ZIMBABWE EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT AND MULTIPLIER GRANT ALLOCATION: REPORT FROM THE GRANTS AND PERFORMANCE COMMITTEE

For Decision

Please note: Board papers are deliberative in nature and, in accordance with the GPE Transparency Policy, are not public documents until the Board has considered them. It is understood that constituencies will circulate Board documents among their members prior to Board consideration for consultation purposes.

1. STRATEGIC PURPOSE

1.1. The purpose of this paper is to request the Board to approve an allocation for an education sector program implementation grant (ESPIG) combined with a Multiplier grant to Zimbabwe, as recommended by the Grants and Performance Committee (GPC) following its discussion of the grant application during its April June 26-28, 2018 meeting. The ESPIG represents the variable part of the maximum country allocation; the Board approved an allocation for the fixed part of the ESPIG in December 2016 (BOD/2016/12-08).

2. RECOMMENDED DECISION

2.1 The GPC recommends the Board approve the following decision:

BOD/2018/08-XX–Approval of Allocation for an Education Sector Program Implementation Grant and Multiplier Grant to Zimbabwe: The Board of Directors with respect to the application submitted in the second round of 2018:

1. Notes compliance with the incentives for accessing the variable part of the maximum country allocation for an education sector program implementation grant (ESPIG) and approves the indicators on Equity, Efficiency, and Learning and their means of verification, as described in the application and assessed in Annex 2 to BOD/2018/07 DOC 03.
2. Notes compliance with the requirements of co-financing, additionality, and debt sustainability for accessing the maximum country allocation for a Multiplier grant, as described in the application and assessed in Annex 2 to BOD/2018/07 DOC 03.
3. Approves an allocation from GPE trust funds for an ESPIG along with a Multiplier grant, as described in the application submitted and summarized in Table 1 in BOD/2018/08-XX 2 (c), subject to:

a. Availability of funds.
b. Board decision BOD/2012/11-04 on commitment of trust funds for ESPIGs in annual installments.
c. GPC recommendations for funding include (all amounts in US$):

Table 1 Application Summary and GPC Allocation Recommendations for an ESPIG in US$:

Zimbabwe		
a.	ESPIG Maximum Country Allocation	8,820,000
b.	Fixed Part	N/a [1]
c.	Variable Part	8,820,000
d.	Multiplier Maximum Country Allocation	10,000,000
e	Fixed Part	7,000,000
f.	Variable Part	3,000,000
g.	Allocation Requested	18,820,000 [2]
h.	**Allocation Recommended by GPC**	**18,820,000**
i.	Grant Agent	UNICEF
j.	Agency Fee % - Amount	7% - 1,317,400
k.	Period	2 years and 3 months
l.	Expected Start Date	September 1, 2018
m.	Variable Part Disbursement Modality	Ex-Post
n.	Funding Source	GPE Fund

4. Requests the Trustee to withhold the transfer of funds until the conditions set out in Annex 1 to BOD/2018/07 DOC 03 have been met.
5. Requests the Secretariat to:
   a. Include in its notification to Zimbabwe, the relevant grant agent and coordinating agency, for distribution to the local education group (LEG) of the approval of the allocation and the expected timeframe for signing of the Grant Agreement and grant effectiveness, as applicable, the conditions, requests for report-back, and observations on the program as recommended by the GPC and set out in Annex 1 to BOD/2018/07 DOC 03.
   b. Include an update on the issues listed as "conditions" and "report back" in the annual Portfolio Review in accordance with the specified timeline.

[1] An allocation for the fixed part of the maximum country allocation for the ESPIG totalling US$20,580,000 was approved by the Board of Directors in December 2016 (BOD/2016/12-08).
[2] Includes US$ 694.219 for the cost of the grant agent to perform its roles and responsibilities (formerly supervision fees). Per decision BOD/2015/10-02 supervision fees are funded from the maximum country allocation effective from the second funding round of 2016.

3. BACKGROUND

3.1 The allocation recommended for Zimbabwe in this paper is the first GPE allocation where the ESPIG allocation is accompanied by a Multiplier allocation. The Multiplier was established by the Board in 2017 to leverage significant additional financing for countries; in order to access the Multiplier maximum country allocation, countries must seek additional co-financing at a ratio of 3:1 with due attention to debt sustainability. In this case, the Multiplier allocation of US$10,000,000 was instrumental in unlocking an additional US$50 million in grants.[3]

3.2 In accordance with the requirements for accessing a variable part ESPIG allocation and a Multiplier allocation, the Committee assessed the grant application from Zimbabwe and discussed the strategies, indicators and targets and means of verification related to the variable amount of the funding, along with the requirements of co-financing and additionality related to the Multiplier funding.

3.3 The Committee held that the requirements for accessing the fixed part of the Multiplier allocation needed no further discussion as the Committee had assessed those requirements as met when it recommended Zimbabwe's application for the fixed part of the ESPIG for approval to the Board late 2016.

3.4 Prior to the discussion, the following conflict of interest was disclosed:

- Atif Rafique, UNICEF, as representative of the grant agent for the proposed program.

3.5 The GPC had a rich discussion regarding the application and found that Zimbabwe met the relevant requirements with some caveats that need to be addressed prior to the transfer of grant funds.

3.6 The primary discussion points are summarized in Annex 1. The evidence for meeting the requirements and quality standards is set out in Annex 2.

4. PLEASE CONTACT Margarita Focas Licht (mlicht@globalpartnership.org) for further information.

5. ANNEXES

5.1 This paper includes the following annexes:

- Annex 1 – GPC Observations, Report-Backs, and Conditions
- Annex 2 – Secretariat Quality Assurance Review Phase 3 (Final Readiness Review)

[3] Euro 15 million was leveraged from KfW and 24 million pounds was leveraged from DFID.

5.2 The following is available on the Committee eTeam site:

- Zimbabwe ESPIG Application Package (GPC/2018/06 DOC 07)

ANNEX 1 – GPC OBSERVATIONS, REPORT-BACKS, AND CONDITIONS

Zimbabwe	
Observations	The Committee appreciates that the application is coherent, relevant to the context, well integrated with the Education Sector Strategic Plan (ESSP) 2016-2020 and complementary to ongoing support from the Education Development Fund (EDF) and the current GPE 2 fixed part grant, approved in December 2016 by the Board. The Committee also appreciates that this is the first variable and Multiplier ESPIG for Zimbabwe and noted that the additional financing leveraged through the Multiplier from the UK Department for International Development and KfW Development Bank reduces the burden on the poorest households through bringing increased funds to support the poorest schools and improve education quality. The ambitious time frame of just over two years for implementation of key and urgent reforms appears very tight, particularly when the country is undergoing political shifts. Therefore, it may prove necessary to request an extension of the grant and allow an additional year for delivery of the key policy and regulatory instruments.
Report-Backs	The system continues to be very dependent on households for funding non-salary costs of education, and the poorest schools and households are most vulnerable. The Committee recognizes the importance of the Education Act and School Financing policy being approved by Cabinet and rolled out to guarantee support to non-wage expenditures and to introduce a mechanism to address inequities in school income. In the next annual progress report from the grant agent, expected by March 2019, the Committee requests information on the development and implementation of the key equity focused policies under the ESSP (inclusive education, early learning, etc), supported with GPE 2 financing.
Conditions	The Committee finds that overall, the Performance Variable Part (PVP) outcome Indicators represent an adequate level of ambition and integration into the ESSP results framework. The Committee notes that transition and survival rates can stagnate or even decline as education systems grow within changing contexts, so improvements are not guaranteed and require dedicated effort. The Committee requests the following before the transfer of the grant funds: 1. Reconsideration of the weighting of the equity indicator related to revision and approval of the Education Act. The Committee believes that the funding allocated to the development of the policy and preparation of the policy document (95%) is overemphasized compared to the actual approval by Cabinet (5%). 2. For the equity indicator on Improved Transition Rate from Grade 7 to Form 1 of districts (17) with a 2017 transition rate below 70%, a more precise indication of what that ''improvement' is expected to be, ensuring it is statistically meaningful and disbursements are made accordingly. The Secretariat looks forward to receiving the response and will assess its adequacy in order to authorize the release of the grant funds.

ANNEX 2 – SECRETARIAT QUALITY ASSURANCE REVIEW PHASE 3 (FINAL READINESS REVIEW)

Zimbabwe - Quality Assurance Review – Phase 3

Total Program Cost: US$18.82 million, of which
Proposed GPE Multiplier ESPIG Amount: **US$10 million**
Fixed Part: US$7 million, of which US$210,000 for Grant Agent's Implementation Support Costs;
Variable Part: US$3 million;
Proposed Regular ESPIG Amount:
Variable Part: **US$8.82 million**, of which US$484,219 for Grant Agent's Implementation Support Costs;
Total Performance Variable Part – US$11.82 million
Total Grant Agent Implementation Support Costs: US$694,219
Implementation period: 2 years and 3 months
Projected implementation start date: September 1, 2018
Grant Agent: UNICEF

1 BACKGROUND AND EDUCATION SECTOR OVERVIEW

A Maximum Country Allocation (MCA) of US$29.4 million was announced for Zimbabwe in December 2014. In December 2016, the GPE Board approved the fixed part of the grant or US$20.58 million which became effective in January 2017. In December 2017, the Board approved a Multiplier allocation of US$10 million. The country has decided to apply for the remaining US$8.82 million of the MCA (variable part) and the US$10 million Multiplier together for a total grant of US$18.82 million, of which US$7 million is fixed and US$11.82 million is the performance-based Variable Part (PVP) that includes US$3 million from the Multiplier and US$8.82 million from the MCA.

1.1 COUNTRY BACKGROUND

Zimbabwe faces economic challenges as a result of the systematic depletion of resources over decades, failure to develop a strong economic policy that funds growth, and the current daily cash crisis that is impacting the treasury, the civil service, the banks and ordinary Zimbabweans. Life for the ordinary 'middle class' citizen has become more difficult and for the majority of out of work and unemployed (estimates at over 80 percent), very grim. The wider economic context remains constrained. GDP growth slowed significantly to only 1.4 percent in 2015.[4] The low revenue inflows mean that the government can only meet its salary obligations to civil servants, the majority of whom are teachers.

Drought conditions continue to adversely impact agricultural productivity and make life for those affected very difficult. The 2015 Zimbabwe Poverty Atlas noted that poverty prevalence is high in 56 out of 60 districts, while another 2014 study showed that 65 percent of children experienced severe child poverty while 42 percent experienced child absolute poverty. While the country has succeeded in reversing the HIV prevalence rate from 24.6 percent in late 2002 to 14.7 percent in 2012, AIDS related mortalities and high levels of poverty have created a population of orphans and vulnerable children (OVC) of over one million.

[4] Program Document p. 7.

Faced with this difficult socio-economic climate, the Government of Zimbabwe (GoZ) plans to reduce overall wage costs from around 66 percent of expenditure in 2016 to 50 percent in 2019.[5] The Government is also pursuing a gradual approach to strengthen its reengagement with the international community. Reform plans, such as rationalizing public expenditure and reducing public employment cost, have received broad support and, once implemented, should provide positive signals to donors, investors and creditors, and help unlock external flows to finance GoZ's development plans and private sector-led growth. Campaigning for the elections due in 2018 is underway after the long-time leader of Zimbabwe was replaced by a new President. The current government has stated that they want to have a more open and inclusive approach to working with the international community and in opening the economy.

	Zimbabwe
Population	13.9 million (Application, p. 15) 13.1 million (ESSP, 2012 census, p. 2)
Human Development Index Ranking	155 out of 188 countries (Human Development Report, UNDP, 2015)
GDP	US$16.6 billion (2016, World Bank Country at a Glance)
GDP per capita	US$1,076 (Application, p. 15) US$1,029 (2016, World Bank Country at a Glance)
World Bank Income Classification Level	Low income (FY2018, World Bank Country and Lending Groups Country Classification)

1.2 EDUCATION SECTOR OVERVIEW

The current structure of the education system in Zimbabwe is 2-7-4-2 with two years of early childhood development (ECD), seven years of primary education (though the first two of these also focus on ECD), four years of lower secondary followed by two years of upper secondary education. The Education Sector Strategic Plan (ESSP) for 2016-2020 focuses on: 1) providing a strong legal regulatory context, 2) phasing in a new curriculum, 3) inclusive education and second chance opportunities to learn, 4) infrastructure, 5) teacher professional development, 6) building leadership and management skills at all levels, and 7) evidence based policy making. Under the current ESSP, Zimbabwe has also introduced Provincial Operational Plans (PoPs) and District Operational Plans (DoPs) and reviews at the decentralized level to be more responsive to local context.

The most recent Joint Sector Review (JSR) of education held in January 2018 notes that, despite some challenges, considerable efforts have gone into the implementation of the new curriculum with progress being made in all areas of access, equity and efficiency. However, challenges remain. Systematic underfunding from the late 1980s has caused the main challenge: the system is very dependent on parental and community support. Currently, parents contribute approximately 96 percent of the non-salary costs to education, raising equity concerns. The probability of dropping out is twice as high in schools that are in the most disadvantaged areas of the country compared to those in more affluent communities. Another challenge is the large dropout from lower secondary schools (over 20 percent). These challenges in turn have resulted in inequity of access and low quality of education provision, particularly affecting some parts of the country and the poorer populations.

[5] Program Document p. 8.

From 2008 quality of teaching and learning declined together with transition rates from Grade 7 to Form 1. National pass rates at primary level dropped and from the late 1990s only 20 percent of students who appeared for the examinations were able to pass five or more subjects at 'O' Level.[6] However, from 2012-2016 after the peak of the economic crisis, many of the key sector indicators began to recover. For instance, the pass rate for primary grade 7 improved from 31% in 2011 to 42% in 2015 and again to 43% in 2016.[7]

The ESSP (2016-2020) sets out to reverse the impact on access and the quality of learning outcomes which has resulted from the historical context and the economic crisis. This requires in part, increasing the level of funding provided to disadvantaged schools so that they can improve their learning environment.

1.1.1 **Learning outcomes**:

The Zimbabwe Early Learning Assessment (ZELA) is a sample-based survey that is conducted every year in order to establish the extent to which learners have mastered the competencies that are expected of them at the end of the last year of the 4-year Infant School phase (end of first two years for primary).[8] As designed, ZELA can also measure progress in children's learning over time. Since 2012, ZELA has consistently found correlations between wealth and the factors that contribute to improved academic performance such as having books at home, eating more than one meal per day and having access to utilities like water and electricity at home. ZELA results for 2016 show 71 percent of children performed at or above grade level for English and 65 percent for Mathematics, with girls outperforming boys.[9] ZELA findings consistently confirm that location (rural/urban) is a variable that is associated with major differences in learning outcomes. The results for 2016 for example, show that the percentage of learners performing at or above the grade appropriate level for rural schools was 59 percent compared to 81 percent for urban schools. Results for 2017 demonstrate a slight decline in performance with 68 percent of children reaching the benchmark for English and only 55 percent reaching it in Math.[10]

The 2016 grade 7 national pass rates were at 43 percent. The grade 7 pass rates in mathematics fell slightly from 57.4 percent in 2015 to 56.9 percent in 2017. While girls did better than boys by 6 percentage-points, both males and females failed to reach the targets set for 2016 and 2017 in the ESSP, 56 and 57 percent for boys and 61 and 62 percent for girls, respectively. Available data shows that overall pass rates for rural (P3) schools are far lower than those for urban (P1 and P2) schools.

Goal two from the ESSP relates to improving learning outcomes at grade 7. By 2020 the aim is to have 54 percent of students pass the grade 7 national exam with an emphasis on improvements in math. The ESSP cites strategies to improve teacher performance including the introduction of continuous assessment to provide opportunities for teachers to focus on student weaknesses.[11]

Moreover, the ESSP's vision is for the new curriculum to empower teachers to teach in a different way. The ESSP recognizes that efficient and effective teacher monitoring must be backed by appropriate and timely support to teachers and so goal three under the ESSP relates to

[6] Program Document p. 10.

[7] Summative Evaluation of UNICEF Support for Education in Zimbabwe p. 15

[8] In Zimbabwe, the Infant School phase covers ECD A, ECD B, Grade 1 and Grade 2. ZELA is administered during the first half of Grade 3 to test competencies at the end of Grade 2.

[9] In 2016, 74.6 % of girls met the benchmark for English and 67.6 % reached it for Math.

[10] In 2017, 72.7% of girls reached the benchmark for English and 59.4% reached it for Math.

[11] ESSP 2016-2020 p. 53

strengthening the teaching quality assurance by making use of the Teacher Development Information System (TDIS) and the Teacher Professional Standards (TPS) to have more regular and formalized teacher supervision, performance monitoring and targeted capacity development opportunities.[12]

1.1.2 **Equity**:

Completion rates have been slowly increasing for all levels of schooling, though they fell slightly for primary education between 2016 and 2017 from 79.6 to 78.8 percent (EMIS). Poor primary performance automatically creates a bottleneck for improving lower secondary performance. However, while the EMIS data points to a Primary Completion Rate (PCR) of close to 80 percent, the Multiple Indicator Cluster Survey (MICS) 2014 indicates a national primary completion rate of 99 percent. According to the UNESCO Institute of Statistics (UIS), the Gross intake ratio to the last grade of primary is 90.3 percent (2013).

According to the 2015 Education Situation Analysis (ESA) carried out to underpin ESSP development, the number of schools offering ECD has increased every year. ECD gross enrolment rates have also been increasing from 34.8 percent in 2013 to 55.9 percent in 2017. There is almost gender parity in enrolments. Despite the low participation rates, the latest MICS survey conducted in 2014 reported that 86.2 percent of children in Grade 1 had attended pre-school the year before. This is an unusually high share indicating the considerable growth in pre-school enrolments.

Primary and secondary school enrolments have increased slightly over the past 5 years with a gross enrolment rate of 105.6 percent in primary school in 2017 and 76.9 percent in lower secondary school. Net enrolment is 89.9 percent in primary in 2017 and 55.5 percent in lower secondary. However, the Net Intake Rate remains low (43 percent in Grade 1 in 2016) and the appropriate age for grade enrolment shows considerable variation across the country at both primary and secondary level. There are large numbers of over-age children in classes in grades 1 to 7 which carries over to secondary school.[13] In fact, over-age children made up around 60 percent of the primary school and lower secondary enrolments in 2013, with boys tending to be older than girls.

The MICS (2014) found the total share of out-of-school children nationally was 6.6 percent for primary school aged children and 20.6 percent for secondary school aged children. The access and equity situation varies widely from district to district suggesting a need for local solutions. The worst affected districts (with more than 11 percent of children out-of-school) are Beitbridge, Bindura, Bubi, Bulilima, Chiredzi, Lupane, Mangwe, Mbire, Mwenezi, Nkayi, and Tsholotsho. The shares of children not attending school is correlated with socio-economic background, such as mother's education and wealth quintile. In particular, the poorer the household the more likely it is that the child will not be attending school regularly or will have dropped out of school.

Equity issues at the level of the district and school type (urban/rural, grant class,[14] satellite/registered) have been highlighted and these include issues of finance, gender, status of orphans and vulnerable children and those with disabilities. The MICS (2014) linked school attendance, the age of enrolment, primary completion rates and transition rates to secondary school to wealth quintiles and the level of the mother's education.

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[12] ESSP 2016-2020 p. 54

[13] ESAR 2015 p. 34.

[14] Schools are categorized by the economic status of communities they serve. P1 and S1 schools generally serve high income communities, P2 and S2 schools serve the middle income and P3 and S3 schools serve the low income bracket.

1.1.3 **Efficiency**:

Repetition rates in primary and lower secondary schools are relatively low in Zimbabwe: in 2016 rates were below 1 percent in primary schools and below 2 percent on average in secondary schools. The exceptions are Forms 3 and 4 of secondary school where repetition rates are around 4 percent, presumably to help students prepare better for the O level examinations taken at the end of Form 4. The low repetition rates reflect the Ministry of Primary and Secondary Education's (MoPSE's) policy of automatic promotion. Permission from the Ministry is needed for a child to repeat. Repetition rates are higher for boys than girls.

Dropout rates vary by primary and secondary school and by sex. Dropout rates are higher in secondary schools (almost 4 percent) than primary schools (under 1 percent) and the dropout rates of girls become higher than boys in secondary school. The ESSP aims to strengthen community campaigns against early pregnancy and provide a safe environment for girls through guidance and counselling. The transition rate from primary to lower secondary was increasing up to 2016 when the rate was 80.7 percent. However, the rate dropped slightly in 2017 to 78.7 percent. Less than a quarter of students continue their education beyond Form 4.

The ESA figures show that there are issues with the equitable distribution of trained and experienced teachers that might require a change in deployment policies and practices, and the redeployment of teachers. Most primary (97%) and secondary teachers (84%) are qualified. The majority of primary school teachers have a diploma or certificate in education (77%), followed by those graduates with a teaching qualification (13%). Half of the secondary school teachers have a diploma or certificate in education (50%), and 30 percent are graduates with a teaching qualification. A very large share of ECD teachers are paraprofessionals but this share is declining and was down to 40 percent in 2016. These teachers fill a vital function in ECD provision as only half of the ECD teachers have diplomas or certificates in teaching (it is not known how many of these are trained in ECD methods).

1.1.4 Monitoring of Sector Performance:

The Education Coordination Group (ECG) is the national forum for regular multi stakeholder engagement in the delivery of the ESSP. The ECG has a mandate to provide the sector wide framework for stakeholders to support MoPSE priorities. It serves as an advisory group to MoPSE and an umbrella mechanism to help coordinate all existing and planned funding arrangements.[15] Members of ECG include the Minister, the Permanent Secretary, UNICEF, UNESCO, Ministry of Finance and Economic Development (MoFED), donor partners including the World Bank and DFID, and the Education Coalition of Zimbabwe (ECOZI), including teacher representatives. The ECG meets regularly, every 6-8 weeks and meetings are chaired by the Minister.

MoPSE has committed to the ESSP as the principal education planning and sector monitoring document for 2016-2020 and is continuing to build on the existing annual review process. JSRs were first held in 2014 and 2015, with the first sector reviews for the ESSP 2016-20 taking place in November 2016 and January 2018. These JSRs were held with inclusive participation, ensuring that they were part of an ongoing institutionalized sector monitoring process involving the provincial and district, as well as the national levels. The annual operational plan monitoring reports from all 73 districts and all 10 provinces inform the JSR each year. The organization of the JSR is led by the ECG and district based education ministry officials are involved in the national discussions, ensuring inclusive participation.

[15] ECG TORS (revised 2015)

The introduction of annual sector performance reviews that adopt a clear reporting framework at district/provincial and national levels is a laudable initiative that provides an opportunity to inform the adaptation of the ESSP and its operational plans during implementation. The process has contributed to ensuring a focus on learning outcomes and an equity perspective; analysis and understanding of disparities within provinces and districts allows for more informed actions on the ground and prioritization of support to the most disadvantaged schools. In-country Secretariat missions revealed that MoFED's attendance has not been regular in the ECG and that MoFED's meaningful participation is key at the JSRs. This has been appropriately addressed by MoPSE and MoFED's engagement in the sector is progressively improving through participation in the JSRs and with the ECG.

2. Fixed Part Requirements

The fixed part requirements were discussed by the GPC when the Fixed Part application was presented in October 2016. Zimbabwe's 5-year ESSP began in 2016 and concludes in December 2020. It is complemented by an operational plan and the application's implementation period (2018-2020) is aligned to the ESSP.

Two report-back points were adopted by the Board. The first relates to the considerable amounts from household income being dedicated to education. At the time of application, the MoPSE education budget reflected in the ESSP represented 5.6 percent of GDP and 20.3 percent of the total Government budget, of which 99 percent went to salary related costs. While the government spending on education represented an important share of overall government expenditures (29.9 percent in 2014) parents were contributing approximately 96 percent of the non-salary costs to education, with resultant issues in terms of equity.[16]

The difficult economic environment and fiscal challenges continue to impact the resources available to the government to fund education. However, the Zimbabwean authorities have demonstrated strong commitment and are taking important steps to advance macroeconomic and structural reforms. In fact, the 2018 budget shows "a significant and positive shift, with an increased allocation to education allowing for decreased proportional spend on wages (90%) and increasing non-wage spend to $69.6m; showing Government commitment to addressing these concerns within a constrained fiscal environment." [17]

The adoption of the school financing policy, which is a variable part indicator under this application, is expected to bring more systematization to household contributions with an aim of alleviating the burden on the poorest of households and reducing the imbalance between disposable incomes that schools can access.[18]

The second report back concerns the inclusiveness of civil society and teacher unions in the policy dialogue. Non-state actors participated in the development of the ESSP and are members of the LEG. Teachers organizations are represented in the ECG by the National Coalition, ECOZI and have participated in the annual JSR.

[16] An Analysis of Government Spending for Education in Zimbabwe, UNESCO/IIEP-Pole de Dakar March 2016 (pg. 21)

[17] Program Document p. 9.

[18] Schools rely on levies to cover recurrent costs. The system distributes public funds per learner on an almost equal basis among schools where private funds vary from US$ 0 to over US$ 12,000 per learner per year. The median school fee paid by households is US$40 per year per primary pupil and US$95 per year per secondary pupil (EMIS data).

3. MULTIPLIER

US$50.5 million in additional financing to the sector has been leveraged through the Multiplier.

Zimbabwe submitted an Expression of Interest for the maximum eligible allocation of US$10 million under the Multiplier in October 2017 noting that US$43.5 million was being mobilized as new and additional co-financing to the sector from DFID (24 million Pounds) and KfW (10 million Euros). Since the time of the Expression of Interest, the grant from KfW has increased from 10 to 15 million Euros while the 24 million British Pounds from DFID remain the same.

The program document clarifies that "As a result of the discussions around the use of the Multiplier in 2017, BMZ have committed an additional Euro 15m to support the ESSP, through UNICEF. KfW is aware that additional funding through the MF is increasing the amount of funding that could be used to support Districts in most disadvantaged Provinces to improve the quality of education. The German Government considers that these additional resources can provide good value for money through the EDF (Education Development Fund) program and will continue the strong focus on equity, improved learning and improvements to financial management in the sector." [19] The associated letter annexed to the package confirms receipt of Euro 15 million (about US$18 million) from BMZ by UNICEF.

The program document comments that "DFID Zimbabwe plans to continue to invest in the education sector through the EDF by up to £24m ($31.8m) over the next three years. As of March 2018, DFID Zimbabwe extended the EDF program for one additional year and is providing £8m in funding up to March 2019. In addition, a new business case of continued support to the education sector is being developed for the additional £16m DFID has committed to the education sector, subject to Ministerial approval of the UK Government." [20] In addition, a letter from the head of DFID in Zimbabwe annexed to the application package confirms that "Under current plans and supported by the multiplier concept, DFID Zimbabwe will continue to invest in the education sector through the EDF by up to £24m ($31.8m) over the next three years, subject to UK Ministerial approval."

Currently, Zimbabwe is not eligible for Development Bank assistance of any kind and so none of the co-financing instruments are loans or other forms of debt.

Conclusion: ***The Secretariat considers that the requirements related to the multiplier are met. The ratio of funding mobilized from the Multiplier is 5:1, exceeding the 3:1 co-financing requirement.***

4. ESPIG

4.1 PAST ESPIG PERFORMANCE, IF APPLICABLE

The overall objective of the 23.6 million ESPIG 2013-2016 was: "To boost learning outcomes in basic education through continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence based policy and strategic planning." This was to be achieved through 3 priority areas, namely: 1) Professional development for better teaching and learning; 2) Supervision and management of teacher performance and development and; 3) Strengthened strategic planning leading to MoPSE's ESSP 2016-2020.

[19] Program Document p. 22.

[20] Program Document p. 22.

The summative evaluation commissioned by UNICEF Zimbabwe from April 2018 for both the EDF 2012-2015 and GPE 2013-2016 concluded that "despite a challenging context (not only a deteriorating social, economic and political context, but also due to development partners such as the EU and GIZ failing to meet initial commitments), both GPE and EDF achieved remarkable successes in delivering the expected outputs.[21] The GPE grant exceeded its target for Early Reading Initiative (ERI) by 41 percent by reaching 44,342 teachers trained instead of the 31,354 planned, and by 25 percent for the Performance Lag Address Programme (PLAP) by training 52,730 teachers in use of PLAP materials instead of the 41,855 planned. The grant was successful in rolling out the Teacher Development Information System (TDIS), although not all teachers are yet captured in the system. Questions remain as to how effective TDIS has been and whether or not it is being used as planned. With respect to Teacher Professional Standards (TPS), the training has reached all schools, but it is not yet apparent to what extent TPS is actually being systematically used as intended. Another conclusion of the evaluation is that the systemic capacity development and systemic functioning of the sector has 'yet to be fully realized" and 'will only happen once the Government of Zimbabwe provides meaningful financial support to the non-employment costs of the sector." [22]

4.2 ESPIG DESCRIPTION of current GPE 2 Financing (20.58 million fixed part) and results to date

GPE 2, a three-year program, began in January 2017 following approval by the Board in December 2016. The overall program objective is to increase the number of children successfully completing basic education. With support from the GPE 2 program, MoPSE is making progress in the areas of: policies and legislative reforms; curriculum rollout; equity; institutional strengthening; and monitoring. GPE 2 includes the following components:

Program Component	Implementation Status
Component 1: Providing a strong policy, legal and regulatory framework	Education Amendment Bill sent to the Attorney General's office for review. Some progress on drafting policies for non-formal education, inclusive education, school financing, and early learning.
Component 2: Curricula roll-out	Procurement plans developed and textbooks being purchased for poorest schools, ECD play equipment, ERI and PLAP materials being procured and progress on ERI and PLAP integration into In-service and Pre-service programs for teachers
Component 3: Improved equity and access	Secondary school syllabi compressed into 3 years for non formal education program. Screening tools for children with disabilities being procured and outreach activities for the identification of CwD in progress
Component 4: Institutional Strengthening	A concept note for holistic organizational development of the Ministry endorsed and consultancy team engaged to carry out the review. The Centre for Educational Research Innovation and Development (CERID) mapping has taken place and a draft concept paper on its establishment and functions has been drafted.
Component 5: Sector Monitoring	All Districts submitted their reviews of Operation Plans for 2017 and the 2017 JSR was held successfully in January 2018, with broad participation including Ministry of Higher and Tertiary Education Science and Technology Development (MoHTESTD) and MoFED.

[21] Summative Evaluation of UNICEF Support for Education in Zimbabwe (April 2018)

[22] Summative Evaluation p. xiii.

The work to date provides a strong foundation and is complementary to the support to be provided with the grant being considered for approval. GPE with a total investment of US$44.18 since 2013 and the Education Development Fund (EDF) with a total investment of approximately US$188 million since 2012, constitute the largest sources of donor funds for the sector and for UNICEF's education program. Efforts have therefore been made to ensure that there is no overlap between GPE and EDF and between the Fixed Part and this application, even when the interventions supported contribute towards ESSP shared objectives and goals. For instance, while both GPE and EDF support the roll-out of the curricula, GPE is supporting ECD materials and materials to support CwD as well as textbooks for complementary learning areas. EDF on the other hand is supporting the development, printing and distribution of syllabuses and the curricula framework and handbook. Similarly, to strengthen teacher capacity, GPE supports the training of teachers in teacher professional standards (TPS) and EDF supports the training of school heads on supervision and TPS.

4.3 MULTIPLIER AND VARIABLE PART GRANT DESCRIPTION

The Fixed part of the Multiplier Fund (MF) will be allocated through a one-off top-up of the School Improvement Grant (SIG) to 1,000 schools to finance expenditures to "complete classrooms and equip the learning environment so that the new curriculum can be delivered effectively." This will directly support equity as the targeted schools [23] are needy and in rural poor areas and is likely to support learning as the SIGs will improve the learning environment. In addition, this support benefits from ongoing work on the SIG process through the EDF and is aligned to that ongoing work.

The Performance Variable Part (PVP) will be released upon achievement of results measured through nine indicators, three in each of the domains of Equity, Efficiency and Learning. The PVP strategies and results are further described in the section 6: Assessing the Variable Part.

The PVP, once released, will finance five programs that are aligned to the ESSP and complement financing from the Fixed Part and EDF.[24] Effort has been made to build on the foundations being established. Risks related to targets not being achieved and non-release of the financing have also been considered. For instance, Program 1 will allow more rural schools to receive SIGs and help MoPSE to further distribute teaching and learning materials as part of the new curricula roll-out. Given that the curricula roll-out is a national priority, MoFED is also allocating funding to support materials for the new curricula.

The VP will finance:	
Program 1: Equity and improved access • Parental awareness training • Teaching and learning materials • School infrastructure (through SIGs)	$4,590,000
Program 2: Improved learning outcomes • Networks for mathematics teachers • Mathematics teaching and learning resources	$1,600,000
Program 3: Efficiency and Improved retention • Career, guidance and counselling	$3,770,000

[23] The SIG program was established in 2013 and targets the poorest P3 schools, those that are most financially constrained, with an operational fund to improve the school environment. The 1000 schools being targeted are in rural communities and are the most disadvantaged P3 "satellite schools'. These are schools that lack basic infrastructure where learners are often housed in makeshift structures in some cases made of mud and wattle. (PD p 79)

[24] Program Document p. 86

• Child protection • Teacher capacity building on special needs and learning disability • T&L materials for children w. special needs	
Program 4: Institutional strengthening • Capacity and leadership development • Capacity development of districts	$820,000
Program 5: Programme management and monitoring • *Grant Agent Costs ($484,219)* • Other costs	$1,040,000

The current project modality of working through UNICEF systems will continue to be used and funds will continue to flow using the UN HACT system for disbursements and expenditure control. However, given the Public Finance Management Systems (PFM) reform environment and the ongoing extension of Zimbabwe's Integrated Financial Management Information system (IFMIS) to districts, there are potential opportunities for greater alignment. UNICEF is monitoring the PFM reform agenda and actively engaging with government and key partners. MoPSE, with GPE financial support is training accountants and administrative officers who will be using the new grant module under IFMIS – this offers UNICEF a good entry point for pursuing changes in modalities as they are actively developed.

Table A: ESPIG Components and Costs

		GPE Financing US$	% of total
	Total available grant	$18.82 million	
Fixed Part			
A	Additional top up to 1000 poorest schools through School Improvement Grant (SIG) on agreed list of items	$6,790,000	36%
*Grant Agent's Implementation Support Costs**		*$210,000*	*1%*
	Sub-total Fixed part	**$7,000,000**	**37%**
Variable Part			
VP grant release linked to results in:			
A	Equity	$3,729,142	
B	Efficiency	$3,729,142	
C	Learning Outcomes	$4,361,714	
	Sub-total Variable part	**$11,820,000**	**63%**
Total GA Implementation Support Costs (FP+VP)		***694,219***	***4%***
GRAND TOTAL (with Grant Agent's Implementation Support Costs)		**$18,820,000**	100%
	Agency Fees**	$1,512,000	

* Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

** Agency Fee is not included in the MCA and is calculated as percentage rate (agreed with each GA) from the Total Fixed Part and Total Variable Part.

*** Further information on Grant Agent's costs can be found on pages 104-5 in the Program Document.

5. ASSESSMENT OF THE PROGRAM DOCUMENT

The Government has responded positively to the suggestions for improvement provided during the QAR2 process. For example, the suggestions to: revise the target for measuring learning outcomes; develop further the Theory of Change; include an implementation plan; examine the high cost of supervision by the GA; and have VP indicators externally verified have all been taken on and the revisions or responses included in the new program document. In addition, suggestions on extending the implementation period from 2 to 3 years have been considered carefully and while rejected, arguments for keeping the two-year implementation period have been advanced: GoZ wants to maintain continuity with the ESSP which ends in 2020 (as does the GPE strategic plan); and with the ongoing curriculum reform process. In addition, GoZ considers that the very ambitious targets are a stretch but not a "stretch too far."

The resulting Program Design builds on the ongoing successful implementation of the GPE 2 program and mainly focuses on improving the learning environment in primary and lower secondary schools. The interventions are justified by a diagrammatic Theory of Change supported by text linking inputs to outputs and outcomes and explaining transformation and stretch. The achievement of GPE strategic goals and objectives: Learning, Equity and Efficiency; are fundamental to the program as it supports a new learning curriculum and teacher continuous professional development, targets needy schools in poor districts, and aims to improve student flow and retention.

The Program Budget has been carefully prepared specifying some unit costs and comparing costs across neighboring countries. The budget is also detailed; covering all the activities to be supported. The GA's supervision costs are justified in this version of the PD.

The Program includes an M&E framework comprised of a strategy and methods to ensure accountability for achievements. There is also a Results Framework that describes in detail the nine indicators that have funding attached to them. The M&E arrangements and Results Framework are linked to the ESSP and to the current GPE 2 Fixed Part grant.

The Program appears ready to be implemented. The implementation arrangements are appropriate given the context, using the tested GPE 1 and GPE 2 Fixed Part modality and the UN HACT system for disbursement and expenditure controls. An implementation plan for the two years of the program has also been prepared. Nevertheless, it is recommended that a selection of the key Ministry staff review and further develop the implementation plan prior to grant effectiveness.

The PD includes a Risk matrix identifying external and internal risks, including the possible impact of the changing political environment, and identifies appropriate mitigation measures. The Program is designed to be sustainable despite the high share of MoPSE resources going to salaries, and the already high share of budget and GDP for education making it difficult for Government to reduce this share in the short-term. (Accordingly, it seems clear that Zimbabwe will be dependent on donor support for many non-salary items for the short- and even medium-term.) The Program has been designed to complement the activities of other Development Partners and support the objectives of the ESSP. In particular, the Fixed Part of the Multiplier expands the EDF supported by DFID and Germany. It is also aligning disbursement and accounting systems more closely with GoZ systems. Reporting is also aligned through the JSR process. Accordingly, the ESPIG application described in the PD is considered to have met GPE's requirements for support.

6. VARIABLE PART

The Theory of Change for the whole Program (Fixed and PVP) has been summarized diagrammatically in the program document. The diagram shows what problems have been identified and their causes, the strategies to address them, the ways in which progress will be measured through process, output, and outcome indicators and the final impact. Assumptions are also described. The program document then expands on each of the linkages in the detailed text descriptions following the diagram. The outputs under the PVP are not financed by GPE 2. GPE 2 is, however, creating the stepping stone for achieving equity focused policy related outputs by providing support for the *development* of the school financing policy and the Education Act. However, the targets for release relate to endorsement by MoPSE, submission to Cabinet and in the case of the Education Act, approval by Cabinet in 2020.

Nine indicators have been proposed for release of the PVT funds, three for each domain: equity, efficiency and learning outcomes. Each of these indicators is described and targets for release of finance identified.

Equity

The indicators are:

	Targets		Pay out schedule		Total release
Indicator	2018	2019	2019	2020	
i) Improved transition Rate from Grade 7 to Form 1 of districts (17) with a 2017 transition rate below 70%	% increase of 10 lowest districts (December 2018)	% increase of all 17 lowest districts (December 2019)	1,232,000 (January 1, 2019)	1,232,000 (January 1, 2020)	2,464,000
ii) Revised and Approved Education Act	Submitted to Cabinet (December 2018)	Approved by cabinet (December 2019)	604,000 (January 2019)	28,571 (January 2020)	632,571
iii) School Improvement Grant released in quarter 1		SIG released Q1 (End April 2019)		632,571 (July 2019)	632,571
Total release			1,836,000	1,893,142	3,729,142
***unmet achievement rolled over for 1 year**					

The first of these is also the indicator being used to measure progress on the GPE 2 FP and is an ESSP indicator. The education act is seen as a tool to help make schooling more attractive, particularly with the removal of corporal punishment while the earlier SIG release will improve equity as the SIG is targeted to the most disadvantaged schools. Incentivizing the timely release of SIGs addresses the challenge of schools receiving their SIGs late and not being able to fund their school development plans. The causes of late release have been identified as late selection of beneficiary schools, late acquittals and delayed confirmation of functional school accounts. The indicator will incentivize the adoption of strategies to respond which include basing selection criteria on first term preliminary reports finalized within two weeks of opening of schools and further targeted capacity building of personnel for effective implementation of the program.[25]

The targets are measurable and achievable but will stretch MoPSE. For example, improving the transition rates for the 17 districts will require a coordinated effort at national, regional and district

[25] Program Document p. 28

levels. Ensuring that the new Education Act is submitted to and then approved by Cabinet and getting the SIG released in quarter 1 will require senior management of MoPSE working with other organs of Government.

Efficiency

The indicators are:

	Targets		Pay out		Total release
Indicator	2018	2019	2019	2020	
i) Female Survival Rate Form 1 – Form 4	79% (December 2018)	81% (December 2019)	1,232,000 (January 1, 2019)	1,232,000 (January 1, 2020)	2,464,000
ii) School financing policy submitted to Cabinet	Submitted (December 2018)		632,571 (January, 2019)		632,571
iii) EMIS data available in the third quarter 1		Available (End of Sept)		632,571 (January 2020)	632,571
Total release			1,864,571	1,864,571	3,729,142
***unmet achievement rolled over for 1 year**					

The Female Survival Rate is also an indicator for the FP and the ESSP. The ToC identifies inputs for improving the survival rate; Counselling and careers guidance; advocacy with parents and communities; and Leadership Development. Increasing the female survival rate would improve student flow efficiency in the education system (and also contribute to gender equity) and it has been selected because it has shown little consistent improvement in the past. The EMIS data indicator seeks to incentivize a timelier release of EMIS data, so that it can strengthen the evidence base for key decisions affecting the sector, including the Female Survival Rate. The PD argues that the school financing policy is necessary to enable schools to function well and will therefore contribute to efficiency. An implemented school financing policy should also contribute to a more equitable approach to distribute resources to schools.

Achieving the output target of 81% for the female survival rate will be very challenging, considering that the indicator has been declining (from 79% in 2016 to 77% in 2017). Building it back up again is going to require considerable effort at district, province and national level and the 2019 target of 81% is a stretch. Getting the school financing policy to Cabinet will require consensus around the content while having EMIS data available by Quarter 3 is valuable and necessary but also achievable.

Learning

The indicators are:

	Targets		Pay out schedule		Total release
Indicator	2018	2019	2019	2020	
i) Primary school teachers of mathematics successfully participate in the in-service mathematics training program to develop skills and knowledge so they can deliver the content of the New Curriculum	50% x2 teachers per school (December 2018)	50% x2 teachers per school (December 2019)	1,232,000 (January 1, 2019)	1,232,000 (January 1, 2020)	2,464,000

	Targets		Pay out schedule		Total release
Indicator	2018	2019	2019	2020	
ii) Zimbabwe Early Learning Assessment (ZELA) findings pre-2018 adopted and post 2018 implemented	Pre-2018 ZELA findings and recommendations reviewed and at least 3 being implemented and ZELA 2018 completed and shared on the MOPSE website (December 2018)	ZELA 2019 completed and shared on the MOPSE website and at least 3 new recommendations being implemented (December 2019)	632,571 (January 1, 2019)	632,571 (January 1, 2020)	1,265,142
iii) Every school received a package of documentation related to the curriculum framework, syllabi and continuous assessment tasks.	Target (December 2018)		632,571 (January 2020)		632,571
Total release			2,497,142	1,864,571	4,361,713
***unmet achievement rolled over for 1 year**					

None of these indicators are directly funded by the GPE 2 Fixed Part and these are all very directly relevant to the longer-term outcome in the ESSP: improving performance in mathematics. The results in the Primary School Leaving examination (PSLE) mathematics exam will continue to be monitored as they have been slightly decreasing, particularly those of poorly performing schools. Initially, the target was to be improved performance in the PSLE but the Secretariat's QAR2 review advised against using examination results as a Variable Part indicator for various reasons, including that public examinations are not standardized measures of learning although they may be used to compare groups in the same year and on the same exam. MoPSE and partners considered constructing an indicator focusing on a between-group difference in exam results, but found this to be unworkable.

Therefore, the targets are input targets, but quite challenging. For example, providing in-service training for 12,000 teachers over two years and delivering a package of documents related to the curriculum framework to all schools will be logistically challenging and is a large-scale activity. Two teachers from each school across the country will be trained ensuring disadvantaged schools benefit. Reaching all schools with the curricula package will help to establish a system through which schools can pass on their information regarding their needs, projections of school needs can be monitored and replenishments can be procured.[26] Ensuring that the ZELA findings are discussed and acted upon is a relevant objective especially considering that learning levels in grade 2 English and Math are declining.

6.1 Assessment of the variable part

Selected strategies for the Variable Part have been discussed and validated by the ECG (Zimbabwe's LEG). The improved overall transition rates and female survival rates, the school level financing policy, the curriculum reforms, and the focus on mathematics and science teaching are all ESSP strategies, and the focus on improving the learning environment and the completion of basic schooling are all fully in line with the ESSP. The ECG discussed at length and vigorously what to

[26] Program Document p. 38

measure and how for the PVP. For example, prompted by the QAR2 comments, they had a robust debate about how to measure improved learning in mathematics.

The proposal meets the standard for demonstrating transformative effect. Overall, the relatively high number of PVP indicators (9), which are all relevant sector level results, make for an ambitious PVP design – particularly when the two-year implementation period is taken into consideration. The design is well-developed in the PD with a discussion of each indicator, and the arguments are logical and coherent. The large number of indicators, their selection by the ECG and their focus on Equity, Efficiency and Learning outcomes should drive progress in basic education, and focus attention and efforts around a set of key results. The presentation meets GPE's standard for results chain and a credible theory of change.

Indicators and targets represent an adequate level of ambition and integration into the ESSP results framework. Taken together, the PVP is quite ambitious, particularly in relation to output targets for Equity and Efficiency to be achieved over two years. Indicators such as transition and survival rates can stagnate or even decline as education systems develop within a changing country environment, so improvements are not guaranteed and require dedicated effort. The indicator for in-service teacher training in mathematics also represents ambition and stretch given the scale and scope of the task; to reach more than 12,000 teachers and to reach them with adequate materials.

The standard for reliable means of verification is met. The means of verification are adequately described, including plans for independent verification through contracting external expertise to carry out quantitative as well as qualitative sample based verification prior to each Annual Review.

The disbursement mechanisms are clearly described and appear adequate. In case of partial achievement of the targets, pro-rata payments for the output/process targets is envisioned. The PVP evidence and verification table mentions the possibility for extending the deadline for certain targets, up to 12 months. The PD clearly explains what the VP funds will finance and how these activities will be implemented with technical support by the Grant Agent.

7. RECOMMENDATIONS [27]

The Secretariat recommends the Grant and Performance Committee consider that the three funding model requirements were assessed at the GPC meeting in October 2016 and were already been accepted as met at that time. Zimbabwe has a credible and endorsed sector plan, has demonstrated commitment to implementing the plan, and data collection and data availability are satisfactory and improving. There is also satisfactory progress on the report backs adopted by the Board.

The Secretariat finds the proposed program to be coherent, produced in cooperation with Development Partners, relevant in the country context and well aligned to the country's education sector plan. The indicators for the PVP are focused on key sector results to improve equity, efficiency and learning outcomes and are transformative. The ambitious time frame of just over 2 years for implementation of key and urgent reforms under the PVP, will stretch GoZ capacity to achieve them. That said, given the tight timeframe for execution, it may prove necessary to extend the program and allow an additional year for delivery.

[27] These recommendations were adjusted by the GPC. The final recommendations are found in Board Document BOD/2018/07 DOC 03 Annex 1.

The Secretariat welcomes the Summative Evaluation of UNICEF Support for Education in Zimbabwe[28] which highlights the need for outcomes to be tracked more consistently to have a better sense as to the key levers for change. To this end, the Secretariat encourages the country partners to introduce monitoring of instructional practice of teachers, especially in disadvantaged schools so that improvements in instruction can be measured and the effectiveness of teacher trainings on learning be better established.

The Secretariat considers that the quality of the Program Document itself is solid and that the aims and intentions will create a more equitable education environment for Zimbabwe's children.

[28] April 2018

Annex 1: Major Interventions of Development Partners

Donor name	Major interventions	Financial scale
DFID	a) Education Development Fund (EDF) aims to establish an equitable system for funding education through School Improvement Grants[29]. EDF also supports ECD related interventions. b) Zimbabwe Girls Secondary Education Project supports about 24,000 girls and spent £3 million per year in the 4-year period April 2012 to March 2016.[30] The Girls' Education Challenge (GEC) Programme[31] that covers two components as follows: c) The Improving Girls' Access through Transforming Education (IGATE), implemented by World Vision, targeting 49,000 rural girls, increases household capacity to support girls' education by mobilising mothers' groups, School Development Committees, local leaders and girls themselves. d) "New Equilibrium for Girls", implemented by CAMFED, targeting 40,000 rural girls in 24 rural districts in Zimbabwe (spending evenly across the years). The focus is on (a) increasing the retention of vulnerable girls through secondary school principally through the payment of bursaries; and (b) developing the capacity of female students to improve their learning outcomes.	a) USD 36 million (2015-2018)[32] b) US$ 4.58 million (2016-17) c) US$ 15.57 million (2013-2017) d) US$19,36 million (2013-2017)
The World Bank Group[33]	Education Technical Assistance (TA) Program,[34] a 2-year TA intervention. The TA is divided into 3 Components namely: • **Component 1: Teacher Management and Development –** Focusing on the establishment of a Teaching Professional and the improvement of Math and Science pedagogy with specific focus on novice Math and Science Teachers. • **Component 2: Student Assessment –** Focus on supporting the ZIMSEC in its introduction of Continuous Assessment under the New Curriculum. **Component 3: ICTs in Education –** Integration of ICT in classrooms informed by low-cost best practices and ICT in Education Policy.	US$ 690 000 (June 2015 – June 2017)
BMZ	The German Government (Federal Ministry for Economic Cooperation and Development, BMZ) has been supporting the education sector in Zimbabwe through the Education Development Fund (EDF); which in turn is supporting the implementation of the Education Sector Strategic Plan (ESSP). The last grant, before the multiplier fund was initiated, was in December 2016 through KfW.	As a result of the discussions around the MF in 2017, BMZ have committed an additional Euro 15m to support the ESSP, through UNICEF.

[29] SIG targets 6,200 disadvantaged schools. Schools use this money, to purchase learning materials, make repairs and pay the fees of OVCs. The grant allocates a per capita allocation of $35 per annum for primary students.
[30] A further extension of this programme is being planned for 2017-2020.
[31] Extension of the both components of the GEC programmes is currently being considered.
[32] As of March 2018, DFID Zimbabwe extended the EDF programme for one additional year and is providing £8m in funding up to March 2019.
[33] The Academic Centres of Excellence (ACE-II) program that supports selected Universities in East and Southern Africa to establish Regional Centres of Excellence on different thematic areas is still being designed, and is expected to have funding to the tune of US$ 5 million.
[34] The funding is limited since this is not a full program but rather a Technical Assistance intervention.