**Application Form for**

**Regional Education Sector Program**

**Implementation Grant – Regional ESPIG[[1]](#footnote-2)**

|  |  |  |
| --- | --- | --- |
| **OVERVIEW** | | |
| Countries/ Islands: | 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 regional ESP: | Click here to enter a date. | |
| Period covered by the regional ESP: | Click here to enter text. | |
| Date of submission of this application package: | Click here to enter a date. | |
| Program name (optional): | Click here to enter text. | |
| Regional ESPIG amount requested: | Click here to enter amount. | |
| Agency fees - additional to the allocation: | Click here to enter amount. | |
| Multiplier ESPIG amount requested (if applicable): | Click here to enter amount. | |
| Co-financing mobilized (list amount and donors): | Click here to enter amount. | |
| Agency fees – additional to allocation: | Click here to enter amount. | |
| Estimated starting date: | Click here to enter a date. | |
| Estimated closing date (last day of the month, e.g. May 30, 2025): | Click here to enter a date. | |
| Expected submission date of completion report: | Click here to enter a date. | |
|  | | |
| **Grant currency** - please enter ‘**X**’ in the box to indicate the  currency of the grant amount and fees |  | US Dollar |
|  | Euro |
|  | | |
| **Grant modality** - (please enter ‘**X**’) [[2]](#footnote-3) |  | 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 partners unless objected by the countries. 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 countries’ or region’s own education sector planning and GPE submission dates.  **Application Guidelines:**  Applicants should read the [Regional ESPIG Guidelines](https://www.globalpartnership.org/sites/default/files/document/file/2020-02-Guidelines-for-regional-education-sector-program-implementation-grants.pdf) and/ or [Multiplier ESPIG Guidelines](https://www.globalpartnership.org/content/guidelines-access-gpe-multiplier) (where relevant), 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.  **Application Package:**   The full application package is considered an integral part of the grant 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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| **I. MULTIPLIER ESPIG**  (skip this section if this application does not include a Multiplier allocation) | | | |
| **II.1 Sources and types of co-financing** | | | |
| The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).  The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.  The Application may not be approved if the total value of all co-financing is lower than the US$ 3 to US$ 1 ratio required to access the Maximum Allocation from the Multiplier. | | | |
| **#** | **Partner** | **Amount (US$)** | **Instrument (grant, loan, etc.)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
|  | Total in US$: |  |  |

|  |
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| **II. FULFILLMENT OF FUNDING REQUIREMENTS** |
| **II.1 Requirement 1: Credible, endorsed regional education plan[[3]](#footnote-4)** |
| Please explain why your endorsed education plan can be considered a credible plan by summarizing the main conclusions and recommendations of the appraisal and how these were addressed. The explanation should include: i) any adjustments made to the plan, ii) where applicable, any medium- or long-term follow-up actions decided upon, and iii) any other outstanding issues related to the plan. |
|  |

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| **II.2 Requirement 2: Commitment to finance the endorsed plan** |
| Please use the table below to provide information on financial commitments made by development partners for the implementation of the regional plan. 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.  Using the template for Domestic Financing Matrix available on the GPE website via [this link](https://www.globalpartnership.org/content/domestic-financing-matrix-template-regional-grants),[[4]](#footnote-5) provide the latest evidence of domestic resource mobilization for each GPE member state that is participating in this application. 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** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resources for regional education plan** | | | | | | | | |
| Regional education plan cost (local currency) | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| Total financing from participating governments (local currency) | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| Total Financing from regional organization, e.g. OECS (local currency) | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| Total external funding from development partners (local currency) – excluding GPE funds | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| Funding gap as recorded in the ESP (local currency) | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| 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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|  |  |  |  |
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| **II.3. Requirement 3: Availability of critical data, or a strategy to use and produce data** |
| This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below |
| **II.3.1 A recent education sector analysis (ESA)** |
| Note: while a full ESA is not required for a regional education plan, there should be an evidence-base backing the selected strategies or thematic areas covered by the plan.   * 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). Note that either a current ESA for each GPE member state or some other type of regional situation analysis, diagnostic, or study conducted no more than three years prior to this grant application will suffice. * Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.[[5]](#footnote-6) |
|  |
| **II.3.2 Basic financial and education data** |
| Basic financial and education data (including EMIS and Household surveys) are expected to be disaggregated by gender and socio-economic status. Please provide a summary of whether or not these data are available and disaggregated accordingly to monitor the implementation of the regional plan for each of the GPE member states.  Also, for each of the GPE member states:   * 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 data strategies will be financed and whether they are part of the endorsed regional education plan.[[6]](#footnote-7) |
|  |
| **II.3.3 A system or mechanisms to monitor learning outcomes** |
| * Indicate whether there is a system for measuring learning outcomes regionally and at national levels (in GPE member states), and if so, describe briefly; and * Highlight any gaps and provide a summary of strategies to address these, including how the implementation of the strategies will be financed.[[7]](#footnote-8) |
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| **III. COUNTRY INFORMATION**  (Include the sources of population and GDP data in footnotes) | |
| **Country 1:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |
| **Country 2:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |
| **Country 3:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |
| **Country 4:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |
| **Country 5:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |
| **Country 6:** | |
| Total population: |  |
| GDP Per Capita (USD): |  |
| School year runs from (month to month): |  |
| Budget cycle runs from (month to month): |  |

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| **IV. PROGRAM** |
| **IV.1 Program description (extracted from program document)** |
| Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and in the case of project modalities, the components and sub-components with financing amounts.  OR:  In 1,500 words or less (maximum 3 pages), please:   * 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**: it is highly encouraged that a summary of the program description is provided. |
|  |
| 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)? |
|  |
| 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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| **IV.2 Expected Outputs[[8]](#footnote-9) (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[[9]](#footnote-10) (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[[10]](#footnote-11):  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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| **IV.3 Financial overview** | | | | | | | | | | | | | |
| Please complete the table below, indicating program disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed modality, indicate estimates for the expected disbursements of GPE funds by year. | | | | | | | | | | | | | |
| **TABLE 4 | Program costs and expected disbursements by year** | | | | | | | | | | | | | |
| Indicate years (e.g., 2023): | | | **year 1** | | **year 2** | | **year 3** | | **year 4** | **year 5** | | **Total** | |
| Total program disbursements per implementation year[[11]](#footnote-12) | | |  | |  | |  | |  |  | |  | |
| 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-13)** **– in USD** | | | | | | | | | | | | | |
| **Components** | **year 1** | **year 2** | | **year 3** | | **year 4** | | **year 5** | | | **Total** | | **%** |
|  |  |  | |  | |  | |  | | |  | |  |
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| **IV.4 Grant Agent role and cost** | | | | | | | |
| Describe below the specific roles the grant agent will perform in the implementation and/or oversight of the grant. | | | | | | | |
|  | | | | | | | |
| **TABLE 6 | Supplemental program cost (Other grant agent costs & general agency fees, US$)[[13]](#footnote-14)** | | | | | | | |
| 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.: |  |  |  |  |  |  |
| **IV.5 Use of other grant agent costs, including for supervision, country office, etc.** | | | | | | |
| In 300 words, indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized. | | | | | | |
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| **V. INCLUSIVE APPROACH** |
| **V.1 Development Partners** |
| Please include as an annex to this application a list of the development partners in the regional equivalent of the local education group (LEG) that were consulted in the development of this application. |

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| **VI.2 Sign-off**  Please scan this page after the signatures and include it as an attached file to the submission | | |
| **Signature of applicant ministry representative** | | |
| The below signatory endorses this application on behalf of the government. | | |
| **Country:** | |  |
| **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 applicant ministry representative** | | |
| The below signatory endorses this application on behalf of the government. | | |
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| **Name of signatory:** | | Click here to enter text. |
| Job title/ ministry: | | Click here to enter text. |
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| 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: | |  |
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| **Country:** | |  |
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| 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 applicant ministry representative** | | |
| The below signatory endorses this application on behalf of the government. | | |
| **Country:** | |  |
| **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. | | |
| **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. | | |
| **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 Regional ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\_grant\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the applicant countries’ ministry focal points 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. Revised June 2020 [↑](#footnote-ref-2)
2. See Annex 1 for definitions. [↑](#footnote-ref-3)
3. Evidence of a credible regional education plan will primarily be drawn from the plan 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-4)
4. This Excel template is the same as the domestic financing spreadsheet – with tabs for each GPE member state – that was submitted during the Quality Assurance Review (QAR) process. It is also available on GPE website: <https://www.globalpartnership.org/content/domestic-financing-matrix-template-regional-grants>. 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-5)
5. 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-6)
6. If these strategies are included in the endorsed plan, this paragraph should be limited to a list of the strategies and their financing source and a

   reference to the relevant section in the regional education plan. [↑](#footnote-ref-7)
7. If the system or strategy to develop one are included in the endorsed plan, this section should be limited to a brief statement and a reference to

   the relevant section in the plan. [↑](#footnote-ref-8)
8. For sector-wide financing (through budget support or pooled funds), a reference could be made to the results framework of the plan. [↑](#footnote-ref-9)
9. See Annex 1 for definitions of these indicators. [↑](#footnote-ref-10)
10. Implementation year begins with grant effectiveness/ signing of grant agreement. [↑](#footnote-ref-11)
11. Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or

    grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1.

    The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period. [↑](#footnote-ref-12)
12. If not using budget support as grant modality. [↑](#footnote-ref-13)
13. See ESPIG Guidelines for the explanations of other grant agent costs and general agency fees. [↑](#footnote-ref-14)