

**This application form is for countries applying for: 1) Multiplier ESPIG only, or 2) Multiplier ESPIG and Regular ESPIG combined**

## Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG<sup>1</sup>

OVERVIEW							
Country:	Ethiopia						
Grant agent(s):	World Bank						
Coordinating agency(ies):	Royal Norwegian Embassy and USAID						
Date of submission of the endorsed ESP/TEP:	5/18/2016						
Period of the ESP/TEP:	2015/16-2019/20						
Date of submission of the full application package:	12/15/2020						
Program name (optional):	Additional Financing to Ethiopia General Education Quality Improvement Program for Equity for Refugees Integration						
Multiplier ESPIG amount requested:	US\$20 million						
Multiplier ESPIG - Fixed Part <sup>2</sup> :	0						
Multiplier ESPIG - Variable Part <sup>3</sup> :	US\$20 million						
Co-financing mobilized (list amount and donors):	International Development Association – US\$55 million Danish Ministry of Foreign Affairs – US\$5 million						
Agency fees (Multiplier) – additional to allocation:	US\$350,000						
Regular ESPIG amount requested:							
Regular ESPIG - Fixed Part <sup>4</sup> :							
Regular ESPIG - Variable Part <sup>5</sup> :							
Agency fees (Regular ESPIG) - additional to the country allocation:							
Estimated starting date:	4/1/2021						
Estimated closing date (last day of the month, e.g. May <u>30</u> , 2025):	3/31/2025						
Expected submission date of completion report:	9/30/2025						
<b>Grant currency</b> - please enter 'X' in the box to indicate the currency of the grant amount and fees	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;"><input checked="" type="checkbox"/></td> <td>US Dollar</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Euro</td> </tr> </table>	<input checked="" type="checkbox"/>	US Dollar	<input type="checkbox"/>	Euro		
<input checked="" type="checkbox"/>	US Dollar						
<input type="checkbox"/>	Euro						
<b>Grant modality</b> - (please enter 'X') <sup>6</sup>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Sector Pooled or Budget Support</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Project Pooled/ Co-financed</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Project/ Stand-alone</td> </tr> </table>	<input type="checkbox"/>	Sector Pooled or Budget Support	<input checked="" type="checkbox"/>	Project Pooled/ Co-financed	<input type="checkbox"/>	Project/ Stand-alone
<input type="checkbox"/>	Sector Pooled or Budget Support						
<input checked="" type="checkbox"/>	Project Pooled/ Co-financed						
<input type="checkbox"/>	Project/ Stand-alone						

<sup>1</sup> This application form was revised in June 2020.

<sup>2</sup> Including other grant agent costs such as supervision, country offices, etc. (See “supplemental program cost” section of this application).

<sup>3</sup> Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

<sup>4</sup> Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

<sup>5</sup> Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

<sup>6</sup> See Annex 1 for definitions.

## **NOTE TO THE USER**

### **Disclosure of ESPIG Documents:**

→ Following the final approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents, including program documents and Joint Sector Review reports or aide memoirs, will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

### **Notification to the Secretariat:**

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE submission dates.

### **Application Guidelines:**

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

### **Application Package:**

→ The full ESPIG application package is considered an integral part of the approval. Changes to any of these documents after submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

### **Data Sources:**

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

# CONTENTS

<b>I. Multiplier ESPIG</b>	<b>4</b>
I.1 Sources and types of co-financing	
<b>II. Fulfilment of the requirements - Fixed Part</b>	<b>5</b>
II.1 A credible, endorsed ESP/TEP	
II.2 Evidence of commitment to finance the endorsed ESP/TEP	
II.3 Availability of critical data	
<b>III. Country information</b>	<b>12</b>
<b>IV. Program</b>	<b>12</b>
IV.1 Program description	
IV.2 Expected outputs	
IV.3 Financial overview	
IV.4 Grant agent role and cost	
IV.5 Use of other grant agent costs	
IV.6 Aid effectiveness	
<b>V. Variable Part</b>	<b>23</b>
V.1 Variable part strategies in equity, efficiency, learning outcomes	
V.2 Variable part indicators, targets and means of verification	
V.3 Disbursement mechanism	
<b>VI. Inclusive Approach</b>	<b>34</b>
VI.1 Development Partners	
VI.2 Sign-off	
<b>Annex I: Definitions of terms</b>	<b>36</b>
<b>Annex 2: List of Development and Humanitarian Partners consulted during design</b>	<b>38</b>
<b>Annex 3: Evidence of Domestic Resource Mobilization.</b>	<b>Attached</b>

Annex 2:

# I. MULTIPLIER ESPIG

## II.1 Sources and types of co-financing

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

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

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

#	Partner	Amount (US\$)	Instrument (grant, loan, etc.)
1	International Development Association	55 million	Grant
2	Danida	5 million	Grant
3			
4			
5			
	Total in US\$:	60 million	

## II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

### II.1 Requirement 1: An endorsed quality ESP/TEP<sup>7</sup>

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

The ongoing national Education Sector Development Programs V (ESDP V) for 2015/16-2019/20 serves as the main framework for educational development in Ethiopia. The high quality of ESDP V was assured through a rigorous development process which ensured the plan aligned national need with international good practices in education service delivery, management and oversight. The ESDP V was developed through an extensive consultation process involving the Federal Ministry of Education (MoE), Regional Education Bureaus (REBs), the Education Strategic Center, universities, development partners, national and international non-governmental and civil society organizations. It was then independently appraised and endorsed by the Education Technical Working Group (ETWG) in 2016. The MoE carried out a mid-term evaluation of ESDP V and the results were shared with key stakeholders during the Annual Education Conference held on March 21-22, 2019 and the Joint Sector Review held on June 17, 2019.

For the past two decades, education has been considered as the main engine for the transformation of the country. Therefore, the Government of Ethiopia has invested more than one fourth of the annual national public expenditure -- or 4.1 % of its GDP-- during the last two decades. The share of education in the total government budget has been between 22 percent to 26 percent from 2013/14 to 2017/18, demonstrating the Government's commitment to investing in education. Due to that effort, access, especially of girls and of children in the poorest households, has remarkably improved. However, quality, equity and internal efficiency still remain the critical challenges. ESDP V focuses on overcoming these challenges by achieving equal opportunities and participation for all and by delivering improved quality. The ESDP VI is to focus on the same areas in basic education given the large unfinished agenda in this sub-sector.

The ESDP VI (2020-21/-2024/25) education sector planning process is supported by the GPE's Education Sector Development Program Grant. The Grant Agent is the UNESCO International Institute for Education Planning (IIEP) with vast knowledge and the successful experience assisting previous education sector development programs in Ethiopia and around the world (UNESCO IIEP supported the preparation of the Ethiopia ESDP IV and the ESDP V education sector plans). The Government of Ethiopia has also developed the 10-Year Education Sector Strategy 2020-2030 based on a comprehensive situation analysis and countrywide consultation around Education Road Map. The strategy provides a broad vision and direction for the development of education. HE, Minister of Education, made a comprehensive presentation of the 10 Years Plan to the ETWG and a large number of CSOs on the 12th of August 2020. Following his excellent presentation, the ETWG members were invited to provide feedback. Another presentation of the 10 years plan was delivered on the 26th of August with high level participation from INGOs, UN organizations, development partners and CSOs. A consultation and discussion with the ETWG was conducted on 10 December. The development of the ESDP VI has been steered by the Ministry of Education. The ESDP VI will serve as the implementation framework for educational development for the next five-year term in line with this vision. The COVID19-pandemic, and the relocation of international staff of development partners, disturbed the usual processes. However, following the discussion of the 10-Year plan, the ESDP VI was discussed in the ETWG meeting on 10<sup>th</sup> December; it is still to be endorsed prior to the GPE Board, and to be complemented by a multi-year action plan for the priority programs. The GPE supports the process by enhancing its quality through an independent assessment of the ESDP VI. Independent consultants, who are to be selected from an approved roster, will follow a standard methodology, which is based on the IIEP/GPE appraisal guidelines.

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

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

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link](#).<sup>8</sup> Attach the completed template to this application.

**TABLE 1 | Evidence of external resource mobilization**

Actual value for three years			Target values for the period of the Program					
Data for the past three years (indicate years as relevant)			Data for the relevant duration of the program (indicate years as relevant)					
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Total
<b>Education sector plan</b>								
Education sector plan cost (local currency in Billions)								
81,350	91,831	98,781	108,225	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization
Government funding (local currency in Billions)								
109,863	112,368	113,638	77,446	85,162	97,875	111,206	125,008	496,697
External funding – excluding GPE funds (local currency)								
Core donor financing (based on donor contributions to major projects and coordinated through the ETWG) to education is high and consistent, at around \$400 million per year (roughly 8 billion birr) for the past five years. This is equivalent to 50%-65% of the annual funding gaps presented in the plan (p.136 of ESDP V)				ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization
Funding gap as recorded in the ESP (local currency)								
14,406	15,729	12,336	12,863	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization
GPE support (local currency)								
<b>GPE Grants</b>								
Duration and GA	Grant Amount	Status	Start date	End date	Grant Modality			
2008-2013 World Bank	US\$69.5 million	Closed	11/21/2008	9/30/2013	FTI Grant			
2010-2013 World Bank	US\$97.8 million	Closed	7/26/2010	12/31/2013	Pooled fund modality (GEQIP-I)			
2014-2017 World Bank	US\$100 million	Closed	5/9/2014	2/17/2017	Pooled fund modality (GEQIP-II)			

<sup>7</sup> Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

<sup>8</sup> This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: <http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex>. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).

2017-2019 World Bank	US\$70 million (FP) US\$30 (VP)	Closed	7/18/2017	FP (12/31/2019) VP (6/30/2019)	Pooled fund modality (GEQIP-II). Results based financing (VP)
2020-2021 World Bank	US\$15 million	Active	8/31/2020	12/31/2021	Ethiopia GPE COVID-19 Education Response Project
2020-2021 Save the Children, UK	US\$20 million	Active	12/01/2020	11/30/2021	Project/Stand-alone.  Accelerated Funding
2021-2024 World Bank	US\$122.5 million	Under preparation	2/26/2021	7/7/2024	Additional Financing to GEQIP-E

**TABLE 2 | Major interventions of development partners**

Donor name	Major interventions	Financial scale (amount)	Years covered
International Development Association (World Bank)	General Education Quality Improvement Program for Equity	US\$ 300 million	2017-2024
UK Department for International Development (DFID)	General Education Quality Improvement Program for Equity	£90 million	2017-2022
The Norwegian Ministry of Foreign Affairs	General Education Quality Improvement Program for Equity	NOK 96 million	2017-2020
FINLAND: Ministry for Foreign Affairs	General Education Quality Improvement Program for Equity	€16.9 million	2017-2022
UN Children's Fund (UNICEF)	General Education Quality Improvement Program for Equity	US\$ 4 million	2017-2022
UK Department for International Development (DFID)	Technical Assistance for Support to General Education Quality Improvement for Equity	£19,500,000	2018-2022
FINLAND: Ministry for Foreign Affairs	Technical Assistance to the General Education Quality Improvement Program for Equity	850 000 €	2017-2020 (expected to be extended)

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

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

#### **II.3.1 A recent education sector analysis**

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).

- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.<sup>9</sup>

Main information and dates on the most recent education sector analysis as part of ESDP VI preparation include the following:

- **ESDP V Midterm Review:** In order to evaluate progress, in 2018 the MoE carried out its comprehensive midterm evaluation. The midterm evaluation report, prepared by the independent consultants, is credible and details the progress made in education sector during the first three years of the ESDP V implementation. It also identifies short- and long-term actions and recommendations. Its results have been extensively discussed with key stakeholders, which included development partners at the Annual Education Conference on March 21-22, 2019. Its lessons are guiding the last years of implementation of the ESDP V and will guide the development of the ESDP VI.
- **Road Map Analysis:** For the development of the Educational Road Map, which started in January 2016, a comprehensive analysis of the education sector current status was undertaken: “In the desk review, national and international relevant documents were reviewed. A systematic content analysis method was used to identify major themes and patterns. The fieldwork employed both quantitative and qualitative approaches, and covered all relevant state actors and non-state actors including the federal government, nine regional states, the two city administrations, civil societies and the general public. In this exercise, opinions and views were captured from top political leaders such as ministers, parliamentarians, regional presidents, and bureau heads. On the other hand, professionals (university presidents, deans, directors and experts), professional association leaders, school principals, teachers, students as well as parents have participated in the study. During, this extensive data gathering field work, in addition to the 36-education road-map development research team, over 100 research associates from different universities, and 11 focal persons from the regional and city administration education bureaus were mobilized and deployed across the project sites in the country”.
- **EMIS data:** The Ethiopian Educational Management Information System (EMIS) produces a wealth of information useful to planners, particularly for tracking progress on enrolment, retention, and key planning targets disaggregated by gender. Internationally required indicators are well covered. This information is mainly reflected in the Annual Statistical Abstracts. Due to the efforts made in the last years, the availability of up-to-date data has greatly improved. For example, the timeliness of the annual statistical abstract has greatly improved and as a result the first draft of the 2017/2018 statistical abstract was ready by October 2018; also the 2019/2020 school grant will be calculated with enrolment in 2018/19, unlike previous years when the abstract was published in December or January and the calculation of the school grant used two years-lag data in enrolment. EMIS collects data at all levels of the sector. Universities and TVET agencies collect their own data on their respective institutions; Higher Education Relevance and Quality Agency (HERQA) and the federal TVET agency manage this, which is then passed on to Federal EMIS. Adult education data (IFAE) is also collected by EMIS, although is less rigorous than the process followed in general education.
- **GEQIP programs:** Education data is collected, aggregated and reported centrally as part of the GEQIP monitoring and evaluation system. Moreover, GEQIP also supplies a host of qualitative information like comprehensive reports, annual reports or verification reports, which provide a large amount of evidence and lessons for the development of the sector.
- **National Learning assessments and National Examinations:** National Learning Assessment (NLA) is a nationally representative exam of student performance in key subjects in Grade 4, 8, 10 and 12. The

<sup>9</sup> Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.



latest NLA was conducted in 2014 for Grade 4 (Mathematics, Mother-tongue Reading, Environmental sciences and English) and Grade 8 (Mathematics, Biology, Physics, Chemistry and English). The tests in 2014 were anchored against the 2011 tests allowing comparisons of system performance over time by proficiency levels. The next learning assessment took place in 2019 and its results will be available for the ESDP VI preparation. Moreover, each year national examinations in grades 10 and 12 and regional examinations in grade 8 take place.

- Early Grades Learning Assessments: The MoE, in collaboration with DPs, has been carrying out the Ethiopia Early Grades Learning Assessments (EGRA) of grade 2 and grade 3 students. The EGRA examination has been conducted in 2014, 2016 and 2018.
- Household Surveys: A number of national representative household surveys and reports, that permit the analysis of socio-economic status, have been conducted. These are among others: the Demographic and Health Survey 2016; Socioeconomic Survey 2015-2016, Wave 3 (Living Standards Measurement Study -LSMS); Young Lives: An International Study of Childhood Poverty 2013-2014, Round 4; the 2016 Consumption and Expenditure Survey and the 2016 Welfare Monitoring Survey. The mentioned surveys include sections that focus on education.
- Major studies: Additional related studies developed by international organizations like the Resources Mobilization Strategy, the World Bank Expenditure Review, the Dashboard and school mapping initiatives, UNICEF Policy Briefs, among others, Inclusive education resource centers diagnostic study (2019), study of the Ethiopia Early Learning Partnership research team “Early Learning in Ethiopia: Equitable access and Learning. System Diagnostic Report for World Bank Early Learning Program” (2018), Lessons from a Technical Assistance Program QESSP: Ethiopia Quality Education Strategic Support Program.

#### Vulnerability and equity

In ESDP V, the first priority of the education and training system in Ethiopia focuses on equity. It aims at “providing equal opportunities and participation for all, with special attention to disadvantaged groups.” The equity goal translates into specific goals, including with respect to students with special needs and gender. Results Area 2 “Improved Equitable Access” of GEQIP-E (Subprograms 3.1, 3.2 and 3.4 of ESDP V) focuses on promoting equitable access to general education in Ethiopia with the aim to improve equity in the sector. The Program also supports the Government initiatives that target the main disadvantaged groups, including girls and children with disabilities, and are backed by strong evidence of efficacy.

Girls Education: Ethiopia has improved overall gender parity in general education in the last decade. The gender parity index (GPI) at the primary level improved from 0.67 in 1999/2000 to 0.93 in 2013/14 (though it declined to 0.9 in 2018/19). Within the schooling cycle, gender differences in dropout rate are the highest at the upper primary level (grades 5-8). While 13 percent of boys drop out at grade 8, it is 17 percent for girls. Only 19 percent of 14-year-old girls in the Afar region reach Grade 8 compared to 27 percent of boys and a national average of 51 percent of girls. Similarly, only 21 percent of girls in the Ethiopia Somali region reach grade 8 compared to 26 percent of boys. For Benishangul-Gumuz, while 58 percent of boys reach grade 8, only 43 percent of girls do. Beyond these regions, there are woredas across the country that are also lagging behind. Inequality of opportunity as measured by differences in access to upper primary/middle school level, is partially explained by the lack of school infrastructure. Only 70 percent of primary schools are able to offer full grades 1-8 education. Moreover, most schools in the country are failing to provide an adequate learning environment for students. 2019/20 EMIS data indicates that 4,383 schools operating in tents or under the trees, without basic infrastructure and educational inputs. These poor conditions contribute to girls dropping out, especially when they reach puberty. The economic costs of girls’ limited access to education and high level of child marriage and early childbearing are very substantial. Estimated by the World Bank, the data show that the loss in earnings from adult women working today as a result of that stands at US\$4.9 billion in annual benefits by 2030 (Economic Impacts of Child Marriage in Ethiopia: Synthesis Report, 2018).

GEQIP-E and the GPE AF focus on the enrollment and progression of girls at the upper primary level. The Program promotes gender equality by incentivizing: (i) empowerment of girls in upper primary grades through gender clubs; (ii) development and implementation of a life skills training manual for upper primary education; and (iii) gender-sensitive school improvement planning supported by the school grants and school inspections. The AF will contribute to the expansion of the upper primary and middle school network in disadvantaged areas to bring schools closer to communities (which is important for girls) and will invest in separate latrines and creating safe spaces for girls.

For refugee education, the focus of the AF proposed in this application, Gender disparities are large and worsening. The primary gender parity index (GPI) for refugees in the major regions in 2018/19 was 0.64, down from 0.71 in 2016/17; and only 12 percent of refugee girls complete primary school, versus 30 percent of boys (and 56 percent of girls in the general population). Fewer than eight percent of refugee primary school teachers – 166 out of 2236 – are female, exacerbating gender disparities in participation and learning as a result of a lack of role models for girls. The GER in upper secondary (grades 11-12) for refugee girls was just 3.3 percent in 2018/19. The proposed AF provides support to girls' learning and attainment through developing, piloting and scaling up life skills and empowerment classes and supporting activities for female refugee students, and supporting the provision of Basic School Grants, which finance a number of activities supporting and increasing participation of girls, to refugee schools for the first time.

Children with disabilities: Many children with disabilities (special needs) in Ethiopia are not integrated in the education system. According to the Education Statistics Annual Abstract only 11 percent of children with special needs were enrolled in primary schools, and 3 percent in secondary schools in 2018/19. Mainstream schools have inadequate capacity to implement special needs education activities and lack educational resources for children with special needs which limits their access. The ESDP V underlines the importance of increasing the provision of inclusive education in mainstream schools, including in the one-year school readiness program aimed at 6-year-olds and delivered in primary school campuses. It includes specific targets on IERCs, including for IERCs in mainstream schools.

GEQIP-E and the GPE AF supports the establishment of IERCs in mainstream schools to provide educational support for children and teachers alike.

Regional inequities: the parent GEQIP-E and AF, and the proposed Refugee AF, also focus on education service delivery in emerging regions (Afar, Ethiopia Somali, and Benishangul-Gumuz in particular) since the overwhelming majority of the lagging woredas are found in these regions.

### II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.<sup>10</sup>

The EMIS Directorate reports to UIS information related to General Education, Higher Education and Education Expenditure. The most recent report was sent in June 2017. The data is available and was shared on all key indicators including pre-primary and primary GIR, primary GER, primary and lower secondary completion rates, pupil-teacher ratios for primary and secondary levels, percentage of teacher trained according to national standard for primary and lower secondary levels; public expenditures on education as percent of GDP and percent of public expenditures, educational expenditure on primary as % of total educational expenditures. The challenges with reporting the data to the UIS include:

<sup>10</sup> If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

- Converting the data to international standards (ISCED). In this case, UIS requires the estimations and the mapping, especially of students and teachers, from grade 1-12 to be: primary (grade 1-6), lower secondary (grade 7-10) and upper secondary (Grade 11-12), which is different to the Ethiopian education system. The Government is planning the transition from 8-2-2-year primary, lower secondary and upper secondary education to 6-2-4-years of primary, middle and secondary schooling which is to simplify the reporting once the transition is implemented and the EMIS data collection procedures are adjusted accordingly.
- Also, the educational expenditures are captured by the Ministry of Finance and Economic Cooperation: it takes time to receive data; and
- More recently - disruptions in day-to-day operation brought by COVID-19 pandemic.

The education sector of Ethiopia collects a large amount of data for two main purposes: monitoring and evaluating the progress of the sector and making education policies built on evidence. There are several institutions that contribute to the collection of education data in the country, such as the Government Offices, NGOs, Development Partners (DPs), civil societies, and others. However, the main sources of information that are critical for monitoring and planning originate from the Education Management Information System (EMIS), the General Education Inspection Directorate (GEID) and the National Educational Assessment and Examination Agency (NEAEA) of the Ministry of Education. As mentioned above, due to the efforts made in the last years, the availability of up-to-date data has greatly improved. For example, the timeliness of the annual statistical abstract has greatly improved and the 2018/2019 statistical abstract is ready.

Results Area 4 “System Strengthening for planning, policy formulation and reform” of GEQIP-E (Subprograms 1.1, 1.2, 1.3, 2.1, 2.2 of the ESDP V) focuses on strengthening the key elements of the overall education system, and improved data collection and analysis specifically. This is a cross-cutting area that supports the other results areas to achieve the overall development objectives of improved internal efficiency, equitable access and quality of education in general education.

The improvement and integration of the EMIS is taking place at all levels of administration: from the schools to the federal level. Nevertheless, there are challenges due to manual data collection including in remote and poorly connected areas which is further accentuated during conflicts and violence, and recently with the outbreak of COVID-19. It is important to move away from paper-based to digital data collection, simplify data entry work, and ease the process of management and transfer of data to regional and national levels. These improvements in the process would support timely decision making and course correction. Digital data collection would help enable validation mechanisms to improve data accuracy and reliability, increase the ability to analyze collected data, and enable timely dissemination of the findings. GEQIP-E supports the introduction of a unique school ID to allow data integration across different data generating systems.

GEQIP-E and its AF incentivize the digitization of EMIS data collection and support validation mechanisms to improve the quality and reliability of data. The GPE AF will also focus on data use to inform the decision making, thereby adjusting different elements of the education system and contributing to improving internal efficiency, equitable access and quality of general education. The capacity of education stakeholders at the national and regional levels will be strengthened to perform data analytics using EMIS data and integrating it with early grade reading assessment (EGRA), national learning assessment (NLA) and other rich data sources collected by the Government. The National Education Dashboard Platform will be created to provide reliable data for secondary schools. Capacity building on EMIS within regions and in particular at woreda level is also important to improve quality of data. It will include training of woreda officials, cluster supervisors, and school principals building on support that has been provided by DFID’s technical assistance to GEQIP-E.

In refugee schools, preliminary integration into EMIS has been achieved with support from Education Cannot Wait and Building Self-Reliance of Refugee and Vulnerable Host Communities. The proposed Refugee AF builds upon this through support to further customization of EMIS, the National Learning Assessment (see below), and other relevant education information systems for refugee schools, as well as local-level support to supervision of refugee schools by REB and Woreda officials. More broadly, the support the AF will provide

to the long-term integration of refugee education into MoE/REB management, supporting inclusion of these schools in all sectoral information systems.

### II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.<sup>11</sup>

Ethiopia established a national learning assessment (NLA) system since 2000. The NLA conducts sample-based nationally representative surveys of student performance in key subjects in Grade 4, 8, 10 and 12. The latest NLA was conducted in 2019 for Grade 4 (Mathematics, Mother-tongue Reading, Environmental sciences and English) and Grade 8 (Mathematics, Biology, Physics, Chemistry and English). The tests are anchored against previous rounds tests allowing for comparison of system performance over time. The NLA performance can be reported in two ways: (i) scaled scores of 300 average (standard deviation 50) using Item Response Theory; and (ii) proficiency levels.

In addition, annual data on learning outcomes is obtained from the Early Grade Reading Assessment and Primary School Leaving Certificate Examination. Under GEQIP-E, joint reports are prepared by the Education Management Information System, General Education Inspection Directorate, and National Education Assessment and Examinations Agency, to identify learning gaps.

As described above, the proposed Refugee AF will support the customization of the NLA and other learning outcome measures for refugee schools and inclusion of refugee schools going forward.

## III. COUNTRY INFORMATION

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

Total population:	112,079 <sup>12</sup>
GDP Per Capita (USD):	857.5 <sup>13</sup>
School year runs from (month to month):	September to July
Budget cycle runs from (month to month):	July-July (July 8 - July 7)

## IV. PROGRAM

### IV.1 Program description (extracted from program document)

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

OR:

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

<sup>11</sup> If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

<sup>12</sup> United Nations Population Division. World Population Prospects: 2019 Revision

<sup>13</sup> World Bank national accounts data

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

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

**NOTE 2:** It is highly encouraged that a summary of the program description is provided.

Summary follows. For more details, see the Project Appraisal Document, Annex 6, Detailed Program Description.

GEQIP-E aims to assist the Government of Ethiopia in improving internal efficiency, equitable access, and quality in general education through investments in quality enhancement for pre-primary 'O-class' education; performance-based awards to schools to improve internal efficiency; empowerment of girls through girls' clubs, life skills training, and gender-sensitive school improvement planning; provision of teaching and learning materials and training in schools serving pastoralist areas; upgrading of schools to inclusive education cluster centers; improved pre-service and in-service training for teachers; and capacity building in Ministry of Education directorates and associated agencies to improve the quality of education system data. A first Additional Financing (AF) to GEQIP-E (P170943), provides US\$122.5 million from GPE to reduce a financing gap and enhance implementation of the parent program, including to address the impacts of COVID-19 in REB schools.

The proposed second AF to GEQIP-E, which the GPE Multiplier finance will support, will scale up GEQIP-E to refugee schools in the following geographic regions serving refugee populations: Afar, Benishangul-Gumuz, Gambella, Somali, and Tigray. The AF will support the GoE's policy of increasing access to quality education by refugees as defined in its pledges to support the Comprehensive Refugee Response Framework (CRRF). It will also lay the groundwork for a longer-term process of harmonization and integration of refugee education into MoE, and initiate the transition of secondary refugee education entirely to MoE administration.

The AF will maintain the Program for Results (PforR) modality of GEQIP-E, with a component of Investment Project Financing (IPF) to support targeted capacity building and pilot activities. The program will begin (become Effective) on 1 April 2021 and close on 31 March, 2025.

### **Program for Results Component (DLIs)**

The proposed AF adds three new DLIs to GEQIP-E, supporting: harmonization of refugee primary schools with MoE and REB services; integration of secondary schools; and provision of additional support for girls' empowerment and for catch-up learning to mitigate learning loss from COVID-19.

#### **DLI 10. Harmonization of services at refugee primary schools (US\$30 million equivalent, of which US\$9 million from GPE)**

This DLI supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee schools through MoE, REBs and woreda education officials. New DLRs are introduced to establish results targets specific to refugee populations outside the scope of current GEQIP-E program. The DLRs will include: (i) timely payment of Basic School Grants, through MoE, REBs and woreda-level education officials, to refugee schools (DLR 10.1, aligned with DLI 4 in the original program); (ii) in-service training or short courses for upgrading of refugee incentive teachers (DLR 10.2, aligned with DLI 5); and (iii) timely delivery of sufficient textbooks in core subjects to refugee schools, by REBs and woredas rather than through parallel ARRA systems (DLR 10.3, aligned with DLI 6). In the first year of the AF (2019/20), each DLR will support the establishment of institutional arrangements and fully costed implementation plans for each activity; in Years 2 and 3 (2020/21 and 2021/22) the DLRs then support the extension of these activities to a growing proportion of refugee schools.

**DLI 11. Integration of refugee secondary education (US\$14 million equivalent, of which US\$5 million from GPE)**

In the long term, full integration of refugee education into national systems of school service delivery will entail the transfer of refugee schools administered by ARRA to REB administration under MoE oversight, and to an integrated model serving both refugee and host communities in a single school. The AF will support the beginning of this process, focusing on the secondary sector. In Year 1 of the AF, this DLI will support the preparation of a detailed plan for integration, including for the transfer of payroll to MoE, with due consideration given to career progression and the long-term sustainability of the teaching workforce in secondary schools. In Year 2, the AF will support the transfer of two refugee secondary schools to REB administration as a pilot. In Year 3, an additional six schools will be supported for transfer to REB administration. In order to ensure that refugee education is expanded on a sustainable basis, a legal covenant will commit that any additional government secondary schools opening in camps following AF effectiveness will be under REB administration with oversight of MoE.

Around 1,300 refugee students enrolled in secondary schools attend REB schools in host communities. A second DLR under this DLI will provide support to these schools for activities for integration and inclusion of refugees, including increasing school capacity to meet the needs of the increased enrollment. The support will be integrated with the existing School Improvement Program. Schools in areas with large refugee populations will prepare Refugee Integration Plans, as addenda to existing School Improvement Plans, and receive top-up finance as an extension of the existing Basic School Grants.

**DLI 12. Innovations to address key challenges in refugee education (US\$15.6 million, of which US\$5.6 from GPE)**

Refugee girls' enrollment lags below that of boys in all five refugee-hosting regions. Barriers to girls' participation are complex and vary at regional level. Refugee girls also face an elevated risk of harassment, violence, and early marriage. GEQIP-E provides support to improvement in gender parity through girls' clubs, gender-sensitive school improvement planning, and development of a life skills manual for upper primary. This DLI will support the piloting and rollout in all main refugee-hosting areas of life skills training for girls, with topics including: self-esteem and confidence; decision-making and problem-solving; management of emotions and conflict; peers, friendships, and adult support; and personal health; as well as educational and work aspirations, and prevention of SGBV, early marriage and HTP. The AF will also support the appointment of adult female refugees who are secondary school graduates or above to act as learner's guides in refugee schools, particularly those schools which face severe shortages of female teachers.

Refugee schools face severe challenges to learning from shortages of qualified teachers. These challenges have been exacerbated by the COVID-19 pandemic and associated closure of schools. This DLI will also support the piloting and rollout of ICT-based interventions for self-directed learning in the major refugee-hosting regions. SMS messages and calls will be sent/made to households' existing mobile phones, targeted to children's learning level, which will be collected using high-frequency data collection via phone.

**IPF Component**

In addition to DLIs, the AF will scale up the existing IPF component with an additional US\$20 million equivalent to support capacity building activities.

**IPF Component 1: National and Regional Refugee Integration Units (US\$7 million equivalent)**

In order to develop capacity within MoE for refugee education, the IPF Component will support the establishment of a National Refugee Integration Unit) at MoE, with staff to administer and oversee MoE's responsibilities under the MoU and under the AF. The Unit will (i) identify and produce costed implementation plans for capacity building activities to be supported under the IPF; (ii) oversee development of policy and institutional frameworks and costed implementation plans for harmonization and integration activities; (iii) oversee overall implementation of program activities; and (iv) ensure integration of refugee issues in MoE planning and annual budgets.

Regional Refugee Integration Units will be established within the regional education bureaus in the five main refugee-hosting regions. These regional offices will provide necessary technical and advisory support to REBs and Woredas in taking up new activities and responsibilities to manage refugee education.

**IPF Component 2: Enhanced capacity for harmonization and integration (US\$13 million equivalent)**

The IPF component will provide capacity building at national level to support (i) improved coordination and planning of refugee education activities and deepening of relevant expertise in government ministries and agencies; (ii) improved service delivery at the regional and woreda level to refugee schools; (iii) improved support by ARRA at zonal level to MoE and REBs for delivery of services to refugee schools and protection of refugees; and (iv) integration of secondary refugee schools to REB administration.

In addition, the IPF component will provide support to the reopening of refugee schools following the COVID-19 pandemic through provision of low-cost WASH equipment at all refugee primary and secondary schools, including water tankers, portable handwashing stations, disinfectants and sanitizing materials; and health and personal protective equipment such as face masks, thermometers, first aid kits, and menstrual health management materials; and to catching-up of lost learning as a result of COVID-19 through the customization of accelerated and remedial learning materials for refugees and their dissemination to teachers in refugee schools.

**Key expected outcomes**

The second AF will maintain the key performance indicators of the original program (see PAD for first AF) and additionally support improved Gross enrollment rates of refugee primary and secondary education in the main refugee-hosting regions.

Does the program provide resources to support **private for-profit schools**?

No

Does the program provide resources to support **not for profit non-state** providers of core education services? If supporting not for profit non-state providers of core education services – such as community-owned and faith-based schools – does the program also help establish a regulatory framework if one does not already exist (or if there is no prior financing to support the development of a regulatory framework)?

The program supports the transition of refugee secondary education from nonprofit non-state providers to state provision. No direct or indirect support is provided to schools while run by non-state providers.

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

Program will start on Effectiveness, as defined in Grant Agreement between Government of Ethiopia and World Bank.

**IV.2 Expected Outputs<sup>14</sup> (extracted from program document)**

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators<sup>15</sup> (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of teachers trained

<sup>14</sup> For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

<sup>15</sup> See Annex 1 for definitions of these indicators.

Number of classrooms built or rehabilitated

**NOTE:** These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

**TABLE 3 | Target outputs per year**

Indicate if calendar year or implementation year <sup>16</sup> : Click here to enter text.	Baseline (Year 0)	2020 / 21	2021/22	2022/23	2023/24	Year 5
Number of textbooks purchased and distributed to refugee schools	0	0	Standard package to 60% of refugee schools (approx. 355,754 books)	Standard package to 70% of refugee schools (approx. 415,047 books)	Standard package to 90% of refugee schools (approx. 533,633 books)	N/A
Number of teachers trained (training is multi-year; target is therefore non-cumulative)	0	0	60% of eligible refugee incentive teachers (approx. 960 teachers)	70% of eligible refugee incentive teachers (approx. 1,120 teachers)	90% of eligible refugee incentive teachers (approx. 1,280 teachers)	N/A
Number of classrooms built or rehabilitated	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of refugee primary schools which receive Basic School Grants	0	0	60%	70%	90%	N/A
Policy and institutional frameworks established for: provision of Basic School Grants to refugee schools; in-service training for refugee incentive teachers; provision of textbooks to refugee schools through MoE/REB procurement and distribution; and transfer of refugee secondary schools to MoE/REB administration	No	Yes	Yes	Yes	Yes	
Number of refugee secondary schools transferred to MoE/REB administration	0	0	2	8	13	N/A
Percentage of MoE secondary schools in areas with large refugee populations which receive top-up School Grants	0	0	100	100	100	N/A
Costed timebound plan approved by Government for transfer of remaining primary and secondary refugee schools to MoE/REB administration following program	No	No	No	No	Yes	N/A
Number of refugee-hosting areas in which innovation activities for girls' empowerment and learning completed	0	0	2	4	6	N/A

<sup>16</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.



Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire						
Number of refugee-hosting areas in which innovation activities for self-directed learning for COVID-19 recovery completed Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire	0	0	2	4	6	N/A

### IV.3 Financial overview

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

**TABLE 4 | Program costs and expected disbursements by year**

Indicate years (e.g., 2023):	2021	2022	2023	2024	2025	Total
Total program disbursements per implementation year <sup>17</sup>						
Total program disbursements per calendar year	US\$8 million	US\$13.7 million	US\$18.7 million (of which 6 million GPE)	US\$19.6 million (of which 7 million GPE)	US\$20 million (of which 7 million GPE)	US\$80 million

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

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

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

**TABLE 5 | Program costs and expected disbursement by component<sup>18</sup> – in USD**

Components	2021/22	2022/23	2023/24	2024/25	year 5	Total	%
<b>Program for Results</b>	7 million (of which 3 million GPE)	16 million (of which 3 million GPE)	16.8 million (of which 6.8 million GPE)	19.8 million (of which 6.8 million GPE)		59.6 million (of which 19.6 million GPE)	
<b>DLI 10</b>	3 million (of which 3 million GPE)	9 million	9 million (of which 3 million GPE)	9 million (of which 3 million GPE)		30 million (of which 9 million GPE)	
<b>DLI 11</b>	2 million	3 million (of which 1 million GPE)	4 million (of which 2 million GPE)	5 million (of which 2 million GPE)		14 million (of which 5 million GPE)	

<sup>17</sup> Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

<sup>18</sup> If not using budget support as grant modality.

<b>DLI 12</b>	2 million	4 million (of which 2 million GPE)	4.8 million (of which 1.8 million GPE)	4.8 million (of which 1.8 million GPE)		15.6 million (of which 5.6 million GPE)	
<b>Investment Project Financing</b>	8 million	6.7 million	2.7 million	2.6 million		20 million	
<b>GA Supervision</b>			0.2 million (of which 0.2 million GPE)	0.2 million (of which 0.2 million GPE)		0.4 million million (of which 0.4 million GPE)	

#### IV.4 Grant Agent role and cost

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

**Implementation monitoring and support:** The World Bank will provide regular and close supervision of implementation through regular Implementation Support Missions and support iterative adaptation of the program if required through mid-term review.

**Technical assistance and support:** World Bank offers high level technical expertise to support MoEST design and implement education programs. Beyond the core task team, cross-country and cross-regional support offered by the Education Global Practice staff from other countries and regions, World Bank has capacity to deploy expertise as consultants to complement the task team; in a bid to ensure timely and quality implementation support to Government.

**Fiduciary supervision and support:** The World Bank has well-resourced and highly skilled fiduciary teams with full-time in-country presence, as well as regional financial and disbursement analysts based at the Nairobi Office in Kenya. In addition, the in-country fiduciary team at World Bank has well established relationships with respective MoE counterparts. These teams have provided the needed fiduciary responsibilities over the GEQIP-E funds including: developing capacity of education sector personnel in the preparation of financial and procurement documentation; reviewing procurement plans and annual work plans and budgets; disbursement and accounting of funds; processing of claims relating to disbursement-linked indicators; reviewing expenditures and guiding preparation of Interim Financial Reports (IFRs) including Withdraw Applications (WA); and reviewing independent financial and procurement audit reports; minimizing risk to GPE as well as complexity and delays for Government.

**Safeguards supervision and support:** The World Bank also has dedicated Environmental and Social Safeguards experts in Addis Ababa, as well as regional experts, with strong relationships with counterparts in MoE. In addition, the World Bank's own Grievance Redressal Service provides prompt and high-level response to complaints and complements the GEQIP-E's own Grievance Redressal Mechanisms.

**TABLE 6 | Supplemental program cost (Other grant agent costs & general agency fees, US\$)<sup>19</sup>**

Indicate years (e.g., 2024):	2021/22	2022/23	2023/24	2024/25	year 5	Total
General agency fees (in addition to MCA):	US\$350,000					US\$350,000

<sup>19</sup> See *ESPIG Guidelines* for the explanations of other grant agent costs and general agency fees.

Other grant agent costs (part of MCA), including for supervision, country office, etc.:	US\$100,000	US\$100,000	US\$100,000	US\$100,000		US\$400,000
---	-------------	-------------	-------------	-------------	--	-------------

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

In 300 words, please indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized.

The Grant Agent supervise the implementation through (1) an Education Specialist based in Addis Ababa; (2) a Senior Economist based in Washington; (3) 1-2 consultants. This will include ongoing supervision as well as at least biannual Implementation Support Missions. In addition the Grant Agent will provide (a) oversight of procurements in accordance with World Bank procedures; (b) financial management supervision; and (c) oversight of Environmental and Social Safeguards.

In addition, the Grant Agent will provide technical and advisory support to the Government in implementation of the program, including in the recruitment and oversight of third-party verification firm for DLIs.

The supervision fee proposed is in line with that of previous GPE projects in Ethiopia with the World Bank, including the recently approved first AF to GEQIP-E which carried a fee of 2%.

The World Bank has experience of managing the pooled funding projects in Ethiopia for over a decade and will continue supporting aligned implementation modality for this new GPE ESPIG grant with the government systems. The World Bank uses country systems in project implementation and in the process, helps to build the capacity of the government to manage relevant interventions. It provides analytical, advisory and implementation support to the government during the implementation of project activities funded by GPE grants (such as school mapping, diagnostic of IERCs etc.).

- The World Bank also takes on the technical, fiduciary, and administrative responsibilities for administering GPE Funds and ensures accountability for the efficient use of funds.
- The amount also includes funding for preparation of the Implementation Completion and Results Report for the operation.

#### IV.6 Aid effectiveness

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

**Note:** Please provide brief explanations in your response.

**TABLE 7 | Evolvement of grant financing modality**

	Previous GPE grant	Current application
<b>In relation to the ESP/TEP</b>		
Is the GPE-funded program aligned with the Education Sector Plan?	<i>Please provide brief explanations</i>  <i>The Program Development Objective (PDO) of the parent Program is to improve internal efficiency, equitable access, and quality in general education. This</i>	<i>Please provide brief explanations</i>  <i>The Refugee AF maintains the PDO and results areas of the original program and extends the scope to Refugees. ESDP is expected to codify the</i>

	<p><i>PDO is aligned with the aspirations of Ethiopia's Education Sector Development Program (ESDP) V for 2015/16-2019/20, which identifies three priorities for general education: (i) capacity development for improved management; (ii) general education quality; and (iii) general education access, equity, and internal efficiency. These reform priorities are to be maintained under ESDP VI for 2020/21-2024/25, currently under finalization, in light of the large unfinished agenda in general education. The GPE AF will sustain support for parent Program interventions and results areas that contribute to ESDP aspirations.</i></p>	<p><i>Government's commitment to inclusion of refugees in national systems of education service delivery and ESDP targets.</i></p>
<p>Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?</p>	<p><i>Please provide brief explanations</i></p> <p><i>Not included. However, GEQIP-E builds on the 5-year financing expenditure framework for ESDP V including estimated financing gap for each year (p.128-135 of ESDP-V).</i></p>	<p><i>Please provide brief explanations</i></p> <p><i>Not included. However, GEQIP-E builds on the 5-year financing expenditure framework for ESDP V including estimated financing gap for each year (p.128-135 of ESDP-V).</i></p>
<p><b>In relation to the national budget and parliament</b></p>		
<p>Is the GPE funded program clearly indicated in the national budget?</p>	<p><i>Please provide brief explanations</i></p> <p>The proclaimed budget for the GEQIP-E operation for FY 2019/20 has been disclosed on the MoF website. The regions have also disclosed their enacted budget to the public through official publications and the media. At the lower level, the Woreda administrations and the primary service delivery units (schools) use public notice boards to inform the public.</p>	<p><i>Please provide brief explanations</i></p> <p>The proclaimed budget for the GEQIP-E operation for FY 2019/20 has been disclosed on the MoF website. The regions have also disclosed their enacted budget to the public through official publications and the media. At the lower level, the Woreda administrations and the primary service delivery units (schools) use public notice boards to inform the public. The</p>

		same process will be followed for Refugee AF.
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	<p><i>Please provide brief explanations</i></p> <p>The GEQIP-E budget preparation follows the Government's financial administration proclamations, directives and manuals and shows specific appropriations for the different planned expenditures in line with the existing national classification.</p>	<p><i>Please provide brief explanations</i></p> <p>The GEQIP-E budget preparation follows the Government's financial administration proclamations, directives and manuals and shows specific appropriations for the different planned expenditures in line with the existing national classification. The same process will be followed for Refugee AF.</p>
<b>In relation to treasury</b>		
Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?	<p>Please choose a), b), or c) <i>b</i></p> <p><i>Please provide brief explanations</i></p> <p><i>Financing is deposited in a designated account at the National Bank of Ethiopia, the central bank.</i></p>	<p>Please choose a), b), or c) <i>b</i></p> <p><i>Please provide brief explanations</i></p> <p><i>Financing is deposited in a designated account at the National Bank of Ethiopia, the central bank. ARRA will open a separate local currency account to receive resources from MoF to implement its activities.</i></p>
Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?	<p><i>Please provide brief explanations</i></p> <p>Expenditure process follows standard Government policies and procedures for national budget</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>World Bank rules applied. Program specific reporting and auditing procedures are specified in the Program Implementation Manual.</p>	<p><i>Please provide brief explanations</i></p> <p>Expenditure process follows standard Government policies and procedures for national budget</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>In addition to those specified in the GEQIP-E Program Implementation Manual, there are additional procedures for ARRA. ARRA will prepare an Annual Work Plan and Budget, record transactions and produce</p>

		<p>reports following the Government's accounting period although this differs from its accounting cycle. ARRA will submit its annual work plan to the MoE which will be responsible for consolidating the overall annual work plan and budget for the program. The AWPB for both the original and the AF will be submitted as one document with clear distinction of activities to be financed. No objection will be provided by the World Bank and the budget will be proclaimed under the name of the MoE. These additional procedures are outlined in the Refugee AF Program Implementation Manual.</p>
--	--	--

**In relation to procurement**

<p>Are government procurement rules used?</p> <p>If so, are there any derogations/safeguards on the use of these rules introduced?</p>	<p>Please provide brief explanations</p> <p>The program uses standard Government procurement rules, with additional safeguards as per World Bank procurement rules.</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>Procurement under the IPF component is made according to a Project Procurement Strategy for Development and subsequent Procurement Plan with prior review by the World Bank for major items and post-review for smaller items. Full details are specified in the Project Implementation Manual.</p>	<p>Please provide brief explanations</p> <p>The program uses standard Government procurement rules, with additional safeguards as per World Bank procurement rules.</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>Procurement under the IPF component is made according to a Project Procurement Strategy for Development and subsequent Procurement Plan with prior review by the World Bank for major items and post-review for smaller items. Full details are specified in the Project Implementation Manual..</p>
--	--	---

**In relation to accounting**

<p>Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?</p>	<p><i>Please provide brief explanations</i></p> <p>The accounting is entered in a standalone government system. The accounting results are then integrated in the government's accounting systems.</p>	<p><i>Please provide brief explanations</i></p> <p>The accounting is entered in a standalone government system. The accounting results are then integrated in the government's accounting systems.</p>
<p><b>In relation to audit</b></p>		
<p>Will the financial accounts be audited by the government's external auditor?*</p> <p><small>*The government's external auditor means court of auditors / national audit office that is external to the government's general finance inspectorate of the ministry of finance</small></p>	<p><i>Please provide brief explanations</i></p> <p>Yes</p> <p><i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p> <p>Office of the Federal Auditor General (MoE); Office of Regional Auditor General (REBs)</p>	<p><i>Please provide brief explanations</i></p> <p>Yes</p> <p><i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p> <p>Office of the Federal Auditor General (MoE, ARRA); Office of Regional Auditor General (REBs)</p>
<p><b>In relation to reporting</b></p>		
<p>Will the information on program execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p><i>Please provide brief explanations</i></p> <p>Information on program execution of GEQIPs should be included into the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education since GEQIP-E is the flagship program in the sector supporting the implementation of the national programs (ESDP V and follow-on ESDP VI). Implementation reports for the Program are available every six months, following the joint implementation support missions. The progress is also discussed regularly at the ETWG and GEQIP-E task forces and National Education Conference.</p>	<p><i>Please provide brief explanations</i></p> <p>Information on program execution of GEQIPs, including the Refugee AF, should be included into the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education since GEQIP-E is the flagship program in the sector supporting the implementation of the national programs (ESDP V and follow-on ESDP VI). Implementation reports for the Program are available every six months, following the joint implementation support missions. The progress is also discussed regularly at the ETWG and GEQIP-E task forces and National Education Conference.</p>

Will separate / additional reports be required for the Program?	<i>Please provide brief explanations</i> Yes, for example, reports on the attainment of DLRs under the RBF project.	<i>Please provide brief explanations</i> Yes, for example, reports on the attainment of DLRs under the RBF project.
---	--	--

**IV.6.1 Evolution of aligned assistance**

In 375 words or less, please:

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

The proposed grant financing modality following the Program-for-Results (PforR) instrument designed in 2011 in response to the growing demand from countries. Client countries are increasingly asking development partners for financing and expertise to improve their development programs’ effectiveness and efficiency in achieving results. The Program-for-Results (PforR) instrument designed in 2011 has main features helping to support that, namely:

- It finances and supports country programs;
- It disburses upon achievement of program results that are tangible, transparent and verifiable (boosting accountability for results and enhancing development effectiveness);
- PforR, by design, uses a country’s own institutional procedures and focuses on capacity building and strengthening processes and procedures needed for programs to achieve their desired results; and
- It provides assurance that financing is used appropriately and that the program’s environmental and social aspects are addressed .

This instrument is part of the World Bank Group’s commitment to end extreme poverty in the world by 2030 by improving both the quality and equity of education, so that all children are learning the skills they need to lead more prosperous lives. The preparation of the AF is based on a broad-based participatory and consultation process with representatives of the development partners (ETWG) and communities.

The FM and procurement arrangements, and disbursement arrangements, for the IPF in the original program and previous GPE grant will continue to apply. Additional procedures and safeguards have been added for the new AF in response to the inclusion of Agency for Refugee and Returnee Affairs (ARRA) as an implementing entity.

**V. VARIABLE PART INFORMATION**

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

For each specific dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results’ chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a “stretch.”

**1. Equity**

DLI 10 supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee schools through MoE, REBs and woreda education officials. As such, the DLI addresses key inequities in quality of service provision between host community and refugee schools.



Refugee schools in Ethiopia are maintained by short-term humanitarian finance and largely separate from mainstream systems of service delivery managed by MoE and REBs. As a result, refugee primary schools achieve lower rates of participation than national schools and have significantly worse conditions: the GER in refugee schools is 67 percent, versus 105 in national schools, and only 46 percent of teachers in refugee primary schools have minimum qualifications to teach at primary school level, in comparison to 90 percent of teachers in mainstream schools.

DLI 10 supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee primary schools through MoE, REBs and woreda education officials. As such, the DLI addresses key inequities in quality of service provision between host community and refugee schools.

Basic School Grants, introduced under the original GEQIP-E, provide the primary source of non-salary income for schools. At least 50 percent of Grants must be spent on SIP items relating to teaching and learning; the Grants also support a number of activities aimed at supporting and increasing participation of girls, including establishing girls' clubs, providing life skills and empowerment lessons, and providing water and sanitation facilities. With the support of UNICEF, all refugee primary schools have undergone capacity development in order to develop School Improvement Plans (SIPs) in the 2017/18 and 2018/19 school years. However, despite refugee schools having developed capacity to prepare SIP, Grants have not been provided to these schools to finance the implementation of plans. This DLI supports the provision of Grants to refugee schools, supporting significant closing of gaps in service quality between refugee and MoE/REB schools.

Teachers. Refugee schools face severe shortages of qualified teachers. Around 64 percent of teachers in refugee primary schools are incentive teachers, drawn from refugee communities and working for a small stipend. The majority of these are not qualified teachers, resulting in a severe lack of appropriately skilled teachers in refugee schools. The DLI supports a new program of upgrading training, developed especially for refugee incentive teachers by MoE, in consultation with ARRA and REBs, and delivered by regional Colleges of Teacher Education. The development of the program will be informed by an existing curriculum offered by MoE for non-qualified teachers. In addition to the Ethiopian curriculum and pedagogical skills, the program will include training on respect for and empowerment of girls, and prevention of Sexual and Gender-Based Violence, early marriage, and Harmful Traditional Practices. The program will substantially reduce the large inequities in teacher skills between refugee and MoE/REB primary schools.

Textbooks. Provision of textbooks in refugee primary schools has historically been carried out through a parallel system to REB schools. ARRA identifies school-level textbook needs and procures the required books from REBs. However, refugee schools are not included in REB planning and books provided for refugee schools are typically re-printed at zonal level, at greater cost and at lower quality than books printed through normal means. DLI 10 supports an integrated process whereby refugee schools will report their need for textbooks directly to REBs to be included in plans for textbook supply. Books for refugee schools will be procured, in the required languages for each region, and printed alongside books for REB schools, and distributed and monitored by woreda education officials. This will address inequities in quality, quantity and timeliness of delivery of textbooks between refugee and MoE/REB schools.

ESP: DLI 10 supports inclusion of refugee schools in the following ESDP V subprograms:

*Subprogram 2.3 Support schools to develop and implement School Improvement Plans (SIP)* – provision of Basic School Grants to refugees schools enables the implementation of SIPs at these schools for the first time, supporting the strategy *improving community participation* and contributing to the outcome indicator for share of schools developing and implementing a high quality SIP.

*Subprogram 2.1 Teachers' training and professional development* – the provision of training to refugee incentive teachers will support the strategy *Increasing the share of teachers that reach the required qualification standard* and help achieve the outcome indicator for increase in the percentage of teachers who are appropriately qualified and/or licensed.

*Subprogram 2.2 Improve curriculum development and provide sufficient teaching and learning* – provision of textbooks to refugee schools through MoE/REB procurement and distribution will raise quality and

completeness of textbook provision, supporting the strategy *All students have sufficient materials for effective learning* and contributing to the outcome indicator for improved student-to-textbook ratios.

Stretch/transformation: The supported reforms represent key inputs of importance for learning in which efforts to harmonize service delivery for refugee schools have encountered challenges. In particular, the provision of Basic School Grants to refugee schools has not so far been achieved despite all refugee schools having undergone training to prepare SIPs, owing to a lack of agreement between REBs, ARRA, and regional BoFEDs on the modality for funds flow to ARRA-operated schools, which are not separate legal entities and have no bank accounts. The DLI represents a significant 'stretch' as a result of the wide range of coordination and implementation challenges which must be overcome to deliver harmonized services.

In addition, the DLI will initiate a longer-term process of integration of refugee primary education into MoE/REB service delivery. By the close of the project, this will include the transfer of ARRA-employed teachers in refugee schools to MoE/REB payrolls (supported by a program action). This will be followed by the full integration of primary refugee schools into MoE/REB administration by 2027/28.

## 2. Efficiency

DLI 11 supports the integration of refugee education at secondary level through the transfer of refugee secondary schools to MoE/REB administration and support for refugee social integration at MoE/REB schools with significant numbers of refugee students. As such, the DLI addresses significant inefficiencies from the duplication of management systems and higher-cost school management by NGOs, and streamlines the secondary sector into mainstream education management, pioneering a process which will later be followed at primary level.

Transfer of secondary schools: At secondary levels, ARRA is not engaged in direct management of schools. The majority of refugees attending secondary schools attend one of 13 dedicated refugee secondary schools operated by NGOs; the primary role is played by the Ethiopian Orthodox Church Development and Inter-Church Aid Commission (EOC-DICAC), which operates 13 schools, with one additional school operated by World Vision International (WVI). The NGO schools have a cost per student three times that of MoE/REB schools, representing large inefficiency, and the outsourced management structure cuts refugee secondary schools off from MoE/REB supervision, reducing the efficiency of sector management. In addition to refugees, approximately 2,100 students from host communities attend these refugee secondary schools, primarily in communities where it is the nearest secondary school available, making the separate ownership structure still more unsustainable. The DLI supports the transfer of these schools to MoE/REB administration, aligning the sector into mainstream management, reducing costs, and releasing finance for improvement of schools and learning outcomes.

Support to integration of refugee students at MoE/REB schools: Approximately 1,300 refugee camp-based students currently attend REB schools, primarily at secondary level, with impacts on enrollments and availability of facilities. In order to achieve improvements in access to secondary education by refugees, there is a need to rapidly increase the capacity of host community secondary schools to meet the needs of refugee students. The proposed AF will provide additional support to schools hosting large proportions of refugee students, to meet the resulting additional needs for infrastructure and to support activities aimed at integrating refugee students into REB schools. This will reduce dropout and repetition among both refugee and host community students, addressing inefficiencies.

ESP: The integration of refugee secondary education supports ESDP subprogram 1.1, *a relevant structure, with a clear distribution of mandates and responsibilities at all levels*; supporting the strategy *improvement of the education sector's structure for delivery* and contributing to the outcome *recommendations for restructuring of education sector's organisational structure implemented*.

Stretch/transformation: The reform agenda supported by the DLI represents a significant step forward not only for refugee education in Ethiopia but for the wider agenda of integration of service delivery for refugees, for which education is a pioneer sector. Secondary schools will be the first public services transitioned away

from NGO management to management through mainstream national systems under the CRRF. Moreover, the transfer of these schools to MoE/REB administration, and support to integration of refugees at national schools, will provide a guideline for the larger and longer-term task of achieving the same integration at primary level.

### 3. Learning outcomes

DLI 12 supports innovation activities to address key challenges to learning in refugee education, in particular low levels of attainment and transition to secondary for refugee girls; and learning loss as a result of COVID-19.

Girls empowerment and learning: Refugee girls' enrollment lags below that of boys in all five refugee-hosting regions. Barriers to girls' participation are complex and vary at regional level. Refugee girls also face an elevated risk of harassment, violence, and early marriage. GEQIP-E provides support to improvement in gender parity through girls' clubs, gender-sensitive school improvement planning, and development of a life skills manual for upper primary. DLI 12 will support the piloting and rollout in all main refugee-hosting areas of life skills training for girls, with topics including: self-esteem and confidence; decision-making and problem-solving; management of emotions and conflict; peers, friendships, and adult support; and personal health; as well as educational and work aspirations, and prevention of SGBV, early marriage and HTP. The intervention will include discussions with parents and caregivers, and with boys and adult male community members, on respect for girls and prevention of SGBV, early marriage, and HTP. The ratio of female students to female teachers in refugee primary schools is 481:1, producing a severe lack of role models for girls. DLI 12 will also support the appointment of adult female refugees who are secondary school graduates or above to act as learner's guides in refugee schools, particularly those schools which face severe shortages of female teachers. These learner's guides will be appointed on similar terms as refugee incentive teachers and provide both support to female learners both in the classroom and pastoral support. The combination of empowerment and activities and learners' guides is expected to contribute significantly to improvements in refugee girls' retention, learning, and transition to secondary. In Tanzania, learner's guides have enabled improvements in girls' retention and learning outcomes in lower secondary school (Ben Alcott, Pauline Rose and Ricardo Sabates (2017) "Targeted multidimensional approaches to overcome inequalities in secondary education").

The COVID-19 pandemic led to the closure of all schools, including those in refugee camps, from March to October 2020. Despite the provision of distance learning materials through radio and TV, supported by the GPE COVID-19 Education Response, it is likely that the prolonged closure of schools will lead to significant learning loss and exacerbate existing inequities in learning, particularly for refugee schools given shortages of qualified teachers and the wide range of backgrounds of students. Under DLI 12, support will be provided to the piloting and rollout of similar ICT-based interventions for self-directed learning in all main refugee-hosting areas. The ICT infrastructure used will be low-cost, portable, simple to use, and low-power (potentially using solar power). The intervention will enable students to develop a self-directed program of learning, at their own pace, to fill gaps and support catching-up to minimum grade competencies. In order to support students at crucial points of transition to upper primary and to secondary education, it is expected that the interventions will target students in Grades 6 and 8. The interventions will be available to both refugee and host community students. Intervention sites will be within host communities, selected in consultation between MoE and ARRA to ensure access to activities by refugee students.

ESP: the support to ICT-based learning supports ESDP subprogram 4.2, *Content development for ICT*, and the strategy *Enhancing culture of digital contents utilization*, and contribute to the outcome indicator for increased share of digital contents delivered to learners across multiple platforms. In addition, the support to girls' learning supports the overall theme of gender equity which is a cross-cutting area in ESDP V.

Stretch/transformation: The challenge of raising learning outcomes for refugee students is a significant one, given constraints of skills among teachers in refugee schools; the wide range of backgrounds, including

language backgrounds, and psychosocial trauma of learners; and the particular challenges faced by female refugee learners. This challenge is only exacerbated by COVID-19 and the associated closure of schools; World Bank analysis suggests a five-month closure of schools is associated with a reduction in the expected learning adjusted years of schooling of 0.6 years. The supported reforms will test and scale up innovative approaches to mitigate key difficult-to-address challenges in learning, informed by international evidence and allowing iterative implementation to ensure impact on outcomes.

## V.2 Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

**The definition of targets under each dimension** should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a “grace” period for target attainment.

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

### Dimension:

*Use the drop down below to select a dimension*

Equity

### Indicator Name / Definition:

DLI 10. Harmonization of services at refugee primary schools

### Definition of targets:

*DLR 10.1: Availability of Basic School Grants in refugee primary schools*

Baseline: Basic School Grants provided from MoE finance to 0 refugee primary schools;

2021/22: Policy and institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools by MoE, acceptable to the Association, approved by MoE/ARRA;

2022/23: Basic School Grants provided from MoE finance to at least 60% of refugee primary schools;

2023/24: Basic School Grants provided from MoE finance to 70% of refugee primary schools;

2024/25: Basic School Grants provided from MoE finance to 90% of refugee primary schools

*DLR 10.2: Improved in-service training for refugee incentive teachers*

Baseline: 0% of eligible refugee incentive teachers receive in-service skill upgrading training;

2021/22: In-service skill upgrading and accreditation program for refugee incentive teachers developed and approved by Government; policy and institutional framework, and detailed and costed implementation plan, for provision of upgrading, acceptable to the Association, approved by MoE/ARRA;

2022/23: 60% of eligible refugee incentive teachers receive in-service skill upgrading training;

2023/24: 70% of eligible refugee incentive teachers receive in-service skill upgrading training;

2024/25: 90% of eligible refugee incentive teachers receive in-service skill upgrading training

*DLR 10.3: Provision of textbooks to refugee primary schools with REB/woreda procurement, distribution and monitoring*

Baseline: 0% of refugee primary schools receive standard package of books from REB/woreda

2021/22: Policy and institutional framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring, acceptable to the Association, approved by MoE/ARRA

2022/23: 60% of refugee primary schools receive standard package of books from REB/woreda

2023/24: 70% of refugee primary schools receive standard package of books from REB/woreda

2024/25: 90% of refugee primary schools receive standard package of books from REB/woreda

### **Disbursement Rule:**

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

All 2021/22 targets are binary (yes/no) and can be completed in 2022/23 in the event of delays to completion, reporting or verification.

All targets in 2022/23, 2023/24 and 2024/25 are scalable and pro-rated according to the share of the target percentage completed.

### **Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

2021/22:

Data source: Ministry of Education; ARRA (all)

Verification process:

DLR 10.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of approval by MoE and ARRA.

DLR 10.2: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. CSA/IVE to verify documentation of approval by MoE and ARRA.

DLR 10.3: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Firm (IVE) to verify documentation of approval by MoE and ARRA.

Indicative timing of LEG validation: July 2022

2022/23, 2023/24 and 2024/25:

Data source:

DLR 10.1: School Improvement Program (SIP) Directorate; National Refugee Integration Unit

DLR 10.2: Teachers and Education Leaders Development Directorate; National Refugee Integration Unit

DLR 10.3: Curriculum Development and Implementation Directorate; National Refugee Integration Unit

Verification process:

DLR 10.1: Report from MoE providing list of selected schools, with bank statements for schools with bank accounts and details of disbursement method for other schools. CSA/IVE to verify disbursement of Grants on a sample basis.

DLR 10.2: Report from MoE providing detailed list of trainees (at least name, affiliation, contact information, modules/phases of training completed, and CTE at which training completed). CSA/IVE to verify completion of training on a sample basis.

DLR 10.3: Report from MoE detailing list of schools and books received. Report verified by CSA/IVE on sample basis.

Indicative timing of LEG validation: July 2023/24/25

**Summary of verification and Disbursement Timelines:**

*For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.*

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
DLR 10.1	Year 1	Yes	US\$1 million	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	60%	0	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	70%	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	90%	US\$1 million	March 2025	June 2025	July 2025	Scalable
DLR 10.2	Year 1	Yes	US\$1 million	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	60%	0	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	70%	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	90%	US\$1 million	March 2025	June 2025	July 2025	Scalable
DLR 10.3	Year 1	Yes	US\$1 million	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	60%	0	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	70%	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	90%	US\$1 million	March 2025	June 2025	July 2025	Scalable

**Dimension:**

*Use the drop down below to select a dimension*

Efficiency

**Indicator Name / Definition:**

DLI 11. Integration of refugee secondary education

**Definition of targets:**

*DLR 11.1: Transfer of secondary refugee schools to MoE/REB administration*

Baseline: Zero refugee secondary schools transferred to REB/woreda administration

2021/22: Policy and Institutional Framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, acceptable to the Association, approved by MoE/ARRA

2022/23: Two refugee secondary schools transferred to MoE/REB administration (pilot);

2023/24: Eight refugee secondary schools transferred to MoE/REB administration

2024/25: Thirteen refugee secondary schools transferred to MoE/REB administration

*DLR 11.2: Support to host community schools for integration of refugee students*

Baseline: Zero MOE secondary schools in areas with large refugee populations receive Top-up School Grants

2021/22: 100% of MoE secondary schools in areas with large refugee populations receive training on preparation of Refugee Integration Plans; top-up School Grants included in MoE budget

2022/23: 100% of MoE secondary schools in areas with large refugee populations receive top-up School Grants

2023/24: 100% of MoE secondary schools in areas with large refugee populations receive top-up School Grants

2024/25: 100% of MoE secondary schools in areas with large refugee populations receive top-up School Grants

**Disbursement Rule:**

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

All 2021/22 targets are binary (yes/no) and can be completed in 2022/23 in the event of delays to completion, reporting or verification.

All targets in 2022/23, 2023/24 and 2024/25 are scalable and pro-rated according to the share of the target percentage completed.

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

2021/22:

Data Source:

DLR 11.1: Ministry of Education; ARRA

DLR 11.2: National Refugee Integration Unit; SIP Directorate

Verification process:

DLR 11.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Firm (IVE) to verify documentation of approval by MoE and ARRA.

DLR 11.2: Report from MoE providing list of schools trained. CSA/IVE to verify completion of training. CSA/IVE to review budget to verify inclusion of top-up Grants.

Indicative timing of LEG validation: July 2022

2022/23, 2023/24 and 2024/25:

Data source:

DLR 11.1: National Refugee Integration Unit; ARRA  
 DLR 11.2: National Refugee Integration Unit; SIP Directorate

Verification process:

DLR 11.1: MoE/ARRA to provide certification of legal / administrative transfer of schools to MoE/REB administration. CSA/IVE to verify operation and staffing of schools.  
 DLR 11.2: Report from MoE providing list of selected schools, with bank statements for schools with bank accounts and details of disbursement method for other schools if required. CSA/IVE to verify disbursement of Grants on a sample basis

Indicative timing of LEG validation: July 2023/24/25

**Summary of verification and Disbursement Timelines:**

*For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.*

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
DLR 11.1	Year 1	Yes	0	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	2	US\$1 million	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	8	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	13	US\$1 million	March 2025	June 2025	July 2025	Scalable
DLR 11.2	Year 1	Yes	0	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	100%	0	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	100%	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	100%	US\$1 million	March 2025	June 2025	July 2025	Scalable

**Dimension:**

*Use the drop down below to select a dimension*

Learning Outcomes

**Indicator Name / Definition:**

DLI 12. Innovations to address key challenges in refugee education

**Definition of targets:**

*DLR 12.1: Support to girls' empowerment and learning*

Baseline: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas

2021/22: Design, implementation arrangements and costed implementation plan for innovation activities for girls' empowerment and learning, acceptable to the Association, approved by MoE/ARRA

2022/23: Innovations for girls' empowerment and learning active in two main refugee-hosting areas



2023/24: Innovations for girls' empowerment and learning active in four main refugee-hosting areas

2024/25: Innovations for girls' empowerment and learning active in six main refugee-hosting areas

*DLR 12.2: Support to self-directed learning for COVID-19 recovery*

Baseline: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas

2021/22: Design, implementation arrangements and costed implementation plan for innovation activities for self-directed learning for COVID-19 recovery, acceptable to the Association, approved by MoE/ARRA

2022/23: Innovations for self-directed learning for COVID-19 recovery active in two main refugee-hosting areas

2023/24: Innovations for self-directed learning for COVID-19 recovery active in four main refugee-hosting areas

2024/25: Innovations for self-directed learning for COVID-19 recovery active in eight main refugee-hosting areas

Main refugee-hosting areas are: Assosa, Dollo Ado, Gambella, Jijjiga, Samara and Shire

**Disbursement Rule:**

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

All 2021/22 targets are binary (yes/no) and can be completed in 2022/23 in the event of delays to completion, reporting or verification.

All targets in 2022/23, 2023/24 and 2024/25 are scalable and pro-rated according to the share of the target number of schools/areas completed.

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

2021/22:

Data Source: DLR 12.1, 12.2: Regional Refugee Integration Units

Verification process:

DLR 12.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of approval by MoE and endorsement by ARRA and REBs.

DLR 12.2: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of approval by MoE and endorsement by ARRA and REBs.

Indicative timing of LEG validation: July 2022

2022/23, 2023/24 and 2024/25:

Data source: DLR 12.1, 12.2: Regional Refugee Integration Units

Verification process:

DLR 12.1: Report from MoE providing list of camps/locations where innovation activities conducted, and dates of activities. CSA/IVE to verify completion of activities on a sample basis.

DLR 12.2: Report from MoE providing list of camps/locations where innovation activities conducted, and dates of activities. CSA/IVE to verify completion of activities on a sample basis.

Indicative timing of LEG validation: July 2023/24/25

<b>Summary of verification and Disbursement Timelines:</b>							
<i>For each indicator, specify indicative month &amp; year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.</i>							
Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
DLR 12.1	Year 1	Yes	0	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	2	US\$1 million	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	4	US\$0.8 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	6	US\$0.8 million	March 2025	June 2025	July 2025	Scalable
DLR 12.2	Year 1	Yes	0	March 2022	June 2022	July 2022	Binary and rollover
	Year 2	2	US\$1 million	March 2023	June 2023	July 2023	Scalable and roll over
	Year 3	4	US\$1 million	March 2024	June 2024	July 2024	Scalable and roll over
	Year 4	6	US\$1 million	March 2025	June 2025	July 2025	Scalable

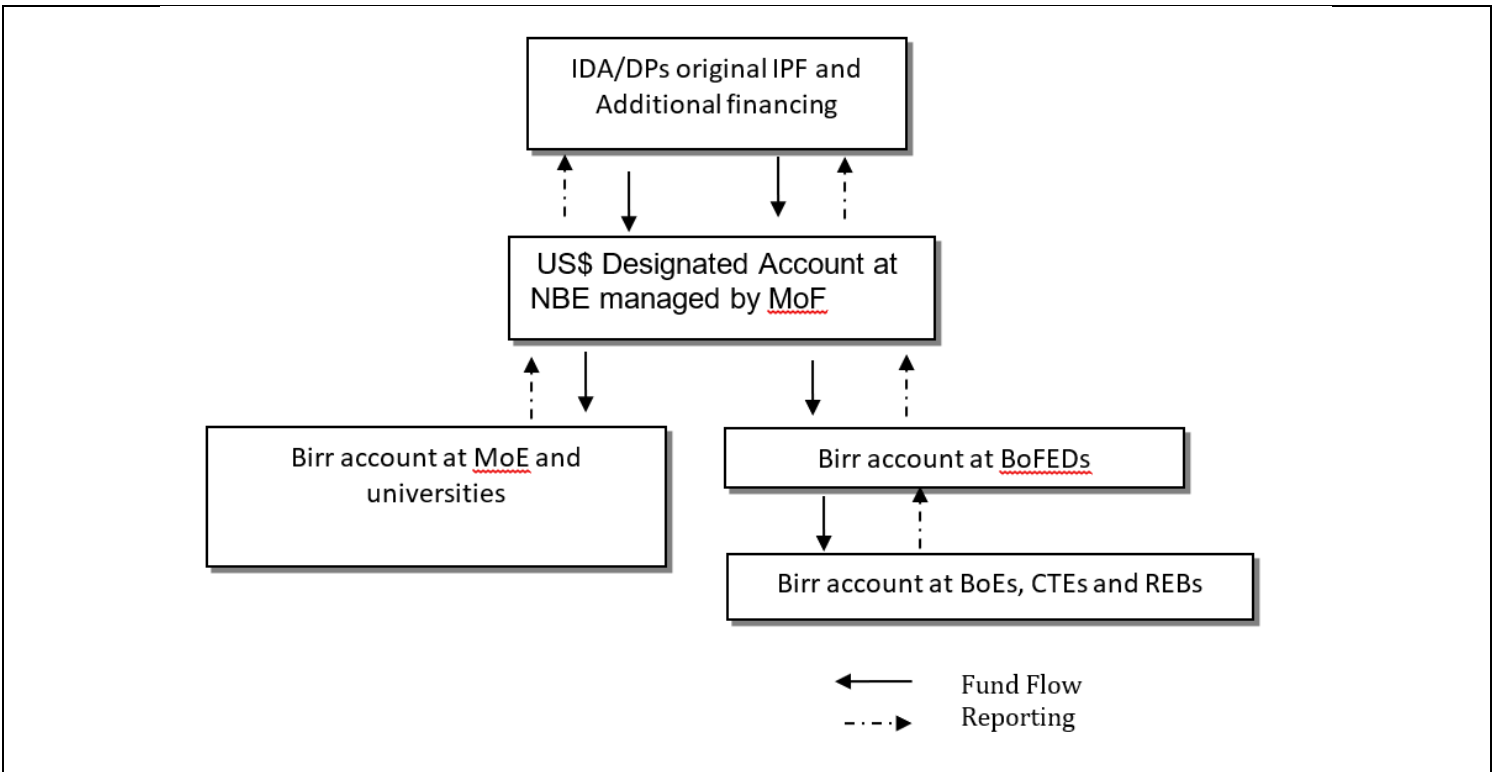
### **V.3 Disbursement Mechanism: Briefly state the disbursement mechanism.**

*Into what mechanism will variable part financing be disbursed?*

Fund flow to the program (PforR part); Program funds will continue to be channeled to MoF from IDA and MDTF. The money will be deposited into an already opened designated account at the National Bank of Ethiopia for this program. Further disbursement to the implementing agencies will be made from this account through an account maintained at the MoF.

Fund flow and disbursement arrangements (IPF part): The Project will continue to follow Channel 1 fund flow mechanism of the Government. The project fund will be deposited to the already opened designated account by the MoF at the National Bank of Ethiopia (NBE). Fund flow arrangements for the IPF part are shown in figure 2 below.

**Figure 2: Funds flow arrangement**



## VI. INCLUSIVE APPROACH

### VI.1 Development Partners

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

**See Annex 2 included.**

### VI.2 Sign-off

#### Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ ministry:	
Email:	
Phone:	
Date:	
Signature:	

#### Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

**Signature of the coordinating agency representative**

The below signatory endorses this application on behalf of the development partner group.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	
<b>Name of signatory:</b>	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

- ➔ **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.

## Annex I:

<b>DEFINITIONS</b>	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
<b>Relating to funding modalities</b>	
<b>Budget support</b>	This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.
<b>Sector Pooled</b>	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
<b>Project pooled / Co-financed</b>	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
<b>Project/ Stand-alone</b>	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
<b>Relating to key indicators</b>	
<b>Number of textbooks purchased and distributed</b>	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
<b>Number of teachers trained</b>	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
<b>Number of classrooms built or rehabilitated</b>	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.
<b>Relating to disbursement rules</b>	
<b>Binary</b>	All or nothing (Yes or No).  A country may propose the approval of Continuous Professional Development (CPD) policy on teachers. If it is approved as planned and on time, then, 100% payment will be paid, if not, there will be 0% payment.

	<p>A country may propose training of 1,000 teachers – if 1,000 teachers are trained as planned and on time, 100% payment will be paid. If not (e.g. if 999 or less teachers are trained), there will be 0% payment</p>
<b>Scalable (or pro-rated)</b>	<p>The associated amounts for each level of achievement are clearly stated.</p> <p>A country may propose US\$200,000 for every 1 percentage point decrease in the primary school dropout rate, up to US\$1 million (a 5-percentage point decrease at maximum). For example, if the country decreased dropout rate by 4 percent, US\$800,000 will be disbursed.</p>
<b>Binary and roll over</b>	<p>Roll over unspent funds into future years of the program.</p> <p>Criteria for the allocation of teachers is developed – a country may use this as Year 1 target with US\$500,000 payment. If this target is not achieved in Year 1, the unspent funds (US\$500,000) can be carried over to Year 2. If the target is achieved in Year 2, then US\$500,000 will be paid.</p>
<b>Scalable and roll over</b>	<p>Scalable payment with roll-over provision.</p> <p>A country may propose integration of gender-focused activities in Local Government (LG) Annual Work Plan (AWP). Year 1 target is an integration in 100 LG's AWP. Planned payment amount is US\$100,000 per LG with minimum payment from 50 LG (US\$5,000,000) (Scalable).</p> <p>Year 2 target is an integration in another 100 LG's AWP (in total 200). If the target for Year1 is not fully met (e.g. 80 out of 100 LG), 20 can be rolled over to Year 3. If in total of 120 LG integrated gender-focused activities in Year 3, then US\$12,000,000 (US\$100,000*120 LG) can be paid.</p>

## Annex 2. List of Development and Humanitarian Partners consulted during program design

ORGANISATION	NAME	POSITION
Danish Ministry of Foreign Affairs	Søren Knudsen Møller	
Ethiopian Orthodox Church Development and Inter-Church Aid Commission	Yilikal Shiferaw	Director of Education
Ethiopian Orthodox Church Development and Inter-Church Aid Commission	Tsegay Beyene	Secondary School Coordinator
Dr. Abdimajid Hussein Teachers College	Khadir	Program Officer
Dutch Ministry of Foreign Affairs	Dora Brouwer	Migration Officer
Dutch Ministry of Foreign Affairs	Mariko Peters	Regional Refugee Representative
European Civil Protection and Humanitarian Aid Operations	Lars Oberhaus	
European External Action Service	Claire Douchet	
Finland Ministry of Foreign Affairs	Väyrynen Sai	Education Counsellor
International Rescue Committee	Shewaye Tike	Education Coordinator
International Rescue Committee	Zemenu Tadesse	Assistant Education Coordinator
Plan International	Hiwotie Simachew	Humanitarian Director
Plan International	Massimo Alone	Coordination Team Leader
Ethiopian Orthodox Church Development and Inter-Church Aid Commission	Yilikal Shiferaw Mesellu	Head
Royal Norwegian Embassy	Vigdis Cristofoli	Education Lead
Save the Children	Mellese Bedanie	Director, Education
United Kingdom Foreign, Commonwealth and Development Office	Richard Arden	Team Leader, Human Development
United Nations High Commissioner for Refugees	Berhanu Geneti	Associate Education Officer
United Nations High Commissioner for Refugees	Carolyn Ndawula	Senior Solution and Development Officer
United Nations High Commissioner for Refugees	Carolyn Ndawula	Senior Solution and Development Officer
United Nations High Commissioner for Refugees	Daniel Ruiz	Senior Protection Officer
United Nations High Commissioner for Refugees	Katarina Herneryd	Senior Development Officer, CRFF
United Nations High Commissioner for Refugees	Kristine Hambrouc	Assistant Representative Programs
United Nations High Commissioner for Refugees	Aswan	Protection Associate
United Nations High Commissioner for Refugees	Kristine Hambrouc	Assistant Representative - Program
United Nations High Commissioner for Refugees	Askale Berhane	Education Focal Point
United Nations High Commissioner for Refugees	Olivier Mouquet	Head of Office
United Nations Children's Fund	Benjamin Reese	Refugee Programme Specialist

<b>United Nations Children's Fund</b>	Darragh Minogue	Consultant
<b>United Nations Children's Fund</b>	Emmanuelle Abrioux	Chief, Education
<b>United Nations Children's Fund</b>	Monica Llamazares	Refugee Education Specialist
<b>United Nations Children's Fund</b>	Benjamin Reese	Programme Specialist (Refugee Lead)
<b>United Nations Children's Fund</b>	Dorothy Angura	Head, Quality of Education
<b>United Nations Children's Fund</b>	Josephat Mukhanji	Education Cannot Wait Coordinator, Gambella
<b>United Nations Children's Fund</b>	Monica Llamazares	Refugee Education Specialist
<b>United Nations Educational, Scientific and Cultural Organization</b>	Samuel Asnake	Coordinator, Education programmes
<b>United Nations High Commissioner for Refugees</b>	Berhanu Geneti	Education Officer, Gambella
<b>United Nations High Commissioner for Refugees</b>	Clementine Awu Nkweta-Salami	Country Representative
<b>United Nations High Commissioner for Refugees</b>	Girma Yadeta	Associate Education Officer
<b>United Nations High Commissioner for Refugees</b>	Kristine Hambrouk	Assistant Representative
<b>United States Agency for International Development</b>	Aurore Dorelien	Deputy Education and Youth Officer
<b>United States Agency for International Development</b>	Sonjai Reynolds-Cooper	USAID Education and Youth Director



## VI.2 Sign-off


### Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Ato Elias Girma
Job title/ ministry:	Director, Planning and Resource Mobilization Directorate, Ministry of Education
Email:	wakelias1972@gmail.com
Phone:	+251 91 181 0138
Date:	Click here to enter a date.
Signature:	

### Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Ousmane Dione
Job title/ agency:	Country Director for Eritrea, Ethiopia, South Sudan and Sudan, World Bank
Email:	odione@worldbank.org
Phone:	+2510115176151
Date:	1/14/2021
Signature:	

### Signature of the coordinating agency representative

The below signatory endorses this application on behalf of the development partner group.  
(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Vigdis Cristofoli.
Job title/ agency:	Counsellor Education, Royal Norwegian Embssy in Addis Abeba
Email:	Vigdis.Aaslund.Cristofoli@mfa.no
Phone:	Mobile: +251 93 5409 532; Office: +47 23 98 24 35 / +251 11 317 0420
Date:	Click here to enter a date.
Signature:	
<b>Name of signatory:</b>	Sonjai Reynolds-Cooper
Job title/ agency:	Chief, Office of Education and Youth, USAID, Ethiopia
Email:	sreynoldscooper@usaid.gov
Phone:	Mobile: +251.944.749.453 or T +251.111.30.7045
Date:	Click here to enter a date.
Signature:	

- **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.

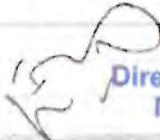
See Annex 2 included.

## VI.2 Sign-off

### Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.

(Please scan this page after signature and include it as an attached file to the submission.)

**Name of signatory:** Ato Elias Girma  
**Job title/ ministry:** Director, Planning and Resource Mobilization Directorate, Ministry of Education  
**Email:** wakelias1972@gmail.com  
**Phone:** +251 91 181 0138  
**Date:** 1/6/2021  
**Signature:** 



### Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.

(Please scan this page after signature and include it as an attached file to the submission.)


**Name of signatory:** Ousmane Dione  
**Job title/ agency:** Country Director for Eritrea, Ethiopia, South Sudan and Sudan, World Bank  
**Email:** odione@worldbank.org  
**Phone:** +2510115176151  
**Date:** Click here to enter a date.  
**Signature:**

### Signature of the coordinating agency representative

The below signatory endorses this application on behalf of the development partner group.

(Please scan this page after signature and include it as an attached file to the submission.)

**Name of signatory:** Vigdis Cristofoli.  **Vigdis Cristofoli**  
**Job title/ agency:** Counsellor Education, Royal Norwegian Embassy in Addis Abeba  
**Email:** Vigdis.Aaslund.Cristofoli@mfa.no  
**Phone:** Mobile: +251 93 5409 532; Office: +47 23 98 24 35 / +251 11 317 0420  
**Date:** Click here to enter a date.  
**Signature:**

**Name of signatory:** Sonjai Reynolds-Cooper  
**Job title/ agency:** Chief, Office of Education and Youth, USAID, Ethiopia  
**Email:** sreynoldscooper@usaid.gov  
**Phone:** Mobile: +251.944.749.453 or T +251.111.30.7045  
**Date:** Click here to enter a date.  
**Signature:** 

- **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.