



APPLICATION

ACCELERATED FUNDING

March 2023



QUICK START

What is this document?

Partner countries and their grant agents use this form to apply for the GPE **accelerated funding** grant.

Who is eligible and for how much?

All countries eligible for GPE financing are also eligible to access accelerated funding when confronted by the sudden onset of a crisis or the escalation of a protracted crisis. A list of countries eligible for GPE financing is available on the **GPE website**. Countries can apply for accelerated funding of up to US\$10 million or 20 percent of their system transformation grant allocation and/or Multiplier allocation.

What should I do before applying?

Countries should verify eligibility prior to application. The local education group, in consultation with the education cluster, should check with the Secretariat whether the country is eligible for accelerated support. The Secretariat will engage with the local education group and education cluster through the coordinating agency to agree on a timeline for application preparation and submission.

Countries applying for the accelerated funding from their **GPE Multiplier** allocation ceiling must have confirmed their potential grant amount via an **expression of interest**, reviewed and approved by the GPE Secretariat.

Applicants should read the [Guidelines for Accelerated Funding](#), which explain the application development process. In case additional information is needed, contact the GPE country team lead.

What do I provide?

You can insert as **annexes** to this application those documents that support your answers as specified. You can review the checklist at the conclusion of this application for all the required deliverables.

The final application should be submitted to the GPE Secretariat via email to gpe_grant_submission@globalpartnership.org, copying relevant government officials (including the education ministry), the grant agent and coordinating agency as well as the GPE focal point and country team lead.

What's the application timeline?

The accelerated funding process is expected to be completed in 8 weeks, beginning from the notification of intention to apply to the funding decision. After reviewing the application, the Secretariat will communicate its decision to the government, its grant agent and the coordinating agency.

Transparency

GPE's transparency policy requires that all approved grant applications and other related documents are posted to the **country pages of GPE's website**. Personal or sensitive information, including phone numbers and email addresses, will be **removed** before publication.

1. OVERVIEW

Country	Zambia
Coordinating agency	USAID
Date of submission of this application package	8/28/2024
Local education group co-chairs	
Grant currency (The grant agent selects currency in consultation with the government and the local education group)	Dollar <input checked="" type="checkbox"/> Euro <input type="checkbox"/>
Grant agents(s)	Save the Children
Program name	Drought Response – School Feeding
This accelerated funding will be funded from	<input checked="" type="checkbox"/> System transformation Grant allocation <input type="checkbox"/> GPE Multiplier allocation <input type="checkbox"/> System transformation grant & GPE Multiplier
Multiplier and/or system transformation grant ceiling	\$31,550,000.00
Total Accelerated Funding amount requested (up to US\$10 million or 20% of Multiplier and/or system transformation grant ceiling). Includes implementation costs such as grant agent direct costs For multiple grant agents , provide names and the amount requested for each below	\$6,310,000.00
Click here to enter name of grant agent	Click here to enter amount.
Click here to enter name of grant agent	Click here to enter amount.
Is this a joint application for all grant agents listed above:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If there are multiple grant agents and if this is not a joint application, provide the name of the grant agent for this application	n/a
Agency fees (additional to grant allocation. If this is a joint application submitted by multiple grant agents list the agencies and corresponding fees)	\$441,700.00
Multiplier cofinancing mobilized	Not Applicable
Other donor financing for the program, including cofinancing for the GPE Multiplier (list donors and amount)	None
Estimated starting date	October 1, 2024
Estimated closing date (last day of the month, e.g., June 30, 2025)	July 31, 2025

2. ACCELERATED FUNDING

Description of crisis

The sudden onset of a crisis or the escalation of a protracted crisis that poses a risk to education continuity can activate accelerated funding eligibility.

- Please provide a brief overview of the triggering crisis (new event or escalation of protracted crisis).
- Indicate if there is an existing or evolving response plan. This may include, but not be limited to, a national or regional education and emergency response plan; national disaster management plan; humanitarian response plan; refugee response plan; or multi-year resilience program.

During the 2023/2024 rain season, Zambia experienced drought in 8 out of 10 provinces. President Hichilema declared a national emergency on February 29, 2024. The drought significantly affected 84 districts out of a total of 116 with an estimated 6.6 million people in need of short- and medium-term humanitarian assistance and an estimated 50 percent crop loss across the country. In the 84 districts, 304,687 early childhood education (ECE) learners; 3,407,163 primary school learners and 858,253 secondary school learners are the most affected (Ministry of Education, MoE, 2024).

The drought has caused numerous cascading effects, including food shortages, increased inflation (particularly in food commodities), widespread energy load-shedding, increased use of charcoal, loss of livestock, reliance on unsafe water sources, and rising rates of communicable diseases. The drought has significant impact on the delivery of quality education, and it has affected school attendance and learner performance as evidenced by what has already been witnessed in schools in areas most affected by the drought. School delivery is affected by learner absenteeism, while attendance is compounded by the hunger situation at home which results in children having to look for food instead of attending classes. If learners manage to attend school, due to hunger, their low level of concentration significantly affects performance. For example, monitoring visits conducted by Save the Children in various schools in Western and Southern provinces revealed that learner attendance has been observed to be between 50 and 60%, as opposed to a minimum acceptable attendance rate of 85%.

The drought situation exposes girls to more gender-based violence and protection risks. Girls are required to spend more time looking for clean water and food instead of being in school. The more hours girls spend out of school, the more likely they are of dropping out of school completely. As families' priorities shift to finding ways to survive, girls can also become vulnerable to child marriages and teenage pregnancies that might lead them to completely drop out of school. As well, the drought has caused the drying up of water points leads. This has led to inadequate access to water for menstrual hygiene management and sanitation making girls stay away from school. Girls usually miss class during their week of menstruation. With an inadequate water supply, menstrual hygiene management becomes more challenging. As a result, many girls decide to stay home and miss school during these periods. This is usually the case especially in situations where the school has no provision of sanitary towels, water and sanitation facilities to support the girls. The inadequate availability of food leads to nutritional deficiencies as the consumption of balanced diets decreases. As a result, girls experience anaemia and lack the essential minerals and vitamins they need for healthy growth during this age.

For girls, the risk of transactional sex, which exposes them to sexually transmitted diseases and unwanted pregnancies and other abuses, increases as girls look for food. Child labor also increases as a

coping mechanism for families and affects both the girls and boys. Most of these negative effects of droughts cause more psychological and emotional distress for girls as they are forced to increase work at household level. Boys also face risks of child labor as they go out in search of food and money to buy food for their families. This also keeps boys away from school and they, as well, lose out on learning. In addition, some boys once exposed to informal work, lose interest in school and may drop out to continue looking for informal work. Further, some boys may get involved in substance abuse and this can sometimes perpetuate violence against girls.

The Government of the Republic of Zambia (GRZ) Home-Grown School Meals Programme (launched in 2012) currently supports learners in all 10 provinces and targeting 70 districts with maize and pulses which are procured at district level and delivered directly to schools. Currently, the GRZ is providing school feeding in 48 out of the 84 districts most affected by the drought, while 36 districts have no school feeding, impacting an estimated 2,497,006 learners from the Early Childhood Education to the Secondary Education level. The 36 districts are spread across eight provinces. Of these 36 districts, and through a consultative process done in August 2024, the MoE highlights 1,640 schools in 15 districts in urgent need of school feeding. The districts are Choma, Pemba, Livingstone, Kalomo, Chikankata, Mazabuka, Luampa, Nkeyema, Kaoma, Mitete, Lukulu, Chisamba, Kabwe, Kapiri Mposhi and Chongwe all situated in Southern, Western, Central and Lusaka Province. These were selected based on severity of hunger and the current lack of resources to implement a school feeding programme in the schools. Also, the presence of other organizations in the most hit districts were considered such Eastern province where all the districts being supported by as Mary’s Meals.

In the 48 districts currently supported with school feeding, the MoE has recorded improved school attendance, while the districts with no support have poor rates of school attendance and performance. Therefore, in Zambia’s experience, school feeding attracts learners. Community engagement has been critical to the sustenance of the current school feeding programme and should be continued in the proposed emergency response.

The Zambian National Drought Response Plan (2024) was developed to guide the GRZ’s cross-sectoral response and mitigation efforts. The Plan prioritizes school feeding to keep children in school and to improve their education and nutritional outcomes. The Ministry of Education Emergency Response Plan feeds into the National Drought Response Plan. The Education in Emergencies Cluster brings together other actors in drought response, particularly school feeding, and promotes reporting on agreed indicators which feed into the country’s education sector reporting mechanism. The cluster leverages existing resources to avoid duplication of efforts by actors.

Interventions and planned results

Proposed interventions are expected to address three streams of eligible activities: (i) Safe, inclusive, and quality educational continuity, (ii) Recovery in the medium-term, and (iii) Preparedness for and prevention of future crises. Provide an overview of proposed interventions and planned results for education continuity and building back better.

	Proposed intervention	Planned results
Safe, inclusive, and quality educational continuity	To scale-up the current school feeding program from the Early Childhood Education to the	Continuity of learning and maintenance of school

	<p>Secondary Education level, we will be targeting 895,346 pupils in 1,640 schools across 15 districts of Western, central, Southern and Lusaka Province providing them with meals for 120 days.</p> <p>The food commodities identified include pulses and cereal for pre-primary (ECE), primary and secondary schools.</p>	attendance for the aim of improving learning outcomes.
--	---	--

Provide an overview of specific targeting, approaches or interventions to reach vulnerable and marginalized groups. For targeted interventions, the targeting criteria should be clear, well-justified and aligned with the objective of reaching the most marginalized children.

Target group	Objective	Proposed intervention	Planned results
<p>i) ECE learners. ii) Primary school learners; and iii) Secondary school learners in the 15 districts identified as most affected by the drought will be targeted.</p> <p>The Ministry of Education model will be used for the food commodities to be provided to schools, where all schools will be supported with pulses, cooking oil and cereal.</p> <p>Several scenarios were considered in the targeting criteria which considered available resources from the Accelerated Funding, and learners not covered by the current GRZ school feeding programme yet requiring urgent food</p>	<p>To contribute to improved nourishment, health and learning outcomes among learners in 15 districts in western, central, Southern, and Lusaka provinces, Zambia, by 2026</p>	<p>Broadly, the project's intervention is school feeding to address hunger experienced by ECE, primary and secondary school learners, in a safe, inclusive and supportive environment. The interventions are as follows:</p> <p>Output 1.1. Learners in targeted district receive support through the school feeding programme.</p> <p>Activity 1.1.1. Support the DEBs with the project team to conduct community engagement and</p>	<p>Continuity of learning for the aim of improving learning outcomes.</p> <p>Maintain school attendance at above the 85% threshold.</p> <p>Sustained good nutrition for children.</p> <p>Improved hygiene practices among children</p>

assistance. The scenarios are as follows:

- 36 districts to be fed for 360 days
- 36 districts to be fed for 180 days
- 36 districts to be fed for 60 days
- 12 districts to be fed for 120 days

After considering the above, the fourth option was selected as it presented a costing which is within the available fund ceiling. The option also allows for targeting of those in critical need of school feeding.

sensitization about the school feeding

Activity 1.1.2. Conduct assessment of schools in risk, safety & security management in readiness for the school feeding programme

Activity 1.1.3. Procure food items for schools (maize, pulses, oil,)

Activity 1.1.4. Distribution of food items targeted schools

Activity 1.1.5. Procurement of cooking and feeding utensils for the target schools

Activity 1.1.6. Conduct Post Distribution Monitoring in selected schools

Output 2.1. Improved hygiene practices among learners in school

Activity 2.1.1. Conduct training of SHN committees in improved hygiene, Menstrual Hygiene support and school feeding practices

Activity 2.1.2. Provision of handwashing facilities in the target schools

Activity 2.1.3. Sourcing and providing of

		<p>already existing SOPs and IEC materials on good hygiene practices in schools, safeguarding and reporting</p> <p>Output 2.2. PSEA, safeguarding and protection of learners are in place</p> <p>Activity 2.2.1. Trainings and orientation awareness sessions on safeguarding, Gender, inclusion, PSEAH and complaints feedback mechanism to SHN committees and learners. Child protection protocols and Code of Conduct signed, and adherence monitored.</p> <p>Output 3.1. Effective monitoring processes and data management tools exist and are in use</p> <p>Activity 3.1.1. Orient the district focal points on the data collection tools</p> <p>Activity 3.1.2. Support orienting schools on data collection and reporting</p> <p>Activity 3.1.3. Support district focal points with data collection and reporting tools</p>	
--	--	---	--

		<p>Activity 3.1.4. Support the districts and the province teams in monitoring the school feeding and adherence to safe guarding protocols and code of conduct</p> <p>Activity 3.1.5. Conduct a bi-annual monitoring visit by the grant agent, GPE grant coordinator and MoE.</p> <p>Output 4.1. Coordination meetings at district, provincial and national level are conducted for sharing of best practices and project lessons</p> <p>Activity 4.1.1. Monthly meetings with school feeding development partners</p> <p>Activity 4.1.2. Conduct joint field technical and monitoring support visits to implementing schools.</p> <p>Activity 4.1.3. Support education emergency cluster meetings at National and District Level</p> <p>Activity 4.1.4. Convene a national level engagement meeting to share progress and lessons</p>	
--	--	--	--

--	--	--	--

Briefly describe how the planned interventions complement the existing humanitarian response plans or align with the national education sector plan and/or GPE system transformation grant programs.

Increasing access to school feeding is the priority intervention in the education sector in the National Drought Response Plan. The national education sector budget provides for school feeding for children in 48 out of the 84 high priority districts. Since 2023, the GRZ committed to scaling up the National Strategy Home-Grown Meals Programme (2020–2024) to feed 4 million school children by 2026. The GPE Accelerated Funding would be complimentary to this initiative, specifically responding to the drought. Lastly, the current GPE Compact program document includes school feeding under Pillar 4. The 8th National Development Plan (2022–2026) is the overarching framework in which the above-mentioned plans are supported. The Plan aims to scale up school feeding in all 116 districts in Zambia.

Coordination and consultation

Briefly describe the process and consultations of developing this accelerated funding proposal, including grant agent selection. Include as an annex to this application any supporting document, including a list of the development partners in the local education group that were consulted in the development of this application.

The Ministry of Education (MoE) met with the Policy Implementation Technical Committee (PITC)/Local Education Group (LEG) and endorsed that the MOE should submit an accelerated funding application to GPE to support the implementation of school feeding activities under the drought response plan. The Honourable Minister of Education held a side meeting with the GPE CEO in Belgium, Brussels where he expressed concern regarding the looming hunger crisis which ultimately would hinder education provision. The Education Working Group meets weekly to discuss the drought crises and has prioritized school feeding as a priority intervention. A capacity building meeting on education in emergencies (EiE) was conducted in June 2024, with support from UNICEF. This meeting drew stakeholders from the education sector with a goal to strengthen collaboration and coordination of drought-related activities in education.

The GPE Compact Grant Agent Selection Committee convened in June 2024 and made a grant agent selection to the Minister of Education. This was approved by the Minister in July 2024. The Ministry intends the selected Grant Agent also be the Grant Agent for the Accelerated Funding. The PITC met and endorsed this decision and reviewed the Accelerated Funding Application.

Monitoring

Briefly describe how interventions will be jointly coordinated and monitored between development and humanitarian partners.

The project will coordinate with the Education Working Group (chaired by the MoE, co-chaired by UNICEF and Save the Children as the Secretariat) which meets weekly since the drought emergency declaration, to jointly assess the school feeding programme. During this meeting, the MoE and the Disaster Management

and Mitigation Unit (DMMU) will provide updates on the ongoing drought crises and partners share updates on support and discuss future collaborations. Joint monitoring activities at provincial, district or zonal level will be conducted with development partners linked with school feeding such as the PITC, Education Working Group, Save the Children and MoE. Other implementing partners such as UNHCR, UNWFP, UNICEF, Mary's Meal and other actors will be consulted and collaborated with for complementarity on school feeding. The DMMU maintains a Drought Response Logical Framework, where GRZ and partner activities are captured, and updates are provided monthly. GPE's Accelerated Funding project will work with the DMMU to track progress against indicators in the National Response Plan.

Explain how the interventions and subsequent results will be communicated to affected populations. Provide overview of complaints and feedback mechanism.

SC and MoE will use existing formal communication from national to provincial, districts, and zonal/school levels to communicate project results to schools, communities and relevant cadres. Implementation reports will be generated at school level and be submitted at district, provincial and national levels. To fast-track the flow of information to communities, informal platforms such as WhatsApp and SMS are used. Through the DMMU satellite structures, communication will be channelled to schools.

Project results at the national level will be communicated to relevant stakeholders through formal channels such as GPE quarterly project reports, as well as through coordination, for example, Education Clusters, the Education Working Group and the PITC meetings. At the school level, feeding reports will be prepared and submitted to DEBs and then to the province and national level. Once consolidated, project results will be communicated by the section committees (DMMU satellite committees) to District Development Coordination Committee (DDCC).

The Parent Teacher Committees (PTCs) will raise awareness of the school feeding project to communities. Additionally, caregivers will be asked to support implementation and the complaints and feedback mechanism. School Health and Nutrition (SHN) committees are comprised of the head teacher, a PTC member, SHN Coordinator and a representative from a nearby health facility. SHN committees operate on a volunteer basis, and their role is to supervise/oversee school feeding including identifying the food handlers. SHN committees will also conduct community mobilisation, promote the school feeding activities at the community level including hygiene awareness, and they will be responsible for record keeping.

The project will use suggestion boxes as a feedback and complaints mechanism. Suggestion boxes will be manned by Response Feedback Committee (comprised of CWACs and line ministries). **The feedback or complaints will be reviewed monthly**, and feedback provided to schools/SHN committees within 24-48 hours. Linkages with other sectors such as social welfare, health, agriculture will be fundamental in addressing complaints raised. SHN focal points are an additional mechanism, and their responsibility is engaging learners and gather any feedback relating to the school feeding process. Focus group discussions conducted randomly will gather feedback and complaints mechanisms arising from communities and may otherwise be missed by SHN focal points or suggestion boxes. All feedback mechanisms will be strengthened to include safeguarding, inclusion and prevention of sexual exploitation, abuse and harassment (PSEAH) complaints. SC will train SHN focal points and committees specifically on

how to address safeguarding, inclusion, or PSEAH related matters. SHN clubs will be used as an avenue to orient learners on how and where to report safeguarding, inclusion and PSEAH issues.

The project will use the feedback analysis and complaint data to improve project delivery. Feedback trends will be discussed regularly (monthly), and changes or improvements will be made to the project in a timely manner.

System resilience and continuity of interventions

Please describe what efforts are being undertaken by national authorities and education partners to prepare the system for similar disruptions in the future, including through sector analysis, planning, budgeting and/or monitoring. Explain how the interventions funded by the accelerated funding support these efforts and whether/how activities will be continued after the end of the program.

The following efforts are being undertaken by the GRZ:

- Anticipatory planning and action, sectoral analysis (education, nutrition, health, WASH), budgeting and forecasting
- Strengthen DMMU monitoring systems
- Home-grown school meals programme – long term plan for school feeding
- Relaunch of Production Units in schools to build resilience

The GPE Accelerated Funding will strengthen coordination among sectors, and the monitoring systems already in existence for disasters. The funding complements the GRZ Home-Grown School Meals Programme. For example, trainings provided for SHN committees will provide knowledge and skills that will remain in use even beyond the project duration. Safeguarding, inclusion and PSEAH support structures will also benefit other programmes within the school and not limited to feeding. Beyond the project, feedback and complaints mechanisms such as suggestion boxes and SHN focal points will continue to be used. Improvements in supply chain for feeding programmes by the GRZ will be strengthened, best practices can be used in future drought or related crises. Record keeping systems enacted by this project will strengthen schools' reporting capabilities and ensure effective data management.

School production/income generation activities exist in targeted districts. In these cases, schools grow their own produce (e.g. vegetables) which is then sold to the communities. Proceeds from this initiative are used to complement the school feeding programme. The GRZ also provides a school grant which schools can use to procure inputs such as seeds.

3. GPE MULTIPLIER

(IF FUNDING IS NOT BEING ACCESSED FROM A MUTIPLIER ALLOCATION, PROCEED TO SECTION 4)

The **GPE Multiplier** mobilizes external funding alongside a contribution from GPE. Approval requires that **total cofinancing** meets the US\$3-to-US\$1 ratio required when the funding is sourced from **development partners** or US\$1-to-US\$1 ratio for **private sector or foundation contributions**.

Please provide the name of each cofinancing partner, the amount and the instrument used, such as grant, loan, etc. The amount of funding should equal or exceed the value of cofinancing included in the **expression of interest**. If it does not, please explain the reason for the variation.

#	Partner	Amount (US\$)	Instrument (grant, loan, etc.)
1	Click here to enter text.	Enter amount.	Click here to enter text.
2	Click here to enter text.	Enter amount.	Click here to enter text.
3	Click here to enter text.	Enter amount.	Click here to enter text.
4	Click here to enter text.	Enter amount.	Click here to enter text.
	Total in US\$:	Enter amount.	Click here to enter text.

Enter text here to explain if the cofinancing amount is lower than indicated in the expression of interest.

4. PROGRAM FINANCIAL OVERVIEW

If the program is cofinanced, utilization of **the GPE grant should be prioritized** in comparison with other sources of funding, including those from the grant agent. If for any reason, the GPE grant cannot be prioritized, please explain below. Request for extension of GPE grants may not be approved if other sources of funding have been prioritized without prior agreement.

The GPE grant is prioritized looking at the resource envelope and competing demands emanating from the government treasury. However, the GRZ is coming in with 80% funding while GPE brings 20%. Other stakeholders like WFP and UNICEF will provide technical support.

Please indicate **program disbursement by year** as applicable, based on information extracted from the proposal/program document. If it is a cofinanced modality, indicate estimates for the expected disbursements of GPE funds by year. For these purposes, **the implementation year begins at the grant effectiveness/signing of grant agreement**.

For example, if the start date or grant signing is expected to occur in July 2023, then the implementation year is July 2023 to June 2024, and July 2023 is entered as "Year 1". The program costs per calendar year for 2023 should reflect the estimated costs for the July–December 2023 period.

Expected disbursements by year

Indicate years (e.g., 2023):	Year 1	Year 2	Total
Total program disbursements per implementation year: 2024	3,107,366.00	3,202,634.00	6,310,000.00
Total program disbursements per calendar year:2025			

Program costs and expected disbursements by component

If NOT using budget support as the grant modality, please complete the table below, listing the proposed interventions or components and indicating the expected disbursement by year (e.g., 2024), total cost in US dollars per component and their respective percentage of the total grant.

If it is a cofinanced program, indicate estimates for the expected disbursements of GPE funds by year. (You can extend and adapt the table to the number of components that fits the program, by adding rows if needed.)

Components/ objectives	Year 1 2024	Year 2 2025	Total	%
Improved attendance, retention and progression of learners in ECE, primary and secondary schools	2,760,627.00	2,692,823.00	5,453,450.00	86%
Improved hygiene practices, safeguarding and protection among learners	23,583.00	84,198.00	107,781.00	1.7%
Improved data management and reporting	94,168.00	116,664.00	210,832.00	3.3%
Improved coordination of school feeding activities among education actors	1,912.00		1,912.00	0.00%
Grant Agent's Implementation Support Costs	227,075.00	308,950.00	536,025.01	8.5%
Totals	3,107,366.00	3,202,634.00	6,310,000.00	100%

5. SAFEGUARDS

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 in these regards.

Sexual exploitation, abuse and harassment (SEAH) risk assessment

Does the program design include consideration of risks associated with SEAH that may be induced or exacerbated by the GPE grant?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<p>Click here to provide details of the risk assessment or explain why if answering no.</p> <p>A risk and mitigation plan for the project has been developed.</p>
If SEAH risks were identified, are there any proposed mitigation measures?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<p>Zambian Laws against SEAH will apply accordingly. The Education Sector Specific Child Safeguarding Policy as well as the Public Service Code of Conduct will apply. The Children's Code Act (No 12 of 2022) also applies.</p> <p>SC will also apply its own Safeguarding and Protection from Sexual Exploitation, Abuse and Harassment Policies and Procedures.</p>
If SEAH risks are not relevant for the GPE grant, please provide reasons for this conclusion	NA	

6. SIGNATURES

Signature of applicant ministry representative

(Please scan completed signature page or pages and include as an attachment to the submission.)

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

Name of signatory:	
Job title and ministry:	
Email:	
Phone:	
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.

Name of signatory:	
Job title and agency:	
Email:	
Phone:	
Date:	
Signature:	

Signature of the coordinating agency representative

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

Name of signatory:	
Job title and agency:	
Email:	
Phone:	
Date:	
Signature:	

7. DELIVERABLES CHECKLIST

Please include as attachments to this application:

Full budget template (Excel file)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Minutes of local education group meeting endorsing grant application	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Results framework (disaggregated by gender and equity)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Major risks and mitigation measures	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

OFFICES

Washington

701 18th St NW
2nd Floor
Washington, DC 20006
USA

Paris

6 Avenue d'Iena
75116 Paris
France

Brussels

Avenue Marnix 17, 2nd floor
B-1000, Brussels
Belgium

CONTACT

Email: information@globalpartnership.org