

# Application Form for Education Sector Program Implementation Grant - ESPIG<sup>1</sup>

OVERVIEW	
Country:	Democratic Republic of São Tomé and Príncipe
Grant agent(s):	World Bank
Coordinating agency(ies):	UNICEF
Date of submission of the endorsed ESP/TEP:	11/9/2019
Period of the ESP/TEP:	2019-2023
Date of submission of the full ESPIG package:	5/15/2020
Program name (optional):	Girls Empowerment and Quality Education for All
Other donor financing for the program (list donors and amount):	World Bank IDA (US\$15 million equivalent)
ESPIG amount requested from GPE - Fixed Part <sup>2</sup> :	US\$2.5 million
ESPIG amount requested from GPE - Variable Part <sup>3</sup> :	0
Agency fees (additional to the country allocation):	1.75%
Estimated ESPIG starting date:	9/15/2020
Estimated ESPIG closing date (must be last day of the month, e.g. June 30, 2025):	12/31/2023 (Closing date for IDA project which GPE will co-finance is 12/31/2025)
Expected submission date of completion report:	6/30/2024
Grant currency - please enter 'X' in the box to indicate the currency of the grant amount and fees	<input checked="" type="checkbox"/> US Dollar
	<input type="checkbox"/> Euro
Grant modality - (please enter 'X') <sup>4</sup>	<input type="checkbox"/> Sector Pooled or Budget Support
	<input checked="" type="checkbox"/> Project Pooled/ Co-financed
	<input type="checkbox"/> Project/ Stand-alone

<sup>1</sup> This application form was revised in November 2019.

<sup>2</sup> Including other grant agent costs such as supervision, country offices, etc.

<sup>3</sup> Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

<sup>4</sup> See Annex 1 for definitions.

## **Note to the user**

### **Disclosure of ESPIG Documents:**

→ Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents, including program documents and Joint Sector Review reports or aide memoirs, will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

### **Notification to the Secretariat:**

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE submission dates.

### **ESPIG Guidelines:**

→ Applicants should read the [ESPIG Guidelines](#), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

### **Application Package:**

→ The full ESPIG application package is considered an integral part of the GPC or Board's approval. Changes to any of these documents after submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

### **Data Sources:**

→ The financial, education sector, and any country data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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## I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

### I.1 Requirement 1: An endorsed quality ESP/TEP<sup>5</sup>

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The Government of São Tomé and Príncipe (STP) recognizes that boosting shared prosperity in STP requires improved human capital. The Government has developed a comprehensive Education Sector Plan 2019-2023 (Carta de Política Educativa – ESP) to address education challenges in the country, based on findings of the Education Sector Analysis (ESA), funded by the GPE. The ESP was endorsed by the Government and the Local Education Group (LEG) in November 2019. The ESP is the result of a participatory and inclusive development process that reflects the changes introduced in the 2018 National Education System Law and represents the vision of the Government, Development Partners (DPs), and civil society for the sector for the next four years. The ESP priorities are to address the learning crisis facing all levels of education and to improve the efficiency and equality of the country's education system.

The project design is based on the Government's priorities and strategy building on lessons and experiences in the education sector. The proposed project supports the implementation of the ESP and will be financed by the GPE as well as the World Bank IDA. The Project would support investments to improve the quality of basic education while aiming to bring transformative changes in equity and efficiency of the system. Additional and ongoing programs of DPs would complement progress towards these objectives and the Government budget as identified in the ESP 2019-2023. The Local Education Group (LEG) has been involved in supporting the design and preparation of the proposed Project, while ensuring alignment and potential integration with ongoing and future bilateral and multilateral assistance. The project financing will account for 42 percent of the external resources planned for the ESP 2019-2023 implementation.

### I.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link](#).<sup>6</sup> Attach the completed template to this application.

**TABLE 1 | Evidence of external resource mobilization**

Actual value for three years	Target values for the period of the Program
Data for the past three years	Data for the relevant duration of the program

<sup>5</sup> Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

<sup>6</sup> This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: <http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex>. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).

(indicate years as relevant)			(indicate years as relevant)					
year 2017/18	Year 2018/19	Year 2019/20	year 1 2020/21	year 2 2021/22	year 3 2022/23	year 4	year 5	Total
<b>Education sector plan</b>								
Education sector plan cost (local currency)								
	320,845,030.3	178,611,673.5	147,681,674.5	96,145,675.5	148,957,676.5			571,396,700.00
Government funding (local currency)								
	4,109,110.27	6,746,093.75	9,921,093.75	9,695,093.75	9,619,093.75			3,5981,375.00
External funding – excluding GPE funds (local currency)								
	316,735,920.0	171,788,079.8	114,938,730.8	82,961,429.75	119,928,385.8			489,616,626.00
Funding gap as recorded in the ESP (local currency)								
		77,500.00	77,500.00	77,500.00	77,500.00			310,000
GPE support (local currency)								
								45,488,699.00

**TABLE 2 | Major interventions of development partners**

Donor name	Major interventions	Financial scale (amount)	Years covered
UNICEF	Preschool interventions (curriculum, pedagogical materials, teacher training)	1,913,000.00	2020-2023
Portuguese Cooperation	Secondary education (curriculum) and High Education interventions	8,600,000.00	2020-2023
COSMOS/Japan	Building schools and classrooms	123,000,000.00	2020-2022
ABC Brazil	TVET interventions	71,000,000.00	2020-2022

### I.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below.

#### I.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).

- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.<sup>7</sup>

The Education Sector Analysis (ESA) was completed in June 2018 and took into account the demographic and macroeconomic context, analysis of existing policies, costs and financing, analysis of the education quality and management, and system performance and system capacity. The ESA has also analyzed the vulnerability and equity of girls and children in rural areas (chapter 5).

### **I.3.2 Basic financial and education data**

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.<sup>8</sup>

Submission of data to UIS is done on an annual basis with the most recent submission in 2018. STP reports most of all data required to UIS for the country specific information for Global Monitoring Report.

An Education Management Information System (EMIS) was recently developed under the World Bank-financed STP QEFA Project (Sistema Integrado de Gestão Escolar - SIGE). The project will support to further strengthen EMIS system in country. The Directorate of Planning and Education Innovation (DPEI) is responsible for compiling and publishing system and institutional data used to inform education policy and investments. Additional efforts will be made to enable the EMIS system to provide data to guide real-time decision-making. Greater quality control to ensure data accuracy is required.

### **I.3.3 A system or mechanisms to monitor learning outcomes**

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.<sup>9</sup>

There is a system for measuring student learning outcomes in STP. However, data from the national student learning assessment is not systematically used to improve teaching and to guide decision-making. While a national assessment system has recently been established, further work is needed to strengthen its ability to provide timely feedback and use this data to guide teaching and other decision-making. Currently, there are limited linkages between student learning outcomes and teacher performance. The system does not identify low performing teachers. STP does not participate in any international assessments which impedes any efforts to benchmark performance against established international standards. The project will support to strengthen the country's system for measuring learning outcomes and utilizing such data for improving teaching and other education investments.

<sup>7</sup> Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

<sup>8</sup> If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

<sup>9</sup> If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

## II. COUNTRY INFORMATION

**NOTE:** 1. Federal State applicants should duplicate this section as needed for States applying.  
2. Please include the sources of population and GDP data in footnotes.

Total population:	211,028
GDP Per Capita (USD):	US\$3,400
School year runs from (month to month):	September to June
Budget cycle runs from (month to month):	January to December

## III. PROGRAM

### III.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and in the case of project modalities, the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

**NOTE 1:** in the case of sector-pooled funds and budget support programs, where the initial earmarking of resources by inputs, activities, components and sub-components (typical of project modalities) may not be relevant, the narrative will summarize the key elements from the Program document.

**NOTE 2:** it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.

**The Girls Empowerment and Quality Education for All Project seeks to empower girls and tackle learning poverty in STP, especially among the most vulnerable.** Boosting shared prosperity in STP requires improved human capital, currently constrained by low levels of learning and poor labor market outcomes for women. In 2017, women were 3 times more likely to be unemployed than men, reflecting a gender gap that starts in adolescence. One third of girls 15-26 reported not being able to complete their studies due to becoming pregnant or early motherhood. At the same time, learning outcomes for both girls and boys are low, with half of students in grade 2 and 70 percent of students in grade 6 unable to achieve basic competencies in math. The Project will help address these key challenges by:

- (a) *Equipping girls with the confidence, knowledge, and negotiation skills (among other life skills) that will raise aspirations and foster agency to take control over life choices, through activities such as mentoring, and girls clubs.*



- (b) *Providing safe learning spaces*, including implementing plans to combat school-related gender-based violence, and infrastructure for water, sanitation, and hygiene (WASH) known to boost school attendance and be conducive to girls practicing good menstrual hygiene management (MHM).
- (c) *Working with families and communities* such that empowered girls are supported in contexts of traditional gender and social norms.
- (d) *Tackling learning poverty* throughout the system, through activities at the student, teacher, school, and system level.
- (e) *Reaching the most vulnerable children*, both in school and out of school. Children in school in need of special support will be identified through an early warning system and accompanied by corresponding remedial tutoring to accelerate learning. Out-of-school youth would be connected to second chance learning opportunities and skills development.

**The proposed Project would be financed by a grant from the International Development Association (IDA) in the amount of US\$15 million and a US\$2.1 million Maximum Country Allocation (MCA) from the GPE. The project's design is consistent with the GPE's strategic goals.** In line with the GPE focus areas, the Project would support investments to improve the quality of basic education while aiming to bring transformative changes in equity and efficiency of the system. Additional and ongoing programs of DPs would complement progress towards these objectives and the Government budget as identified in the Education Sector Plan (ESP) 2019-2023. The LEG has been involved in supporting the design and preparation of the proposed Project, while ensuring alignment and potential integration with ongoing and future bilateral and multilateral assistance. The project financing will account for 42 percent of the external resources planned for the ESP 2019-2023 implementation.

**The Project's design also draws on lessons learned from previous and ongoing World Bank and DP support to education in STP.** Overall, the Project aims to empower girls and tackle learning poverty by supporting the acquisition of life skills for girls and system-wide activities to tackle poor learning outcomes, including the most vulnerable. The implementation period for the project is five years with the closing date of December 31, 2025. **The GPE funds will be used in the first three years of project implementation.**

The Project Development Objective (PDO) of the proposed project is to equip girls with life skills and improve student learning outcomes for all. The proposed project, comprised of five components, aims to empower girls and tackle learning poverty by supporting the acquisition of life skills for girls and system-wide activities to tackle poor learning outcomes. The project also aims to support a more inclusive and conducive learning environment for girls and the most vulnerable. The scope of the project is general education (covering preschool throughout secondary education), but each component focuses on different levels of education to achieve the development objectives as described below.

#### **Component 1 – Empowering girls through the acquisition of life skills and safe schools' environments (US\$5.6 million equivalent)**

This component aims at imparting life skills and strengthen sexual and reproductive health (SRH) education through girls' and boys' clubs and community outreach strategies. The component will also support the sustainable provision of safe and sanitary spaces, water supply, and MHM in schools through school-based WASH interventions. Integral to safer school environments are those activities that strive to make schools free of sexual harassment, sexual exploitation, and child abuse in all its forms. The key objective is to foster behavioral changes of boys and girls in third cycle of basic education and secondary education that can assure the empowerment of girls.



## **Component 2 – Tackling the learning poverty (US\$7.97 million equivalent)**

The objective of this component is to tackle learning poverty in STP through promoting school readiness in preschool and effective literacy and numeracy teaching in the first and second cycles of basic education (grades 1-6), while also improving the country's teacher management system and promoting school leadership and accountability. To achieve these objectives, this component would adapt a multi-pronged approach to boost students' performance in Portuguese and mathematics in the early grades of basic education, focusing largely on interventions which target/support low performing teachers, improving prestige of teacher profession, and hold teachers and principals accountable.

## **Component 3 – Reaching the most vulnerable (US\$1.69 million equivalent)**

The objective of this component is to support basic education students that are lagging behind and improve the internal efficiency of the system through the reduction of repetition and dropout rates. This will be possible with the provision of targeted support to low performance students who are at risk of failing and dropping out – promoting their learning, reducing the likelihood that they will drop out and increasing the likelihood that they will succeed in school.

## **Component 4 – Technical Assistance, Project Coordination, Capacity Building and Monitoring and Evaluation (US\$1.84 million)**

This component will finance: (i) project coordination, monitoring and evaluation; and (ii) TA for capacity development, research and policy analysis. It will support the establishment and maintenance of a Project Coordination Unit (PCU) that would be responsible for coordinating project-supported activities and overseeing implementation of the project. The fiduciary activities will be carried out by the Project Fiduciary and Administrative Agency (*Agência Fiduciária de Administração de Projetos - AFAP*), supported by a number of DPs in STP. This subcomponent will cover the costs of project coordination, fiduciary requirements, safeguards, and M&E activities, including operations costs by PCU and AFAP as well as M&E activities.

## **Component 5 – Contingent Emergency Response Component (CERC) (US\$0)**

The project's fifth component is a Contingent Emergency Response Component (CERC), allowing for rapid reallocation of project proceeds in the event of a natural or artificial disaster or crisis that has caused or is likely to imminently cause a major adverse economic and/or social impact.

Please define the event or activity that will mark the start of the program and which will take place by the expected start date:

A request for a Project Preparation Advance (PPA) of US\$1.15 million has been submitted by the Government and approved by the World Bank. An Advance Agreement has been signed between the Government and the World Bank on March 2020. Activities to be financed under the PPA are as follows. They will help timely preparation of the project, as well as, fulfillment of readiness conditions for implementation before approval.

- (a) Setting up of the Project Coordination Unit (PCU). This would include the acquisition of two vehicles, information technology (IT) equipment, furniture for five offices, as well as material for painting and repairs of the Ministry of Education (Ministério da Educação e Ensino Superior - MEES) offices where the PCU will be housed.
- (b) Hiring of key PCU staff, such as the PCU coordinator, the Environment and Social Framework (ESF) specialist, and the monitoring and evaluation (M&E) specialist.

- (c) Carrying out consultations with project key stakeholders and the LEG including the cost of food service and space rental.
- (d) Carrying out social and environmental assessments to prepare ESF-related documents: (i) Environmental and Social Commitment Plan (ESCP); (ii) Stakeholder Engagement Plan (SEP); and (iii) Environmental and Social Management Framework (ESMF).
- (e) Preparing the project implementation manual (PIM), procurement plan and project procurement strategy for development (PPSD) for the proposed project.
- (f) Developing the M&E systems to track project progress. This would require hiring a consulting firm to carry out the Early Grade Reading/Mathematics Assessments (EGRA & EGMA), upgrading the Education Management Information System (EMIS), and conducting the classroom observations along with the hiring of an M&E specialist (as mentioned above).

## III.2 Expected Outputs<sup>10</sup> (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators<sup>11</sup> (GPE Strategic Plan 2016-2020):

Number of textbooks purchased and distributed  
 Number of teachers trained  
 Number of classrooms built or rehabilitated

**NOTE:** These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

**TABLE 3 | Target outputs per year**

Indicate if calendar year or implementation year <sup>12</sup> : Click here to enter text.	Baseline (Year 0)	Year 1	Year 2	Year 3	Year 4	Year 5
Number of textbooks purchased and distributed						
Number of teachers trained						
Number of classrooms built or rehabilitated						

## III.3 Financial overview

<sup>10</sup> For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

<sup>11</sup> See Annex 1 for definitions of these indicators.

<sup>12</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.

<sup>12</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.

Please complete the table below, indicating program disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed modality, indicate estimates for the expected disbursements of GPE funds by year.

**TABLE 4 | Program costs and expected disbursements by year**

Indicate years (e.g., 2023):	year 1	year 2	year 3	year 4	year 5	Total
Total program disbursements per implementation year <sup>13</sup>						
Total program disbursements per calendar year	US\$1M	US\$0.15 M	US\$0.85 M			

Please complete the table below, listing the proposed interventions/components, and indicating the expected disbursement by year (e.g., 2024) and total cost for each component, as well as their respective percentage of the total grant.

If it is a co-financed program, indicate estimates for the expected disbursements of GPE funds by year.

➔ *Extend and adapt the table to the number of components that fits the program, by copying/pasting or erasing rows as relevant.*

**TABLE 5 | Program costs and expected disbursement by component<sup>14</sup> – in USD**

Components	year 1	year 2	year 3	year 4	year 5	Total	%
Subcomponent 1.2: Fostering safer schools' environments			US\$0.5M				
Subcomponent 2.1: Teacher professional development and provision of TLM	US\$0.7M						
Subcomponent 3.1: Targeted intervention to prevent students from dropping out and to promote their success in school	US\$0.3M		US\$0.35 M				
Component 4: Capacity building activity in project management, planning, and budgeting and the development of M&E	US\$0.1M	US\$0.15 M					

<sup>13</sup> Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

<sup>14</sup> If not using budget support as grant modality.

### III.4 Grant Agent role and cost

Please describe below the specific roles the grant agent will perform in the implementation and/or oversight of the grant.

The World Bank is Grant Agent and provide oversight of the grant. The World Bank will provide implementation support, including fiduciary and safeguards oversight during the project implementation period. Implementation support missions will be undertaken by the World Bank at least every six months to assess the project progress in achieving its development objectives. Project performance and its status will be shared and discussed with LEG on a regular basis. A midterm review will be undertaken at the project implementation midpoint which will provide an opportunity to assess overall progress in project implementation, update the Results framework as necessary, review allocation across components, reassess the risks, and propose corrective measures to ensure achievement of the PDO.

**TABLE 6 | Supplemental program cost (Other grant agent costs & general agency fees, US\$)<sup>15</sup>**

Indicate years (e.g., 2024):	2021	2022	2023	year 4	year 5	Total
General agency fees (in addition to MCA):	200,000	100,000	100,000			400,000
Other grant agent costs (part of MCA), including for supervision, country office, etc.:						

### III.5 Utilization of other grant agent costs, including for supervision, country office, etc.

In 300 words, please indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized.

<sup>15</sup> See ESPIG Guidelines for the explanations of other grant agent costs and general agency fees.

### III.6 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

**Note:** Please provide brief explanations in your response.

**TABLE 7 | Grant financing modality**

	Previous GPE grant	Current application
<b>In relation to the ESP/TEP</b>		
Is the GPE-funded program aligned with the Education Sector Plan?	<p><i>Please provide brief explanations</i></p> <p>In July of 2019 STP received a Program Development Grant (PDG) from the Global Partnership for Education (GPE). The PDG is aimed at building technical capacity and reinforcing knowledge for the underlying causes of learning, equity, and efficiency challenges in STP.</p>	<p><i>Please provide brief explanations</i></p> <p>Yes. GPE support will be financed to the project which is aligned with ESP.</p>
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	<p><i>Please provide brief explanations</i></p> <p>No</p>	<p><i>Please provide brief explanations</i></p> <p>Yes. The Ministry of Finance will provide a Medium -Term Expenditure Framework with a forecast of resources available for the sector which includes the funding from partners.</p>
<b>In relation to the national budget and parliament</b>		
Is the GPE funded program clearly indicated in the national budget?	<p><i>Please provide brief explanations</i></p> <p><u>No. The PDG grant was executed by the World Bank.</u></p>	<p><i>Please provide brief explanations</i></p> <p>Yes. There is already a budget line defined for the Project.</p>
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned	<p><i>Please provide brief explanations</i></p> <p><u>No. The PDG grant was executed by the World Bank.</u></p>	<p><i>Please provide brief explanations</i></p> <p>Yes. There is already a budget line defined for the Project.</p>

utilization, using the existing national classification?		
<b>In relation to treasury</b>		
Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?	Please choose a), b), or c)  <i>Please provide brief explanations</i>  <a href="#">Click here to enter text.</a>	Please choose a), b), or c)  <i>Please provide brief explanations</i>  (C)
Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?	<i>Please provide brief explanations</i>  <a href="#">Click here to enter text.</a>  <i>If there are any specific derogations or safeguards, please explain briefly</i>  <a href="#">Click here to enter text.</a>	<i>Please provide brief explanations</i>  Yes  <i>If there are any specific derogations or safeguards, please explain briefly</i>  No
<b>In relation to procurement</b>		
Are government procurement rules used?  If so are there any derogations/safeguards on the use of these rules introduced?	<i>Please provide brief explanations</i>  <a href="#">Click here to enter text.</a>  <i>If there are any specific derogations or safeguards, please explain briefly</i>  <a href="#">Click here to enter text.</a>	<i>Please provide brief explanations</i>  <a href="#">Procurements are expected to be done in conformity with the World Bank's rules and regulations.</a>  <i>If there are any specific derogations or safeguards, please explain briefly</i>  <a href="#">Same applies to safeguards.</a>
<b>In relation to accounting</b>		
Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?	<i>Please provide brief explanations</i>  <a href="#">Click here to enter text.</a>	<i>Please provide brief explanations</i>  Yes.
<b>In relation to audit</b>		

<p>Will the financial accounts be audited by the government's external auditor?*</p> <p>*The government's external auditor means court of auditors / national audit office that is external to the government's general finance inspectorate of the ministry of finance</p>	<p><i>Please provide brief explanations</i></p> <p><a href="#">Click here to enter text.</a>  <i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p> <p><a href="#">Click here to enter text.</a></p>	<p><i>Please provide brief explanations</i></p> <p>The project financial statements will be audited by an independent auditor in accordance with International Standards on Auditing (ISA) as issued by the International Auditing and Assurance Standards Board (IAASB) within IFAC.</p>
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### In relation to reporting

<p>Will the information on program execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p><i>Please provide brief explanations</i></p> <p><a href="#">Click here to enter text.</a></p>	<p><i>Please provide brief explanations</i></p> <p>Yes, the annual implementation progress report (status report) prepared by the MEES will include the detailed information on project execution.</p>
<p>Will separate / additional reports be required for the Program?</p>	<p><i>Please provide brief explanations</i></p> <p><a href="#">Click here to enter text.</a></p>	<p><i>Please provide brief explanations</i></p> <p>Additionally, the MEES is expected to submit the progress report biannually when the World Bank carries out the implementation support mission.</p>

### II.6.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

The proposed project will be executed through the Investment Project Financing (IPF) investment. This financing approach provides flexibility to build necessary human and institutional capacity and also allows for close follow-up of and necessary adjustments to project activities and procedures by the Government and the World Bank. The project funds will be used based on regularly updated procurement and training plans, which would be reviewed by the World Bank. The World Bank's fiduciary guidelines will apply to the entire project. AFAP, established in 2003 under the Ministry of Planning, Finance and Blue Economy, will have overall fiduciary responsibility for implementation of the proposed project. AFAP has a strong track record in the implementation of the Bank-financed projects. It is currently supporting the implementation of all IDA-financed projects in STP.



The recent review of AFAP's FM arrangements concluded that it maintains acceptable fiduciary arrangements for the implementation of the ongoing IDA-financed projects and the fiduciary performance ratings for all World Bank-financed operations are Satisfactory. The Project's fiduciary risks are assessed Substantial given the limited institutional capacity and limited experience of the MEES in fiduciary management of investment projects. In order to mitigate against this risk, the fiduciary activities of the project will be carried out by AFAP and the MEES.

## IV. VARIABLE PART INFORMATION

### IV.1 Proposed variable part strategies in equity, efficiency, learning outcomes

For each specific dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a "stretch."

#### 1. Equity

#### 2. Efficiency

#### 3. Learning outcomes

### IV.2 Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

**The definition of targets under each dimension** should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a “grace” period for target attainment.

**NOTE:** According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

**Dimension:**

*Use the drop down below to select a dimension*

Choose an item.

**Indicator Name / Definition:**

**Definition of targets:**

**Disbursement Rule:**

*State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.*

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

**Dimension:**

*Use the drop down below to select a dimension*

Choose an item.

**Indicator Name / Definition:**

**Definition of targets:**

**Disbursement Rule:**

*State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.*

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

**Dimension:**

*Use the drop down below to select a dimension*

Choose an item.

**Indicator Name / Definition:**

**Definition of targets:**

**Disbursement Rule:**

*State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.*

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

**IV.3 Disbursement Mechanism: Briefly state the disbursement mechanism.**

*Into what mechanism will variable part financing be disbursed?*

The project will use an IPF modality. Therefore, the funds will be disbursed against eligible expenditures. Withdrawal procedures are delineated in the project's Financing Agreement as well as the Disbursement and Financing Information Letter (DFIL) which will be discussed and agreed at the Negotiations between the Government and the World Bank.

- (a) For payment made prior to the signing date, retroactive financing is made available up to certain amount for payments made prior to this date but on or after the retroactive financing date (amount and retroactive financing date to be agreed during the negotiations).
- (b) For payment after the signing date, the financing is made available against eligible expenditures. The Government needs to develop the IUFR quarterly and get it approved by the World Bank and submit an withdrawal application.

The funds will be disbursed from the World Bank to the project's designated account which has been newly created.

**V. INCLUSIVE APPROACH**

**V.1 Development Partners**

Development partners are not expected to provide funds for the project. However, three DPs have committed US\$14.1 million to finance the ESP, COSMOS/Japão/Anola, China, and ABC Brasil. The World Bank will support

the MEES and the LEG throughout the implementation of the ESP and ensure alignment with partners' activities and coordination of efforts, and avoid duplication. Continuous dialogue will be maintained with DPs through the project implementation. Any major issues or challenges during the implementation period will be discussed and solutions will be identified collectively. GPE Grant funds will be also used to build the capacity of the MEES to carry out the Joint Sector Review of the ESP.

## V.2 Sign-off

### Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Click here to enter text.
Job title/ ministry:	Click here to enter text.
Email:	Click here to enter text.
Phone:	Click here to enter text.
Date:	Click here to enter a date.
Signature:	

### Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Click here to enter text.
Job title/ agency:	Click here to enter text.
Email:	Click here to enter text.
Phone:	Click here to enter text.
Date:	Click here to enter a date.
Signature:	

### Signature of the coordinating agency representative

The below signatory endorses this application on behalf of the development partner group.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	Click here to enter text.
Job title/ agency:	Click here to enter text.
Email:	Click here to enter text.
Phone:	Click here to enter text.
Date:	Click here to enter a date.
Signature:	

- ➔ **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.
- ➔ See page 2 for information on disclosure of ESPIG documents.

## Annex I:

DEFINITIONS	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
Relating to funding modalities	
<b>Budget support</b>	This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.
<b>Sector Pooled</b>	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
<b>Project pooled / Co-financed</b>	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
<b>Project/ Stand-alone</b>	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
Relating to key indicators	
<b>Number of textbooks purchased and distributed</b>	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.

<b>Number of teachers trained</b>	<p>This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.</p>
<b>Number of classrooms built or rehabilitated</b>	<p>This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.</p>