com>; IDDI KHAMIS HAJI <iddi.haji@zhelb.go.tz>; Laura Kikuli <lkikuli@usaid.gov>; Marcus Eriksson <marcus.eriksson@gov.se>; Kaboko Mathus Nkahiga <knkahiga@worldbank.org>; Huma Ali Waheed <hwaheed@worldbank.org>; Stella Mayenje <stella.mayenje@gov.se>; Mshauri Abdulla Khamis <khamis0708@gmail.com>; massoud.salim@moez.go.tz; David Bruns <dbruns@usaid.gov>; Halima Wagao <ms.wagao@gmail.com>; BNassor Khatib <bnkhatib@gmail.com>; i.budali@afdb.org; damaris musyoka <d.mulewa@hgsf-global.org>; m.wepo@brienholdenvision.org.za; ycares@dubaicares.ae; Nelson Musikula <nelson.musikula@vsoint.org>; salimsururu@gmail.com; e.mashayo@brienholdenvision.org.za; elise@nfuorge.org; Rupert Corbishley <rupert.corbishley@akfea.org>; Carlton Aslett <carltonas@gmail.com>; Fatma Ramadhan <tumamode7@gmail.com>; TNZ-ZNZ-All Staff <TNZ-ZNZ-All_Staff@unicef.org>; Jessica-Louise Lopez <jelopez@usaid.gov>; Laura Bassini <laurabassini@acra.it>; TNZ-EQUAL-Staff <TNZ-EQUAL-Staff@unicef.org>; Shiraz Chakera <schakera@unicef.org>; sabrina.battashy@gmail.com; mshauri khamis <msahab01@hotmail.com>; Dr. Massoud Mohamed SALIM <massoudsalim17@hotmail.com>; Nisma Elias <nisma.moevt@gmail.com>; Elmer Dettelbacher Sonya EDA EMS <sonya.elmer@eda.admin.ch>; Khamis Said <Khamis.said@akdn.org>; kshariff@mzfn.org; Donaldina Lugeumbiza <d.lugeumbiza@gmail.com>; donaldina@overseas.koica.go.kr; suma.mbatiani@gmail.com; h.simba@afdb.org; Massoud Salim <msalim@unicef.org>; M S TODD <marktoddzan@gmail.com>; OTHMAN Omar <othman540@yahoo.com>; Mohamed A. Said <m.abd@moez.go.tz>; masoudmasoud@hotmail.com; Zulmira Rodrigues <z.rodrigues@unesco.org>; Lucinda Elena Ramos Alcantara <lramosalcantara@globalpartnership.org>; hindalistic@yahoo.com; heather.odea@savethechildren.org; mwinyimadina@yahoo.com; helena.reuterward@gov.se; phillip.finell@gov.se; Khamis_tra@hotmail.com; j.alima-kotta@unesco.org; cdjondo@usaid.gov; safiarijal@yahoo.co.uk; omar.ali@moez.go.tz; mashafakih@yahoo.com; director@zvta.go.tz; asyaissa69@gmail.com; mohdmwinyi60@yahoo.com; ahmadabuu@gmail.com; mpajimaalim@yahoo.com; idris.rai@gmail.com; siajabupandu@hotmail.com; pmu@moez.go.tz; yussuf.omar@yahoo.com

Subject: Re: Update from ZESC meeting held today; extra funding opportunity with GPE Multiplier Fund; and GPE QAR2 report

Importance: High

Dear Ms. Morandini,

[Quoted text hidden]

KOREA INTERNATIONAL COOPERATION AGENCY
P. O. Box 31370, 6th Floor, Millennium Towers, Kijitonyama, Dar es Salaam
Tel: 255-22-2772324 Fax: 255-22-2772297

KT/GN/29/17

11th August 2017

Principal Secretary
Ministry of Education and Vocational Training
P.O. Box 394
Zanzibar

RE: KOICA's Commitment to Supporting Zanzibar Education Development Programme II (ZEDP II)

Korea International Cooperation Agency (KOICA) presents its compliments to the Ministry of Education and Vocational Training (MoEVT).

We would like to inform your esteemed Ministry that KOICA plans to launch aproject entitled *"The project forEnhancing Quality of Secondary Education through Holistic Approach in Zanzibar"*, for thetotal budget of 10million USD and period of 2018-2022.

The project is in design stage and will be finalized by this year;therefore the final approval of the project from the government of the Republic of Korea is currently being undergone.

Once again, KOICA would like to acknowledge our full participation and continued collaboration in ensuring the goals and objectives of ZEDP II, are met through the implemtation of our project.

With Regards,

Joonsung Park
Country Director
KOICA Tanzania Office

15th August, 2017

The Permanent Secretary,
Ministry of Education and Vocational Training
Revolutionary Government of Zanzibar

Dear Madam,

RE: MECP-Z Budget forecast for the five next year 2018-2022

Kindly consider the above heading.

Madrasa Early Childhood Programme – Zanzibar is confirming that its five year estimated budget will be **TZS. 5 billion**. This is according to our five year programming and budgeting forecast for the years 2018 – 20122.

Best regards,

Khamis Said
Programme Director

EARLY CHILDHOOD
PROGRAMME - ZANZIBAR
P.O. Box 3716 - Zanzibar
Tel: +255 24 223 2277
Kiponda Street Zanzibar

United Nations Children's Fund
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Facsimile 255 24 2235734
Email: zanzibar@unicef.org
www.unicef.org

14th August 2017

Ref No. ZNZ/PR – 200/2017/145

Principal Secretary,
Ministry of Education and Vocational Training,
P.O.Box 394,
Zanzibar

Re: UNICEF's Country Programme Commitment to Education Sector in Zanzibar 2016/17 - 2020/21

UNICEF would like to appreciate commitment shown by your Ministry in advancing education sector in Zanzibar through the development of a five-year Zanzibar Education Development Plan (ZEDP II).

I am grateful to inform you of UNICEF financial commitment to the country programme for education sector in Zanzibar for a period of 2016/17 - 2020/21 to be USD 9.0 million for five years subject to availability of resources within the organization. The funds are earmarked on supporting various programmes, plans and activities targeting **enhancing equitable and inclusive access to quality basic education and lifelong learning.**

I take this opportunity to express my gratitude for your commitment in improving the education of the children in Zanzibar and UNICEF re-affirm its support to your Ministry.

Yours sincerely,

Oluwatosin Kuti
OIC
UNICEF Sub-Office
Zanzibar