

# GUIDELINES FOR REGIONAL EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS

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# TABLE OF CONTENTS

<b>I.</b>	<b>Introduction</b> .....	<b>2</b>
<b>II.</b>	<b>Features of the ESPIG</b> .....	<b>3</b>
II.1	Purpose	
II.2	Eligibility, Maximum Country Allocation, and Eligible expenditures	
II.3	Modalities	
II.4	Duration	
II.5	Grant Agents	
II.6	Roles and Responsibilities	
<b>III.</b>	<b>ESPIG Process</b> .....	<b>8</b>
III.1	Overview	
III.1.1	Timelines	
III.1.2	Quality assurance support and sequencing	
III.2	Requirements to Access the MCA	
III.2.1	Assessment of readiness to fulfil eligibility requirements	
III.2.2	Submission of the full ESP package	
III.3	Grant application process	
<b>IV.</b>	<b>Annexes</b> .....	<b>19</b>
	Annex 1: Comparison of possible ESPIG application approaches	
	Annex 2: GPE funding model requirements adapted to regional contexts	
	Annex 3: Appraisal checklist for regional education sector plan	
	Annex 4: Useful resources	

# I. INTRODUCTION

These guidelines apply to the Caribbean and Pacific small islands developing states (SIDS)<sup>1</sup> that intend to access GPE education sector program implementation grant (ESPIG) through a regional approach.<sup>2</sup> These countries share a basic set of challenges associated with the size of their economies and geographical location which has significant implications on their capacity, including bandwidth to deal with transactions associated with accessing and implementing development grants. To facilitate these countries' access to GPE funds, these guidelines adapt to their unique contexts the GPE funding model requirements, application processes, and policy on education sector program implementation grants.

**The regional approach** is based on a regional education sector plan (ESP) whose implementation will be supported by a regional ESPIG. Like the regular single-country approach, funding through the regional ESPIG builds on an evidence-based planning process and inclusive policy dialogue, and leverages financing of priorities identified in the ESP endorsed by development partners. The grant application process and the grant monitoring modalities aim to add value to sector developments by enabling inclusive partnerships that engage governments, donors, civil society, teachers, philanthropy, and the private sector.

The ESPIG is intended to complement other funding sources. Applications therefore require evidence on the *complementarity* of GPE funds in relation to projected domestic financing by governments and/or regional organization and financing from other external partners. It is also expected that work supported through the ESPIG be aligned with GPE's strategic goals, collectively supported by GPE partners and member countries.

**These guidelines** are primarily intended for the governments, authorized regional representative(s) or regional inter-governmental organization leading the application development process and grant implementation, as well as the ESPIG grant agent (GA) who has the responsibility of preparing the full ESPIG application package and administering the grant.<sup>3</sup> They are also intended for the coordinating agency (CA) whose role is to facilitate a collaborative process among all members of the regional equivalent of the local education group (referred to as *regional education group* in these guidelines) during program development and implementation to enable collective and aligned support to the government.

To help applicants prepare a successful ESPIG application package, these guidelines introduce the main features of the grant and provide step by step guidance for the application process, including the quality assurance steps designed to help ensure that the country meets the GPE funding requirements and that the proposal to be funded is robust and responds to expected quality standards.

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<sup>1</sup> See UN SIDS classification at <https://sustainabledevelopment.un.org/topics/sids/list>, and the World Bank IDA eligibility at <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>. GPE eligibility and allocation are reviewed and confirmed at the beginning of each GPE replenishment period. For grant allocation purposes, GPE-eligible SIDS must be IDA-eligible. Current GPE-eligible SIDS include the Federated States of Micronesia, Kiribati, Marshall Islands, Tonga, Tuvalu, Samoa, Vanuatu, and Solomon Islands. Some Caribbean island states are also classified as GPE-eligible SIDS – including four (Dominica, Grenada, Saint Lucia and Saint Vincent, and the Grenadines) that have received support from GPE via a regional application under the regional cooperation grouping Organization of Eastern Caribbean States (OECS).

<sup>2</sup> A country that intends to submit a single-country ESPIG application can do so using the *Guidelines for Education Sector Program Implementation Grant* available at the GPE website: <https://www.globalpartnership.org/content/global-partnership-education-program-implementation-grant-guidelines>.

<sup>3</sup> See link to Terms of Reference for Grant Agent in Annex 4.

## II. FEATURES OF THE ESPIG

This section introduces the grant by explaining its key features, including purpose, eligibility, allocations, requirements and incentives, eligible expenditures, modalities, duration and roles and responsibilities of key players.

### II.1 PURPOSE

The ESPIG provides funding<sup>4</sup> to contribute, together with domestic financing and other external aid, to the implementation of Education Sector Plans (ESPs).

### II.2 ELIGIBILITY, ALLOCATION, AND REQUIREMENTS

All developing country partners that have an indicative Maximum Country Allocation (MCA),<sup>5</sup> approved by the Board, are *eligible* to apply for the ESPIG. When an MCA is attributed to a country, the Secretariat communicates the notification to the government with copy to the LEG. SIDS that wish to access their allocations using the **regional approach** can agree to formally authorize a regional inter-governmental organization<sup>6</sup> to facilitate, on their behalf, regional arrangements and engagements leading to the submission of a regional application. In such a case, the regional organization should send to the Secretariat a letter of intent to apply for a grant as well as a copy of the agreements to adopt the regional approach. The processes governing eligibility, allocations, and ESP requirements for the regional approach are the same as for national ESPIGs, except for the modifications outlined below:

- i) **Total allocation:** SIDS can consolidate their MCAs into a total allocation to support the implementation of a regional ESP. This would include countries that may not be eligible for GPE resources. Flexibility is left for the GPE-eligible countries to decide whether to fully pool their resources under the regional ESP or earmark them country-by-country. However, the regional ESP should make clear that resources and support will be fairly targeted towards those countries in the region that are least developed (poverty criteria), have lower education results (education vulnerability) and are in situations of fragility.

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<sup>4</sup> GPE financing, including ESPIG funding, continues to focus on basic education, defined as pre-primary, primary, lower secondary education and second-chance learning. However, it is encouraged that GPE funds contribute to a wider pooled fund or budget support (sector or general). Moreover, where equitable learning outcomes are well advanced at basic education levels, it may be appropriate for GPE to provide additional investments in early childhood care or upper secondary education.

<sup>5</sup> The amount of the MCA is decided by the Board, guided by a needs-based allocation formula, progressively applied to all eligible developing country partners based on total funds available. In general, an MCA consists of a requirements-based Fixed Part and an incentives-based Variable Part, making up 70 percent and 30 percent of the MCA respectively. However, given their small sizes, the entire allocations for eligible SIDS are "Fixed" and do not contain any "Variable" component.

<sup>6</sup> For example, OECS.

ii) **Regional ESPIG program:** the program to be funded by the ESPIG will need to reflect the decision to earmark resources or fully combine them, as well as demonstrate how these resources will be fairly targeted.

iii) **Requirements:** as stipulated in the [Operational Framework for Requirements and Incentives](#) approved in 2014, ESPIG requirements call for evidence-based education sector plans that provide relevant and credible strategies to improve access and learning for all children. Education sector plans must be backed by strong government and development partner commitment to implement and finance the actions needed to achieve progress. In order to define and measure this progress, the requirements call for improved data strategies to provide essential information on the education sector in general and marginalized groups specifically, on learning outcomes, and on education financing. This will require the inclusion of data from outside the education system such as basic government financial data. Based on this, to access the ESPIG financing, the developing country partners, including SIDS, will need to fulfil a set of requirements related to the ESP data and domestic/external financing.

However, in the case of SIDS adopting the regional approach, these requirements have been simplified and adapted to their unique contexts as detailed in Annex 2. These requirements are also described in Section III.2 and fully integrated in the step-by-step guidance for the application development process in Section III.3.

iv) **Credible ESP:** under the regional approach, the funding model requirements for a credible ESP is focused on the regional ESP itself, not the national ESPs. The regional ESP – understood as the plan to support the mobilization of regional resources and activities to achieve regional education goals – is the main focus for GPE processes and quality assurance. However, flexibility<sup>7</sup> will be afforded to the regional ESP in how it presents or summarizes any national-level situations or implementation arrangements, as long as it is clear that the regional ESP activities will have clear links to improvements in education equity, efficiency and learning in participating countries.

The regional ESP does not have to cover all sub-sectors or thematic areas within a sub-sector but can be targeted according to its regional and contextual requirements.<sup>8</sup> While a full ESA on the entire region 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. 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 the grant application submission can serve as an evidence-base for the selected strategies or thematic areas covered by the plan.

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<sup>7</sup> See Annex 2.

<sup>8</sup> Somewhat similar to the approach used with transitional national ESPs.

## II.3 ELIGIBLE EXPENDITURES

An ESPIG application must demonstrate that all expenditures to be financed are directly linked to the implementation of the ESP, and more specifically to the implementation of priorities in pre-primary, primary, lower secondary education and second-chance learning. However, when part of pooled or budget support, GPE funds need not be limited to specific sub-sectors. Moreover, where equitable learning outcomes are well advanced at basic education levels, it may be appropriate for GPE to provide additional investments in early childhood care or upper secondary education.

With the exception of the agency fees,<sup>9</sup> all other costs for the grant agent to perform its role, including all administrative oversight control within the program, are **financed from within the MCA**.<sup>10</sup> These costs should therefore be disclosed in the application form.

No GPE funds can be used to support for-profit provision of core education services, including provision of services by internationally owned network (chain) schools, or part-internationally owned (majority or minority investment). However, in certain circumstances, exemptions may be considered. Exemptions may be granted to allow for bottom-up, community-derived networks and sole proprietor-owned schools that do not pay dividends. Such exemptions can only be considered as a last resort where there is no available public provision of core education services for marginalized populations and no alternatively available not-for-profit provision.<sup>11</sup>

## II.4 MODALITIES

The choice of the funding modality for the ESPIG support should be underpinned by the principles of aid effectiveness and is made through the regional education group based on existing fiduciary risks. **Budget support** is the preferred modality where conditions permit for full use of country systems. In countries with an operational **joint financing** mechanism (pooled fund), GPE financing will be expected to co-fund. In other instances, **a project** in support of the ESP may be the appropriate option where a more aligned modality is not considered to be viable. In the last case, it is encouraged to envisage co-financing mechanism.

The application must indicate which disbursements of budget support and/or a pooled fund and/or which components of a program will be financed through the grant.

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<sup>9</sup> Agency fees: general agency fees are additional to the MCA and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

<sup>10</sup> For grants approved prior to the second round of applications in 2016, these costs are referred to as "supervision fees" and not budgeted within the program budget, but separately.

<sup>11</sup> See GPE private sector engagement strategy: <https://www.globalpartnership.org/content/private-sector-engagement-strategy-2019-2022>. See also the GPE Board paper on exceptional circumstances exemptions for the private sector engagement strategy: <https://www.globalpartnership.org/content/exceptional-circumstances-exemptions-private-sector-engagement-strategy-december-2019>.

## II.5 DURATION

The program implementation period is to be three to four years. The implementation period is indicated in the application form, as is the expected start date. It is expected that the program starts no later than six months after grant approval. A request for a later start date will need to include a strong rationale and justification.

The GA must notify the Secretariat<sup>12</sup> once the program has effectively started, marked by the occurrence of an event defined in the grant application. The GA must also notify the Secretariat when the grant agreement is signed, if applicable.

Any delay to the expected start date, the signing of the grant agreement (if applicable), or the grant closing date may be acceptable within the provisions of the *Policy on Education Sector Program Implementation Grants*. As stated in the Policy, such delays must also be communicated to the Secretariat.

## II.6 GRANT AGENTS

The responsibility for GPE grants is entrusted to the GA. The roles and responsibilities of the GA in a regional ESPIG are the same as in a single country grant. Grant Agents use their own policies and administrative procedures to develop and subsequently execute a grant implementation mechanism,<sup>13</sup> in conjunction with GPE guidelines and policies.<sup>14</sup> Grant agents for regional ESPIGs are selected through a transparent process, approved by the participating governments and endorsed by the development partners in the regional education group.

In order to be able to exercise their fiduciary role, all GAs must have a signed Financial Procedures Agreement (FPA) with the GPE Trustee. If a prospective or designated GA does not have a signed FPA it should initiate action by its Head Office to secure this. The signing of an FPA can in some instances involve protracted legal and administrative negotiations.<sup>15</sup>

Appointed grant agents may apply for a program development grant to finance program and application preparation.<sup>16</sup>

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<sup>12</sup> The GA's communication to the Secretariat should be sent to the following email address: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), copying the country lead.

<sup>13</sup> Including the bilateral and regional fiduciary agreement between the GA and the Governments.

<sup>14</sup> For GPE's standard selection process for grant agents, see "Useful Resources" section of these guidelines. Also available at: <https://www.globalpartnership.org/content/standard-selection-process-grant-agents>.

<sup>15</sup> The following organizations are currently authorized to receive GPE funds in the capacity of GA: AFD (France), AsDB (Asian Development Bank), BTC (Belgium), Concern Worldwide, DFID, UNICEF, UNESCO, World Bank, SIDA (Sweden), SDC (Swiss), Save the Children (US and UK), Global Campaign For Education (for CSEF), and Islamic Development Bank (IsDB).

<sup>16</sup> The GA can apply for a program development grant (PDG) to help cover its expenses for formulating the program and developing the ESPIG application package. Due to the purpose of the PDG, the funds will not be transferred to the government and the grant agent will work in accordance with its internal administrative processes. For details, see link to *Terms of Reference for GPE Grant Agents* in the see "Useful Resources" section of this Guideline.

## II.7 ROLES AND RESPONSIBILITIES

The roles and responsibilities vis-à-vis the ESPIG are embedded in the partnership compact of mutual accountabilities and intended to enhance sector dialogue under government leadership and collaboration among all actors involved in education sector development and implementation.

In a regional approach, national governments may have regionalized forms and norms of representation. This may be through a regional secretariat with an explicit mandate to represent national governments. Similarly, there will be a regional equivalent of the local education group (LEG) and would include, at least, both national representation and development partners. As in the single-country approach, the regional education group should choose a CA, expected to support transparency in GPE processes, but its precise role in a regional ESP dialogue may vary according to the context.

Overall, the developing country governments take the lead in identifying the ESPIG program scope and contents, and in ensuring alignment with the ESP, while being strongly supported by the GA and by other development partners of the regional education group, in particular the CA. The latter ensures that key milestones in the process go through consultation with the regional education group to facilitate partner collaboration, including engagement of civil society organizations, and transparent and consensual program preparation. To facilitate this collaboration, the GA has the responsibility to duly and timely inform the CA on the key steps of program development. On some critical ESPIG framework decisions relating to grant application, the explicit approval of individual governments of those GPE grant-eligible countries will be required. This would include the choice of the ESPIG framework and the decision to pool or earmark their allocations.

The Secretariat accompanies the above with a clearly sequenced process and technical support. It stays engaged during implementation through the designated country lead who supports the GA in addressing any emerging issues, and in making sure that the implementation of the grant complies with GPE's policies and principles.

### **Conflict Resolution Procedures**

The multiplicity of viewpoints inherent in a multi-stakeholder partnership constitutes a strength but may also lead to conflicting interests and opinions between key players. Conflicts may emerge in the negotiation of roles, responsibilities, and decisions related to the grant development process; the choice of components, activities, and design and delivery modalities of a GPE-financed program; or the selection of the GA.

The *GPE Conflict Resolution Procedures* sets out steps for resolving such conflicts effectively, as it is paramount that such conflicts are addressed in a timely and constructive manner.<sup>17</sup>

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<sup>17</sup> For details, see link to GPE's *Conflict Resolution Procedures* in the "Useful Resources" section of this document.

### III. ESPIG PROCESS

This section provides an overview of the ESPIG process and explains the application development, including the quality assurance mechanisms and support provided by the Secretariat.

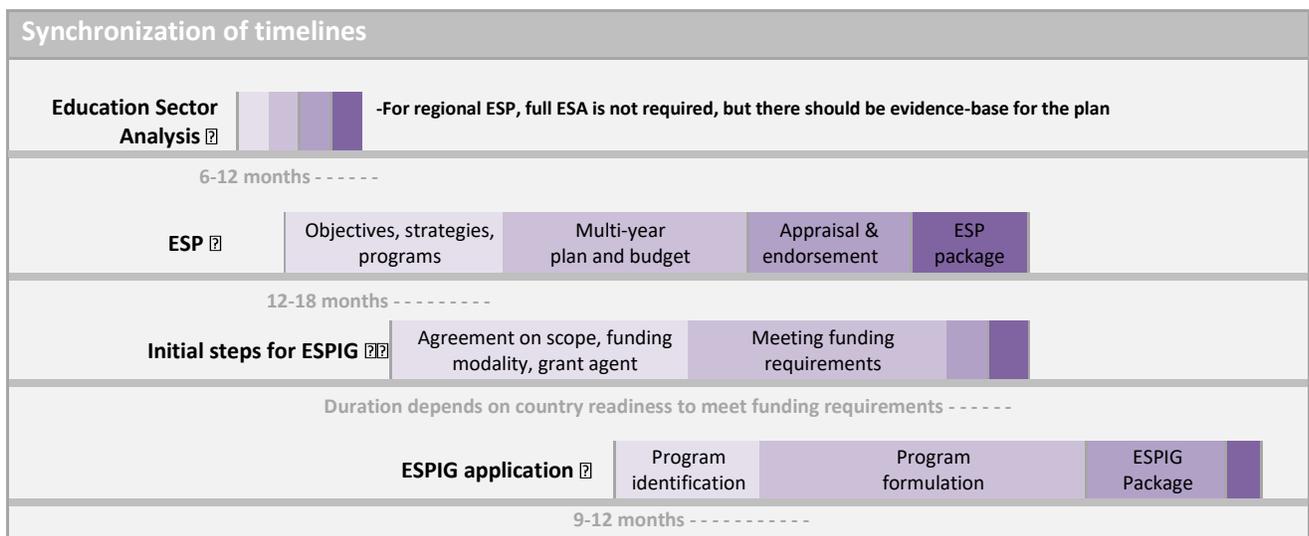
#### III.1 OVERVIEW

##### III.1.1 Timelines

The ESPIG process is designed to result in applications that are based on core education and financial data and consensus reached through inclusive coordination, and aligned with the goals and objectives of ESP. The duration of the ESPIG process varies, depending on the specific context, including whether the grant is based on new ESP or a revision of existing plan(s), as well as the mechanisms for sector dialogue and general readiness to meet the funding requirements.

Since the application process must build on the ESP development or revision, the Secretariat will provide guidance on how the ESPIG application can best be synchronized with the national or regional process (see also III.1.2). It is normally expected that there is only one application for the maximum country allocation (MCA). Decisions to divide the ESPIG between different programs and/or the use of more than one GA should be justified.

As illustrated below, the identification of the program activities for ESPIG funding usually begins *after* the ESP’s objectives, strategies, and programs have been developed and *prior* to the completion of the ESP multi-year action plan. The initial steps of the ESPIG process would therefore ideally begin prior to the conclusion of the work of the ESP package and overlap to some degree with the finalization of the plan. In all cases, the program objectives should support and be driven by the ESP’s objectives and contents. Since the variable part does not have to be included in a regional grant for SIDS, the program formulation process can be simplified in comparison with a regular ESPIG.

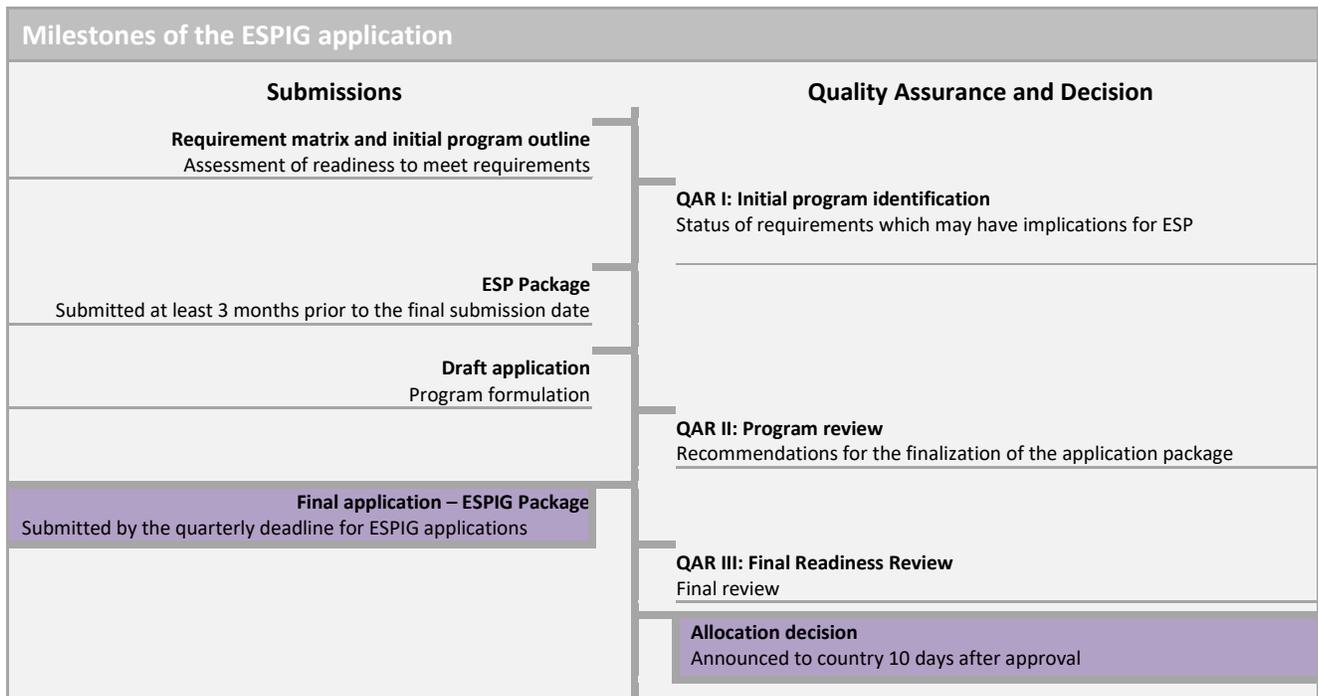


### III.1.2 Quality assurance support and sequencing

For each ESPIG application, the Secretariat provides technical support to the program and application development process on a continuous basis and as needed. The designated Secretariat Country Lead works with the regional education group and in particular the relevant ministries, CA, and the GA to ensure and facilitate the preparation of high quality applications that support and are aligned with country processes and GPE’s guiding policies and principles.

The support of the Secretariat is underpinned by a three-phased Quality Assurance Review (QAR) process that provides the milestones of the application process, as follows:

QAR Phase I:	Review of requirements and initial program outline
QAR Phase II:	Review of the draft program
QAR Phase III:	Final readiness review



The quality assurance reviews are sequenced to fit an ESPIG submission date, communicated by the Secretariat<sup>18</sup> together with the dates for the intermediary submissions leading to the final ESPIG application. From the outset, the regional education group needs to make a sensible and realistic scoping and assessment to build these phases into the broader timeline of the ESP development process.

To facilitate the adaptation of the ESPIG application process to the ESP process, the following section focuses first on the elements of the application that relate to the funding model requirements and incentives, and

<sup>18</sup> The Secretariat communicates the ESPIG application submission dates, as soon as dates are set for meetings of the Grants and Performance Committee and the Board.

have implications for the ESP, broader sector dialogue, financing and monitoring, and then describes the actual application and program development process step by step, including the QAR process.

## III.2 MEETING THE REQUIREMENTS TO ACCESS THE MCA

### III.2.1 Assessment of readiness to fulfil the grant requirements

Prior to embarking on the process of developing an ESPIG application, the government in consultation with the CA should notify the Secretariat of the country's intent to apply, in order to agree on a broad timeline leading to the final application submission.<sup>19</sup> In the regional approach, the notification of intent to apply may be sent by a regional inter-governmental organization, agency or secretariat with an explicit mandate to represent the GPE-eligible national governments.<sup>20</sup> Upon receipt of the notification, the Secretariat invites the regional education group to assess the country's readiness to fulfil the three requirements by the time of the estimated application submission. The Secretariat will provide a tool - Funding Model Requirements Matrix (see Annex 2) - to guide the assessment and the identification of any existing gaps to meet the funding model requirements. This information is reviewed and supplemented by the Secretariat during the application process as part of QAR I.

#### **Three requirements for readiness to access the allocation**

1. An appraised and endorsed quality ESP<sup>21</sup>

The purpose of this requirement is to ensure that education aid, including from the GPE, (i) is based on a solid, nationally and/or regionally owned analysis of the challenges of delivering quality basic education to all boys and girls, including those from marginalized groups, and (ii) builds institutional capacity to deliver education services equitably and efficiently. The norms in the *Guidelines for Education Sector Plan Preparation* and the *Guidelines for Education Sector Plan Appraisal* remain relevant but their application should be adapted to the unique contexts of SIDS.<sup>22</sup>

**For a regional application**, the critical elements to be reviewed are applied to the regional ESP and its regional policy, strategy, and program design framework. The regional ESP is not required to cover all sub-sectors or thematic areas within a sub-sector but can be targeted according to its regional and contextual requirements. Similarly, a full Education Sector Analysis (ESA) is not required for a regional ESP. While there is flexibility as to how a regionalized ESA presents/ summarizes national level situations, there should fundamentally be an evidence-base backing the selected strategies or thematic areas covered by the plan. Such evidence-base includes country or regional contextual analysis (including demographic analysis), analysis of existing policies, costs and financing, analysis of system performance, and capacity. The regional ESP does not have to be independently appraised, but it is sufficient for it to be appraised by the development partners in the regional education group in a simplified manner.<sup>23</sup>

<sup>19</sup> This notification should be sent to the following email address, copying the country lead: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).

<sup>20</sup> For example, the secretariat of the Organization of Eastern Caribbean States (OECS) notifies the GPE Secretariat regarding intent to apply on behalf of its ESPIG eligible member states: Dominica, Grenada, Saint Lucia, Saint Vincent and the Grenadines.

<sup>21</sup> While appraisal pertains to assessment of the quality of the ESP, the term "endorse" or "endorsement" means to offer public support.

<sup>22</sup> See Annex 3.

<sup>23</sup> With the aid of the GPE appraisal guidelines and regional ESP appraisal checklist, the plan may be appraised by actors or entities identified by development partners in the regional education group or the regional equivalent of LEG. See link to appraisal guidelines on page 3. Regional ESP appraisal checklist is available in annex 3 and on GPE website: <https://www.globalpartnership.org/funding/gpe-grants/useful-resources-for-gpe-grants>.

2. Evidence of commitment to finance the endorsed ESP, including both government commitment and development partners' commitment.

The purpose of this requirement is to promote mutual accountability among GPE partners for progress towards access to quality education for all children. This requirement therefore has two elements: (i) government commitment, and (b) development partners' commitment. The regional plan should provide a clear financing framework that reflects the financial resources devoted to supporting implementation of the plan by the regional organization, development partners, and/or GPE member states, particularly countries participating in the regional ESPIG. The requirement on national financing on education in each GPE-eligible member state will not be relevant in assessing the regional ESPIG application.

However, data should be provided on the percentage of total government expenditures (excluding debt service) that is allocated to education in each of the GPE-member states which will participate in the regional ESPIG application. Similarly, data will be compiled on the percentage of recurrent government expenditures (excluding debt service) that is allocated to education in each of the GPE member states which will participate in the regional ESPIG application. These data will be examined as a regional aggregate rather than being assessed on the basis of individual country data – with recognition that the GPE benchmark may not be relevant to the demographics and particular circumstances of small island states.<sup>24</sup> However, an individual member state may be requested to provide additional clarifications on its data, should the need arise to do so.

3. Availability of critical data and evidence for planning, budgeting, managing, monitoring and accountability or alternatively, a strategy to develop capacity to produce and effectively use critical data. The requirement is divided into three sub-components concerning the availability of:
  - a) An education sector analysis;
  - b) Basic financial and education data; and
  - c) A system or mechanisms to monitor learning outcomes.

The purpose of this requirement is to contribute to improving data as a tool to diagnose, draw evidence from education needs and challenges, develop relevant, appropriate sector strategies, and track progress towards realistic targets.

**With regards to regional application**, the requirements on the availability of data will be focused on the regional ESP and regional data, not individual national ESPs. See 1 above and Annex 2 for an elaboration of the focus of ESA in a regional approach. The importance of education management information systems and systems to monitor learning outcomes will be highlighted and reviewed but focused on regionalized systems for information management and monitoring of learning outcomes. However, data should be provided, for each GPE grant-eligible country, on the types of learning assessments used and years carried out, as well as plans for future assessments, frequency, and intended uses. Where data is lacking or weak, the ESP should present a time-bound plan to develop or improve mechanisms to monitor learning outcomes.

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<sup>24</sup> While it is encouraged that all ESPIG-eligible countries meet all the requirements, not meeting a requirement in one or more states should not lead to withholding the support for the whole regional ESPIG.

### III.2.2 Submission of the full ESP package

As the ESPIG application should be fully based on and driven by a finalized ESP, approved by the governments and endorsed by development partners, the full ESP package should be made available to the Secretariat no later than three months prior to the submission date of the final ESPIG application (see III.1).<sup>25</sup>

To ensure that the ESP responds to expected quality standards, GPE expects that its development and revision process would have followed a participatory process involving the regional education group and included an appraisal of the ESP before its finalization, as described in the *GPE/IIEP Guidelines for Education Sector Plan Preparation*.<sup>26</sup> It is recommended that the appraisal report of the ESP be available at least two months prior to the submission of the *ESP package* to the Secretariat, to enable the regional education group to address the appraisal's recommendations.

The full ESP package consists of:

- The ESP, including a costed multi-year implementation plan that covers at least the first two years of the grant cycle;
- Final appraisal report of the ESP;
- Appraisal memo, established as a follow-up to the appraisal report, providing a brief summary of how the recommendations were addressed prior to the endorsement of the final ESP and how the recommendations for the medium and longer term will be addressed;
- The governments' approval of the ESP, including their commitments to finance the plan; and
- Endorsement letter by the development partners, including commitment to finance the ESP.

## III.3 GRANT APPLICATION PROCESS

### **Step 1: Agreement of funding modality, scope of work, grant agent, and selection of currency**

The regional education group provides a forum to ensure that this initial step unfolds as part of the broader sector dialogue, and that tasks are completed and decisions are taken in a transparent manner. The regional education group and development partners choose a CA. The CA plays a key role in facilitating a constructive dialogue throughout the application process.

Use of funding modality: As part of the broader sector dialogue, the regional education group determines the most appropriate way to channel the ESPIG to the education sector, balancing risks with the need to optimize capacity development and country ownership. Best practice is to include this discussion within the ESP development process and determine whether the conditions are in place for greater use of country systems and for developing more aligned funding mechanisms.<sup>27</sup>

<sup>25</sup> The package should be submitted via the following email: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), copying the GPE country lead.

<sup>26</sup> For ESP preparation and appraisal guidelines, see Annex 3 and the links provided in the "Useful Resources" section of this document.

<sup>27</sup> Underpinned by the principles of aid effectiveness, GPE anticipates that regional education group will use the following order of preference when choosing a modality for ESPIG support: budget support (general or sector), pooled funding; and stand-alone project.

Scoping of program: Based on a general discussion within the regional education group, the governments or the regional entity authorized by the countries (for example, OECS Secretariat on behalf of GPE grant-eligible Caribbean states) identifies the overall scope of work to be funded through the ESPIG, in alignment with the ESP and a mapping of funding needs. This is not applicable if the ESPIG is disbursed through budget support or a pooled fund, which directly supports the whole ESP. When mapping out funding needs, it is important for the government to take into consideration the principle outlined in section II.2 of these guidelines, that no GPE funds can be used to support for-profit provision of core education services, unless in certain exceptional circumstances. Should it seek to apply for an exemption, the government, with endorsement from the LEG, should signal initial intent to the GPE Secretariat and ensure to apply the process as described in the exemption policy.<sup>28</sup>

Selection of grant agent: The LEG also selects a grant agent, following the specific guidance provided in the *Standard Selection Process for Grant Agents* and based on the *ToR for Grant Agents*, outlining the GA's expected roles and responsibilities in relation to the governments and in-country partners, the GPE Trustee, and the Secretariat.

#### **Justification for multiple grant agent selection**

It is normally expected that there is only one application for the maximum country allocation. Decisions to divide the ESPIG between different programs and/or the use of more than one grant agent should be justified.

Selection of currency: Applicants can elect to access the implementation grant in euro, in lieu of the dollar. The decision to apply in euro should be made by the governments and the GA, in consultation with the regional education group. It has to be formally communicated by the governments and the GA to the GPE Secretariat (copying the CA).<sup>29</sup> It is highly encouraged that the decision regarding currency choice is at an early stage in the application process and, in any case, has to be communicated no later than during the QAR 2. The conversion of the grant amount from the dollar to euro will be based on the prevailing exchange rate at the World Bank as of the date the Secretariat receives the official notification from the government and GA. This exchange rate and total grant amount in euro will be communicated by the Secretariat in an e-mail response to the notification received from the government and GA. Once sent, the GA will have three business days to rescind the request for the euro allocation. After the close of the third business day, the euro allocation will be locked and the grant amount in euro and other relevant information will be included in a confirmation letter that will be sent by the Secretariat in response to the notification from the government and the GA.

If the implementable grant amount<sup>30</sup> is in euro, the supervision allocation may either be taken in euro or US dollar (USD). If the supervision allocation is in euro, the value will be deducted from the allocation as it is with a USD allocation. However, if the GA elects to have the supervision allocation in USD, it will be the USD value

<sup>28</sup> For the exemption policy, see GPE Board paper on "Exceptional circumstances exemptions for the private sector engagement strategy," available at: <https://www.globalpartnership.org/content/exceptional-circumstances-exemptions-private-sector-engagement-strategy-december-2019>.

<sup>29</sup> This communication should be sent to: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), copying the GPE country lead.

<sup>30</sup> Refers to the grant amount excluding supervision allocation.

of the maximum country allocation prior to the conversion to euro. Once the deduction is made, the remaining grant amount will be converted into euro.

## Step 2: Program identification

Once selected, the GA prepares a written outline for the program to be funded following its own processes and based on the identified scope of work and timeline agreed within the regional education group and synchronized with the ESP process. After sharing the outline with the regional education group to ensure continued collaborative decision-making and consistency with the scope identified prior to GA selection, it is sent to the Secretariat for QAR review.<sup>31</sup>

### QAR I - Review of program identification

QAR Phase I accompanies and supports the activities of the program identification and transparent, collaborative decision making about the use of GPE funds. It often includes one or more in-country mission (s) from the Secretariat to discuss within the LEG the countries' readiness to fulfil the eligibility requirements and the possible areas of program components.

For all GPE grant-eligible countries applying for an ESPIG, the Secretariat systematically reviews the following during QAR I:

#### 1. Country readiness to fulfil the requirements by the time of the ESPIG application submission:

- An endorsed quality ESP;
- Commitment to financing the ESP; and
- Availability of core education and financial data or a strategy to obtain data.

The above is based on the LEG's assessment of the readiness to meet the eligibility requirements, as well as additional data collection on financing, data strategy and learning assessments

#### 2. Program outline and program identification process in relation to:

- Links between ESP and the scope of work for the proposed ESPIG;
- Eligibility of expenditures and alignment with the GPE's goals and objectives;
- Program financing modalities; and
- The collaborative decision-making process around the selection of the GA and the use of the GPE Program Implementation Grant resources.

In fragile and post-conflict environments, QAR I looks at the extent to which the proposed scope of work takes into account the transition into a full ESP

The Secretariat compiles the conclusions of the review into a **QAR I report**, including observations of the Grants and Performance Committee on the requirements, and shares the report with the GA, the ministry focal point and the CA. It is expected that the QAR I recommendations will be discussed within the regional education group and taken into consideration in the preparation of the draft program document and the draft ESPIG application.

<sup>31</sup> It should be sent to to the following email address: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), copying the GPE country lead.

### Step 3: Development of the draft application

#### **Program document and ESPIG application form**

The GA should develop the full program document and budget for the ESPIG funding in separate documents, according to the GA's own processes, and complement it with the template provided - *ESPIG Application Form* – required for the application package to provide additional information.

Taking into consideration the agreed scope of work, technical decisions and the recommendations of QAR I, the GA under the leadership of the governments or the designated regional inter-governmental entity is responsible for developing the application package according to the agreed process. The GA shares the draft program document with the regional education group and invites the CA and other members of the regional education group (according to the agreed process) to provide feedback on the draft at an appropriate stage, aligned with its internal review process.

The draft application consists of the following documents:

- ✓ Draft ESPIG Application Form;
- ✓ Draft program document prepared for GPE funding, or other appropriate documents for budget support or pooled funds;
- ✓ Latest report on implementation or completion of previous grant where applicable;
- ✓ Joint financing agreement,<sup>32</sup> where available; and
- ✓ Any other supporting documents.

#### **Submission of draft application - For QAR II**

The GA, copying the governments or regional entity acting on behalf of the countries, CA, and GPE country lead, should submit the draft ESPIG application package to the Secretariat at the following address [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org) by the set deadline.

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<sup>32</sup> In case of sector budget support or pooled funding, it may be sufficient to provide the Memorandum of Understanding (MOU) for budget-support to which the GPE grant will contribute, or the Joint Financing Agreement or funding document for pooled funds, together with the GA's fiduciary risk assessment.

## QAR II - Review of draft program

The QAR Phase II is a technical assessment of the draft program, to facilitate the preparation of a robust and relevant set of interventions with the potential to achieve key results in the sector. Organized in the form of a desk review, and normally completed within a period of three to four weeks according to the ESPIG application development timeline, the Secretariat reviews the extent to which the issues raised in QAR Phase I have been addressed. The review includes the following:

Quality standards and technical soundness of the draft program using a quality standards methodology to identify gaps in relation to:

- Program design, budget<sup>33</sup> and costs;
- Results framework;
- Monitoring and evaluation;
- Modalities and implementation arrangements;
- Risk identification and mitigation;
- Sustainability; and
- Aid effectiveness

The Secretariat compiles the conclusions of the review into a **QAR II report** and shares it with the GA, CA, and the developing country governments or designated inter-governmental entity.

It is expected that the QAR II recommendations will be discussed within the regional education group and taken into consideration in the finalization of the ESPIG application package to ensure a successful submission.

## Step 4: Finalization and submission of the application package

Based on the inputs and recommendations provided in the QAR II report, the grant agent, in close collaboration with the governments and in consultation with the regional education group, reviews and finalizes the ESPIG application package. The finalized application consists of:

### Required documents:

- ✓ ESPIG Application Form;
- ✓ Program document prepared for ESPIG funding or other appropriate documents for budget support or pooled funds;<sup>34</sup>
- ✓ QAR Phase II memo (brief summary of how the QAR II recommendations have been addressed in the final application package); and
- ✓ Latest report on implementation or completion of ongoing/previous grant, where applicable.

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<sup>33</sup> The budget should be sufficiently detailed to enable an assessment of value for money.

<sup>34</sup> For a sector budget support or pooled funding to the whole ESP, it can be sufficient to provide the Memorandum of Understanding (MOU) for budget support to which the GPE grant will contribute; namely the Joint Financing Agreement or funding document of pooled funds, together with a fiduciary risk assessment by the GA.

Supporting documents:

- ✓ ESP package,<sup>35</sup>
- ✓ ESP Annual Implementation Report, as available;
- ✓ Joint sector review reports for the past two to three years, as available; and
- ✓ Draft grant agreement, where applicable and if available.

The governments should validate the completed application, the development partners should endorse it, as should the GA, before its submission by the CA to the Secretariat, with copy to the governments and grant agent. The CA should work with the governments or the governments' representatives at the inter-governmental organization and grant agent to identify individuals who need to be copied on the submission in order to facilitate country-level processes. The CA also ensures that the submitted application package is shared with all members of the regional education group.

**Submission of final application package - For QAR III**

The CA submits the final ESPIG application package to the Secretariat at the following address **[gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org)** by the set deadline, copying the respective ministry focal points, GPE country lead, and the grant agent who have previously signed off on the application.

**QAR III - Final readiness review**

The Secretariat verifies that the application package is complete and then proceeds with QAR III as its final review of the application, preparing the necessary documentation for the final review and approval.

In QAR Phase III, the Secretariat determines whether:

- The application package has taken into consideration the Secretariat's QAR Phase I and Phase II comments and recommendations and that quality standards are met; and
- Sufficient information on the requirements for accessing the grant have been submitted, including whether the recommendations from the appraisal report on the ESP have been taken into consideration.

The Secretariat compiles the findings of the final readiness review into a QAR III report for further processing.

Should the Secretariat determine that the application submitted does not meet the minimum standards, it will inform the CA of these findings. The CA will inform the regional education group who can subsequently indicate to maintain or revise the application, with the possibility to retract and resubmit at a later application round.

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<sup>35</sup> The ESP package will normally have been sent to the Secretariat three months in advance of the ESPIG submission date.

## Step 5: Approval decision

In line with delegated authority from the Board, the Chief Executive Officer (CEO) of GPE will approve an ESPIG amount US\$10 million or less (or its equivalent in Euros) plus agency fees.

For an amount over US\$10 million and up to US\$25 million, the Secretariat will share the findings of its final readiness review (QAR III report) with the GPC for further review and approval decision. The Secretariat may also refer a grant amount US\$10 million or less to GPC for decision if the grant application requires further deliberation/ exceptions.

Any amount over US\$25 million will be recommended to the Board for further review and decision. For all grants, the approving entity (CEO, GPC, or the Board) will examine the findings of QAR III and make a decision based on whether the ESPIG application represents a good investment for GPE that would strengthen the education system and lead to improved outcomes in equity, efficiency, and learning in the particular country context.

The grant approval, together with the expected timeframe for commencement of program implementation, is communicated to the Ministers of Finance and Ministers of Education, with copy to the GA and CA within ten business days after the approval decision (approval date). The communication includes the approval decision on:

- Grant amount and duration;
- Amount of the variable part along with the actions and indicators that will be the basis for its release and its disbursement modality (ex-post or ex-ante, if applied for);
- Designation of the GA;
- Additional conditions or requirements for funding; and
- Observations and report-back items, where appropriate.

The application package is considered an integral part of GPE's approval. Any changes to any of these documents after submission to GPE should follow the ESPIG Policy regarding revision. This includes any changes to the program documents during the GA's internal approval process.

### **Disclosure of ESPIG documents**

In line with its transparency policy, GPE publishes all Board- or GPC- approved ESPIG applications and program documents on its website under [country pages of developing country partners](#), as well as all Joint Sector Review reports or aide memoirs, unless objected by the individual country.

In case a decision is made not to approve the application, the country can re-submit an application in a following round of ESPIG submissions or as decided by the Board/ GPC, as long as the period for its MCA has not passed.<sup>36</sup>

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<sup>36</sup> MCA Validity period is stated in the communication sent to countries by the Secretariat following the Board approval of the allocation.

## Annex 1: Comparison of possible ESPIG application approaches<sup>37</sup>

	Regional approach	Multi-country approach	Single country approach
<b><i>GPE membership</i></b>	<ul style="list-style-type: none"> <li>A regional ESP endorsed by a regional LEG provides GPE membership to all eligible countries.</li> </ul>	<ul style="list-style-type: none"> <li>Each of the participating countries should have an ESP endorsed by a LEG in each country.</li> </ul>	<ul style="list-style-type: none"> <li>A national ESP endorsed by a national LEG provides GPE membership.</li> </ul>
<b><i>Local Education Group (LEG)</i></b>	<ul style="list-style-type: none"> <li>Regional inter-governmental body, national governments covered by a regional ESP, development partners and CSOs supporting the regional education plan.</li> <li>Regionalized forms of representation for national governments.</li> <li>regional education group: constitution and norms to vary according to context and practice but should include at least national representation and development partners. Participation by relevant civil society organisations is strongly encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>National LEGs of participating countries.</li> </ul>	<ul style="list-style-type: none"> <li>A national LEG of an applicant country.</li> </ul>
<b><i>Funding model requirements</i></b>	Please refer to Annex 2 for the funding model requirements adapted to regional context		

<sup>37</sup> Each approach should have a single GA unless a strong justification is provided for having multiple GAs.

<p><b>Regular ESPIG and Multiplier ESPIG</b></p>	<ul style="list-style-type: none"> <li>• New program, additional funding to an existing program or budget support, to support implementation of a regional ESP.</li> <li>• Though the regional ESP may include countries that are not eligible for GPE implementation grants, the eligible countries can decide whether to fully pool their resources or earmark them country-by-country. However, the GPE funds should be fairly targeted towards countries that are least developed (poverty criteria), have lower education results (education vulnerability) and are in situations of fragility.</li> <li>• Variable part is not applicable to regular ESPIG or Multiplier.</li> <li>• Multiplier: only the allocations from the countries which are covered by additional financing are considered.</li> </ul>	<ul style="list-style-type: none"> <li>• New program, additional funding to an existing program or budget support, to support implementation of ESPs of participating countries.</li> <li>• Variable part is not applicable to regular ESPIG or Multiplier.</li> <li>• Multiplier: only the allocations from the countries which are covered by additional financing are considered.</li> </ul>	<ul style="list-style-type: none"> <li>• New program, additional funding to an existing program or budget support, to support implementation of a national ESP.</li> <li>• Variable part is not applicable to regular ESPIG or Multiplier.</li> <li>• Multiplier: an allocation is provided if the country mobilizes additional financing for the Multiplier.</li> </ul>
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## Annex 2: GPE funding model requirements adapted to regional contexts

Requirements	Technical specifications and sources of verification
<b>REQUIREMENT 1: CREDIBLE, ENDORSED REGIONAL EDUCATION PLAN (REP)</b>	
<b>1.1 Credible Regional Education Plan or equivalent, including a costed multi-year implementation plan</b>	
<p>a. Regional Education Plan has to be “credible.”</p>	<p>A regional education plan (REP) is “credible” by demonstrating that the plan is guided by an overall vision and regional principles, is strategic, evidence-based, achievable, sensitive to the context and attentive to disparities.</p> <p><b>The <i>holistic</i> standard is waived for regional plans.<sup>38</sup></b></p> <p>Although the GPE and UNESCO/IIEP <i>Guidelines for Education Sector Plan Preparation</i><sup>39</sup> are developed for a national ESP, these still serve as a useful reference for the development of a regional plan.</p>
<p>b. Endorsed no later than 3 months before submission of the Program Implementation Grant application.</p>	<p>This criterion focuses on the endorsement process by the Governments and development partners involved in supporting and implementing the regional plan.</p>
<p>c. Costed multi-year implementation plan covering at least the first 2 years of grant cycle.</p>	<p>For more detailed information, please refer to the <i>Guidelines for Education Sector Plan Preparation</i>.</p>
<b>REQUIREMENT 2: EVIDENCE OF COMMITMENT TO THE ESP/TESP AND ITS FINANCING</b>	
<b>2.1 Government commitment</b>	
<p>a. Commitment to finance the regional plan.</p>	<p>The regional plan should provide a clear financing framework that reflects the financial resources devoted to supporting implementation of the plan <b>by the regional organization, development partners, and/or GPE member states, particularly countries participating in the regional ESPIG.</b></p>

<sup>38</sup> The holistic standard stipulates that an ESP should cover all education subsectors (early childhood education, primary, secondary, and higher education), and that it should also include non-formal education, as well as adult literacy.

<sup>39</sup> Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>.

Requirements	Technical specifications and sources of verification
<p>b. Current government commitment to education.</p>	<p>2.1. b1. Please provide the percentage of total government expenditures (excluding debt service) that is allocated to education, <b>in each of the GPE member states which will participate in the regional ESPIG application.</b></p> <p>2.1. b2. Please provide the percentage of recurrent government expenditures (excluding debt service) that is allocated to education, <b>in each of the GPE member states which will participate in the regional ESPIG application.</b></p>
<p>c. If the country has not reached Universal Primary Education, an extra commitment to allocate at least 45% of the education budget to primary education is requested.</p> <p>The 45% benchmark is based on a six-year primary cycle. If the country does not have a six-year primary cycle please provide a re-calculation of this figure so that it is based on a six-year cycle.</p>	<p>2.1. c1. Please provide the percentage of recurrent education expenditures that is allocated to primary education based on the country's primary cycle, <b>in each of the GPE member states which will participate in the regional ESPIG application.</b> Please note the number of years included in the primary cycle on which the calculation is based.</p>
<p><b>2.2 Development partners commitment</b></p>	
<p>a. Development partners' intended financial support to the regional plan reflected in the plan's financial framework.</p>	<p>Please provide information regarding what financial commitments have been made by development partners for implementation of the regional plan and note whether this is reflected in the plan's financial framework.</p>
<p><b>REQUIREMENT 3: AVAILABILITY OF DATA (OR A STRATEGY TO OBTAIN DATA)</b></p>	
<p><b>3.1 Evidence Base</b></p>	
<p>a. Either a current Education Sector Analysis for each GPE member state or some other type of regional situation analysis, diagnostic, or study conducted no more than three years prior to the grant application submission which forms an evidence base backing the selected strategies or thematic areas covered by the plan.</p>	<p>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.</p>

Requirements	Technical specifications and sources of verification
b. The evidence-base includes country or regional contextual analysis (including demographic analysis), analysis of existing policies, costs and financing, analysis of system performance and capacity.	Please refer to the GPE and UNESCO/IIEP <i>Guidelines for Education Sector Plan Preparation</i> which provide some useful guidance on the evidence base.
c. ESA addresses vulnerability and equity (marginalized groups, girls, children with disabilities).	As noted above, the GPE and UNESCO/IIEP guidelines may serve as a useful point of reference.
<b>3.2 Basic financial and education data to monitor sector</b>	
a. Availability of basic financial and education data disaggregated by gender and socio-economic status <sup>40</sup> <ul style="list-style-type: none"> <li>• EMIS</li> <li>• Household surveys.</li> </ul>	Please provide a summary of whether or not this data is available for each of the GPE member states to monitor the implementation of the regional plan.
OR b. A time-bound plan to develop or strengthen the data collection mechanisms (including EMIS).	Please provide information on whether there is an existing data collection and/or information management <b>mechanism at the national or regional level.</b>
<b>3.3 System or mechanism to monitor learning outcomes</b>	
a. System or mechanism to monitor learning outcomes. <sup>41</sup> OR b. A time-bound plan to develop mechanisms to monitor learning outcomes.	Types of learning assessments used and years carried out, as well as plans for future assessments, frequency and intended uses for each GPE member state.
<b>3.4 Reporting of critical data to UNESCO Institute of Statistics for global monitoring of education progress</b>	
a. The type of data that was last reported (specify the year), challenges identified in the reporting, and strategies in place for improving reporting to UIS.	Please provide data for each of the GPE member states.

<sup>40</sup> Socio-economic status can be taken from household survey data.

<sup>41</sup> National exams are not considered as an effective monitoring mechanism if their data are not directly used to monitor learning outcomes at school level.

### Annex 3: Appraisal checklist for regional Education Sector Plan

The questions listed in the table represent critical elements of a quality regional ESP. Please indicate whether these elements are present in the ESP (including the action plan) and provide any comments on the aspects that are missing or need to be improved.

Questions	Yes	No	Comments
<b>Based on a sector analysis</b> 1. <i>Does the ESP summarize key results of the sector analysis and identify key challenges based on those results?</i>			
<b>Coherent and consistent strategies</b> 2. <i>Do the general objectives, specific objectives, and activities address the key challenges and their underlying causes?</i>			
3. <i>Are there any major inconsistencies in the presentation of general objectives, specific objectives, and activities across different sections of the ESP (e.g. narrative of the strategies, logic framework, action plan)?</i>			
<b>Sound cost framework</b> 4. <i>Has the plan been costed?</i>			
5. <i>Are the data presented by education level?</i>			
6. <i>Are the data presented by year?</i>			

Questions	Yes	No	Comments
7. <i>Does the cost framework specify the capital and recurrent expenditures as well as the staff salaries share?</i>			
<b>Sound financial framework</b> 8. <i>Is the financial framework based on official macro-economic assumptions?</i>			
<b>Does the financial framework</b> 9. <i>specify the domestic and external resources allocated to the education sector?</i>			
10. <i>Does the financial framework specify the financial gap?</i>			
11. <i>What is the level of the funding gap as a percentage of the total resources available (including external aid)?</i>			
<b>Simulation model</b> 12. <i>Was a simulation model used for testing the policy targets and informing the policy dialogue?</i>			
13. <i>Was a simulation model used for devising the financing framework?</i>			

Questions	Yes	No	Comments
<p><b>Sound action plan</b></p> <p>14. Does the action plan contain a precise timeline for each activity?</p>			
<p>15. Does the action plan contain a responsible authority for each activity?</p>			
<p>16. Does the action plan contain the total cost and source of funding for each activity?</p>			
<p><b>Monitoring tools and mechanisms</b></p> <p>17. Does the ESP contain a description of the monitoring tools and mechanisms that will be used to monitor progress, or mention a plan to develop them?</p>			
<p><b>Clear roles and responsibilities</b></p> <p>18. Are there clear roles and responsibilities defined for the implementation and monitoring of the ESP?</p>			
<p><b>Sound indicators</b></p> <p>19. Are most of the indicators well defined, meaning they contain a target, a timeframe, and are measurable?</p>			
<p>20. Do most objectives have corresponding outcomes, and do most activities have corresponding outputs?</p>			

Questions	Yes	No	Comments
<p><b>Capacity development</b></p> <p>21. <i>Does the ESP contain a program on capacity development that is based on an assessment of capacities?</i></p>			
<p><b>Strong government leadership</b></p> <p>22. <i>Did the ESP's preparation process demonstrate strong leadership of the government?</i></p>			
<p><b>Broad stakeholder participation</b></p> <p>23. <i>Did the preparation of the ESP involve a participatory process that included a broad range of stakeholders: central government, decentralized levels of government, civil society, teacher unions, nongovernmental organizations, and development partners?</i></p>			

## Annex 4: Useful Resources

Documents related specifically to ESPIG	<ul style="list-style-type: none"> <li>• <a href="#">Regional ESPIG Application Form (<i>forthcoming</i>)</a></li> <li>• <a href="#">Funding Model Requirement Matrix for Regional ESPIG</a></li> <li>• <a href="#">ESPIG Policy</a></li> <li>• <a href="#">Private Sector Engagement Strategy</a></li> <li>• <a href="#">Exceptional Circumstances Exemption for Private Sector</a></li> <li>• <a href="#">Standard Selection Process for Grant Agents</a></li> <li>• <a href="#">Grant Agents Minimum Standards</a></li> <li>• <a href="#">Operational Framework for Requirements and Incentives</a></li> <li>• <a href="#">Single Country ESPIG Guidelines</a></li> <li>• <a href="#">Multiplier ESPIG Guidelines</a></li> <li>• <a href="#">ESPIG Annual Progress Report Template</a></li> <li>• <a href="#">ESPIG Completion Report Template (<i>forthcoming</i>)</a></li> <li>• <a href="#">Guidance on Division of Indicative Allocations for ESPIGs in Federal States</a></li> </ul>
Other GPE grant guidelines	<ul style="list-style-type: none"> <li>• <a href="#">ESPDG Guidelines</a></li> <li>• <a href="#">PDG Guidelines</a></li> </ul>
Other documents referenced in these guidelines	<ul style="list-style-type: none"> <li>• <a href="#">ToR for ESPIG Grant Agents</a></li> <li>• <a href="#">ToR for ESPDG Grant Agents</a></li> <li>• <a href="#">ToR for Coordinating Agencies</a></li> <li>• <a href="#">Conflict Resolution Procedures</a></li> <li>• <a href="#">Policies and Communications Protocol on Misuse of GPE Trust Fund</a></li> <li>• <a href="#">GPE/IIEP ESP Preparation Guidelines</a></li> <li>• <a href="#">GPE/IIEP ESP Appraisal Guidelines</a></li> </ul>
All resources for GPE grants can be found on <a href="#">GPE's website</a> .	

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