**GPE Funding Model Requirements Matrix – [Name of regional entity]**

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

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

| **Requirements**  | **Technical specifications and sources of verification** | **Country/regional situation** | **Actions identified (specify timing; what needs to be done before application vs. medium/longer term)** |
| --- | --- | --- | --- |
| **Requirement 1: Credible, endorsed Regional education Plan (REP)**  |
| **1.1 Credible Regional Education Plan or equivalent, including a costed multi-year implementation plan** |
| * 1. Regional Education Plan has to be “credible.”
 | A regional education plan (REP) is “credible” by demonstrating that the plan is guided by an overall vision and regional principles, is strategic, evidence-based, achievable, sensitive to the context and attentive to disparities. The *holistic* standard is waived for regional plans.[[1]](#footnote-1) Although the GPE and UNESCO/IIEP *Guidelines for Education Sector* [*Plan Preparation*](http://www.globalpartnership.org/useful-resources-for-gpe-grants)*[[2]](#footnote-2)* are developed for a national ESP, these still serve as a useful reference for the development of a regional plan.  |  |  |
| * 1. Endorsed no later than 3 months before submission of the Program Implementation Grant application.
 | This criterion focuses on the endorsement process by the Governments and development partners involved in supporting and implementing the regional plan.  |  |  |
| * 1. Costed multi-year implementation plan covering at least the first 2 years of grant cycle.
 | For more detailed information, please refer to the *Guidelines for Education Sector* [*Plan Preparation*](http://www.globalpartnership.org/useful-resources-for-gpe-grants). |  |  |
| **Requirement 2: Evidence of commitment to the ESP/TESP and its financing** |
| * 1. **Government commitment**
 |
| 1. Commitment to finance the regional plan.
 | The regional plan should provide a clear financing framework that reflects the financial resources devoted to supporting implementation of the plan **by the regional organization, development partners, and/or GPE member states, particularly countries participating in the regional ESPIG**.  |  |  |
| 1. Current government commitment to education.
 | 2.1. b1. Please provide the percentage of total government expenditures (excluding debt service) that is allocated to education, **in each of the GPE member states which will participate in the regional ESPIG application**. 2.1. b2. Please provide the percentage of recurrent government expenditures (excluding debt service) that is allocated to education, **in each of the GPE member states which will participate in the regional ESPIG application**. |  |  |
| 1. If the country has not reached Universal Primary Education, an extra commitment to allocate at least 45% of the education budget to primary education is requested.

The 45% benchmark is based on a six-year primary cycle. If the country does not have a six-year primary cycle please provide a re-calculation of this figure so that it is based on a six-year cycle. | 2.1.c1. Please provide the percentage of recurrent education expenditures that is allocated to primary education based on the country’s primary cycle, **in each of the GPE member states which will participate in the regional ESPIG application.** Please note the number of years included in the primary cycle on which the calculation is based.  |  |  |
| * 1. **Development partners commitment**
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| 1. Development partners’ intended financial support to the regional plan reflected in the plan’s financial framework.
 |  Please provide information regarding what financial commitments have been made by development partners for implementation of the regional plan and note whether this is reflected in the plan’s financial framework. |  |  |
| **Requirement 3: Availability of Data (or a strategy to obtain Data)** |
| **3.1 Evidence Base** |
| 1. Either a current Education Sector Analysis for each GPE member state or some other type of regional situation analysis, diagnostic, or study conducted no more than three years prior to the grant application submission which forms an evidence base backing the selected strategies or thematic areas covered by the plan.
 | While a full ESA is not required for a regional education plan, there should be an evidence base backing the selected strategies or thematic areas covered by the plan.  |  |  |
| 1. The evidence-base includes country or regional contextual analysis (including demographic analysis), analysis of existing policies, costs and financing, analysis of system performance and capacity.
 | Please refer to the GPE and UNESCO/IIEP *Guidelines for Education Sector Plan Preparation* which provide some useful guidance on the evidence base. |  |  |
| 1. ESA addresses vulnerability and equity (marginalized groups, girls, children with disabilities).
 | As noted above, the GPE and UNESCO/IIEP guidelinesmay serve as a useful point of reference.  |  |  |
| **3.2 Basic financial and education data to monitor sector** |
| 1. Availability of basic financial and education data disaggregated by gender and socio-economic status[[3]](#footnote-3)
	* EMIS
	* Household surveys.
 | Please provide a summary of whether or not this data is available for each of the GPE member states to monitor the implementation of the regional plan. |  |  |
| OR1. A time-bound plan to develop or strengthen the data collection mechanisms (including EMIS).
 | Please provide information on whether there is an existing data collection and/or information management **mechanism at the national or regional level**.  |  |  |
| **3.3 System or mechanism to monitor learning outcomes** |
| 1. System or mechanism to monitor learning outcomes.[[4]](#footnote-4)

OR1. A time-bound plan to develop mechanisms to monitor learning outcomes.
 | Types of learning assessments used and years carried out, as well as plans for future assessments, frequency and intended uses for each GPE member state. |  |  |
| * 1. **Reporting of critical data to UNESCO Institute of Statistics for global monitoring of education progress**
 |
| 1. The type of data that was last reported (specify the year), challenges identified in the reporting, and strategies in place for improving reporting to UIS.
 | Please provide data for each of the GPE member states. |  |  |

1. The holistic standard stipulates that an ESP should cover all education subsectors (early childhood education, primary, secondary, and higher education), and that it should also include non-formal education, as well as adult literacy. [↑](#footnote-ref-1)
2. Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>. [↑](#footnote-ref-2)
3. Socio-economic status can be taken from household survey data. [↑](#footnote-ref-3)
4. National exams are not considered as an effective monitoring mechanism if their data are not directly used to monitor learning outcomes at school level. [↑](#footnote-ref-4)