

Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG¹

OVERVIEW		
Country:	Tanzania - Zanzibar	
Grant agent(s):	Sweden SIDA	
Coordinating agency(ies):	UNICEF	
Date of submission of the endorsed ESP/TEP:	2017	
Period of the ESP/TEP:	2017/18 – 2021/ 22	
Date of submission of the full application package:	2019	
Program name (optional):	ZEDP II	
Multiplier ESPIG amount requested:	\$2.5m	
Multiplier ESPIG - Fixed Part ² :	\$1.75m	
Multiplier ESPIG - Variable Part ³ :	\$750,000	
Co-funding mobilized:	\$25.4m	
Agency fees (Multiplier) – additional to allocation:	None	
Regular ESPIG amount requested:	\$6.74m (\$5.76m was approved for FP in 2017)	
Regular ESPIG - Fixed Part ⁴ :	\$2.99m	
Regular ESPIG - Variable Part ⁵ :	\$3.75m	
Agency fees (Regular ESPIG) - additional to the country allocation:	None	
Estimated starting date:	2/1/2020	
Estimated closing date (must be last day of the month, e.g. June 30, 2025):	6/30/2022	
Expected submission date of completion report:	12/30/2022	
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 ⁶
Grant modality - (please enter 'X') ⁷	<input type="checkbox"/>	Sector Pooled
	<input checked="" type="checkbox"/>	Project Pooled/ Co-financed
	<input type="checkbox"/>	Project/ Stand-alone

¹ This application form was revised in July 2018.

² Including other grant agent costs such as supervision, country offices, etc. (See “supplemental program cost” section of this application).

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

⁴ Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

⁵ Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

⁶ Only applicable to grants approved after January 1, 2019, including grant applications submitted in November 2018.

⁷ 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 quarterly submission dates.

Application Guidelines:

→ Applicants should read the [Multiplier ESPIG Guidelines](#) and/ or the regular [ESPIG Guidelines](#) (where relevant), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. Please also review the document "Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest," available at: <https://www.globalpartnership.org/funding/gpe-multiplier>. 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. Any changes to any of these documents from 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 information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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I. MULTIPLIER ESPIG

II.1 Sources and types of co-financing

The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).

The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.

The Application may not be approved if the total value of all co-financing is lower than the US\$ 3 to US\$ 1 ratio required to access the Maximum Country Allocation from the Multiplier.

#	Partner	Amount (US\$)	Instrument (grant, loan, etc.)
1	SIDA	US\$ 3.7 Million	Grant
2	KOICA	US\$ 10 Million	Grant.
3	UNICEF	US\$ 9.2 Million	Grant
4	Milele Zanzibar Foundation (MZF)	US\$ 1.05 Million	Grant
5	Click here to enter text.	Amount in US\$	Click here to enter text.
	Total in US\$:	US\$ 25.4 Million	Grant

II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

II.1 Requirement 1: An endorsed quality ESP/TEP⁸

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 ZEDP II document was prepared and endorsed in 2017 following a consultative process and an independent review (funded by SIDA) . The GPE made numerous comments on the ZEDP II draft 5 in March 2017, all of which were considered and acted upon, in particular the issues around equity, gender and PFM were addressed, the latter is a focus of current work in the sector with a specific TA program. The ZEDP II was used as the basis for the current GPE application and grant which is now operational.

An Annual Joint Sector review was initiated in January 2018 and this has provided an opportunity for the ZEDP II to be both embedded as the educational plan and also allowed monitoring of progress and adjustment as needed. As a result of the AJESR recommendations the ZEDP II KPI have been reviewed and proposals for change will be presented at the February 2020 AJESR.

RGoZ is in the process of undertaking the mid-term review of the ESP and the outcomes will be reported at the next AJESR. A major new development in the sector is the development of a new pre-primary and primary curriculum which needs to be more solidly embedded into the ZEDP II.

The MTR terms of reference expect the financing framework to be updated, data entered below is from the current ZEDP II but it is anticipated this may change once reviewed.

II.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.

⁸ 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.

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](#).⁹ 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 (indicate years as relevant)			Data for the relevant duration of the program (indicate years as relevant)				
year	year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Education sector plan							
Education sector plan cost (TZS)							
		148,940,000,000	166,844,000,000	176,431,000,000	180,510,000,000	179,560,000,000	
External funding – excluding GPE funds (TZS)							
		41,304,327,680	44,738,005,239	67,574,048,000	50,000,000,000	47,921,959,680	
Funding gap as recorded in the ESP (TZS)							
		2,268,000,000	13,277,000,000	13,360,000,000	6,998,000,000		
GPE support (TZS)							
12,451,080,000 (this has been approved) the total grant available is 34,275,000,000 TZS /US\$ exchange rate used = 2285							

TABLE 2 | Major interventions of development partners

⁹ 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.

Donor name	Major interventions	Financial scale (amount)	Years covered
OPEC Fund	Construction and furniture for nine schools in Primary and Secondary School	US\$ 10.2 million	(2015-2019)
Sida (Government of Sweden)	Construction and furniture for 23 classrooms, teacher centres, library (Primary School)	US\$4.6 million	(2010–2016)
UNICEF	<ul style="list-style-type: none"> Quality formal basic education including teacher training and Equity and inclusive education Policies, Strategies and Plans 	US\$ 5.2 million	(2016/17 – 2020/21)
USAID	<ul style="list-style-type: none"> SIS (equipment, teacher training) Improve Literacy and Numeracy skills (3Rs) Provision of Teaching/ Learning materials Community support to learning Inclusive Education Monitoring and Supervision support All for Primary Education	US\$8.0 million	(2016–2021)
World Bank	<ul style="list-style-type: none"> Teacher training Inspectorate and examination reform EMIS improvement Construction of classrooms, libraries and laboratories All for primary and secondary education	US\$ 35 million	(2015–2019)
KOICA	<ul style="list-style-type: none"> Secondary education quality 	US\$ 10 million	2019 - 2024
GPE	<ul style="list-style-type: none"> Pre-primary and primary access and quality 	US\$ 5.76 million	2018 - 2021

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

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

II.3.1 A recent education sector analysis

- 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.¹⁰

¹⁰ 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.

The most recent ESA was in 2016/ 17 and covered demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity. The next ESA is being planned. In early 2020 the latest Household Survey data will be published.

UNICEF have carried out an extensive survey of out of school children (areas, causes etc.) and on the back of this have secured funding to address the issues with a major new program with the ambitious aim of reaching all OOSC due to start in early 2020.

There have been 2 AJESR and reports (Feb 2018 and Feb 2019)

MoEVT and PORALGSD expect the MTR to be carried out prior to the next AJESR (February 2020)

II.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.¹¹

The latest data to the UIS was submitted in 2009. By then, Zanzibar was considered a federal country by the UIS and was asked to submit merged data of Tanzania Mainland and Zanzibar. This was the case during the subsequent years. In recent times, the coordination between Zanzibar and Mainland has been working poorly and no data from Zanzibar has been merged with that of Mainland.

Under a project funded by USAID the EMIS is being upgraded and staff trained in analyzing and using data; a school level information system is being established (SIS) and schools have been provided with tablets to record data it is anticipated that this will be up and running in 2020.

There remain a number of issues particularly with collecting financial data which have been exacerbated by the rapid devolution process. These are slowly being addressed and a new program of financially focused technical support has started.

The rapid decentralization has resulted in some duplication of data collection, recent meetings have concluded that the EMIS function will remain in MoEVT with PORALG having access to the information as a specified user.

II.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.¹²

There is no system for measuring learning outcomes other than the formal examination system. That this is needed has been well documented and will be addressed with the roll out of the new pre-primary and primary curriculum which has a strong focus on classroom learning assessment and the use of the inspectorate to support and monitor. In addition, there will be a study to help the RGoZ decide what system for sample based learning assessment they think most appropriate and this will then be initiated. The establishment of this monitoring process is linked to the VT.

¹¹ 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.

¹² 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.

III. 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:	1.3 million (2012 census)
GDP Per Capita (USD):	930 (OCGS 2019)
School year runs from (month to month):	January to December
Budget cycle runs from (month to month):	July to June

IV. PROGRAM

IV.1 Program description (extracted from program document)

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

OR:

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

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

NOTE: it is highly encouraged that a summary of the program description is provided. 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 proposal covers the use of the funds available under the Multiplier Fund and the additional funds that have been allocated as a result of the increase in the MCA for Tanzania. Through 2019 MoEVT have undertaken a major review and planning exercise on the pre-primary and the primary curriculum as was anticipated in the ZEDP II and which has been consistently anticipated by AJESR and other deliberations. This was initiated by a wide-ranging and multi-stakeholder needs analysis, the findings of which led to the development of a new Curriculum Framework, prepared taking full account of international and regional experience and drawing on the expertise of many education stakeholders and professional educators.

The curriculum framework is comprehensive and complete, including all the elements that are needed to ensure that the learning of all children can be of a high quality; included are dissemination and advocacy, development of the syllabi, development and procurement of learning materials, in-service training for all teachers and administrators, pre-service curriculum review, orientation for the inspectorate, school learning assessments, changes to the formal examination system, expected roles of parents, communities and local government, sample based learning assessments, classroom construction.

The framework has been endorsed by the RGoZ and by education partners in the Zanzibar Education Sector Coordinating group (equivalent to the LEG) and the government and partners have committed to the financing of the roll out of the curriculum which will be phased over a 5 year period.

An implementation plan, time/ activity chart and fully costed budget have been prepared.

All the documents are attached as a part of this application (The Inception Report, The Curriculum Framework, the Implementation Plan, Budget, Timeline).

As noted the government and partners have committed to financing the roll out of the curriculum and a full financing framework will be prepared in March 2020 when the RGoZ budgets is finalized.

The government and partners have agreed that the GPE funds should support the implementation of the new curriculum. As the implementation plan is multi-year, the GPE funds have been allocated to a set of the preparation activities in the first two years of implementation 2019/ 2020 and 2020/ 2021 and 2021/ 2022. The funds do not cover the total cost of the first two years preparation activities and the additional funding will be in the financing frame, however both SIDA and UNICEF have committed to financially support this with UNICEF having a focus on the pre-service curriculum and in-service teacher training to develop the skills to deliver the curriculum, SIDA will commit once the financing frame is clear in 2020. There are funds under the current GPE program that will contribute directly to the curriculum program and these have been included in the program budget.

The overall curriculum programme Outcome: **Improved access and quality of pre-primary and primary education.**

There are 4 intermediate outcomes

1. Improved Teaching and Learning processes at the Pre-Primary and Primary Education level
2. Improved Education Management (Assessment, Supervision, monitoring, evaluation)
3. Capacity of Institutions to implement, supervise and monitor PPE and PE improved
4. Improved Community Engagement in supervision and monitoring of the new curriculum implementation

Each outcome has a number of outputs that have activities to be completed in a phased manner over the curriculum roll out (there is a gantt like diagram in the implementation plan and in the PD).

The outputs selected for the GPE program will ensure that:

The syllabi are developed and 'socialized',

The learning materials for the first phase are prepared and/ or procured

The Ward, Shehia and school management committees are strengthened (to understand the concepts of a competency theme based curriculum, their roles in quality assurance etc.)

Specialist is available in a timely manner and overall advocacy

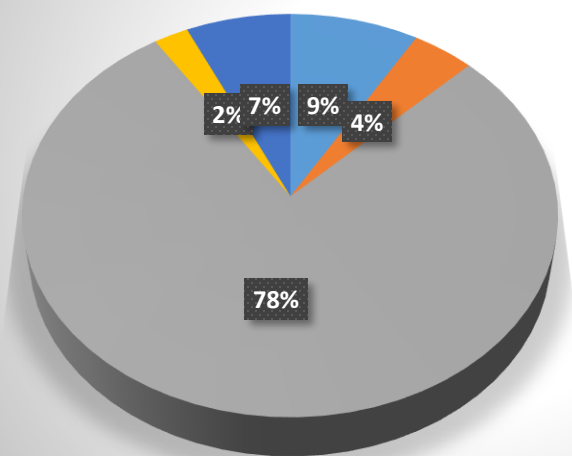
Thus contributing to all intermediate outcomes but with a focus on the first.

In addition, there is a budget for the independent validation of the Variable Tranche Indicators.

The budget by output

Outputs	ANNUAL BUDGET					PARTNERS			
	2019/2020	2020/2021	2021/2022	Total	US\$ (Ex 2285)	Gov	Ongoing GPE	GPE New App TZS	GPE New App US\$
Syllabi and other supporting documentation developed and socialized	824,192,150	216,385,500	216,385,500	1,256,963,150	550,093	155,241,000	177,348,650	924,373,500	404,540
Materials to support implementation of the syllabi developed	67,772,300	381,402,550	-	449,174,850	196,575	-	-	449,174,850	196,575
Teaching and Learning materials printed and procured	-	9,256,225,150	-	9,256,225,150	4,050,864	-	800,000,000	8,456,225,150	3,700,755
Ward/Shehia and SMCs members role on school management strengthened	-	248,580,500	-	248,580,500	108,788	-	-	248,580,500	108,788
Specialist support, M&E and advocacy	454,952,000	271,375,000	271,375,000	748,868,667	94,203,298	93,916,667	93,916,667	748,868,667	327,732
Grand Total	1,346,916,450	10,373,968,700	487,760,500	11,959,812,317	99,109,619	249,157,667	1,071,265,317	10,827,222,667	4,738,391

Distribution of GPE support (New App) by Outputs



- Output 1: Syllabi and other supporting documentation developed and socialized
- Output 2: Materials to support implementation of the syllabi developed
- Output 3: Teaching and Learning materials printed and procured
- Output 4: Ward/Shehia and SMCs members role on school management strengthened
- Output 5: Specialist support, M&E and advocacy

The majority of the program will be implemented by Zanzibar Institute of Education who have managed the whole review and development process, a small portion of the funds will be implemented by PORALG who have also been engaged from the start.

A management and oversight system has been established that should ensure there is engagement from the policy/ political levels to the overall partner oversight at AJESR and ZESC and operational management ensuring coordination between MoEVT and PORALG.

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

Completion of the Financing framework for the curriculum roll out in March 2020

IV.2 Expected Outputs¹³ (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 indicators¹⁴ (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, please indicate numbers planned at sector level.

TABLE 3 | Target outputs per year

Indicate if calendar year or implementation year ¹⁵ :	Baseline (Year 0)	Year 1	Year 2	Year 3	Year 4	Year 5
Number of textbooks purchased and distributed			133811			
Number of teachers trained						

¹³ For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

¹⁴ See Annex 1 for definitions of these indicators.

¹⁵ Implementation year begins with grant effectiveness/ signing of grant agreement.

Number of classrooms built or rehabilitated						
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IV.3 Financial overview

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

TABLE 4 | Program costs and expected disbursements by year – in USD

Indicate years:	year 1	year 2	year 3	year 4	year 5	Total
Total program costs by financial year	\$402,331	\$4,163,662	\$169,698			\$4,735,692
Fixed tranche						

IV.4 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 justifications/explanations in your response.

TABLE 5 | Evolvement of grant financing modality

	Previous GPE grant	Current application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Yes the project aligned with Education Sector plan ZEDP I (2008/09-2016/17)	Yes the project aligned with Education Sector plan ZEDP I (2008/09-2016/17)
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	All projected expenditures were included in the MTEF (Medium Term Expenditure Framework)	Projected expenditure for this application will be included in the 2020/2021 MTEF during January-March 2020 Planning
In relation to the national budget and parliament		

<p>Is the project included in the national budget?</p>	<p>The project is included in the national budget as part of the development budget for the education Sector.</p>	<p>This project will also be included in the national budget for 2020/2021 financial year and the MTEF</p>
<p>Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?</p>	<p>The MoEVT is currently applying Program-Based Budgeting, which means that the budget for the Ministry is broken down to a chosen set of programme areas. There are 6 programme areas which are listed below. The programme areas correspond to the 6 departments of the MoEVT.</p> <ol style="list-style-type: none"> 1. Pre primary and primary 2. Secondary Education 3. Higher Education 4. TVET, Higher Education 	<p>The MoEVT is currently applying Program-Based Budgeting, which means that the budget for the Ministry is broken down to a chosen set of programme areas. There are 5 programme areas which are listed below. The programme areas correspond to the 6 departments of the MoEVT.</p> <ol style="list-style-type: none"> 1. Secondary Education 2. Higher Education 3. TVET, Higher Education and Adult Learning 4. Quality of Education 5. Institutional Management <p>The budget for each Programme area is</p>

	<p>and Adult Learning 5. Quality of Education 6. Institutional Management</p> <p>The budget for each programme area is divided in recurrent and capital expenditures.</p>	<p>divided in recurrent and capital expenditures. NOTE: Due to decentralization the budget for Preprimary and Primary moved to Local Government Ministry effective July 2018 – this has created some challenges in consolidating education expenditure – Partners are actively supporting improved PFM.</p>
In relation to treasury		
<p>Is the majority of the financing disbursed into: (a) the main revenue account of government, or (c) a specific account at a commercial bank?</p>	<p>(b) a specific account at treasury</p>	<p>a specific account at treasury for the FT The VT will go to the main revenue account</p>
<p>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)?</p>	<p>YES. Specific derogations and safeguards are within the Public Finance Act of 2016, Public Procurement and disposal Act 2016 along-side other government circulars.</p>	<p>YES. Specific derogations and safeguards are within the Public Finance Act of 2016, Public Procurement and disposal Act 2016 along-side other government circulars.</p>
In relation to procurement		
<p>Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?</p>	<p>YES. Specific derogations and safeguards are within the Public Finance Act of 2016, Public Procurement and disposal Act 2016 along-side other government circulars.</p>	<p>YES. Specific derogations and safeguards are within the Public Finance Act of 2016, Public Procurement and disposal Act 2016 along-side other government circulars.</p>
In relation to accounting		

Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?	NO: The accounting results afterwards integrated in government's accounting systems by Ministry of Finance using information from the Chief Accounting at Ministry of Education.	NO: The accounting results afterwards integrated in government's accounting systems by Ministry of Finance using information from the Chief Accounting at Ministry of Education and PORALGSD
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	The previous grant was audited by an external auditor commissioned by the grant agent	The grant will be audited by an external auditor commissioned by the grant agent Or Chief Auditor General (CAG)
In relation to reporting		
Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	All projects are jointly monitored and reported in the overall Education Sector Plan Annual Implementation Report	Yes This project will also be jointly monitored and reported in the Education Sector implementation report.
Will separate / additional reports be required for the Program?	YES. The project deliverable is an annual report submission to the GPE secretariat	YES. The project deliverable is an annual report submission to the GPE secretariat
IV.4.1 Evolution of aligned assistance		
<p>In 375 words or less, please:</p> <ul style="list-style-type: none"> 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. 		
<p>The grant financing modality: GPE will disburse fund to GA (Sida) who will transfer funds to MoFP. For the fixed tranche funds MoFP transfer to an MoEVT special account and this is likely to be the same for the VT funds – A revised MoU between SIDA and MoFP will specify the VT procedure once the grant is approved.</p>		

MoEVT will mitigate fiduciary risks through: The management structure has several layers at which the financing will be perused/ managed.

As the D by D institutional processes become clearer the partners may agree for the VT funds to flow directly from the MoFP to the PORALGSD and RAS and thence to the implementing agents (LGA/ Wards) against clear workplans and accounting systems. The PFM capacity building team will be helping the agencies to develop these systems

V. VARIABLE PART INFORMATION

V.1 Summary of Variable Part indicators and targets

Please complete the table below, by providing and defining the selected indicators and providing recent data for the indicators, where applicable, to reflect past trends, and the specific targets for the Program.

➔ *Extend the table as necessary to fit the Program and number of indicators in each dimension, by copying/pasting rows as relevant.*

TABLE 6 | Variable Part Indicators

		Past trends data				Baseline				Program targets																																																																																																																																																																																																																							
Indicate years for data entries:		year		year		year		year		year		year																																																																																																																																																																																																																					
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2. Efficiency

Indicator:	<p>The efficiency indicator is in two parts, one of which is a process and will contribute to the changes in the second which is an outcome indicator</p> <p>a) By 2020 a teacher deployment framework¹⁶ has been developed and been approved by the Cabinet</p> <p>b) The pupil teacher ratio in the 5 selected districts (highlighted in the table below) has been reduced to at least the 40:1 ratio at the beginning of school year June 2021</p>							
Definition of indicator:	Output/ outcome							
Data/targets:		2015		2016		2017		2021
		Governemnt	Total	Governemnt	Total	Governemnt	Total	Gove
	North A	69.1	67.6	73.6	72.1	70.2	69.1	
	North B	51.2	50.7	45.8	44.9	46.4	45.4	
	Central	48.2	47.3	48.1	46.1	54.1	51.5	
	South	45.4	45.7	42.8	39.8	43.9	40.3	
	Urban	42.5	37.4	44.7	39	41.7	34.6	
	West A	37.2	37.1	34.2	34.2	36	35.4	
	West B	35.6	29.7	36.2	29.3	36.7	28.1	
	Wete	30.9	30	30.6	27.7	31.8	29.5	
	Micheweni	29.6	26.5	26.1	24.2	25.4	23.4	
	Chake Cha	28.9	28.8	28.7	27.8	29.6	30.6	
	Mkoani	27.9	27.1	29	28	28.9	27.6	

3. Learning outcomes

Indicator:	<p>Following an analysis of the options for a sample based learning assessment for Standard 3 students, agreement by MoEVT Principal Secretary on the assessment to be used and a work plan for the modalities for a first assessment to be given in 2021/ 22 covering at least literacy and numeracy which will act as a baseline to monitor learning under the new curriculum (to be completed by October 2020).</p> <p>Completion of the assessment materials and preparations for the assessment In school year 21/ 22. TO be completed by December '21</p>							
Definition of indicator:	Process							
Data/targets:				2020		2021		

¹⁶ The Framework may be a formal document or may be legal and/ or regulatory documents

V.2 Strategies and actions in equity, efficiency, learning outcomes

For each specific dimension, please:

- Describe the selected strategies/actions in the Education Sector Plan to address the issue of each specific dimension.
- Explain how the proposed strategies/actions are included in a results' chain and can be considered transformational.
- Demonstrate that the proposed implementation strategies are robust and evidence-based.
- Demonstrate that the selected indicators have a stretch effect as opposed to a mere continuation of current trends.

1. Equity

All 3 of the VTI are focused on the pre-primary and the primary sub sectors. And all are supporting the following policy objectives that are taken from the ZEDP II.

- Primary Policy Objective 1: Increase and improve access levels for the most disadvantaged areas and children; improve teaching and learning environment
- Primary Policy Objective 2: Children having core competencies and skills to successfully complete primary education
- Primary Policy Objective 3: Enhanced leadership and management skills for sub sector managers, within the decentralization process as it develops

Strategies in the ZEDP II are general and are based on a situation 3 years ago, the strategies that are being proposed in the Program Document to address the concerns that the VTI focus on need to be context specific (that is what is the best strategy in one District may not be the best in another).

The following are the detailed strategies along with the support that is being provided:

- Construction of pre-primary spaces, TuTu increased and greater community engagement (NSA)
- Increase incomplete primary schools in districts will act as a pull factor (RGoZ funding)
- Advocacy campaigns and work with parent committees (with different ministries) (NSA, UNICEF, Curriculum Program)
- More trained pre-school teachers – a pre-primary Certificate program has been introduced into 2 teacher training colleges; a bridging course for unqualified teachers is operating and a Diploma course has been established at the University (MoEVT, UNICEF, NSA,)
- Better learning resources – a new set of pre-primary story books will be available by 2020 (UNICEF)
- The OCGS-led development of the civil registration system and the use of the Shehia register to record and follow up on numbers of children who are out of school (RGOZ).
- EMIS expanded to collect relevant data on pre-school enrolments by District (this was a result of the original intention to apply for the VT in 2017 – EMIS collected the data for 2017 and are now able to supply the necessary baseline for this indicator (EMIS supported by USAID).

Results chain and evidence base:

Problem:

There are 3 problems:

1. The out of school population in Zanzibar is high and this is a problem that starts at the beginning of the education process. Overall enrolment is increasing in PPE, nevertheless the numbers who have received PPE remain quite low, especially in the lowest performing districts. The GER is likely to increase as more parents are encouraged to send their (overage) children to PPE but in Zanzibar there is a problem that the younger right aged children are often kept at home to either work or look after younger siblings. An accurate register of all children of school age has been lacking but the modalities are in place to remedy this through accurate completion of the Shehia register, which is a legal responsibility. (see UNICEF OOSC Report)
2. The current curriculum in primary school assumes that children have received PPE and children that have not are almost doomed to failure within the first week of Standard 1. (See the Curriculum Reform Inception and Needs analysis Reports)
3. In a number of Districts, the enrolment with PPE is decreasing. (see PD table of EMIS data)

Causes:

- Relatively recent introduction of the policy for national PPE at the age of 4 and 5
- Lack of understanding of parents of the importance of PPE and for children to attend at the right age
- Poor experiences of PPE by parents (lack of space, resources and teachers)
- Insufficient qualified teachers
- Lack of space/ places or places close enough to the community
- Children of the right age are kept at home while elder children attend PPE
- As more children attend it leaves the more difficult children to reach needing PPE (this is part of the stretch.

The strategies are a response to the problem and the causes.

Why is this a stretch indicator?

- This is new work for PORALGSD, the Districts and the Local Government Authorities
- The data shows that the PPE enrolment has stalled and this is worrying given that the primary curriculum assumes exposure to pre-primary learning. PORALGSD will have to outreach to the more difficult and resistant groups across all Districts
- On a purely numerical metric the goal is for an increase over and above the trend.

Process (we mention this as it is part of the transformational aspect of the VTI):

It is only since 2018 that the responsibility for pre-primary and primary education have been devolved to PORALGSD, the transfer of expertise from MoEVT has been patchy and PORALGSD and the Local Government Authorities are having to learn how to manage a complex sector. The VTI provides a focus for thinking and activity with a concrete reward at the end and with the support of the Zanzibar Education Sector TA program the institutional needs and professional skills will be strengthened and educational understanding increased. The VTI provide a catalyst for education to be properly present

in the Local Government activity. PORALGSD Education Committee will work with the Districts to discuss which strategies are key in the particular District and to then include these in the District Plans. District education planning is new; the first iteration of plans has just been completed with UNICEF support and so the VTI can help provided a strong focus.

2. Efficiency

All 3 of the VTI are focused on the pre-primary and the primary sub sectors. And all are supporting the following policy objectives that are taken from the ZEDP II.

- Primary Policy Objective 1: Increase and improve access levels for the most disadvantaged areas and children; improve teaching and learning environment
- Primary Policy Objective 2: Children having core competencies and skills to successfully complete primary education
- Primary Policy Objective 3: Enhanced leadership and management skills for sub sector managers, within the decentralization process as it develops

Strategies in the ZEDP II are general and are based on a situation 3 years ago, the strategies that are being proposed in the Program Document to address the concerns that the VTI focus on need to be context specific (that is what is the best strategy in one District may not be the best in another).

Transferring teachers is notoriously complex and made more difficult in small island contexts where 'everyone knows everyone' and uses a range of strategies to stay away from the less desirable areas. The President has expressed a concern about the disparity in teachers and the Ministries are keen to prepare a framework which identifies what incentives might work to improve the deployment of teachers. The VT grant provides an incentive to develop this strategy and then to achieve the norm. The specific strategies will be articulated in the framework.

Results chain and evidence base:

Problem:

Problem and causes: In a number of Districts the overall PTR is poor and has not changed despite a number of initiatives. The high PTR results in poor learning and children being discouraged from entering or continuing in school. The Districts where this is most stubborn are in Pemba and the problems go beyond simply not having enough teachers but also about the time on task of the teachers who do attend and how frequently they attend. These concerns have been recently researched by UNICEF in the study 'Time to Teach – Understanding and Addressing the Causes of teacher Absenteeism in Primary Schools in Zanzibar (UNICEF 2019). The study has a specific policy recommendation that the VTI will address and suggests useful strategies to be considered (see PD) and these will taken into account.

Strategies above and results in the following table (all districts meet the norm).

Pupil Teacher Ratios

	2015		2016		2017		2018
	Govermemnt	Total	Govermemnt	Total	Govermemnt	Total	Govermemnt
North A	69.1	67.6	73.6	72.1	70.2	69.1	69.4
North B	51.2	50.7	45.8	44.9	46.4	45.4	50.7
Central	48.2	47.3	48.1	46.1	54.1	51.5	60.9
South	45.4	45.7	42.8	39.8	43.9	40.3	44.9
Urban	42.5	37.4	44.7	39	41.7	34.6	42.2
West A	37.2	37.1	34.2	34.2	36	35.4	36.4
West B	35.6	29.7	36.2	29.3	36.7	28.1	37.8
Wete	30.9	30	30.6	27.7	31.8	29.5	33.3
Micheweni	29.6	26.5	26.1	24.2	25.4	23.4	26.6
Chake Cha	28.9	28.8	28.7	27.8	29.6	30.6	29.5
Mkoani	27.9	27.1	29	28	28.9	27.6	28

Why is this stretch

MoEVT has long tried to address the issues around teacher deployment and has not had a great deal of success. Deployment is now the responsibility of PORALG and the District/ LGA and is being approached more from a demand than supply drive. PORALG/ MoEVT are currently discussing the issues of teacher deployment and teacher professional standards and are committed to resolving the problems. There is an opportunity but the political, practical and financial implications are considerable, overcoming these will be a major achievement.

For transformational aspect see Equity

3. Learning outcomes

The quality indicator specifically focuses on policy 2: Children having core competencies and skills to successfully complete primary education.

The strategy is to put in place a regular sample based assessment to provide policy makers, leaders and parents with evidence of whether the teaching and curriculum is delivering the expected outcomes.

Results chain:

Problem

Learning is currently only assessed formally at Standard 6, Form 2, Form 4 and Form 6 by the Zanzibar Examination Council. The data would suggest that the system is not performing well in terms of learning. The trends in average performance by subject in the Standard 6 exams for Kiswahili, science and English have all improved since 2015 but maths remains static. At the higher levels, in Form 2 the trend for all subjects is falling and less than 18% of students performed sufficiently well to progress to Form 5.

Strategy

To develop an options paper with consultancy support or agreement by other means (for example discussions to use the same assessment as on the mainland) and then to institutionalize in an appropriate agency who will prepare the necessary instruments, to carry out the assessment and to publish the results. (the VTI goes as far as the institutionalization phase).

In addition, the new curriculum framework has a strong focus on assessing learning at the classroom level and in linking the classroom assessment with Inspectorate support. The different activities will complement each other and will serve to provide an in-depth understanding of what is happening with learning in the sector.

Why is this a stretch

The need for any learning assessment is still not fully appreciated by stakeholders and is certainly not yet embedded in the culture of the sector. While the technical establishment work may move ahead actually carrying out assessment, establishing baselines and then making public the findings will be a political and practical challenge. Considerable advocacy will be required to ensure that all levels of stakeholder understand the purpose and importance of the baseline even if it demonstrates things are not going well.

The process will involve both the technical issue of developing the assessment framework and tools and the feedback system that allows for parent and other stakeholder engagements and action on factors affecting learning outcomes.

V.3 Means of verification

Please complete the table below by providing an overview of means of verification for each of the three dimensions, the timing and methodology (including inclusiveness) of the process for determining whether the target is reached as well as the process to determine (partial) disbursements based on the results. The means of verification should include:

- 1) Responsible party
- 2) Source document
- 3) Indicative timing of validation by local education group.

→ *Extend and adapt the table if more rows are needed to fit the Program, by copying/pasting rows as relevant.*

TABLE 7 | Target attainment verification for disbursement

Means of verification	Month and year of target attainment verification	Month and year of disbursement of variable part
1. Equity		
Indicator:	Output	
An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing	September 2021 September 2022	October 2021 October 2022

<p>least well: Over a 2 year period a 1% increase per year, over and above the trend increase averaged from the base year 2015 (to 2019) with the incentive tranche being awarded in September 2021 and September 2022 (i.e. increase in school year 2021 and 2022)</p>		
2. Efficiency		
Indicator:	Process and output	
By 2020 a teacher deployment framework ¹⁷ has been developed and been approved by the Cabinet	During 2020	One month after independent verification
The pupil teacher ratio in the 5 selected districts North A, North B, Central, South, Urban has been reduced to at least the 40:1 ratio at the beginning of school year June 2021	September 2021	October 2021
3. Learning outcomes		
Indicator:	Process	
Following an analysis of the options for a sample based learning assessment for Standard 3 students, agreement by MoEVT Principal Secretary on the assessment to be used and a work plan for the modalities for a first assessment to be given in 2021/22 covering at least literacy and numeracy which will act as a baseline to monitor learning under the new curriculum (to be completed by October 2020)	During 2020	One month after agreement of modality and workplan
Completion of the assessment materials and preparations for the assessment In school year 21/22. TO be completed by December '21	During 2021	One month after independent assessment of readiness

VI. INCLUSIVE APPROACH

VI.1 Development Partners

¹⁷ The Framework may be a formal document or may be legal and/ or regulatory documents

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

VI.2 Sign-off

Signature of applicant ministry representative

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

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

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

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

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

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

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

Signature of the coordinating agency representative

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

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

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

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

Annex I:

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

Sector Pooled	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
Project pooled / Co-financed	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
Project/ Stand-alone	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.

Relating to key indicators

Number of textbooks purchased and distributed	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
Number of teachers trained	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
Number of classrooms built or rehabilitated	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.