**APPLICATION FORM FOR**

**THE GPE MULTIPLIER GRANT**

**(PRE-COMPACT)**

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| **This form should be used to apply for the GPE Multiplier grant by countries that have not yet developed a partnership compact** |

**d the Multiplier combined**

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| **Overview** | |
| Country: | Click here to enter text. |
| Coordinating agency: | Click here to enter text. |
| Date of submission of the full application package: | Click here to enter a date. |
| Program name: | Click here to enter text. |
| Total amount requested: | Click here to enter amount. |
| Fixed part:[[1]](#footnote-2) | Click here to enter amount. |
| Variable part:[[2]](#footnote-3) | Click here to enter amount. |
| Grant agent: | Click here to enter text. |
| Agency fees (additional to allocation):[[3]](#footnote-4) | Click here to enter amount. |
| Other donor financing for the program, including cofinancing for the GPE Multiplier (list donors and amount): | Click here to enter text. |
| Estimated starting date: | Click here to enter a date. |
| Estimated closing date (last day of the month, e.g., June **30**, 2025): | Click here to enter a date. |
| **Grant modality (check the relevant box)** | |
| Sector pooled or Budget support: |  |
| Project pooled/cofinanced: |  |
| Project/standalone: |  |

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| **Note to the user**  **Disclosure of grant documents:**  Following the final approval of this application, the final document will be published on the GPE website. This is in line with GPE’s transparency policy, which requires that all approved grant applications and other related documents be published on the GPE website under the country pages of the partner country 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 the GPE website.  **Notification to the Secretariat:**  Prior to any 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.  **Grant guidelines:**  Applicants should read the [system](https://www.globalpartnership.org/content/guidelines-access-gpe-multiplier) transformation grant guidelines and/or the GPE Multiplier guidelines (where relevant), which explain the application development process, including timeline, steps and intermediary submissions for the quality assurance process of the application. For the GPE Multiplier, please also review the “Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest,” available at: <https://www.globalpartnership.org/funding/gpe-multiplier>. If additional information is needed, the applicant can contact the country team lead at the Secretariat.  **Safeguards against sexual exploitation, abuse and harassment:**  While preparing this application and the program it supports, grant agents should ensure that adequate consideration is given to the GPE policy on protection from sexual exploitation, abuse and harassment (PSEAH). See section 5 of this application for relevant questions.  **Submission of draft application for quality assurance:**  Where applicable, the **grant agent**, copying the government, coordinating agency and GPE country team lead, should submit the draft application package to the Secretariat at the following address by the set deadline: [gpe\_grant\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).  **Submission of final application:**  The **coordinating agency** submits the final application package on behalf of the government and the local education group via email to gpe\_grant\_submission@globalpartnership.org, with a copy sent to the grant agent, the ministry focal point and the country lead within the Secretariat.  **Application package:**  The final application package is considered an integral part of the approval. Changes to any of these documents after submission to GPE should follow the system transformation [grant policy](http://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants). This includes any changes to program documents during the internal approval process of the grant agent.  **Data sources:**  Thefinancial, education sector and any other country data included in the application should be accompanied by the relevant sources in the corresponding sections of the form. |
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| |  |  |  |  | | --- | --- | --- | --- | | **1. GPE Multiplier cofinancing** | | | | | **1.1. Sources and types of cofinancing (Skip this section if the application does not include the Multiplier.)** | | | | | 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, and so on).  The amount of funding should equal or exceed the value of cofinancing 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 cofinancing 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 |  |  |  | | 2 |  |  |  | | 3 |  |  |  | | 4 |  |  |  | |  | Total in US$: |  |  |   **2. The partnership compact**   |  |  | | --- | --- | | A. Does the country plan to develop a partnership compact? | Yes  No | | B. If there are plans to develop a partnership compact, when is the expected delivery date? | Click to enter date. | | Since this application is not based on a partnership compact, briefly describe the evidence-base/policy document that informs the program for which this funding is being requested. Provide as attachment any relevant documents. | | |  | |   **3. Program**   |  |  |  |  | | --- | --- | --- | --- | | **3.1. Program components** | | | | | Please provide information on the program components/ objectives by source of funding. If a Girls’ Education Accelerator (GEA) grant is included in this application, please indicate (by Yes/No) the specific components that are targeted by the GEA. | | | | | **Program component/ objectives** | **GPE contributions (US$)** | **Other donor contributions**  **(US$)** | **Is component supported with GEA grant?** | |  | Enter amount. | Enter donor name.  Amount in US$ | Yes  No | |  | Enter amount. | Enter donor name.  Amount in US$ | Yes  No | |  | Enter amount. | Enter donor name.  Amount in US$ | Yes  No | |  | Enter amount. | Enter donor name.  Amount in US$ | Yes  No | |  | Enter amount. | Enter donor name.  Amount in US$ | Yes  No |  |  | | --- | | **3.2. Program description** | | **3.2.1.** Provide 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 subcomponents with financing amounts.  **OR:**  In 1,500 words or less (maximum 3 pages), please provide a narrative of the program in summary form, describing the overall program objectives and related expected outcomes, and the components and subcomponents with financing amounts. Indicate as relevant GPE’s anticipated share by components and subcomponents if this is a cofinanced 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 subcomponents (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. | |  | | **3.2.2.** **System transformation.** Provide the location (page numbers) in the program document that describes how the program will contribute to system transformation.  **OR:**  In no more than 600 words, provide a brief summary of how the program will contribute to system transformation. | |  | | **3.2.3. Gender hardwiring.** Describe how the program supports gender equality, especially with regard to gendered barriers to education. | |  | | |  |  | | --- | --- | | **3.2.4.** Please check the relevant boxes for A-D | | | 1. Will the program provide resources to support **private for-profit schools?** | Yes  No | | 1. Will the program provide resources to support **not-for-profit non-state providers** of core education services? | Yes  No | | 1. If the program plans to support not-for-profit non-state providers of core education services (such as community-owned and faith-based schools), is there a government regulatory framework? | Yes  No | | 1. If there is no regulatory framework (or if the existing one is insufficient), does the program help establish a regulatory framework, or is there other financing available to support the development of a regulatory framework?   Please provide any additional clarification below. | Yes  No | | |  | | **3.2.5.** When is the program expected to commence implementation? It is expected that the program starts within 6 months of GPE grant approval. If the program starts later than indicated here, a request for a late start date needs to be submitted to the Secretariat. | |  | | **3.2.6.** Please define the event or activity that will mark the start of the program and that will take place by the expected start date. For some grant agents, this definition has been agreed with headquarters; please see footnote.[[4]](#footnote-5) | |  | | **3.2.7.** Please indicate which activities can be done after the grant closing date. For most grant agents, it has been indicated that after the closing date only audit, reporting activities and payment for activities that happened before the closing date can still be done. | |  |  |  | | --- | | **3.3. Expected outputs (Skip this section if the program does not plan to purchase textbooks, train teachers or build/rehabilitate classrooms.)** | | Please complete the table below if the program plans to purchase and distribute textbooks, train teachers or build or rehabilitate classrooms. **It is expected that grant agents use their annual reports to provide the actual number of textbooks purchased and distributed, teachers trained and classrooms built or rehabilitated. It is thus important that these indicators (if applicable) are included in the full results framework linked to the program document.**  If the grant is cofinanced or project-pooled, enter the numbers for the entire project/program. For sector-pooled funds and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, and so on, with the actual year (for example, 2024, 2025, and so on). Annual targets are noncumulative. |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Table 1 | Target outputs per year** | | | | | | |  |  | | Indicate if calendar year or implementation year:  Click here to enter text. | **Baseline (Year 0)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Total** | **% GPE contribution**  **(optional)[[5]](#footnote-6)** | | Number of textbooks purchased and distributed: |  |  |  |  |  |  |  |  | | Number of teachers trained: |  |  |  |  |  |  |  |  | | Number of classrooms built or rehabilitated: |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.4. Projected number of children who will directly benefit from the program** | | | | | | Please provide the number of children (both in school and out of school) who will directly benefit from the programs/activities supported by the grant. This includes grant-supported incentives or services and interventions.  Also provide relevant disaggregated values by sex (applicable to all grants). If appropriate and available, provide disaggregated values by varied subgroups and by education level. It is understood that some disaggregated data will only be provided if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children.[[6]](#footnote-7)  **Note:** If the grant is cofinanced, enter the numbers for the entire project. | | | | | |  | Pre-primary (optional) | Primary (optional) | Secondary (optional) | **Total** | | **Number of children who will directly benefit from the grant:** | Enter number. | Enter number. | Enter number. | Enter number. | | **Of which, girls:** | Enter number. | Enter number. | Enter number. | Enter number. | | Of which, children with a disability (optional): | Enter number. | Enter number. | Enter number. | Enter number. | | Of which, refugee children (optional): | Enter number. | Enter number. | Enter number. | Enter number. | | Of which, internally displaced children (optional): | Enter number. | Enter number. | Enter number. | Enter number. | | Of which, out-of-school children, in school-age (optional): | Enter number. | Enter number. | Enter number. | Enter number. | | Of which, children from marginalized ethno-cultural/linguistic minorities: specify which ones (optional): | Enter number. | Enter number. | Enter number. | Enter number. | | Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. | | | | | |  | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **3.5. Financial overview** | | | | | | | | | | | | | | **3.5.1.** Provide the location (page numbers) in the program document where a description of the grant budget and fiduciary arrangements can be found. | | | | | | | | | | | | | |  | | | | | | | | | | | | | | **3.5.2.** For programs with additional funding from other sources, the utilization of a GPE grant should be prioritized. If for any reason, utilization of a GPE grant cannot be prioritized, please indicate below.  **Note:** A request for extension of the system transformation grant may not be approved if other sources of funding have been prioritized without prior agreement. | | | | | | | | | | | | | |  | | | | | | | | | | | | | | **3.5.3.** Please complete the table below, indicating program disbursement by year as applicable, based on information extracted from the program document. If it is a cofinanced modality, indicate estimates for the expected disbursements of GPE funds by year. | | | | | | | | | | | | | | **Table 2 | 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:[[7]](#footnote-8) | | |  | |  | |  |  |  | |  | | | Total program disbursements per calendar year: | | |  | |  | |  |  |  | |  | | | Please complete the table below, listing the proposed interventions/components and indicating the expected disbursement by year (for example, 2024) and total cost for each component, as well as their respective percentage of the total grant.  If it is a cofinanced 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 adding rows as relevant.* | | | | | | | | | | | | | | | **Table 3 | Program costs and expected disbursement by component[[8]](#footnote-9)****(US$)** | | | | | | | | | | | | | | | **Components/**  **objectives** | **Year 1** | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Total** | | **%** | | |  |  |  | |  | |  | |  | |  | |  | | |  |  |  | |  | |  | |  | |  | |  | | |  |  |  | |  | |  | |  | |  | |  | |  |  | | --- | | **3.6. Grant agent(s) role and cost** | | Please describe the specific roles the grant agent(s) will perform in the implementation and/or oversight of the grant. | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Table 4 | Supplemental program cost (other grant agent costs & general agency fees, US$)** | | | | | | | | | | | | Indicate years (e.g., 2024) | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | **Year 5** | | **Total** | | General agency fees  (in addition to allocation): |  |  | |  | |  | |  |  | | | Other grant agent costs (part  of allocation), including for  supervision, country office, etc.: |  |  | |  | |  | |  |  | | | **3.7. How other grant agent costs will be used, including for supervision, country office, etc.** | | | | | | | | | | | | In 300 words, indicate how *other grant agent costs*, including for supervision, country office, and so on, will be utilized. | | | | | | | | | | | |  | | | | | | | | | | | |

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| **4. Aid effectiveness** |
| **4.1. Financing modality** |
| 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 5 | Grant financing modality** |

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|  | **Previous GPE grant (indicate amount and program name)** | **Current application** |
| **In relation to the ESP/TEP** | | |
| Is the GPE-funded program aligned with the education sector plan? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| Are the projected expenditures of the program included in the multiyear forecast of the minister of finance (Medium Term Expenditure Framework)? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| **In relation to the national budget and parliament** | | |
| Is the GPE-funded program clearly indicated in the national budget? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| 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 utilization, using the existing national classification? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| **In relation to treasury** | | |
| 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? | Choose an item.  Please provide a brief explanation.  Click here to enter text. | Choose an item.  Please provide a brief explanation.  Click here to enter text. |
| 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)? | Please provide a brief explanation.  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly.  Click here to enter text. |
| **In relation to procurement** | | |
| Are government procurement rules used?  If so, are there any derogations/safeguards on the use of these rules introduced? | Please provide a brief explanation.  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text.  If there are any specific derogations or safeguards, please explain briefly.  Click here to enter text. |
| **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 afterward integrated in government’s accounting systems? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| **In relation to audit** | | |
| Will the financial accounts be audited by the government’s external auditor?\*  \*The government’s external auditor means the court of auditors/national audit office that is external to the government’s general finance inspectorate of the ministry of finance. | Please provide a brief explanation.  Click here to enter text.  Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text.  Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant.  Click here to enter text. |
| **In relation to reporting** | | |
| Will the information on program execution be included in the education sector plan annual implementation report prepared by the ministry of education? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| Will separate or additional reports be required for the program? | Please provide a brief explanation.  Click here to enter text. | Please provide a brief explanation.  Click here to enter text. |
| **4.2. 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. | | |
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| **5. Risk assessment** |
| **5.1. Safeguards against sexual exploitation, abuse and harassment (SEAH)** |
| GPE seeks to ensure that there are safeguards against sexual exploitation, abuse and harassment in the programs funded by its grants. Please complete the table below to confirm that due consideration has been given to protection against SEAH. |
| **SEAH risk assessment** |

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| Does the program design include consideration of risks associated with SEAH that may be induced or exacerbated by the GPE grant? | No  Yes | *Please provide details of the risk assessment.*  Click here to enter text. |
| If SEAH risks were identified, are there any proposed mitigation measures? | No  Yes | *Please provide details of the risk mitigation measures.*  Click here to enter text. |
| If SEAH risks are not relevant for the GPE grant, please provide reasons for this conclusion |  | *Reasons why SEAH risks are not relevant for the GPE grant*  Click here to enter text. |

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| **6. Variable part information** |
| **6.1. Proposed variable part strategies** |
| The variable part of the grant program comprises specific strategies, indicators and targets that are designed using a results-based financing approach, with grant finance disbursed only after a pre-agreed set of indicator targets have been achieved and verified. Where applicable, at least 30 percent of the grant should be designed as “variable part,” with strategies and indicators fully aligned to the focus area of the grant program and an integral part of the overarching program theory of change and results chain. The program document and application should clearly describe proposed strategies and indicators (including baseline and target values) to which variable part financing is linked, expected dates of results attainment and verification, and a description of the results verification process and the disbursement mechanism (that is, to budget support, pooled fund or project) into which variable part financing will flow, if targets are achieved.  **For** **each specific strategy:**   * Describe the proposed strategy and confirm that it is fully aligned and adequately contributes to the focus area and overarching ambition of the grant program and that it is well integrated into the program theory of change and results chain (that is, the link between activities and process, output and outcome indicators). * Describe how the proposed strategy is a good fit for use of a results-based financing approach. * If the country is accessing the Girls’ Education Accelerator grant, (a) describe how the proposed strategy contributes to tackling key barriers to girls’ education, and (b) show that the objective of this component is well integrated into the program theory of change and results chain. |
| **Strategy 1** |
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| **Strategy 2 (if applicable)** |
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| **Strategy 3 (if applicable)** |
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| **6.2. Variable part indicators, targets and means of verification** |
| Implementation of proposed strategies should be measured by corresponding indicators and targets, which can be at the process, output, intermediate outcome or outcome level. Proposed indicators should act as sound proxies of strategy implementation and progress toward the system transformation objective of the overarching program. Additionally, the application should clearly convey the amount of financing, and disbursement rule, linked to each indicator and specific target (or milestone). Indicators and targets proposed should demonstrate realism and ambition.  **Note:** According to GPE grant policy, if the grant agent in consultation with the local education group 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. |

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| **Strategy 1** |
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| **Indicator name/definition** |
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| **Definition of targets** |
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| **Disbursement rule**  State the conditions that must be met for funding to be disbursed against this target. |
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| **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. |
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| **Summary of verification and disbursement timelines**  For each indicator, specify indicative month and year for target achievement, verification and disbursement. Extend  and adapt the table to the number of indicators/years as needed.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Indicator |  | Target | Projected GPE allocation | Projected month and year of target achievement | Projected month and year of target achievement verification | Projected month and year of disbursement | Disbursement rule (see annex 1 for definitions) | | Indicator 1 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | | Indicator 2 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | |

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| **Strategy 2 (if applicable)** |
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| **Indicator name/definition** |
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| **Definition of targets** |
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| **Disbursement rule**  State the conditions that must be met for funding to be disbursed against this target. |
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| **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. |
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|  |
| **Summary of verification and disbursement timelines**  For each indicator, specify indicative month and year for target achievement, verification and disbursement. Extend  and adapt the table to the number of indicators/years as needed.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Indicator |  | Target | Projected GPE allocation | Projected month and year of target achievement | Projected month and year of target achievement verification | Projected month and year of disbursement | Disbursement rule (see annex 1 for definitions) | | Indicator 1 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  | | Indicator 2 | Baseline |  |  |  |  |  |  | |  | Year 1 |  |  |  |  |  |  | |  | Year 2 |  |  |  |  |  |  |  |  | | --- | | **6.3. Disbursement mechanism**  Briefly state the mechanism that will be used for the variable part disbursement. | |  | |
| **7. Inclusive approach** |
| **7.1. Development partners** |
| Please include as an annex to this application a list of the development partners in the local education group that were consulted in the development of this application. |

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| **7.2. 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 and 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 and 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 and 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 application package (see guidelines for details) on behalf of the government and the local education group via email to gpe\_grant\_submission@globalpartnership.org, with a copy sent to the ministry focal point, grant agent and the country lead within the Secretariat.
* See page 2 for information on disclosure of grant documents.

**Annex I:**

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| **Definitions** | |
| The definitions below explain how certain terms used in the template should be understood within the context of GPE grants: | |
| **Relating to funding modalities** | |
| **Budget support** | This modality is fully aligned with country public financial management systems and the funding is indistinguishable from the domestic resources in the national budget. |
| **Sector pooled** | This refers to a scenario of a 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, monitoring and evaluation, and reporting. |
| **Project pooled/cofinanced** | This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project. |
| **Project/standalone** | 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 been either 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 on 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 comprise 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 nonprofessional 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 semipermanent or permanent physical structures and may be located in a school. |
| **Number of beneficiary children** | This indicator tracks the number of children to be reached (both in school and out of school) who will directly participate in activities, receive supported incentives or services, or benefit from program interventions. Data on children reached should be disaggregated by girls, children with disabilities, refugees, internally displaced children, out-of-school children and marginalized ethnocultural/linguistic minorities, as applicable. |
| **Relating to disbursement rules** | |
| **Binary** | All or nothing (Yes or No).  A country may propose the approval of a continuous professional development (CPD) policy on teachers. If it is approved as planned and on time, then 100% payment will be paid; if not, there will be 0% payment.  A country may propose training of 1,000 teachers. If 1,000 teachers are trained as planned and on time, 100% payment will be paid; if not (for example, if 999 or less teachers are trained), there will be 0% payment |
| **Scalable (or prorated)** | The associated amounts for each level of achievement are clearly stated.  A country may propose US$200,000 for every 1 percentage point decrease in the primary school dropout rate, up to US$1 million (a 5-percentage point decrease at maximum). For example, if the country decreased the dropout rate by 4 percent, US$800,000 will be disbursed. |
| **Binary and roll over** | Roll over unspent funds into future years of the program.  Criteria for the allocation of teachers is developed—a country may use this as Year 1 target with US$500,000 payment. If this target is not achieved in Year 1, the unspent funds (US$500,000) can be carried over to Year 2. If the target is achieved in Year 2, then US$500,000 will be paid. |
| **Scalable and roll over** | Scalable payment with rollover provision.  A country may propose integration of gender-focused activities in local government annual work plans (AWPs). Year 1 target is an integration in 100 local government AWPs. Planned payment amount is US$100,000 per local government with minimum payment from 50 local government (US$5,000,000) (Scalable).  Year 2 target is an integration in another 100 local government AWPs (in total 200). If the target for Year 1 is not fully met (for example, 80 out of 100 local governments), 20 can be rolled over to Year 3. If a total of 120 local government integrated gender-focused activities in Year 3, then US$12,000,000 (US$100,000 x 120 local governments) can be paid. |

1. Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached. [↑](#footnote-ref-2)
2. Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached. [↑](#footnote-ref-3)
3. If there are multiple grant agents, list agencies and corresponding fees. [↑](#footnote-ref-4)
4. For Agence Française de Développement (AFD), the program starts when the **grant agreement** is signed. For the World Bank, it is marked by grant **effectiveness**. For UNICEF, CARE, Save the Children (United States, United Kingdom, Australia), it has been agreed to assume that the program implementation will commence on the date indicated as the start date unless the Secretariat is notified otherwise. [↑](#footnote-ref-5)
5. Estimated percentage that is attributed to GPE funding. Complete this column only if the grant modality is sector-pooled funds or budget support. [↑](#footnote-ref-6)
6. Widely accepted definitions of these subgroups are provided for reference only, as we acknowledge that descriptions and criteria for measuring subgroups are context-dependent: **Girls**: School-age female children and adolescents. [**Children with a disability**](http://glossary.uis.unesco.org/glossary/map/terms/176): School-age children with impairments, activity limitations and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations. [**Refugee**](https://www.unhcr.org/what-is-a-refugee.html) **children**: School-age children who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. [**Internally displaced**](https://emergency.unhcr.org/entry/250553/idp-definition) **children**: School-age children who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. [**Out-of-school**](http://glossary.uis.unesco.org/glossary/en/home) **children (OOSC)**: School-age children who are not enrolled in or attending schools. OOSC encompass both dropouts and children who have never attended school. This second group can either be late entrants or children who will never attend school. **Children from marginalized ethno-cultural/linguistic** [**minorities**](https://www.ohchr.org/EN/Issues/Minorities/Pages/internationallaw.aspx): School-age children from a group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—being nationals of the state—possess linguistic characteristics differing from those of the rest of the population; from a group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—being nationals of the state—possess ethnic characteristics differing from those of the rest of the population. [↑](#footnote-ref-7)
7. Implementation year runs by 12-month cycle beginning with grant effectiveness/signing of grant agreement. For example, if the start date or grant signing is expected to occur in July 2020, then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July–December 2020 period. [↑](#footnote-ref-8)
8. If not using budget support as grant modality. [↑](#footnote-ref-9)