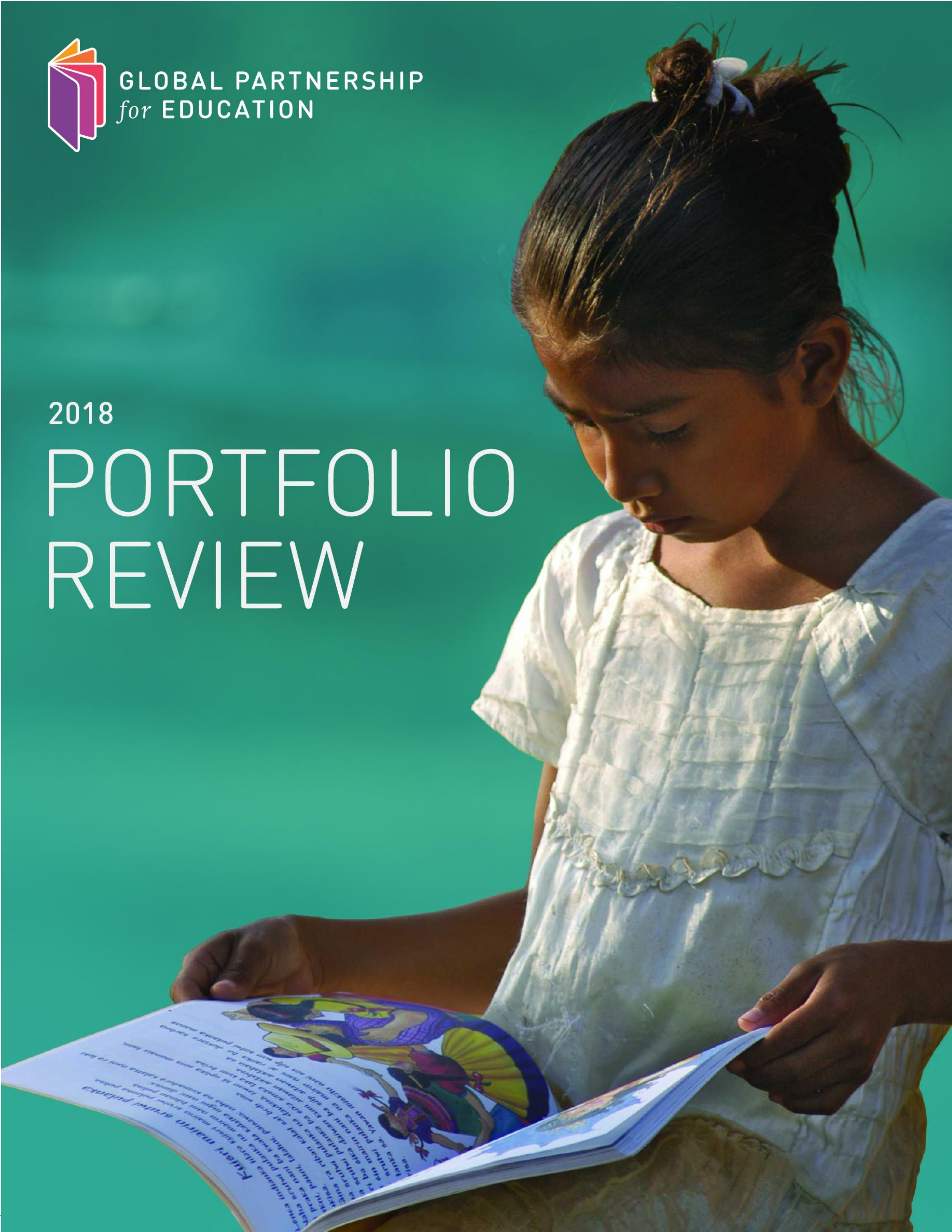
GLOBAL PARTNERSHIP *for* EDUCATION



2018

PORTFOLIO REVIEW

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LIST OF ABBREVIATIONS AND ACRONYMS

AF	Accelerated funding
AFD	Agence Française de Développement
ANCEFA	Africa Network Campaign on Education for All
BTC	Belgian Technical Cooperation
CA	Coordinating agency
CAR	Central African Republic
CGPC	Country Grants and Performance Committee
CICED	Center for International Cooperation in Education Development
CL	Country lead
CLPG	Country-level process guide
CSEF	Civil Society Education Fund
CSR	Country status report
CST	Country Support Team
CY18	Calendar year 2018
DAC	Development Co-operation Directorate, Organization of Economic Co-operation and Development
DCP	Developing country partner
DFID	Department for International Development, United Kingdom
DLI	Disbursement-linked indicator
ECCD	Early childhood care and development
EAP	East Asia and Pacific (region)
ECA	Europe and Central Asia (region)
ECCE	Early childhood care and education
ECE	Early childhood education
ECED	Early childhood education and development
EGRA	Early grade reading assessment
EMIS	Education management information system
EOI	Expression of interest (in the GPE Multiplier)
EPDF	Education program development fund
ESA	Education sector analysis
ESP	Education sector plan
ESPDG	Education sector plan development grant
ESPIG	Education sector program implementation grant
ESSP	Education sector strategic plan
FAC	Financial Advisory Committee
FCAC	Fragile and conflict-affected countries
FPA	Financial procedure agreement
FRC	Finance and Risk Committee
FRR	Final readiness review
FSM	Federal State of Micronesia
FTI	Fast Track Initiative
FY18	Fiscal year 2018 (July 1, 2017 – June 30, 2018)
GA	Grant agent
GCE	Global Campaign for Education
GER	Gross enrollment rate
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH, Germany
GPC	Grants and Performance Committee
GPE	Global Partnership for Education
GRA	Global and regional activities
HACT	Harmonized approach to cash transfer
IBE	International Bureau of Education (IBE – UNESCO)
ICR	Implementation Completion and Results Report (World Bank document)
ICT	Information and communication technologies

IDA	International Development Association
IIEP	International Institute for Education Planning (IIEP – UNESCO)
INT	Integrity Vice Presidency (The World Bank Group)
ISR	Implementation status report
JICA	Japan International Cooperation Agency
JSR	Joint sector review
L	Low-income country
LAC	Latin America and the Caribbean (region)
LAS	Learning assessment systems
LEG	Local education group
LM	Lower-middle-income country
LME	Learning monitoring evaluation
M	Middle-income country
M&E	Monitoring and evaluation
MCA	Maximum country allocation
MCAM	Maximum country allocation from the Multiplier
ME	Managing entity
MEA	Middle East and North Africa (region)
MU	Monitoring unit
NEA	Nation education account
NFM	New funding model
NGO	Nongovernmental organization
OECD	Organization for Economic Co-operation and Development
OECS	Organization of Eastern Caribbean States
OIAI	Office of Internal Audit and Investigations (UNICEF)
OIF	Organisation Internationale de la Francophonie
OOSC	Out-of-school children
PDG	Program development grant
PDO	Program development objective
PIU	Project implementation unit
QA	Quality assurance
QAR	Quality assurance review
S	Small state
SAR	South Asia (region)
SDC	Swiss Agency for Development and Cooperation
SE	Supervising entity
Sida	Swedish International Development Cooperation Agency
SIDS	Small island developing states
SMI	Sector monitoring initiative
SO	Strategic objective
SRGBV	School-related gender-based violence
SSA	Sub-Saharan Africa (region)
SSRP	School sector reform program
STC	Save the Children
TEP	Transitional education sector plan
TEPAG	Transitional education plan appraisal guidelines
UIS	UNESCO Institute for Statistics
UM	Upper-middle-income country
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	The World Bank

ACKNOWLEDGMENTS

The Portfolio Review 2018 is the product of collaborative efforts across the Global Partnership for Education (GPE) Secretariat. The compilation of the report was led by the GPE Country Support Team (CST) under the supervision of *Matthew Smith* (CST Deputy Manager). It covers the fiscal year July 1, 2017 to June 30, 2018 (FY18). It was prepared by GPE's Secretariat, based on data provided by grant agents, developing country partners, coordinating agencies and Secretariat staff. The report was prepared for the Grants and Performance Committee (GPC) and Board of Directors (the Board), and satisfies the requirements described in the terms of reference of the GPC to "provide annual reports on the country-level grant portfolio (education sector plan development grant, program development grant and education sector program implementation grant), including disbursements, budgets and implementation progress and make recommendations on future funding priorities and strategies".

The Secretariat prepared the portfolio review on behalf of the GPC and finalized it according to the committee's input. The GPC will submit the portfolio review to the Board, highlighting key observations. It is noted that the portfolio review should be considered alongside the GPE Results Report in order to obtain a broad picture of grant performance.

The completion of this report was made possible by the following GPE Secretariat colleagues, who wrote sections of the report, provided important data inputs, or served as peer reviewers:

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1 KEY OBSERVATIONS

In FY18, GPE approved education sector program implementation grants (ESPIGs) worth a total amount of US$199.6 million.[1] During the fiscal year, 55 developing country partners (DCPs) benefitted from a total amount of US$2.397 billion in ESPIG allocations.[2] Low-income countries and fragile and conflict-affected countries (FCACs) continue to receive a larger proportion of grant allocations. During the fiscal year, 30 (55 percent) of the DCPs with active, closed or pending grants were classified as low-income, receiving US$1.521 billion (63 percent) of total ESPIG allocations. Twenty-nine DCPs in the FCAC category (or 53 percent of all ESPIG beneficiaries) received US$1.418 billion (59 percent of all allocations).

Four years after the adoption of the GPE results-based funding model, the number of program implementation grants allocated to DCPs continues to grow and is expected to increase significantly in the years ahead. Fourteen ESPIG applications were approved in FY18. This more than quadruples the three ESPIGs approved in FY17 and more than double the six in FY16. It is projected that 15 ESPIG applications will be received by the Secretariat in the first half of FY19.

As in the previous fiscal year, GPE's investments in partner countries' education sectors remain aligned with the GPE 2020 strategic vision of ensuring inclusive and equitable quality education for all, especially children in some of the most difficult circumstances. An analysis of the activities and objectives supported by program implementation grants reveals that all 37 ESPIGs that were active and pending (excluding the sector-pooled ESPIGs)[3] at the end of FY18 include interventions that contribute to improvement in learning outcomes, increased equity, and system change. The emphasis on support for *learning (outcomes)* is well reflected: all 37 ESPIGs have activities that provide teacher training; 33 provide learning materials and curriculum support; and 33 include interventions to improve learning assessment systems. In terms of *equity*, 31 ESPIGs include activities geared toward gender equality in education; 21 provide equity-related education facilities; 15 provide access for out- of- school children (OOSC) and 13 provide support to children with disabilities. All 37 ESPIGs support *system strengthening* at central level, and 32 at the decentralized/school level, while 29 help strengthen education management information systems (EMIS). It is important to note that the Secretariat is currently conducting a more detailed data analysis to systematically track financial figures allocated to the different objectives and thematic activities across ESPIG. When this work is complete, it will be possible to see the number or proportion of implementation grants dedicated to a specific thematic activity; for example, the strengthening of EMIS or learning assessment systems across the GPE grant portfolio.

Compared to the previous fiscal year, there is an improvement in the performance of ESPIGs. In FY18, six (21 percent) of 28 active grants[4] were rated as on track in both disbursement and implementation, while seven grants (25 percent) were rated as delayed in either disbursement or implementation. This is an improvement from last year, when 19 percent of total active grants were rated as on track and 31 percent as delayed. Operational challenges are a major cause of implementation delays, accounting for about 58 percent of all delays in FY18. The bulk of the operational challenges are related to issues faced by government departments or units during program implementation as well as issues pertaining to implementation of procurement activities. Another major cause of delay is unforeseen and/or external circumstances, such as changes in government leadership or policy, and in weather and security

[1] This amount includes the supervision allocation.
[2] This is the implementable grant amount for all the active, closed and pending grants as of June 30, 2018.
[3] There were 34 active ESPIGs as of June 30, 2018; however, five sector-pooled ESPIGs that were active as of June 30, 2018 were excluded from the coding analysis because such grants involve various donor contributions and cannot be earmarked. Therefore, the sample comprises the remaining 29 active ESPIGs (as well as the eight pending ESPIGs).
[4] This analysis only includes the 28 (of 34) active ESPIGs that had available ratings in FY18.

conditions. These unforeseen circumstances accounted for about 25 percent of implementation delays in FY18. Some delays are attributed to program design issues and challenges pertaining to the preparation of activities prior to initiating a program; however, these account for only 17 percent of all delays in FY18, which is relatively small compared to 83 percent of delays caused by operational challenges and unforeseen circumstances in FY18.

A number of measures have been taken to address implementation and disbursement delays. These include program restructuring and extension, provision of technical assistance, improved coordination between the grant agent (GA) and the governments, and enhanced facilitation of the dialogue by the GPE Secretariat to reach a common understanding on program implementation. Improvement in the implementation of specific activities based on lessons learned from the previous grant experience also played a role.

There is an improvement in the proportion of ESPIGs aligned to national systems. FY18 had 20 (36 percent) of 56 ESPIGs significantly aligned with national systems,[5] compared to 31 percent in both FY15 and FY16, and 28 percent in FY17. While this indicates an increase, from the previous years, it is worth noting that year-on-year fluctuations in the percentage are not necessarily significant and may not denote a clear trend either way. Grant implementation cycles are typically more than four years and the sample of active grants captured in any given year is not constant over a particular period, with grants opening and closing in different time periods.

It was the coincidental cycle of closure of many non-aligned ESPIGs in FY17 with the start of several aligned grants in FY18 that resulted in the increase in the proportion of ESPIGs aligned in FY18.[6] It is therefore too early to state whether a positive longer-term trend is in motion. Hence, the broader picture remains the same as in last year's portfolio review**: a majority of ESPIGs remain insufficiently aligned with national systems and significant effort is required to progress towards the Partnership's aim of having about half of ESPIGs strongly aligned.**

[5] There were 34 active ESPIGs and 24 closed ESPIGs (total 58 ESPIGs) during FY18. Active ESPIGs for Organization of Eastern Caribbean States (OECS) on behalf of Dominica, Grenada, Saint Lucia, Saint Vincent and the Grenadines and closed Accelerated Funding (AF) for Somaliland were excluded from the sample for alignment: OECS is an inter-governmental organization, and AF is not an instrument to promote alignment, but rather to channel through the funding as quickly as possible.

[6] In FY 17, 11 ESPIGs closed (one aligned and 10 not aligned) and in FY 18, nine ESPIGs became active (four aligned and five not aligned).

2 INTRODUCTION

2.1 GRANT PORTFOLIO TO DATE

This portfolio review assesses the GPE country-level grant portfolio and presents the trends in volume as well as geographic and thematic allocations of four GPE country-level grant mechanisms – the education sector plan development grant (ESPDG), program development grant (PDG), education sector program implementation grant (ESPIG) and the Multiplier ESPIG. The other two funding instruments, the Knowledge and Innovation Exchange (KIX) and Advocacy and Social Accountability support (ASA), which will be launched in FY19 to support knowledge, innovation and engagement of civil society actors across GPE countries, are not covered in this report.

Between 2012 and June 30, 2018, GPE provided US$23.6 million for the funding of 86 ESPDGs in 61 countries, including two regional grants.[7] By the end of June 2018, 61 PDGs had been approved for a cumulative amount of US$12.3 million.

ESPIGs account for 99 percent of all grant resources to date. Since 2002,[8] 145 ESPIGs have been provided to 59 countries, including one regional grant,[9] for a total of US$4.829 billion (see **Table 1**). Between 2016 and 2017, the total allocation decreased significantly from US$294 million to US$60 million; however, in the first half of 2018, there was a sharp increase to US$140 million (increase of 133 percent). Nine applications are expected to be approved in the second half of 2018, for a total allocation of US$274 million. This would bring the total allocation in 2018 to US$414 million.

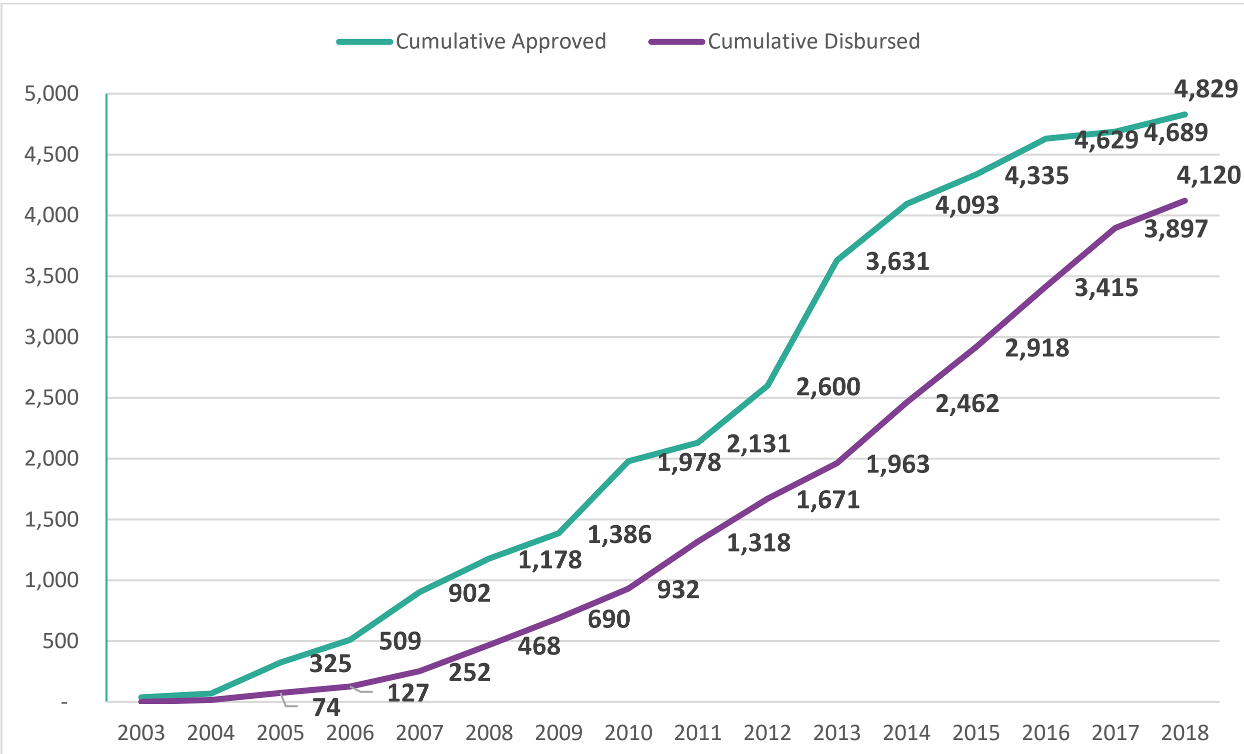
Table 1: Country-Level Grants (total since GPE inception: 2002 to June 30, 2018)

GRANT TYPE	PURPOSE	VOLUME OF GRANT	DURATION	NUMBER OF GRANTS SINCE INCEPTION	AMOUNT ALLOCATED SINCE INCEPTION ($ MILLION)	AMOUNT DISBURSED SINCE INCEPTION ($ MILLION)
EDUCATION SECTOR PLAN DEVELOPMENT GRANT (ESPDG)	To support DCPs' education sector planning processes	Up to US$500,000, including US$250,000 for sector analysis	12 to 24 months for ESP and 6 to 9 months for TEP	86	23.6	16.97
PROGRAM DEVELOPMENT GRANT (PDG)	To enable GAs to develop a program to support ESP implementation	US$200,000 (US$400,000 in exceptional cases)	Between 12 and 15 months	61	12.3	8.3
EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT (ESPIG)	To support ESP implementation	Up to the value of maximum country allocation (MCA)	3 to 5 years	145	4,829	4,120
GPE MULTIPLIER (MULTIPLIER ESPIG)	To support ESP implementation	Maximum country allocation from the Multiplier (MCAM) plus additionality/ co-financing[10]	3 to 5 years	N/A[11]	N/A	N/A

[7] One PDG was granted to regional Pacific SIDS and another to OECS.
[8] From 2002 through 2011, grants currently known as ESPIGs were funded from the Catalytic Fund, and were referred to as Catalytic Fund grants. In addition to this, there were grants equivalent to PDGs known as education program development fund (EPDF) grants.
[9] One regional ESPIG was granted to OECS.
[10] See section 2.2.2 (Introducing the Multiplier) for details.
[11] No grant has been awarded as of FY18.

Between its inception in 2002 and June 30, 2018, GPE cumulatively disbursed US$4.12 billion in ESPIGs. Seventy-six percent of ESPIG funding is allocated to countries in Sub-Saharan Africa, totaling 100 ESPIGs since 2002, of which 46 are active and nine pending as of June 30, 2018 (see **Figure 1** for cumulative approvals and disbursements and Annex 9 for more information on approval and disbursement).

Figure 1: Cumulative ESPIG Approvals and Disbursements by Calendar Year (in US$ millions)*



*Note that 2018 figures are as of June 30.

In FY18, 41 countries/federal states [12] benefited from 42 ESPDGs worth US$14.3 million; 25 countries/federal states benefited from PDGs worth US$5.5 million; and 54 countries/federal states benefitted from 58 ESPIGs worth US$2.3 billion.[13]

Of these amounts, 51 percent of ESPDG, 54 percent of PDG and 60 percent of ESPIG financing was for FCACs.[14] In FY18, the disbursement for ESPIGs totaled US$491.9 million, representing an increase of about 17 percent from FY17 (US$420.7 million) and a decrease of approximately two percent from FY16 (US$503 million).

Since inception of the GPE Multiplier in 2017, 11 expressions of interest (EOI) to receive a maximum country allocation from the Multiplier (MCAM) have been approved for a total of US$97.5 million. However, no Multiplier ESPIG was approved as of the end of FY18. See section 2.2.2 of this report for details about the Multiplier.

[12] ESPIGs are accessed by countries, but in some cases, subnational entities such as provinces, regions, and states receive an ESPIG from their country's MCA. For example, the Sindh and Balochistan provinces in Pakistan are subnational entities that receive separate ESPIGs from the country's MCA.

[13] This amount represents the actual implementable amount (i.e. the grant amount excluding the supervision allocation).

[14] SIDS ESPDG amount was considered as FCAC since five out of the eight members are FCACs.

Table 2: Country-Level Grants Overview for FY18

GRANT TYPE	NUMBER OF GRANTS FY18 (ACTIVE AND CLOSED)	AMOUNT ALLOCATED IN FY18 ($US MILLION)	AMOUNT DISBURSED IN FY18 ($US MILLION)
ESPDG	42	4.6	3.8
PDG	25	2.9	2.8[15]
ESPIG	58	189[16]	491.9
MULTIPLIER ESPIG	N/A[17]	N/A	N/A

2.2 OPERATIONAL MODEL

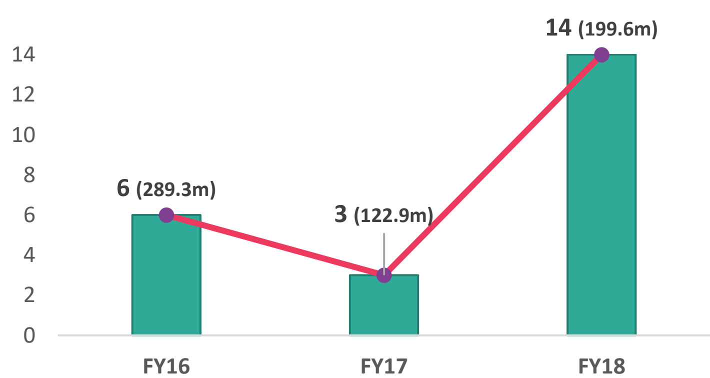
2.2.1 Funding Model Update

This part of the review presents an update on initiatives and steps taken to strengthen GPE's operational model, providing an important context for the understanding of GPE's grant portfolio during FY18.

In May 2014 the GPE funding model was adopted by the Board to further strengthen the Partnership's support for large-scale and sustainable education outcomes. The funding model splits ESPIG into a requirements-based fixed tranche[18] and incentives-based variable tranche**.** The objective of the variable tranche is to incentivize country development, prioritization and effective implementation of sector plan strategies which seek to drive improvements in equity, efficiency and learning outcomes in basic education at sector/system level (see section 3.1.4 for details on variable tranche).

Four years after the adoption of the GPE results-based funding model, the number of ESPIG applications reviewed annually is increasing.[19] Twenty-three ESPIG applications (six in FY16, three in FY17 and 14 in FY18) have been approved[20] under the GPE funding model. It is projected that by the end of the first half of FY19, 15 ESPIG applications will have been received by the Secretariat.

Figure 2: Evolution of Number of ESPIGs Approved under the Funding Model*



*Total allocations (in US$ million) in brackets include supervision allocations.

[15] Includes actual figures for World Bank disbursements and estimates for the other GAs, whose data will be available upon grant completion.
[16] US$189,060,744 is the implementable amount, which excludes the supervision allocation, while the grant amount is US$199,585,830.
[17] No Multiplier ESPIG approved as of the end of FY18.
[18] There are three fixed part requirements: credible sector plan, domestic financing of education, and availability and use of data.
[19] ESPIGs are also diversifying: in addition to regular ESPIG, the Multiplier ESPIG was introduced in 2017 to mobilize new and additional external finance for education by creating incentives for external funders to increase their investment in the sector. So far, 11 countries have obtained a maximum country allocation from the Multiplier (MCAM) (see section 2.2.2 for details on the Multiplier).
[20] For FY18, this number includes both active and pending grants (i.e. grants that are approved but have not yet started implementing).

The significant increase in ESPIG applications in FY18 was supported through the reinforced GPE quality assurance review (QAR) process requested by the Board in 2015. During FY18, feedback on educational sector plan (ESP)/transitional education sector plan (TEP) comments were provided to 14 countries/federal states, feedback on progress towards meeting the funding model requirements to 30 countries, and feedback on QAR I, QAR II, and QAR III to 30, 26 and 21 countries respectively. Also, two countries received feedback on accelerated funding. With a growing ESPIG pipeline, demand on country-facing QAR is expected to grow in FY19.

Increasing and diversifying ESPIGs requires measures to reduce transaction costs and improving efficiency of processing applications. In collaboration with key partners, GPE is developing a more streamlined and efficient QA process for ESPIGs. The revised process is being designed to better utilize the QA systems of key partners, reduce transaction costs and further incentivize co-financing while maintaining the level of support and independence expected of the standards-based assessment of ESPIG applications.[21] Part of this effort is the implementation of QA pilots with the World Bank in four countries (Benin, Ghana, Maldives, Uzbekistan) and UNICEF in South Sudan (see **Box 1**). The pilots seek to test a more efficient QAR process in different GA and country contexts by improving alignment of Secretariat QA inputs with grants agent QA processes, sharing QA standards and focusing on high-level QA concerns. It is expected that the revised QA process will allow the Secretariat to better manage the increase and diversification of ESPIG applications and provide tools to facilitate the GPC's decision-making, while also better utilizing and strengthening the QA systems within the partnership to improve the quality of ESPIG applications.

Box 1: UNICEF Quality Assurance Pilot in South Sudan

In the South Sudan QA pilot, UNICEF designed and tested an internal peer review mechanism that allowed experts from across UNICEF offices (at country, regional and headquarters level) to provide technical and operational comments on the draft program document at the QAR II and pre-QAR III stages.

The pilot successfully leveraged UNICEF technical and operational expertise, reinforced the integration of UNICEF institutional standards into the program document, and resulted in a strengthened ESPIG application that was recommend for approval by the GPE Grants and Performance Committee.

The more efficient QAR process was seen as beneficial by all partners: the government of South Sudan, the GPE Secretariat, and UNICEF. Going forward, UNICEF is planning to extend this pilot to other countries and further institutionalize its internal quality review process and guidance to country offices.

The Board approved key changes to the processing of ESPIG applications in June 2018 for efficiency gain.[22] In response to increasing and diversifying ESPIGs, three main measures are planned for in FY19. First, a costed restructuring of the existing ESPIGs will be applied for countries with a revised MCA – resulting in an increase in grant funding to apply for the additional funds. Second, there will be a delegation of authority to the GPC to approve new ESPIGs and costed restructuring of up to US$10 million. Third, applications and costed restructurings of US$5 million or less can choose to include an ex-post variable tranche without having to seek pre-approval.

[21] Standards exist for credible ESP, funding model requirements, ESPIG program design, and variable tranche.

[22] Reducing Transaction Costs and Improving Efficiency of Education Sector Implementation Grant Approval Processes (GPE Board Paper *BOD/2018/06 DOC 06)*.

2.2.2 Introducing the Multiplier ESPIG

In FY18, GPE launched a new financing and funding framework (FFF) to support the delivery of its Strategic Plan 2020. As part of efforts to reinforce the GPE operational model, the FFF added a new mechanism – the GPE Multiplier – to the pre-existing funding instruments (ESPDG, PDG and ESPIG). The GPE Multiplier grant is a type of ESPIG. The grant was rolled out in 2017 to provide additional support to eligible countries to implement their ESPs/TEPs.[23] The Multiplier mobilizes new and additional external finance for education by creating an incentive for external funders to increase their investment in the sector. A country accesses its potential Multiplier allocation by sourcing at least US$3 in new external support for education for each US$1 to be accessed from GPE, up to a maximum Multiplier allocation determined by a formula approved by GPE's Board based on a country's school-age population.

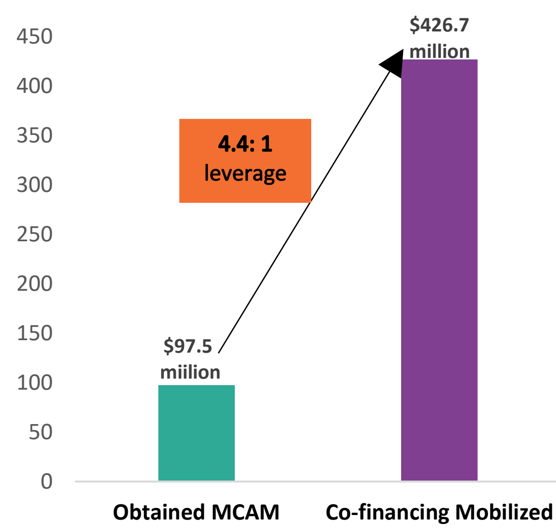
The Multiplier does not carry any additional programming requirements beyond those of GPE's existing ESPIG. Like GPE's regular ESPIG, the Multiplier grant is a results-based financing instrument designed to support stronger educational planning, programming and monitoring, and to provide specific incentives to focus resources on achieving improved performance in equity, efficiency and learning outcomes. Similarly, the Multiplier is also designed to build on an evidence-based planning process, foster inclusive policy dialogue and leverage financing of national priorities identified in the ESP/TEP.

Table 3: Maximum Country Allocation from the Multiplier (MCAM) in FY18

COUNTRY	EOI SUBMISSION DATE	EOI APPROVAL DATE	APPROVED MCAM (US$ MILLIONS)	ESTIMATED CO-FINANCING (US$ MILLIONS)*
Kyrgyz Republic	September 2017	December 2017	5	30
Nepal	September 2017	December 2017	15	69
Senegal	September 2017	December 2017	10	35
Uzbekistan	September 2017	December 2017	10	50
Tanzania (Zanzibar)	September 2017	December 2017	2.5	16.7
Ghana	October 2017	December 2017	15	45
Zimbabwe	October 2017	December 2017	10	52
Djibouti	May 2018	June 2018	5	16
Mauritania	May 2018	June 2018	5	25
Zambia	May 2018	June 2018	10	30
Tajikistan	June 2018	June 2018	10	58
Total			**97.5**	**426.7**

*Expected to be leveraged from external funders.

Figure 3: Total MCAMs Obtained and Co-Financing Mobilized in FY18



In 2017, the Board set aside initial resources in the amount of US$100 million, from which eligible countries could receive an indicative allocation (or maximum country allocation from the Multiplier, MCAM). Based on demonstrated traction through approved MCAMs, the amount available for allocation was scaled up to US$300 million in June 2018. Between December 2017 and June 2018, 11 countries

[23] It was originally called the Leverage Fund. Key elements and operational approach of the Multiplier were approved by the Board in 2017. The process for operationalizing the Multiplier was rolled out by the Secretariat in July 2017. In June 2018, the Board made some changes, including delegating authority to GPC to approve an expression of interest (EOI) and increasing the total resources to $300 million from the initial $100 million.

obtained a MCAM, totaling US$97.5 million, with average co-financing of more than US$4.40 for every US$1 of GPE funds.[24]

2.2.2.1 General Eligibility Criteria for the Multiplier

The Multiplier ESPIG is accessible to the following categories of countries: (i) ESPIG eligible countries that are subject to the cap of US$100 million, (ii) ESPIG eligible countries that have an allocation of less than US$10 million and (iii) non-ESPIG eligible countries that are approved as eligible for other forms of GPE funding. In June 2018, the Board approved 69 countries as eligible to obtain an MCAM, based on the eligibility criteria. See **Table 4** for a list of the eligible countries.

Table 4: Countries Eligible to Access the Multiplier ESPIG

MAXIMUM COUNTRY ALLOCATION FROM THE GPE MULTIPLIER (MCAM)	ELIGIBLE COUNTRIES		
UP TO US$25 MILLION	1. Bangladesh 2. Congo, DR 3. Egypt 4. Ethiopia	5. India 6. Indonesia 7. Nigeria 8. Pakistan	9. Philippines 10. Uganda 11. Vietnam
UP TO US$15 MILLION	12. Afghanistan 13. Cameroon 14. Cote d'Ivoire 15. Ghana	16. Kenya 17. Morocco 18. Mozambique 19. Myanmar	20. Nepal 21. Sudan 22. Yemen
UP TO US$10 MILLION	23. Bolivia 24. Cambodia 25. Congo, Rep. 26. El Salvador 27. Guatemala 28. Honduras	29. Lao PDR 30. Nicaragua 31. Papua New Guinea 32. Sri Lanka 33. Syria 34. Tajikistan	35. Tunisia 36. Ukraine 37. Uzbekistan 38. West Bank and Gaza 39. Zambia 40. Zimbabwe
UP TO US$5 MILLION	41. Armenia 42. Djibouti 43. Gambia 44. Guinea-Bissau	45. Guyana 46. Kyrgyz Republic 47. Lesotho 48. Mauritania	49. Moldova 50. Mongolia 51. Swaziland 52. Timor-Leste
UP TO US$1 MILLION	53. Bhutan 54. Cabo Verde 55. Comoros 56. Dominica 57. Grenada 58. Kiribati	59. Maldives 60. Marshall Islands 61. Micronesia 62. Samoa 63. Sao Tome and Principe 64. Solomon Islands	65. St. Lucia 66. St. Vincent and the Grenadines 67. Tonga 68. Tuvalu 69. Vanuatu

2.2.2.2 Obtaining an Allocation

The first step in the process for accessing the Multiplier is the main element distinguishing it from the regular ESPIG. To be considered for a Multiplier allocation, an eligible country must first submit an EOI. The EOI must report *additionality/co-financing*, demonstrating that for each US$1 to be accessed from the Multiplier at least another US$3 has been mobilized in new and additional financing for education from external sources. Following the approval of the EOI by the GPC, the process for submitting an application to obtain the Multiplier grant is the same as for the regular ESPIG. Annex 1-E summarizes the similarities and differences between the Multiplier and regular ESPIG.

[24] Detailed information about the Multiplier can found on the GPE website. Application resources, including timelines, guidelines, EOI and MCAM application forms are available on the Useful Resources page of the website.

3 EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT

Key Messages

- During FY18, 55 DCPs benefited from 66 ESPIGs worth US$2.397 billion.[1]
- As of June 30, 2018, there were 34 active ESPIGs in the GPE portfolio, worth US$1.44 billion.[2]
- During the reporting period, 14 ESPIGs worth US$189.1 million were approved and 24 worth US$870.3 million were closed. Eight ESPIGs did not commence implementation (pending) as of the end of FY18.
- A total of US$491.9 million was disbursed for ESPIG implementation during the fiscal year, while the cumulative amount disbursed for the ESPIGs that were active[3] as of June 30, 2018 was US$843.4 million. Of this amount, US$694.9 million (82 percent) was disbursed to Sub-Saharan Africa.
- 26 of the 34 active ESPIGs (76.5 percent) worth US$1.18 billion were implemented in Sub-Saharan Africa.[3]
- Half of GPE ESPIG funding continues to support low-income countries and FCACs. During FY18, 55 percent of DCPs (30 DCPs) with active, closed or pending grants were classified as low-income countries and 53 percent (29 DCPs) were FCACs.
- GPE's support is aligned with the partnership's strategic vision, GPE 2020: all 37 ESPIGs whose components were coded in FY18 have interventions which contribute to improved learning outcomes, increased equity, gender equality and inclusion, and system change.
- All 37 ESPIGs coded have teacher training activities, 33 provide curriculum development or learning materials, and 33 support improvements in national learning assessment systems. Furthermore, 31 ESPIGs coded support gender equality, 21 support classroom expansion/rehabilitation, 15 support programs for OOSC, and 14 support children with disabilities. In terms of systems strengthening, all 37 grants coded support broad management capacity building activities and 29 specifically support EMIS activities.

Notes:

[1] These are the active, closed and pending ESPIGs at the end of FY18. The ESPIG value represents the implementable amount (i.e. the grant amount excluding supervision allocation).
[2] Values represent the implementable amount (i.e. the grant amount excluding supervision allocation).
[3] Operationally active rather than financially active.

3.1 DESCRIPTION OF THE ESPIG PORTFOLIO

Table 5: ESPIG Portfolio as of June 30, 2018

	NEW APPROVED	ACTIVE	CLOSED	PENDING	TOTAL	ACTIVE & CLOSED
Number of grants	14	34	24	8	**66**	**58**
Value (US$ million)*	189.1	1,437.7	870.3	89.2	**2,397.2**	**2,308**

*Value represents the implementable amount (the grant amount excluding supervision allocation)

As of June 30, 2018, there were 34 active ESPIGs in the GPE portfolio worth US$1.44 billion. Twenty-four ESPIGs amounting to US$870.3 million closed during FY18, while eight ESPIGs were yet to become effective at the end of FY18 (see **Table 5**). Overall, during FY18, 55 DCPs benefited from 66 ESPIGs (active, closed and pending) worth US$2.397 billion. Eight of the DCPs that benefitted from an ESPIG allocation had not commenced implementation (i.e. pending) as of the end of the fiscal year, leaving a total of 53 DCPs having implemented 58 ESPIGs (active and closed) worth US$2.31 billion. **A total of US$491.9 million was disbursed for ESPIG implementation during the fiscal year**, while the cumulative amount disbursed for the ESPIGs that were active as of June 30, 2018 was US$843.4 million. At the beginning of FY18, the portfolio included a total of 48 active ESPIGs and three pending grants in the Democratic Republic of Congo, Ethiopia and Lesotho. All three grants started implementation in FY18.

Over the course of the reporting period, 14 ESPIGs were approved for a total amount of US$199,585,830[25] (see Table 6), of which US$189,060,744 is the implementable amount (this excludes the supervision allocation). Of these, six started implementation, in Burkina Faso, Cambodia, Chad, Liberia, Somalia (Puntland) and Tanzania (Zanzibar). By the end of FY18, 24 of the 48 ESPIGs closed in 22 GPE countries/federal states. Overall, FY18 saw a sharp decrease in the number of active ESPIGs (34), compared to 48 in FY17. This is mainly due to the large number of grants approved prior (and during) FY14 that closed during FY18 (21 ESPIGs). See section 4.2.4 for more information on ESPIGs that closed in FY18.

Table 6: ESPIGs Approved in FY18

COUNTRY	TOTAL ALLOCATION (US$)[26]	FIXED PART: 70% OF AMOUNT (US$)	VARIABLE PART: 30% OF AMOUNT (US$)	GRANT AGENT	GRANT AGENT ALLOCATION (US$)	AGENCY FEE, AMOUNT/% (US$)	GRANT PERIOD	VARIABLE PART DISBURSEMENT MODALITY	GRANT MODALITY
Bhutan	1,800,000	1,800,000	n/a	STC-US	200,000	126,000 7%	3 years	n/a	Stand Alone
Burkina Faso	33,800,000	23,660,000	10,140,000	AFD	560,000	1,263,690 3.74%	4 years	Ex-Post	Sector Pooled
Cabo Verde	1,400,000	1,400,000	n/a	UNICEF	130,000	112,000 8%	3.3 years	Ex-Ante	Stand Alone
Cambodia (fixed)[27]	14,400,000	14,400,000	n/a	UNESCO	1,439,991	1,008,000 7%	3 years	n/a	Stand Alone
Cambodia (variable)[27]	6,200,000[28]	n/a	6,200,000	UNICEF	n/a	496,000 8%	3.5 years	Ex-Post	Stand Alone
Chad	27,844,830	19,490,830	8,354,000	UNICEF/ UNESCO	1,392,250	2,034,445[29] 7.3%	3.1 years	Ex-Post	Stand Alone
Comoros	2,300,000	2,300,000	n/a	UNICEF	313,038	184,000 8%	3 years	Ex-Ante	Stand Alone
Cote d'Ivoire	24,100,000	16,870,000	7,230,000	WB	750,000	421,750 1.75%	4.2 years	Ex-Post	Stand Alone
Gambia	5,300,000	5,300,000	n/a	WB	300,000	92,750 1.75%	4 years	Ex-Ante	Project Pooled
Guinea-Bissau	4,700,000	4,700,000	n/a	WB	400,000	82,250 1.75%	5 years	Ex-Ante	Project Pooled
Liberia	11,900,000	8,330,000	3,570,000	WB	830,000	208,250 1.75%	4 years	Ex-Post	Stand Alone
Madagascar	46,800,000	32.700.000	14,100,000	WB	1,100,000	819,000 1.75%	4.5 years	Ex-Post	Project Pooled
Somalia (Puntland)	5,600,000	5,600,000	n/a	UNICEF	1,149,879	448,000 8%	3 years	Ex-Ante	Stand Alone
Somaliland	7,680,000	7,680,000	n/a	STC	1,659,928	537,600 7%	3 years	Ex-Ante	Stand Alone
Tanzania (Zanzibar)	5,761,000[30]	5,761,000	n/a	SIDA	300,000	n/a	4 years	n/a	Stand Alone

[25] This amount includes the supervision allocation.

[26] The total allocation includes the cost of the GA to perform its roles and responsibilities (formerly supervision fees). Per decision *BOD/2015/10-02* supervision fees are funded from the MCA, effective from the second funding round of 2016.

[27] Cambodia fixed and variable parts are counted as one grant with two approval dates.

[28] The grant will contribute to a pooled fund with the EU, Sweden and UNICEF that includes the cost of the GA to perform its roles and responsibilities (formerly supervision fees). When the attainment of variable part indicators/targets are confirmed, funds including the GA cost will be used in line with the pooled funding workplan.

[29] The agency fee for UNICEF is US$1,436,375; the agency fee for UNESCO is US$598,070.

[30] Zanzibar is semi-autonomous from the United Republic of Tanzania. In accordance with the Board's decision on federal systems (*BOD /2012/06-05*), the governments of Tanzania Mainland and Zanzibar agreed to divide the MCA of US$82.3 million, granting 10% of the MCA to Zanzibar and the remaining 90% to the Mainland.

3.1.1 Distribution by Region and Grant Size

Sub-Saharan Africa has the largest number of ESPIGs under implementation. At the end of FY18, 26 of the 34 active ESPIGs (76.5 percent), worth US$1.18 billion,[31] had been implemented in Sub-Saharan Africa (see **Table 7**). Fifteen out of the 24 ESPIGs (62.5 percent) that closed during FY18 were also in this region. The Latin America and the Caribbean region, South Asia region, and East Asia and Pacific region all had two active grants each. The Europe and Central Asia region, and the Middle East and North Africa region each had one active grant.

Table 7: Number of ESPIGs Across Regions (active, closed and pending as of June 30, 2018)

Region	Number of ESPIGs	% of ESPIGs	Number of ESPIGs		Total Amount Approved (US$ millions/%)		Cumulative Disbursement (US$ millions/ %)	
			FCAC	% of FCAC				
Active as of June 30, 2018								
Sub-Saharan Africa	26	76.5%	17	65.4%	1,182.3	82.2%	694.9	58.8%
Latin America and the Caribbean	2	5.9%	0	0%	3.7	0.3%	2.2	59.8%
South Asia	2	5.9%	1	50.0%	93.3	6.5%	63.3	67.8%
Europe and Central Asia	1	2.9%	0	0%	49.9	3.5%	41.9	84.0%
East Asia and Pacific	2	5.9%	0	0%	35.96	2.5%	8.1	22.4%
Middle East and North Africa	1	2.9%	1	100%	72.6	5.0%	33.0	45.4%
Total	**34**	**100.0%**	**19**	**55.9%**	**1,437.72**	**100.0%**	**843.4**	**58.7%**
Closed as of June 30, 2018								
Sub-Saharan Africa	15	62.5%	11	73.3%	546	62.7%	540.4	99.0%
Latin America and the Caribbean	2	8.3%	1	50.0%	40.8	4.7%	40.8	100.0%
South Asia	3	12.5%	2	66.7%	212.3	24.4%	212.3	100.0%
Europe and Central Asia	2	8.3%	0	0%	28.9	3.3%	28.8	99.7%
East Asia and Pacific	1	4.2%	0	0%	38.5	4.4%	38.5	100.0%
Middle East and North Africa	1	4.2%	1	100%	3.8	0.4%	2.8	73.7%
Total	**24**	**100.0%**	**15**	**62.5%**	**870.3**	**100.0%**	**864.6**	**99.3%**
Pending as of June 30, 2018								
Sub-Saharan Africa	7	87.5%	5	71.4%	87.63	98.2%	n/a	n/a
South Asia	1	12.5%	0	0%	1.6	1.8%	n/a	n/a
Total	**8**	**100.0%**	**5**	**62.5%**	**89.23**	**100.0%**	**n/a**	**n/a**

3.1.2 Distribution by Income, Fragility, Small States and Small Islands Developing States

More than half of GPE ESPIG funding continues to support low-income countries and FCACs. Low-income and FCAC countries continue to receive a larger proportion of grant amounts relative to countries in the other categories. As in FY17, 30 (55 percent) of the 55 DCPs with active, closed or pending grants in FY18 are classified as low-income countries.[32] However, low-income countries received 63 percent (US$1.521 billion) of GPE's grant allocations. Similarly, 29 (53 percent) of the 55 DCPs are classified as FCACs, and FCAC countries received 59 percent (US$1.418 billion) of GPE's grant allocations.

There were 12 (22 percent) DCPs classified as small states and nine (16 percent) as small islands developing states (SIDS) in the FY18 portfolio. Around three percent of the total allocation was granted to small states and SIDS, due to their small sizes and populations.

[31] Value represents the implementable amount (the grant amount excluding supervision allocation).

[32] Twenty (36 percent) are lower-middle-income countries (LM), while five (Guyana and the OECS) are classified as upper-middle-income countries (UM).

Figure 4: GPE DCPs with Active, Closed and Pending ESPIGs by Income, FCAC, Small States and SIDS in FY18

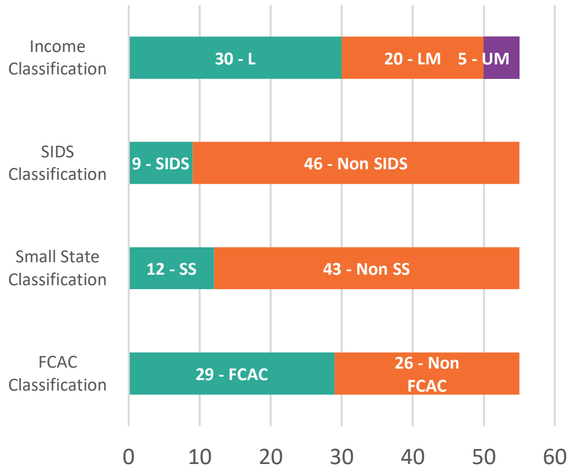
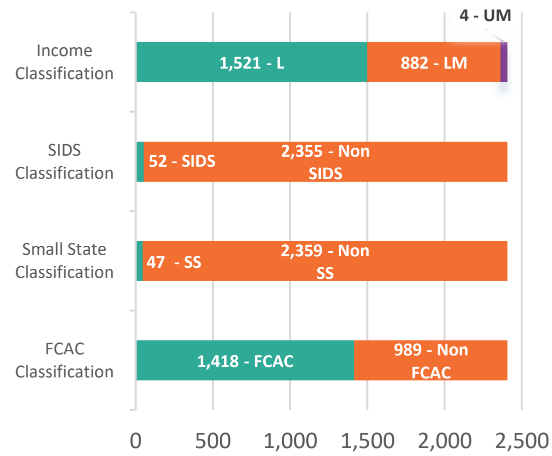


Figure 5: Total Active, Closed and Pending ESPIGs Amount (US$ million) by Income, FCAC, Small States and SIDS in FY18



3.1.3 Figure Distribution by Grant Agent

During FY18, GPE approved two ESPIGs for Cambodia and Chad that are each managed by two different GAs; in both cases, UNESCO and UNICEF are acting as GAs. Therefore, although there are 66 active, closed or pending ESPIGs as of June 30, 2018, the sample size has been adjusted to 68 for this exercise in order to conduct an appropriate analysis of the breakdown among the GAs.

Seven organizations acted as GPE GAs over the fiscal year 2018 – the same as in FY17. These were Agence Française de Développement (AFD), the United Kingdom's Department for International Development (DFID), Save the Children, Swedish International Development Cooperation Agency (Sida), UNESCO, UNICEF and World Bank. A majority of the active, closed and pending ESPIGs as of June 30, 2018 were managed by the World Bank, as in the past three fiscal years. The World Bank managed 41 ESPIGs (60 percent), while UNICEF, the GA with the second largest proportion of grants, managed 16 ESPIGs (24 percent). The total amount for which World Bank was a GA decreased from US$1.93 billion in FY17 to US$1.8 billion this fiscal year. The amount managed by UNICEF also decreased from US$346 million to US$305 million, while DFID managed the same two ESPIGs as in FY17, with a total value unchanged. Similarly, Sida managed two ESPIGs in FY18, like it did in FY17.[33] The total amount of ESPIGs managed by the rest of the GAs increased from the previous year given that AFD, Save the Children and UNESCO had additional ESPIGs in FY18.

[33] During FY18, Sida continued to manage the ESPIG for Tanzania (Mainland) approved in November 2013. The ESPIG for which it was acting as grant agent in Tanzania – Zanzibar closed on January 31, 2017 however, a new ESPIG for Tanzania – Zanzibar was approved on March 28, 2018 for which Sida again acts as grant agent.

Figure 6: Number of Active, Closed and Pending ESPIGs by Grant Agent as of June 30, 2017 (inner circle) and June 30, 2018 (outer circle)

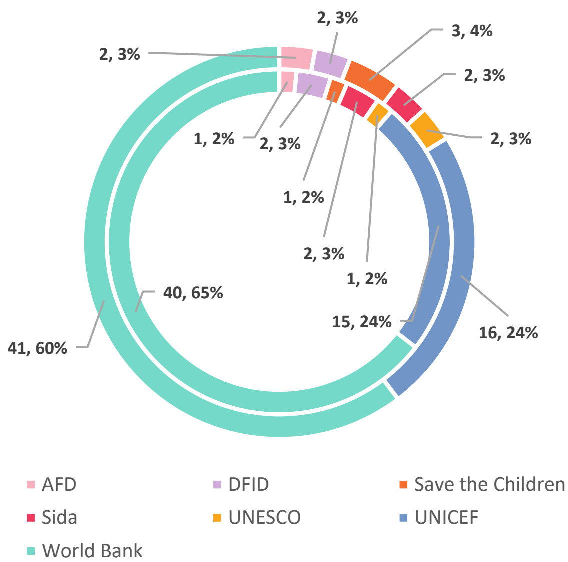
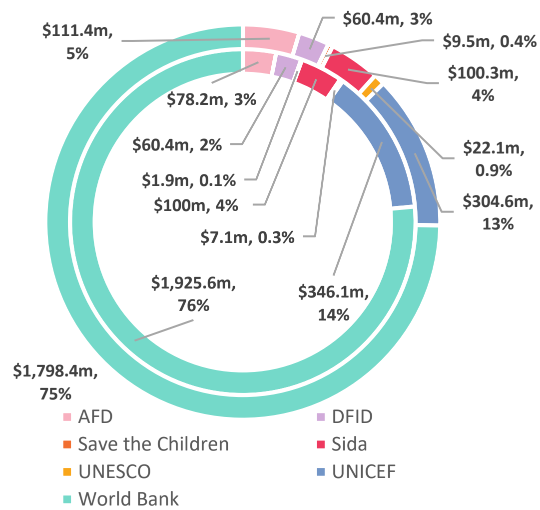


Figure 7: Value of Active, Closed and Pending ESPIGs by Grant Agent as of June 30, 2017 (inner circle) and June 30, 2018 (outer circle)



3.1.4 FY18 ESPIG Applications –Variable Part[34]

Currently, there are 23 ESPIGs (six in FY16, three in FY17 and 14 in FY18) that have been awarded under the funding model adopted by the Board in May 2014.[35] Of these 23 ESPIGs, 14 have ex-post variable part, seven have ex-ante approach,[36] and two have fixed-part only.[37] Out of 14 ESPIGs with ex-post variable part, Zanzibar submitted the fixed part application in FY18 and applied for the ex-post variable part in FY19. Similarly, Zimbabwe's fixed part application was approved in FY17, and its ex-post variable part application was presented to the GPC in June 2018 alongside its Multiplier application. An *ex-ante arrangement* means that the variable allocation is not linked to attainment of results. The approval of the total allocation and disbursement (fixed and variable) occurs prior to implementation. This reduces the incentivizing nature of the variable tranche and will be accepted only in exceptional cases; e.g. fragile context, low capacity and availability of funding (less than US$5 million) and educational needs that are critical in the short term. Ex-ante approach needs to be pre-approved by the GPC. As for *fixed part only* ESPIGs, SIDS, due to the small MCA (between US$1 – US$4 million), are exempted from the variable part; and as of the Board decision in June 2018, all countries with ESPIGs of US$5 million or less may choose to not have an ex-post variable part.

[34] The funding model splits the requirements-based ESPIG into a *fixed part* and an incentives-based *variable part*. The variable part applies sector-level results-based financing. Countries select strategies or policies likely to lead to substantial progress in the medium term, and hence to be transformational under each dimension. Selected strategies and policies are measured by corresponding indicators and targets, against which funding is disbursed. Depending on the country context and capacity levels, indicators can be process, outcome or output related. No less than 30 percent of MCA should be allocated to results in equity, efficiency and learning outcomes.

[35] Though ESPIG for Bangladesh was approved on May 23, 2015, the MCA was already pre-determined prior to the funding model. Accelerated funding for Chad was approved on February 2, 2016, and for Somaliland on April 28, 2017.

[36] Ex-ante approach is in line with the *Operational Framework for Requirements and Incentives for the Funding Model* for the 2015–2018 period.

[37] For the SIDS exemption, the entire allocation would be fixed and would not contain any variable component. Multi-country Caribbean and Pacific regional allocations as well as individual country allocations for SIDS partners (Timor-Leste, Cabo Verde, Maldives, and Sao Tome and Principle) were subject to this. This exemption is articulated in Annex 2 of the Board's Principles and Options for the Revision of the Global Partnership for Education Funding Model document of February 26, 2014.

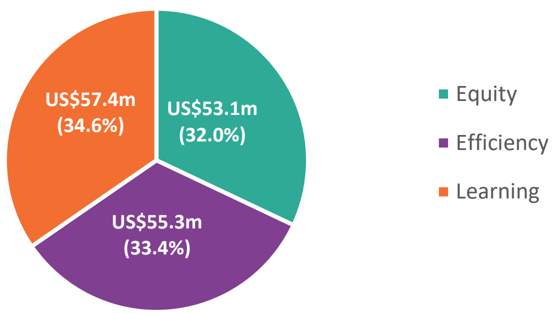
Table 8: ESPIGs Awarded Under the Funding Model

Country Name	FCAC	Grant Agent	Grant Approval Date	Grant Amount [38]	Variable Tranche Amount	Variable Part Disbursement Modality	Comments
FY 16							
Mozambique		World Bank	23-May-15	57,900,000	17,370,000	Ex-post	
Nepal	FCAC	World Bank	23-May-15	59,300,000	17,800,000	Ex-post	
Rwanda	FCAC	DFID	23-May-15	25,200,000	7,560,000	Ex-post	
Congo, DR	FCAC	World Bank	15-Jun-16	100,000,000	30,000,000	Ex-post	
Malawi		World Bank	15-Jun-16	44,900,000	13,470,000	Ex-post	
OECS		World Bank	15-Jun-16	2,000,000	n/a	n/a	Fixed part only; Small Island exemption
Total				**289,300,000**	**86,200,000**		
FY 17							
Zimbabwe	FCAC	UNICEF	2-Dec-16	20,580,000	n/a	Ex-post	Two applications for fixed & variable
Ethiopia	FCAC	World Bank	2-Dec-16 15-Feb-17	100,000,000	30,000,000	Ex-post	Fixed part approval 02-Feb-17, variable part approval 15-Feb-17
Lesotho		World Bank	7-Jun-17	2,300,000	n/a	Ex-ante	Ex-ante approach for small grants[39]
Total				**122,880,000**	**30,000,000**		
FY 18							
Puntland	FCAC	UNICEF	21-Aug-17	5,600,000	n/a	Ex-ante	Pre-approval for ex-ante approach
Liberia	FCAC	World Bank	29-Sep-17	11,900,000	3,570,000	Ex-post	
Burkina Faso		AFD	6-Dec-17	33,800,000	10,140,000	Ex-post	
Zanzibar		SIDA	6-Dec-17	5,761,000	n/a	Ex-post	Separate applications for fixed and variable
Cambodia		UNICEF and UNESCO	22-Feb-18 22-May-18	20,600,000	6,200,000	Ex-post	Fixed part approval on 22-Feb-18, variable part approval on 22-May-18
Cote d'Ivoire	FCAC	World Bank	22-Feb-18	24,100,000	7,230,000	Ex-post	
Gambia	FCAC	World Bank	22-Feb-18	5,300,000	n/a	Ex-ante	Pre-approval for ex-ante approach
Guinea-Bissau	FCAC	World Bank	22-Feb-18	4,700,000	n/a	Ex-ante	Ex-ante approach for small grants
Madagascar		World Bank	22-Feb-18	46,800,000	14,100,000	Ex-post	
Cabo Verde		UNICEF	22-May-18	1,400,000	n/a	n/a	Fixed part only - Small Island exemption
Chad	FCAC	UNICEF and UNESCO	22-May-18	27,844,830	8,354,000	Ex-post	
Comoros	FCAC	UNICEF	22-May-18	2,300,000	n/a	Ex-ante	Ex-ante approach for small grants
Somaliland	FCAC	Save the Children	22-May-18	7,680,000	n/a	Ex-ante	Pre-approval for ex-ante approach
Bhutan		Save the Children	28-Jun- 18	1, 800,000	n/a	Ex-ante	Ex-ante approach for small grants
Total				**199,585,830**	**49,594,000**		

[38] The grant amount for the grants awarded in FY17 and FY18 includes the supervision allocation.
[39] See Ex-Ante Approach for Small Grants [*CGPC/2015/07 DOC 05]*.

Out of 12 ESPIGs with variable part approved since FY16 (excluding Zimbabwe and Zanzibar), three have concrete variable part achievements accompanied by disbursement (as of June 30, 2018)[40]: Mozambique, Nepal and Rwanda. A further three ESPIGs are due for results verification in the coming months (Congo DR, Malawi and Ethiopia).[41] Nepal developed an equity index unique to its context to identify the five most disadvantaged districts, implemented identified activities to bring OOSC back to school and to keep them in school. In Mozambique, the in-service training strategy was finalized and rolled out, with 4,247 grade 1 and 2 teachers benefitting from trainings. In Rwanda, education statistics with disaggregated data at district level were made available to the public to improve evidence-based planning and budgeting especially at district level. The progress on variable part targets made so far for ESPIGs approved under the funding model in FY16 and FY17 is captured in Annex 8. As for ESPIGs approved in FY18, implementation is beginning for some, while others are not yet effective.

Figure 8: Allocation per Dimension across 12 Ex-Post ESPIGs since FY16

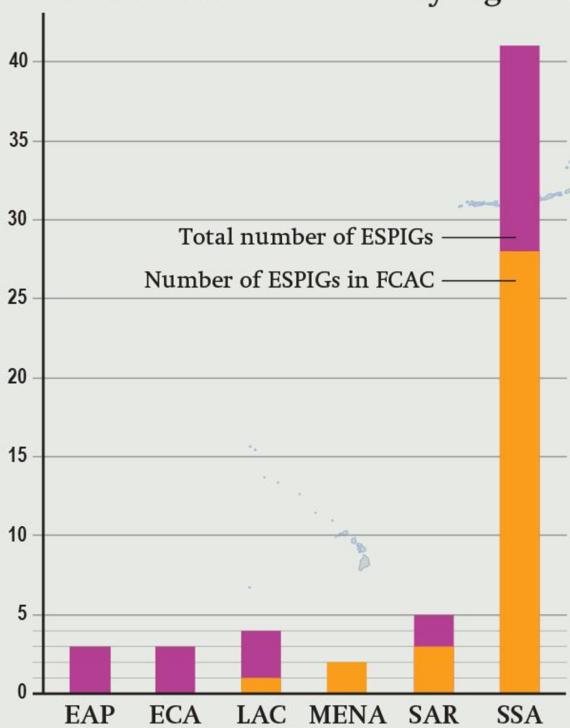


At this point, it is too early to examine to what extent the variable part strategies pushed forward intended sector-level changes. As more grants mature, evaluations to this effect will be conducted.

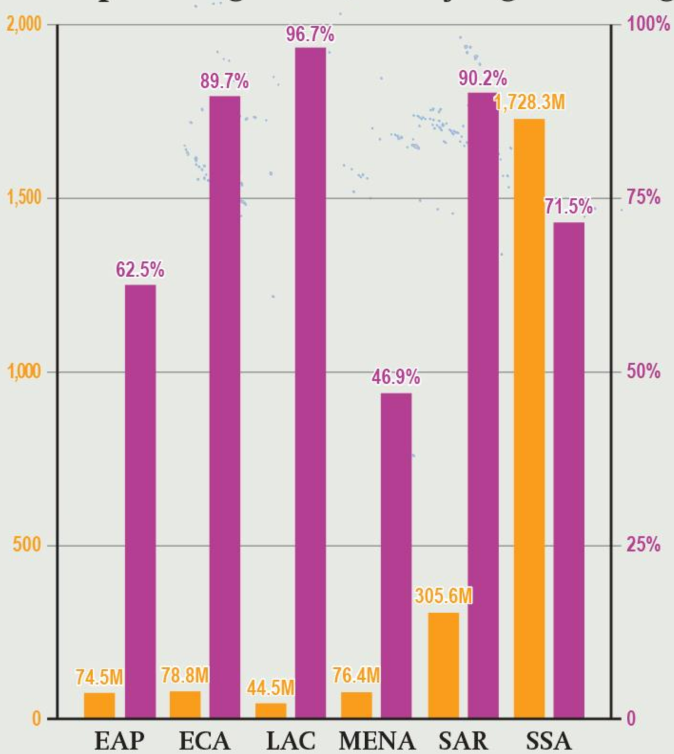
[40] Under GPE's funding model, disbursements of variable part are made only once pre-agreed results have been achieved and verified.
[41] This chapter is written based on the verification documents and disbursement letters from GAs received by the Secretariat by June 30, 2018.

EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS (ESPIGs) DISTRIBUTION BY REGION
(ACTIVE/CLOSED DURING FY18)

Total active/closed ESPIGs by region during FY18

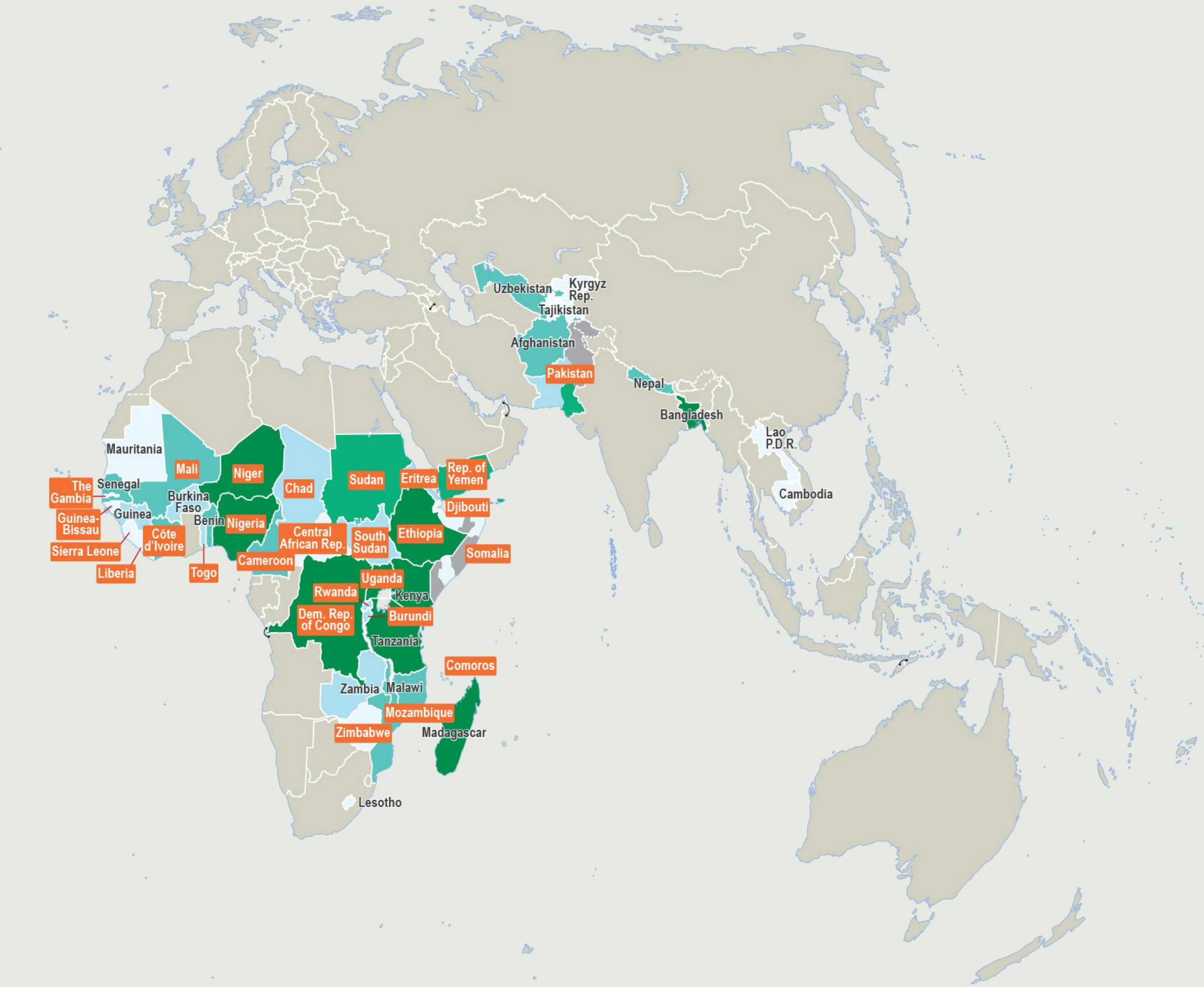


Total grant amount approved ($USD millions) and percentage disbursed by region during FY18*



** Percentage disbursed is calculated by dividing the disbursement by the implementable grant amount.*

GLOBAL PARTNERSHIP for EDUCATION



Implementable Grant Amount by Country* in $USD Million:

- 0 – 19.9
- 20 – 39.9
- 40 – 59.9
- 60 – 79.9
- ≥ 80
- No data

Grenada — GPE Developing Country Partner (DCP)

Somalia — DCP affected by fragility and conflict (FCAC)

** If country has more than one ESPIG, only the most recent one is taken in account.*

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3.1.5 Modalities

Definitions

Alignment is understood *as using the partner country's institutions, human resources, procedures and tools as the mainstays for the implementation of aid*, in addition to following nationally owned education sector policies and plans. The degree of alignment ranges from direct budget support operations (fully aligned) to various types of funding modalities that can combine the use of country systems with context-relevant derogations, risk management and capacity support measures.

Sector-pooled funding is a mechanism that *aggregates multiple donor contributions to channel funding to support the implementation of education at scale*. A sector-pooled fund can usually fund a broad spectrum of activities across recurrent and investment expenditure categories. Direct budget support is also a mechanism to *support the implementation of education at scale and can aggregate multiple donor contribution* but with donors disbursing directly to the single treasury account.

Co-financed project funding is a mechanism that aggregates or accommodates *multiple donor contributions to channel funding towards discrete, relatively non-discretionary activities in support of education*. This contrasts with a **stand-alone project**, which has only one source of donor contribution to the project.

Direct budget support is fully aligned on national systems. Sector-pooled funding tends to be significantly aligned on national systems. Projects, whether stand-alone or co-financed, do make use of national systems but generally tend to be weakly aligned. The data from the GPE portfolio bears this out. It is important to note that the above categorizations are broad. Individual aid modalities may not always neatly fit into a particular category.

The GPE results framework sets targets for an increase by 2020 in the proportion of GPE grants (ESPIGs) that are significantly aligned with national systems (towards 51 percent by 2020) and an increase in the use of co-financing or pooled funding arrangements (towards 60 percent by 2020).[42] The strategic objective for the increased use of country systems rests on the understanding that more aligned modalities – coupled with appropriate measures to enhance opportunity and manage risks – will deliver increased rates of absorption of resources (*more* financing), leverage improvements in the quality of public expenditure (*better* financing) and hence contribute to more sustainable education results.

Country systems routinely fund education services at scale, mobilizing millions of teachers, funding the operation of schools and graduating hundreds of millions of students annually. Despite weaknesses, capacities within country systems are significant, encompassing national, central and decentralized education administrations, schools, education establishments and local government. This national capacity is supported through public financial management systems that play a critical role in allocating budgets and delivering resources for entire education systems. The alignment of aid with these systems therefore offers the means to absorb significant additional resources to fund education at scale and the opportunity to leverage reforms and improvements in those systems.

In FY18, 20 of 56 ESPIGs were significantly aligned with national systems.[43] The proportion of ESPIGs aligned to national systems increased to 36 percent from 31 percent in both FY15 and FY16, and 28 percent in FY17. While this denotes an increase from the previous years, it is important to note that year-

[42] GPE is committed to mobilizing more and better financing (GPE 2020 Strategic Objective 4), notably by advocating for the "improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems". This result is covered under two aggregate indicators in the GPE results framework: i) indicator 29 (an increased proportion of GPE grants aligned to national systems), and ii) indicator 30 (an increased proportion of GPE grants using co-financing or pooled funding mechanisms).

[43] There were 34 active ESPIGs and 24 closed ESPIGs (total 58 ESPIGs) during FY18. Active ESPIGs for OECS on behalf of Dominica, Grenada, Saint Lucia, Saint Vincent and the Grenadines and closed AF for Somaliland were excluded from the sample for alignment: OECS is an inter-governmental organization, and AF is not an instrument to promote alignment, but rather to channel through the funding as quickly as possible.

on-year fluctuations in the percentage are not necessarily significant and may not denote a clear trend either way. Grant implementation cycles are typically more than four years and the sample of active grants captured in any given year is not constant over a particular period, with grants opening and closing according to different cycles.

It was the coincidental cycle of closure of many non-aligned ESPIGs in FY17 with the start of several aligned grants in FY18 that resulted in the increase in the proportion of ESPIGs aligned in FY18.[44] It is therefore too early to state whether a positive longer-term trend is in motion. Hence the broader picture remains the same as that presented in last year's portfolio review**: a majority of ESPIGs remain insufficiently aligned with national systems and significant effort is required in order to progress towards the Partnership's aim of having just over half of ESPIGs strongly aligned.**

Figure 9: Proportion of ESPIGs Strongly Aligned to National Systems, FY15-FY18

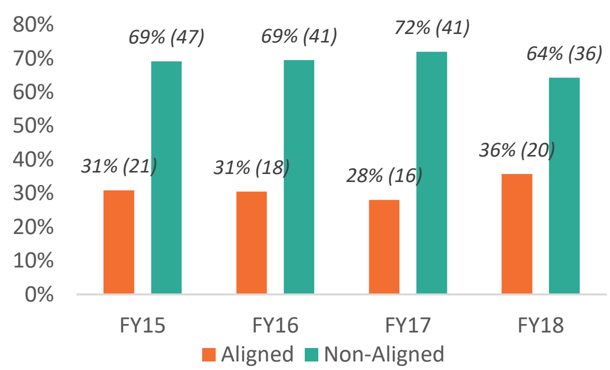
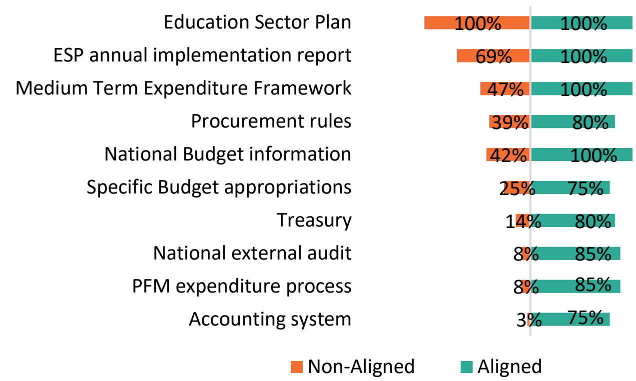


Figure 10: Proportion of ESPIG Alignment per Dimension, FY18



Underlying Dimensions of Alignment

According to the GPE results framework, a significantly "aligned" ESPIG must fulfill at least seven out of 10 dimensions of alignment.[45] **Figure 10** above lists the 10 dimensions and the proportion of ESPIGs that are aligned and not aligned with each dimension. The first five dimensions indicated in **Figure 10** can be considered "low hanging fruit". Alignment with these dimensions is within reach, even for more traditional aid modalities. All the ESPIGs, including weakly aligned ESPIGs, are aligned with national ESPs. This is a positive result especially when ESPIGs are aligned with "credible" ESPs based on the GPE funding model. A majority of ESPIGs are also aligned with the annual reporting on ESP implementation. A significant proportion of ESPIGs are aligned with the government's expenditure forecasting (medium-term expenditure frameworks), procurement rules and basic information captured under the annual national budgets.

The main challenge lies in achieving deeper alignment with public financial management (PFM) systems (the five last dimensions indicated in Figure 10). These require a stronger commitment to alignment, combined with appropriate capacity support and risk management strategies (see **Box 2**). Therein lies a key aspect in the use of aligned modalities: the ability to be significantly integrated into national systems, while deploying procedural safeguards and capacity support measures to manage associated fiduciary risks. The proper management of risks and opportunities for capacity building is critical in making a success of aligned aid modalities. On the other hand, more traditional approaches to aid will tend to mitigate risks

[44] In FY17, 11 ESPIGs closed (one aligned and 10 not aligned) and in FY 18, nine ESPIGs became active (four aligned and five not aligned).
[45] Based on GPE 2020 indicator 29 methodology.

by significantly circumscribing the exposure (or alignment with) national systems, favoring the use of project or donor-specific procedures.

Box 2: Choice of Aligned Modality and Risk Management

In countries with comparatively strong financial management systems, development partners may choose the most aligned aid modality: *budget support, with conditions for annual disbursements*. The funding is thereby fully fungible with (indistinguishable from) national treasury funds.

In countries with weaker systems, aid modalities can be deployed that do not go as far as full budget support but are still significantly aligned. An example of this is the use of *budget annexes*: funds operating as segregated sub-accounts at treasury, with specific appropriations earmarked in the national annual budget, as an annexed budget. The implementation of the funds can therefore be separately traced, monitored and audited. Additional procedural safeguards or controls (ex-ante and ex-post) can be negotiated for better fiduciary oversight.

For further improved risk management and capacity building, successful aligned modalities are often combined with some *technical assistance* to reinforce critical functions, notably around annual planning, budgeting, procurement, financial management, accounting, internal controls and reporting.

Aligned modalities can use and combine a wide variety of practices, to best respond to contextual capacity issues and risk management, as long as the approach sticks to the main principle of alignment: *using the partner country's institutions, human resources, procedures and tools as the mainstays for the implementation of the modality*.

Alignment Practices and Strength of Systems

Countries with GPE grants using more aligned modalities tend to have higher average ratings in their CPIA[46] Public Sector Management and Institutions (PSMI) assessments.[47] The average rating for aligned ESPIGs in FY18 is 3.2, compared to an average of 2.7 for weakly aligned ESPIGs (the median CPIA scores across all ESPIG countries is 3.0). This is to be expected: stronger systems will instill more confidence in development partners to use them and require less risk management measures. However, the correlation between CPIA scores and alignment is weak. There are a number of outliers: some aligned ESPIGs in countries with CPIA scores below 3.0 and many weakly aligned ESPIGS in countries with CPIA scores above 3.0 (see **Table 9**).

This suggests that significant alignment is possible even in countries with relatively weak systems (CPIA below 3.0), and that more effort towards alignment could be expected in countries with relatively stronger systems. Of note, if all the weakly aligned ESPIGs in countries with CPIA scores above 3.0 (3.1 and above) used more aligned modalities, the overall proportion of aligned ESPIGs in the GPE portfolio would stand at 55 percent (several points above the strategic plan target).

Table 9: Outliers – Non-Aligned with More Than 3.0 and Aligned with Less Than 3.0 in a Sample (FY18)

ALIGNMENT	NUMBER OF ESPIGS	AVERAGE OF CPIA (FY18)	MEDIAN	OUTLIER
Non-Aligned	36	2.7		13 out of 36 (CPIA more than 3.0)
Aligned	20	3.2		4 out of 20 (CPIA less than 3.0)
Total	**56**		**3.0**	

[46] CPIA – Country Policy and Institutional Assessment. Rating of countries against a set of 16 criteria grouped in four clusters: economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions.

[47] Rating refers to the average of 2017 PSMI final assessment rating.

Harmonization, through co-financed projects or pooled funding mechanisms, reflects GPE's efforts to coordinate with other donor funds to avoid aid fragmentation. The proportion of modalities that are either co-financed or deployed as pooled funding stands at 34 percent in FY18, compared to 37 percent in FY17 (the strategic plan target is towards 60 percent). This slight decrease may not in itself be significant, but rather cyclical due to four co-financed projects closing in FY17, with no new co-financed projects starting in FY18. The majority of ESPIGs (65 percent) use stand-alone project modalities (i.e. projects with the GPE grant as the only source of funding) (see **Table 10**). The increased mobilization of Multiplier ESPIGs – which will support co-financed programs or projects – should contribute to improvements in this indicator.

In summary, the majority of GPE grants continue to use relatively fragmented (stand-alone) aid implementation mechanisms that are weakly aligned with national systems (see **Table 11**)**.** Only 16 percent of ESPIGs (nine ESPIGs) fully correspond to the Partnership's objective of more and better financing as expressed by indicators 29 and 30 of the results framework[48]: *aligned and pooled*. It continues to be challenging for development partners to work beyond their own systems to develop aligned funding mechanisms that can pool together several donor contributions.

Table 10: ESPIGs per Modality in FY18

	OVERALL	FCAC
PROJECT CO-FINANCING	10	5
SECTOR POOLED OR BUDGET SUPPORT	9	4
STAND ALONE	37[49]	24
TOTAL	**56**	**33**

Table 11: Aligned/Non-Aligned ESPIGs in FY18

	OVERALL	FCAC
NON-ALIGNED	36	25
ALIGNED	20	8
TOTAL	**56**	**33**

Modality and Absorption

Data covering the active ESPIGs in FY18 shows that the average annual absorption of all aligned grants was 35 percent higher than non-aligned grants (controlling for any differences in the sizes of the grants).[50] Data comparing aligned sector-pooled grants with all the other grants showed that the former on average absorbed 52 percent more funding.[51] Some prudence needs to be exercised in viewing this data: these are averages covering many diverse situations and parameters; not all individual aligned modalities perform well on absorption (problems do occur); and the sample (nine sector-pooled ESPIGs, for example) remains statistically small. But, the data is in line with GPE's strategic plan and theory of change: that more aligned and pooled funding supports more (and better) financing. The data is also in line with data presented in last year's portfolio review.

GPE Secretariat Support

The Secretariat developed an alignment roadmap, which was presented to the GPE Board and GPC in 2017, to support the Partnership's objectives on modalities. The alignment roadmap is comprised of four main actions: i) clarify and gradually institutionalize GPE's conceptual approach to aid alignment, emphasizing alignment as a means to better finance education systems and leverage their improvements; ii) strengthen country support operations to foster change at country level, with the setting up of an alignment task force at the Secretariat to better target and reinforce country engagement; iii) capitalize and promote good practices and knowledge in GPE countries and across the Partnership; and iv) engage

48 GPE results framework for 2016-2020: https://www.globalpartnership.org/content/gpe-results-framework-2016-2020 .

49 This excludes OECS and Somaliland (accelerated funding, or AF) (FCAC), whose modalities are both stand alone.

50 Aligned ESPIGs: average MCA of US$58.4 million with average annual absorption of US$16.9 million. Non-aligned ESPIGs: average MCA of US$31.8 million with average annual absorption of US$6.8 million.

51 Sector-pooled and budget support ESPIGs: average MCA of US$65.4 million with average annual absorption of US$22.1; compared with all other grants: average MCA of US$36.7 million with average annual absorption of US$8.2 million.

with GAs on aid alignment, working through procedural opportunities and constraints for more aligned modalities. Implementation of the roadmap started in 2017, with periodic updates provided to the GPC. While the choice of modality is ultimately down to the country partners and the grant agents in particular, there are important steps and opportunities in GPE country level processes that the Secretariat can support and leverage:

- Encourage early analysis and dialogue on modalities, as part of the ESP development process
- Highlight in the dialogue the importance of domestic financing and reinforcing country systems
- Encourage a critical look at the performance and absorption of current modalities and how the situation could evolve with better approaches
- Advise and support the country partners on GPE's standard selection process for the choice of modality and grant agent, with its focus on aid effectiveness and aligned modalities.

To better focus its support, the Secretariat identified opportunity countries for more alignment, based on data of countries with non-aligned current ESPIGs and an anticipated pipeline for new ESPIG applications over the next two years. Eleven target countries were then identified for additional support and monitoring. To date, of those 11 target countries, four seem likely to progress in their future ESPIGs from non-aligned to significantly aligned, which is encouraging. If this is confirmed, this progress will be mostly down to the country level partners and development partners willing to step up as grant agents offering more aligned modalities, with sound measures to maximize opportunity and manage risks. It is important to bear in mind that while alignment is specifically targeted in the GPE strategic plan, alignment is not an end in itself, but a means towards an end: more and better financing for more and better education results. The objective is therefore to increase the number of aligned grants which successfully support system strengthening and deliver more and better financing. Also, the strategic plan aims for the alignment of 51 percent of GPE grants by 2020, accepting that a high proportion of grants will not be aligned, because contexts will not permit it.

The Secretariat will continue the implementation of the alignment roadmap started in 2017, working with and supporting country partners to develop more aligned modalities. Further tools and practices will be developed to reinforce the Secretariat's capacity to engage, including the capitalization of successful aligned modalities that maximize the strengthening of country systems and contribute to increased funding at scale, together with sound fiduciary risk management for GPE and partner resources.

3.1.6 Administrative Costs

The Secretariat monitors, on an ongoing basis, the costs of agency fees and supervision allocations, as well as direct management and administrative costs. See **Table 12** for a description of these types of costs.

Table 12: Description of Types of Administrative Costs

TYPE OF COST	DESCRIPTION AND PURPOSE
SUPERVISION ALLOCATION	• These funds are used by the GA to fulfill its roles and responsibilities related to supervision of an approved allocation and the amount requested is included in each application. Grant agents can apply for additional supervision fees during implementation, where needed. • For all ESPIG applications submitted prior to the second round of 2016, GAs performing the role previously referred to as a "supervising entity" were eligible to receive funding to cover their supervision costs in addition to the country allocation for the period of the grant, plus an extra year to cover the six months prior to the start of grant implementation and the six months following the close of implementation.

	With effect from the second round of applications in 2016, the supervision costs of the GAs are financed (similarly to the direct program management cost) from within the overall country allocation and must be disclosed within the proposal's budget.
AGENCY FEES	• Agency fees 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 identified in the application separately from the country allocation. Agency fees required to manage the funds are determined by the GA's particular internal regulations. • Agency fees are typically expressed as a percentage of the amount of the grant allocated to the country. Costs have so far ranged from 0 to 8 percent. For newly eligible INGOs, these costs are capped at 7 percent of the grant amount (including amounts allocated to sub-recipients for agency fees). Effective from January 1, 2018, the agency fee for UNICEF has been reduced from 8 to 7 percent.
DIRECT MANAGEMENT AND ADMINISTRATIVE COSTS	• These are the direct administrative costs of managing a grant (e.g. the salary of a program manager), and are charged to the grant itself (i.e. payable from the country allocation) provided they are not included as part of the agency fee (see above). • These costs are typically included in the grant application and there are currently no limits on the percentage or dollar value of the grant that these costs may incur.

Between July 1, 2017 and June 30, 2018, the total value of approved ESPIGs and agency fees was US$207.3 million. This amount consists of US$199.6 million in maximum country allocations (MCAs) and US$7.7 million in agency fees. The MCA amount includes an implementable grant amount of US$189.1 and US$10.5 million in direct program implementation costs for GAs.[52] In some grants the MCAs includes – in addition to agency fees and the GA's direct program implementation costs – other direct program management and administrative costs for the GAs or the ministries that implement the grants. During FY18, five out of 34 active grants, of which four are over US$10 million in size, requested an additional supervision allocation at a total amount of US$1,043,088 (see **Table 13**).

Table 13: Additional Supervision Allocation Approved in FY18 (in US$)

COUNTRY PROGRAM	ADDITIONAL SUPERVISION FEES APPROVED IN FY18
Cameroon	275,900
Djibouti	120,000
Mauritania	199,000
Niger	150,000
Nigeria	298,188
Total	**1,043,088**

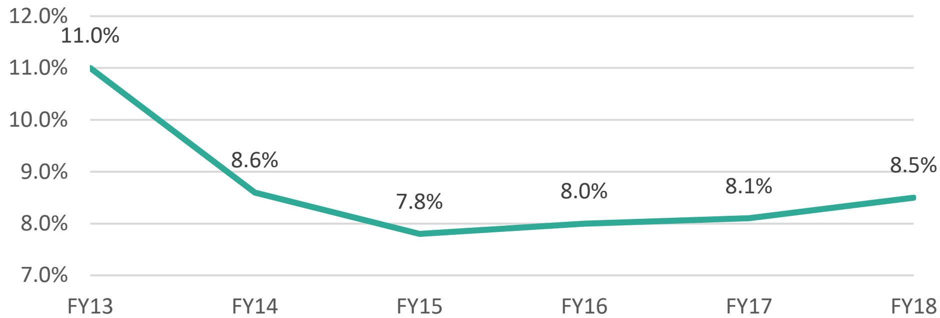
Between December 2011 and June 30, 2018,[53] GPE approved ESPIGs to the total of US$2.92 billion, of which US$2.83 billion were countries' MCAs and US$93.2[54] million were agency fees and supervision allocations. The total amount of agency fees, supervision allocations, and direct program management and administration costs of grant agents for the same period amounted to US$247.7 million, or 8.5 percent of the total approved grant allocations. This represents an increase of 0.4 percent from the 8.1 percent for the previous period in FY17 (see **Figure 11**).

52 Typically include the supervision costs, and other direct program implementation costs. Beginning from the second round of applications in 2016, the supervision costs of the grant agents are financed from within the overall country allocation.

53 This analysis began with the first portfolio review produced in 2013 and, for consistency, December 2011 continues to be the starting date.

54 Includes the additional supervision allocations approved in this FY and prior years, and excludes the supervision allocations for grants approved from the second round of applications in 2016, that are within the grant amount.

Figure 11: Trend in Total Grant Agent Costs, FY13-FY18 (in percentage)



Typically, fragile states and smaller grants continue to incur higher administrative costs, while larger grants and joint funding arrangements typically incur reduced administrative costs when expressed as a percentage (see **Table 14** and **Table 15**). Costs tend to be higher when UN agencies act as grant agents as their agency fees are in the range of seven to eight percent[55] of the grant value. The average grant size has been US$34 million, with an average agency fee of 3.37 percent.

Table 14: Agency/Supervision, Direct Management and Administrative Cost: Distributed by FCAC

COUNTRY STATUS	TOTAL APPROVED ALLOCATION (DEC 2011-JUNE 2018)	AGENCY/SUPERVISION & DIRECT MANAGEMENT & ADMINISTRATIVE COSTS %[1]
Fragile or conflict-affected countries	US$1.651 billion	10.1%
Non-Fragile or conflict-affected countries	US$1.179 billion	6.2%
Total	**US$2.829** billion	**8.5%**

Table 15: Agency/Supervision, Direct Management and Administrative Costs: Distributed by Grant Size

GRANT SIZE	TOTAL APPROVED ALLOCATION (DEC 2011-JUNE 2018)	AGENCY/SUPERVISION & DIRECT MANAGEMENT & ADMINISTRATIVE COSTS (%)
Less than US$10 million	US$110 million	16.7%
Greater than or equal to US$10 million	US$2.720 billion	8.1%
Total	**US$2.829** billion	**8.5%**

3.2 PERFORMANCE

3.2.1 Disbursement and Implementation Analysis

This section examines performance of ESPIGs in terms of disbursement and implementation, and assigns ratings of *on track*, *slightly behind* or *delayed.* The **implementation rating** is based on the assessment of whether an ESPIG grant is on track with implementation to achieve its major outputs. **Disbursement rating** is based on the assessment of the percentage of the cumulative amount disbursed compared to the percentage of the elapsed grant period equivalent (see Annex 4 for more details on ratings definitions and methodology).

Findings from three levels of analyses are presented in this section: (i) trends analysis based on the five years of available data for implementation and disbursement ratings; (ii) the FY18 review of active grants with narratives explaining status changes from FY17; and (iii) an in-depth program activity-level analysis

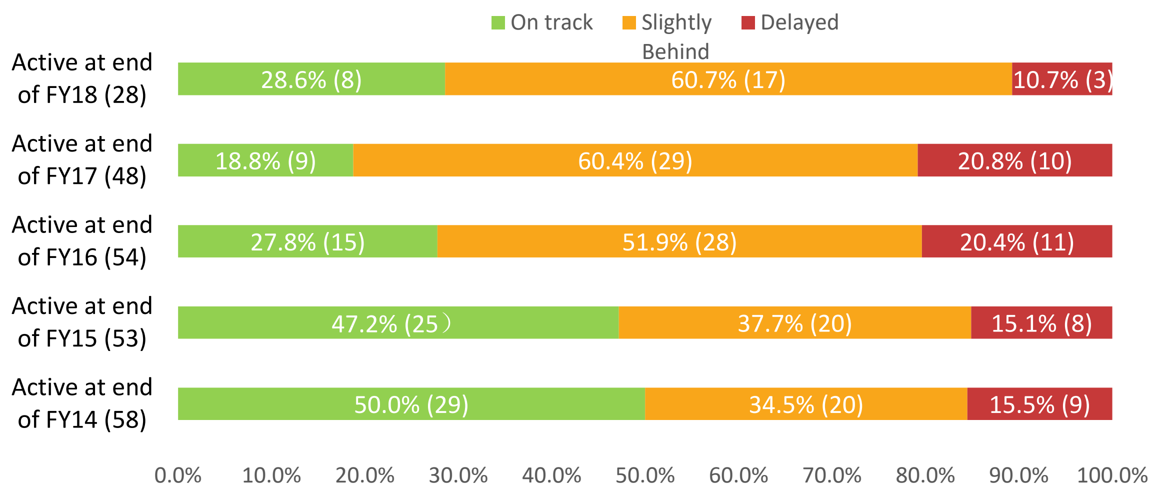
[55] Historic range. Effective January 1, 2018, agency fees for all grant agents are within 7 percent.

of the reasons for implementation delays in FY17 and FY18, the types of issues faced by programs, and the composition of these issues in the overall portfolio. For details on the methodology of the implementation delay analysis, please refer to Annex 4.[56]

FY14 to FY18 trends

The FY18 implementation ratings show an improvement on previous years with the share of delayed grants in the sample being the smallest in the last five years (only 3 delayed grants, representing 10.7 percent in FY18). Consistent with the last two fiscal years, most ESPIGs (60.7 percent) have remained slightly behind in implementation, after having mostly been on track in FY15 and FY14 (see **Figure 12**).

Figure 12: ESPIGs: Implementation Status, FY14-FY18 (in percentage and number of ESPIGs)



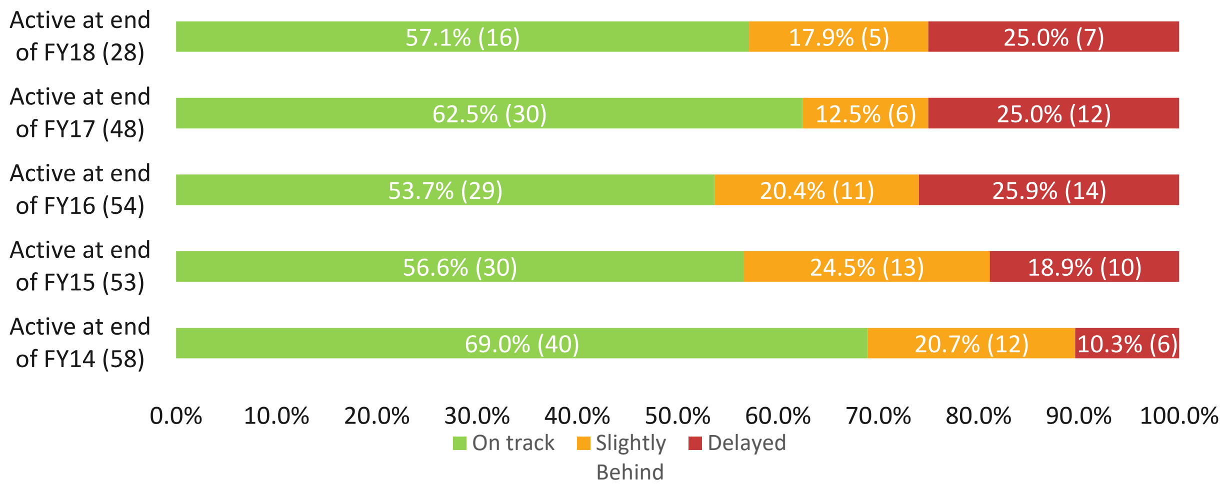
Note: The sample of active grants in FY18 is significantly smaller compared to previous years: 28 active grants with available ratings in FY18 compared to 48 last year and 58 in FY14. This significant reduction in the number of active grants this year can be explained by: (i) a high number of closed grants in FY18 (24 closed grants compared to 11 in FY17); (ii) a high number of pending grants, which are not yet effective and therefore not included in this analysis; (iii) the change in the ESPIG policy reporting requirement, which now allows up to fifteen months from the start/effectiveness date for the submission of the first progress report; therefore, the FY18 implementation and disbursement analysis does not include information on the six new grants for which the first progress report (and the GA's ratings) are not yet due to be reported to the GPE Secretariat.)[57]

[56] The results of the annual projections analysis are not included in this round of the portfolio review due to revealed caveats with the methodology tested for two consecutive years in FY17 and FY18. One of the complications of the annual projections analysis is that the projections span two calendar years, as the portfolio review is conducted on a fiscal year basis. This lag does not consider the overlap between the two annual projections, and often results in over-projected figures. In several instances, even if the grant had fully disbursed, the projections were high enough to result in "delayed" rating. This type of anomaly could not be addressed quantitatively and therefore would require a revision of the methodology, calling into question the analysis for the remaining grants.

[57] In October 2017, GPC approved a change in the progress reporting policy to allow 15 months from the start date for the submission of the first progress report. This change was proposed to allow the progress report to cover the first full year of program activities and allow GAs three months to prepare the report and discuss with the local educations group (LEG) as appropriate (more details on the ESPIG reporting policy at https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants). The new effective grants for which the first progress report (and the GA's ratings) are not yet available include grants for Burkina Faso (effective as of March 2018), Somalia Puntland (effective as of October 2017), Tanzania Zanzibar (effective as of March 2018), and Cambodia, Chad and Liberia (effective as of June 2018). Although these new grants are not included in this year's implementation and disbursement analysis, their performance is closely monitored by the Secretariat through engagement with coordinating agencies (CAs), ministry of education focal points, GAs and development partners on a regular basis. The disbursement and implementation analysis for these new grants will be included in the 2019 Portfolio Review. More information on GPE's monitoring strategy can be found here: http://www.globalpartnership.org/content/20-report-strategy-and-policy-committee-monitoring-and-evaluation-strategy-june-2016.

Although most ESPIGs are on track in disbursement as in previous years, the share of delayed grants has not seen any improvement since FY15 (about a quarter of grants have remained delayed in disbursement over the past three years). Compared to FY17, the share of slightly behind grants has increased (from 12.5 to 17.9 percent) with a proportional decrease in share of on-track grants.

Figure 13: ESPIGs: Disbursement Status, FY14-FY18 (in percentage and number of ESPIGs)



FY18 ratings and changes from FY17[58]

Compared to the previous fiscal year, there is an improvement in the performance of grants. In FY18, six grants (21 percent) out of 28 active grants were rated as on track in both *disbursement* and *implementation,* and seven grants (25 percent) were rated as delayed in either *disbursement* or *implementation*. This is an improvement from last year, when 19 percent of total active grants were rated as on track overall and 31 percent as delayed. Four grants "came out of red" in FY18 in terms of implementation status (Malawi, Uganda, Guinea and Cameroon), and four came out of red in terms of disbursement (Guinea, Uganda, Togo and Niger).

Table 16: List of ESPIGs by Disbursement and Implementation Status, Active End FY18

DISBURSEMENT STATUS FY18	IMPLEMENTATION STATUS FY18	NUMBER OF ESPIGS	LIST OF ESPIGS
On track	On track	6	Central African Republic, Guyana, Kenya, Lesotho, Pakistan (Balochistan), Sudan
On track	Slightly behind	10	Ethiopia, Gambia, Guinea, Malawi, Mauritania, Nepal, Niger, Tanzania (Mainland), Uganda, Uzbekistan
Slightly behind	On track	1	Burundi
Slightly behind	Slightly behind	4	Congo DR, Mozambique, Nigeria, Togo
Delayed	On track	1	Cameroon
Delayed	Slightly behind	3	Eritrea, Lao PDR, Zimbabwe
Delayed	Delayed	3	OECS, Yemen, Zambia
Total		**28**	

[58] As in previous fiscal year, this year's analysis of implementation and disbursement ratings is based on active grants as of June 30, 2018. For details on grants that closed in FY18, please see section 4.2.4 on Closed Grants

The improvement in the ratings can be explained by a number of measures taken to address implementation and disbursement delays. Consistent with the findings from the previous years' analyses, program restructuring and extension explain the majority of the improvements. Out of six active grants that changed their implementation/disbursement ratings from delayed in FY17 to on track or slightly behind in FY18, four (Uganda, Guinea, Togo and Niger) were restructured with the extension of their closing date, and two (Malawi and Cameroon) were restructured without extension. Other measures that helped address implementation issues and contributed to the improvement in ratings included provision of technical assistance, improved coordination between the GA and government, enhanced facilitation of the dialogue by the Secretariat to reach common understanding on program implementation, and improvement in the implementation of specific activities based on lessons learned from the previous grant experience.

Of the seven grants rated as delayed in FY18, six were also delayed in either implementation or disbursement in FY17, (Cameroon, Eritrea, Lao PDR, OECS, Yemen and Zambia), and one grant has been newly identified as delayed due to its disbursement status (Zimbabwe). **No grants have been newly identified as delayed in implementation in FY18** (three grants rated as delayed in implementation in FY18 – OECS, Yemen and Zambia – were also delayed last year). In terms of disbursement status, two grants became delayed (OECS and Zimbabwe) and five remained delayed (Lao PDR, Yemen, Zambia, Eritrea and Cameroon).

Implementation delays

- **In OECS,** delays in the local education group's (LEG) endorsement of the results framework, along with issues in consultants' hiring processes prompted setbacks in grant implementation.
- In **Yemen**, the implementation of several activities was placed on hold due to ongoing conflict and a very complex, severe emergency situation.
- **In Zambia**, delays were due to the GA's assessment of high fiduciary risk concern and inadequate progress by the Ministry of General Education on meeting the milestones agreed between the Ministry and the GA for the disbursement of funds.

Disbursement delays

- In **Eritrea**, the delay in disbursements is mainly related to the funding arrangement of the school construction activity. Schools construction is currently underway in Eritrea and the Ministry of Education will receive disbursement once the construction has been completed.
- In **Cameroon**, protracted procurement, processing delays and weaknesses in contract management caused delays. However, the projected additional disbursements pending independent verification of disbursement-linked indicators (DLIs) by end-December 2018 and the extension of the project's closing date by 10 months are envisaged to support the completion of the delayed activities, and total disbursements will improve significantly .
- In **Zimbabwe**, the disbursement rating was delayed as of June 30, 2018 due to some delays in the policy development component of the program and textbooks procurement. However, as of July, 2018, the procurement was already in process and commitments had been made.

Note: See Annex 4 for more details on individual grants.

There is no significant difference in performance between the FCAC and non-FCAC countries in terms of implementation and disbursement ratings status. Last year, the FCAC group performed slightly better than non-FCAC group in terms of both implementation and disbursement, and in FY16 and FY15 the FCAC group had a bigger share of delayed grants compared to non-FCAC. Thus, the results of the 4 years (FY15-FY18) of analysis and comparison of these two groups have not produced any strong and consistent results.

3.2.2 Implementation Delay Analysis

This year's analysis attempts to understand the type and extent of issues faced during implementation of ESPIG grants. The issue types and their composition are presented in **Table 17**, while a description of each issue type can be found in **Annex 4-B**.

Table 17: Issue Types, Parent Categories, and Composition

		% of parent categories	% of all issues (n)
1. Program design issues		**5.3%**	**5.3% (7)**
2. Activity preparation issues		**12.0%**	**12.0% (16)**
3. Operational challenges		**57.9%**	**57.9% (77)**
3. 1 Contractor compliance or quality issues		**11.7%**	**6.8% (9)**
3. 2 Coordination challenges at country level		**9.1%**	**5.3% (7)**
3.2.1 Procurement challenges		**35.1%**	**20.3% (27)**
3.2.1.1 Bidding process	37.0%		7.5% (10)
3.2.1.2 Capacity constraints in procurement	11.1%		2.3% (3)
3.2.1.3 Delay in contract signing	11.1%		2.3% (3)
3.2.1.4 Weak/nascent procurement process	40.7%		8.3% (11)
3.2.2 Program management – government		**44.2%**	**25.6% (34)**
3.2.2.1 Capacity constraints in program management	20.6%		5.3% (7)
3.2.2.2 Government approval or decision	26.5%		6.8% (9)
3.2.2.3. Late release of funds to end-user	23.5%		6.0% (8)
3.2.2.4. Other government program management issues	29.4%		7.5% (10)
4. Unforeseen changes and external circumstances		**24.8%**	**24.8% (33)**
4.1 Change in exchange rate		**9.1%**	**2.3% (3)**
4.2 Change in government leadership		**24.2%**	**6.0% (8)**
4.3 Change in government policy		**18.2%**	**4.5% (6)**
4.3.1 Inaccessibility		**48.5%**	**12.0% (16)**
4.3.1.1 Weather and health conditions	37.5%		4.5% (6)
4.3.1.2 Security, conflict	62.5%		7.5% (10)

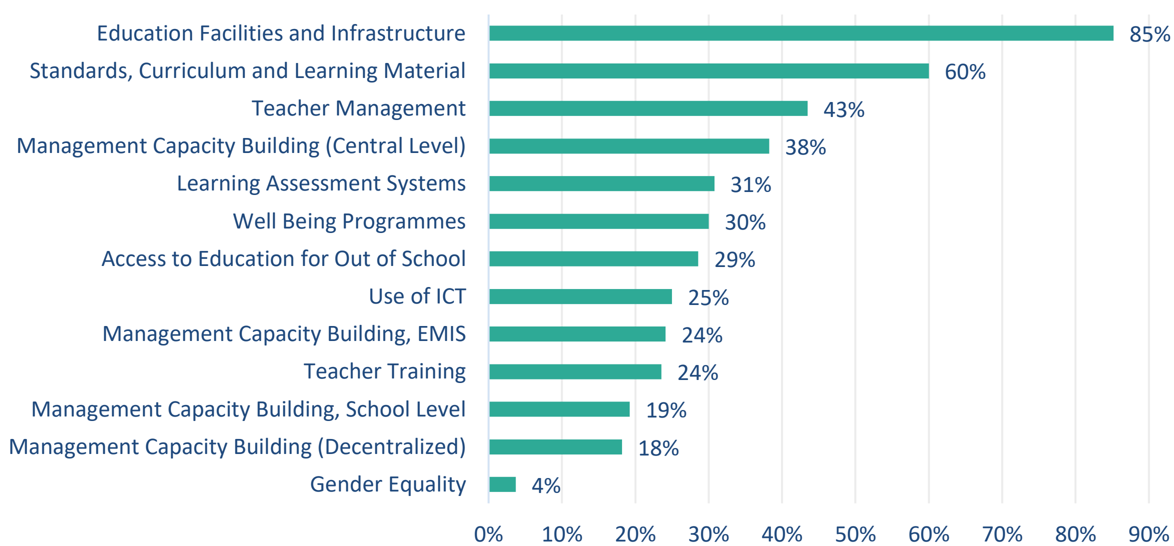
Among individual issue types, issues related to activity preparation make up the highest portion of all issue types (12.0 percent), followed by weak or nascent procurement process (8.3 percent). Activity preparation is related to prerequisite tasks (such as workplan development, site selection, needs assessment) that need to be completed before a main component can be executed. Country-based examples include delays in completion of relevant studies, national QA framework and formulation of National Education Plan (Kenya), and delays in studies/assessments to inform decisions and investments in ECCE (Uzbekistan).

Among broad categories, a majority of issues are related to operational challenges (57.9 percent), followed by unforeseen changes and external circumstances (24.8 percent). Program design issues only constitute a small portion (5 percent) of the overall program issues. This indicates that a majority of issues stem from challenges faced during actual implementation of activities, rather than from problems in program design at the early stages of project development.

Among operational challenges, procurement issues and government program management issues make up the largest portions (35.1 percent and 44.2 percent respectively). Together they also make a large portion (45.9 percent) of total issues. Examples include Niger, where procurement procedures were still in development stage particularly for contract amendments, which led to delays, and Sierra Leone, where poor filing of procurement documentation and technical evaluation caused procurement delays. Examples of government program management issues include Sierra Leone, where delays in approval of Teacher Services Commission salary scales affected progress on the component on teacher management, and Kenya, where funds were released with delays for activities around teacher training. More upfront support to develop and streamline procurement processes (particularly for the bidding stage), along with support in systematizing administrative approvals and fund flow mechanisms may help mitigate issues in these two categories.

The program areas of "education facilities and infrastructure" and "standards, curriculum and learning materials" reported the most issues (Figure 14). Also, for both program areas the main issue types affecting progress are the same, namely, issues in the bidding process, issues with contractor compliance and quality, and issues in activity preparation.

Figure 14: Issues by Program Area (proportional to total grants in the program area)*

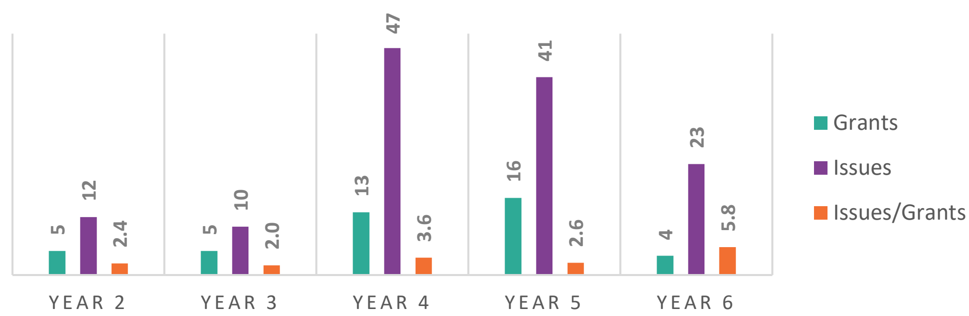


*Use of ICT, for example, should be read as: 25 percent of grants containing the "Use of ICT" have reported an issue related to that program area.

FCAC countries show more issues related to unforeseen changes and external circumstances (30 percent) compared to non-FCAC countries (15 percent). Also, contractor compliance issues and weak procurement issues are found in greater proportion in FCAC countries compared to non-FCAC countries.

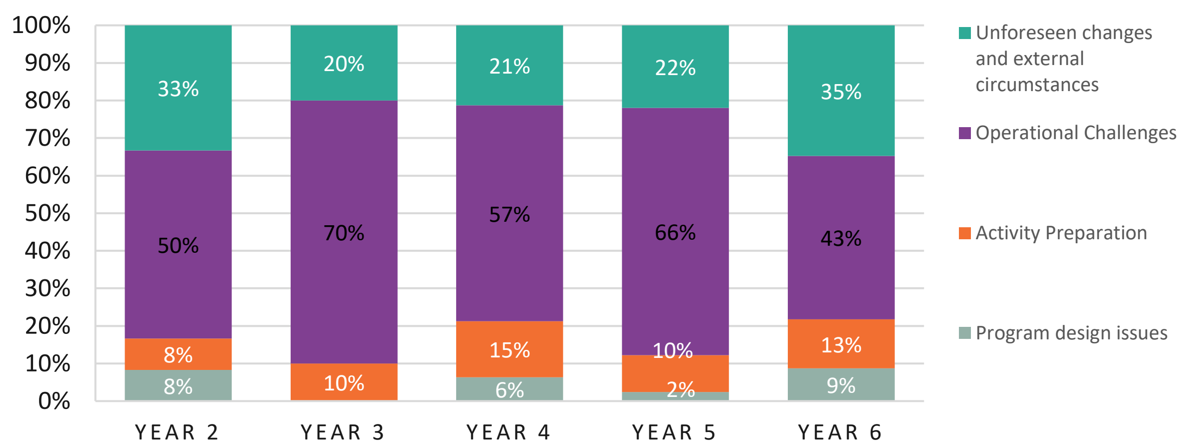
Grants in later years of implementation (years 4, 5 and 6) show more occurrence of issues than grants in earlier years. Grants in year 6 show the highest number of issues per grant. This indicates that problematic grants that have reached year 6 as a result of restructuring and/or extensions continue to face challenges (see Figure 15 below).

Figure 15: Issues Occurring in Grants by Year of Implementation (active and closed grants, FY18)



Grants in later years of implementation show issues stemming from program design. **Figure 16** shows that issues in program design continue to be found in grants in years 4, 5 and 6. Examples of this include Cambodia (year 4), where the home-based care program under the ECE component did not include incentives for core parents to train fellow parents at participating pre-schools, and Guinea-Bissau (year 6), where the construction plans did not factor in that most of the materials had to be imported into the country.

Figure 16: Issue Types by Implementation Year (in percentage)



Key Areas for GPE's Consideration

The above analysis of the reasons for implementation delays, which takes a more in-depth look than in previous reviews, provides valuable insights for GPE's future strategic direction and course correction measures.

The finding that the majority of issues faced by programs are related to initial technical tasks before beginning implementation on tangible deliverables indicates that **there may be room for additional and timely technical support to countries at the early stage of the program development and implementation**.

As programs have frequently reported challenges in government program management and procurement, **more upfront support in developing and streamlining procurement, financial and administrative processing systems may help to reduce delays in current and future projects.**

In FCAC countries, more attention is required in developing and executing contingency plans to reduce the impact of unforeseen changes. Procurement processes, and contractor compliance and quality, also need particular attention in FCAC countries.

Although program design issues constitute a small portion of the overall program issues, they are found in grants in most years of implementation, and even in grants in later years of implementation. This suggests that **some of the identified issues causing delays in implementation were not envisaged nor sufficiently planned for at the beginning of the program.** Based on lessons learned from available case studies with identified program design issues, **GPE can consider how to reduce and factor in similar potential issues at the development phase of the program.**

Also, since the program areas of "education facilities and infrastructure" and "standards, curriculum, and learning materials" reported the most issues, more targeted support in these areas may be useful, particularly in relation to receiving and processing bids for selection of contractors, and monitoring of contractors' work for satisfactory quality and timely completion.

3.2.3 Restructuring

This portfolio review report covers two categories of revisions: non-minor and material. Non-minor revisions are approved by the Secretariat. They involve one or a combination of the following: (i) extension of 12 months or less of the original end date of the grant implementation period; (ii) reallocation of between US$5 million and US$10 million or between 10 and 25 percent of the total grant amount, whichever is lower; (iii) addition or cancellation of components or sub-components; (iv) any changes in the results framework, unless related to financing from other sources; and (v) any changes in the implementation modality. **Material revisions** are subject to approval by the GPC. A revision is considered as material if it results in: (i) an extension of more than 12 months of the original implementation end date; (ii) and/or a reallocation of resources from GPE funds that exceeds US$10 million or 25 percent of the total grant, whichever is lowest; (iii) and/or changes to the indicators and/or means of verification for the disbursement of the variable part. A third category of revisions, **minor revisions**, involve reallocation from GPE trust funds of less than 10 percent of the total grant amount, not exceeding US$5 million. They are not covered in this portfolio review.[59]

The number of non-minor and material requests has decreased in FY18 compared to FY17. Twenty-three non-minor and material requests were approved in FY18 compared to 40 in the previous period. In FY18, 12 non-minor requests were approved by the Secretariat compared to 26 in FY17. Similarly, 11 material requests were approved by the GPC in FY18 compared to 14 requests the previous fiscal year (**Table 18**).

[59] For more information, See GPE's Policy on Education Sector Program Implementation Grant.

This reduction in the number of revision requests is due, in part, to the fact that many grants approved during the FY13/14 period closed in FY18.

Table 18: Non-Minor and Material Requests Approved in FY18

	APPROVED BY	RESTRUCTURING		FCAC	
		# REQUESTS	%	# REQUESTS	%
Non-minor	GPE Secretariat	12	52.2	9	64.3
Material	GPC	11	47.8	5	35.7
Total		**23**	**100**	**14**	**100**

Grant revisions (extension and restructuring) remain a mechanism heavily used by FCACs. From a total of 23 non-minor and material revisions approved by the Secretariat and GPC during the reporting period, 14 (61 percent) were submitted by FCACs (**Table 18**).

The reasons for submitting revision requests varied. The main factor triggering revision requests was implementation delays. At times, national emergencies or sensitive political environments make it difficult to get the projects started on schedule. In some cases, cost savings enabled the financing of additional activities. The effects of these revisions are varied: allowing some projects to close successfully, and in other cases improving effective implementation. Finally, revisions also increased the general performance of some projects. Overall, revisions provided countries with flexibility to adjust to new circumstances or unexpected implementation issues.

3.2.3.1 Non-Minor Revisions

Of the 12 ESPIG non-minor revision requests approved by the Secretariat in FY18, 11 (92 percent) included a request for extension. The World Bank acted as GA in seven (58 percent) of the requests and UNICEF in four (33 percent). Nine of the 11 extension requests were submitted by countries categorized as FCACs.[60] The average request for extension is eight months, ranging from three to 12 months. Annex 5 provides a detailed list of all revision requests (non-minor and material).

Of the 12 non-minor revision requests approved by the Secretariat, seven (58 percent) included a request for restructuring. Of the 12 non-minor revisions, five (42 percent) were submitted by countries categorized as FCACs. Five requests had an impact on budget and five affected indicators and targets.

3.2.3.2 Material Revisions

Of the 11 material revision requests approved by the GPC in FY18, eight (73 percent) included an extension. Of these eight requests, four (50 percent) were submitted by countries categorized as FCACs.[61] The World Bank acted as GA for eight grants (73 percent) and UNICEF for two (18 percent).[62]

Of the 11 material revisions approved in FY18, eight included restructuring. Three restructuring requests (27 percent) were submitted by countries listed as FCAC. Seven requests had an impact on indicators and targets and two had an impact on budget.

[60] The GPE list of FCACs is based on the World Bank's Harmonized List of Fragile Situations and UNESCO's List of Conflict-Affected States: https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict.

[61] A country may have submitted multiple requests. In these cases, each request is counted individually.

[62] A request for extension is considered material if the cumulative requests for a country total more than 12 months. For this reason, many of the requests, even if individually less than 12 months, are treated as material.

3.2.4 Closed Grants

Between July 1, 2017 and June 30, 2018, 24 ESPIGs closed, totaling US$870,284,254[63]. This more than doubles the 10[64] ESPIGs that closed in FY17.

It was reported in the previous portfolio review that, of the ESPIGs that closed in FY17, four completion reports were received: Ghana, Liberia, Somalia (Puntland) and Zimbabwe. From those ESPIGs that closed in FY17 and did not submit a completion report in FY17, GPE subsequently received three completion reports in FY18: Chad (Accelerated Funding, or AF), Congo, DR and Tanzania (Zanzibar).

Basic information on the FY18 ESPIG closures are summarized in **Table 19**. The average length of these 24 ESPIGs was four years; however, if Somaliland's Accelerated Funding (which was only 10 months long) is excluded, the average length of the remaining 23 ESPIGs is 4.2 years.

There have been very few delays in the submission of completion reports by the ESPIGs that closed in FY18, with reports available for 11 out of 24: Bangladesh, Cambodia, Cote d'Ivoire, Guinea-Bissau, Madagascar, Mali, Nicaragua, Pakistan (Sindh), Somalia (Central South), Somalia (Somaliland) and Tajikistan. Completion reports are due six months after the closing date of the project. Out of the remaining 13 ESPIGs that closed in FY18, only two were due to submit a completion report in FY18 (and only by June 30, 2018 – the last day of the fiscal year).

UNICEF was the grant agent for three of the 11 ESPIGs that submitted completion reports. UNICEF's reporting format is mainly narrative; therefore there are no ratings for Guinea-Bissau, Somalia (Central South) and Somalia (Somaliland). **The World Bank was grant agent for eight of the 11 ESPIGs that submitted completion reports. In the completion reports submitted by the World Bank, five of the eight (63 percent) – Bangladesh, Madagascar, Nicaragua, Pakistan (Sindh) and Tajikistan – were rated as satisfactory for overall outcomes, while three (38 percent) – Cambodia, Cote d'Ivoire and Mali – were rated as moderately satisfactory.**

The new ESPIGs are being designed by drawing into the design process some lessons from these implementation completion reports (ICRs) through the QAR process. It is also important to note that the Secretariat is working on a methodology for rating progress of grants that are not managed by the World Bank (as GA), as well as a process for reviewing and reporting in more detail on completion reports.

Table 19: ESPIGs that Closed in FY18

Country Name	Grant Agent	Funding Modality	Grant Agreement/ Start Date	Actual Closing Date	Implementable Grant Amount	Grant Length	Completion Report Received	FCAC	Income Category
Afghanistan	UNICEF	Stand Alone	3-Aug-12	30-Jun-18	55,700,000	5.91	NO	YES	L
Bangladesh	World Bank	Sector Pooled	5-Jan-16	30-Jun-18	90,833,333	2.48	YES	NO	LM
Benin	World Bank	Project Pooled	21-Mar-14	30-Apr-18	42,300,000	4.11	NO	NO	L
Burkina Faso	AFD	Sector Pooled	14-Nov-13	31-Dec-17	78,200,000	4.13	NO	NO	L
Cambodia	World Bank	Stand Alone	16-May-14	31-Jul-17	38,500,000	3.21	YES	NO	LM
Comoros	UNICEF	Stand Alone	1-Sep-13	30-Jun-18	4,600,000	4.83	NO	YES	L
Cote d'Ivoire	World Bank	Stand Alone	16-Jul-12	30-Aug-17	41,400,000	5.12	YES	YES	LM
Djibouti	World Bank	Stand Alone	13-Apr-14	30-Jun-18	3,800,000	4.21	NO	YES	LM
Ethiopia	World Bank	Sector Pooled	9-May-14	16-Feb-18	100,000,000	3.78	NO	YES	L
Guinea-Bissau	UNICEF	Stand Alone	4-Sep-12	30-Sep-17	12,000,000	5.07	YES	YES	L

[63] This is the implementable grant amount, which excludes the supervision allocation.

[64] The 2017 Portfolio Review states that 11 ESPIGs had closed in FY17. The reason for this discrepancy is that Afghanistan's ESPIG had closed but subsequently reopened and then closed in FY18.

Haiti	World Bank	Project Pooled	7-Nov-14	30-Jun-18	24,100,000	3.64	NO	YES	L
Kyrgyz Republic	World Bank	Stand Alone	10-May-14	30-Jun-18	12,700,000	4.14	NO	NO	LM
Madagascar	World Bank	Stand Alone	24-Oct-13	31-Dec-17	85,400,000	4.19	YES	NO	L
Mali	World Bank	Stand Alone	27-May-13	31-Dec-17	41,700,000	4.60	YES	YES	L
Nicaragua	World Bank	Project Pooled	20-Apr-13	15-Nov-17	16,700,000	4.57	YES	NO	LM
Pakistan (Sindh)	World Bank	Stand Alone	25-Mar-15	31-Dec-17	65,730,921	2.77	YES	YES	LM
Rwanda	DFID	Sector Pooled	30-Jun-15	31-May-18	25,200,000	2.92	NO	YES	L
Senegal	World Bank	Project Pooled	22-Nov-13	31-May-18	46,900,000	4.52	NO	NO	L
Sierra Leone	World Bank	Project Pooled	1-Aug-14	31-Dec-17	17,900,000	3.42	NO	YES	L
Somalia (Central South)	UNICEF	Stand Alone	7-Oct-13	31-Dec-17	8,200,000	4.23	YES	YES	L
Somalia (Somaliland)	UNICEF	Stand Alone	1-Jun-13	30-Sep-17	4,200,000	4.33	YES	YES	L
Somalia (Somaliland) (AF)	Save the Children	Stand Alone	1-Jun-17	31-Mar-18	1,920,000	0.83	NO	YES	L
South Sudan	UNICEF	Project Pooled	1-Jan-13	30-May-18	36,100,000	5.41	NO	YES	L
Tajikistan	World Bank	Stand Alone	1-Oct-13	30-Sep-17	16,200,000	4.00	YES	NO	LM

3.3 EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS BY THEMATIC COMPONENTS AND OBJECTIVES

3.3.1 ESPIGs by Sub-Sectoral and Thematic Activities

Since FY16, the Secretariat has undertaken coding of ESPIG documents vis-à-vis education subsectors and key thematic activities relevant for GPE 2020. Education subsectors are coded according to the International Standard Classification of Education (ISCED) and covers early childhood care and education (ECCE), primary, secondary, post-secondary and adult education.[65] Thematic activities are coded under GPE's strategic goals: *learning*, *equity* and *system* (*efficiency)*. Thirty-seven ESPIGs (22 in FCACs) active/pending[66] as of June 30, 2018 are analyzed. ESPIG revisions, where applicable, are reflected in the analysis.

Because sector-pooled grants involved various donors, GPE's contributions cannot be earmarked. Therefore, **the 37 grants analyzed throughout this section do not include the five sector-pooled grants (Burkina Faso, Ethiopia, Mozambique, Nepal and Zambia) that were active during FY18.** It is important to note that one grant can cover several subsectors and thematic activities. The codebooks can be found in Annexes 7-A for education subsectors and 7-B for thematic activities.

65 GPE refers to ISCED 2011 for education levels. ISCED 2011 defines primary education as level 1, lower secondary education as level 2, and early childhood educational development/pre-primary as level 0. The Secretariat often uses the term "early childhood care and education" (ECCE) to cover both early childhood education development and pre-primary education, or interchangeably with pre-primary education.

66 Although in previous years the coding focused on active grants only, this year's coding exercise also includes pending grants. Due to the closing of 24 grants during FY18, the number of active grants as of June 30, 2018 would be 29 (excluding five sector-pooled grants). In addition, project documents from eight pending were included in this year's sample to retrieve new examples and have a more comparable sample. Pending grants will become active shortly after the release of this report. Therefore, the sample looks at 29 active ESPIGs (excluding the five sector-pooled) and the eight pending ESPIGs, bringing the sample to 37. Also of note is that the coding still does not track financial figures systematically across the portfolio.

Table 20: Summary of Thematic Activities and Education Subsectors Supported by ESPIGs, Active/Pending in FY18 (N = 37)

GPE 2020 GOALS	THEMATIC ACTIVITIES	FY18 ESPIGs CODED			FY17 TOTAL (N=41)
		FCAC (N=22)	NON-FCAC (N=15)	TOTAL (N=37)	
Learning	Teacher training	22	15	37	40
	Standard/curriculum/learning materials	21	12	33	35
	Learning assessment systems	21	12	33	29
	Teacher management	14	5	19	26
	Use of ICT in learning	2	2	4	5
Equity	Gender equality	18	13	31	30
	Education facilities	15	6	21	30
	Access for out-of-school children	12	3	15	17
	Support to children with disabilities and special needs	9	4	13	10
	Well-being programs	5	4	9	12
	Cash transfers/other targeted incentives for students	4	1	5	4
	Adult learning	4	1	5	5
System	System strengthening: central level	22	15	37	41
	System strengthening: decentralized/school levels	19	13	32	33
	EMIS (education management information systems)	19	10	29	33
EDUCATION SUBSECTORS					
	Early childhood care and education (ECCE)	14	10	24	22
	Primary	22	15	37	40
	Secondary	11	14	25	24
	Post-secondary	0	0	0	2
	Adult education	4	1	5	5

3.3.1.1 ESPIG Coding by Level of Education

GPE's financing prioritizes basic education, defined as pre-primary, primary lower secondary education, and second-chance learning opportunities. In countries where equitable learning outcomes are well advanced at basic education levels, GPE can provide additional investments in ECCE, upper secondary education, or adult education. GPE's portfolio of grants coded in FY18 continues to reflect these priorities.

As was the case in previous years, the primary subsector remains the most supported by GPE ESPIGs. All 37 FY18 grants coded have interventions at the primary level. Of those ESPIGs, eight focus exclusively on primary, while the remaining 29 also cover at least one additional subsector beyond primary. The eight grants focusing solely on primary are in Burundi, Cambodia, Comoros, Guinea-Bissau, Kenya, Malawi, OECS and Somalia (Puntland). **Table 20** shows subsectors covered by the 37 grants coded in FY18.

ECCE and secondary education are also well represented in the coded ESPIG portfolio. Grants that cover other subsectors beyond primary typically include components for ECCE and/or components for the secondary level. Eleven grants (seven in FCACs and four in non-FCACs) simultaneously support ECCE, primary, and secondary education. Five ESPIGs (Chad, Eritrea, Guinea, Togo and Yemen) invest in adult education. See Annex 7-A for a list of countries/federal states and the subsectors covered by their respective ESPIGs, disaggregated by FCACs and non-FCACs.

3.3.1.2 ESPIG Components Coded to GPE 2020 Strategic Goals: Learning, Equity and System[67]

The 37 ESPIGs coded in FY18 have activities covering each of GPE's strategic goals: learning, equity and system (see Table 20). Nonetheless, due to varied country needs and contexts, some ESPIGs have stronger focus on one or more specific strategic goals. For more information on thematic activities coded by country/federal state see Annex 7-C.

3.3.1.3 GPE Strategic Goals: Learning

GPE's commitment to improved and more equitable student learning outcomes through quality teaching and learning is once again strongly supported by the coded ESPIG portfolio. In fact, it has consistently remained a dominant theme since FY16 when the coding exercise was first conducted. Three or more learning themes are found in about 83 percent of the ESPIGs (see **Table 21**). The most common combination of interventions to improve learning outcomes include: teacher training, improving learning standards/curriculum/materials, and building learning assessment systems. This suggests an important level of synergy and an emphasis on activities that contribute to improved learning outcomes in the coded ESPIGs.

Table 21: Learning in 37 Active ESPIGs Coded in FY18

GRANTS WITH ALL 5 LEARNING THEMES	2	Gambia (old), Tanzania (Mainland)
GRANTS WITH 4 LEARNING THEMES	18	Cameroon, Central African Republic, Chad, Congo DR, Eritrea, Gambia (new), Guinea, Guinea-Bissau, Kenya, Lao PDR, Madagascar, Sudan, Togo, Uganda, Pakistan (Balochistan), Uzbekistan, Yemen, Zimbabwe
GRANTS WITH 3 LEARNING THEMES	11	Bhutan, Cabo Verde, Comoros, Cote d'Ivoire, Liberia, Mauritania, Niger, Nigeria, OECS, Somalia (Puntland), Somalia (Somaliland)
GRANTS WITH 2 LEARNING THEMES	5	Burundi, Cambodia, Guyana, Lesotho, Tanzania (Zanzibar)
GRANTS WITH 1 LEARNING THEME	1	Malawi

Teacher Training

All 37 ESPIGs (22 in FCACs) invest in teacher training. This is consistently the most coded theme under the learning goal since FY16. A wide variety of sub-themes emerge from the teacher training activities. These include teacher education (including distance learning), pre-service training, in-service training, training on specific methodologies, restructuring of teacher training systems, provision of infrastructure and/or equipment for teacher training, teacher accreditation and certification, training of training instructors, development of teacher training frameworks and improvement of pedagogical methods. However, the approach to teacher training varies by grant, depending on the country's needs.

In-service training is the most common type of teacher training in ESPIGs. In Congo DR, for example, a large component (US$27.2 million)[68] is dedicated to improving teacher effectiveness. This component finances activities related to in-service training,[69] standardized tools for class observation, and workshops to develop national and sub-national in-service training plans. The project also finances a study to inform the organizational design of the Teacher Training Directorate. In Cambodia, a sizeable portion of the ESPIG (about 80 percent) will support the implementation of in-service teacher training for early grades and upgrade qualifications of trainers in primary teacher training colleges.

[67] Most examples in this section are extracted from grants approved in FY18. Examples from other grants were in previous portfolio reviews.

[68] Specific amounts are not available for the full portfolio; however, where feasible, the review provides examples of grants that have identifiable amounts tagged to the themes discussed. This financial figure is retrieved from the project documents as written by the GAs.

[69] The component also finances activities related to teacher management/capacity building at school level (e.g. performance of school directors).

Standards, Curriculum and Learning Materials[70]

Thirty-three ESPIGs (21 in FCACs) invest in learning standards, curriculum development and/or learning materials. In this category, the most coded activity is the procurement and distribution of learning materials to students. The types of materials provided included individual school supplies kits, mathematics textbooks, reading books, exercise books and mother-tongue textbooks. The other two dominant activities are the revision or development of learning standards/curricula and the provision of teaching materials. These three dominant sub-themes tend to occur simultaneously in most ESPIGs.

Grants with comparatively high levels of investment in standards/curriculum/learning materials include: Sudan (US$25.8 million), Uganda ($US14 million), Cameroon (US$13 million) and Chad (US$6.6 million). In Sudan, the ESPIG supports the production, procurement and distribution of 9.85 million textbooks, teachers' guides and other supplementary learning materials to be distributed to approximately 15,000 public schools. In Chad, the ESPIG will provide 3,190,570 student textbooks and 136,460 teacher guides. In Uganda, the funds go towards the printing/supply of instructional materials and the provision of curricula and teachers' guides to both public and private schools. In Cameroon, the project finances grades 1, 2 and 3 textbooks covering French, English and mathematics, with an emphasis on disadvantaged regions.

Learning Assessment Systems (LAS)[71]

Thirty-three ESPIGs (21 in FCACs) support the development or improvement of LAS. Activities contributing to LAS are typically part of a larger package in the "teaching and learning" or the "capacity building" components of the ESPIGs. Almost all grants newly approved in FY18 (85 percent) contribute to improving learning assessment systems. Among new grants, Madagascar, Chad and the Gambia have the largest allocations for this category (US$4.7million, US$1.1 million and US$3.9 million respectively).[72] However, smaller ESPIGs such as in Bhutan also contribute to this theme. In Bhutan, the funds will go towards the development of a national education assessment framework (NEAF) and the capacity building for its implementation. Under this activity, existing curriculum and pedagogy will be reviewed to define the learning outcomes and standards that should be assessed.

Some grants focus on classroom, national, regional or international assessment programs; others combine different dimensions of assessment. For example, the ESPIG in OECS has multiple dimensions to its learning assessment design – classroom, regional and national. It finances the development of a learner-centered assessment framework to monitor the achievement of learning standards (formative assessment) through (i) consultancy services and (ii) consultations at the regional and country levels. The ESPIG also finances guidelines for using the learning standards and formative classroom assessment through (i) consultancy; (ii) consultations at the regional and country levels; and (iii) the adaptation of the learning standards and formative assessment to member-country level context.

Teacher Management

Teacher management,[73] including teacher recruitment, provision of salaries and incentives, is supported by 19 ESPIGs (14 in FCACs). ESPIGs investing large amounts in this category are in Cameroon (US$31.4 million), Chad (US$5.9 million) and Madagascar (US$3.7million). In Cameroon, the ESPIG is increasing teacher availability in public primary schools through the conversion of *maîtres des parents* (teachers

[70] Note that learning materials includes teacher textbooks and guides.
[71] Note that learning management information systems are coded under this theme and not under EMIS.
[72] This allocation also includes EMIS activities.
[73] Note that activities contributing to teacher management information systems are coded under EMIS and female teacher recruitment is coded under gender equality.

financed by communities/parents) based on strict selection criteria to contract teacher status, and through the recruitment of new contract teachers, particularly in disadvantaged areas (*zones d'éducation prioritaires*) of the country and with an emphasis on rural areas. In Chad, the ESPIG will support the recruitment of 1,500 certified teachers and offer them better career opportunities. This activity aims to reduce regional disparities in teacher allocation in difficult areas as well as reduce financial burden on parents in supporting teacher salaries, particularly in disadvantaged areas. In Madagascar, through the variable tranche mechanism, the ESPIG will support the implementation of the consulted and approved teacher deployment plan as well as better teacher management.

Use of ICT in Learning

The use of information and communication technologies in learning is still not very common in GPE-funded projects. Only four ESPIGs support such activities in the FY18 ESPIGs coded: Gambia, Guinea-Bissau, Tanzania (Mainland) and Uzbekistan. In Guinea-Bissau, the project will use the roll-out of the new curriculum to introduce an interactive audio instruction (IAI) program to guide/complement instruction in Portuguese and mathematics. It is expected that by the end of the project, 200 different 30-minute lessons in each subject for grades 1 and 2 will have been developed. There are a significant number of parents in Guinea-Bissau who are unable to read and write. Once the IAI program has been developed, the project will work to expand the use of this program and other existing training materials to also provide literacy training to parents in targeted schools.

3.3.1.4 GPE Strategic Goals: Equity

Seven themes are coded for the goal of increased equity, gender equality and inclusion (see Table 20). The two dominant categories for equity are gender equality and the construction/rehabilitation of education facilities. The least coded categories are cash transfers/other targeted incentives for students and adult learning. **Table 22** lists countries by number of equity themes covered in the ESPIGs.

Table 22: Equity in 37 Active ESPIGs Coded in FY18

GRANTS WITH 5 OR MORE EQUITY THEMES	4	Chad, Eritrea, Guinea, Somalia (Somaliland)
GRANTS WITH 4 EQUITY THEMES	7	Gambia (new), Niger, Uganda, Tanzania (Mainland), Tanzania (Zanzibar), Zimbabwe, Yemen
GRANTS WITH 3 EQUITY THEMES	7	Bhutan, Cambodia, Central African Republic, Cote d'Ivoire, Pakistan (Balochistan), Somalia (Puntland), Togo
GRANTS WITH 2 EQUITY THEMES	9	Burundi, Cameroon, Comoros, Gambia (old), Lao PDR, Madagascar, Malawi, Nigeria, Sudan
GRANTS WITH 1 EQUITY THEME	10	Cabo Verde, Congo DR, Lesotho, Liberia, Guinea-Bissau, Kenya, Mauritania, Guyana, OECS, Uzbekistan

Gender Equality

Gender equality is the most prominent equity theme in the FY18 ESPIGs coded. Of the 37 active ESPIGs, 31 (18 in FCAC) invest in gender equality. The 31 ESPIGs that invest in gender equality do so via two main approaches. Sixty percent of the 31 ESPIGs take a targeted approach to gender equality by specifically investing in demand or supply side interventions aiming to improve girls or boys' access to education (depending on the context), particularly at primary and secondary levels. The remaining 40 percent of ESPIGs integrate gender sensitivity throughout or in specific components of the project. A summary and examples for each of these approaches are described below.

Out of 31 ESPIGs investing in gender equality, eighteen take a targeted approach. This approach almost exclusively focuses on improving the enrollment and retention of girls through demand side and supply side interventions. Five types of activities supporting girls' education were identified through the coding: the provision of learning materials to girls, increased investments in female teachers and administrators, strategic communication initiatives to raise awareness for girls' education, incentive schemes, and provision of gender-sensitive school facilities. However, in Lesotho, the focus is on boys. **Table 23** summarizes the presence of these activities in the countries/federal states.

Table 23: Targeted Initiatives for Girls' Education in Active ESPIGs Coded in FY18

TARGETED INITIATIVES SUPPORTING GENDER EQUALITY IN GPE GRANTS	COUNTRIES
Provision of learning materials to girls	Yemen, Cote d'Ivoire, Mauritania
Increased investments in female teachers and administrators	Liberia, Nigeria, Yemen, Somalia (Puntland)
Strategic communication initiatives to raise awareness for girls' education (including information relating to gender violence, early pregnancies and marriage)	Cote d'Ivoire, Cameroon, Congo DR, Eritrea, Niger, Togo, Gambia (new), Guinea-Bissau, Mauritania
Incentive schemes for girls (e.g. scholarships)	Niger, Nigeria, Mauritania, Somalia (Puntland), Somalia (Somaliland)
Provision of gender-sensitive school facilities	Cote d'Ivoire, Malawi, Togo, Pakistan (Balochistan), Guinea-Bissau, Somalia (Somaliland)
Focus on boys through school grants program	Lesotho

Out of 31 ESPIGs investing in gender equality, thirteen integrate gender sensitivity in the project. Instead of financing isolated activities targeting girls, these ESPIGs make project components gender sensitive. In Guinea, for example, the design of a gender-sensitive in-service training program supported by GPE funds was informed by lessons learned from the implementation of a girls' program (*Filles Eduquées Réussisent* – Educated Girls Succeed) financed by another donor.

<u>Education Facilities and Infrastructure</u>

Education facilities and infrastructure was the second dominant activity coded under the strategic goal of equity. Twenty-one ESPIGs (15 in FCACs) support this activity. Out of these 21 ESPIGs, about 75 percent primarily invest in classroom/school construction and/or rehabilitation in disadvantaged areas. The construction of new classrooms is typically accompanied by the construction of related infrastructure such as latrines and water points. The grants with highest levels of investment in classroom construction or rehabilitation are: Chad (US$5.7 million), Niger (US$40 million), Sudan (US$31.2 million) and Yemen (US$29.6 million). In Chad, to reduce regional disparities, the funds will support the construction of 180 classrooms in the most disadvantaged areas. In Niger, the ESPIG aims to extend basic education to about 75,000 additional children, of which at least 70 percent will come from rural areas, and 20 to 30 percent from districts with the lowest enrollment rates. This involves building about 1,245 primary classrooms equipped with student benches and teacher desks, latrines and water supply points (the latter where possible) and the construction and equipment of about 330 lower secondary school classrooms including latrines. In Sudan, the relevant grant component finances the construction of about 2,000 classrooms (including associated facilities such as latrines and offices) for elementary schools in targeted areas, through provision of goods, works and services (including technical assistance to be provided to communities to facilitate their involvement in classrooms construction).

Cash Transfers and Other Incentives for Students[74]

Five ESPIGs (four in FCACs) currently support cash transfers and other incentives for students: Cambodia, Cameroon, Central African Republic, Somalia (Puntland) and Somalia (Somaliland). In Central African Republic and Cambodia, the ESPIGs finance scholarship programs for targeted populations to reduce the direct opportunity costs of school attendance. In Cameroon, the ESPIG reduces the costs of schooling for parents through a tuition waiver program.

Access to Education for OOSC

Fifteen ESPIGs (12 in FCACs) have targeted initiatives for out-of-school populations. These typically take the form of alternative education programs, non-formal learning centers, or community school mechanisms. In the new Gambia ESPIG, for instance, a sub-component of US$5.1 million focusing on OOSC will: (i) introduce a targeted incentive program in select districts for children from seven to 12 years of age; (ii) expand support to koranic schools; and (iii) pilot a second chance education program. The proposed interventions build on analysis of the out-of-school population in the Gambia obtained through a study carried out in 2016.

Well-Being Programs

Nine ESPIGs (five in FCACs) contribute to well-being programs. This theme includes various nutrition and health initiatives embedded in ESPIG projects to optimize school attendance and learning capacity, and reduce grade repetition and dropouts. Examples of such activities are school feeding, deworming and hand-washing programs, and psychological support. In Madagascar, to reduce illness-related absenteeism, the ESPIG will fund a deworming program in close coordination with the regional authority of the Ministry of Health. It will also support school health activities, including hand-washing campaigns. These activities will be carried out once a year in approximately 12,700 schools in highly endemic areas and will benefit 2,200,000 learners each year. The ESPIG in Niger has a sizeable project sub-component (US$9 million) dedicated to school feeding and student health. The ESPIG in Zimbabwe helps strengthen psychological services through training and systems building support for referrals for all levels and schools.

Support for Children with Special Needs and Disabilities

Thirteen ESPIGs (nine in FCACs) support children with disabilities and special needs. Four types of activities are typically coded in this category: construction of disable-friendly school infrastructure, targeted interventions or materials to support students/teachers with disabilities, training of educators dealing with special needs children, and research and policy initiatives. Common areas of focus include: enrollment of and support for the visually and hearing impaired, mapping of children with disabilities, and training of teachers in special education. In the new Gambia ESPIG, new schools will be outfitted with ramps and an annual fund will also be made available on a demand-driven basis for provision of small equipment (hearing aids, specialized glasses, braille reading materials and wheelchairs). In Tanzania (Zanzibar), the ESPIG will contribute to making school infrastructure more accessible for children with disability. In Zimbabwe, the grant includes in-service professional development for all teachers for managing children with specific needs in the classroom and the development and inclusion of modules on special needs education in pre-service training; it also supports strengthened community health systems for screening and supporting children with special needs.

[74] Incentive schemes and cash transfers intended for girls are counted under the gender equality theme; cash transfers to schools are coded under system strengthening at the decentralized level.

Adult Learning

Five ESPIGs (Chad, Eritrea, Guinea, Togo, Yemen) invest in adult learning through the following activities: training of adult literacy personnel, community reading rooms, development and distribution of literacy materials, diagnostic studies, and literacy campaigns. In Chad, the project will support literacy activities in priority areas identified by the government; it will support the literacy of 25,000 adults during the period 2018-2020 (at least half of which are women), and finance the acquisition of 150,000 literacy booklets and training of facilitators, supervisors and operators in the field of adult literacy. In Eritrea, the goal of this component is to support 30,000 adults to complete three levels of literacy and post-literacy programs. The Eritrean government leads this adult learning component and GPE funding complements the provision of instructional materials and training facilitators. In Togo, the project finances two literacy campaigns, whose main features are: (i) 400 hours of training; (ii) 25 participants on average per teacher; (iii) one supervision visit a month; and (iv) an eight-month program for each cohort.

3.3.1.5 GPE Strategic Goals: System

Three themes[75] are coded for system change in FY18 ESPIGs (see Table 20). Of note is that there is some inevitable overlap between the system activities; however, these distinct codes were created to capture interventions that specifically aim to strengthen the administration of the education sector at various levels of the education administration chain. **Table 24** lists countries by number of system themes in the ESPIGs.

Table 24: System strengthening in 37 ESPIGs Coded in FY18

GRANTS WITH ALL 3 SYSTEM THEMES	24	Cambodia, Cabo Verde, Central African Republic, Chad, Comoros, Eritrea, Gambia (old), Guinea, Guinea-Bissau, Kenya, Lao PDR, Liberia, Malawi, Niger, Nigeria, Pakistan (Balochistan), Somalia (Puntland), Somalia (Somaliland), Sudan, Tanzania (Mainland), Togo, Uganda, Zimbabwe, Yemen
GRANTS WITH 2 SYSTEM THEMES	13	Bhutan, Burundi, Cameroon, Congo DR, Cote d'Ivoire, Gambia (new), Guyana, Lesotho, Madagascar, Mauritania, OECS (Caribbean Island States), Tanzania (Zanzibar), Uzbekistan

In most cases, the funds dedicated to this component are proportionally much smaller than those dedicated to learning and equity thematic activities. However, it is worth mentioning that system-related activities are also embedded in learning and equity components (e.g. research evaluations related to a given theme such as gender equality are coded under this theme). System strengthening activities are typically lumped into project components[76] called "strengthening management of the education sector," "strengthened management capacity," "system strengthening and monitoring and evaluation," or other similar phrases.

System strengthening at the Central Level

All 37 coded ESPIGs (22 in FCACs) have one or more activities contributing to system strengthening at the central level of the education sector. Activities in this category are quite generic and include, among others: training in education planning and management, improving logistic management capacity, feasibility studies, impact studies, funding for joint sector reviews (JSRs), project management, and monitoring and evaluation of project progress and outcomes. System strengthening at the central level refers to planning, monitoring and evaluation activities at the centralized level of government (usually the

[75] Systems strengthening at the decentralized level and systems strengthening at the school level were merged to reduce redundancy.
[76] Typically, one ESPIG consists of three to four project components which regroup thematic activities.

ministry of education), whether these specifically focus on the management of the project or more broadly on the education sector. However, as mentioned previously, the distinction across system strengthening at different levels is not always clear-cut. For instance, a training for administrators at the central level may include participants from decentralized levels. In such cases, the activity would apply to both themes.

System strengthening at the Decentralized/School Levels

Thirty-two ESPIGs (19 in FCACs) support management and capacity building at the decentralized/school levels. Such ESPIGs support management of material and technical resources at the lower levels of education administration (e.g. municipalities, districts, provinces, regions) and at the local level (schools, communities). This theme includes decentralization efforts such as targeted capacity building for decentralized education staff. For example, in Cabo Verde, the grant will support decentralized education staff's training in results-based management planning, and administrative and financial management.

This theme also captures more specific interventions such as performance-based school grants. In Cote d'Ivoire, for example, the grant will pilot a results-based school grant program. School grants will consist of a top-up amount which will have two main goals: to increase the resources for schools and to reward the schools based on their performance and strengthen the link between resources and outcomes. Activities aiming to strengthen schools at the local level can also include the integration of parents/communities in school affairs. In Guinea-Bissau, a component worth about 27.8 percent of the grant[77] includes activities focused on empowering communities to help oversee school performance.

Education Management Information Systems (EMIS)

Twenty-nine ESPIGs (19 in FCACs) provide support to EMIS. EMIS is understood as a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy analysis and formulation, planning, monitoring and management at all levels of an education system. Activities coded typically include sponsoring development or improvement of the system itself, providing technical assistance (TA) for the use of pre-established systems, or other interventions supporting improved systematic use of data on a large scale. In Chad, the project will finance the modernization and reinforcement of the EMIS and the experimentation of its decentralization in 10 regions. In Somaliland, the program will support annual EMIS data collection, entry, analysis and reporting; it will also fund the joint review of education sector (JRES), to review the performance of ESP (2017–2021), as part of EMIS data collection process. In Liberia, the grant will finance technical assistance to the Ministry of Education to strengthen the EMIS system. The TA for the EMIS will focus on addressing data needs and improving data accuracy, data utilization, Ministry of Education EMIS Unit staff capacity, and utilization of new information and communications technologies.

[77] Note that GPE is co-financing this grant with the IDA.

4 SMALL GRANTS

4.1 EDUCATION SECTOR PLAN DEVELOPMENT GRANT (ESPDG)

Key Messages

- Since 2012, 86 ESPDGs have been granted by GPE for a total of US$23,552,654.
- In FY18 there were 42 active ESPDGs benefiting 41 countries/federal states for a total of US$14.3 million with six different GAs.
- Nine out of 14 ESPDGs approved in FY18 included funding for education sector analysis (ESA).
- Twenty-five ESPDGs were extended in FY18, six of which were extended for the second time and two for the third time.

The ESPDG provides funding up to US$500,000 to support the education sector planning process. Activities funded by the ESPDG include ESA (for which half of the grant is earmarked) and ESP/TEP development.

The total active ESPDG portfolio at any time during FY18 included 42 grants to 41 countries or federal states[78] for a total of US$14,343,521. Of these 41 countries/federal states, 21 are categorized as FCAC (see Annex 1-A). At the end of FY18, there were 17 closed ESPDGs while 25 remained active (see **Table 25**), for a total of US$8,512,025 and benefiting 27 countries/federal states.

Table 25: Overview of Active, Approved and Closed ESPDGs in FY18

ESPDG	ACTIVE AT THE BEGINNING OF FY18	NEW APPROVED DURING FY18	CLOSED DURING FY18	ACTIVE AT THE END OF FY18	ACTIVE ANYTIME DURING FY18
Number of grants	28	14[79]	17	25	42
Value (US$)	9,708,228	4,635,293	5,831,496	8,512,025	14,343,521

Fourteen ESPDGs were approved for 13 countries/federal states in FY18 for a total of US$4,635,293.[80] Four of the 14 approved ESPDGs were granted to FCACs. Four grant recipients (Maldives, Vanuatu, Marshall Islands and Micronesia) are not yet members of GPE.[81] The remaining nine recipient countries/federal states have been members since as early as 2002 and as recent as 2013.

Nine of the 14 ESPDGs approved in FY18 received funding for an ESA (see Table 26). The combined ESA portion of the 14 grants totaled US$2,304,677, which is approximately 50 percent of all ESPDG funding approved in FY18. The countries/federal states that were approved for ESA funding are: Ghana, Maldives, Tajikistan, Uzbekistan, Vanuatu, Lesotho, Pakistan (Punjab), Pakistan (Sindh) and Moldova.

Table 26: Breakdown of 14 Newly Approved ESPDGs in FY18

EDUCATION SECTOR ANALYSIS	EDUCATION SECTOR PLAN DEVELOPMENT	TOTAL
US$2,304,677	US$2,330,616	US$4,635,293

[78] The regional ESPDG for the Pacific Islands supports 8 Pacific SIDS: Kiribati, Marshall Islands, Micronesia, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu. Three of these SIDS received individual ESPDGs during FY18: Vanuatu, Marshall Islands and Micronesia.

[79] Excludes Gambia, whose additional financing (US$56,000) is combined with the original ESPDG approved in FY17 and counted as one grant.

[80] Uzbekistan was approved for two ESPDGs in FY18 – one for ESA and the other for ESPD.

[81] Non-GPE member countries which meet GPE eligibility criteria can apply for an ESPDG before becoming a member since the entry point to GPE membership is an endorsed ESP and the grant supports the development of a quality ESP.

The FY18 portfolio of ESPDGs were managed by six different grant agents.[82] As GA for 17 grants, UNICEF managed the highest number of ESPDGs in FY18, as in FY17. The World Bank managed the second largest number (15 ESPDGs). Twenty-one,[83] or approximately half, of the total ESPDGs in FY18 were in FCACs, compared to 24 in FY17.

Table 27: Active and Closed ESPDG Distribution per GA and FCAC in FY18

Grant Agent	Number of ESPDGs		Total Number of ESPDGs	Total Amount of ESPDGs (US$)	Share of Total Approved ESDPG Amount
	FCAC	Non-FCAC			
ADB	5	0	5	1,121,878	8%
DFID	2	1	3	1,266,242	9%
SDC	0	1	1	428,794	3%
UNESCO	1	1	2	483,650	3%
UNICEF	8	9	17	5,708,445	40%
World Bank	5	10	15	5,334,512	37%
Total	**21**	**22**	**43**[84]	**14,343,521**	**100.0%**

GPE has increased the number of grant agents managing ESPDGs (previously known as EPDGs) since the inception of the grant in 2012. The list of GAs has expanded from only the World Bank and UNICEF in FY12 to include UNESCO, SIDA, ADB, Save the Children, SDC and DFID (the latter became a GA for the first time in FY17)**.** Since inception the number of ESPDGs approved each year until FY18 rose steadily (though with a peak in FY13 of 18 ESPDGs approved). During that period, there was also an increase in the variety of GAs. In FY18 the number of ESPDGs approved decreased to 15[85] from 18 in the previous fiscal year.

Table 28: Trend in Number of ESPDGs Approved and Diversity of GAs

Fiscal Year	Total # of ESPDGs Approved	Number of ESDPGs Approved for Each Grant Agent							
		World Bank	UNICEF	UNESCO	SIDA	ADB	Save the Children	SDC	DFID
FY12	3	2	1						
FY13	18	10	7	1					
FY14	7	4	2	1					
FY15	10	3	6	1					
FY16	16	4	5	2	1	2	1	1	
FY17	18	5	10	1		1			1
FY18	15	5	6			2			2
Total	**87**	**33**	**37**	**6**	**1**	**5**	**1**	**1**	**3**

The average length of new ESPDGs approved in FY18 is 13 months, ranging from six months for Uzbekistan to 24 months for Lesotho. However, 25 ESPDGs (60 percent of all ESPDGs active at any time during FY18) have received extensions and the average length of these extensions is nine months.[86] These extensions range from one month in Burundi to 24 months in Senegal. Eight ESPDGs were extended for

[82] The GA role for one of the ESPDGs approved in FY18 was split between the World Bank and UNICEF. Therefore, for the purpose of GA analysis, the total number of FY18 ESPDG portfolio (closed and active) is 43, instead of 42, as shown in Table 7. For the same purpose, the number of ESPDGs approved in FY18 is 15, as shown in Table 8.

[83] The Pacific SIDS are noted collectively as an FCAC; however, FCAC classification within the group varies, with Kiribati, Marshall Islands, Micronesia, Solomon Islands and Tuvalu classified as FCAC, and Samoa, Tonga and Vanuatu as not FCAC.

[84] Total is 43 instead of 42 because one of the grants has two GAs (World Bank and UNICEF).

[85] Though as noted previously the real number is 15.

[86] Each ESPDG extension is counted once, even if an ESPDG received multiple extensions. Therefore, the numerator is the total sum of all the extensions in months and the denominator is the number of ESPDGs with extensions (in this case 25).

the second time and two for the third time. The GPE Policy for ESPDGs stipulates that extensions are limited to one six-month period in the life cycle of the grant, unless exceptional circumstances are demonstrated.

Of the 42 grants active at any time during FY18, 10 were extended beyond six months based on exceptional circumstances. The reasons for these exceptional extensions included: elections resulting in delays; changes in ministry leadership; unforeseen delays and weak capacity, especially as they relate to fragile contexts; and alignments with government timeline for assessment and policy development. With increased emphasis on consultative processes and the overall quality of the sector plans, these 10 countries' original expected timelines for the sector planning process needed to be revisited (see Annex 1-F for a list of ESPDGs with extensions in FY18).

ESPDG Completion Assessment: It has been two years since the Secretariat revised the ESPDG guidance and completion report template. The revised template in use since June 2016 adopts a comprehensive rating system, different from that of the previous ESPDG completion template which was based on one binary question: did the grant achieve its objectives? The revised template requests an overall assessment of closed ESPDGs in three dimensions: **effectiveness** (in relation to the intended objectives of financing window 1 and/or 2 and in supporting the implementation of the roadmap), **efficiency** (in relation to the use of funds) and **relevance** (in relation to the added value in process and quality). Grant agents rate each of the dimensions based on three choices: i) *very*, ii) *effective/efficient/relevant*, or iii) *less*.

In FY18, 10 completion reports were received from the GAs: six from UNICEF, three from the World Bank, and one from Save the Children. The formats of two reports (Somalia Federal, or FGS, and Somaliland) were different from the standard GPE report template and provided no assessments in any of the three areas of assessment. The remaining (eight) reports had positive assessment for effectiveness and efficiency (see **Table 29**). Relevance, which was assessed only in the GPE template, had also been rated positively for the five grants using the GPE template.

Table 29: Assessment of ESPDG Implementations in FY18

COUNTRY	GRANT AMOUNT (US$)	GRANT AGENT	END DATE	EFFECTIVENESS ASSESSMENT	EFFICIENCY ASSESSMENT	RELEVANCE ASSESSMENT
Burkina Faso	208,041	UNICEF	31-Jul-17	Very Effective	Very Efficient	Very Relevant
Comoros	444,274	UNICEF	30-Jun-17	Very Effective	Very Efficient	Relevant
Cote d'Ivoire	220,219	UNICEF	30-Jun-17	Very Effective	Very Efficient	Very Relevant
Honduras	500,000	World Bank	30-Dec-17	Satisfactory	Moderately Satisfactory	-
Liberia	500,000	World Bank	30-Sep-17	Satisfactory	Satisfactory	-
Nicaragua	500,000	World Bank	31-Aug-17	Moderately Satisfactory	Satisfactory	-
Sierra Leone	361,000	UNICEF	30-Nov-17	Effective	Efficient	Relevant
Somalia (FGS)	462,552	UNICEF	30-Oct-17	-	-	-
Somalia (Puntland)	483,327	Save the Children	30-Jun-17	Very Effective	Efficient	Very Relevant
Somalia (Somaliland)	488,868	UNICEF	30-Nov-17	-	-	-
Total	**4,168,281**					

4.2 PROGRAM DEVELOPMENT GRANT (PDG)

Key Messages

- During FY18, 25 PDGs worth US$5.5 million were active across 25 GPE countries/federal states.
- Of the 25 active PDGs, 13 helped support the development of programs for 13 of the 14 ESPIGs that were approved in FY18.
- Five countries/federal states received allocations higher than the standard amount of $200,000 during FY18.
- Eight different grant agents managed the PDGs.
- Seven PDGs received extensions this fiscal year of an average 5.4 months.

Table 30: Overview of Active, Approved and Closed PDGs in FY18

PDG	ACTIVE AT THE BEGINNING OF FY18	NEW APPROVED DURING FY18	CLOSED DURING FY18	ACTIVE AT THE END OF FY18	ACTIVE ANYTIME DURING FY18
Number of grants	12	13	12	13	25
Value (US$)	2,434,909	2,895,880	2,132,235	3,404,554	5,536,789

Note: The PDGs for Afghanistan and Cambodia were granted additional funding during FY18 of US$200,000 and US$6,000 respectively.

The PDG, which funds up to US$200,000 (US$400,000 in exceptional cases), is intended to cover the expenses of the GA related to the preparation of the education program and supporting documents for the country's ESPIG and/or Multiplier ESPIG applications.[87] The grant adds value to the ESPIG and/or Multiplier ESPIG application process by allowing the GA, through a consultative process, to allocate technical resources for developing a program that meets the quality standards of GPE and the GA.

Compared to the previous fiscal year, the PDG portfolio for FY18 significantly increased from 15 grants worth US$ 3.3 million to 25 grants worth US$5.5 million (see Table 30). The increase in PDG approvals this year stems from the change of GPE funding cycles – most of the ESPIGs funded with MCAs approved by the Board in 2012 have been implemented while new MCAs were approved in FY18. Many GPE partner countries received new MCAs and numerous countries are preparing new ESPIG grants as per those allocations. Twelve PDGs were active at the beginning of FY18 in Afghanistan, Cambodia, Chad, Cote d'Ivoire, Gambia, Guinea-Bissau, Lesotho, Liberia, Madagascar, Somalia (Puntland), Somalia (Somaliland) and Tanzania (Zanzibar). **Over the course of FY18, 13 PDGs were approved and became active** in Benin, Bhutan, Burundi, Cabo Verde, Comoros, Ghana, Kyrgyz Republic, Myanmar, Nicaragua, Rwanda, Somalia (Federal), South Sudan and Uzbekistan for US$2,895,880. Twelve grants closed as of June 30, 2018, while 13 remain under implementation. Usually, the duration of PDGs is estimated to be between 12 and 15 months. The average duration of PDGs that closed in FY18 was 13 months.

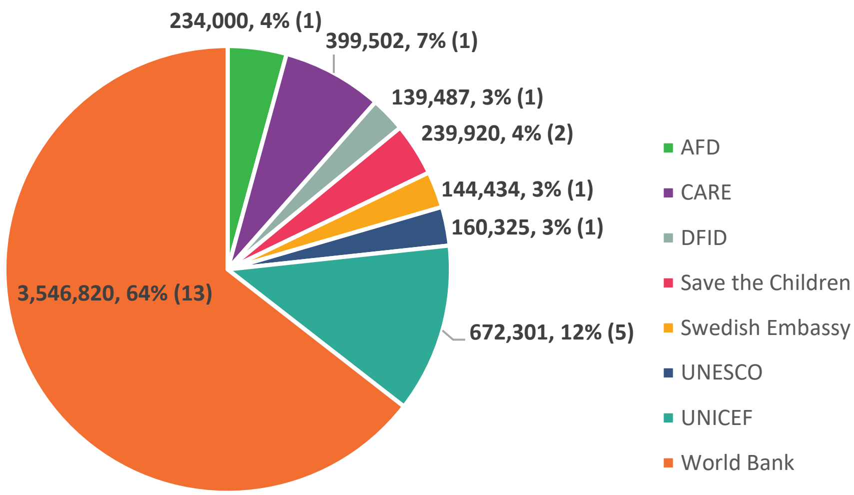
The total grant amount for all PDGs in FY18 amounted to approximately US$5.5 million. Two out of the 25 PDGs were granted additional funding during FY18 that pushed them to the ceiling amount of US$400,000.[88] Afghanistan received supplementary funding of US$200,000 and Kyrgyz Republic received additional financing of US$150,000.

A majority of the active and closed grants were managed by the World Bank as in the past fiscal year. Compared to FY17 three new organizations (AFD, CARE and DFID) acted as PDG GAs. Thirteen PDGs were

[87] Global Partnership for Education Program Development Grant Guidelines, December 2017, p. 1.
[88] Cambodia also received additional funding on December 21, 2017 of US$6,000 but its grant amount only reached US$160,325.

managed by the World Bank, while UNICEF was the GA for five grants and Save the Children for two; the other five GAs (AFD, CARE, DFID, Swedish Embassy and UNESCO) were the GA for one PDG each, respectively. CARE is a first time GPE grant agent this fiscal year.

Figure 17: Value of PDGs by Grant Agent as of June 30, 2018 (number of PDGs in brackets)



Seven of the 25 PDGs were granted extensions during the current reporting fiscal year (Afghanistan, Cambodia, Chad, Comoros, Gambia, Guinea-Bissau and Somalia-Somaliland). As of the end of FY18, PDGs for Afghanistan, Comoros and Gambia were still active, while the PDGs for Cambodia, Chad, Guinea-Bissau and Somalia-Somaliland had been closed. The average length of the seven PDG extensions was 5.4 months. The main reasons for extensions include a delayed submission of ESPIG application (Afghanistan, Cambodia and Comoros), and a need for additional time to complete all key grant activities (Chad, Gambia, Guinea-Bissau and Somalia-Somaliland).

Table 31: ESPIGs Approved through PDG Funding in FY18

# OF ESPIGS APPROVED IN FY18	14	**# OF PDGS FUNDING ESPIGS APPROVED IN FY18**	13
TOTAL VALUE OF ESPIGS APPROVED IN FY18 ($US)	199,585,830[89]	**TOTAL VALUE OF PDGS FUNDING ESPIGS APPROVED IN FY18 ($US)**	2,282,035

Thirteen of the 14 (92.9 percent) ESPIGs totaling US$199.6 million,[90] which were approved by the GPE Board during FY18 also received a PDG funding (excluding Burkina Faso) (see **Table 31**). Eleven of these 13 PDGs were closed at the end of the reporting fiscal year. One of the remaining two PDGs was due to be closed in the first month of FY19 (Gambia), while the other (Comoros) was extended due to reasons explained above. All of the 27 PDGs that closed between FY15 and FY18 were followed by an ESPIG approved within two years after the PDG approval. As shown in **Table 32**, the average duration between the approval of a PDG and the following ESPIG to the same country/federal state was 11 months.

[89] This amount includes the supervision allocation.
[90] Ibid.

Table 32: Program Development Grants Closed from FY15 to FY18 (July 1, 2014 – June 30, 2018)

	COUNTRY	PDG APPROVAL DATE	CLOSING DATE	ESPIG APPROVED WITHIN 2 YEARS SINCE THE APPROVAL OF PDG	ESPIG APPROVAL DATE	DURATION (MONTH)
CLOSED IN FY15 (7)	Chad*	17-Jun-14	31-Dec-14	Yes	20-Nov-12	**n/a**
	Guinea	17-Jun-14	31-Dec-14	Yes	16-Dec-14	**6**
	Kenya	28-Jan-14	15-Feb-15	Yes	16-Dec-14	**11**
	Lao PDR	29-Jul-13	31-Oct-14	Yes	16-Dec-14	**17**
	Nigeria	4-Feb-13	31-Dec-14	Yes	16-Dec-14	**22**
	Pakistan Sindh	7-Oct-13	30-Jun-14	Yes	28-Jun-14	**9**
	Uzbekistan	2-May-14	30-Apr-15	Yes	28-Jun-14	**2**
CLOSED IN FY16 (5)	Bangladesh	9-Feb-15	31-Dec-15	Yes	23-May-15	**3**
	Guyana	1-Jul-13	31-Jul-15	Yes	16-Dec-14	**18**
	Malawi	29-Apr-15	30-Jun-16	Yes	15-Jun-16	**14**
	Mozambique	8-Oct-14	30-Apr-16	Yes	23-May-15	**7**
	Nepal	14-Nov-14	30-Sep-15	Yes	23-May-15	**6**
CLOSED IN FY17 (3)	Caribbean Island States	26-Nov-14	15-Jul-16	Yes	15-Jun-16	**19**
	Congo, DR	21-Oct-15	31-Dec-16	Yes	15-Jun-16	**8**
	Ethiopia	7-Jul-16	30-Jun-17	Yes	15-Feb-17	**7**
CLOSED IN FY18 (12)	Bhutan	21-Dec-17	31-May-18	Yes	28-Jun-18	**6**
	Cambodia	16-Nov-16	31-May-18	Yes	22-Feb-18	**15**
	Cabo Verde	22-Jan-18	16-Feb-18	Yes	22-May-18	**4**
	Chad	28-Oct-16	28-Feb-18	Yes	22-May-18	**19**
	Cote d'Ivoire	15-Mar-17	16-Mar-18	Yes	22-Feb-18	**11**
	Guinea-Bissau	28-Sep-16	30-Apr-18	Yes	22-Feb-18	**17**
	Lesotho	2-Jun-16	3-Dec-17	Yes	7-Jun-17	**12**
	Liberia	9-Nov-16	1-Nov-17	Yes	29-Sep-17	**11**
	Madagascar	13-Apr-17	30-Apr-18	Yes	22-Feb-18	**10**
	Somalia (Puntland)	22-Dec-16	30-Nov-17	Yes	21-Aug-17	**8**
	Somalia (Somaliland)	16-Feb-17	30-Jun-18	Yes	22-May-18	**15**
	Tanzania (Zanzibar)	19-Oct-16	31-Dec-17	Yes	6-Dec-17	**14**
Average						**11**

* The PDG for Chad was retro financed. It started implementation in 2012 before approval by GPE.

During FY18, two completion reports were received for the PDGs for Congo, DR and OECS, both closed in FY17. For the 12 PDGs that closed in FY18, three reports were still due as of the end of the reporting fiscal year. The remaining nine are due to submit completion reports six months after the grant closes. The PDG for Congo DR was rated highly satisfactory for overall progress with regard to both achieving grant objectives and implementation of grant-financed activities. The take-away was that the grant allowed for thorough assessment of specific education issues, providing solid background information to be used for analytical work during the development of operations. The PDG for OECS was rated satisfactory for overall progress with regard to both achieving grant objectives and implementation of grant-financed activities. The completion report emphasized the importance of the presence of a regional agency, in this case the OECS Commission, which played a crucial role in coordination with the countries as well as in establishment of mechanisms for joint actions that helped to enhance efficiency.

5 RISK MANAGEMENT

5.1 OPERATIONAL RISK FRAMEWORK

In March 2018, the Secretariat completed the third assessment of operational risk across the portfolio of ESPIGs as part of its annual risk update.[91] Data from the portfolio review and results framework country analytics were used in conjunction with the operational risk framework to determine risk levels. For example, GPE results and indicator framework indicator 10 (proportion of DCPs that have increased their public expenditure on education or maintained sector spending at 20 percent or above), indicator 16a (proportion of endorsed ESPs or TEPs meeting quality standards), indicator 17 (proportion of DCPs with a data strategy that meets quality standards) and indicator 18 (proportion of JSRs meeting quality standards) have been used to inform sector risk assessments. Indicator 25 (proportion of GPE program grants assessed as on track with implementation) has helped to determine the risk level for a sub-risk under grant risk.

Overall, 65 countries/federal states were assessed for sector risk.[92] The ratings showed that roughly a quarter (27 percent) of countries/federal states are high or critical in their overall sector risk (an average of scores for three selected sub-risks that relate to key areas of GPE's work). Looking at change between 2017 and 2018, sector risk decreased in 19 percent of the contexts assessed, increased in 9 percent and has not changed in 45 percent of the contexts assessed.[93] The decrease in overall sector risk in some countries/federal states can be explained by (i) the partnership better leveraging its capacities to support the development of quality ESPs, (ii) public expenditure on education being maintained at 20 percent or above, or (iii) the Partnership better supporting planning, financing and monitoring during ESP implementation. The cohesion and improved workings of the LEG played an important role. In the countries where overall sector risk increased, the reasons relate to domestic financing being at risk because of the security situation, challenges around the ESP's or implementation plan's quality, and difficulties around sector dialogue and coordination.

Forty-five ESPIGs were assessed for grant risk.[94] Only 13 percent of countries/federal states are rated as high or critical in their overall grant risk (an average of scores for three selected sub-risks). Just five grants are identified to have high overall grant risk (Afghanistan, Congo DR, Guinea-Bissau, Malawi and Nigeria), and one grant to have critical overall grant risk (Yemen). The two most elevated sub-risks were that grant objectives were not achieved within the expected implementation period and that GPE DCPs that apply for an ESPIG failed to increase or maintain public expenditure on education at 20 percent or above. In terms of context risk ratings, which were based on the Global Fund's rating, the assessed GPE portfolio is equally split between contexts that have low or medium risk (50 percent) and those with high or very high risk (50 percent).

Looking at change between 2017 and 2018, overall grant risk decreased in 11 percent of all grants, increased in 11 percent, and remained the same in 47 percent.[95] In the cases where overall grant risk

[91] The Secretariat completed the first risk assessment of GPE's grant portfolio in December 2016, and the second in December 2017. As approved by GPC in November 2017, the risk update has moved to the first half of the calendar year, to be better sequenced with the portfolio review and results framework analytics. The operational risk framework's objective is to ensure that the Secretariat understands and supports risk management on a country-by-country and grant-by-grant basis.

[92] Sixty-five countries/federal states were assessed for sector risk, including those with active ESPIGs or ESPIGs in the pipeline for the next 12 months.

[93] The remaining 27% of countries/federal states were not assessed in 2017 as they had no active ESPIGs; thus no comparison is possible.

[94] Given that the operational risk framework is forward looking, 45 ESPIGs were assessed for grant risk, including 31 ongoing ESPIGs active as of June 1, 2018, and 14 new grants that were approved by the Board between September 2017 and February 2018 or that were in their final readiness review phase at the time of the assessment (February 2018 application round).

[95] Thirty-one percent of grants assessed were newly approved; thus no comparison is possible with 2017.

decreased, grants were either about to close and on track to meet objectives; had been restructured to address implementation challenges and allow sufficient time to attain grant objectives; did not experience previously expected contextual risks; or received increased technical support from GAs, resulting in improved implementation progress. Grant risk increased in cases where a restructuring was foreseen to address implementation challenges.

Overall, seven countries/federal states are assessed as a key focus for Secretariat support, because of either high grant risk or critical sector risk in the key areas of GPE's work. They are the following: Afghanistan, Congo DR, Eritrea, Guinea-Bissau, Malawi, Nigeria and Yemen. The number of key focus contexts decreased from 19 in 2016 to nine in 2017, and further to seven in 2018. The downward trend between 2017 and 2018 is explained by grants that closed or were closing (Somalia-Federal and South Sudan), and by grant or sector risk levels that have decreased sufficiently for them not to be considered key focus contexts anymore (Bangladesh, Guinea, Uganda). Conversely, three grants are included as key focus in 2018 due to high grant risk (Afghanistan, Guinea-Bissau, Malawi).

Using the operational risk assessment exercise, the Secretariat is employing a risk-based approach to quality assurance of incoming ESPIG applications and draft ESPs. Using the context risk ratings, the Secretariat is staffing review teams according to the risk level identified. Differentiation in deployment of the Secretariat's limited resources, and in the level and intensity of quality assurance, ensures that the mitigation actions and level of effort are commensurate with the risk. This allows resources to be freed up in low-risk situations, where possible, and allows greater resources to be used to better manage higher-risk situations.

A review of GPE's risk policies and practices was undertaken in early 2018, with the aim of making improvements to the Partnership's risk management frameworks. As part of this review, the Secretariat will revise the operational risk assessment methodology. While the scope of risk assessment will remain the same (risk assessment at the country, sector and grant levels), the Secretariat will develop high-level risk appetite statements and risk tolerance levels to guide the amount of risk taken at the operational level. The Secretariat will also clarify risk ownership, by identifying the stakeholders responsible for providing data to feed key risk indicators and by whom risk mitigation actions need to be taken to be effective. This will help close the risk management cycle by improving accountability for risk mitigation and monitoring mitigation actions. Operational risks will be reassessed across the portfolio of ESPIGs in early 2019, and the Secretariat will continue to regularly review the effectiveness of risk mitigation measures, particularly with respect to countries and grants rated as critical or high risk.

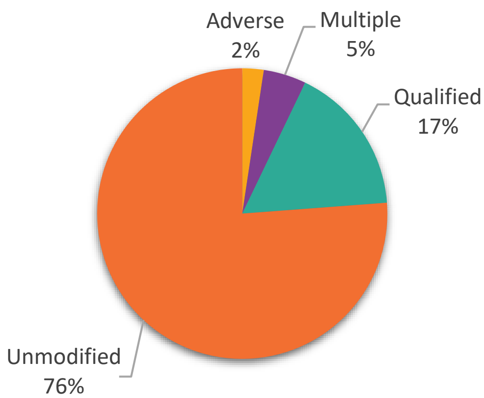
5.2 AUDIT REPORT ANALYSIS

Grant agents are responsible for fiduciary oversight of GPE-financed programs using their own policies and procedures. This responsibility includes ensuring that annual audits are conducted for all GPE-financed programs and that significant issues are addressed by DCPs on time. The Secretariat's role, as mandated by the Board, is to systematically collect and review audit reports and management letters, identify significant issues and follow up with GAs to ensure the issues have been addressed. Results are measured through indicator 35 of the GPE corporate results framework.[96]

[96] Indicator 35: Proportion of significant issues identified through audit reviews satisfactorily addressed.

During FY18, the Secretariat received and reviewed audit reports and management letters from 42 GPE-financed programs.[97] This includes an audit of the Civil Society Education Fund, with the Global Campaign for Education (GCE) as the GA.[98] Grants which have UN Agencies as GAs are not subject to individual program annual audits due to single-audit principle.[99] The exception was Afghanistan, where UNICEF plays the role of a supervising entity. Two-thirds of the 42 GPE-financed programs were audited by private accounting firms (including "Big Four" accounting firms),[100] while the remaining 14 audits were conducted by the auditor-general of the DCPs.

Figure 18: Types of Audit Opinion in FY18



The audit opinions for most (76 percent) of the programs were satisfactory. Out of the 42 audits, there were 32 unmodified opinions (satisfactory), seven qualified opinions, one adverse opinion, and two instances of multiple opinions. **An unmodified opinion** means that the financial statements do not contain any material misstatement. **A qualified opinion** means that the financial statements either contain a material misstatement (for example, a misstatement of expenditure on teacher training), or the auditor did not receive information needed to test a material component (for example, expenditure on teacher training) of the financial statements. **An adverse opinion** means that the financial statements contain either a single substantial misstatement (for example, a misstatement of expenditure on printing and distribution of textbooks) or multiple material misstatements which result in financial statements not providing reliable financial information. **Multiple opinions** relate to programs which had multiple audit reports in a fiscal year with reports having varied opinions expressed. For instance, the FY16 audit for Niger had separate audit reports for the Ministry of Primary Education and the Ministry of Secondary Education with the former receiving a qualified audit opinion and the latter an unmodified audit opinion.

The Secretariat's review showed that 22 programs (or 52 percent), including 10 in FCACs and 12 in non-FCACs, had significant issues. The Secretariat classifies these issues as technical or systemic based on the nature of issues and timeframe required to address them. An example of a technical issue is reflected in the FY16 audit opinion for the Madagascar program, which was issued as qualified because of unliquidated cash advances of MGA 2,471,359,477.83 (approximately US$739,375).[101] Subsequent information available to the Secretariat showed that the DCP and GA (World Bank) each took actions to ensure all outstanding advances were liquidated and appropriate steps taken to improve controls over advances. Likewise, an example of a systemic issue is reflected in the FY16 audit of the Zambia program which detected weak financial management systems, including ineffective system of internal control, which resulted in misuse of funds. The GA (DFID) has since taken pro-active steps, like commissioning a

[97] Some countries where GPE-financed programs are part of pooled fund or budget support mechanisms submitted multiple audit reports covering each financed entity rather than a single audit report on consolidated financial statements.

[98] This audit covered the consolidated financial statements of GCE, including funds from GPE and other donors.

[99] The principle by which the UN Financial Regulations give the UN's external auditors, the United Nations Board of Auditors, the exclusive right to audit the accounts and statements of the United Nations. Such audits are based on the UN's own risk model and audit plan.

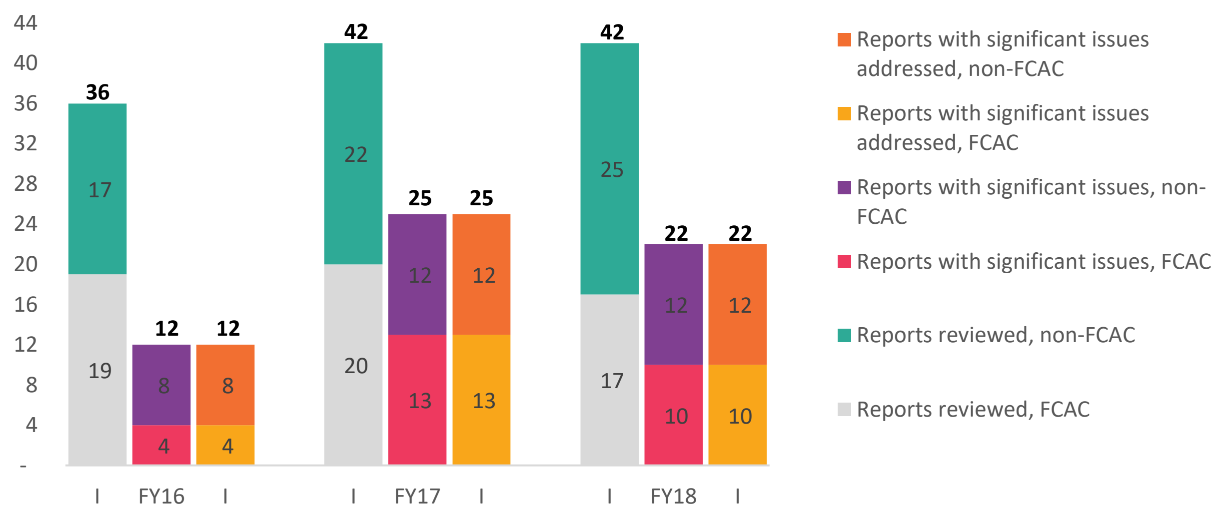
[100] The "Big Four" accounting firms are Deloitte, Ernst & Young, KPMG and PwC. They are the four biggest professional services networks in the world, offering audit, assurance services, taxation, management consulting, advisory, actuarial, corporate finance and legal services.

[101] The Malagasy ariary is the currency of Madagascar and abbreviated as MGA.

forensic audit to establish the nature of issues and develop appropriate actions to mitigate the situation, including recovery of funds.

FY18 is the third successive year in which the Secretariat has achieved 100 percent on the indicator on proportion of significant audit issues that are satisfactorily addressed. A significant issue is considered satisfactorily addressed either when it is resolved (for example, a refund of ineligible expenditure by a DCP) or when GA provides the Secretariat with evidence that actions are being taken to resolve it (for example, a mitigation plan put in place by a DCP, including a formal repayment plan to return an ineligible expenditure). The Secretariat keeps track of the progress on agreed actions and ascertains their status through review of subsequent audit reports for active grants or follow-ups with GAs for closed grants. The chart below summarizes the trend for audit reviews conducted by the Secretariat since FY16.

Figure 19: Audit Review Trend, FY16-FY18



5.3 MISUSE OF FUNDS

As stated in GPE's Protocol on Misuse of Funds (2012), GPE partners have zero tolerance for misuse and will always take action to address any misuse and secure recovery of GPE resources lost. This section provides an update on misuse cases for FY17 and FY18 that have been monitored by the Secretariat and previously reported to the Finance and Risk Committee (FRC) and the Board at bi-annual meetings. Relevant lessons learned are mentioned below and will be included in more detail in a paper to be discussed by the FRC in October 2018.

5.3.1 Update on Misuse Cases

Benin

As reported in the 2016 Portfolio Review, fraudulent activities took place in 2014 in school canteens in Benin. The total amount of the misuse (US$69,300) detected on a sample of 20 percent of the school canteens was repaid by the government in February 2016. As a mitigation measure, third party verification has been undertaken by three NGOs. The World Bank acting as GA requested a further audit based on a sample of 30 percent of school canteens for the period from 2013–2016. This showed further fraudulent activities, mainly in the school feeding program, with affected funds of US$83,053 according to the final audit report. This amount was reimbursed in full by the government on April 5, 2017. The World Bank

Integrity Vice Presidency (INT) reviewed the case after being informed, and does not plan to pursue any additional investigative steps given the relatively small amounts involved and the fact that the problem has been handled at the local level.

Madagascar

As reported in the 2016 Portfolio Review, UNICEF became GPE's implementing agency in Madagascar in 2009. Between 2010 and 2012, UNICEF disbursed US$18.6 million to pay 45,000 community teachers in 22 regions. Payments were made through decentralized regional state education authorities and then to teachers through local financial intermediaries. In 2013, a routine audit by an international firm was initiated by UNICEF of teachers' payments made the previous year and covering around US$8 million of expenditure. In 2014, the audit findings validated an amount of US$6.2 million, but US$38,000 was considered ineligible. In 2015, further verifications and a forensic audit were conducted by UNICEF's Office of Internal Audit and Investigation (OIAI) on the remaining amounts (approximately US$2 million). This exercise was completed in November 2015 and concluded that, overall, an amount equivalent to US$61,818 was deemed ineligible and hence needed to be recovered. A summary of the 23 investigation reports by OIAI was prepared by UNICEF and submitted to the government, together with a formal request for reimbursement of all ineligible expenditure. A formal commitment was given by the government to provide full reimbursement and payment made in full in November 2016.

Tajikistan

This alleged misuse case was previously conveyed in the 2016 Portfolio Review as Country Case A (the country's name was not disclosed then because there was an ongoing investigation). This investigation has subsequently concluded and can be reported on more fully. In March 2016, the Secretariat was informed that the grant agent's (World Bank) Department of Institutional Integrity (INT) investigations unit had launched a full investigation into a potential misuse of funds case related to procurement in Tajikistan. The matter under investigation originally occurred in December 2015. INT did not find evidence to support the allegation of fraud in relation to the end use of the reading materials, but found that certain Ministry of Education and Science representatives had inappropriately pressured several suppliers to reduce their book prices after contract award. Renegotiation of these contracts, post award, was contrary to World Bank Guidelines. The practice is discouraged as it can undermine the confidence of companies in contracting agencies and thereby seriously reduce the level of future competition for contracts in the sector. INT recommended that strict controls and checks continue to be strongly encouraged at all project locations, and in particular to ensure that the contracted prices are actually applied to the goods and services procured and financed under World Bank Guidelines.

Uganda

A financial management review of the Uganda Teacher and School Effectiveness Project (UTSEP) conducted in August 2016 found ineligible expenditure of US$203,800. This expenditure related to unaccounted for, undocumented or ineligible transactions within advances made to teacher training colleges. The amount was refunded by the government in full by September 2016, and all recommendations from the August 2016 World Bank financial management review have been complied with. Secretariat staff attended the mid-term review of this project in September 2016. In August 2016 an anonymous complaint was made of alleged irregularities in the ongoing evaluation of the school construction bidding process under the Uganda Teacher and School Effectiveness Project. The World Bank acting as GA referred the matter to the Integrity Vice Presidency (in INT). Based on the outcome of the preliminary reviews conducted by INT, the complaint was closed without further investigation.

As at end June 2018, there are currently two active investigation cases related to GPE UTSEP school construction. In *case 1*, INT has found evidence that two bidders submitted fraudulent completion certificates on their bids in order to misrepresent their past experience and meet the tender's requirements. INT will seek sanctions against both bidders. The misrepresentations were initially found during bid evaluation, and both bidders were disqualified from the lots where they submitted bids. INT has started settlement talks with Bidder A, but reserves the right to initiate sanctions proceedings against Bidder A if there is no acceptable and timely resolution agreed by INT and Bidder A. Bidder B has not expressed an interest for a settlement with INT; therefore INT will initiate sanctions proceedings against Bidder B. *Case 2* refers to potential fraud and collusion by a company that submitted bids for several districts. The Uganda Ministry of Education and Sports found the misconduct, disqualified the company from all the processes in which it submitted bids, and notified the Public Procurement and Disposal of Public Assets Authority (PPDA), which initiated an investigation into the matter. INT is following up with PPDA on their investigation. The Secretariat will continue to regularly monitor these two cases and provide updates to the FRC and Board accordingly.

Liberia

In October 2016, 229 cartons of textbooks worth around US$28,000 were stolen by casual workers who allegedly colluded with a Ministry of Education staff member. The learning materials team had discovered that the books were stolen and immediately informed the police. The police arrested the alleged perpetrators and were able to retrieve all the stolen textbooks. The alleged perpetrators were forwarded to court for trial.

Ghana

Financial management and accountability systems were strengthened and effectively utilized to detect and take corrective action over situations of misuse at a school level. The GPE grant in Ghana provided US$22 million for school grants across more than 7,000 schools over the period October 2012 to August 2016. In 2015, internal auditors of the Ministry of Education identified approximately US$19,000 which had not been properly accounted for and required repayment. These funds have now been recovered from the head teachers involved and disciplinary action has been taken. The World Bank acting as GA recognized that the Ministry worked hard to address systemic weakness in public financial management at the sub-national level. The accountability system functions well, but there is a need for continuous capacity building and strengthened monitoring of school grant programs in light of high staff turnover.

Zambia

Over the period 2013–2018, GPE has been providing Zambia with US$35.2 million of education sector budget support. The publication in November 2017 of a government audit, which reviewed the approximately US$750 million spent by the Ministry of Education in 2016, identified significant fiduciary system weaknesses, including an approximate US$350,000 in fraudulent activity by three Ministry employees. The government, specifically the office of the auditor-general, is conducting further investigations through a forensic audit launched in November 2017, which includes examination of disbursements of GPE funds made in 2015 and 2016. As of end June 2018, the forensic audit investigation is ongoing. In the meantime, the remaining GPE payment of US$13.9 million has been withheld. DFID acting as GA has suspended funding and referred the situation to their counter-fraud unit for investigation, and are following up regularly with government on the forensic audit. The Secretariat will keep the FRC and Board informed as further information becomes available.

Afghanistan

All funds of this US$55.7 million grant have been disbursed by the GA, UNICEF, to the Government of Afghanistan. Two cases of misappropriation of funds, occurring at two provincial offices and totaling US$121,714, were identified and reported by the Ministry of Education. In both cases, planned expenditure under FY 2015 was misappropriated by the cash custodian. Both cases were reported to the local police and authorities. The cases were also recorded in the internal monitoring reports as well as independent external audit carried out by Ernst & Young, contracted by UNICEF. The government agreed to repay the diverted funds from its general revenue, even before recovery is secured. After approval of the Budget Committee, the Ministry of Finance transferred the misused funds to the UNICEF account on 30 May 2018.

Central African Republic (CAR)

Subsequent to the December 2017 GPE Board meeting, the Secretariat received formal notification regarding two cases of misuse related to the GPE-funded program in CAR. This is a US$15.5 million grant, for which all but US$1.4 million has been disbursed by the GA, UNICEF, to the government of CAR. Following internal investigations, UNICEF identified two cases of misappropriation of GPE funds by two of its implementing partners, totaling US$171,000. In both cases, UNICEF has formally asked each implementing partner to return the misused funds and both UNICEF and the Ministry of Education are working on the refund process. UNICEF is also putting in place measures to improve monitoring and compliance processes in addition to regular harmonized approach to cash transfers (HACT) processes, to reduce the risk of further misuse cases including, with the support of the regional office, a third-party monitoring process covering the areas of program interventions that are inaccessible to UNICEF staff.

6 GRANTS AND PERFORMANCE COMMITTEE (GPC) OBSERVATIONS

During its meeting on October 10-12, 2018, the GPC reviewed the Secretariat's 2018 Portfolio Review. The Committee expressed satisfaction over the quality of the portfolio review, noting that this year's report represents an improvement to the already high standard set in previous years. The Committee's discussion focused mainly on the analysis of causes of grant implementation delays, alignment of grant modalities, and education activities supported by GPE grants. Committee members noted that the report findings related to these key areas will be particularly helpful in their review of future grant applications. The Committee also agreed on some steps that should be taken to improve the next portfolio review as well as ensure that its findings remain useful for improving grant performance. To enable better tracking of the Committee's feedback, it was suggested that its recommendations are included in this report.

A. Recommendations to improve grant performance

The Committee highlighted some ways in which the findings of this year's portfolio review could be used to address issues likely to cause implementation delays through the upstream quality assurance and approval process:

- Exploring how the program development grants (PDGs) and the quality assurance (QA) processes can be leveraged and strengthened to mitigate some of the challenges in implementation, particularly those in relation to activity preparation and program design. This could include a better use of PDGs to preempt or address in advance the issues related to grant preparation activities before a new ESPIG commences implementation.

- Considering all available mechanisms to address the issues related to country procurement systems and processes before the ESPIG implementation takes place. This may include exploring ways to complete activity preparation tasks before the program implementation start date so that core deliverables are not delayed due to activity preparation tasks.

- The Committee discussed whether the three- to four-year period of ESPIG implementation is sufficient in all contexts. It considered the value of GPE reassessing the standard implementation length of future ESPIGs and allowing room for better adaption to country contexts.

- **Regarding *alignment and implementation modalities*, the Committee recommended:**

    - Considering ways to further leverage the roles of other players in the partnership to enable alignment and system strengthening. Because the partnership is broad and involves many actors, there is a limit to the role the Secretariat can play in mitigating implementation challenges. Further strengthening of dialogue is one way to involve other players to help address implementation challenges.

    - Dialogue regarding modalities and alignment should commence much earlier in the policy dialogue process, and prior to grant agent selection.

    - The broader country-level dialogue on delivery modalities should explore opportunities for learning from other sectors (especially the health sector within the country) or from other countries in the region.

- The dialogue should also include the link between alignment and risk, and the role of all relevant partners, including the grant agent, in ensuring that grant funding helps to strengthen systems and deliver results.

B. Recommendations to improve future portfolio reviews

1. Regarding *causes of implementation delays*, the Committee agreed that:

- Recognizing the limitations of relying solely on reports from grant agents for the analysis on delays, the Secretariat should consider diversifying its data sources.

- In addition to identifying implementation delays and challenges, the Secretariat should consider analyzing grants that are performing well (and why), including case studies of best practices and/or examples of successful measures taken to address implementation delays.

- It would be useful to analyze the duration of grant delays, disaggregated according to the types of issues causing the delays. The analysis should include the extent of delays caused by time taken for adoption of systems and processes by governments, such as grant agent's system and procurement procedures.

- The current grant delay analysis shows that the small number of restructured grants in their fifth and sixth years of implementation still experience delays. It would be helpful to understand why and to what extent the restructuring of these programs helped to address these issues. In addition, it will be important to examine the implications of the delays and suggest ways to further address them.

2. Regarding *education activities supported by implementation grants*, the Committee agreed that:

- Future reports should include more trend analysis wherever possible, especially with regards to the education activities supported by GPE grants. The Committee noted, however, that given the nature and length of GPE grants, it would take a considerably long time to grasp the full impact of GPE's work in many contexts.

- More activities need to be reflected under the equity dimension of education activities funded by ESPIGs, in particular early childhood care and education (ECCE) data and allocation of teachers to marginalized areas. It was further suggested for next year's portfolio review that the "teacher management" activity, which currently captures all allocation of teachers, be further disaggregated to reflect the equity focus.

- A concern was raised over the apparent low number of grants supporting access to out of school children. The Secretariat specified that decisions on grant activities are made by governments and their country level development partners. The decisions usually take into account complementarity between the use of GPE resources and those of other donors, within the broader framework of the Education Sector Analysis and Education Sector Plan. The GPE's focus on the Education Sector Plan, domestic resources and the harmonization of support from GPE donors and partner organizations means that the ESPIG grant support should be contextualized accordingly. The Committee noted that in order to determine whether the issue of out of school children is given adequate attention in each context, it would be important to also have information on complementary activities financed by the government or other development partners, and the Secretariat agreed. The thematic code *out of school children* specifically captures grants which have specific interventions for children that are outside of traditional education systems for various reasons (religion or war); and also includes interventions for refugees and internally displaced persons.

- In analyzing the different education activities supported by GPE, the value added by GPE funding should not be examined in isolation but seen instead alongside the resources from other partners. This is because GPE focuses on the broader sector plan and GPE funding is complementary to government and donor funding. Equity issues need to be well addressed overall, and where equity is addressed through partner resources, ESPIGs should be used to broaden and not duplicate efforts.

ANNEX 1-A: EDUCATION SECTOR PLAN DEVELOPMENT GRANTS (ESPDGs)

Country	Year Joined GPE	Country Profile Information[102]				ESP/TEP Period[103]	Total Grant Amount (US$)	ESA Amount (US$)	ESPD Amount (US$)	Approval Date	Grant Agent	Start Date	Closing Date	Status
East Asia and Pacific														
Marshall Islands	Eligible	FCAC	S	SIDS	UM		235,076	-	235,076	8-May-18	ADB	8-May-18	29-Jun-19	Active
Marshall Islands	Eligible	FCAC	S	SIDS	UM		204,814	204,814	-	23-Mar-16	ADB	1-Apr-16	30-Sep-17	Closed
Micronesia	Eligible	FCAC	S	SIDS	LM		250,000	-	250,000	26-Apr-18	ADB	27-Apr-18	30-Apr-19	Active
Micronesia	Eligible	FCAC	S	SIDS	LM		231,988	231,988	-	27-Oct-15	ADB	1-Feb-16	1-Aug-17	Closed
Regional Pacific SIDS[104]	Eligible	See footnote[105]	S	SIDS	See footnote[106]		200,000	110,000	90,000	3-Mar-17	ADB	6-Mar-17	31-Aug-18	Active
Timor-Leste	2005		S	SIDS	LM	2011 - 2030	250,000	250,000	-	22-Dec-16	WB	22-Dec-16	31-Mar-18	Closed
Vanuatu	Eligible		S	SIDS	LM		455,690	254,630	201,060	14-Nov-17	UNICEF	14-Nov-17	31-Dec-18	Active
Vietnam	2003				LM	2003 - 2015	233,650	233,650	-	26-Jan-15	UNESCO	1-May-15	1-Feb-18	Closed
Europe and Central Asia														
Kyrgyz Republic	2006				LM	2012 - 2020	500,000	250,000	250,000	18-Jan-17	WB	18-Jan-17	31-Dec-18	Active
Moldova	2005				LM	2011 - 2015	250,000	250,000	-	20-Jun-18	UNICEF	25-Jun-18	31-Dec-18	Active
Tajikistan	2005				LM	2012 - 2020	329,400	243,840	85,560	26-Oct-17	UNICEF & WB	30-Oct-17	31-Dec-18	Active
Uzbekistan	2013				LM	2013 - 2017	350,000	350,000	-	6-Nov-17	WB	9-Nov-17	30-Nov-18	Active
Uzbekistan	2013				LM	2013 - 2017	150,000	-	150,000	13-Feb-18	UNICEF	15-Feb-18	15-Aug-18	Active
Latin America and the Caribbean														
Honduras	2002				LM	2014 - 2018	500,000	263,500	236,500	2-Oct-15	WB	2-Oct-15	30-Dec-17	Closed
Nicaragua	2002				LM	2017 - 2021	500,000	250,000	250,000	26-Jan-15	WB	9-Feb-15	31-Aug-17	Closed
Middle East and North Africa														
Djibouti	2006	FCAC	S		LM	2010 - 2019	212,517	-	212,517	24-Feb-17	UNICEF	24-Feb-17	31-Dec-18	Active
South Asia														
Afghanistan	2011	FCAC			L	2017 - 2021	154,250	-	154,250	20-Jul-16	WB	21-Jul-16	1-Nov-17	Closed
Maldives	Eligible		S	SIDS	UM		500,000	264,335	235,665	13-Oct-17	UNICEF	16-Oct-17	31-Aug-18	Active
Pakistan-Punjab	2012	FCAC			LM		499,900	250,400	249,500	11-Dec-17	DFID	13-Dec-17	31-Mar-19	Active

[102] These are the meanings of the country profile acronyms: FCAC (fragile and conflict-affected country); S (small state); SIDS (small island developing state); UM (upper-middle-income country); LM (lower-middle-income country); and L (low-income country).
[103] This is the last endorsed ESP.
[104] This is a regional ESPDG aimed at improving the existing regional education framework for the Pacific Islands. GPE supports eight least developed Pacific SIDS: Kiribati, Marshall Islands, Micronesia, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.
[105] SIDS have different FCAC classifications: Kiribati, Marshall Islands, Micronesia, Solomon Islands and Tuvalu (all FCAC), and Samoa, Tonga, and Vanuatu (not FCAC).
[106] These SIDS have varied income classification ranging from lower-middle (LM) to upper-middle (UM) income categories, and they include: Kiribati (LM), Marshall Islands (UM), Micronesia (LM), Samoa (UM), Solomon Islands (LM), Tonga (UM), Tuvalu (UM) and Vanuatu (LM).

Country	Year Joined GPE	Country Profile Information[102]				ESP/TEP Period[103]	Total Grant Amount (US$)	ESA Amount (US$)	ESPD Amount (US$)	Approval Date	Grant Agent	Start Date	Closing Date	Status
Pakistan-Sindh	2012	FCAC			LM	2014 - 2018	499,400	249,900	249,500	12-Dec-17	WB	13-Dec-17	31-Mar-19	Active
Sub-Saharan Africa														
Benin	2007				L	2015 - 2017	428,794	273,927	154,868	4-Mar-16	SDC	7-Mar-16	30-Sep-18	Active
Burkina Faso	2002				L	2017 - 2030	208,041	-	208,041	9-Nov-16	UNICEF	9-Nov-16	31-Jul-17	Closed
Burundi	2012	FCAC			L	2018 - 2020	416,927	280,291	136,636	13-Jun-17	UNICEF	15-Jun-17	31-Jul-18	Active
Chad	2012	FCAC			L	2018 - 2020	250,000	-	250,000	11-Aug-16	UNESCO	11-Aug-16	31-Dec-17	Closed
Eritrea	2013	FCAC			L	2018 - 2022	500,000	300,000	200,000	24-Feb-17	UNICEF	24-Feb-17	28-Feb-18	Closed
Gambia, The	2003	FCAC	S		L	2016 - 2030	443,362	263,042	180,320	23-Nov-16	WB	1-Dec-16	30-Apr-18	Closed
Ghana	2004				LM	2010 - 2020	442,772	236,572	206,200	18-Jul-17	DFID	19-Jul-17	19-Oct-18	Active
Guinea	2002				L	2015 - 2017	219,401	219,401	-	7-Mar-17	UNICEF	7-Mar-17	30-Jun-18	Closed
Guinea	2002				L	2015 - 2017	218,055	-	218,055	10-Apr-18	UNICEF	11-Apr-18	31-Jul-19	Active
Guinea-Bissau	2010	FCAC	S	SIDS	L	2016 - 2025	190,999	14,280	176,719	9-Feb-17	UNICEF	9-Feb-17	30-Sep-18	Active
Lesotho	2005		S		LM	2016 - 2026	205,000	205,000	-	21-Nov-17	WB	21-Nov-17	30-Nov-19	Active
Liberia	2007	FCAC			L	2017 - 2021	500,000	308,000	192,000	15-Jan-16	WB	15-Jan-16	30-Sep-17	Closed
Mali	2006	FCAC			L	2015 - 2016	442,604	192,742	249,862	15-Jun-16	UNICEF	15-Jun-16	30-Apr-19	Active
Rwanda	2006	FCAC			L	2018/19 - 2022/23	323,570	148,433	175,137	29-Mar-17	DFID	1-Apr-17	31-Mar-18	Closed
Sao Tome & Principe	2007		S	SIDS	LM	2012 - 2022	236,600	236,600	-	29-Mar-17	WB	1-Apr-17	31-Dec-18	Active
Sao Tome & Principe	2007		S	SIDS	LM	2012 - 2022	250,000	-	250,000	14-Mar-18	WB	14-Mar-18	31-Dec-18	Active
Senegal	2006				L	2013 - 2025	250,000	35,550	214,450	6-Apr-16	WB	8-Apr-16	31-Dec-18	Active
Sierra Leone	2007	FCAC			L	2018 - 2020	361,000	132,000	229,000	18-Apr-17	UNICEF	18-Apr-17	30-Nov-17	Closed
Somalia (Federal)	2012	FCAC			L	2018 - 2020	462,552	280,945	181,607	27-Jan-17	UNICEF	27-Jan-17	30-Oct-17	Closed
Somalia (Somaliland)	2012	FCAC			L	2017 - 2021	488,868	244,520	244,348	23-Sep-16	UNICEF	23-Sep-16	30-Nov-17	Closed
Sudan	2012	FCAC			LM	2015/16 - 2016/17	499,900	249,950	249,950	9-Mar-16	WB	10-Mar-16	31-Dec-18	Active
Zambia	2008				LM	2011 - 2015	498,391	272,929	225,462	29-Apr-16	UNICEF	3-May-16	30-Sep-18	Active

ANNEX 1-B: PROGRAM DEVELOPMENT GRANTS (PDGs)

Country	Year Joined GPE	Country Profile Information				ESP/TEP Period[107]	Grant Amount	Actual Approval Date	Closing Date	Grant Agent	Status
East Asia and Pacific											
Cambodia	2006				LM	2014 - 2018	160,325	16-Nov-16	31-May-18	UNESCO	Closed
Myanmar	2018	FCAC			LM	2016/17 - 2020/21	200,000	21-Dec-17	30-Sep-18	WB	Active
Europe and Central Asia											
Kyrgyz Republic	2006				LM	2012 - 2020	400,000	22-Dec-17	31-Mar-19	WB	Active
Uzbekistan	2013				LM	2013 - 2017	200,000	21-Dec-17	31-Mar-19	WB	Active
Latin America and the Caribbean											
Nicaragua	2002				LM	2017 - 2021	360,600	23-May-18[108]	18-May-19[109]	WB	Pending[110]
South Asia											
Afghanistan	2011	FCAC			L	2017 - 2021	400,000	4-Apr-17	1-Nov-18	WB	Active
Bhutan	2009		S		LM	2014 - 2024	73,726	21-Dec-17	31-May-18	SAVE	Closed
Sub-Saharan Africa											
Benin	2007				L	2015 - 2017	200,000	16-May-18	14-Jul-19	WB	Active
Burundi	2012	FCAC			L	2018 - 2020	234,000	6-Dec-17	30-Sep-18	AFD	Active
Cabo Verde	2018		S	SIDS	LM	2017 - 2021	17,400	22-Jan-18	16-Feb-18	UNICEF	Closed
Chad	2012	FCAC			L	2018 - 2020	199,605	28-Oct-16	28-Feb-18	UNICEF	Closed
Comoros	2013	FCAC	S	SIDS	L	2018 - 2020	200,000	10-Aug-17	31-Dec-18	UNICEF	Active
Cote d'Ivoire	2010	FCAC			LM	2016 - 2025	200,000	15-Mar-17	16-Mar-18	WB	Closed
Gambia, The	2003	FCAC	S		L	2016 - 2030	199,800	8-Feb-17	5-Jul-18	WB	Active
Ghana	2004				LM	2010 - 2020	400,000	8-Jun-18	31-Aug-19	WB	Active
Guinea-Bissau	2010	FCAC	S	SIDS	L	2016 - 2025	200,000	28-Sep-16	30-Apr-18	WB	Closed
Lesotho	2005		S		LM	2016 - 2026	250,000	2-Jun-16	3-Dec-17	WB	Closed
Liberia	2007	FCAC			L	2017 - 2021	200,000	9-Nov-16	1-Nov-17	WB	Closed
Madagascar	2005				L	2018 - 2022	336,420	13-Apr-17	30-Apr-18	WB	Closed
Rwanda	2006	FCAC			L	2018/19 - 2022/23	139,487	27-Apr-18	10-Aug-18	DFID	Active
Somalia (federal)	2012	FCAC			L	2018 - 2020	399,502	17-Nov-17	1-Nov-18	CARE	Active
Somalia (Puntland)	2012	FCAC			L	2017 - 2021	184,131	22-Dec-16	30-Nov-17	UNICEF	Closed
Somalia (Somaliland)	2012	FCAC			L	2017 - 2021	166,194	16-Feb-17	30-Jun-18	SAVE[111]	Closed
South Sudan	2012	FCAC			L	2017 - 2021	71,165	30-Jan-18	31-Aug-18	UNICEF	Active
Tanzania (Zanzibar)	2013				L	2017/18 - 2021/22	144,434	19-Oct-16	31-Dec-17	Swedish Embassy	Closed

[107] This is the last endorsed ESP.
[108] Nicaragua's PDG was originally approved on May 23, 2018 but was then reapproved on August 16, 2018 following small modifications.
[109] Nicaragua's PDG was originally approved on May 23, 2018, with May 18, 2019 as closing date; however, it was later reapproved on August 16, 2018 with August 31, 2019 as new closing date.
[110] Nicaragua's PDG was originally approved on May 23, 2018; however the grant had not started by June 30, 2018 and is therefore categorized as pending.

ANNEX 1-C: EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS (ESPIGs)

Country Name	Year Joined GPE	Country Profile Information				ESP/TEP Period[112]	Implementable Grant Amount[113]	Grant Modality	Approval Date	Grant Agent	Start/ Agreement Date	Closing Date	Cumulative Disbursement	Grant Status	Funds Status
East Asia and Pacific															
Cambodia	2006				LM	2014 - 2018	19,160,009	Stand Alone	2/22/18 5/22/18[114]	UNESCO, UNICEF[115]	6/1/18 7/1/18[116]	5/31/21 12/31/21[117]	2,439,485	Active	Active/ Pending[118]
Cambodia	2006				LM	2014 - 2018	38,500,000	Stand Alone	19-Nov-13	WB	16-May-14	31-Jul-17	38,500,000	Closed	Closed
Lao PDR	2009				LM	2016 - 2020	16,800,000	Stand Alone	16-Dec-14	WB	4-Jun-15	31-Dec-20	5,621,808	Active	Active
Europe and Central Asia															
Kyrgyz Republic	2006				LM	2012 - 2020	12,700,000	Stand Alone	19-Nov-13	WB	10-May-14	30-Jun-18	12,579,478	Closed	Active
Tajikistan	2005				LM	2012 - 2020	16,200,000	Stand Alone	22-May-13	WB	1-Oct-13	30-Sep-17	16,200,000	Closed	Active
Uzbekistan	2013				LM	2013 - 2017	49,900,000	Stand Alone	28-Jun-14	WB	29-Oct-14	31-Jul-19	41,919,281	Active	Active
Latin America and the Caribbean															
Guyana	2002		S	SIDS	UM	2014 - 2018	1,700,000	Stand Alone	16-Dec-14	WB	5-Jun-15	30-Sep-18	1,700,000	Active	Active
Haiti	2008	FCAC		SIDS	L	2013 - 2016	24,100,000	Project Pooled	28-Jun-14	WB	7-Nov-14	30-Jun-18	24,100,000	Closed	Active
Nicaragua	2002				LM	2017 - 2021	16,700,000	Project Pooled	31-Jul-12	WB	20-Apr-13	15-Nov-17	16,700,000	Closed	Closed
OECS[119]	2016		S	SIDS	UM	2012-2021	2,000,000	Stand Alone	15-Jun-16	WB	27-Jul-16	30-Sep-19	513,623	Active	Active
Middle East and North Africa															
Djibouti	2006	FCAC	S		LM	2010 - 2019	3,800,000	Stand Alone	19-Nov-13	WB	13-Apr-14	30-Jun-18	2,823,121	Closed	Active
Yemen	2003	FCAC			LM	2013 - 2015	72,600,000	Stand Alone	22-May-13	UNICEF	28-Mar-14	3-Mar-19	32,996,611	Active	Active
South Asia															
Afghanistan	2011	FCAC			L	2017 - 2021	55,700,000	Stand Alone	15-Dec-11	UNICEF	3-Aug-12	30-Jun-18	55,700,000	Closed	Active
Bangladesh	2015				LM	2011 - 2017	90,833,333	Sector Pooled	23-May-15	WB	5-Jan-16	30-Jun-18	90,833,333	Closed	Active
Bhutan	2009		S		LM	2014 - 2024	1,600,000	Stand Alone	28-Jun-18	SAVE[120]			-	Pending	Pending
Nepal	2009				L	2016 - 2023	59,300,000	Sector Pooled	23-May-15	WB	22-Jan-16	15-Jul-19	36,687,006	Active	Active
Pakistan (Balochistan)	2012	FCAC			LM	2013 - 2018	34,000,000	Stand Alone	28-Jun-14	WB	25-Mar-15	30-Mar-19	26,564,763	Active	Active
Pakistan (Sindh)	2012	FCAC			LM	2014 - 2018	65,730,921	Stand Alone	28-Jun-14	WB	25-Mar-15	31-Dec-17	65,730,921	Closed	Active

[112] This is the last endorsed ESP.
[113] The implementable grant amount is the grant amount that excludes the supervision allocation.
[114] The fixed component was approved on February 22, 2018, while the variable component was approved on May 22, 2018
[115] UNESCO is the GA for the fixed component, while UNICEF is the GA for the variable component.
[116] The fixed component started on June 1, 2018, while the variable component started on July 1, 2018.
[117] The fixed component is expected to close on May 31, 2021, while the variable component is expected to close on December 31, 2021.
[118] The fixed component is active, while the variable component is pending.
[119] GPE supports four OECS countries with a multi-country allocation. These states are Dominica, Grenada, Saint Lucia and Saint Vincent and the Grenadines. The ESPIG allocation of these four countries is counted as one grant.
[120] Save the Children (US).

Country Name	Year Joined GPE	Country Profile Information				ESP/TEP Period[112]	Implementable Grant Amount[113]	Grant Modality	Approval Date	Grant Agent	Start/ Agreement Date	Closing Date	Cumulative Disbursement	Grant Status	Funds Status
Sub-Saharan Africa															
Benin	2007				L	2015 - 2017	42,300,000	Project Pooled	22-May-13	WB	21-Mar-14	30-Apr-18	42,158,667	Closed	Active
Burkina Faso	2002				L	2017 - 2030	33,240,000	Sector Pooled	6-Dec-17	AFD	15-Mar-18	31-Mar-22	7,878,667	Active	Active
Burkina Faso	2002				L	2017 - 2030	78,200,000	Sector Pooled	22-May-13	AFD	14-Nov-13	31-Dec-17	78,200,000	Closed	Active
Burundi	2012	FCAC			L	2018– 2020	20,100,000	Stand Alone	15-Jun-16	UNICEF	27-Apr-16	31-Mar-19	13,455,084	Active	Active
Cabo Verde	2018		S	SIDS	LM	2017 - 2021	1,270,000	Stand Alone	22-May-18	UNICEF			-	Pending	Pending
Cameroon	2006	FCAC			LM	2013 - 2020	53,300,000	Stand Alone	19-Nov-13	WB	11-Mar-14	30-Sep-18	35,983,260	Active	Active
Central African Republic	2008	FCAC			L	2014 - 2017	15,510,000	Stand Alone	16-Dec-14	UNICEF	17-Dec-14	31-Jul-18	14,832,798	Active	Active
Chad	2012	FCAC			L	2018 - 2020	26,452,580	Stand Alone	22-May-18	UNICEF, UNESCO	1-Jun-18	1-Aug-21	-	Active	Pending
Comoros	2013	FCAC	S	SIDS	L	2018 - 2020	4,600,000	Stand Alone	22-May-13	UNICEF	1-Sep-13	30-Jun-18	4,459,412	Closed	Active
Comoros	2013	FCAC	S	SIDS	L	2018 - 2020	1,986,962	Stand Alone	22-May-18	UNICEF			-	Pending	Pending
Congo, DR	2012	FCAC			L	2016 - 2025	100,000,000	Stand Alone	15-Jun-16	WB	9-Aug-17	28-Feb-21	8,743,246	Active	Active
Cote d’Ivoire	2010	FCAC			LM	2016 - 2025	23,350,000	Stand Alone	22-Feb-18	WB			-	Pending	Pending
Cote d'Ivoire	2010	FCAC			LM	2016 - 2025	41,400,000	Stand Alone	15-Dec-11	WB	16-Jul-12	30-Aug-17	41,349,657	Closed	Active
Eritrea	2013	FCAC			L	2018 - 2022	25,300,000	Stand Alone	19-Nov-13	UNICEF	28-Mar-14	31-Dec-18	15,111,579	Active	Active
Ethiopia	2004	FCAC			L	2015/16-2019/20	99,500,000	Sector Pooled	12/2/16 2/15/17[121]	WB	18-Jul-17	1/9/19 6/30/19[122]	49,203,787	Active	Active
Ethiopia	2004	FCAC			L	2015/16 - 2019/20	100,000,000	Sector Pooled	19-Nov-13	WB	9-May-14	16-Feb-18	100,000,000	Closed	Active
Gambia, The	2003	FCAC	S		L	2016 - 2030	6,900,000	Project Pooled	19-Nov-13	WB	9-Apr-14	31-Aug-18	6,869,424	Active	Active
Gambia, The	2003	FCAC	S		L	2016 - 2030	5,000,000	Project Pooled	22-Feb-18	WB			-	Pending	Pending
Guinea	2002				L	2015 - 2017	37,800,000	Project Pooled	16-Dec-14	WB	21-Jul-15	31-Aug-19	25,454,571	Active	Active
Guinea-Bissau	2010	FCAC	S	SIDS	L	2016 - 2025	4,300,000	Project Pooled	22-Feb-18	WB			-	Pending	Pending
Guinea-Bissau	2010	FCAC	S	SIDS	L	2016 - 2025	12,000,000	Stand Alone	15-Dec-11	UNICEF	4-Sep-12	30-Sep-17	11,624,839	Closed	Active
Kenya	2005				LM	2013 - 2018	88,400,000	Stand Alone	16-Dec-14	WB	4-Jun-15	31-Mar-19	60,438,727	Active	Active
Lesotho	2005		S		LM	2016 - 2026	2,100,000	Stand Alone	7-Jun-17	WB	20-Jul-17	31-Aug-20	355,639	Active	Active
Liberia	2007	FCAC			L	2017 - 2021	11,070,000	Stand Alone	29-Sep-17	WB	25-Jun-18	30-Jun-22	-	Active	Pending
Madagascar	2005				L	2018 - 2022	85,400,000	Stand Alone	22-May-13	WB	24-Oct-13	31-Dec-17	85,350,978	Closed	Active
Madagascar	2005				L	2018 - 2022	45,700,000	Project Pooled	22-Feb-18	WB			-	Pending	Pending

[121] The fixed component was approved on December 2, 2016, while the variable component was approved on February 15, 2017.
[122] The fixed component is expected to close on January 9, 2019, while the variable component is expected to close on June 30, 2019.

Country Name	Year Joined GPE	Country Profile Information		ESP/TEP Period[112]	Implementable Grant Amount[113]	Grant Modality	Approval Date	Grant Agent	Start/ Agreement Date	Closing Date	Cumulative Disbursement	Grant Status	Funds Status
Malawi	2009		L	2008 - 2017	44,900,000	Stand Alone	15-Jun-16	WB	13-Dec-16	31-Dec-20	16,000,000	Active	Active
Mali	2006	FCAC	L	2015 - 2016	41,700,000	Stand Alone	7-Feb-13	WB	27-May-13	31-Dec-17	41,248,412	Closed	Active
Mauritania	2002		LM	2011 - 2020	12,400,000	Stand Alone	22-May-13	WB	18-Feb-14	30-Nov-18	11,336,148	Active	Active
Mozambique	2003	FCAC	L	2012 - 2019	57,900,000	Sector Pooled	23-May-15	WB	16-Sep-15	30-Jun-19	28,000,000	Active	Active
Niger	2002	FCAC	L	2014 - 2024	84,200,000	Project Pooled	19-Nov-13	WB	19-Jul-14	30-Jun-19	60,245,416	Active	Active
Nigeria	2012	FCAC	LM	See footnote[123]	100,000,000	Stand Alone	16-Dec-14	WB	22-May-15	29-Jun-19	59,289,668	Active	Active
Rwanda	2006	FCAC	L	2018/19 - 2022/23	25,200,000	Sector Pooled	23-May-15	DFID	30-Jun-15	31-May-18	25,200,000	Closed	Active
Senegal	2006		L	2013 - 2025	46,900,000	Project Pooled	22-May-13	WB	22-Nov-13	31-May-18	46,322,809	Closed	Active
Sierra Leone	2007	FCAC	L	2018 - 2020	17,900,000	Project Pooled	19-Nov-13	WB	1-Aug-14	31-Dec-17	17,899,794	Closed	Active
Somalia (Federal)	2012	FCAC	L	2018 - 2020	8,200,000	Stand Alone	19-Nov-13	UNICEF	7-Oct-13	31-Dec-17	7,611,232	Closed	Active
Somalia (Puntland)	2012	FCAC	L	2017 - 2021	4,450,121	Stand Alone	21-Aug-17	UNICEF	1-Oct-17	30-Sep-20	661,498	Active	Active
Somalia (Somaliland)	2012	FCAC	L	2017 - 2021	4,200,000	Stand Alone	22-May-13	UNICEF	1-Jun-13	30-Sep-17	4,175,811	Closed	Active
Somalia (Somaliland)	2012	FCAC	L	2017 - 2021	6,020,072	Stand Alone	22-May-18	SAVE[124]			-	Pending	Pending
Somalia (Somaliland) (AF)	2012	FCAC	L	2017 - 2021	1,920,000	Stand Alone	28-Apr-17	SAVE	1-Jun-17	31-Mar-18	-	Closed	Active
South Sudan	2012	FCAC	L	2017 - 2021	36,100,000	Project Pooled	20-Nov-12	UNICEF	1-Jan-13	30-May-18	34,782,567	Closed	Active
Sudan	2012	FCAC	LM	2015/16 - 2016/17	76,500,000	Stand Alone	20-Nov-12	WB	11-Apr-13	15-Feb-19	73,755,297	Active	Active
Tanzania (Zanzibar)	2013		L	2017/18 - 2021/22	5,461,000	Stand Alone	6-Dec-17	Sida	28-Mar-18	27-Mar-22	2,497,127	Active	Active
Tanzania (Mainland)	2013		L	2008 - 2017	94,800,000	Stand Alone	19-Nov-13	Sida	1-Jul-14	31-Dec-18	94,800,000	Active	Active
Togo	2010	FCAC	L	2014 - 2025	27,800,000	Stand Alone	28-Jun-14	WB	5-Mar-15	30-Sep-19	19,762,611	Active	Active
Uganda	2011	FCAC	L	2010 - 2015	100,000,000	Stand Alone	19-Nov-13	WB	19-Aug-14	30-Jun-19	66,199,287	Active	Active
Zambia	2008		LM	2011 - 2015	35,200,000	Sector Pooled	22-May-13	DFID	15-Nov-13	15-Sep-18	21,264,000	Active	Active
Zimbabwe	2013	FCAC	L	2016 - 2020	18,980,000	Stand Alone	2-Dec-16	UNICEF	9-Dec-16	31-Dec-19	2,798,237	Active	Active

[123] Nigeria's ESP periods are: Jigawa 2013 – 2022; Kaduna 2006 – 2015; Kano 2009 – 2018; Katsina 2011 – 2020; and Sokoto 2011 – 2020.
[124] Save the Children

ANNEX 1-D: REGULAR ESPIG AND MULTIPLIER ELIGIBILITY

Country	ESPIG Eligible[125]	Approved MCA[126]	Current ESPIG[127]	Multiplier Eligible[128]	Approved MCAM[129]	GPE Member	Year Joined GPE	Country Profile			
ESPIG and Multiplier Eligible Countries											
Afghanistan	Yes	Yes	Yes	Yes	No	Yes	2011	FCAC			L
Bangladesh	Yes	Yes	Yes	Yes	No	Yes	2015				LM
Bhutan	Yes	Yes	No	Yes	No	Yes	2009		S		LM
Cabo Verde	Yes	Yes	No	Yes	No	No	2018		S	SIDS	LM
Cambodia	Yes	Yes	Yes	Yes	No	Yes	2006				LM
Cameroon	Yes	Yes	Yes	Yes	No	Yes	2006	FCAC			LM
Comoros	Yes	Yes	Yes	Yes	No	Yes	2013	FCAC	S	SIDS	L
Congo, DR	Yes	Yes	Yes	Yes	No	Yes	2012	FCAC			L
Cote d'Ivoire	Yes	Yes	Yes	Yes	No	Yes	2010	FCAC			LM
Djibouti	Yes	Yes	Yes	Yes	Yes	Yes	2006	FCAC	S		LM
Dominica	Yes	Yes	Yes	Yes	No	Yes	2016		S	SIDS	UM
Ethiopia	Yes	Yes	Yes	Yes	No	Yes	2004	FCAC			L
Gambia, The	Yes	No	Yes	Yes	No	Yes	2003	FCAC	S		L
Ghana	Yes	Yes	No	Yes	Yes	Yes	2004				LM
Grenada	Yes	Yes	Yes	Yes	No	Yes	2016		S	SIDS	UM
Guinea-Bissau	Yes	Yes	Yes	Yes	No	Yes	2010	FCAC	S	SIDS	L
Guyana	Yes	Yes	Yes	Yes	No	Yes	2002		S	SIDS	UM
Kenya	Yes	Yes	Yes	Yes	No	Yes	2005				LM
Kiribati	Yes	Yes	No	Yes	No	No	Eligible	FCAC	S	SIDS	LM
Lao PDR	Yes	Yes	Yes	Yes	No	Yes	2009				LM
Lesotho	Yes	Yes	Yes	Yes	No	Yes	2005		S		LM
Maldives	Yes	Yes	No	Yes	No	No	Eligible		S	SIDS	UM
Marshall Islands	Yes	Yes	No	Yes	No	No	Eligible	FCAC	S	SIDS	UM
Mauritania	Yes	Yes	Yes	Yes	Yes	Yes	2002				LM
Micronesia	Yes	Yes	No	Yes	No	No	Eligible	FCAC	S	SIDS	LM
Mozambique	Yes	Yes	Yes	Yes	No	Yes	2003	FCAC			L
Myanmar	Yes	Yes	No	Yes	No	No	2018	FCAC			LM
Nepal	Yes	Yes	Yes	Yes	Yes	Yes	2009				L
Nicaragua	Yes	Yes	Yes	Yes	No	Yes	2002				LM

[125] This ESPIG eligibility is based on the March 2017 Board decision.
[126] These are the MCAs approved in February and June of 2018.
[127] Countries that had an ESPIG active at any point during FY18.
[128] The Multiplier eligibility is based on the June 2018 Board decision.
[129] Maximum country allocation from the Multiplier, as of June 30, 2018.

Country	ESPIG Eligible[125]	Approved MCA[126]	Current ESPIG[127]	Multiplier Eligible[128]	Approved MCAM[129]	GPE Member	Year Joined GPE	Country Profile			
Nigeria	Yes	Yes	Yes	Yes	No	Yes	2012	FCAC			LM
Pakistan	Yes	Yes	Yes[130]	Yes	No	Yes	2012	FCAC			LM
Papua New Guinea	Yes	Yes	No	Yes	No	Yes	2010	FCAC		SIDS	LM
Samoa	Yes	Yes	No	Yes	No	No	Eligible		S	SIDS	UM
Sao Tome and Principe	Yes	Yes	No	Yes	No	Yes	2007		S	SIDS	LM
Solomon Islands	Yes	Yes	No	Yes	No	No	Eligible	FCAC	S	SIDS	LM
St. Lucia	Yes	Yes	Yes	Yes	No	Yes	2016		S	SIDS	UM
St. Vincent and the Grenadines	Yes	Yes	Yes	Yes	No	Yes	2016		S	SIDS	UM
Sudan	Yes	Yes	Yes	Yes	No	Yes	2012	FCAC			LM
Syria	Yes	Yes	No	Yes	No	No	Eligible	FCAC			LM
Timor-Leste	Yes	Yes	No	Yes	No	Yes	2005		S	SIDS	LM
Tonga	Yes	Yes	No	Yes	No	No	Eligible		S	SIDS	UM
Tuvalu	Yes	Yes	No	Yes	No	No	Eligible	FCAC	S	SIDS	UM
Uganda	Yes	Yes	Yes	Yes	No	Yes	2011	FCAC			L
Vanuatu	Yes	Yes	No	Yes	No	No	Eligible		S	SIDS	LM
Yemen	Yes	Yes	Yes	Yes	No	Yes	2003	FCAC			LM
Zambia	Yes	Yes	Yes	Yes	Yes	Yes	2008				LM
Zimbabwe	Yes	Yes	Yes	Yes	Yes	Yes	2013	FCAC			L
ESPIG Eligible but Not Multiplier Eligible											
Benin	Yes	Yes	Yes	No	No	Yes	2007				L
Burkina Faso	Yes	Yes	Yes	No	No	Yes	2002				L
Burundi	Yes	Yes	Yes	No	No	Yes	2012	FCAC			L
Central African Republic	Yes	Yes	Yes	No	No	Yes	2008	FCAC			L
Chad	Yes	Yes	Yes	No	No	Yes	2012	FCAC			L
Eritrea	Yes	Yes	Yes	No	No	Yes	2013	FCAC			L
Guinea	Yes	Yes	Yes	No	No	Yes	2002				L
Haiti	Yes	Yes	Yes	No	No	Yes	2008	FCAC		SIDS	L
Liberia	Yes	Yes	Yes	No	No	Yes	2007	FCAC			L
Madagascar	Yes	Yes	Yes	No	No	Yes	2005				L
Malawi	Yes	Yes	Yes	No	No	Yes	2009				L
Mali	Yes	Yes	Yes	No	No	Yes	2006	FCAC			L
Niger	Yes	Yes	Yes	No	No	Yes	2002	FCAC			L
Rwanda	Yes	Yes	Yes	No	No	Yes	2006	FCAC			L
Senegal	Yes	Yes	Yes	No	Yes	Yes	2006				L
Sierra Leone	Yes	Yes	Yes	No	No	Yes	2007	FCAC			L

[130] Pakistan (Balochistan) and Pakistan (Sindh) each had an ESPIG active at some point during FY18.

Country	ESPIG Eligible[125]	Approved MCA[126]	Current ESPIG[127]	Multiplier Eligible[128]	Approved MCAM[129]	GPE Member	Year Joined GPE	Country Profile		
Somalia	Yes	Yes	Yes[131]	No	No	Yes	2012	FCAC		L
South Sudan	Yes	Yes	Yes	No	No	Yes	2012	FCAC		L
Tanzania	Yes	Yes	Yes[132]	No	Yes[133]	Yes	2013			L
Togo	Yes	Yes	Yes	No	No	Yes	2010	FCAC		L
Multiplier Eligible but Not ESPIG Eligible										
Armenia	No	No	No	Yes	No	No	Eligible			LM
Bolivia	No	No	No	Yes	No	No	Eligible			LM
Congo, Republic of	No	No	No	Yes	No	Yes	2015	FCAC		LM
Egypt	No	No	No	Yes	No	No	Eligible	FCAC		LM
El Salvador	No	No	No	Yes	No	No	Eligible			LM
Guatemala	No	No	No	Yes	No	No	Eligible			LM
Honduras	No	No	No	Yes	No	Yes	2002			LM
India	No	No	No	Yes	No	No	Eligible	FCAC		LM
Indonesia	No	No	No	Yes	No	No	Eligible			LM
Kyrgyz Republic	No	No	Yes	Yes	Yes	Yes	2006			LM
Moldova	No	No	No	Yes	No	Yes	2005			LM
Mongolia	No	No	No	Yes	No	Yes	2006			LM
Morocco	No	No	No	Yes	No	No	Eligible			LM
Philippines	No	No	No	Yes	No	No	Eligible	FCAC		LM
Sri Lanka	No	No	No	Yes	No	No	Eligible	FCAC		LM
Swaziland	No	No	No	Yes	No	No	Eligible		S	LM
Tajikistan	No	No	Yes	Yes	Yes	Yes	2005			LM
Tunisia	No	No	No	Yes	No	No	Eligible			LM
Ukraine	No	No	No	Yes	No	No	Eligible	FCAC		LM
Uzbekistan	No	No	Yes	Yes	Yes	Yes	2013			LM
Vietnam	No	No	No	Yes	No	Yes	2003			LM
West Bank and Gaza	No	No	No	Yes	No	No	Eligible	FCAC		LM

[131] Somalia (Federal), Somalia (Puntland) and Somalia (Somaliland) each had an ESPIG active at some point during FY18.
[132] Tanzania (Zanzibar) and Tanzania (Mainland) each had an ESPIG active at some point during FY18.
[133] The Multiplier allocation went to Zanzibar.

ANNEX 1-E: A COMPARISON OF THE MULTIPLIER AND REGULAR ESPIG

REGULAR ESPIG	MULTIPLIER ESPIG
Type of Grant/Purpose	
• Education sector program implementation grant (ESPIG). Includes fixed and variable parts. • Provides support for ESP implementation.	• A type of ESPIG. Includes fixed and variable parts. • Provides support for ESP implementation. • Leverages additional external investments for education.
Eligibility Criteria to Obtain Indicative Allocation	
• An indicative allocation (maximum country allocation, or MCA) is set aside by the GPE Board for eligible countries, using certain criteria – regardless of GPE membership status. • No expression of interest (EOI) is needed to receive an MCA. • To submit a grant application for the MCA, a country must be a GPE developing country partner with a credible endorsed ESP/TEP.	• Potential allocations (maximum country allocation from the Multiplier, MCAM) are not “automatically” set aside for countries. An MCAM is obtained by a country with a credible endorsed ESP/TEP. • To obtain an MCAM, a country must first submit an EOI which is approved by the GPC. The EOI must demonstrate additionality/co-financing – showing that for every $1 to be accessed from the Multiplier allocation at least another $3 has been mobilized in new and additional financing for education from external sources. • After being approved for an MCAM, a country can submit a grant application to receive a Multiplier ESPIG.
Grant Application Process	
• Application goes through a review process that includes QAR I, QAR II and QAR III, and GPC/Board approval. • Critical requirements considered are: availability of independently appraised and endorsed ESP/TEP, evidence of commitment to finance the endorsed ESP/TEP, and availability of critical data and evidence.	• Grant application process is same as for regular ESPIG. • The same critical requirements as for regular ESPIG plus: • Additionality/co-financing requirement demonstrated in the EOI remains valid.
Grant Agent Selection	
• GA selection is in line with the guidelines set out in the Standard Selection Process for Grant Agents and the GPE Terms of Reference for GA Selection.	• GA selection is same as for regular ESPIG, plus: • The selection process may take into consideration requirements of multiple external financing partners.
Implementation Modalities	
• Grant may be implemented as: sector pooled, project pooled/co-financing, or project stand alone.	• Same as regular ESPIG.

ANNEX 1-F: ESPDGS WITH EXTENSIONS IN FY18

Country	Countries Affected by Fragility & Conflict	Grant Amount (US$)	Grant Agent	Start Date	Original End Date	Extension 1 End Date	Extension 2 End Date	Extension 3 End Date	Exceptional Case
Benin		428,794	SDC[134]	7-Mar-16	31-Dec-17	30-Jun-18	30-Sep-18		Yes
Senegal		250,000	World Bank	8-Apr-16	31-Dec-16	31-Dec-17	31-Dec-18		Yes
Sudan	FCAC	499,900	World Bank	10-Mar-16	30-Jun-17	30-Jun-18	31-Dec-18		Yes
Zambia		498,391	UNICEF	3-May-16	31-Jan-17	31-Jul-17	31-Mar-18	30-Sep-18	Yes
Guinea-Bissau	FCAC	190,999	UNICEF	9-Feb-17	30-Mar-18	30-Sep-18			
Kyrgyz Republic		500,000	World Bank	18-Jan-17	30-Jun-18	31-Dec-18			
Regional Pacific SIDS	FCAC[135]	200,000	ADB[136]	6-Mar-17	31-Mar-18	31-Aug-18			
Sao Tome and Principe		236,600	World Bank	1-Apr-17	28-Feb-18	31-Dec-18			Yes
Micronesia	FCAC	231,988	ADB	1-Feb-16	1-Feb-17	1-Aug-17			
Nicaragua		500,000	World Bank	9-Feb-15	15-Jul-16	31-Dec-16	31-Aug-17		Yes
Liberia	FCAC	500,000	World Bank	15-Jan-16	31-Dec-16	30-Jun-17	30-Sep-17		Yes
Republic of Marshall Islands	FCAC	204,814	ADB	1-Apr-16	31-Mar-17	30-Sep-17			
Afghanistan	FCAC	154,250	World Bank	21-Jul-16	1-May-17	1-Nov-17			
Sierra Leone	FCAC	361,000	UNICEF	18-Apr-17	30-Sep-17	30-Nov-17			
Somalia-Somaliland	FCAC	488,868	UNICEF	23-Sep-16	31-Jul-17	30-Nov-17			
Honduras		500,000	World Bank	2-Oct-15	30-Jun-16	30-Sep-17	30-Dec-17		Yes
Chad	FCAC	250,000	UNESCO	11-Aug-16	30-Jun-17	31-Dec-17			
Vietnam		233,650	UNESCO	1-May-15	1-Aug-16	1-Feb-17	1-Aug-17	1-Feb-18	Yes
Timor-Leste		250,000	World Bank	22-Dec-16	30-Sep-17	31-Mar-18			
Gambia	FCAC	443,362	World Bank	1-Dec-16	31-Oct-17	30-Apr-18			
Guinea		219,401	UNICEF	7-Mar-17	7-Mar-18	30-Jun-18			
Mali	FCAC	442,604	UNICEF	15-Jun-16	30-Apr-18	30-Apr-19			Yes
Maldives		500,000	UNICEF	16-Oct-17	31-May-18	31-Aug-18			
Burundi	FCAC	416,927	UNICEF	15-Jun-17	30-Jun-18	31-Jul-18			
Ghana		442,772	DFID	19-Jul-17	19-Jul-18	19-Oct-18			
Total	**13**	**8,944,320**				**25**	**8**	**2**	**10**

[134] Swiss Development Cooperation.
[135] Three of the Regional Pacific SIDS supported by this ESPDG (Kiribati, Tuvalu and Solomon Islands) are categorized as FCACs.
[136] Asian Development Bank

ANNEX 2: GPE DEVELOPING COUNTRY PARTNERS

Click on the hyperlinks below to access the GPE website country pages (internet connection required)

A

- Afghanistan
- Albania

B

- Bangladesh
- Benin
- Bhutan
- Burkina Faso
- Burundi

C

- Cabo Verde
- Cambodia
- Cameroon
- Central African Republic
- Chad
- Comoros
- Congo, Dem. Rep.
- Congo, Rep.
- Cote d'Ivoire

D

- Djibouti
- Dominica

E

- Eritrea
- Ethiopia

G

- Gambia, The
- Georgia
- Ghana
- Grenada
- Guinea
- Guinea-Bissau
- Guyana

H

- Haiti
- Honduras

K

- Kenya
- Kyrgyz Republic

L

- Lao PDR
- Lesotho
- Liberia

M

- Madagascar
- Malawi
- Mali
- Mauritania
- Moldova
- Mongolia
- Mozambique
- Myanmar

N

- Nepal
- Nicaragua
- Niger
- Nigeria

P

- Pakistan
- Papua New Guinea

R

- Rwanda

S

- St. Lucia
- St. Vincent and the Grenadines
- Sao Tome and Principe
- Senegal
- Sierra Leone
- Somalia
- South Sudan
- Sudan

T

- Tajikistan
- Tanzania
- Timor-Leste
- Togo

U

- Uganda
- Uzbekistan

V

- Vietnam

Y

- Yemen

Z

- Zambia
- Zimbabwe

ANNEX 3: REPONSES TO RECOMMENDATIONS FROM 2017 PORTFOLIO REVIEW

Recommendations	*Responses*
1. Key observation: Grant implementation continues to show some delays. The Secretariat committed to continuing to identify both the causes of delays and timely mitigation measures. The Secretariat will continue to look at patterns in the overall ESPIG portfolio to have more information on causes of delays. Since FY14, there have been many improvements to collecting and analyzing data related to grant characteristics, activities and performance. However, with better processes and better data collection throughout the year, more work can and will be done to identify repeated activities that are at a higher risk of delaying a grant and apply measures to mitigate them. Going forward, a deeper level of analysis will be developed that considers extension requests, restructurings and mid-term reviews.	While previous year's analyses compared implementation status with several grant attributes, this year's analysis looked into activity level details to better understand what factors cause implementation delays and inform what actions can be undertaken to improve grant performance. As part of this effort, the Country Support Team (CST) developed a new methodology and selected a sample composed of grants rated as delayed and slightly behind in FY18 and FY17. The methodology allows identification of the most common and frequent reasons for implementation delays, while findings provide insights on possible measures that could be applied to mitigate grant implementation delays in the future (see Annex 4 for details on methodology of the implementation delay analysis).
2. Key observation: Coding methodology will continue to be improved. The refinement of the coding framework with a clear rubric and operational guide for coding allowed for an improved coding exercise. However, the current set-up of project documents still does not allow for systematic assignment of specific dollar figures to thematic activities coded. Where possible, dollar amounts were incorporated in the analysis based on the financial figures provided by the GAs. It is currently not feasible though to apply a formal methodology across the portfolio to extract such figures. Ideally, agreements with GAs to code grants using a common typology in the grant budget and grant application would enable the Secretariat to identify dollar amounts for sub-sectoral and thematic activities. Furthermore, the coding exercise still does not include a weighted approach since financial figures by thematic activity or subsector cannot be systematically assigned across the entire portfolio. The coding methodology has been revised internally (within the Secretariat) to the extent possible. The remaining challenge is the analysis of ESPIG by budgeted spending. The challenge is exacerbated by the current set-up of many project documents whereby the level of detail provided on budgeted spending by components/sub-components varies from one project to another, and particularly from one GA to another. A consultation is being held with OECD in October 2017 to implement a standardized approach for coding all grants as per the OECD standard, which GAs also report in line with.	In follow-up to the consultation with OECD in October 2017 and in January 2018, the Secretariat implemented a standardized approach for coding the financial investment as per the OECD standard, and reported on GPE's financial investment through ESPIGs per subsector. In FY19, the Secretariat will further develop a methodology which will allow reporting per thematic coding.

3. Key observation: Risk management can be improved by identifying ways to mitigate the risk on domestic financing. Looking at the impact of the Secretariat's mitigation measures in the 19 focus contexts, the Secretariat has had substantial impact in managing risk regarding achievement of grant objectives. However, the Secretariat has not been well positioned to have an impact on mitigating risk on domestic financing, apart from during the upstream application of the funding model. The new GPE financing and funding framework (FFF) sets out mechanisms to leverage increased resources and to strengthen monitoring and accountability around domestic finance commitments, which, once designed, should strengthen management of this risk. As for next steps, the Secretariat will reassess operational risks across the portfolio of ESPIGs on an annual basis. For its FY18 review, the Secretariat will link data from grant portfolio reviews and results framework country analytics with the operational risk framework. For example, GPE results and indicator framework indicators 10 (proportion of DCPs that have increased their public expenditure on education or maintained sector spending at 20 percent or above), 16a (proportion of endorsed ESPs or TEPs meeting quality standards), 17 (proportion of DCPs with a data strategy that meets quality standards) and 18 (proportion of JSRs meeting quality standards) will be used to inform sector risk assessments. Indicator 25 (proportion of GPE program grants assessed as on track with implementation) will help to determine the risk level for a sub-risk under grant risk. The Secretariat will continue to review the effectiveness of the risk mitigation measures and regularly report to management on progress, particularly with respect to countries and grants rated as critical risk or high risk. Revisions to the operational risk assessment methodology will be finalized and presented to the Board once risk management specialists have been brought on board in the Secretariat.

A review of GPE's risk policies and practices was undertaken in early 2018, based on which the Secretariat is making improvements to its risk management frameworks. As part of this, the Secretariat will identify the owner of each of the risks that GPE faces as well as the different partners who need to take effective risk mitigation actions. As noted in the previous portfolio review, the Secretariat has not been well positioned to have an impact on mitigating the risk on domestic financing, apart from during the upstream application of the funding model. Over the next six months, and in alignment with discussions on the efficient partnership review, the Secretariat will develop a more robust understanding of risk drivers that contribute to insufficient funding for the education sector. As part of this, the Secretariat will look not just at how it monitors domestic financing commitments, but also at how it can mitigate the risk by advocating countries to increase their education spending.

4. Key observation: Variable tranche results. GPE's funding model emphasizes sector-level readiness to meet the funding model requirements as well as grant application quality. As a result, the Secretariat's focus has shifted to a more intensive and sustained focus on upstream support to sector-level planning and grant preparation, which results in a longer grant application process. In order to better support countries through this rigorous preparation process, the Secretariat should seek to find a balance between predictability and flexibility. The introduction of QAR meetings creates the opportunity to systematically track and analyze feedback to DCPs to glean lessons learned. The Secretariat should take advantage of this to generate organizational learning. As the funding model matures, the volume of ESPIGs beginning to meet variable part targets will increase. The Secretariat should closely monitor progress towards these objectives through variable tranche strategies, and should liaise with GAs to discuss lessons learned about verification and disbursement arrangements.	In FY18, GPE promoted an increased awareness and knowledge of funding model requirements, ESPIG program quality standards and variable part criteria across all partners. This was done by further embedding and systematizing the standards-based approach to evaluating ESPIG applications throughout the QAR process, including the final assessment methodology used by the GPC. This methodology provides a fair and structured approach to evaluating grant applications and provides structure for giving feedback and gleaning lessons learned. The variable part guidance note (currently being finalized) will provide operational guidance to countries preparing the variable part of their ESPIG applications. The Secretariat also undertook efforts in FY18 to further investigate and document the experience of countries with the variable part, and better position GPE's funding model against other results-based financing programs and interventions under varied institutional approaches. This included the development of a working paper (currently being finalized) analyzing GPE experience and lessons learnt. There was also a presentation and discussion on the variable part at a DCP meeting in Maputo in May 2018. The Secretariat also developed a variable part monitoring system, which was established with a simple database. The system will be further improved during FY19.
5. Key observation: Need for greater alignment and harmonization of external aid. The Secretariat is working with country partners to engage in dialogue around aid effectiveness and the need for greater alignment and harmonization of external aid. This dialogue should be part of the early ESA and ESP development processes. Practices in aid delivery need to be questioned more strongly against the objectives of the Partnership to develop more aligned modalities. This should be reflected in decisions and processes going forward, including the choice of modality to support GPE grant funding and QARs of ESPIG-funded programs. Lessons learned from aligned pooled funds will be capitalized to better inform options available to DCPs and GAs, particularly around risk management and capacity support strategies. The development partners will play a critical role in facilitating progress, challenging existing practices and encouraging the development of aid that can adequately combine significant degrees of alignment on national systems, funding at scale and appropriate fiduciary safeguards.	The Secretariat developed an alignment roadmap, presented to the GPC in 2017, to support the Partnership's objectives for greater alignment and harmonization. This roadmap focuses on: i) institutionalizing GPE's conceptual approach to aid alignment, to better finance education systems and leverage their improvements; ii) strengthening country support operations to foster change at country level; iii) capitalizing good practices and knowledge across the Partnership; and iv) engaging with GAs on aid alignment, working through procedural opportunities and constraints for more aligned modalities. Implementation of the roadmap started in 2017, with periodic updates provided to the GPC. An alignment task force has been set up within the Secretariat to support country engagement and analytical work around alignment. Opportunity countries for more alignment will be targeted, based on data of countries with weakly aligned current ESPIGS and an anticipated pipeline for new ESPIG applications. In FY18, 11 target countries were identified for additional support and monitoring. While the choice of modality is down to the country partners and the GA, there are important steps and opportunities in GPE country-level processes that the Secretariat can support and leverage. The implementation of the roadmap will continue through FY19, challenging and supporting country partners to design more aligned modalities. Further tools and practices will be developed to reinforce the Secretariat's capacity to engage.

ANNEX 4-A: GRANTS DISBURSEMENT AND IMPLEMENTATION STATUS

Grants that came out of the red (compared to FY17 status)

Guinea

Grant	Amount: US$37.8 million GA: World Bank	Period elapsed: 71.6% Disbursed: 67.3% Closing Date: 31-Aug-19	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	The improvement in ratings is the result of the ESPIG extension approved in January 2018. The project has been restructured and the closing date extended from July 1, 2018 to August 31, 2019. This extension will allow the time needed to complete the implementation of key activities, specifically classroom construction activities. Achieving the construction target is challenging, particularly given the 30% increase in the cost of cement, and the implementation of this aspect of the project is being closely monitored.				

Malawi

Grant	Amount: US$44.9 million GA: World Bank	Period elapsed: 41.4% Disbursed: 35.6% Closing Date: 31-Dec-20	**Status FY17**	Delayed IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	The project has shown significant improvement in the implementation progress since the last reporting period. Several key activities were initiated during this period, including the disbursement of various school grants. The delays in the FY18 reporting period are mainly in the initiation of construction activities due to delay in reaching agreement between the government and the GA on implementation modality from the decentralized mechanism to more centralized managed contracts. This resulted in higher cost for construction and a shortfall in funds for construction activities. The GA and the government have agreed to use the variable part tranche to cover the shortfall. Remedial actions include regular supervision and monitoring meetings, the launch of a technical audit to complement the post-procurement review (PPR) process and recruitment of additional expertise to support the Education Infrastructure Management Unit (EIMU) to manage the construction process for the project-supported civil works. In addition, enhanced participation of development partners (DPs) and facilitation by the Secretariat helped the GA and government to reach a common understanding on the implementation modality.				

Uganda

Grant	Amount: US$100 million GA: World Bank	Period elapsed: 79.5% Disbursed: 66.2% Closing Date: 30-Jun-19	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	There has been progress in implementing key project activities and the project has picked up pace in several areas; e.g. teacher training, inspections, early grade reading assessment (EGRA), commencing new round of school construction. Although the quality of the procurement submissions improved significantly in most of the cases, areas of key concern still include the time taken for the procurement process to be completed, contracts to be amended and payments to be processed. The project has been restructured to further enhance implementation performance. The results framework was reviewed and selected indicators and targets modified to reflect current implementation status. The				

	GA is working with the Ministry of Education to expedite and complete the remaining procurement processes to ensure sufficient time for delivery of the required outputs in advance of project closure.

Togo

Grant	Amount: US$27.8 million GA: World Bank	Period elapsed: 93.0% Disbursed: 71.1% Closing Date: 30-Sep-18 (as of June 30, 2018)	**Status FY17**	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	Slightly behind CUMULATIVE DISBURSEMENT
Comments	Despite the initial delay, the project implementation is progressively catching up in several areas; e.g. the development of new curricula and textbooks for grade 1, teachers and headmasters' training, school grants and construction works. Disbursement rate is on track and on the upward trend (about 71.1 percent as of June, 2018). However, due to the initial delay in the procurement process of grade 1 textbooks, textbooks for grade 2 have not yet been distributed to schools, and there may be a delay in the delivery of textbooks for grade 3 due to a delay in signing the editor's contract. The project is in the process of being restructured in order to extend the closing date from September 30, 2018 to September 30, 2019 to allow for the completion of project activities and full achievement of the project development objective. Lessons learned from the delay in the bidding process for grade 1 textbooks have been taken into account in the bidding process for future textbooks procurement, allowing for necessary provisions in the bidding documents.				

Niger

Grant	Amount: US$84.2 million GA: World Bank	Period elapsed: 79.9% Disbursed: 71.6% Closing Date: 30-Jun-19	**Status FY17**	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	The project was restructured in February, 2018 and its closing date extended from September 2018 to June 2019, with some reallocation of funds across disbursement categories. The project is supported by substantial national and international technical assistance on all aspects of the project management. The disbursement rate has increased from 51% in November 2017 to 72% in June 2018 and remains on a positive trend. With all technical assistance experts now in place, improvements have begun to be visible. Implementation is moving forward, and five of eight program development objectives (PDO) indicators were attained as of June, 2018, with four surpassing initial objectives. All objectives are expected to be met by the project's closing date. Delays in implementation were mainly related to procurement and capacity constraints in the Ministry of Education and Ministry of Finance, including a shortage of staff in key ministry departments, in particular for functions such as procurement and construction.				

Grants that turned red in FY18

Zimbabwe

Grant	Amount: US$20.6 million GA: UNICEF	Period elapsed: 50.9% Disbursed: 13.6% Closing Date: 31-Dec-19	**Status FY17**	Slightly behind IMPLEMENTATION	Slightly behind CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT

Delay Factors	Component 1 on policy development faced challenges due to looming national economic and political constraints. Procurement of textbooks was initially slow due to the economic climate, difficulties associated with the off-shore procurement of raw materials, and unavailability of suppliers.
Remedial Actions	The policy development component has been accelerated. Textbook procurement was in process in July, 2018 and commitments worth about US$5 million had been made.
Current Status	When these commitments are factored, disbursements can be considered to be on track.

Grants that have remained red (since FY17)

Lao PDR

Grant	Amount: US$16.8 million GA: World Bank	Period elapsed: 74.8% Disbursed: 33.5% Closing Date: 31-Dec-20	**Status FY17**	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	The project implementation is still lagging behind due to past delays in the development of the school-based management training content and the organization of the training for 8,900 school principals. However, a positive development is that all schools have opened bank accounts, and not only those that are more geographically accessible, as initially planned. In June 2018, initial payments of block grants to all schools in 88 priority districts were made, contributing to disbursement increases. The procurement of technical support for Component 2 was also delayed due to the strict procurement rules and Ministry's staff availability. The weak capacity and coordination challenges between departments within the Ministry and the Project Coordination Unit (PCU), and between the PCU and the DPs have also partially contributed to the delays.				
Remedial Actions	The project revision request was approved in June 2018, with an implementation period extension of 17.5 months. The restructuring contains further remedial actions, discussed in depth between the Ministry, GA and other DPs. A project coordinator will be hired to support the day-to-day coordination tasks of the PCU. Component 2 was also revised to target pre-primary children instead of grades 1 and 2, due to the technical overlap with a project supported by Australia's Department of Foreign Affairs and Trade (DFAT). The proposed implementation arrangements – the recruitment of individual consultants – will lighten the procurement procedures and allow for more nimble support vis-a-vis the needs, and the recruitment of a literacy supervisor will complement and enable follow-up on the inputs of individual consultants.				
Current Status	As the project revision request was approved only in June 2018, the improvements as a result of the revision will be analyzed in the next reporting cycle. However, while the initial implementation of school-based management took time, all the key elements are now in place (e.g. large-scale training carried out, school bank accounts opened and verified by the GA). The project is therefore likely to be implemented more smoothly from now, as witnessed in the recent improvement in disbursements.				

Yemen

Grant	Amount: US$72.6 million GA: UNICEF	Period elapsed: 76.35% Disbursed: 43.16% Closing Date: 03-Mar-19	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	Several factors impacted the implementation of activities during the year, after consensus was reached among DPs to put on hold the implementation of non-essential activities until the completion of the TEP to ensure that GPE-funded activities are aligned with it. In addition,				

	the ongoing conflict in the country and division of ministries between the internationally recognized government in Aden and the de-facto authority in Sana hindered the flow of activities.
Remedial Actions	The GA continued dialogue with the internationally recognized government in Aden and the de-facto authority in Sana to advocate for early finalization of the TEP. The GA also kept the LEG, DPs and Secretariat updated on the challenges being faced in the field. Earlier in 2018, during the LEG meeting in Beirut, agreement was reached among partners, including the government, to proceed with the reprogramming of the GPE grant to ensure that children are able to get the best support. The GA is currently working on the revision of the program to ensure effective utilization of GPE resources.
Comments	No significant improvement has been witnessed in implementation, which is largely due to the above-mentioned conflict and divisions. Coordination among partners has greatly helped the GA to work better and more closely with authorities in the country to move forward with the reprogramming.

Zambia

Grant	Amount: US$35.2 million GA: DFID	Period elapsed: 95.7% Disbursed: 60.4% Closing Date: 15-Sep-18	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	The significant delay in the disbursement of funds to the sector budget support (SBS) was due to the GA's assessment of high fiduciary risk concern as a result of the auditor-general's report and inadequate progress by the Ministry of General Education (MoGE) on meeting the milestones agreed between the Ministry and the GA for the disbursement of funds.				
Remedial Actions	The GA is following up with the MoGE and the Office of Auditor-General on the early resolution of the forensic audit to assess the magnitude of potential misuse of GPE resources. Several meetings took place between the GA and the government to address pending DLI results. GPE Secretariat country leads (CL) also participated in the dialogue and meetings.				
Comments	After the release of the report, the GA will decide if further forensic audit is required.				

Eritrea

Grant	Amount: US$25.3 million GA: UNICEF	Period elapsed: 89.5% Disbursed: 59.7% Closing Date: 31-Dec-18	**Status FY17**	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	The delay in disbursements is mainly related to the funding arrangement of the school construction activity, which is based on reimbursement upon completion. Construction is currently under way and the Ministry of Education will receive disbursement once the construction has been completed.				
Remedial Actions	The GA is closely monitoring school construction and will take measures if there are further delays. The measures will include reporting to the Ministry and resolving any issues, likely to be related to local contractors and availability of labor.				
Comments	Construction is on track and the GA and Ministry are confident that it will be completed by the end of the year.				

OECS

Grant	Amount: US$2 million GA: World Bank	Period elapsed: 60.5% Disbursed: 25.7% Closing Date: 30-Sep-19	**Status FY17**	Delayed IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
			Status FY18	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	Activities could not be started due to the delay of consultants' recruitment. Out of four consultancies, three were contracted in July 2017 but the one on Component 3 was still delayed in November 2017. Delay also occurred because of the lengthy period of time taken (one and a half months) for the GA to obtain the endorsement from development partners in the LEG for revising the results framework (mid-February, 2018). It also took time to receive a revised proposal that was found agreeable by the Secretariat.				
Remedial Actions	The restructuring was approved by the Secretariat at the beginning of April 2018.				
Comments	There has been no significant improvement since the restructuring; however, since the revision of the results framework lowered the targets, it is expected that the targets will be achieved within the planned time frame.				

Cameroon

Grant	Amount: US$53.3 million GA: World Bank	Period elapsed: 94.5% Disbursed: 67.5% Closing Date: 30-Sep-18	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	On track IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	There has been some implementation progress and the implementation status report (ISR) of June 2018 confirms that the project is on track to meet its development objectives. Delays were mainly related to protracted procurement due to internal conflicts in some of the regions, processing delays and weaknesses in contract management. As of June 2018, disbursements have reached only 68% of the total grant amount. However, with projected additional disbursements pending independent verification of DLIs, total disbursements are likely to reach about 86% by end-December 2018.				
Remedial Actions	A qualified procurement specialist has been recruited. The government has also recently sent a request for a second restructuring (endorsed by the LEG), including a 10-month project extension (under review by the Bank Project team).				
Comments	An extension of the project's closing date from September 30, 2018 to July 31, 2019 is envisaged to support the completion of the delayed activities.				

Grants that Closed by June 30, 2018 that came out of red, turned red or remained red (compared to FY17)

Bangladesh (came out of red)

Grant	Amount: US$100 million GA: World Bank	Period elapsed: 100.0% Disbursed: 90.8% Closing Date: 30-Jun-18	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	Although most of the program objectives and targets were achieved, a few interventions did not perform well. These include second chance education (due to capacity constraints of the Bureau of Non-Formal Education, or BNFE) and needs-based infrastructure construction (due to delays in site identification). For the second chance education, BNFE was replaced by the Directorate of Primary Education. Site identification was also accelerated for civil works. A total of 100,000 children were enrolled in SCE centers at the close of PEDP 3 against the target of 300,000, while a total of 27,500 classrooms were constructed against the target of 31,000 (89%).				

Comoros (came out of red)

Grant	Amount: US$4.6 million GA: UNICEF	Period elapsed: 100.0% Disbursed: 96.9% Closing Date: 30-Jun-18	**Status FY17**	Delayed IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	A request to restructure the grant and extend the closing date was approved on August 1, 2017. Changes approved included extension of the closing date from August 30, 2017 to June 30, 2018; correction of one target (the number of classrooms to be renovated); addition of an activity at no cost (i.e. development of pre-school material); and change in the design of one activity, with consequence on the target. Other measures included better coordination of grant activities, and greater leadership over implementation of the TEP as a whole. Approval of the request for restructuring and extending the closing date allowed for improving the implementation rate and achieving more results. However, not all results could be reached, and the specific context (i.e. decentralization process between three of the islands not completed) and lack of ownership by the central government mean that those results that were attained will be sustained with difficulty. The capacity of national authorities to own and lead the implementation of sector plans remain a challenge for the country.				

South Sudan (came out of red)

Grant	Amount: US$36.1 million GA: UNICEF	Period elapsed: 100.0% Disbursed: 96.4% Closing Date: 30-May-18	**Status FY17**	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
Comments	The program restructuring and extension of the closing date from November 30, 2017 to May 30, 2018, as well as the improvement of the security situation in the country, helped program implementation get on track and achieve most of its objectives. The disbursement became regular and made up for the delays in previous years.				

Djibouti (remained red)

Grant	Amount: US$3.8 million GA: World Bank	Period elapsed: 100.0% Disbursed: 96.0% Closing Date: 30-Jun-18	**Status FY17**	Delayed IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
			Status FY18	Slightly behind IMPLEMENTATION	Delayed CUMULATIVE DISBURSEMENT
Delay Factors	Although the remaining project funding was fully committed by the project's closing date (June 30, 2018), not all funding had been disbursed – hence the "delayed" rating of Djibouti's cumulative disbursement status. However, the disbursement was completed within the following month, in line with the World Bank's grace period policy on disbursement for closed grants.				
Remedial Actions	The GA had an agreement with the Ministry of Education that all payments would be processed by the end of August and reach (nearly) full disbursement within the World Bank's grace period.				
Comments	As of July 2018, 96% of the funding had been disbursed.				

ANNEX 4-B: INDICATOR 25 METHODOLOGY AND DESCRIPTION OF IMPLEMENTATION ISSUES

I) <u>Implementation Rating</u>

The implementation rating is based on the assessment of whether an ESPIG grant is **on track with implementation**. This assessment is based on three "traffic light" determinations linked to six rating categories (see tables below).

Implementation Rating Traffic Lights

IMPLEMENTATION RATING TRAFFIC LIGHTS	
On track	The latest rating on progress in program implementation from GA's report is Satisfactory or above.
Slightly behind	The latest rating on progress in program implementation from GA's report is Moderately Satisfactory.
Delayed	The latest rating on progress in program implementation from GA's report is Moderately Unsatisfactory or below.

Implementation Rating Categories

IMPLEMENTATION RATING CATEGORIES	
Highly Satisfactory (HS)	The program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.
Satisfactory (S)	The program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings.
Moderately Satisfactory (MS)	The program is expected to achieve most of its major outputs efficiently with moderate shortcomings.
Moderately Unsatisfactory (MU)	The program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely.
Unsatisfactory (U)	The program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.
Highly Unsatisfactory (HU)	The program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.

The Secretariat's assessment of active ESPIGs are assessed based on three determinants:

1. Progress of individual program components
2. Implementation arrangements (program management, financial management, procurement, monitoring and evaluation/M&E, etc.)
3. Disbursement status based on GA's calculation.

To assess whether GPE program grants are on track with implementation, the rating provided by the GAs in the GPE ESPIG annual implementation status reporting template was applied. The Secretariat triangulated GAs' ratings based on their experience of the grant and other documents such as GA progress reports and their reviews by the Secretariat, the Secretariat's in-country grant monitoring mission reports, aide-memoires and other communications with the GAs.

II) Disbursement Rating

Disbursement rating is based on the assessment of the percentage of the cumulative amount disbursed compared to the percentage of the elapsed grant period equivalent.

Criteria to Classify Grant Cumulative Disbursements

STATUS	IMPLEMENTATION PERIOD ELAPSED PERCENTAGE IS:
On track	Not more than 15% higher than percentage disbursed
Slightly behind	Between 15% and 25% higher than percentage disbursed
Delayed	More than 25% higher than percentage disbursed

III) Implementation Delay Analysis

Aim:

This analysis builds on the analysis conducted in previous years and investigates in greater detail the reasons for implementation delays in grants. Whereas previous years' analyses compared implementation status with several grant attributes, this analysis looks at activity-level details to better understand what factors cause implementation delays, as well as what support and course correction may be needed to improve the implementation rating.

Sample Characteristics:

- The sample comprises grants that are slightly behind or delayed in FY18 and/or in FY17.
- The sample includes 43 ESPIG grants. Of these 22 were active and 21 were closed as of June 30, 2018. However, all grants in the sample were active at some stage in FY18.
- Sample includes one ESPIG per country.
- Data were collected from progress reports received from GAs in FY18. Note: where an FY18 progress report had not been received by the time of this analysis, an FY17 report was instead included in the sample.
- Implementation rating templates were used in cases where FY18 progress reports were not submitted by the GA by the time of this analysis. Implementation rating templates are also authored and shared by GAs, and provide the Secretariat with an updated assessment of the implementation status and implementation challenges.
- The sample included a total of 81 annual and biannual reports and implementation rating templates. Biannual reports are received for grants with the World Bank as the GA, and annual reports are received from the other (non-World Bank) GAs.

Method:

- The sample of progress reports and templates was reviewed and reasons for delays coded to certain issue types (refer to the table below for list and description of issue types).
- Issue types were developed based on the kinds of issues described in progress reports. The various issue types were later grouped into broader parent categories in accordance with the natural program preparation and implementation cycle (program design phase, activity preparation phase, implementation/operational phase). An additional parent category of issues was developed to capture implementation issues and delays due to unforeseen changes and external circumstances, which may be present in different and several phases of a project's cycle.
- Coded issue types were analyzed for their interactions with attributes such as program age, restructuring status, program thematic areas and FCAC status, so as to better understand the major issues faced in relation to each of the attributes.
- The analysis looked at the presence of an issue in a grant in FY18 (or in FY17 where the FY18 report was unavailable). Hence, if an issue was presented more than once in a grant in FY18, it was considered once (thereby removing double counting).
- This coding and analysis was done using NVivo software.

Limitations:

- The analysis looks only at progress reports and templates authored and submitted by the GAs; hence the sample being limited to the information and issues presented by the GAs in these reports.
- Since the analysis only considered the presence of an issue *type*, the intensity of that issue within a grant will not be captured. For example, if a grant reported three issues related to bidding, one related to security, and two related to activity preparation, each issue type will be represented only once. The issue types are not compared with the portion an activity makes up of the entire program. For example, a program with 80% of activities involving some type of procurement will be analyzed in the same way as a program with only 20% of procurement-related activities. The former is more likely to have procurement issues as more program activities involve procurement.

Description of Types of Implementation Issues

Name	Description
1. Program design issues	Issues in program implementation due to gaps in program design, limitations in planning and framework development during design phase, and/or over-ambitious targets/goals.
2. Activity preparation issues	Challenges pertaining to preparatory activities necessary before initiating a part of or whole program component (such as needs assessment, action plans, data analysis, verification exercises and framework development).
3. Operational challenges	Challenges pertaining to project operations. *Sub-components are described below.*
3.1. Contractor compliance and quality issues	Challenges in relation to the contractors' compliance to the agreements made after procurement. These may include contractors being unable to deliver on time or in the agreed

Name	Description
	manner, quality issues, contractor and sub-contractor disputes, misuse of funds by contractor, withdrawal of contractors or sub-contractors, etc.
3.2. Coordination challenges	Includes government departments and units not able to effectively coordinate between one another, resulting in delays in implementation; relevant stakeholders at country level unable to meet at agreed intervals; poor or unestablished communication channels; and/or trust or understanding deficit between the parties.
3.3. Procurement challenges	Challenges pertaining to implementation of procurement activities in the program.
3.3.1. Bidding process	Challenges faced during the bidding stage of the procurement process, including number of bids received too low, no bids received, re-bidding required, bids submitted not meeting the selection criteria.
3.3.2. Capacity constraints in procurement	Lack of procurement staff, technical or administrative knowledge of processes and/or bandwidth to carry out all planned procurement activities.
3.3.3. Delay in contract signing	Delays in contract signing after bid evaluation and selection of firms.
3.3.4. Weak/nascent procurement Process	Procurement processes or systems in initial stages of development, early stages of streamlining procurement systems, weak processes, new processes or reforms that need to be established or rolled out.
3.4. Project management – government	Challenges in program management and implementation faced by government departments or units supporting or managing the project.
3.4.1. Capacity constraints in program management	Lack of capacity of the government project management in terms of technical knowledge, bandwidth, resources, etc. to effectively manage implementation of a component of the project.
3.4.2. Government approval or decision	Delays in approvals from the government caused by a slow approval process hampering execution of program components or activities contingent on those approvals.
3.4.3. Late release of funds to end-user	Delays in funds reaching the end-user of a program activity due to factors such as limitations of government systems, delays in effectively processing release of funds to multiple recipients, fund not released in the required amount, funds blocked before reaching end-users, etc.
3.4.4. Other government program management issues	Other program management or implementation related challenges faced by the government, such as lack of clear roles and responsibilities in government departments, inaccurate records or reporting, delay in recruitment of government staff, weak financial systems and weak monitoring by government departments.

Name	Description
4. Unforeseen changes and external circumstances	Challenges beyond the control of the relevant parties but that impact the program implementation. *Sub-components are described below.*
4.1. Change in exchange rate	Devaluation or appreciation of currency exchange rates resulting in changes in funds available for various components of the program.
4.2. Change in government leadership	Delays as a result of changes in political leadership, or to staff in government, the Secretariat or other bureaucratic positions.
4.3. Change in government policy	Changes in education policies, sector plans or transitional plans, and other government policies that have impacted the implementation or delivery of results of the program.
4.4. Inaccessibility	Challenges in accessing regions to implement program activities.
4.4.1. Weather and health conditions	Inability of the government, development partners or contractors to access a geographic area and initiate or continue implementation of the program due to a natural disaster, epidemic or other climatic factor.
4.4.2. Security, conflict	Inability of the government, development partners or contractors to access a geographic area and initiate or continue implementation of the program due to active conflict or security issues in that area.

ANNEX 5-A: APPROVED NON-MINOR PROGRAM REVISIONS RELATING TO ESPIGs

i) List of Non-Minor Extension Requests Approved by the Secretariat in FY18

Country	FCAC	Original Grant Amount (US$ Million)	Grant Agent	Previous Closing Date	New Closing Date	Length of Latest Extension (Months)	Implementation Period
Afghanistan	FCAC	55.7	UNICEF	12/31/17	6/30/18	6	Grant approved in November 2011. Agreement signed in August 2012. New implementation period is 5 years and 11 months.
Burundi	FCAC	20.1	UNICEF	6/21/18	3/31/19	9	Grant approved in June 2016. Agreement signed in April 2016. New implementation period is 2 years and 11 months.
Central African Republic	FCAC	15.5	UNICEF	12/31/17	7/31/18	7	Grant approved in December 2014. Agreement signed in December 2014. New implementation period is 3 years and 7 months.
Comoros	FCAC	4.6	UNICEF	8/30/17	6/30/18	10	Grant approved in May 2013. Agreement signed in September 2013. New implementation period is 4 years and 10 months.
Ethiopia	FCAC	100	WB	7/7/18	1/9/19	6	Grant approved in December 2016. Agreement signed in July 2017. New implementation period is 1 years and 6 months.
Gambia	FCAC	6.9	WB	2/28/18	8/31/18	6	Grant approved in November 2013. Agreement signed in April 2014. New implementation period is 4 years and 5 months.
Nepal		59.3	WB	7/15/18	7/15/19	12	Grant approved in May 2015. Agreement signed in January 2016. New implementation period is 3 years and 6 months.
Niger	FCAC	84.2	WB	9/30/18	6/30/19	9	Grant approved in November 2013. Agreement signed in July 2014. New implementation period is 4 years and 11 months.
Pakistan-Sindh	FCAC	66	WB	9/29/17	12/31/17	3	Grant approved in June 2014. Agreement signed in March 2015. New implementation period is 2 years and 9 months.
Togo	FCAC	27.8	WB	9/30/18	9/30/19	12	Grant approved in June 2014. Agreement signed in March 2015. New implementation period is 4 years and 7 months.
Zambia		35.2	DFID	3/15/18	9/15/18	6	Grant was approved in May 2013. Agreement signed in November 2013. New implementation period is 4 years and 10 months.

ii) List of Non-Minor Restructuring Requests Approved by the Secretariat in FY18

Country	FCAC	Original Grant Amount (US$ Million)	Grant Agent	Restructuring Amount (US$)	Share of Original Grant Amount	Impact on Capacity Development	Impact on Indicators and Targets	Modification of Program Scope or Design
Burundi	FCAC	20.1	UNICEF	2,059,284	10.2%	X	X	
Central African Republic	FCAC	15.5	UNICEF	586,867	3.8%		X	
Comoros	FCAC	4.6	UNICEF				X	X
Nepal		59.3	WB	4,810,000	8.1%			
Niger	FCAC	84.2	WB	9,505,086	11.3%			
OECS		2	WB				X	
Togo	FCAC	27.8	WB	1,500,000	5.4%		X	

iii) List of Additional Supervision Fees Approved by the Secretariat in FY18

Country	FCAC	Original Grant Amount (US$ Million)	Grant Agent	Restructuring Amount (US$)	Share of Original Grant Amount
Cameroon	FCAC	53.3	WB	275,900	55.2%
Djibouti	FCAC	3.8	WB	120,000	30.0%
Mauritania		12.4	WB	199,000	49.8%
Niger	FCAC	84.2	WB	150,000	30.0%
Nigeria	FCAC	100	WB	298,188	49.7%

ANNEX 5-B: APPROVED MATERIAL REVISIONS RELATING TO ESPIGs

i) List of Material Extensions Approved by the GPC in FY18

Country	FCAC	Original Amount (US$ Million)	Grant Agent	Previous Closing Date	New Closing Date	Latest Extension (Month)	Cumulative Extension (Months)	Implementation Period
Eritrea	Yes	25.3	UNICEF	12/31/17	12/31/18	12	24	Grant approved in November 2013. Agreement signed in March 2014. New implementation is 4 years and 9 months.
Guinea		37.8	WB	7/1/18	8/31/19	14	14	Grant approved in December 2014. Agreement signed in July 2015. New implementation is 4 years and 1 month.
Lao PDR		16.8	WB	7/15/19	12/31/20	17.5	17.5	Grant approved in December 2014. Agreement signed in June 2015. New implementation is 5 years and 7 months.
Mauritania		12.4	WB	10/31/17	11/30/18	13	19	Grant approved in May 2013. Agreement signed in February 2014. New implementation is 4 years and 9 months.
Nicaragua		16.7	WB	8/31/17	11/15/17	2.5	12.5	Grant approved in July 2012. Agreement signed in April 2013. New implementation is 4 years and 7 months.
South Sudan	Yes	36.1	UNICEF	11/30/17	5/30/18	6	25	Grant approved in November 2012. Agreement signed in January 2013. New implementation is 5 years and 5 months.
Sudan	Yes	76.5	WB	2/28/18	2/15/19	11.5	23.5	Grant approved in November 2012. Agreement signed in April 2013. New implementation is 5 years and 10 months.
Uganda	Yes	100	WB	6/30/18	6/30/19	12	12	Grant approved in November 2013. Agreement signed in August 2014. New implementation is 4 years and 10 months.

ii) List of Material Restructuring Requests Approved by the GPC in FY18[137]

Country	FCAC	Original Grant Amount (US$ Million)	Grant Agent	Restructuring Amount (US$)	Share of Original Grant Amount	Impact on Indicators and Targets
Guinea		37.8	WB			X
Lao PDR		16.8	WB	1,500,000	8.9%	X
Madagascar		85.4	WB	2,200,935	2.6%	
Malawi		44.9	WB			X
Mauritania		12.4	WB			X
Rwanda	Yes	25.2	DFID			X
Sudan	Yes	76.5	WB			X
Uganda	Yes	100	WB			X

[137] Somalia (Puntland) officially received a revision at the GPC during FY18. However, it is excluded from this list because the Secretariat does not consider this request a material revision. The GPC received a revised proposal on the sub-component of textbooks, allowing the trustee to transfer funds (which were previously withheld) related to the textbooks.

ANNEX 6: REPORT-BACKS ON FAC/GPC RECOMMENDATIONS AND CONCERNS

This section provides updates to report-back requested by the Financial Advisory Committee (FAC), Grants and Performance Committee (GPC) and GPE Board of Directors *at the time of ESPIG approval*. Fourteen ESPIGs were approved during FY18, among which updates are provided for four: Burkina Faso, Liberia, Somalia (Puntland) and Tanzania (Zanzibar). For others, including Bhutan, Cambodia (variable part), Cabo Verde, Comoros, Somalia (Somaliland), Chad, Cote d'Ivoire, Madagascar, Gambia and Guinea-Bissau, updates will be provided in the next portfolio review report.

COUNTRY	ISSUES OR CONCERN AND RECOMMENDATIONS	FY 2018 UPDATE
Bangladesh May 2015 US$100 million	**Issue or concern** System: education financing **Recommendation (report-back)** With respect to the low level of domestic financing on education, the GPC requested a report-back on domestic financing for education over the medium term (committed and actual expenditure) and on the intended measures to progressively increase the financing to the sector, for the new medium-term expenditure framework.	**Status:** Ongoing **Action taken to address the issue in FY18** The share of the education budget against total government expenditure continues to decline. Calculated in the budget sheet[138], the share declined from 17 percent (2016-17 actual) to 14 percent (2017-18 revised budget) and 12 percent (2018-19 budget). The Secretariat requested that the Ministry of Primary and Mass Education submit their replenishment pledge on domestic financing, which was to be announced during the conference in February 2018. The low level of domestic financing was flagged up again during the Secretariat mission in November 2017. No positive response regarding an increase or a domestic financing pledge was provided by the Ministry.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** In light of the downward trend on the share of primary education in education spending, the GPC requested an annual report-back on the evolution of the share of primary education spending.	**Status:** Ongoing **Action taken to address the issue in FY18** The Secretariat discussed this topic with the government, which indicated that the share of primary education in the 2018 budget is 52 percent.

[138] Bangladesh's budget is available on the government's website.

Country	Issues or Concern and Recommendations	FY 2018 Update
Burkina Faso December 2017 US$33.8 million	**Issue or concern** Access: increased enrollment **Recommendation (report-back)** Given the country's security situation, the GPC noted the risk related to reaching indicators and invited the LEG to consider mitigation measures, with a change to the indicators, if necessary.	**Status:** Ongoing **Action taken to address the issue in FY18** The government has indicated that, due to the changing security situation, a substantial number of schools in the targeted municipalities have been closed. Regardless of a number of actions that the government had taken, and is still taking, to offer alternative education to children in these municipalities, the closure of these schools makes it impossible to reach the targets. The LEG is thus considering submitting a revision request to the GPC, which may be included in the request for the additional MCA that the Board has made available to Burkina Faso.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** Equity: increased enrollment **Recommendation (report-back)** The GPC requested a follow-up report after two years of implementation on how the learning from the strategy, both in terms of (i) integration of Franco-Arabic schools and (ii) enrolling children currently completely excluded from any form of school or primary education program in the eight target communes, is helping to address greater enrollment in all of the 43 priority communes.	**Status:** Ongoing **Action taken to address the issue in FY18** Updates to be provided after two years of implementation.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** Learning: learning outcomes **Recommendation (report-back)** Given the importance of the intent of the variable part indicator to deliver a significant change, the GPC requests a follow-up report by year-end 2019 on the implementation of the different strategies to reinforce learning outcomes presented in the program document.	**Status:** Ongoing **Action taken to address the issue in FY18** Follow-up report to be provided by year-end 2019.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** System: system strengthening/capacity building **Recommendation (report-back)** Considering the importance of close support by local services of the Ministry of Education to reinforce capacities of the local authorities to efficiently implement their new responsibilities on education, the GPC supported the importance of the strategy to substantially increase their funding and requested an annual report-back on the use of these resources.	**Status:** Ongoing **Action taken to address the issue in FY18** Updates will be provided in the next portfolio review.
Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** Learning: sector planning **Recommendation (report-back)** The LEG through the coordinating agency (CA) to report on the new ESP, once endorsed, and particularly on continued coherence between the GPE-financed program and the sector plan.	**Status:** Ongoing **Action taken to address the issue in FY18** As planned, the development of the new ESP 2019–2024 has started; its finalization and endorsement will be reported through the CA.

Country	Issues or Concern and Recommendations	FY 2018 Update
Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** System: education financing **Recommendation (report-back)** Education receives a high budget allocation as a share of government recurrent costs. The GPC requested that the LEG monitor the share of government capital and recurrent budget allocated to the sector through the annual JSR.	**Status:** Ongoing **Action taken to address the issue in FY18** The Ministry of Education shared the education budget allocation in the April 2018 JSR. Total share of education budget increased by one percent in 2018: the share is five percent for capital, and 18 percent for recurrent education (as percentage of national budget).
Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** Learning: teacher deployment **Recommendation (report-back)** The GPC requested that updates on the deployment of teachers to rural areas be shared with the Secretariat on an annual basis through the JSR.	**Status:** Ongoing **Action taken to address the issue in FY18** Because of the extra time required for the GPC to clear the GA fee revision, Cambodia's fixed part implementation started on June 1, 2018. Report-back will be from 2019, as progress is made.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: education financing **Recommendation (report-back)** The plan to develop a pooled funding mechanism was welcomed.	**Status:** Ongoing **Action taken to address the issue in FY18** The grant became effective on August 9, 2017 with the following envisioned: program implementation will be mainstreamed within the government structures with a strong emphasis on activity management by the government to reinforce institutional capacities and ownership and sustain project outcomes. Moreover, the ministry of education's [139] procurement unit will ensure the procurement function, with the support of the program, with a project coordinating team handling the financial management under the Secretary-General of the MEPS-INC's control. (The MEPS-INC cannot ensure the financial management function, because the Ministry of Education does not have a financial affairs directorate.) Regarding the creation of a pooled funding mechanism, the donors did not have new funding that could be pooled with the GPE grant.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** Equity: bilingual instruction **Recommendation (report-back)** The LEG was encouraged to ensure that the issue of mother tongue language of instruction is appropriately considered.	**Status:** Ongoing **Action taken to address the issue in FY18** The grant became effective on August 9, 2017. The pilot program introducing reading and learning in the mother tongue, which has been implemented through various projects (e.g. by Elan, Accelere, UNICEF) will be generalized by the new GPE program through the distribution of textbooks in national languages for grades 1-3. However, the procurement of reading textbooks in mother tongues for grades 1, 2 and 3 is delayed because the Ministry has not yet settled on which textbooks to use. The new GPE program will procure the textbooks chosen by the Ministry.[140]

[139] *Ministère de l'enseignement primaire, secondaire et initiation à la nouvelle citoyenneté*.
[140] See ISR approved on April 18, 2018.

COUNTRY	ISSUES OR CONCERN AND RECOMMENDATIONS	FY 2018 UPDATE
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: education financing **Recommendation (report-back)** The application shows 45 percent budget allocation to primary education, while the commitment letter references 40 percent. The GPC asked the LEG to engage in dialogue regarding the allocation to primary education, with particular attention to budget execution, and that regular updates be provided.	**Status:** Ongoing **Action taken to address the issue in FY18** New updates are not yet available as the JSR has been postponed. Additional information will be provided in the next report.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC noted the government's plan to abolish school fees, in particular its commitment to absorb the salaries of nonpaid teachers into the public payroll and the operating costs of schools and local administrations and to extend the suppression of direct fees to grade 6 and nationwide, in order to reduce household contributions to education expenditures (currently 73 percent), the GPC requested regular updates on the government's financial projections and targets reflecting how it is going to absorb the household share of education expenditures into the education budget over the next years.	**Status:** Ongoing **Action taken to address the issue in FY18** As part of the indicators identified to measure the equity dimension of the ESPIG variable part, 1,488 primary school teachers who were previously not paid have been integrated into the civil service (out of a target of 1,600 for the current year).
Lesotho June 2017 US$2.1 million	**Issue or concern** System: education financing **Recommendation (report-back)** Due to a funding gap in fully realizing the ESP, in particular for the closing years of 2021–2025, the GPC recommended that Lesotho prepare a robust strategy to fully fund the ESP and report back on progress in this regard in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY18** Lesotho will revise its cost estimates and develop a strategy to minimize the funding gaps as part of ESP revision in 2018. The Secretariat has provided advice on ESPDG process.
Lesotho June 2017 US$2.1 million	**Issue or concern** Learning: results framework indicators **Recommendation (report-back)** The ESP intermediate results do not have annual targets, which will make it difficult to measure progress towards the achievement of final targets. Lesotho was therefore requested to set annual targets for the intermediate indicators in the ESP results framework and report back on these targets in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY18** Some annual targets have been set and reported against in the 2018 JSR. These include targets for ECCD, and primary and secondary levels. The rest of the targets will be set during ESP revision in 2018.
Lesotho June 2017 US$2.1 million	**Issue or concern** Donor coordination **Recommendation (report-back)** Given the importance of overall sector monitoring and coordination, there is concern about the lack of JSRs in recent years. The GPC strongly recommended that the Ministry resume conducting reviews annually, in collaboration with the LEG, and requested updates in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY18** A JSR was held in May 2018. A Secretariat mission supported the Ministry and the LEG in preparing both a terms of reference and a roadmap for the JSR.

Country	Issues or Concern and Recommendations	FY 2018 Update
Liberia September 17 US$11.9 million	**Issue or concern** Equity **Recommendation (report-back)** The GPC looked forward to receiving a report-back on the selection of targeted counties, based on clearly defined educational and other criteria related to children's health and well-being. The Committee also underlined the importance of involving teachers and their representative organizations, and other stakeholders, in the process.	**Status:** Completed **Action taken to address the issue in FY18** Report-back was shared with the GPC.
Liberia September 17 US$11.9 million	**Issue or concern** System strengthening **Recommendation (report-back)** The GPC looked forward to reading about progress on the implementation of the ESP and its assessment in the JSR in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY18** Update will be provided in next portfolio review.
Liberia September 17 US$11.9 million	**Issue or concern** Equity: Access **Recommendation (report-back)** The GPC looked forward to reading in the annual progress report about progress in the area of overage enrolment, and specifically in schools targeted by the program, as well as about the evolution of the actual school fees in the schools supported by the project, and progress towards fee-free pre-primary education.	**Status:** Ongoing **Action taken to address the issue in FY18** Update will be provided in next portfolio review.
Liberia September 17 US$11.9 million	**Issue or concern** System strengthening **Recommendation (report-back)** In the context of the importance of alignment with and strengthening of national systems, the Committee is eager to learn about the progress on capacity building and measures taken to ensure fiscal sustainability of interventions during ESP implementation in general and specifically of the program.	**Status:** Ongoing **Action taken to address the issue in FY18** Update will be provided in next portfolio review.
Nepal May 2015 US$59.3 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC noted with concern the decrease in budget allocation to the education sector, specifically the implications for the proposed efficiency and equity measures. The success of these measures, which are linked to two indicators for the variable tranche, hinges on the availability of sufficient resources to absorb the additional students continuing their education. The Committee requested updates on the progress of the	**Status:** Ongoing **Action taken to address the issue in FY18** Nepal's new sector plan (School Sector Development Plan/SSDP 2016–23) was finalized and launched in FY18. The SSDP states that a minimum of 15 percent of national budget will be allocated to education. This is a slight increase from the 14.65 percent allocation recorded in the requirements matrix in 2015. As per the new projections submitted to the Secretariat as part of the requirements assessment in view of the 2018 ESPIG application submission, an estimated 15.1 percent of public expenditure is allocated to education, down

Country	Issues or Concern and Recommendations	FY 2018 Update
	ESP, which the Ministry aimed to complete in 2016, and particularly on domestic financing for education over the medium term (committed and actual expenditure).	from 19.4 percent in 2014/15. However, the share is higher when only recurrent expenditure is considered, at 20 percent in 2016/17. Especially in the aftermath of the April 2015 earthquake, budget requirements for reconstruction beyond the education sector need to be accounted for in interpreting these figures, as well as the fact that the education budget has been increasing in real terms. The LEG will continue to monitor the situation, including the impact of federal transition and the budget devolution on the national expenditure on education.
Rwanda May 2015 US$25.2 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC requested a report-back on domestic financing for education (committed and actual expenditure), specifically the amount of domestic financing for education over the medium term (previous three years and projected three years) exclusive of aligned development assistance.	**Status**: Ongoing **Action taken to address the issue in FY18** The government expressed its commitment to financing the implementation of the Education Sector Strategic Plan (ESSP) 2018/19–2022/23 in a separate letter to the Secretariat. Furthermore, its budgetary allocation for the education sector for the years 2018, 2019 and 2020 is reflected in the recently developed ESP. The country plans to raise the share of recurrent education expenditure from 18 percent (2016) to 19.7 percent by 2020. However, the education share in the overall expenditure was only 13.2 percent as of 2016, projected to increase to 14.7 percent by 2020 excluding debt services. In the recent mission, this was discussed with the Ministry of Education and the Ministry of Finance. Both ministries are working towards better investment in education and the newly developed plan reflects this effort. However, changes will be incremental in view of competing demands from various sectors. Also to be noted is that, while the ratio remains low, actual investment in education has increased considerably (as reflected in the ESA).
Somalia (Puntland) August 17 US$5.6 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC looked forward to reading in the annual progress report about progress on the government's ambition to increase the share of education in the budget by one percent every year, as well as progress on the implementation of specific financing commitments, such as the payment of teacher salaries, EMIS and national examinations.	**Status:** Ongoing **Action taken to address the issue in FY18** In the ESPIG application, the government promised to raise the share of education in the national budget by one percent each year. During the JSR, the vice-president and the finance minister confirmed that the share of education in the budget has now been increased from seven to eight percent in the 2018 budget. It was promised that a delayed pledge from the Puntland government for the GPE replenishment would include figures to confirm this increase. However, the government failed to produce figures on the actual implementation of the budget, and the mission was informed that the government hadn't been able to follow up on its commitment to increase its contribution to the payment of teacher salaries in 2018.

COUNTRY	ISSUES OR CONCERN AND RECOMMENDATIONS	FY 2018 UPDATE
Tanzania (Zanzibar) December 2017 US$5.8 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC recognized that the high sector performance in relation to primary completion mitigated the risks associated with primary budget allocations below 45 percent. Given this, the Committee requested that the annual implementation reports of 2018 and onward include data on the subsector share of domestic financing and expenditure on pre-primary and primary education, access to pre-primary education and primary education completion. Additionally, the committee encouraged clearer demarcation of the pre-primary and primary subsectors in the future.	**Status:** Ongoing **Action taken to address the issue in FY18** Zanzibar held its first annual JSR in February 2018 and is in the process of finalizing its annual implementation report. The current draft does not include financing data. The Secretariat and the LEG partners are supporting Zanzibar to strengthen its M&E capacity and to finalize the report, which should include an update on the ESP's performance framework and as such on the education financing data.
Tanzania (Zanzibar) December 2017 US$5.8 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** The committee requested evidence of Zanzibar's first annual JSR to be presented at the April 2018 meeting.	**Status:** Completed **Action taken to address the issue in FY18** A JSR was held in February 2018.
Zimbabwe December 2016 US$20.6 million	**Issue or concern** System: education financing **Recommendation (report-back)** The GPC expressed concern over the high amounts from household income being dedicated to education. It hoped to see this addressed in the ESP.	**Status:** Ongoing **Action taken to address the issue in FY18** The difficult economic environment and fiscal challenges continue to impact the resources available to the government to fund education. The Ministry of Primary and Secondary Education (MoPSE) provides almost all state funding to primary and secondary education; however, most of the budgeted and obligated funding is dedicated to salary expenses, leaving little to finance other education sector needs. MoPSE is working on a school financing policy, as contained in the ESSP, that aims to simplify and clarify the use of funds at the school level, including management and operational procedures, and to ensure that there is transparency and accountability in the use of funds. The drafting of the policy was delayed due to national elections in July 2018, but is expected by the end of the calendar year 2018. Its development is being supported by the current ESPIG.

ANNEX 7-A: GPE EDUCATION LEVEL CODES, BY COUNTRY/FEDERAL STATE

Education subsector codes are consistent with the International Standard Classification of Education, the World Bank sector taxonomy and definitions, and the OECD/DAC codes.[141]

Education Subsectors Coded in FY18 Portfolio of Active ESPIGs

Countries	FCAC Status	ECCE	Primary	Secondary	Adult Education
Bhutan		Yes	Yes	No	No
Burundi	FCAC	No	Yes	No	No
Cambodia		No	Yes	No	No
Cameroon	FCAC	Yes	Yes	Yes	No
Cabo Verde		Yes	Yes	No	No
Central African Republic	FCAC	No	Yes	Yes	No
Chad	FCAC	No	Yes	No	Yes
Comoros	FCAC	No	Yes	No	No
Cote d'Ivoire	FCAC	Yes	Yes	No	No
Congo, DR	FCAC	Yes	Yes	No	No
Eritrea	FCAC	Yes	Yes	Yes	Yes
Gambia	FCAC	Yes	Yes	Yes	No
Gambia (new)	FCAC	Yes	Yes	Yes	No
Guinea		Yes	Yes	Yes	Yes
Guinea-Bissau	FCAC	No	Yes	No	No
Guyana		Yes	Yes	No	No
Kenya		No	Yes	No	No
Lao PDR		Yes	Yes	No	No
Lesotho		Yes	Yes	Yes	No

Countries	FCAC Status	ECCE	Primary	Secondary	Adult Education
Liberia	FCAC	Yes	Yes	No	No
Madagascar		Yes	Yes	No	No
Malawi		No	Yes	No	No
Mauritania		No	Yes	Yes	No
Niger	FCAC	No	Yes	Yes	No
Nigeria	FCAC	Yes	Yes	No	No
OECS		No	Yes	No	No
Pakistan Balochistan	FCAC	Yes	Yes	Yes	No
Somalia Puntland	FCAC	No	Yes	No	No
Somalia Somaliland	FCAC	Yes	Yes	No	No
Sudan	FCAC	No	Yes	Yes	No
Tanzania Mainland		Yes	Yes	No	No
Tanzania Zanzibar		Yes	Yes	No	No
Togo	FCAC	Yes	Yes	No	Yes
Uganda	FCAC	Yes	Yes	Yes	No
Uzbekistan		Yes	Yes	Yes	No
Yemen	FCAC	Yes	Yes	Yes	Yes
Zimbabwe	FCAC	Yes	Yes	Yes	No

[141] Note that OECD/DAC codes combine formal and non-formal education at all levels. See http://www.oecd.org/dac/stats/education.htm for OECD codes.

ANNEX 7-B: GPE THEMATIC CODES[142]

GPE STRATEGIC GOAL: LEARNING	**Teacher management**: This theme includes activities that aim to recruit, deploy and motivate teachers. Examples of activities coded are: teacher salary payment systems, teacher recruitment and deployment, provision of benefits (or stipends) to community teachers, teachers unions and professional associations, other types of incentives for teachers (e.g. housing assistance). Note: When activities are specific to female teachers or administrators, they are coded as *gender equality*; teacher management information systems are coded under *EMIS*.
	Teacher training: This theme includes activities that aim to train, mentor and build capacity of teachers. Examples of sub-themes coded under this category are: pre-service training, in-service training, restructuring of teacher training systems, mentoring/shadowing/coaching, teacher accreditation and certification, teacher education, development of teacher training framework, training on specific theme/methodology, infrastructure and equipment for teacher training, distance learning for teachers. Note: When training activities are specific to female teachers, these are coded as *gender equality*; teacher training for target groups is coded under the relevant target group (e.g. *training of adult literacy teachers*).
	Standards, curriculum, and learning materials: This theme includes activities that relate to the content delivered in educational institutions including learning standards, curricula, textbooks, and other teaching/learning materials. Types of activities coded include: development of new learning standards, curriculum and/or textbooks, strengthening/revision of learning standards/curriculum and textbooks, provision and distribution of teaching/learning materials. Note: Provision of teaching and learning materials for target groups should be coded under the relevant target group (for example, production of special needs literacy and numeracy materials is coded under *support to children with disabilities/special needs*).
	Learning assessment systems: This theme includes activities that strengthen countries', teachers' and schools' abilities to collect and use information on student learning through assessments such as: internal student assessments (PISA, TIMSS, PIRLS); regional student assessments (PASEC, WAEC, LLECE, SACMEQ); national student assessments (including early grade reading assessments and early grade mathematics assessments); classroom assessments and examinations; school-based evaluations, formative assessment and continuous assessment; learning information management systems. Note: Activities aiming at improving data collection and information of the whole education system are coded under *EMIS*; the data collection focused specifically on learning outcomes is coded under *learning assessment systems*.
	Use of ICT in learning: This theme includes activities related to the use of information and communication technology in learning, such as: use of technologies in/outside the classroom (e.g. provision of laptops to learners, access to e-learning materials for teachers, equipping computer labs, use of mobile phones for education, digitization of a curriculum). Note: Activities with use of technologies meant for project administration or management (e.g. the provision of computers to the project coordination unit) should be coded under *system strengthening at the central level*.

[142] This codebook shows the types of activities coded under each theme discussed in the coding chapter. Thematic categories have been harmonized with those found in the latest World Bank theme taxonomy for most categories. Some categories not found in the WB taxonomy are specific to GPE's focus on equity.

GPE STRATEGIC GOAL: EQUITY	**Education facilities and infrastructure** This theme includes the construction or rehabilitation of educational institutions and relevant infrastructure, such as: construction of libraries and resource centers, construction/rehabilitation/expansion of schools and/or classrooms, housing/boarding/transportation facilities for teachers and students, facilities for education administration, school maintenance programs, water and sanitation construction. Note: The construction of education facilities for general education purposes is coded here. However, construction of facilities for a specific purpose is coded under the relevant theme (e.g. construction of teacher training institutes is coded under *teacher training*.) School facilities that are specifically gender responsive are coded under *gender equality*.
	Gender equality: This theme is used for various initiatives and programs aiming to improve the participation of girls in education. Examples of activities include: recruitment of female teachers, awareness campaigns or advocacy to sensitize communities to the importance of schooling for girls, other targeted programs (including focus groups in communities to better understand what prevents retention of girls in school). It also includes projects that have an integrated approach to gender equality (e.g. promotion of gender-sensitive education).
	Cash transfers and other targeted incentives for students: This theme includes activities such as: compensation to families of working children (for the opportunity cost of sending their children to primary school), conditional cash for the poorest families to ensure their children enroll and remain in school, stipends and scholarships for disadvantaged students, tuition waivers, other targeted incentives. Note: Cash transfers and incentives to schools are coded as *school grant*s; cash transfers and incentives to girls are coded as *gender equality*.
	Access to education for OOSC: This theme applies to initiatives specifically targeted at OOSC, including non-formal education systems and interventions for refugees and displaced children. Non-formal education activities, such as use of radio or television for educational programs and the utilization of mosques in support of education at the local level, are also coded in this category. Note: In some cases, non-formal education programs are also open for adults; in those cases, *adult training* is also coded.
	Adult learning: This theme includes initiatives aimed at improving adult literacy/learning. Note: In some cases, adult training is done through non-formal education programs that are also open to OOSC; in those cases, both themes are coded.
	Well-being programs: This theme applies to nutrition and health interventions (including hygiene programs and psychological health) integrated in the projects to improve school participation. Examples of such activities are: school feeding, deworming, vision screening/glasses, hand-washing.. Note: Sanitation and water construction goes under *education facilities*.
	Support to children with disabilities/special needs: This theme applies to activities that specifically aim to support children with disabilities and special needs. The types of special needs covered typically include: enrollment of seeing and hearing impaired, support for students with poor vision and hearing, hearing aid for hearing impaired. Activities also include policy or research initiatives such as the mapping of children with disabilities. Note: Activities such as training of teachers in special education are coded here.

GPE STRATEGIC GOAL: SYSTEM	**System strengthening[143] at the central level (regardless of government level, unless specified**: This theme applies to all the broad activities that go into the planning, monitoring and evaluation of the grant at the centralized level of government (ministry of education). It also includes education sector policy planning and M&E; education research and policy (e.g. policy research, impact studies); ICT strategy and policy (e.g. ICT for monitoring, national ICT strategy); and other types of capacity building activities (e.g. leadership training and incentives for program managers). Note: Use of EMIS in strategic planning and decision-making is coded as *education management information systems (EMIS)*; if the policy activity is immediately connected to a different category that exists in this codebook, is coded under that category. For example, a school mapping study to identify areas where children with disabilities need support would be coded under *Support to children with disabilities/special needs*.
	Systems strengthening at the decentralized/school level[144]: This theme is about strengthening the capacity for managing education policies by different actors at the regional/sub-regional or local level depending on the country structure (federal vs. non-federal state; provinces vs regions, including municipalities, communities etc.). It has two sub-categories: decentralization-general and systems strengthening at the school level (including school grants). ***Decentralization – general*** focuses on institutional strengthening at the regional level (e.g. enhancing leadership and management capabilities of regional education officers). ***System strengthening at the school level/school grants*** includes schools grants and activities strengthening the capacity of managing schools by different actors, such as communities, inspectors, teachers, parents, head teachers and quality assurance officers. It is applied for activities such as: school supervisory visits/monitoring, leadership building at the school level, school management committees, training of school directors, academic leadership of school principals, implementation and monitoring of effective school development plan (SDP).
	Education management information systems: EMIS is understood as a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive and integrated set of relevant, reliable, unambiguous and timely data and information to support them in fulfilling their responsibilities. This theme includes activities such as: strengthening of data production capacity (data collection, validation processing, reporting and analysis), the development, enhancement and institutionalization of information management systems (e.g. EMIS; teacher information management systems; geographical information systems). It also includes technical assistance/capacity building for use of EMIS (e.g. training staff to use EMIS) and the use of EMIS in strategic planning and decision-making. Note: Learning management information systems are coded under *learning assessment systems*; teacher management systems and human resources information systems are coded here.

[143] There is inevitable overlap across systems themes; however, these distinct themes (levels) were created to capture the types of activities emphasized at different levels of the education system administration.

[144] In a previous version of the codebook, this category was split in two: "system strengthening at the decentralized level" and "system strengthening at the school level"; going forward, it is merged into a single category to curb duplication. The sub-categories are strongly linked in most coded ESPIGs.

ANNEX 7-C: THEMATIC ACTIVITIES BY STRATEGIC GOAL, BY COUNTRY/FEDERAL STATE

Thematic Areas Coded in FY18 Portfolio of Active ESPIGs: Learning

Countries	FCAC Status	Teacher Training	Teacher Management	Standards, Curriculum and Learning Materials	Learning Assessment Systems	Use of ICT in Learning
Bhutan		Yes	No	Yes	Yes	No
Burundi	FCAC	Yes	No	Yes	No	No
Cambodia		Yes	No	No	Yes	No
Cameroon	FCAC	Yes	Yes	Yes	Yes	No
Cabo Verde		Yes	No	Yes	Yes	No
Central African Republic	FCAC	Yes	Yes	Yes	Yes	No
Chad	FCAC	Yes	Yes	Yes	Yes	No
Comoros	FCAC	Yes	No	Yes	Yes	No
Cote d'Ivoire	FCAC	Yes	No	Yes	Yes	No
Congo, DR	FCAC	Yes	Yes	Yes	Yes	No
Eritrea	FCAC	Yes	Yes	Yes	Yes	No
Gambia	FCAC	Yes	Yes	Yes	Yes	Yes
Gambia (new)	FCAC	Yes	Yes	Yes	Yes	No
Guinea		Yes	Yes	Yes	Yes	No
Guinea-Bissau	FCAC	Yes	No	Yes	Yes	Yes
Guyana		Yes	No	Yes	No	No
Kenya		Yes	Yes	Yes	Yes	No
Lao PDR		Yes	Yes	Yes	Yes	No
Lesotho		Yes	No	Yes	No	No
Liberia	FCAC	Yes	Yes	No	Yes	No
Madagascar		Yes	Yes	Yes	Yes	No
Malawi		Yes	No	No	No	No
Mauritania		Yes	No	Yes	Yes	No
Niger	FCAC	Yes	No	Yes	Yes	No
Nigeria	FCAC	Yes	No	Yes	Yes	No
OECS		Yes	No	Yes	Yes	No
Pakistan Balochistan	FCAC	Yes	Yes	Yes	Yes	No
Somalia Puntland	FCAC	Yes	No	Yes	Yes	No
Somalia Somaliland	FCAC	Yes	No	Yes	Yes	No
Sudan	FCAC	Yes	Yes	Yes	Yes	No
Tanzania Mainland		Yes	Yes	Yes	Yes	Yes

Tanzania Zanzibar		Yes	No	No	Yes	No
Togo	FCAC	Yes	Yes	Yes	Yes	No
Uganda	FCAC	Yes	Yes	Yes	Yes	No
Uzbekistan		Yes	No	Yes	Yes	Yes
Yemen	FCAC	Yes	Yes	Yes	Yes	No
Zimbabwe	FCAC	Yes	Yes	Yes	Yes	No

Thematic Areas Coded in FY18 Portfolio of Active ESPIGs: Equity

Countries	FCAC Status	Education Facilities and Infrastructure	Cash Transfers and Other Targeted Incentives for Students	Gender Equality	Access to Education for Out of School Children	Adult Learning	Well-Being Programs	Support to Children with Disabilities and Special Needs
Bhutan		Yes	No	Yes	No	No	No	Yes
Burundi	FCAC	Yes	No	No	Yes	No	No	No
Cambodia		Yes	Yes	Yes	No	No	No	No
Cameroon	FCAC	No	Yes	Yes	No	No	No	No
Cabo Verde		No	No	Yes	No	No	No	No
Central African Republic	FCAC	Yes	Yes	No	Yes	No	No	No
Chad	FCAC	Yes	No	Yes	Yes	Yes	No	Yes
Comoros	FCAC	No	No	Yes	No	No	No	Yes
Cote d'Ivoire	FCAC	Yes	No	Yes	No	No	Yes	No
Congo, DR	FCAC	No	No	Yes	No	No	No	No
Eritrea	FCAC	Yes	No	Yes	Yes	Yes	Yes	Yes
Gambia	FCAC	Yes	No	No	Yes	No	No	No
Gambia (new)	FCAC	Yes	No	Yes	Yes	No	No	Yes
Guinea		Yes	No	Yes	Yes	Yes	Yes	No
Guinea-Bissau	FCAC	No	No	Yes	No	No	No	No
Guyana		No	No	No	Yes	No	No	No
Kenya		No	No	Yes	No	No	No	No
Lao PDR		No	No	Yes	No	No	No	Yes
Lesotho		No	No	Yes	No	No	No	No
Liberia	FCAC	No	No	Yes	No	No	No	No
Madagascar		No	No	Yes	No	No	Yes	No
Malawi		Yes	No	Yes	No	No	No	No
Mauritania		No	No	Yes	No	No	No	No
Niger	FCAC	Yes	No	Yes	No	No	Yes	Yes
Nigeria	FCAC	No	No	Yes	Yes	No	No	No

OECS		No	No	Yes	No	No	No	No
Pakistan Balochistan	FCAC	Yes	No	Yes	Yes	No	No	No
Somalia Puntland	FCAC	No	Yes	Yes	No	No	No	Yes
Somalia Somaliland	FCAC	Yes	Yes	Yes	Yes	No	Yes	Yes
Sudan	FCAC	Yes	No	Yes	No	No	No	No
Tanzania Mainland		No	No	Yes	Yes	No	Yes	Yes
Tanzania Zanzibar		Yes	No	Yes	No	No	Yes	Yes
Togo	FCAC	Yes	No	Yes	No	Yes	No	No
Uganda	FCAC	Yes	No	Yes	Yes	No	No	Yes
Uzbekistan		Yes	No	No	No	No	No	No
Yemen	FCAC	Yes	No	Yes	Yes	Yes	No	No
Zimbabwe	FCAC	Yes	No	No	Yes	No	Yes	Yes

Thematic Areas Coded in FY18 Portfolio of Active ESPIGs: System

Countries	FCAC Status	System Strengthening: Central Level	System Strengthening: Decentralized/ School Levels	EMIS (Education Management Information Systems)
Bhutan		Yes	Yes	No
Burundi	FCAC	Yes	No	Yes
Cambodia		Yes	Yes	Yes
Cameroon	FCAC	Yes	No	Yes
Cabo Verde		Yes	Yes	Yes
Central African Republic	FCAC	Yes	Yes	Yes
Chad	FCAC	Yes	Yes	Yes
Comoros	FCAC	Yes	Yes	Yes
Cote d'Ivoire	FCAC	Yes	Yes	No
Congo, DR	FCAC	Yes	No	No
Eritrea	FCAC	Yes	Yes	Yes
Gambia	FCAC	Yes	Yes	Yes
Gambia (new)	FCAC	Yes	No	Yes
Guinea		Yes	Yes	Yes
Guinea-Bissau	FCAC	Yes	Yes	Yes
Guyana		Yes	Yes	No
Kenya		Yes	Yes	Yes
Lao PDR		Yes	Yes	Yes
Lesotho		Yes	Yes	No
Liberia	FCAC	Yes	Yes	Yes
Madagascar	FCAC	Yes	Yes	No

Malawi		Yes	Yes	Yes
Mauritania		Yes		Yes
Niger	FCAC	Yes	Yes	Yes
Nigeria	FCAC	Yes	Yes	Yes
OECS		Yes	Yes	No
Pakistan Balochistan	FCAC	Yes	Yes	Yes
Somalia Puntland	FCAC	Yes	Yes	Yes
Somalia Somaliland	FCAC	Yes	Yes	Yes
Sudan	FCAC	Yes	Yes	Yes
Tanzania Mainland		Yes	Yes	Yes
Tanzania Zanzibar		Yes	Yes	No
Togo	FCAC	Yes	Yes	Yes
Uganda	FCAC	Yes	Yes	Yes
Uzbekistan		Yes	No	Yes
Yemen	FCAC	Yes	Yes	Yes
Zimbabwe		Yes	Yes	Yes

A Brief Note on Methodology

Sub-sectoral and thematic categories were developed, building upon the OECD/DAC definitions for education official development assistance (ODA)[145] and the World Bank taxonomy. Adjustments were made to the coding schema based on the pilot coding exercise conducted during FY16 and internal consultations with GPE staff working on specific thematic areas. Using an iterative process of coding, planned activities were clustered into the above themes, which are linked to GPE's strategic goals (*learning, equity, system*). In terms of QA, project documents have been coded by two team members and spot-checked by a senior team member. Coding essentially consisted of reading through each project document[146] for specific activities that will be financed and tagging the relevant excerpts to the corresponding themes in the software used.[147] All the coding was done manually (i.e. line-by-line reading of relevant sections of the project document). Sections of project documents providing background information such as country context were not coded. Once the coding was completed in NVivo, results were extracted from NVivo and further organized and analyzed in Excel. Although the current approach has improved on the FY17 exercise, some limitations remain. ESPIGs have different GAs, and each uses its own grant proposal document format. These provide different levels of granularity about grant components; therefore the quality of the coding is contingent on the quality of project documents. Along the same lines, the availability of details on financial figures varies from one project document to the next; therefore the coding cannot currently track such figures across the portfolio systematically. Finally, documents for sector-pooled grants have been coded but not included in this portfolio because they require a different analytical approach.

[145] See http://www.oecd.org/dac/stats/education.htm for further information on OECD coding.
[146] Changes due to restructuring are not reflected. Because financial figures are not tracked, changes based on restructuring do not affect the results of the coding by subsector or thematic activity.
[147] An NVivo database was created to conduct the coding exercise during FY17. NVivo is a software that allows for systematic organization of large amounts of textual data.

ANNEX 8-A: VARIABLE TRANCHE STRATEGIES, INDICATORS AND ALLOCATION PER EQUITY, EFFICIENCY AND LEARNING OUTCOME (FY16–FY18)

Country	Strategy	Indicator Category	Indicator	Allocation per Category (US$)	% per Category
FY16					
Mozambique	Improve equitable resource allocation and human resource management at the district level through a focus on a more equitable allocation of primary education teachers	Equity	Number of districts with PTR above 80	4,000,000	23.03%
Mozambique	Introduce a culture of evaluation for school directors which can be used to apply incentives (in terms of further career options, additional school grants, etc.) to improve accountability at the level of school management	Efficiency	Number of primary school managers who participated in management training (non-cumulative) Percent of trained school managers (year n-1) evaluated based on performance	5,000,000	28.79%
Mozambique	Shift from teacher-centered to student-centered pedagogy, the use of local languages and new learning materials, and student learning monitoring	Learning outcomes	Number of teachers that have participated in the new in-service training program, which focuses on applying adequate teaching methodologies in the classroom to enable children to learn to read, write and speak Portuguese	8,370,000	48.19%
Mozambique		**Total amount of variable tranche (VT)**		**17,370,000**	**100%**
Nepal	Develop an equity index and provide targeted support to 10 most disadvantaged districts, in order to reintegrate OOSC into basic education and to provide second chance education	Equity	Development of the equity index and its utilization for providing targeted support to districts	5,800,000	32.58%
Nepal	Transition from the current pass-fail assessment approach, which requires students to pass all subjects at the same time, to single subject certification for the grade 10 School Leaving Certificate (SLC) and higher secondary school exams	Efficiency	Single-subject certification implemented in SLC examinations and approved for higher secondary examinations	6,000,000	33.71%
Nepal	Improve learning outcomes though implementation of school-based learning assessments and engagement of parents and teachers in the sharing and discussion of assessment results	Learning outcomes	Standardized classroom-based EGRA for grades 2 and 3 are conducted with parent observation, and results are shared and discussed with parents in 3,000 schools/communities	6,000,000	33.71%
Nepal		**Total amount of VT**		**17,800,000**	**100%**

Rwanda	Improve school readiness of children from the poorest communities by improving access to quality ECE services	Equity	Gross enrollment rate (GER) for pre-primary increased to 20.2% by October 2017 in rural and poor communities	2,520,000	33.33%
Rwanda	Improve planning and budgeting capacity on the basis of evidence and analysis, especially at district level, for improved effectiveness and efficiency of the education sector by publishing education statistics three months after end of academic year	Efficiency	Education statistics 2016, disaggregated at district level, available by March 2017	2,520,000	33.33%
Rwanda	Transition from administering the assessment with external technical expertise to a full integration of the function in the national assessment system for the 2016 data collection	Learning outcomes	National sample based assessment of learning outcomes in literacy and numeracy at P2 and P5, conducted in 2016 and used to inform teaching and learning	2,520,000	33.33%
Rwanda		**Total amount of VT**		**7,560,000**	**100%**
Congo, DR	Reduction of households' contributions brought about by the payment of teachers through public payroll to eliminate direct costs to the poorest households	Equity	Elimination of all direct costs (SERNIE, Minerval, TENAFEP) and inclusion of previously unpaid primary school teachers on government payroll in order to reduce the poorest households out-of-pocket expenses for education	10,000,000	33.33%
Congo, DR	To reduce grade 1 dropout through (i) control of repetition and (ii) reduction of parent-paid fees	Efficiency	i) Study on operationalization of the Education and Training Sector Strategy (SSEF) to fight dropout disseminated ii) Reduction of dropout rate at the end of grade 1 in low efficiency provinces by 25%	10,000,000	33.33%
Congo, DR	The new sector plan has identified three main strategies to improve student learning outcomes: i) the promotion of innovative teaching methods, ii) the introduction of a plan for teaching reading in early grades and iii) the establishment of an independent agency in charge of national assessments (CIEAS) to guide policymaking in the education sector	Learning outcomes	Improved test scores for grades 2 and 4 children in the public primary schools for which a standardized assessment is done by the teachers, supervised by the parental committee (COPA). The results will be discussed publicly and made available to all	10,000,000	33.33%
Congo, DR		**Total amount of VT**		**30,000,000**	**100%**
Malawi	Create a environment conducive for girls to stay in schools through development and implementation of a national strategy supporting the introduction of rationalized allowances, fast-track promotion for teachers in rural areas and availability of sanitary facilities and housing in rural schools to support retention of female teachers in these schools	Equity	Increase in female to male teacher ratio in grades 6–8 in eight most disadvantaged districts	4,490,000	33.33%

Malawi	National Implementation Strategy on Repetition promoting efficiency measures that will result in improved retention and progression of students, improved cost-effectiveness and internal efficiency of the system	Efficiency	Reduction in repetition rate in grades 1-4 in eight most disadvantaged districts	4,490,000	33.33%
Malawi	Improve learning through balancing distribution of trained teachers, starting with eight disadvantaged districts during proposed time frame and later scaling up at national level	Learning outcomes	Reduction in pupil qualified teacher ratio in grades 1 and 2 in eight most disadvantaged districts	4,490,000	33.33%
Malawi		**Total amount of VT**		**13,470,000**	**100%**
FY17					
Ethiopia	Promote equity by addressing the gender balance in school leadership and providing additional resources at the school level to support students with special needs	Equity	Addressing the gender balance in school leadership by increasing the number of trained female primary school principals Encouraging more inclusive learning environments by increasing the school grant allocation to support special needs	10,000,000	33.33%
Ethiopia	Improving efficiency by targeting a reduction in grade 1 dropout rates through a number of strategies to increase attendance, sensitize communities, provide supporting materials and link school improvement plans to inspectorate system	Efficiency	Reducing grade 1 dropout rates in the region with highest grade 1 dropout rate	10,000,000	33.33%
Ethiopia	Improve school quality as measured by agreed on school inspection standards and through training of pre-primary teachers, targeting low-performing regions	Learning outcomes	Reducing the proportion of low-performing primary schools (level 1 in inspection standards) in the region with highest share of these schools Improving the learning environment of O-classes (pre-primary class) in two emerging regions by increasing capacity of O-class facilitators to deliver an early childhood education curriculum package	10,000,000	33.33%
Ethiopia		**Total amount of VT**		**30,000,000**	**100%**
FY18					
Liberia	Improve the equitable distribution of trained ECE and primary school teachers, focusing on deployment of trained teachers to disadvantaged counties	Equity	Increase in the proportion of qualified ECE and primary teachers, in the targeted disadvantaged counties	1,200,000	33.61%
Liberia	Improve efficient use of budget through improved teacher payroll management	Efficiency	Improving the system of teacher payroll management	1,370,000	38.38%
Liberia	Establish a national primary student learning assessment system	Learning outcomes	Establishing a national primary student learning assessment system	1,000,000	28.01%
Liberia		**Total amount of VT**		**3,570,000**	**100%**

Burkina Faso	Enhance equity of access to primary education by reducing geographical disparities, targeting the most disadvantaged region of the country, through several measures such as school construction programs, support to development, and financing and implementation of communal action plans, as well as recognition and integration of the Franco-Arab primary schools in the national education system	Equity	Annual rate of growth in primary school enrollment in priority communes in the provinces of Soum and Oudalan, Sahel region	3,380,000	33.33%
Burkina Faso	Improve the efficiency of education system management by significantly increasing the allocations for operational expenditure to deconcentrated establishments to enable them to support the local authorities to effectively and efficiently fulfill their new roles in line with their increasing responsibilities and levels of funding	Efficiency	Share of Treasury Special Allocation Account (CAST) operational expenditure allocated to deconcentrated services l	3,380,000	33.33%
Burkina Faso	Promote basic learning outcomes among pupils of the first grades of primary school by expanding the availability of essential school manuals that are in line with the new curriculum	Learning outcomes	Ratio of essential textbooks (reading and numeracy) per pupil, that are in line with the new curriculum, for grades 1 and 2 at the start of school year 2019/2020; average value of this ratio for a representative sample of schools. Target value: 1.5 textbooks/2 pupils and no school within the sample group not served	3,380,000	33.33%
Burkina Faso		**Total amount of VT**		**10,140,000**	**100%**
Cambodia	Strengthen the implementation of MoEYS's national primary education scholarship program, through making its implementation more equity orientated to ensure the most disadvantaged children receive assistance and can remain in school – this is expected to have an impact on primary school dropout	Equity	Equity-focused primary scholarship framework is developed and adopted by MoEYS (including grades 1–3) Schools improve the forecasting of number of children eligible for scholarships and MoEYS ensures timely payment of primary scholarships to beneficiaries (at the beginning of school year)	2,100,000	33.87%
Cambodia	Improve school capacity to develop standardized school plans and budgets in the context of D&D reform and School Improvement Fund (SIF) implementation, which is intended to ultimately lead to a more efficient use of resources at the school level, better responding to local needs and challenges. Efficiency gains will be monitored at a system or outcome level through tracking progress on grade 1 repetition reduction in targeted districts	Efficiency	Timely preparation of standardized school development plans and budgets by primary schools in the 26 target districts Reduced average grade 1 repetition rate in 26 target districts (in percentage)	2,100,000	33.87%

Cambodia	Improve the quality of teaching, and thereby student learning, through the preparation and implementation of a CPD framework and action plan; assisting the structuring and establishment of this first systemic in-service training and professional support system for teachers and school directors, and its implementation, particularly in relation to school-based mentoring	Learning outcomes	CPD mentoring program implemented in primary schools in the 21 target districts	2,000,000	32.26%
Cambodia		**Total amount of VT**		**6,200,000**	**100%**
Cote d'Ivoire	Develop quality preschool education, with a particular focus on community-based pre-schools approach, operating with public funding but managed by the communities, with the support of pedagogic advisers, to meet quality standards to be defined	Equity	Share of children in pre-school enrolled in community-based schools	2,410,000	33.33%
Cote d'Ivoire	Increase the teaching hours of teachers in lower secondary education system through recruitment of bivalent teachers, adaptation of training content, and improved management of teachers' recruitment	Efficiency	Weekly teaching hours of teachers in lower secondary education	2,410,000	33.33%
Cote d'Ivoire	Improve test scores in reading and mathematics for grades 3 and 4 through improvement of pedagogic support provided to teachers by pedagogic advisers and inspectors, renewed classroom observations tools and methodology, continuous in-service teacher training, and organization of pedagogic activities at inspectorate level	Learning outcomes	Score in reading and mathematics for grade 3 and grade 4	2,410,000	33.33%
Cote d'Ivoire		**Total amount of VT**		**7,230,000**	**100%**
Madagascar	Better distribution of trained teachers assigned in rural and remote areas by supporting the implementation of the consulted and approved teacher deployment plan as well as better teacher management	Equity	Plans consulted and approved for the deployment and redeployment of trained teachers recruited in 2018–2022 Number of newly trained teachers assigned to rural, remote areas	4,700,000	33.33%
Madagascar	Improve the promotion rate in the first two sub-cycles of basic education (primary) to enable more students to complete the primary cycle though selected national, regional and school-based interventions	Efficiency	The official first day of the 2020 school year falls in February Number of selected plans provided by sub-district education offices (CISCOs) which improve school promotion rate Number of schools in eligible CISCOs that have increased the rate of promotion by 2 percentage points per year since 2016/2017	4,700,000	33.33%

Madagascar	Improve the monitoring of student learning outcomes through standardized evaluations in French, mathematics and Malagasy to raise accountability and analysis for learning results	Learning outcomes	Creation of an official evaluation unit, with a detailed plan for the first two years of operation Publication of the analysis of the results of the validated national evaluation representative at the regional level (up to three evaluations)	4,700,000	33.33%
Madagascar		**Total amount of VT**		**14,100,000**	**100%**
Chad	Reduce the disparities in the allocation of trained and paid teachers between urban and rural areas	Equity	Reduction of disparities in the allocation of trained and paid teachers between urban and rural areas (15% reduction by 2019)	2,506,000	30.00%
Chad	Improve the survival rate in the last grade of primary education through promotion of automatic promotion within primary, sufficient quantity of textbooks, reducing the size of educational groups, reduction of household out of pocket fees especially in poor households, reducing the proportion of incomplete cycle schools	Efficiency	Improvement of the survival rate in the last grade of primary education by 15% in 2019	3,342,000	40.00%
Chad	Establish a national learning assessment system at all levels to ensure regular measurement over time to assess the level of learning outcomes	Learning outcomes	Establishment and operationalization of a national learning assessment system and completion of the first evaluation – system operational in 2019 and first evaluation conducted by 2020	2,506,000	30.00%
Chad		**Total amount of VT**		**8,354,000**	**100%**

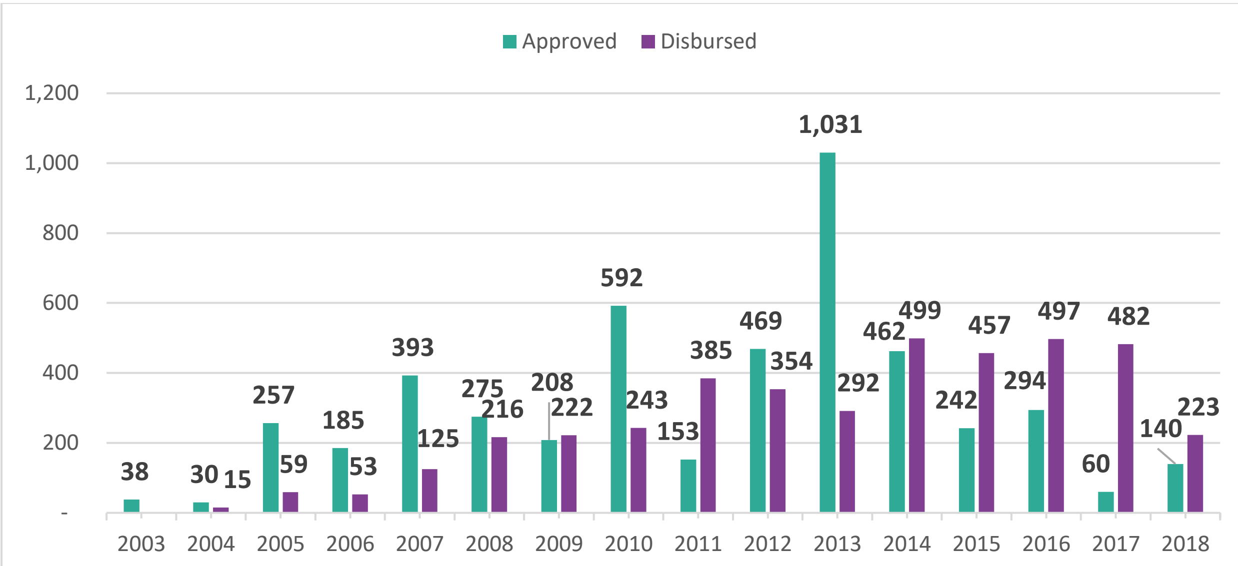
ANNEX 8-B: VARIABLE PART ACHIEVEMENTS AND DISBURSEMENTS

Background & Initial Targets	Progress
FY16	
Mozambique	
Effective/starting as of September 2015. Mozambique has met (or partially met) year 1 and year 2 targets in all dimensions; year 3 is on track.	
Equity: Initial target was to decrease number of districts with PTR above 80 from 12 to 8 (decrease by 4). A change in the administrative map resulted in changing the number of baseline districts from 12 to 17. The original target, to decrease the number of districts with PTR above 80 to 8 districts, remained the same. **Efficiency:** Increase number of primary school managers who participated in management training from 0 to 800 and increase percentage of trained school managers (year n-1) evaluated based on performance (year n) from 0 to 10%. **Learning Outcomes:** Increase number of teachers (grade 1 and 2) that have participated in new in-service training program from 0 to 1,650.	**Equity:** The number of districts with PTR over 80 decreased to 10. **Partially achieved** against original target (from 12 to 8) with partial disbursement (US$1,000,0000). However, the actual decrease was by 7 (from 17 to 10). **Efficiency:** 939 school directors trained. **Achieved** with full disbursement (US$1,000,000). 11.1 percent of newly trained school directors evaluated in 2016. **Achieved** with full disbursement (US$1,500,000). **Learning Outcomes:** In-service training strategy was finalized in 2015 and rolled out in 2016 (US$2,000,000 disbursement). In 2016, 4,247 grade 1 and 2 teachers benefited from trainings. **Achieved** (initial target was 1,650). Other funding sources became available (ESPIG is a part of sector-pooled funding), enabling the training of more teachers. US$3,000,000 was disbursed for the teacher training.
Nepal	
Effective/starting as of January 2016. Nepal met year 1 targets in learning and efficiency based on reports from independent verification agent and validated by the LEG. Disbursement took place. As for equity, result for year 1 partially met and disbursement took place with pro-rated basis. Year 2 on track.	
Equity: Development of an equity index. Use index to design and implement interventions to reduce OOSC by 20% in targeted districts. **Efficiency:** Implementation of single-subject certification in the School Leaving Certificate (SLC) and Higher Secondary Examinations. **Learning Outcomes:** Community schools where standardized classroom-based reading assessments for grades 2 and 3 are conducted by teachers and observed by parent representatives, with results shared/discussed with parents. 2,600 community schools.	**Equity:** Equity index developed and used to identify five most disadvantaged districts. Targeted interventions implemented in these districts (US$700,000 disbursement). 18.2% reduction in aggregate number of OOSC in the five districts**. Partially achieved** with pro-rated disbursement (US$2,002,000). **Efficiency:** SLC certificates issued to 2016 and 2017 candidates as per single-subject certification policy. **Achieved** with full disbursement (US$3,000,0000). **Learning Outcomes:** Assessment conducted in 2,605 community schools in 11 districts. **Achieved** (US$3,000,000 disbursement).
Rwanda	
Effective/starting as of June 2015. All targets met and the full amount disbursed. Grant closed on May 2018.	
Equity: Pre-primary GER increased from an average of 10% in 2014 to 17% by 2017 in the 22 poorest performing districts (defined as those that had GER of less than 17% in 2014). **Efficiency:** Education statistics, disaggregated at district level, made available. **Learning Outcomes:** Nationally representative learning assessment in mathematics and literacy (P2 & P5) conducted, used to inform teaching and learning.	**Equity:** Increase in pre-primary GER in the 22 poorest performing districts to 18.5% by 2017. **Achieved** with full disbursement (US$2,520,000) upon submission of reports and LEG endorsement in November 2017. **Efficiency: Achieved** based on 2016 statistics. Full amount of $2,520,000 was disbursed upon submission of reports and LEG endorsement in November 2017. **Learning Outcomes: Achieved** in November 2016. The government decided to change the grade levels assessed from grades P2, P5 to P2, P3, P6 and S3 to better align with SDGs, which led to a delay in meeting the target. In January 2018, the GPC approved postponed submission

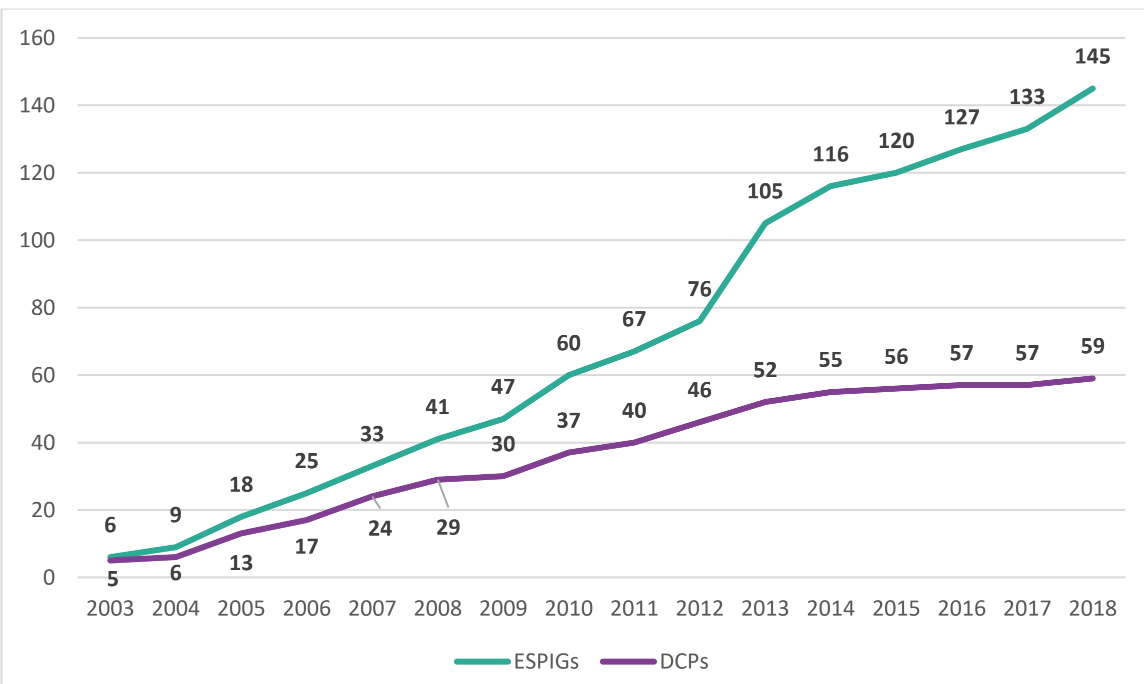
	of learning outcomes reports. Full amount of US$2,520,000 was disbursed upon submission of reports and LEG endorsement in April 2018.
FY17	
Congo, DR	
Effective/starting as of August 2017. Country is in process of verifying the first round of targets, which may include partial disbursement.	
Equity: Inclusion of 1,600 previously unpaid primary school teachers on government payroll in the poorest provinces (in order to reduce the poorest households' out-of-pocket expenses for education). **Efficiency:** Dissemination of study on operationalization of education/training sector strategy to fight dropout and start roll-out of implementation of some strategies for dropout. **Learning Outcomes:** Improvement of grades 2 and 4 student test scores in reading, French and national languages, as measured by standardized learning assessments carried out by teachers and supervised by the parental committee.	**Equity:** 1,488 primary school teachers who were previously not paid have been integrated into the civil service out of a target of 1,600 for the current year. **Efficiency:** A draft study to operationalize strategies to fight dropouts has been completed. **Learning Outcomes:** Implementation of a large-scale assessment which has not been realized yet but for which all the critical parts are in place for the assessment to happen.
Ethiopia	
Effective February 2017. Given the short time frame for year 1, the verification of year 1 targets was expected to be completed in July 2018, and may allow for partial disbursement.	
Equity: Addressing the gender balance in school leadership by increasing the number of trained female primary school principals and encouraging more inclusive learning environments by increasing the school grant allocation to support special needs. **Efficiency:** Reducing grade 1 dropout rates by 5% in region with highest grade 1 dropout rate by 2016/17. **Learning Outcomes:** Reducing the proportion of low-performing primary schools in the Afar region to 15% by 2016/17. Improve learning environment of O-classes (pre-primary) in two emerging regions by increasing the capacity of O-class facilitators to deliver the ECCE curriculum package.	
Malawi	
Effective/starting as of December 2016.	
Equity: Completion of a national girls' education strategy. **Efficiency:** Completion of a primary school promotion policy. **Learning Outcomes:** Completion of a teacher management strategy (which includes guidance on improving the efficient distribution of teachers).	Country is in the process of verifying the first round of targets. As part of verification activities, members of the LEG have provided detailed feedback to the government on policy documents.

ANNEX 9: ESPIG APPROVALS AND DISBURSEMENTS, CUMULATIVE NUMBER OF ESPIGs & LIST OF ALL ESPIGs PER COUNTRY/FEDERAL STATE (INCEPTION TO 2018)

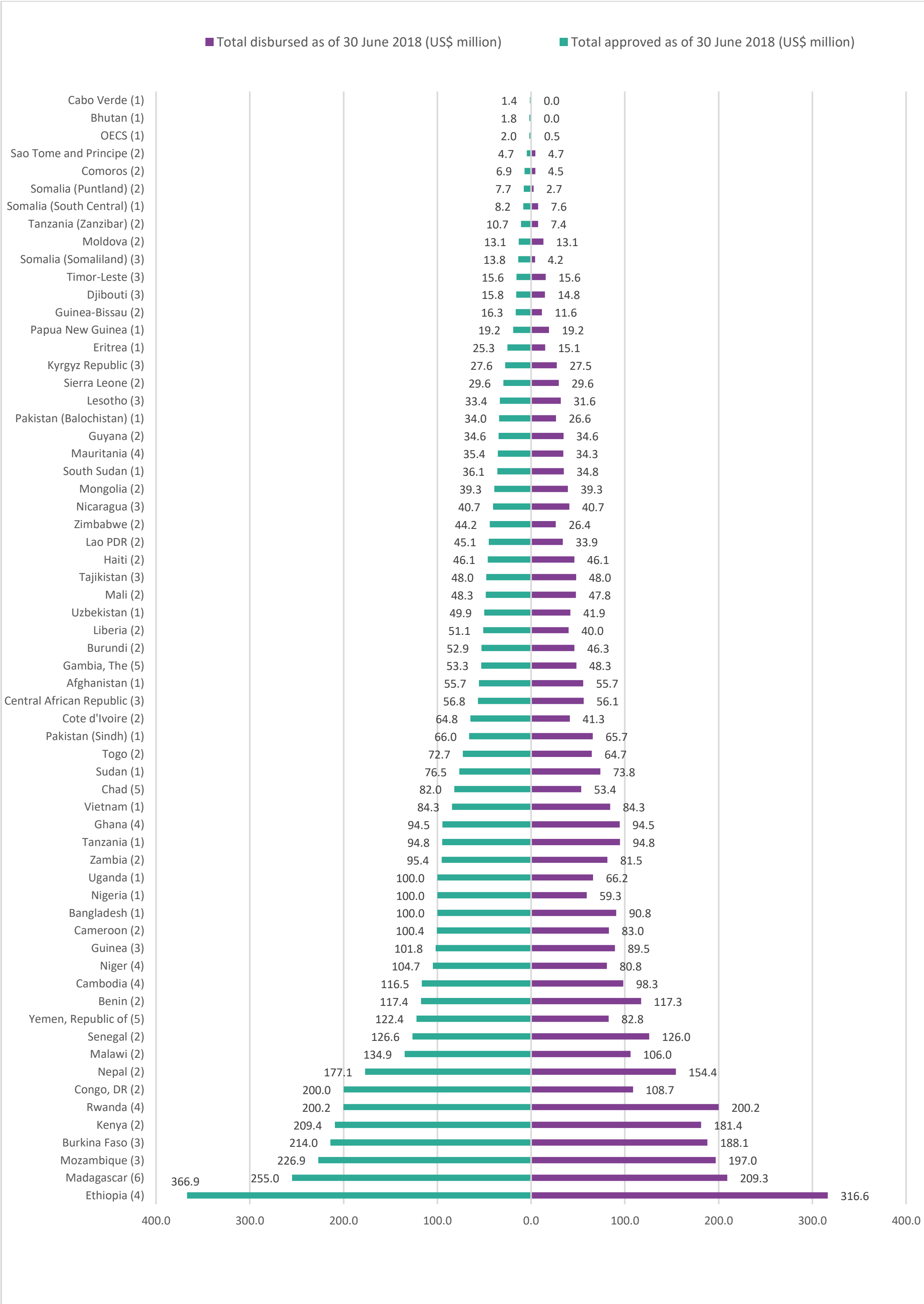
(i) Approvals and Disbursements by Calendar Year, from 2003 to 2018 (in $US million)



(ii) Cumulative Number of ESPIGs and Cumulative Number of DCP ESPIG Recipients by Calendar Year



(iii) List of Active, Closed and Pending ESPIGs per Country/Federal State, 2002 to June 30, 2018



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