

This application form is for countries that have previously applied for an ESPIG and would like to access additional Maximum Country Allocation (MCA)

Application Form for Additional Maximum Country Allocation¹

OVERVIEW	
Country:	South Sudan
Grant agent(s):	UNICEF South Sudan.
Is the grant agent(s) the same as for the current ESPIG?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Coordinating agency(ies):	USAID & DFID
Date of submission of Additional MCA application:	12/18/2020
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Program name for <u>current ESPIG</u> :	South Sudan Education Sector Programme Implementation Grant (ESPIG) 2019-2021
Program name for <u>this application</u> :	South Sudan Additional Maximum Country Allocation 2021-2022.
Additional MCA amount requested - Fixed Part ² :	6,000,000
Additional MCA amount requested - Variable Part ³ :	N/A
Agency fees (additional to the country allocation):	\$420,000
Additional MCA estimated starting date ⁴ :	3/1/2021
Estimated closing date (must be last day of the month, e.g. June 30 , 2025):	12/31/2022
Is the above date an extension of the closing date for current ESPIG?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Expected submission date of completion report:	3/31/2023
Grant currency - please enter 'X' in the box to indicate the currency of the grant amount and fees	<input checked="" type="checkbox"/> US Dollar
	<input type="checkbox"/> Euro
Grant modality - (please enter 'X') ⁵	<input type="checkbox"/> Sector Pooled or Budget Support
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

¹ This application form was revised in June 2020.

² Including other grant agent costs such as supervision, country offices, etc.

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 In cases where the Additional MCA is used to finance programs supported by the current ESPIG, the Additional MCA starting date refers to the date the additional financing becomes effective.

⁵ See Annex 1 for definitions.

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I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

NOTE: Please only complete this section if it has been more than two years since the current ESPIG was approved and if this application is based on a new ESP/TEP, different from the one used for the current ESPIG)

I.1 Requirement 1: An endorsed quality ESP/TEP⁶

If a new ESP has been submitted for this application, please provide the following information:

Date of submission of the endorsed ESP/TEP:	2018
Period of the ESP/TEP:	2017-2022

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.

Not applicable. A new ESP has not been submitted for this application; rather this application is based on the same ESP as the parent ESPIG (in the amount of US\$ 35.7 million).

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

NOTE: Please only complete this section if it has been more than one year since the current ESPIG was approved

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](#).⁷ Attach the completed template to this application.

⁶ 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.

⁷ 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.

II. PROGRAM

II.1 Program description (extracted from program document⁸)

NOTE: If the Additional MCA is used to complement program(s) financed by the current ESPIG, please focus on describing the changes in the pre-existing program(s)

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

OR:

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

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

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

NOTE 2: it is highly encouraged that a summary of the program description is provided.

The overall goal of this programmes is to support and expand the implementation of the South Sudan Global Partnership for Education Programme 2 (GPEP 2) 2019-2022, with an objective to ensure that by the end of 2022, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent⁹; while ensuring increased equitable access to quality education through working closely with other development partner-funded programmes. The programme will address some emerging critical gaps and ongoing inequities and will be embedded within three result areas: 1) access and equity; 2) quality education; and 3) efficiency, with a focus on classroom construction and rehabilitation; printing and distribution of instructional materials (textbooks), teacher professional development and public financial management reform.

The Strategic Outcomes of the programme include the following

1. *Equitable Access: By the of end 2022, equitable access to education of boys and girls in target areas will increase, especially among out of school children (OOSC).*
2. *Quality Education: By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees.*
3. *Efficiency: By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.*

The Specific Objectives of the programme include making a contribution to:

⁸ In case of additional financing of the program financed by an existing ESPIG, this may refer to that document already submitted in combination with a document that explains changes to the program.

1. *Increased access to education opportunities, enabling out-of-school children to benefit from additional learning spaces.*
2. *Improved effectiveness and learning outcomes of the students, through improved teacher development and instructional materials, strengthening the teacher education system in 12 states.*
3. *Enhanced transparency, accountability and coordination in the education sector by providing support to public financial management.*

The MCA additional programme theory of change outlines three strategic outcomes and outputs and the following key Activities

Activity 1.1.1 Mapping and selection of implementation areas

Activity 1.1.2 Community mobilisation

Activity 1.1.3 Construction of learning spaces

Activity 2.1.1 Printing and Distribution of Textbooks for Even Grades

Activity 2.2.1 On-the-job Training of Tutors

Activity 2.2.2 Reconstruct and equip CECs

Activity 2.2.4 Develop evidence base for local teacher

Activity 2.2.3 Support tutors in training teachers

Activity 2.3.1 Support for Intensive English Language Course

Activity 3.1.2 Capacity building of the National and State Legislative Assemblies

Activity 3.1.1 Establishment of a Budget and Transfers Transparency Dashboard

Activity 3.1.3 Strengthen Citizens' Engagement in the Budget Cycle

Does the program provide resources to support **private for-profit schools**?

No

Does the program provide resources to support **not for profit non-state** providers of core education services? If supporting not for profit non-state providers of core education services – such as community-owned and faith-based schools – does the program also help establish a regulatory framework if one does not already exist (or if there is no prior financing to support the development of a regulatory framework)?

No

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

There will be a joint planning session with the Ministry of General Education and Instruction followed by a presentation to the National Education Forum (name for LEG in South Sudan) for both information and guidance towards the implementation of the planned programme. First week after approval of the project.

Please identify the event or activity that will mark the start of the program and which will define the program start date:

Finalization of the mapping of learning spaces and specific location by state level actors. Second week after approval of the project.

II.2 Expected Outputs¹⁰ (extracted from program document)

NOTE: If the Additional MCA will be used to complement program(s) in the current ESPIG, then the figures below should include outputs of the combined program(s)

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 indicators¹¹ (GPE Strategic Plan 2016-2020):

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

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

Indicate below if calendar year or implementation year ¹² : 2021-2022	Baseline (Year 0)	2021	2022
# of learning spaces created or renovated	0	200	200
Number of additional even grade textbooks purchased and distributed	0	180,000	180,000
# of Community Education Centers CECs renovated and functional	0	6	6
A tailor-made English language package available	No	Yes	Yes
Strengthened PFM mechanism for evidence based advocacy (*policy briefs)	No	1*	1*

II.3 Financial overview

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

NOTE: If the Additional MCA will be used to complement program(s) in the current ESPIG, then the figures below should include costs of the combined program(s)

¹⁰ See Annex 1 for definitions of these indicators. For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

¹¹ Implementation year begins with grant effectiveness/ signing of grant agreement.

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TABLE 2 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Indicate years (e.g., 2023):	2021	2022	year 3	year 4	year 5	Total
Equitable Access: Creation, expansion or renovation of 400 learning spaces	\$ 1,060,750	\$ 1,060,750				\$ 2,121,500
Quality Education: Provision of additional textbooks	\$ 1,512,774	\$ 1,397,000				\$ 2,909,774
Increasing Efficiency: Support for Public Financial Management	\$ 190,400	\$ 160,400				\$ 350,800
Programme management	\$ 308,034	\$ 309,892				\$ 617,926
Total program disbursements per implementation year ¹³	\$3,071,958	2,928,042				\$ 6,000,000
Total program disbursements per calendar year	\$3,071,958	2,928,042				\$ 6,000,000

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

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

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

TABLE 3 | Program costs and expected disbursement by component¹⁴ – in USD

Components	2021	2022	year 3	year 4	year 5	Total	%
Equitable Access:	\$ 1,060,750	\$ 1,060,750				\$ 2,121,500	35.4%
Quality Education:	\$ 1,512,774	\$ 1,397,000				\$ 2,909,774	48.5%
Increasing Efficiency:	\$ 190,400	\$ 160,400				\$ 350,800	5.8%
Programme management	\$ 308,034	\$ 309,892				\$ 617,926	10.3%

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

¹⁴ If not using budget support as grant modality.

II.4 Grant Agent role and cost

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

The major role of the Grant Agent is to manage and coordinate the implementation of the programme activities. Specific roles include ensuring that GPE grant is appropriately managed and fully aligned with broader Education sector developments and adds value to the country level processes and results and responsibilities in managing the grant and having overs. The GA does this by aligning its activities with country procedures and systems. In addition, the GA has the role to adjust planned activities and budget after consultation with the LEG, if needed during implementation and regularly report on programme progress to the LEG.

TABLE 4 | Supplemental program cost (Other grant agent costs & general agency fees, US\$)¹⁵

Indicate years (e.g., 2024):	2021	2022	year 3	year 4	year 5	Total
General agency fees (in addition to MCA):	\$ 215,037	\$ 204,963				\$ 420,000
Other grant agent costs (part of MCA), including for supervision, country office, etc.:	\$ 308,034	\$ 309,892				\$ 617,926

II.5. Use of other grant agent costs, including for supervision, country office, etc.

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

UNICEF has in place a country programme that offers a strategic opportunity to implement the project activities by leveraging contributions from other grants that effect the areas equitable access, quality education and efficiency. UNICEF's ongoing programmes attracting contribution costs for supervision, monitoring and oversight of programmes from other funds including Norway (Teacher education) EU (teacher incentives), AFDB (improved access, quality and systems strengthening. Collectively the additional funding together with the ongoing education support initiatives provide maximum impact on the education sector system as a whole.

II.6 Aid effectiveness

NOTE: Complete this section only if the Additional MCA will be used to finance Stand Alone program(s), different from program(s) financed by current ESPIG

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.

¹⁵ See ESPIG Guidelines for explanations of other grant agent costs and general agency fees.

Note: Please provide brief justifications/explanations in your response.

TABLE 5 | Grant financing modality

	Current ESPIG	Additional MCA application
In relation to the ESP/TEP		
Is the GPE-funded program aligned with the Education Sector Plan?	<p><i>Please provide brief explanations</i></p> <p>Yes. All (ESPIG and AFF) interventions were drawn from the GESP 2017-2022 priorities</p>	<p><i>Please provide brief explanations</i></p> <p>The MCA additional grant programme directly addresses the GESP priorities identified in the ESPIG II programme.</p>
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	<p><i>Please provide brief explanations</i></p> <p>No. Although overall contributions of major donors are acknowledged in annual reports, projected expenditures are not reflected in forecasts</p>	<p><i>Please provide brief explanations</i></p> <p>No. Similar to the ESPIG the overall contributions although acknowledged in annual reports, may not be reflected as projected expenditures in forecasts</p>
In relation to the national budget and parliament		
Is the GPE funded program clearly indicated in the national budget?	<p><i>Please provide brief explanations</i></p> <p>As above, the overall contribution is recognized in the annual summary, but donor funds remain off budget.</p>	<p><i>Please provide brief explanations</i></p> <p>The MCA additional funding will remain off budget support to the education sector.</p>
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	<p><i>Please provide brief explanations</i></p> <p>No this remains as in the previous program</p>	<p><i>Please provide brief explanations</i></p> <p>No, the expenditures of the MCA additional grant will remain as in the ESPIG II.</p>
In relation to treasury		
Is the majority of the financing disbursed into:	<p>Please choose a), b), or c)</p> <p><i>Please provide brief explanations</i></p>	<p>Please choose a), b), or c)</p> <p><i>Please provide brief explanations</i></p>

<p>(a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?</p>	<p>The majority of financing will go through the Grant Agent directly to contractors and service providers whether procured through UNICEF or MoGEI systems</p>	<p><i>The same arrangement as in ESPIG II will be followed for financial disbursement through the Grant Agent.</i></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><i>Please provide brief explanations</i></p> <p>Yes. Although the MoGEI does not receive grant money directly, the MoGEI procedures are still followed with final endorsement of contracts and request for payment approved by the MoGEI Undersecretary. Contracts and requests will continue to be forwarded to UNICEF for final approval and action <i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>N/A</p>	<p><i>Please provide brief explanations</i></p> <p><i>Same arrangement as in ESPIG II</i></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>N/A</p>
<p>In relation to procurement</p>		
<p>Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?</p>	<p><i>Please provide brief explanations</i></p> <p>Yes</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>Yes</p>	<p><i>Please provide brief explanations</i></p> <p>Yes</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p>Yes</p>
<p>In relation to accounting</p>		
<p>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?</p>	<p><i>Please provide brief explanations</i></p> <p>No. All transactions are done under the UNICEF HACT system using Funding Authorization and Certificate of Expenditure (FACE</p>	<p><i>Please provide brief explanations</i></p> <p><i>All transactions for the MCA additional grant will continue to be done under the UNICEF HACT system.</i></p>

	documentation). This will likely continue under this program	
In relation to audit		
<p>Will the financial accounts be audited by the government's external auditor?*</p> <p>*The government's external auditor means court of auditors / national audit office that is external to the government's general finance inspectorate of the ministry of finance</p>	<p><i>Please provide brief explanations</i></p> <p>No Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</p> <p>No, there is no specific audit of GPE program expenditure done by a government external auditor unless done so under a wider audit. The Grant Agent's financial audits are performed by both internal auditors and third party certified external auditors.</p>	<p><i>Please provide brief explanations</i></p> <p>No Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</p> <p>No government audits will be done of the GPE grant. However, the Grant Agent's audits are performed by both internal auditors and third party certified external auditors</p>
In relation to reporting		
<p>Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p><i>Please provide brief explanations</i></p> <p>Yes, All programmes implemented in support of the GESP are reported in the MoGEI annual implementation reports.</p>	<p><i>Please provide brief explanations</i></p> <p>Yes, The Ministry sector annual reports includes all programmes that contribute to the implementation of the GESP priorities.</p>
<p>Will separate / additional reports be required for the Program?</p>	<p><i>Please provide brief explanations</i></p> <p>Yes, The Grant Agent submits annual implementation reports to G. In addition, a summary report is produced and circulated annually after the Joint Sector Review in which project execution</p>	<p><i>Please provide brief explanations</i></p> <p>Yes, an annual implementation report will be submitted to GPE. A summary report will also be prepared and shared at the Annual Joint Sector Review</p>

of GPE and other major projects are covered

II.6.1 Evolution of aligned assistance

In 375 words or less, please:

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

Given that the MCA additional grant is designed to support and expand the implementation of the GPEP 2, the financing will follow the same process of binary and roll over disbursement modality as the current GPE 2 grant. UNICEF South Sudan uses a set of defined performance standards and indicators to guide key elements of programme and operations and provide assurance to management that both office and programme objectives and priorities are achieved and resources are efficiently used. System for measuring performance (including establishment of standards and indicators) and holding management and staff accountable are clearly communicated and understood and monthly monitored through Risk Assurance Activities (RAA) With this GPE MCA additional support for the implementation of the GESp, UNICEF will utilize existing processes and procedures for both implementation and procurement to ensure the programme is on track to achieve the results for this grant. Furthermore, the GA employs a structured approach to identify risks and opportunities that impede the achievement of objectives and priorities, such risks are systematically analyzed and managed. The effectiveness of controls established to mitigate risks is regularly assessed and controls are set at the appropriate level. For the MCA additional grant, risks have been identified and included in the programme document. UNICEF will follow through the mitigation measures to ensure that all risks are avoided or addressed accordingly.

Like the GPE 2 programme, the MCA additional grant programme activities are designed to ensure synergy and coordination with the existing and future educational initiatives and to complement the current interventions including those funded by other development partners.

III. VARIABLE PART INFORMATION **N/A for South Sudan MCA additional Grant**

NOTE: Complete this section only if the Additional MCA includes a variable part.¹⁶ Please include only the variable part strategies and indicators that are linked to the Additional MCA.

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

¹⁶ An application for an additional MCA of up to US\$5 million does not have to include an ex-post variable part, even if the total ESPIG amount including the initial MCA would exceed US\$5 million.

For each dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a 'stretch'.
- Note: An Additional MCA may propose 'new' variable part strategies and indicators. If any of the strategies / indicators proposed are new, please highlight. If a revision to the variable part of the existing ESPIG is proposed, please make a note and include an explanation / justification for proposing this change.

1. Equity strategy

2. Efficiency strategy

3. Learning outcomes strategy

III.2 Variable Part indicators, targets and means of verification N/A for South Sudan MCA additional Grant

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

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

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

Dimension:

Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:

Disbursement Rule:

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

Verification Process:

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

Summary of verification and Disbursement Timelines:

For each indicator, specify indicative month & 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 & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1	Baseline						
	Year 1						
	Year 2						
Indicator 2	Baseline						
	Year 1						
	Year 2						

Dimension:

Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:

Disbursement Rule:

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

Verification Process:

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

Summary of verification and Disbursement Timelines:

For each indicator, specify indicative month & 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 & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1	Baseline						
	Year 1						
	Year 2						
Indicator 2	Baseline						
	Year 1						
	Year 2						

Dimension:

Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:**Definition of targets:****Disbursement Rule:**

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

Verification Process:

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

Summary of verification and Disbursement Timelines:

For each indicator, specify indicative month & 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 & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1	Baseline						
	Year 1						
	Year 2						
Indicator 2	Baseline						
	Year 1						
	Year 2						

III.3 Disbursement Mechanism: Briefly state the disbursement mechanism.

Into what mechanism will variable part financing be disbursed? N/A for South Sudan MCA additional Grant

N/A

IV. INCLUSIVE APPROACH**IV.1 Development Partners**

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. The list of partners who were consulted and made contributions to the programme concept note and the programme document in addition to the Ministry of General Education and Instruction include USAID, DFID, EU, Embassy of Norway, Global Affairs Canada (GAC) and National Education Collation (NEC)