**Application Form for**

**Education Sector Program**

**Implementation Grant - ESPIG[[1]](#footnote-1)**

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| **Overview** | |
| Country: | Click here to enter text. |
| Grant agent(s): | Click here to enter text. |
| Coordinating agency(ies): | Click here to enter text. |
| Date of submission of the endorsed ESP/TEP: | Click here to enter a date. |
| Period of the ESP/TEP: | Click here to enter text. |
| Date of submission of the full ESPIG package: | Click here to enter a date. |
| Program name (optional): | Click here to enter text. |
| Other donor financing for the program (list donors and amount): | Click here to enter text. |
| ESPIG amount requested from GPE - Fixed Part[[2]](#footnote-2): | Click here to enter amount. |
| ESPIG amount requested from GPE - Variable Part[[3]](#footnote-3): | Click here to enter amount. |
| Agency fees (additional to the country allocation): | Click here to enter amount. |
| Estimated ESPIG starting date: | Click here to enter a date. |
| Estimated ESPIG closing date (must be last day of the month, e.g. June **30**, 2025): | Click here to enter a date. |
| Expected submission date of completion report: | Click here to enter a date. |

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| **Grant currency** - please enter ‘**X**’ in the box to indicate the currency of the grant amount and fees |  | US Dollar |
|  | Euro |

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| **Grant modality** - (please enter ‘**X**’)[[4]](#footnote-4) |  | Sector Pooled or Budget Support |
|  | Project Pooled/ Co-financed |
|  | Project/ Stand-alone |

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| **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.  **ESPIG Guidelines:**   Applicants should read the [ESPIG Guidelines](http://www.globalpartnership.org/content/global-partnership-education-program-implementation-grant-guidelines), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. In case additional information is needed, the applicant can contact the country lead at the Secretariat.  **Safeguards Against Sexual Exploitation, Abuse and Harassment:**   While preparing this application and the program it supports, grant agents should ensure that adequate consideration is given to the GPE Policy on Protection from Sexual Exploitation, Abuse and Harassment (PSEAH). See section 3.7 of this application for relevant questions.  **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](http://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants). This includes any changes to program documents during the internal approval process of the grant agent.  **Data Sources:**   Thefinancial, education sector, and any country data included in the application should be accompanied by the relevant sources in the corresponding sections of the form. |
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| **1. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART** |
| **1.1 Requirement 1: An endorsed quality ESP/TEP[[5]](#footnote-5)** |
| 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. |
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| **1.2 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](https://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex).[[6]](#footnote-6) Attach the completed template to this application. |

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| **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) | | | | | |
| **year** | **year** | **year** | **year 1** | **year 2** | **year 3** | **year 4** | **year 5** | **Total** |

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| **Education sector plan** | | | | | | | | |
| Education sector plan cost (local currency) | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| Government funding (local currency) | | | | | | | | |
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| External funding – excluding GPE funds (local currency) | | | | | | | | |
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| Funding gap as recorded in the ESP (local currency) | | | | | | | | |
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| GPE support (local currency) | | | | | | | | |
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| **Table 2 | Major interventions of development partners** | | | |
| **Donor name** | **Major interventions** | **Financial scale (amount)** | **Years covered** |
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| **1.3. 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. |
| **1.3.1 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.[[7]](#footnote-7) |
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| **1.3.2 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.[[8]](#footnote-8) |
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| **1.3.3 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.[[9]](#footnote-9) |
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| **2. 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: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |

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| **3. PROGRAM** |
| **3.1 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:   * 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. |
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| Does the program provide resources to support **private for-profit schools**? |
|  |
| 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)? |
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| Please define the event or activity that will mark the start of the program and which will take place by the expected start date: |
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| **3.2 Expected Outputs[[10]](#footnote-10) (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[[11]](#footnote-11) (GPE Strategic Plan 2016-2020):  Number of textbooks purchased and distributed  Number of teachers trained  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. |

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| **Table 3 | Target outputs per year** | | | | | | |
| Indicate if calendar year or implementation year:  Click here to enter text. | **Baseline (Year 0)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Number of textbooks purchased and distributed |  |  |  |  |  |  |
| Number of teachers trained |  |  |  |  |  |  |
| Number of classrooms built or rehabilitated |  |  |  |  |  |  |

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| **3.3 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): | | | **year 1** | | **year 2** | | **year 3** | **year 4** | **year 5** | | **Total** | |
| Total program disbursements per implementation year | | |  | |  | |  |  |  | |  | |
| Total program disbursements per calendar year | | |  | |  | |  |  |  | |  | |
| 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[[12]](#footnote-12)** **– in USD** | | | | | | | | | | | | | |
| **Components** | **year 1** | **year 2** | | **year 3** | | **year 4** | | **year 5** | | **Total** | | **%** | |
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| **3.4 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. | | | | | | | | | | | |
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| **Table 6 | Supplemental program cost (Other grant agent costs & general agency fees, US$)[[13]](#footnote-13)** | | | | | | | | | | | |
| Indicate years (e.g., 2024): | **year 1** | | **year 2** | | **year 3** | | **year 4** | **year 5** | | **Total** | |
| General agency fees  (in addition to MCA): |  |  | |  | |  | |  |  | | |
| Other grant agent costs (part  of MCA), including for  supervision, country office, etc.: |  |  | |  | |  | |  |  | | |
| **3.5 Utilization 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. | | | | | | | | | | | |
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| **3.6 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 | Grant financing modality** |

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|  | **Previous GPE grant** | **Current application** |
| **In relation to the ESP/TEP** | | |
| Is the GPE-funded program aligned with the Education Sector Plan? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| **In relation to the national budget and parliament** | | |
| Is the GPE funded program clearly indicated in the national budget? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| 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? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| **In relation to treasury** | | |
| 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? | Please choose a), b), or c)  Please provide brief explanations  Click here to enter text. | Please choose a), b), or c)  Please provide brief explanations  Click here to enter text. |
| 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)? | Please provide brief explanations  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly  Click here to enter text. | Please provide brief explanations  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly  Click here to enter text. |
| **In relation to procurement** | | |
| Are government procurement rules used?  If so are there any derogations/safeguards on the use of these rules introduced? | Please provide brief explanations  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly  Click here to enter text. | Please provide brief explanations  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly  Click here to enter text. |
| **In relation to accounting** | | |
| 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? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| **In relation to audit** | | |
| Will the financial accounts be audited by the government’s external auditor?\*  \*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 | Please provide brief explanations  Click here to enter text.  Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant  Click here to enter text. | Please provide brief explanations  Click here to enter text.  Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant  Click here to enter text. |
| **In relation to reporting** | | |
| Will the information on program execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| Will separate / additional reports be required for the Program? | Please provide brief explanations  Click here to enter text. | Please provide brief explanations  Click here to enter text. |
| **3.6.1 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. | | |
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| **3.7 Safeguards against sexual exploitation, abuse, and harassment (SEAH)** |
| GPE seeks to ensure that there are safeguards against sexual exploitation, abuse, and harassment (SEAH) in the programs funded by its grants. Please complete the table below to confirm that due consideration has been given to protection against SEAH. |
| **TABLE 8 | SEAH risk assessment** |

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| Does the program design include consideration of risk associated with sexual exploitation, abuse, and harassment (SEAH) that may be induced or exacerbated by the GPE grant? | No  Yes | *Please provide details of the risk assessment*  Click here to enter text. |
| If SEAH risks were identified are there any proposed mitigation measures | No  Yes | *Please provide details of the risk mitigation measures*  Click here to enter text. |
| If SEAH risk is not relevant for the GPE grant, please provide reasons for this conclusion |  | *Reasons why SEAH risk is not relevant for GPE grant*  Click here to enter text. |

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| **4. VARIABLE PART INFORMATION** |
| **4.1 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** |
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| **2. Efficiency** |
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| **3. Learning outcomes** |
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| **4.2 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. |

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| **Dimension:**  *Use the drop down below to select a dimension* |
| Choose an item. |
| **Indicator Name / Definition:** |
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| **Definition of targets:** |
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| **Disbursement Rule:**  State the conditions which must be met for funding to be disbursed against this target. |
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| **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. |
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| **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) | | Indicator 1 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | | Indicator 2 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | |

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| **Dimension:**  Use the drop down below to select a dimension |
| Choose an item. |
| **Indicator Name / Definition:** |
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| **Definition of targets:** |
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| **Disbursement Rule:**  State the conditions which must be met for funding to be disbursed against this target. |
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| **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. |
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| **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) | | Indicator 1 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | | Indicator 2 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | |

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| **4.3 Disbursement Mechanism: Briefly state the disbursement mechanism.**  Into what mechanism will variable part financing be disbursed? |
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| **5. INCLUSIVE APPROACH** |
| **5.1 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. |

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| **5.2 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:** | | Click here to enter text. |
| Job title/ ministry: | | Click here to enter text. |
| Email: | | Click here to enter text. |
| Phone: | | Click here to enter text. |
| 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.) | | |
| **Name of signatory:** | | Click here to enter text. |
| Job title/ agency: | | Click here to enter text. |
| Email: | | Click here to enter text. |
| Phone: | | Click here to enter text. |
| 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:** | Click here to enter text. | |
| Job title/ agency: | Click here to enter text. | |
| Email: | Click here to enter text. | |
| Phone: | Click here to enter text. | |
| 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, with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.
* See page 2 for information on disclosure of ESPIG documents.

**Annex I:**

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| **Definitions** | |
| The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG: | |
| **Relating to funding modalities** | |
| **Budget support** | This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget. |
| **Sector Pooled** | 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. |
| **Project pooled / Co-financed** | This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project. |
| **Project/ Stand-alone** | This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing. |
| **Relating to key indicators** | |
| **Number of textbooks purchased and distributed** | 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. |
| **Number of teachers trained** | 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. |
| **Number of classrooms built or rehabilitated** | 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. |
| **Relating to disbursement rules** | |
| **Binary** | 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.  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 |
| **Scalable (or pro-rated)** | The associated amounts for each level of achievement are clearly stated.  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. |
| **Binary and roll over** | Roll over unspent funds into future years of the program.  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. |
| **Scalable and roll over** | Scalable payment with roll-over provision.  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).  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. |

1. This application form was revised in June 2021. [↑](#footnote-ref-1)
2. Including other grant agent costs such as supervision, country offices, etc. [↑](#footnote-ref-2)
3. 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. [↑](#footnote-ref-3)
4. See Annex 1 for definitions. [↑](#footnote-ref-4)
5. 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. [↑](#footnote-ref-5)
6. 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). [↑](#footnote-ref-6)
7. 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. [↑](#footnote-ref-7)
8. 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. [↑](#footnote-ref-8)
9. 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. [↑](#footnote-ref-9)
10. For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

    11 See Annex 1 for definitions of these indicators. [↑](#footnote-ref-10)
11. [↑](#footnote-ref-11)
12. If not using budget support as grant modality. [↑](#footnote-ref-12)
13. See ESPIG Guidelines for the explanations of other grant agent costs and general agency fees. [↑](#footnote-ref-13)