NOVEMBER 30, DECEMBER 1 AND 3, 2020

MEETING OF THE BOARD OF DIRECTORS

VIA VIDEOCONFERENCE | BOD/2020/11/12 DOC 13 | FOR INFORMATION

GRANT STATUS REPORT 2020

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Key reflections from the Grants and Performance Committee during its October 21-22 meeting:

Overall, the Committee much appreciated the report.

The discussion mainly focused on COVID-19 and its impact on program implementation. As such, the Committee welcomed continued monitoring of the impact of COVID-19 on grant implementation and the mitigation measures put in place at country level. The potential negative impact of COVID on the achievement of the variable part targets was noted and the continued need for engagement to facilitate restructuring.

The Committee commended the streamlined approval process of the COVID-19 accelerated funding grants, noting in particular the retroactive financing whereby grant expenditures may be incurred before the grant is formally approved. The Committee also commended the linkage between the COVID-19 grants and the respective ESPIGs, as well as the collaboration with Education Cannot Wait. The collaboration between the local education group and the education cluster in the development of applications was also noted and the extent to which that collaboration could be maintained. In the context of the discussion on grant agent diversification, the Committee noted that the World Bank and UNICEF acted as grant agent for most of the COVID-19 grants.

The Committee suggested that the Secretariat better articulate GPE's unprecedented response to COVID-19, particularly in terms of leadership, contribution, timeliness and strategy to link country-based work with the global investment. The unique response should provide valuable lessons for the future.

Aside from the COVID-19 grants, the Committee took note of the five "off track" grants in the Grant Status Report, which would be presented to the Committee at its spring 2020 meeting for a midyear status update in accordance with the grant monitoring and reporting framework. The five grants include Chad, Lesotho, Democratic Republic of Congo, Comoros, and Yemen.

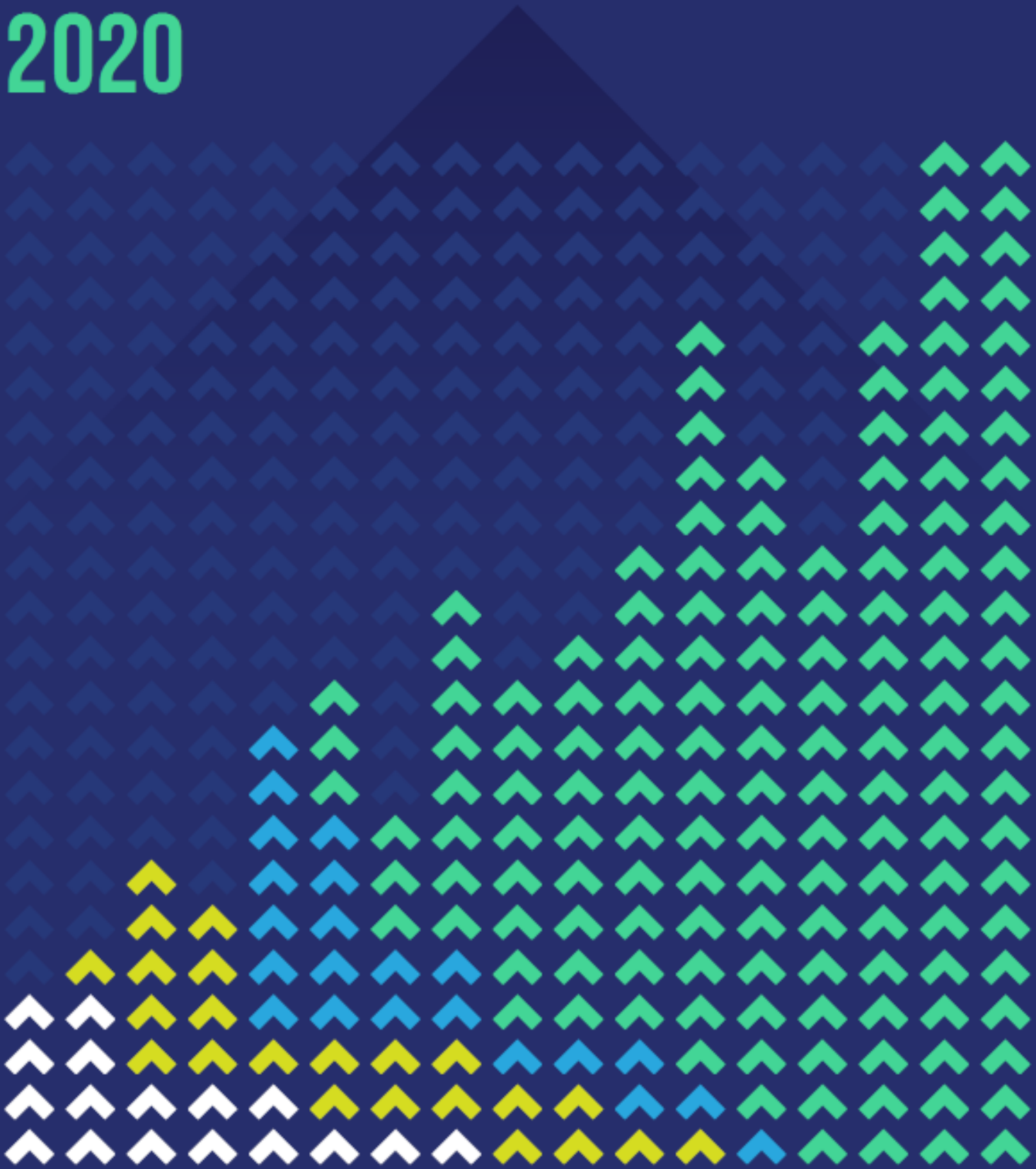
Objective

The Board receives the Grant Status Report 2020 and notes the key reflections from the Grants and Performance Committee (GPC).

Annex A – Grant Status Report 2020

Annex B – Grant Status Report 2020 Annexes

GRANT STATUS REPORT
2020



GPE Transforming Education

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1 INTRODUCTION

The Grant Status Report (GSR) is prepared annually by the GPE Secretariat. It is prepared to update the Board of Directors (the Board) and its Grants and Performance Committee (GPC) in fulfillment of the requirements described in the GPC's terms of reference to "track progress on the portfolio of grants awarded from GPE resources".[1] A product of collaborative efforts across the Secretariat, this year's report covers the 2020 fiscal year, i.e. July 1, 2019 to June 30, 2020.[2] The report is based on data provided by grant agents, country partners, coordinating agencies and Secretariat staff.

In addition to presenting an overview of the education sector program implementation grant (ESPIG) portfolio, a key focus of the GSR is the analysis of ESPIG performance on the basis of whether the programs are "on track", "at risk" or "off track" with regard to achieving their targets. The report indicates how the grant agents have worked with governments and local education groups to address implementation issues for off-track grants. It also provides some additional information on how the portfolio supported by specific grant agents compares to the overall status of grants. Building on the effective partnership review (EPR), the Secretariat will continue to reinforce these elements of grant agent accountability. Further, this year's report includes additional sections covering GPE's response to the novel coronavirus (COVID-19) pandemic as well as analysis on the impact of the pandemic on grant implementation. It also has a section on two key GPE initiatives: Education Out Loud, a fund to support civil society's role in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations, and Knowledge and Innovation Exchange, which consists of a funding mechanism that provides grants at global and regional levels for knowledge generation and innovation, and of regional hubs which bring together representatives of national education systems to identify shared education policy priorities and exchange information and good practices.

In 2019, in consultation with the GPC, the Grant Performance Report – renamed Grant Status Report this fiscal year – was streamlined (away from the broader coverage of the previous annual portfolio reviews) to focus mainly on ESPIG portfolio and implementation analysis, which aligns with Indicator 25 of the GPE Results Framework.[3] Reporting on the education sector plan development grant (ESPDG) and the program development grant (PDG) are therefore excluded from the GSR and will instead be made available on the GPE website. Similarly, other grant analysis/reporting, including analysis on ESPIG thematic components; implementation modalities and alignment; risk management and operational risk framework; audit report analysis; and updates on misuse of funds are reported in the annual GPE Results Report or presented directly to the relevant Board committees.

It is important to note that ESPIG performance issues covered in this report do not include outputs, outcomes and impacts of the grants. These are covered in other dedicated reports and studies, including country-level evaluations, independent summative evaluations and the annual GPE Results Report.[4] To obtain a broader picture of grant performance issues, the GSR should therefore be complemented by other relevant publications from the Secretariat.

[1] See "Grants and Performance Committee Terms of Reference", available on GPE website: https://www.globalpartnership.org/content/country-grants-and-performance-committee-terms-reference.
[2] The data used in the section on COVID-19 response grant is as of July 30, 2020.
[3] Indicator 25 measures the "proportion of GPE program grants assessed as on-track with implementation". It, along with other indicators of the GPE Results Framework for 2016–2020, can be found at https://www.globalpartnership.org/content/gpe-results-framework-2016-2020.
[4] Available on GPE website: https://www.globalpartnership.org/results/monitoring-evaluation.

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2 KEY OBSERVATIONS

During this fiscal year, the partnership approved a record implementation grant amount of US$967.8 million. This is more than the combined amount (US$863.3 million) approved in the previous three fiscal years (US$538.9 million in FY19, US$199.6 million in FY18 and US$124.8 million in FY17). The number of grants approved in FY20 also increased substantially to 76, which more than doubles the 35 grants approved in the previous three fiscal years combined. In terms of the overall implementation grant portfolio,[5] 61 country partners benefitted from 113 ESPIGs worth US$2.58 billion in FY20, compared with FY19 when 50 country partners benefitted from 57 ESPIGs valued at US$2.08 billion.[6]

The significant increase in approved grant amount can be partially attributed to the partnership's COVID-19 response, as US$370.8 million of the FY20 amount was for COVID-19 accelerated funding (COVID-19 AF) support to enable country partners to cope with the impacts of the novel coronavirus pandemic on their education systems.

However, it is important to note that, excluding COVID-19 AF, the ESPIG amount approved in FY20 (US$597 million) surpassed last year's achievement when the approved ESPIG amount (US$538.9 million) more than doubled that of FY18 (US$199.6 million). In terms of number of grants, the ESPIGs approved nearly doubled to 33 in FY20 from 17 in FY19.

The diversity of grant agents continues to increase. The number of organizations that serve as grant agents continues to grow – in FY20 the Islamic Development Bank (IsDB) joined the existing grant agents. In addition, grant agents with a smaller portfolio, such as Agence Française de Développement (AFD), Save the Children US and Swedish International Development Cooperation Agency (Sida), substantially increased the number of grants and grant amount for which they serve as grant agents.

ESPIGs that remained active at the end of FY20 were rated according to their performance in implementation. The implementation rating was based on an assessment of whether an ESPIG is on track to achieve its major outputs. As such, an ESPIG is considered off track when it has significant shortcomings that limit the achievement of one or more outputs and a resolution is uncertain. An ESPIG is considered at risk when there are moderate shortcomings but the grant agent considers a resolution likely. In addition, the report uses a disbursement rating which is based on the assessment of the percentage of the cumulative amount disbursed compared with the percentage of time elapsed in the grant period.

In terms of implementation, the share of grants that reported to be on track is the highest in the last five years. This is an indicator of a higher percentage of well-designed grants limiting the need to deal with implementation issues. At the same time, the FY20 implementation ratings show a moderate increase in the number of grants (six grants, 19.4%) that are off track – with substantial implementation issues to be addressed - compared with four grants (13.8%) in FY19 and three grants (10.7%) in FY18. In

[5] This includes grants that were: 1) approved in the current and previous fiscal years, and 2) active at any time during FY20 or approved in FY20 but yet to commence implementation (i.e. pending) at the end of the fiscal year.

[6] There is a discrepancy between the number of grants and the number of country partners for two reasons. First, each of the country partners with multiple provinces/states accessing GPE grants is counted once, while each grant received by every province/state is counted individually toward the total number of approved grants. This includes Somalia (Federal, Somaliland and Puntland), Tanzania (Mainland and Zanzibar) and Pakistan (Balochistan and Sindh provinces). Second, four countries (Dominica, Grenada, St Lucia, and St Vincent and the Grenadines) access their allocations through a single regional application submitted by the Organisation of the Eastern Caribbean States (OECS). So, while these countries are counted as four country partners, one grant is recorded for them.

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comparison with FY16 (11 grants, 20.4%) and FY17 (10 grants, 20.8%), there is a decrease in off-track grants.

For disbursement, the FY20 ratings however show a significant increase in the number of grants that are off track compared with the last five years. In FY20, 35.5% of ESPIGs (11 out of 31 grants) were rated as off track in cumulative disbursements. While most of these grants were already off track on disbursement before the start of the pandemic, initial figures show that COVID-19 had a negative impact on disbursements, especially of already off-track grants.

With one exception, programs that were reported as off track in implementation in the 2019 report have been restructured to deal with the implementation challenges. Governments and grant agents, in consultation with the local education groups (LEGs) and supported by the Secretariat, including through country missions, have discussed solutions to implementation issues in all of these countries. This has led to a restructuring in four (Chad, Congo DR, Lesotho and Yemen) out of five grants that were off track in FY19, though these restructurings happened only during the second part of FY20 (and in one case only at the start of FY21). The timing of the grant restructurings, combined with the impact of COVID-19 on the implementation of agreed measures, means that they haven't (yet) led to an upgrading of the status of these grants.

COVID-19 has a negative impact on program implementation. Initial figures show that disbursement deteriorated for most of the grants after the COVID-19 outbreak and that the deterioration was most notable for at-risk and already off-track grants. The COVID-19 related factors that have contributed to implementation challenges include school closures affecting activities such as teacher training, textbook piloting, impact evaluation, and evaluation of disbursement-linked indicators; delayed procurement and construction; and restrictions to local and international travel. Programs have been taking mitigation measures to address implementation challenges, but the prolonged crisis may continue the need for reassessment.

As an emergency response grant, the COVID-19 AF supports mitigation and recovery efforts. The mitigation effort is to alleviate the impacts of the pandemic on education systems. Recovery supports efforts to ensure that all children can safely return to school and that education systems are restored and strengthened to cope with future emergencies.

As of the end of July 2020,[7] 52 country partners had benefitted from 51 COVID-19 response grants worth US$422 million, with over half of the resources (56%) going to low-income countries. Sub-Saharan Africa received 74% of approved COVID-19 grants, while countries affected by fragility or conflict (FCACs) received 60% of approved COVID-19 grants. Activities supported by the grant align with GPE's strategic goals of learning, equity and system strengthening. The proportion of the grant allocated to these three thematic areas (learning – 39%, equity – 37%, system strengthening – 24%) is approximately the same as that of the regular ESPIGs, except that the allocation to the system thematic area is slightly smaller for COVID-19 funding, for which the focus on emergency response.

[7] To get a broader understanding of the thematic make-up of the COVID-19 AF portfolio, the data in the COVID-19 AF analysis extends slightly beyond FY20 to the end of July 2020 since a majority of the COVID-19 response grants were coded by the end of July..

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3 OVERVIEW OF ESPIG PORTFOLIO

3.1 DESCRIPTION OF ESPIG PORTFOLIO

During FY20, 61 country partners benefitted from 113 grants (active, closed and pending) worth US$2.58 billion. Of these, 43 grants worth US$370.8 million were COVID-19 accelerated funding (COVID-19 AF),[8] a funding window that was introduced by GPE to help countries cope with the impacts of the novel coronavirus pandemic on their education systems.

Excluding the COVID-19 AF window, 58 country partners benefitted from 70 ESPIGs[9] (active, closed and pending) worth US$2.21 billion, including 14 Multipliers[10] for a value of US$275 million[11] and 9 regular accelerated funding (AF) for a value of US$69.2 million. Of the 70 ESPIGs, 11 closed in FY20, while 27 started implementation,[12] increasing the number of active ESPIGs from 38 to 46. The average time between approval and implementation start date in FY20 was 4.7 months (which is in line with past trends[13]). This calculation excludes accelerated funding and additional financing grants due to their different timelines, so the FY20 sample only considered 16 grants. A quarter of these (4 grants)[14] had a delay of around 10 months and when we exclude these, the average delay drops to 2.8 months. In addition, when we look at the time between the approval date and the start date for all the grants that commenced implementation between FY18 and FY20,[15] we find that the average time between approval and implementation start date was 4.3 months. We also find that this figure varies across the grant agents: the World Bank – 6.9 months; Sida – 5.9 months; AFD – 2.4 months; Save the Children US – 2 months; UNICEF – 1.5 months.

14 ESPIGs were pending (i.e. had not yet started implementation) at the end of the fiscal year.[16] While most of them were slated to commence implementation after July 1, 2 grants (Myanmar and Cote d'Ivoire) received effectiveness extensions beyond 12 months after approval and are now expected to become effective in the next fiscal year. Table 1 presents an overview of all ESPIGs (active, closed and pending) since FY17. The table also provides an overview of the FY20 portfolio with and without COVID-19 AF. A detailed list of ESPIGs and COVID-19 AF grants is presented in Annexes 1A and 1B.

[8] The data in this section, including COVID-19 AF data, is as of June 30, 2020.

[9] The term ESPIG as used here refers to: regular ESPIG, ESPIG and Multiplier combined, Multiplier, regular accelerated funding, and additional financing.

[10] This includes 11 Multiplier grants which are combined with regular ESPIGs.

[11] This includes the ESPIG component of Multiplier grants which are combined with regular ESPIGs.

[12] Of these, 21 were approved during FY20.

[13] 4.7 months in FY20; 3.6 months in FY19; 4.8 months in FY18.

[14] Benin, Nepal, Tanzania–Mainland and Uzbekistan.

[15] The report looked at grants that commenced implementation between FY18 and FY20 (rather than only looking at FY20) in order to have a meaningful sample size of grants per grant agent. Furthermore, only grant agents that had at least three grants which commenced implementation between FY18 and FY20 were analyzed. Grants with two grant agents were excluded.

[16] The 14 pending ESPIGs are: Cote d'Ivoire, Honduras, Mali, Mauritania, Myanmar, Pakistan–Punjab, Rwanda, Sao Tome and Principe, Somalia–Federal, Sudan, Tajikistan, Timor-Leste, Vanuatu and Zimbabwe. Myanmar was approved in 2018, Cote d'Ivoire in 2019, and the remainder in 2020. Of these pending grants, the majority (10) were slated to become effective on or after July 1, 2020 according to the approval documents. 2 grants (Rwanda and Sudan) were originally expected to become effective in April 2020; however, they received an effectiveness extension into the next fiscal year. Another 2 grants (Myanmar and Cote d'Ivoire) received effectiveness extensions beyond the 12 months after approval and are expected to become effective in the next fiscal year.

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Table 1. ESPIG portfolio, FY17–FY20

	New Approved	Active	Closed	Pending	Total (active, closed & pending)	Active & Closed
ESPIG portfolio as of June 30, 2017						
Number of grants	4	48	10	3	61	58
Value (US$ million)*	124.8	1961.9	357.4	202.3	2521.6	2319.3
ESPIG portfolio as of June 30, 2018						
Number of grants	14	34	24	8	66	58
Value (US$ million)*	199.6	1445.7	870.3	94.1	2410.1	2316
ESPIG portfolio as of June 30, 2019						
Number of grants	17	38**	12**	9**	57**	49
Value (US$ million)*	538.9	1293.3	464.5	320.9	2078.7	1757.8
ESPIG portfolio as of June 30, 2020 (excluding COVID-19 AF)						
Number of grants	33	46**	11**	14**	70**	57
Value (US$ million)*	597	1239.1	624.5	347.6	2211.2	1863.6
ESPIG and COVID-19 AF portfolio as of June 30, 2020						
Number of grants	76 (COVID-19 AF = 43)	74** (COVID-19 AF = 28)	11** -	29** (COVID-19 AF = 15)	113** (COVID-19 AF = 43)	85 (COVID-19 AF = 28)
Value (US$ million)*	967.8 (COVID-19 AF = 370.8)	1438.7 (COVID-19 AF = 199.6)	624.5 -	518.7 (COVID-19 AF = 171.2)	2,582.0 (COVID-19 AF = 370.8)	2063.2 (COVID-19 AF = 199.6)

* Grants approved before December 2016 exclude the supervision allocation. For grants approved thereafter, the supervision allocation is included in the grant amount.

** In some instances, a grant is counted in more than one category (active, closed, pending). For example, if a country has an ESPIG that is active and an additional ESPIG financing that is pending (and these two finance the same program), these are considered as one grant in the "total" column. However, they are counted as one in each of the "active" and "pending" columns. Therefore, the columns "active, closed and pending" should not be added to get the column "total".

A record grant amount of US$967.8 million was approved in FY20 for ESPIG and the COVID-19 response. Even when COVID-19 AF is excluded, the approved ESPIG amount shows an increase on previous years. In FY20, the partnership approved a total of US$597 million in ESPIGs compared with US$538.9 million in FY19. (Figure 1 shows the ESPIGs approved by grant amount for FY18 to FY20; Figure 2 shows the distribution of ESPIGs approved by grant size for the same period.) Although the approved ESPIG amount (excluding COVID-19 AF) was only slightly higher than that of FY19, the number of ESPIGs approved nearly doubled (from 17 to 33). This increase was mainly due to a large increase in the number of smaller grants approved (up to US$20 million). This is driven primarily by the relatively high number of additional ESPIG financing (additional maximum country allocation – MCA) and regular AF. In FY20, 9 additional MCAs were approved compared with just 1 in FY19, and 6 regular AF grants were approved compared with 4 approved in FY19.[17] It is also important to note that the authority delegated by the GPE Board to the CEO to approve all COVID-19 AF grants as well as all grant amounts up to US$10 million may

[17] In December 2019, the Board allocated an additional US$250 million in AF grants to 19 countries. This has probably had a positive impact on the approvals in 2020, as 5 out of the 6 approved accelerated requests relate to this specific allocation (though one happened before the Board decision). However, it has to be noted that the number of AF requests already increased in previous years, so some requests may also have been submitted without the specific allocation. If AF grants are excluded, the trends reported above wouldn't substantially change, and the number of approvals would increase from 13 to 27. For this reason, it has been decided to include the AF request in this overview, in line with the methodology adopted in previous fiscal years.

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have contributed to the record number of the FY20 approval, as all 43 COVID-19 AF and 9 regular ESPIGs approved during this fiscal year were approved by the CEO.

Figure 1. ESPIGs approved by grant amount (US$), FY18–FY20

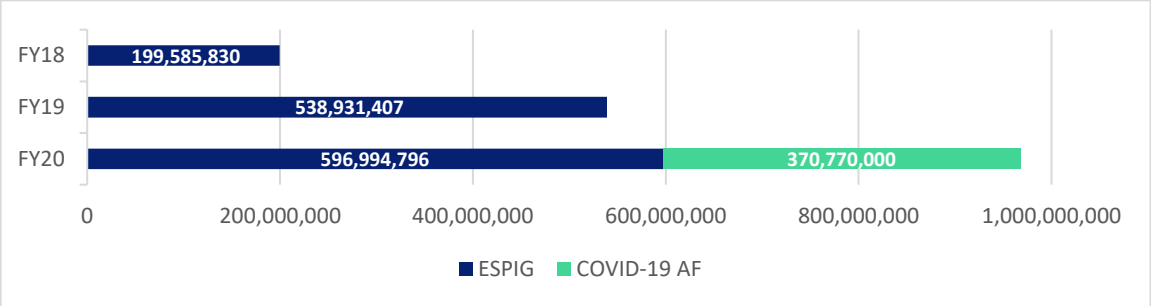
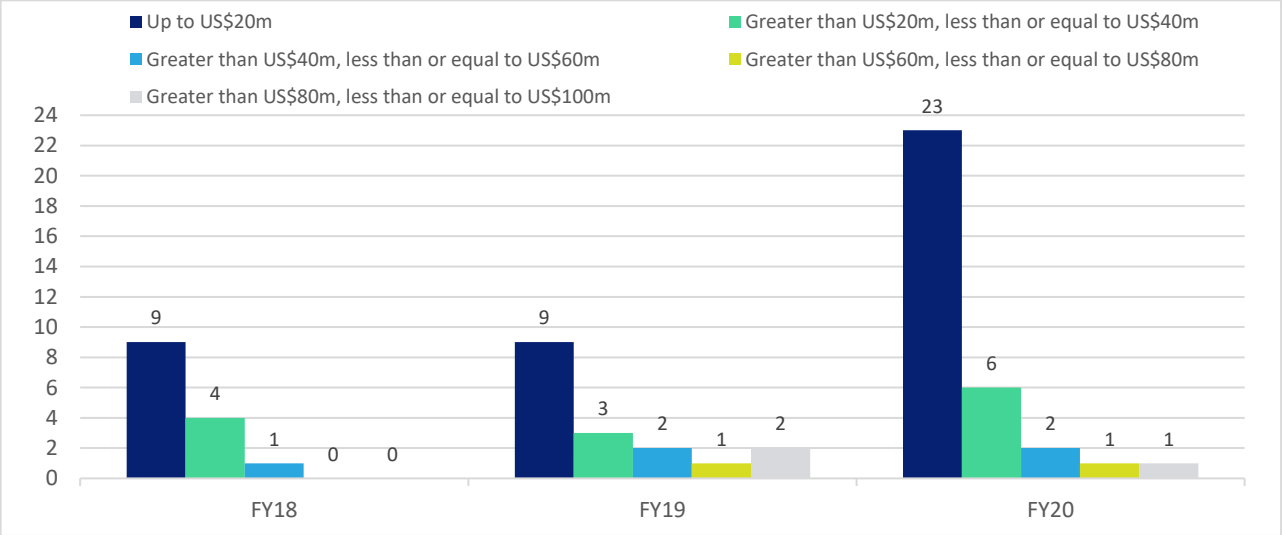


Figure 2. Distribution of number of regular ESPIGs approved by grant size, FY18–FY20



Note: the above chart compares regular ESPIGs only (excluding COVID-19 AF, as this is unique to the FY20 portfolio).

During FY20, the GPE Secretariat implemented a different reporting methodology to further track monthly disbursements made from the GPE trust fund and quarterly utilization by programs. *Disbursements* thus refers to financial transfers made from the GPE trust fund to grant agents, while *quarterly utilization* refers to transfers to and actual expenditure by programs.

For the FY20 portfolio (including COVID-19 AF), the cumulative [18] trust fund disbursement was US$1.55 billion, of which a cumulative amount of US$832.5 million had been utilized for programs as of June 30, 2020. [19] In terms of non-cumulative amount, the trust fund disbursed a total of US$567.37 million in FY20, of which US$297.4 million was for regular ESPIG and US$269.97 million went to COVID-19 AF. Of the ESPIG disbursement, 55% was for FCACs. Regular ESPIG utilization (non-cumulative) reached US$146.7 million, 54% of which was utilized for FCACs.

[18] *Cumulative disbursement or utilization* is the total amount disbursed or utilized in the life cycle of the grants in the ESPIG portfolio at the end of the period under consideration. This is different from *annual (FY) disbursement or utilization*, which only covers the amount disbursed or utilized in the current fiscal year.

[19] The utilized amount excludes COVID-19 AF, for which utilization figures had not been received as of June 30.

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The rest of this section – distribution of ESPIGs by region, grant agent, income and fragility status – excludes COVID-19 AF grants, which are examined in detail in Sections 4 and 5.

3.2 DISTRIBUTION BY REGION

With over US$963 million (as of end-FY20), Sub-Saharan Africa continued to have the largest share of ESPIGs under implementation, representing 77.7% of the active ESPIG amount. This was an increase from the previous year in terms of proportion (71.8% in FY19) and amount (about US$928 million in FY19). South Asia had the second largest amount: US$139 million or 11.2% of the active ESPIGs as of end-FY20. Table 2 presents a breakdown of the ESPIG portfolio across regions.

Table 2. ESPIG portfolio across regions (active, closed and pending as of June 30, 2020)

Region	Number of ESPIGs	% Number of ESPIGs	FCACs*	% FCACs in a Region	% ESPIGs that are FCACs	Grant Amount	% Grant Amount
Active as of June 30, 2020							
East Asia & Pacific	3	6.5	1	3.3	33.3	44,799,000	3.6
Europe & Central Asia	1	2.2	0	0	0	10,000,000	0.8
Latin America & Caribbean	0	0	0	0	0	0	0
Middle East & North Africa	2	4.3	1	3.3	50	82,600,000	6.7
South Asia	5	10.9	1	3.3	20	138,532,407	11.2
Sub-Saharan Africa	35	76.1	27	90	60	963,205,830	77.7
Total	**46**	**100**	**30**	**100**	**52.2**	**1,239,137,237**	**100**
Closed as of June 30, 2020							
East Asia & Pacific	0	0	0	0	0	0	0
Europe & Central Asia	1	9.1	0	0	0	49,900,000	8
Latin America & Caribbean	1	9.1	0	0	0	2,000,000	0.3
Middle East & North Africa	0	0	0	0	0	0	0
South Asia	2	18.2	1	20	50	93,300,000	14.9
Sub-Saharan Africa	7	63.6	4	80	57.1	479,300,000	76.7
Total	**11**	**100**	**5**	**100**	**45.5**	**624,500,000**	**100**
Pending as of June 30, 2020							
East Asia & Pacific	3	21.4	2	25.0	66.7	83,299,796	24
Europe & Central Asia	1	7.1	0	0	0	10,000,000	2.9
Latin America & Caribbean	1	7.1	0	0	0	10,000,000	2.9
Middle East & North Africa	0	0	0	0	0	0	0
South Asia	1	7.1	1	12.5	100	50,625,000	14.6
Sub-Saharan Africa	8	57.1	5	62.5	62.5	193,630,000	55.7
Total	**14**	**100**	**8**	**100**	**57.1**	**347,554,796**	**100**

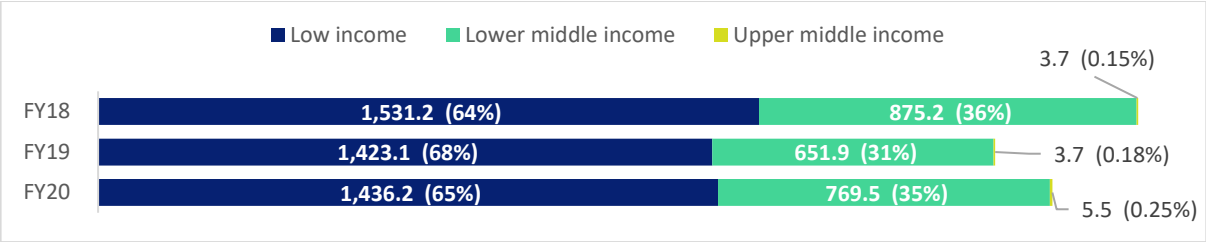
*This column refers to the number of approvals (not number of country partners or grants) in each region that are FCAC.

3.3 DISTRIBUTION BY INCOME AND FRAGILITY

Following the trend from previous years, low and lower middle-income countries benefitted from a larger portion of the portfolio (active, closed and pending ESPIGs). As Figure 3 shows, low-income countries benefitted from 65% of the FY20 portfolio. Though this income category's share of the portfolio slightly decreased from 68% in FY19 to 65% in FY20, its allocation increased by US$13.1 million or 1% in FY20. In the same period, funding for the lower middle-income countries increased by 18%. Notably, despite benefiting from the smallest share of the total portfolio (US$3.7 million in FY19 and US$5.5 million in FY20), the upper middle-income countries received the largest increase in allocation by 48.6% in FY20.

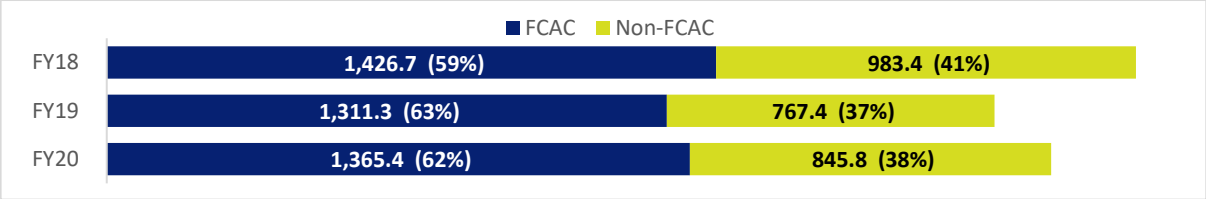
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Figure 3. Total active, closed and pending ESPIGs (US$ million), by income category, FY18–FY20



As shown in Figure 4, FCACs received more in allocation in FY20 (US$1.365 billion) than in FY19 (US$1.311 billion), but a slightly lower proportion (62%) of funding allocations as compared with FY19 (63%).

Figure 4. Total active, closed and pending ESPIGs (US$ million), by FCAC status, FY18–FY20

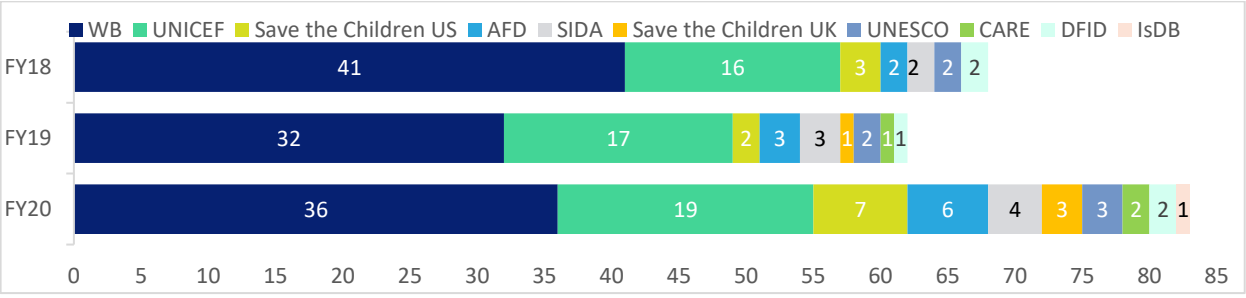


3.4 DISTRIBUTION BY GRANT AGENT[20]

10 organizations (listed in Figure 5) acted as grant agents over the course of FY20 compared with 9 in FY19. The Islamic Development Bank (IsDB) became a new grant agent in FY20.

In terms of the number of ESPIGs, the World Bank (WB) remains the grant agent with the largest portfolio, though with a decreased proportion of these grants: 60% in FY18, 52% in FY19, 43% in FY20. UNICEF remains the grant agent with the second largest portfolio, administering 23% of total grant portfolio – a decrease compared with this grant agent's share of 27% in FY19 and 24% in FY18. The grant agents with the biggest percentage increases in number of ESPIGs administered between FY18 and FY20 are (in ascending order): Save the Children US (3 to 7) and AFD (2 to 6).

Figure 5. Number of ESPIGs managed per grant agent, FY18–FY20



In terms of ESPIG amount administered per grant agent, the trends broadly reflect the trends in the number of ESPIGs. The amount for which the World Bank acted as grant agent has steadily decreased

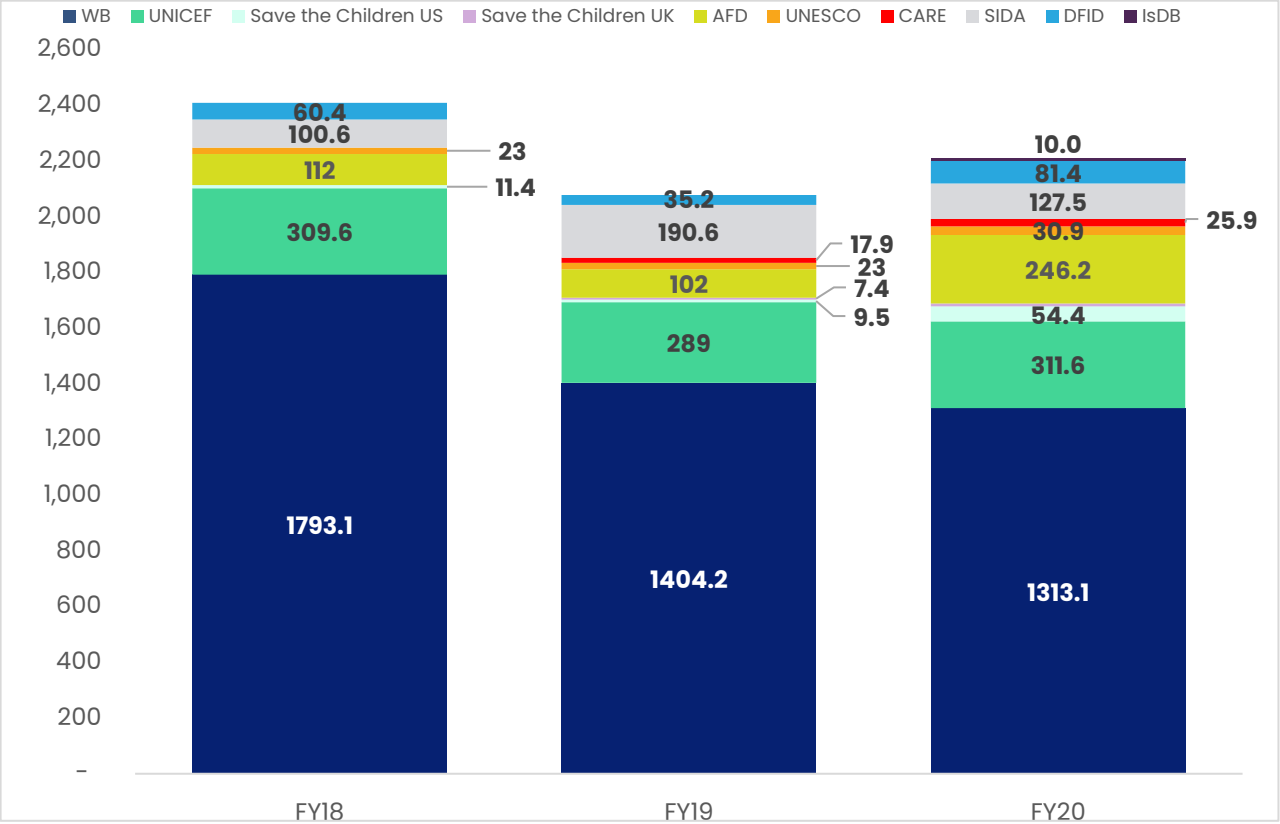
[20] In order to conduct an appropriate analysis of the number of ESPIGs managed per grant agent, each approval is considered separately (even when it is part of the same grant). When an approval has two grant agents, these are considered separately too. This methodology applies to the Distribution by Grant Agent section only and explains why the total number of ESPIGs per fiscal year in this section may appear not to match the (actual) figure in other sections.

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over the last three fiscal years: US$1.79 billion in FY18; US$1.40 billion in FY19; US$1.31 billion in FY20. The amount administered by UNICEF has remained fairly constant: US$310 million in FY18; US$289 million in FY19; US$312 million in FY20.

The grant agent with the biggest absolute grant amount increase is AFD, making it the grant agent with the third largest portfolio, not far behind UNICEF. AFD's portfolio went from US$112 million in FY18 to US$246 million in FY20 (more than doubling). This US$134 million increase is the biggest absolute increase by far, followed by Save the Children US's US$43 million increase. In fact, Save the Children US had the biggest percentage increase in grant amount (it increased by about five times), from US$11.4 million in FY18 to US$54.4 million in FY20. Figure 6 shows the ESPIG amount administered by each of the grant agents over the period FY18 to FY20.

Figure 6. ESPIG amount managed per grant agent (US$ million), FY18–FY20



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4 ESPIG PERFORMANCE

4.1 DISBURSEMENT AND IMPLEMENTATION ANALYSIS

This section examines performance of ESPIGs in terms of disbursement and implementation, and assigns ratings of "on track", "at risk" or "off track".[21] The *implementation rating* is based on the assessment of whether an ESPIG is on track with implementation to achieve its major outputs. A program is considered off track when it has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. A program is considered at risk when there are moderate shortcomings but the grant agent considers a resolution likely. *Disbursement rating* is based on the assessment of the percentage of the cumulative amount disbursed compared with the percentage of time elapsed in the grant period (see Annex 2A for more details on definition of ratings and methodology).

The sample of active grants with available ratings in FY20 (31 grants) is comparable to FY19 and FY18 (29 and 28 grants respectively). The overall number of active ESPIGs in FY20 was 46 (excluding COVID-19 response grants). However, 15 of these were new grants for which the first progress reports and grant agents' ratings were not yet due to be reported to the GPE Secretariat in FY20[22] (hence these grants being excluded from the sample of active grants).

Findings from three types of analyses are presented in this section: (i) trends analysis based on the last five years of available data for implementation and disbursement ratings (FY16 to FY20); (ii) the FY20 review of active grants with narratives explaining status changes from FY19; and (iii) the impact of COVID-19 on the implementation of ESPIGs.

(i) FY16 to FY20 trends

The FY20 implementation ratings show an increase in the share of off-track grants compared with FY18 and FY19; however the share is slightly lower than in FY16 and FY17. The share of off-track grants in FY20 is 19.4% compared with 13.8% and 10.7% in FY19 and FY18 respectively. The increase in FY20 is not significant in terms of the actual number of off-track grants (6 grants in FY20 compared with 4 in FY19 and 3 in FY18). Compared to FY16 and FY17, there are fewer off-track grants in terms of both the share and the number of grants (see Figure 7).

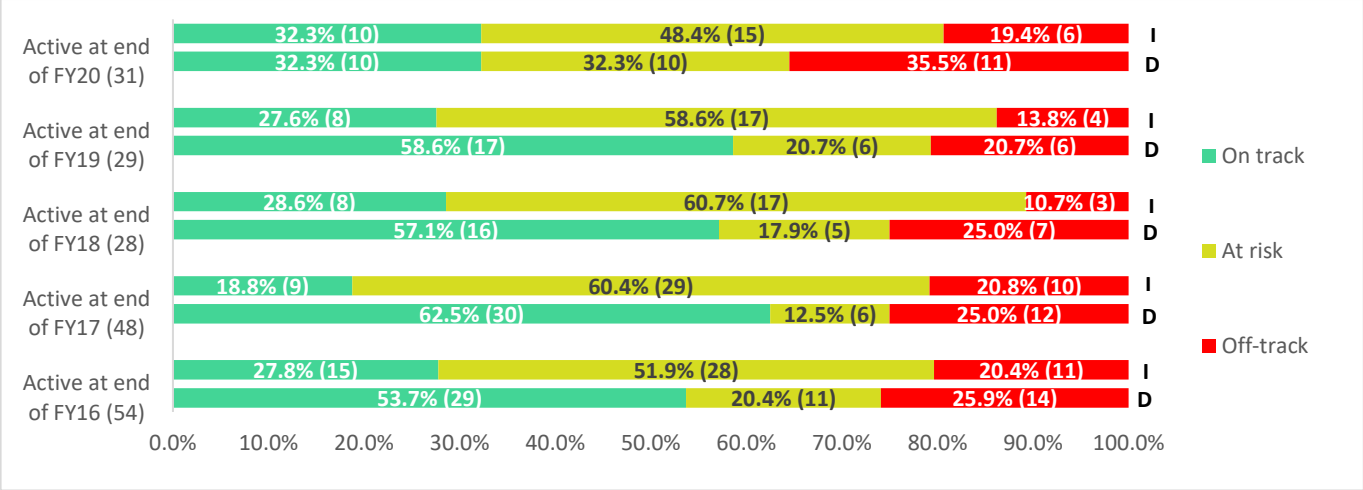
[21] Outputs, outcomes and impacts of grants are not included in this report. These are covered in other dedicated reports and studies, including country-level evaluations, independent summative evaluations and the annual GPE Results Report available at: https://www.globalpartnership.org/results/monitoring-evaluation.

[22] According to the GPE ESPIG reporting policy, grant agents are allowed 15 months from the start date of the grant to submit the first progress report (more details on the ESPIG reporting policy at https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants). The new effective grants for which the first progress report (and the grant agents' ratings) are not yet available include grants Burundi, Cameroon, Eritrea, Ghana, Guinea, Maldives, Mozambique, Niger, Papua New Guinea, Senegal, Somalia–Federal (Save the Children) additional financing, Somalia–Somaliland accelerated funding, Sudan, Tanzania–Mainland, Tanzania–Zanzibar ESPIG and Multiplier. Although these new grants are not included in this year's implementation and disbursement analysis, their performance is closely monitored by the Secretariat through engagement with coordinating agencies, ministry of education focal points, grant agents and development partners on a regular basis. The disbursement and implementation analysis for these new grants will be included in the 2021 GSR.

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On the other hand, the share of on-track grants based on their implementation status shows improvement in FY20 compared with previous years. The share of on-track grants (32.3%) is the highest in the last five years (see Figure 7).[23]

Figure 7. ESPIG implementation and disbursement status (in percentage and number of ESPIGs), FY16–FY20



Note: I = implementation rating, D = disbursement rating

The FY20 disbursement ratings show a significant increase in off-track grants compared with the last five years, both in terms of the share and the number of grants (see Figure 7). In FY20, 35.5% of ESPIGs (11 out of 31 grants) were rated as off track in cumulative disbursements.

(ii) FY20 ratings and changes from FY19[24]

In terms of combined rating (of implementation and disbursement), the downgrade of grants to off-track status in FY20 is mainly due to a downgrade in their disbursement ratings.[25] In FY20, 13 out of 31 grants (42%) were rated off track in either disbursement or implementation. This is a two-fold increase in the share and the number of off-track grants compared with the previous year (six grants, or 21%). Of these 13 off-track grants, 8 became off track in FY20. Only 1 of these 8 grants became off track due to the downgrade in its implementation rating compared with FY19 (Guinea Bissau). The rest of the grants became off track due to their cumulative disbursement rating: either as a result of the downgrade of their disbursement ratings compared with FY19, or based on their first disbursement ratings assessed as off track (Sierra Leone, Somalia–Federal)[26] (see Table 3).

[23] According to the GPE Results Framework methodology on tracking the overall status of implementation of the grants (Indicator 25), grants that are expected to achieve all of their major outputs, or most of their outputs with moderate shortcomings, are classified as "on track." According to this methodology, slightly behind grants (grants that are expected to achieve most of their outputs with moderate shortcomings) should be classified as "on track". However, in this Grant Status Report and previous Portfolio Reviews, "slightly behind" (or "at risk") grants are examined as a separate category of grants as part of a more granular approach to implementation status analysis.

[24] As in the previous fiscal year, this year's analysis of implementation and disbursement ratings is based on active grants as of June 30, 2020. For details on grants that closed in FY20, please see Section 6 on closed grants.

[25] For combined ratings, a grant is considered off track overall if its status is off track in either disbursement or implementation.

[26] Disbursement ratings for Cambodia, Central African Republic, Liberia, Madagascar, and Nepal were downgraded to off track in FY20 compared with FY19. Sierra Leone and Somalia Federal (CARE), submitted their first progress report and had their first ratings (off track) assigned in FY20.

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Table 3. List of ESPIGs by disbursement and implementation status, active as of June 30, 2020

Disbursement Status FY20	Implementation Status FY20	Number of ESPIGs	List of ESPIGs
On track	On track	5	Djibouti, The Gambia, Malawi, Somalia–Puntland, Tanzania–Zanzibar
On track	At risk	5	Benin, Bhutan, Burkina Faso, Cote d'Ivoire, Uzbekistan
At risk	On track	4	Bangladesh, Kenya, Somalia–Somaliland, South Sudan
At risk	At risk	4	Afghanistan, Cabo Verde, Lao PDR, Zimbabwe
At risk	Off track	2	Congo DR, Guinea Bissau
Off track	On track	1	Somalia–Federal
Off track	At risk	6	Cambodia, Central African Republic, Liberia, Madagascar, Nepal, Sierra Leone
Off track	Off track	4	Chad, Comoros, Lesotho, Yemen
Total		**31**	

Note: The difference between implementation and disbursement ratings can be explained, to a large extent, by the difference in these two ratings' assessment methodologies. The disbursement rating calculation is based on a formula, taking into account cumulative disbursement and cumulative grants' elapsed period of implementation as of the end of the fiscal year (i.e. as of June 30, 2020 for FY20). The assessment of implementation rating, on the other hand, reflects the assessment of implementation progress made during the 2020 fiscal year only. In many cases, the implementation progress assessment may not even cover the full fiscal year status as the submission of progress reports (and implementation ratings) is linked to the grants' reporting cycle, rather than fiscal year cycle.

Of the grants that were off track in implementation or disbursement in FY20, the World Bank is grant agent for 43% (6 grants), while UNICEF is grant agent for 36% (5 grants). However, it is important to note that this is in line with their relative share in the total portfolio (46.9% for WB, and 31.3% for UNICEF). Grant agents for the other off-track grants are Care International (1 grant) and UNESCO (2 grants). See Table 4.

Table 4. Off-track grants per grant agent (in number and percentage), FY20

Grant agent	# of grants in sample	GA's share of total (%)	# of off-track grants in GA's portfolio	% of off-track grants in total	% off-track in GA's Portfolio	# off-track grants in FCAC	% of off-track grants in FCAC
WB	15	46.9	6	42.9	40	3	50
UNICEF	10	31.3	5	35.7	50	4	80
UNESCO	2	6.3	2	14.3	100	1	50
AFD	1	3.1	0	0	0	0	0
Save the Children	2	6.3	0	0	0	0	0
SIDA	1	3.1	0	0	0	0	0
CARE	1	3.1	1	7.1	100	1	100

In line with the effective partnership review (EPR), the Secretariat organized meeting with all grant agent to review progress on all active and pending programs. From grant agents' side, participation generally included a GPE focal point at headquarters and, where relevant regional level, as well as staff supporting implementation of the GPE funded program and their management (chief of education, practice manager). From the Secretariat, regional managers have led these meetings, with participation from country leads, education specialists and monitoring officers. In specific cases staff from the Risk and Compliance team participated. Grant agents have presented current status of programs and participants have engaged in discussions on actions to address identified issues.

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Of the 13 off-track grants, 5 remained off track from last year (Chad, Comoros, Congo DR, Lesotho and Yemen).[27] Government and grant agent, in consultation with the local education group (LEG) and supported by the Secretariat, including through country missions, discussed solutions to implementation issues in all of these countries. This led to a restructuring in four (Chad, Congo DR, Lesotho and Yemen) out of five grants that were off track in FY19, though these restructurings only happened during the second part of FY20 (and in one case only at the start of FY21). The timing of the grant restructuring, combined with the impact of COVID-19 on the implementation of agreed measures, means that the status of these grants has not (yet) been upgraded. In Comoros, some issues have been addressed, but others (non-reimbursement of advanced and non-justified funds, and intervention strategy of non-state actors) remain unresolved at the end of FY20 (see Annex 2B).

The performance of the off-track grants has been affected by COVID-19 (see Section 4.2 on the impact of COVID-19 on ESPIG implementation). A significant number of grants with off-track ratings (9 out of 13 grants) reported that COVID-19 had contributed to challenges in implementation.

However, cumulative disbursement ratings of these off-track grants as of end-December 2019 and end-March 2020 show that most were off track on disbursement before the COVID-19 pandemic. Out of 11 off-track grants on disbursement, 4 (Comoros, Yemen, Central African Republic, Sierra Leone) were already off track in December and March 2020, and an additional 4 grants (Lesotho, Cambodia, Liberia, Madagascar) became off track in March (before COVID-19 had its full effect on grant implementation) (see Table 5). However, while most off-track grants reported implementation issues prior to COVID-19, they also indicate the negative impact of the pandemic on progress with remedial actions. The comparison of average disbursement lag as of 31 March, 2020 and as of June 30, 2020 shows that disbursement lag deteriorated most for off-track grants, indicating that events that happened during the fourth quarter, including COVID-19, exacerbated the delay in disbursements for these grants.

Table 5. Cumulative disbursement ratings of off-track grants in FY20 prior to COVID-19

ESPIG	End-March 2020	End-December 2019
Group 1: Remained off track in disbursement in FY20		
Chad (fixed part)*	At risk	Off track
Comoros	Off track	Off track
Lesotho	Off track	At risk
Yemen	Off track	Off track
Group 2: Turned off track in disbursement in FY20		
Cambodia (fixed part, UNESCO)	Off track	At risk
Central African Republic	Off track	Off track
Liberia	Off track	At risk
Madagascar	Off track	At risk
Nepal**	On track	N/A (not yet effective)
Sierra Leone	Off track	Off track
Somalia–Federal	At risk	Off track

* Chad's cumulative disbursement rating slightly improved in March 2020, compared with December 2019, due to the impact of the additional financing to ESPIG effective as of March 1, 2020 and the subsequent extension of the ESPIG's closing date until December 31, 2022.
** Nepal is a recent grant (effective as of February 14, 2020). Its cumulative disbursement rating was not yet available in December 2019 and was on track in March 2020.

Next to the impact of COVID-19, reasons reported by the grant agents for implementation issues and disbursement delays include delays in procurement (Cabo Verde, Chad, Lesotho); challenges related to recruitment of teachers (Chad) and teacher strikes (Guinea Bissau, Lesotho); delays in setting up the

[27] There were 6 grants rated off track in either disbursement or implementation in FY19, of which one closed (Ethiopia) in FY20.

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Project Implementation Unit (PIU) and the recruitment of key staff (Guinea Bissau). In Central African Republic, there were delays in classroom construction due to delays in the transportation of supplies and the lack of reliable local manufacturing and construction companies. Lack of local service provider capacity also affected the Liberia program. There were also delays associated with the structure and functioning of the government in several partner countries: the reorganization of the ministry of education (Madagascar), a high turnover of leadership at the ministry (Lesotho), overstretched ministry staff dealing with multiple responsibilities (Sierra Leone) as well as weak institutional capacity (Liberia, DRC) and issues of government leadership (Comoros). In programs that included the variable part and require verification of the results-based indicators, there were delays associated with the establishment of the verification agency (Madagascar) and the verification process (Nepal).

Eight out of the 13 off-track grants either in implementation or in disbursement (62%) were for FCACs (Central African Republic, Chad, Comoros, Congo DR, Guinea Bissau, Liberia, Somalia–Federal, Yemen). Implementation delays in some of these countries were also a result of external factors, such as political instability (Congo DR, Guinea Bissau, Liberia) and ongoing conflict (Yemen). (See Annex 2B for more details on individual grants).

Mitigation measures that have been taken or are being prepared to address implementation issues and disbursement delays include strengthened project implementation team, supervision, monitoring and coordination by government and grant agent (Chad, Guinea Bissau, Central African Republic, Liberia, Sierra Leone, Yemen); adapting the program (implementation) in light of COVID-19 (Cambodia, Liberia, Somalia, Congo DR, Lesotho); and program restructuring (Guinea Bissau, Chad, Congo DR, Lesotho, Madagascar, Nepal, Yemen) or extension (CAR, Sierra Leone).

4.2 IMPACT OF COVID-19 ON IMPLEMENTATION OF ESPIGS

The outbreak of COVID-19 is affecting the implementation of ESPIGs in various ways. Country partners are forced to postpone, change or cancel activities planned for ESPIGs due to school closures, travel restrictions, prohibition of large gatherings and supply chain disruption. This section looks at the impact of COVID-19 on the implementation and disbursement of ESPIGs, as well as activities that are particularly affected and mitigation measures devised by countries.

4.2.1 The extent of COVID-19 impact on ESPIG implementation and disbursement

COVID-19 is affecting the implementation of all ESPIGs[28] that were active as of June 30, 2020. The previous section shows an increase in the share of off-track grants, which is the highest it has been in the last three years. Though delays in implementing activities can be caused by various factors, implementation status reports and other sources of information from countries indicate that country partners are facing difficulties in implementing activities as planned due to the pandemic.

Disbursement deteriorated for most of the grants after the COVID-19 outbreak, but most notably for off-track grants. The disbursement lag for all grants got worse during the last quarter of FY20 (April 1 to June 30, 2020), except for five grants that were mostly on track. The comparison of average disbursement lag as of end-March and end-June 2020 for on-track, at-risk and off-track grants (Table 6) shows that disbursement lag deteriorated most for off-track grants, indicating that events that

[28] Strictly speaking, COVID-19 hasn't (yet) impacted two grants that started implementation just before the end of the fiscal year: the Mozambique accelerated funding grant which started on June 22, 2020 and the Maldives ESPIG and Multiplier grant which started June 29, 2020.

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happened during the fourth quarter, which would include COVID-19, exacerbated the delay in disbursements for these grants.

Table 6. Average disbursement lag, as of March 31 and June 30, 2020

Disbursement status	Average disbursement lag as of end-March 2020	Average disbursement lag as of end-June 2020	Difference between disbursement lag in March and June 2020
On track (N=10)	0.07	0.06	0.01
At risk (N=10)	-0.14	-0.17	0.04
Off track (N=11)	-0.28	-0.34	0.06
Grand total	**-0.12**	**-0.16**	**0.04**

4.2.2 Implementation and activities particularly affected by COVID-19

School closure affected various types of activities that take place at school level. As of end-June 2020, out of 39 country partners with active ESPIGs, 25 had closed schools nationally, 10 had closed schools in some localities and 4 had schools open (see Annex 3A).[29] On average, schools had been closed for 98 days in these 39 country partners by the end of June 2020. Activities planned in GPE-funded projects that were reported to be affected by school closure include piloting newly developed textbooks (Benin), real-time data collection at school level (Malawi), school supervision (Somalia), pre-service teacher training (Cambodia), impact evaluations (Laos PDR) and evaluation of disbursement-linked indicators (Madagascar). To mitigate the impact of school closure on students' learning, countries are devising alternative modes of education, for example, through TV, radio and printed materials (e.g. Bangladesh, Burkina Faso and Zanzibar). Countries are also preparing for safe school reopening; for example, Uzbekistan requested reallocation of funds to procure non-contact thermometers to be used in preschools.

Teacher training is one of the activities most noted as being affected by COVID-19. Because of the restriction of large gatherings and adherence to social distancing norms, many countries had to postpone teacher trainings or change modality of planned trainings. For example, in Cambodia, in-service teacher training was interrupted due to restrictions on public gatherings. To continue teacher training even during the pandemic, some countries, like Somalia, Cabo Verde, Cambodia and Congo DR introduced distance learning for teacher training, or mixing online training with in-person training with a limited number of participants.

Construction and procurement were also delayed. For example, Cambodia, Central African Republic and Nepal reported delays in importing materials, for construction and for teaching and learning, due to disruption of supply chain. Restrictions on civil work led to the postponement of construction in Bangladesh, Cambodia and Somalia. On the other hand, Zanzibar managed to finish all construction work planned for the fiscal year as this was allowed to proceed even during the pandemic.

Travel bans had a negative impact on activities that involve international consultants and those that require in-country travel. In Cambodia, Djibouti and Zanzibar, consultancy services provided by international consultants had to be halted. International travel restrictions are also affecting ESPIG applications (e.g. Burundi) and ESP development (e.g. Laos) which involve international consultants. In Congo DR, as domestic air travel has been restricted, use of radio is being considered to provide training

[29] Burundi, Laos PDR, Niger and Papua New Guinea had their schools open. GPE compilation based on data of UNESCO global monitoring of school closures caused by COVID-19 (database), https://en.unesco.org/covid19/educationresponse.

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to teachers in remote areas. Technical meetings and workshops continued, for example by using web conferencing systems, in Benin and Cambodia.

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5 COVID-19 ACCELERATED FUNDING

5.1 OVERVIEW OF GPE'S COVID-19 RESPONSE[30]

Following WHO's declaration of the novel coronavirus (COVID-19) as a pandemic in mid-March 2020, GPE quickly stepped up to provide necessary support to country partners.[31] The COVID-19 pandemic is causing an education emergency of unprecedented scale. The combined impact of school closure and economic downturn risks reversing decades of progress on education in partner countries and exacerbating inequalities. GPE started providing financial support to country partners as early as March 25, two weeks after the outbreak was declared a pandemic. GPE's assistance in response to COVID-19 includes three types of funding: multi-country education sector plan development grant (ESPDG), COVID-19 AF, and a global grant for coordination, learning and knowledge sharing on learning continuity.

The multi-country ESPDG funding is GPE's first funding mechanism specifically dedicated to COVID-19 response. This US$8.8 million funding is channeled through UNICEF to support 87 countries to kickstart their education system's response to the pandemic, for example, by supporting governments to develop their COVID-19 response plans for education.[32]

The COVID-19 AF aims at supporting interventions included in the government response plan that enable continued learning and the recovery of education systems from school closure. The total allocation for this funding window amounts to US$500 million, and consists of the first tranche of US$250 million (announced on March 31, 2020) and the second tranche of US$250 million (announced on June 1, 2020).

Of the first tranche, US$25 million was set aside for a global grant on continuity of learning to support global and regional coordination, learning and knowledge sharing. This grant is managed by a consortium of three grant agents: UNESCO, UNICEF and the World Bank.[33]

5.2 COVID-19 ACCELERATED FUNDING PORTFOLIO

As of the end of July, 2020, 51 COVID-19 AF grants were approved for US$422 million and were active in 52 country partners.[34] In addition to these grants, three applications totaling US$10 million are under review, and 13 country partners have also expressed an interest to apply for the grant by September 2020 for a total of US$41.5 million (see Table 7 for an overview; a list of all COVID-19 AF grants is presented in Annex 1B). It is worth noting that the timely response and coordinated efforts of the country partners, grant agents, coordinating agents and LEGs in submitting quality applications in record time during the pandemic highlighted the strength of the partnership approach.

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[30] The data in this section is as of end-July 2020.
[31] See the timeline of GPE's response to the COVID-19 pandemic: https://www.globalpartnership.org/covid19?location=initial-view.
[32] Details of this grant can be found in the UNICEF proposal for the funding: https://www.globalpartnership.org/content/unicef-proposal-covid-19-response; and in the summary of activities funded by the grant: https://www.globalpartnership.org/content/summary-activities-funded-covid-19-planning-grants.
[33] For more detailed information on this grant, see the joint proposal by UNESCO, UNICEF and the World Bank: https://www.globalpartnership.org/content/unesco-unicef-world-bank-joint-proposal-consortium-grant-agents.
[34] There is a discrepancy between the number of grants and the number of country partners because there are two grants each for Somalia (Federal government and Puntland) and Tanzania (Mainland and Zanzibar) and a grant for Organisation of the Eastern Caribbean States (OECS) benefits four countries (Dominica, Grenada, St Lucia, and St Vincent and the Grenadines).

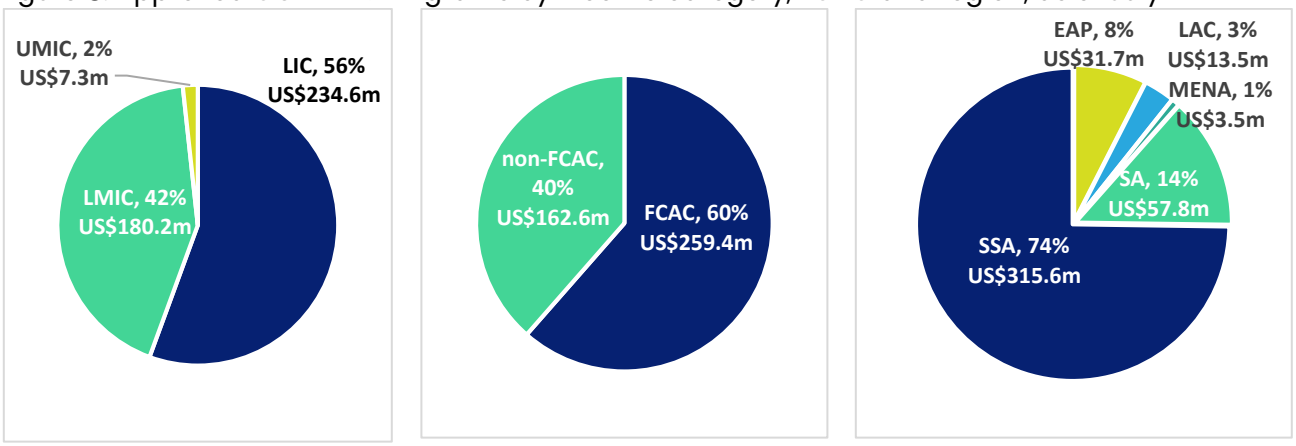
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Table 7. COVID-19 accelerated funding portfolio, as of July 31, 2020

Status	Number of grants	Grant amount (US$ million)
Expressed interest	13	41.5
Application being reviewed	3	10
Approved and active	51	422
Total	**67**	**473.5**

A large share of GPE's COVID-19 AF grants goes to countries whose education systems are likely to be affected severely by the pandemic. The allocations are based on the country's school-aged population[35] and, as with regular ESPIGs, the COVID-19 AF window has prioritized the low- and vulnerable middle-income countries. As a result, a large share of resources goes to countries that were already struggling with learning crisis even before the pandemic. Out of US$422 million that has been allocated for this funding window, 56% of resources went to low-income countries. Sub-Saharan Africa, the region with the lowest completion rates and highest out-of-school rates, received 74% of the funding. Finally, 60% of funding went to countries affected by fragility and conflict (FCACs).

Figure 8. Approved COVID-19 AF grants by income category, FCAC and region, as of July 2020



Note: LIC: low-income country; LMIC: lower middle-income country; UMIC: upper middle-income country. EAP: East Asia and Pacific; LAC: Latin America and the Caribbean; MENA: Middle East and North Africa; SA: South Asia; SSA: Sub-Saharan Africa

UNICEF and the World Bank manage 86% of the total grant amount for COVID-19 AF.[36] As shown in Table 8, UNICEF serves as grant agent for the largest number of COVID-19 AF grants (52.9%, 27 out of 51), followed by the World Bank (31.4%, 16 out of 51). In total, there are 7 different grant agents for COVID-19 AF grants.[37]

[35] GPE COVID-19 Response BOD/2020/03 DOC 02, Table 1, https://www.globalpartnership.org/sites/default/files/document/file/BOD-2020-03-DOC%2002%20-%20GPE%20COVID-19%20Response_0.pdf.

[36] Designation of a grant agent for COVID-19 AF follows a similar procedure for the regular ESPIGs, where the country government selects a grant agent in consultation with the LEG. Interested grant agents that were pre-accredited and had the capacity to act were eligible for selection by the government.

[37] UNICEF, the World Bank, Sida, AFD, UNESCO, Save the Children and OECS. One grant (Niger) is managed jointly by AFD and UNICEF.

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Table 8. Number and grant amount by grant agent(s) for COVID-19 AF as of June 30, 2020

COVID-19 AF Grants				
Grant agent	**Number of grants**	**Proportion of grants**	**Grant amount (US$ million)**	**Proportion of grant amount**
UNICEF	27	52.9%	188.7	44.7%
WB	16	31.4%	173	41%
Sida	1	2%	15.2	3.6%
AFD	2	3.9%	14	3.3%
UNESCO	1	2%	11	2.6%
AFD/UNICEF	1	2%	11	2.6%
Save the Children	2	3.9%	6.2	1.5%
OECS	1	2%	3	0.7%
Grand total	**51**		**422**	**100%**

5.3 THEMATIC ALLOCATION OF COVID-19 ACCELERATED FUNDING

The approved grants allocate resources to mitigation or response efforts in line with the GPE strategic goals of learning, equity and system strengthening (the "thematic areas"). The Secretariat coded and costed all approved COVID-19 grants, using a code book developed for this type of funding, to monitor how much is allocated to different programmatic activities and to each thematic area (see Annex 3B). This section briefly discusses the thematic allocation of the 51 COVID-19 AF grants that were approved by July 2020. Note that the thematic allocation described below is based on the original program documents submitted by grant agents, which are subject to revisions based on the reduced final allocation per country[38] and possible reallocation of funds during the implementation.[39]

5.3.1 Thematic allocation overview

As mentioned above, COVID-19 AF grants support GPE's three strategic goals: learning, equity and system.[40] Across the 51 grants, 39% of total funding is primarily allocated to activities related to learning, 37% to equity and 24% to system strengthening. The proportion allocated each to equity, learning and system is approximately the same as that of the regular ESPIGs, except that the allocation to system is slightly smaller for COVID-19 grants due to their focus on emergency response. Allocation to system strengthening for COVID-19 grants contributes to building resilience of the education system for similar crisis in the future.[41]

Country partners allocated 39% of their COVID-19 AF to mitigation efforts while the remaining 61% was allocated to recovery efforts. Mitigation refers to activities that aim to alleviate negative impacts of COVID-19 on education outcomes and continued learning. Recovery, on the other hand, focuses on

[38] Due to high demand, the initial funding window was unable to cover all countries that expressed an interest in the grant. The Board doubled the available resources to US$500 million and reduce the per-country allocation. Consequently, some countries that had applied for the initial higher amount were requested to submit a revised program, which may not be fully reflected in this coding and costing data.

[39] Given the unpredictability of the COVID-19 situation, GPE allows countries and grant agents to reprogram the grant, in consultation with the LEG, for an amount not exceeding 25% of the allocation.

[40] The coding for COVID-19 AF splits activities across different categories based on the activity description. For instance, "improving access to radio learning, with a focus on communities that do not have adequate access" would be evenly split between learning and equity.

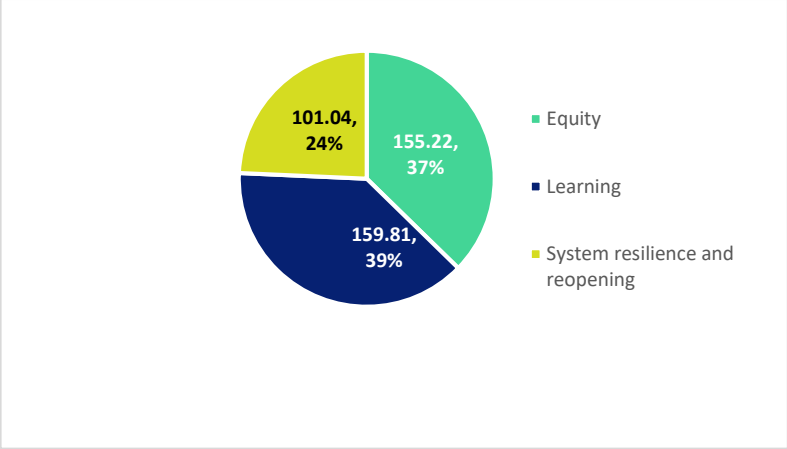
[41] Examples of activities for each thematic area, whether focused on mitigation or recovery, include support to marginalized children without access to technology (equity); provision of distance/home-based learning/tutoring programs (learning) and provision of water, sanitation and hygiene (WASH) facilities to support school reopening (system). See Annex 3B for more information and country examples.

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ensuring that all children can safely return to school and education systems are restored and strengthened to cope with future emergencies. All 51 grants support both mitigation and recovery.[42]

5.3.2 Amount allocated and proportion of grants supporting each thematic area

Figure 9. COVID-19 AF grant allocation by thematic area (in US$ million and percentages)



The amount allocated and share of COVID-19 AF grants supporting each thematic area are shown in Figure 9 (see Annex 3B for examples of activities supported under each thematic area). Below are a few observations regarding the thematic allocation across grants.

5.3.2.1 Support to school reopening

Reopening of education facilities is the most funded recovery activities across the grants. A total of US$51 million, or 20% of all funding for recovery, is allocated for the reopening of education facilities. All grants with activities in this area support hygiene programs in schools in preparation for reopening (e.g. construction of WASH facilities, disinfecting and sanitization of classrooms). Other activities supported under this area include development of guidelines and protocols for safe school reopening and expansion of learning space by adding tents to maintain social distancing in classrooms, among others.

5.3.2.2 Modality of distance learning

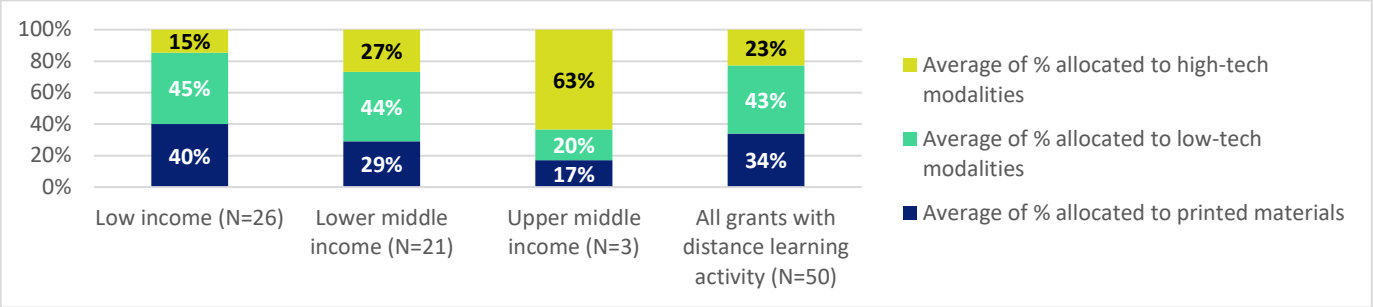
All grants support distance education of some kind to provide continued learning during school closure, except for Afghanistan.[43] 78% of the total allocation to distance learning – US$40.4 million out of US$52 million – is provided through printed materials or low-tech modality (e.g. radio or TV), reflecting connectivity challenges in partner countries. Indeed, the average proportion of population with access to internet among the countries that received COVID-19 grants is 22.6%.[44] As shown in Figure 10, the proportion allocated to medium- to high-tech modalities (e.g. tablets, mobile internet, SMS) is larger in countries with higher income and better internet penetration rates. TV broadcasting and/or online learning platforms are supported in most of the grants for small island developing

[42] Activities covered in the COVID-19 AF grants reflect only a part of the sector response. In some countries, activities included in GPE's COVID-19 AF took into consideration what other development partners were doing. For instance, Education Cannot Wait (ECW) supported 15 out of the 51 countries that received GPE's COVID-19 grants. The Secretariat ensured complementarity and avoided program overlaps through its quality assurance process.
[43] In Afghanistan, distance learning is supported by a grant funded by ECW. See Section 4.5 for complementarity between GPE and ECW.
[44] According to World Development Indicator: https://data.worldbank.org/indicator/IT.NET.USER.ZS.

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countries (8 out of 10), where distance education through these modalities in order to reach the widely dispersed population had been considered appropriate even before the pandemic.[45]

Figure 10. Average proportion allocated to different modality of distance learning, by income category



Where medium- to high-tech modality is employed, various measures are taken to ensure distance education reaches all target population. For example, printed materials or low-tech modalities of distance learning are also available for those without internet connectivity, or e-learning is combined with interventions to increase internet accessibility such as provision of internet infrastructure. Out of 50 grants supporting distance learning, 47 (94%) combine at least two modalities to reach as many children as possible.[46]

5.3.2.3 Focus on marginalized children

There is a strong focus on marginalized children across the grants. Interrupted learning and economic shock will exacerbate inequalities and expose the most vulnerable children to additional risks. All 51 grants have specific measures to support marginalized populations in their mitigation efforts and 44 grants (86%) for their recovery efforts. The amount specifically allocated to support those population adds up to US$49.2 million (US$22 million for mitigation and US$27.2 million for recovery). These support aim to addresses specific inequalities identified in the country, for example, based on gender, location, household income and ethnicity. In addition, activities coded under other themes (e.g., distribution of print-based distance learning materials) are also targeted to children in poor, rural, and remote areas.

Most grants include specific activities to reduce gender-specific barriers. 35 out of the 51 grants (69%) include this type of activity in their mitigation efforts and 42 grants (82%) in their recovery efforts. Targeted support to gender equality amounts to US$12.7 million (US$3.7 million for mitigation and US$9 million for recovery).

41 out of the 51 grants (80%) support children with disability in their mitigation efforts. These grants take specific measures to ensure children with disability continue to learn during school closure, including translation of distance learning materials into braille and adding sign language to educational programs on TV. 26 out of the 51 grants (51%) also target children with disability in their back-to-school campaigns during the recovery phase.

[45] UNESCO IIEP (1993), Educational Strategies for Small Island States.
[46] The remaining four grants provide distance education solely through printed materials (Haiti) or low-tech modality (Burkina Faso and Benin). In the case of Afghanistan, there is no provision on distance learning through the GPE grant as this was supported by ECW.

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All country partners with large refugee and/or IDP populations support these populations either in the COVID-19 AF, in the government response plan or in the Education Cannot Wait (ECW) funding. 12 of the 51 GPE grants (24%) support refugees and/or IDPs in their mitigation efforts for a total of US$3.1 million and 6 grants (12%) do so in their recovery efforts for a total of US$2.4 million. Of the 10 partner countries with the largest refugee and/or IDP population,[47] four countries[48] include support to these populations in GPE's COVID-19 AF grants; the remaining 6 countries plan to address needs of these populations in the government response plan for COVID-19 and/or in the ECW funding.[49] In some countries, partners draw on the regular GPE AF window to respond to the needs of displaced populations (e.g. Burkina Faso, Nigeria).

5.3.2.4 School feeding and cash transfer

To incentivize children to go back to school when it reopens, recovery grants will spend US$6.7 million to offer school meals and US$2.2 million to provide targeted financial and in-kind support. It is estimated that millions of children in GPE partner countries may never return to school following the COVID-19 lockdown.[50] One of the most effective ways to incentivize children to return to school is through school feeding and cash transfers. 14 of the 51 COVID-19 AF grants (27%) support nutrition programs and 5 grants (10%) support targeted incentives, of which 3 grants provide financial support to children. Back-to-school campaigns (supported in 86% of grants) and remedial courses (supported in 78% of grants) are also expected to encourage children to return to school. In many countries (e.g. Ethiopia, Kenya, Rwanda), government and development partner financing is also being pursued to support school feeding and nutrition programs.

5.4 STREAMLINED GRANT PROCESSES FOR FASTER RESPONSE

In an emergency situation, how quickly grants get approved and disbursed directly influences the outcome of the response. This section looks at the duration of Secretariat approval of grants and presents measures taken to speed up disbursement, to learn lessons that could accelerate future emergency responses and potentially streamline regular grant processes.

5.4.1 Factors influencing duration of grant processing

Across the 51 grants approved by the end of July 2020, the average time taken from application submission to approval was 33.8 days. This is much shorter than regular ESPIGs, which take approximately 3 months on average[51] to approve final grant application package.[52] The time taken from application to approval for COVID-19 AF grants has varied widely across grants, from 7 days to a

[47] The 10 countries host to the largest refugee and/or IDP populations are: Pakistan, Ethiopia, Bangladesh, Sudan, Uganda, Nigeria, Somalia, South Sudan, Congo DR and Afghanistan. See UNHCR (2020), Global Trends Forced Displacement in 2019 (p.22 for refugees and p.30 for IDPs).
[48] Sudan, Uganda, Nigeria and Somalia.
[49] Pakistan, Ethiopia, Bangladesh and South Sudan recognize refugees and IDPs in the government response plan. Bangladesh and Congo DR target these populations in the ECW funding.
[50] Secretariat estimates based on Save the Children (2020), Save Our Education: Protect every child's right to learn in the COVID-19 response and recovery: https://www.savethechildren.net/news/almost-10-million-children-may-never-return-school-following-covid-19-lockdown.
[51] Note that for grant amounts up to US$10 million, authority for approval has recently been delegated directly to the CEO, reducing the time taken to approve smaller regular ESPIGs.
[52] According to a study conducted by the Secretariat, ESPIG development – from the receipt of the funding model requirements matrix to the completion of the final assessment of the ESPIG application – takes 10 months, after which an additional 3 months is required for review and approval by the GPC. This process includes development of the program scope and concept note, local consultation, and development of the draft program.

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maximum of 77 days.[53] This section aims to understand the characteristics of grants that took longer for approval.

The average duration taken from application to approval was longer for grants that resubmitted their application based on the Secretariat's comments. Countries that had to resubmit grant applications (28 countries) took 36 days on average to get approval compared to 31 days for countries (23) that did not resubmit. A close look at original applications submitted reveals that applications that took more than 40 days to get approved (14 countries) had some issues that required scrutiny during the quality assurance process and clarifications from the grant agents. Although most of the grants, irrespective of days taken from application submission to approval, called for some kind of clarification, these grant applications often had one or more of the following issues:

- Unclear link between the activities proposed and COVID-19 (e.g. procurement of vehicles, textbooks, school desks and benches);
- Ambiguity on whether the grant supported levels beyond basic education and/or non-state schools;
- Discrepancy between the program narrative and budget;
- Insufficient focus on or unclear targeting criteria for reaching disadvantaged children.

The average duration taken from application to approval was shorter for the countries that applied by early May. As the volume of applications increased, applications took longer to get approved (see Table 9). Out of the 51 grants approved by July 30, 36 applications (70%) were received during the first two weeks of May. This could be due to the first-come, first-served nature of the initial US$125 million available through this grant window, which may have resulted in several countries submitting applications around the same time, to be able to access the first tranche. To meet the high demand from country partners, the Board decided to increase the total allocation from US$250 million to US$500 million and readjust each country allocation.[54]

Table 9. Biweekly volume of applications and average days taken from submission to approval

Month/Date (2020)	Number of applications received	Average days from application to approval
4/21 – 5/4	7	15.1
5/5 – 5/18	36	37.8
5/19 – 6/1	6	34.5
6/2 – 6/15	1	29.0
6/30 – 7/1	1	21.0
Total	**51**	**33.8**

5.4.2 Mechanisms that enabled fast approval

Delegated authority and a streamlined proposal review process in the Secretariat contributed to significantly speeding up the approval process. The Board delegated the authority to approve all proposals for the COVID-19 AF window to the CEO.[55] This not only expedited the approval process but also reduced the workload of the committees. In addition to this, quality assurance and review of

[53] The Mali application took 77 days from submission to approval. This was due to multiple issues identified in the Secretariat's initial review, which led to a request for resubmission of the application.
[54] GPE (2020) GPE COVID-19 accelerated funding (BOD/2020/05 DOC 02): https://www.globalpartnership.org/sites/default/files/document/file/2020-05-GPE-Board-COVID-19-additional-funding-proposal.pdf.
[55] https://www.globalpartnership.org/sites/default/files/document/file/BOD-2020-03-DOC%2002%20-%20GPE%20COVID-19%20Response_0.pdf

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applications within the Secretariat were streamlined by creating a dedicated review team that consisted of staff with different specializations (e.g. quality assurance, monitoring and evaluation, gender); redeploying staff to allow surge support[56]; and differentiating issues that required clarification prior to approval from those that could be addressed through decision language in the approval letter.[57]

Country-level processes were also accelerated. Similar to regular AF grants, the grant agent selection process was simplified. Though the standard process of selecting the grant agents for regular ESPIGs – which mainly consists of transparency, government approval and LEG endorsement – is maintained, for COVID-19 AF grants, only interested grant agents that were pre-accredited and had the capacity to act were eligible for selection by the government.[58] Country-level processes were also expedited to enable fast submission of applications, while maintaining the critical elements of inclusive decision-making at the country level (LEG and/or education cluster coordination). A fuller assessment of the extent to which various stakeholders participated in the grant process will be undertaken during an evaluation of this funding window (see Section 5.5).

5.4.3 Facilitating fast disbursement

As of June 30, 2020, US$270 million had already been disbursed from the GPE trust fund to the grant agents for 26 COVID-19 AF grants. Fast disbursement is another key to timely emergency response. However, different grant agents have different modalities, and some require more formal procedures resulting in a longer time to start implementing a grant after approval. The Secretariat worked with these grant agents to address these issues, for example through retroactive financing to contribute to timely disbursement. Some country partners applying for COVID-19 AF with the World Bank as the grant agent requested retroactive financing of the eligible activities and expenditures. In accordance with World Bank policies, in emergency operations, the retroactive financing of up to 40% of the grant amount is allowed for payments made by the country partners up to 12 months before the Financing Agreement is signed.[59]

Programming the COVID-19 AF as additional financing to the existing ESPIG is also expected to help speedy disbursement. This is because the implementation arrangements of the "parent" grant can be applied to the COVID-19 grant, enabling both faster grant approval as the assessment of implementation arrangements is minimal, and faster disbursement because implementation arrangements are pre-existing. For example, in Senegal, AFD (the grant agent for both the COVID-19 AF and the regular ESPIG) structured the COVID-19 grant as an additional component of the ESPIG, thereby using the implementation arrangement of the latter grant for the former.

[56] Given the importance of responding urgently to the global crisis and the demand from partner countries, surge support often meant that the review team staff volunteered to work longer hours over the three-month 'surge' period and rebalance workload to colleagues and/or delay less urgent tasks. It is likely that the same is true of the country partners, grant agents, coordinating agents, LEGs and other partners – all of whom played a critical role in developing programs and engaging in dialogue with the Secretariat during the final stages of program review.

[57] This process ensured that grants were approved with the condition that adjustments would be made to the programs and reported back to the Secretariat as needed, rather than holding up the application until everything had been corrected.

[58] A waiver would be sought so that accredited international nonprofit organizations (INGOs) would not require a formal country-level grant assessment if the allocation was more than US$5 million. However, risk would still be considered by the Secretariat.

[59] Subject to the necessary approvals.

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5.5 MONITORING AND EVALUATION

Compared to regular ESPIGs, the COVID-19 AF window requires more frequent and standardized reporting. This is to enable continuous learning from the grant implementation in this quickly evolving situation as well as periodical assessment of whether activities funded through the COVID-19 AF grants are being implemented on schedule and reaching their intended beneficiaries. There are two major differences between reporting for regular ESPIGs and for COVID-19 AF grants. Firstly, while normal ESPIGs are required to report their implementation status annually, COVID-19 AF grants are required to report on this quarterly. This will enable close oversight of COVID-19 grants as well as course correction if expected outcomes are not being achieved. Secondly, there is a set of core indicators that must be included in the results framework of the program that the grant is supporting, if the program has relevant activities related to those indicators. Core indicators will enable the funding window as a whole to generate comparable data across grants to facilitate an understanding of what works in certain contexts, which may be helpful in identifying effective interventions in emergency contexts in the future. All relevant core indicators will be disaggregated by gender, with additional disaggregation by household income, level of education, age group, ethnicity, disability and geographical zone, where available.

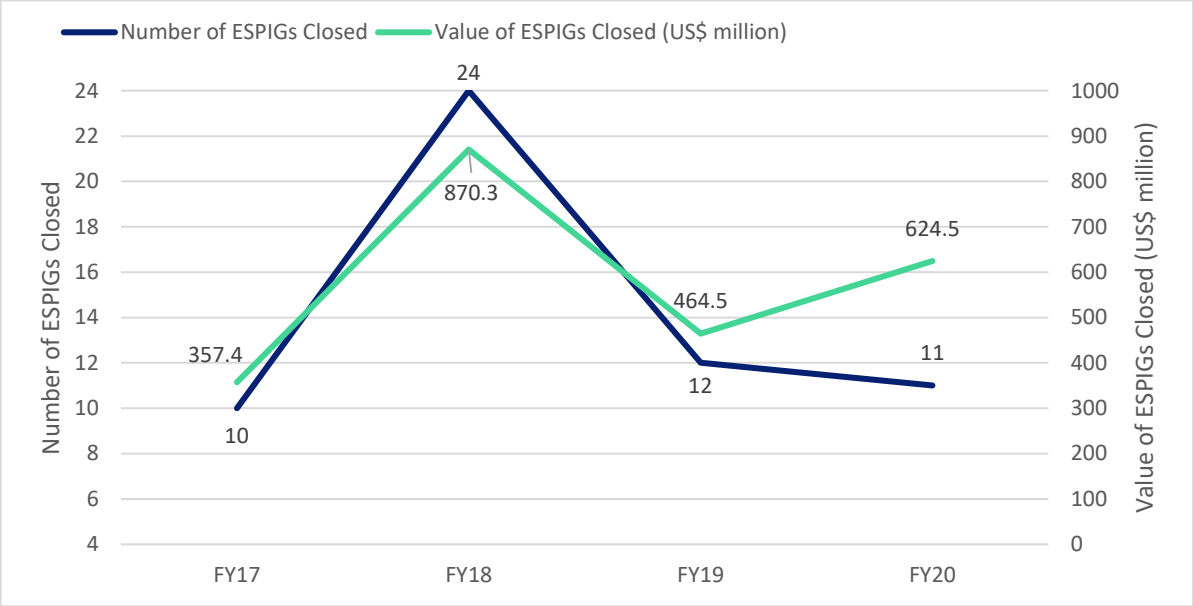
In addition, all grants are required to have costed "learning from evidence" plans that specify how information on the relevance, efficiency and effectiveness of the grant will be collected, analyzed and utilized on an ongoing basis. Grant agents will report on the findings of the learning from evidence plans in the grant completion reports. This will form a key element of the evidence base for a summative evaluation of this funding window. Results of the monitoring will be reported to the GPC and be made available online around December 2021. In addition, there will be a comprehensive evaluation of GPE's COVID-19 related response in coming years.

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6 CLOSED GRANTS

In FY20, the implementation of 11 ESPIGs was completed (with a value of US$624.5 million). The value of closed ESPIGs increased by more than a third (34%) in comparison with FY19 (12 ESPIGs but with a value of US$464.5 million). As demonstrated in Figure 11, the number of closing grants over the last four fiscal years has been between 10 and 12, with a notable exception in FY18.

Figure 11. Number and value of ESPIGs closed per fiscal year, FY17–FY20



The average length of the closing ESPIGs (excluding AF) has remained relatively steady: 4.2 years in FY18; 4.5 years in FY19; and 4.4 years in FY20.

There has been a modest increase in closing delays: 1.05 years in FY18; 1.09 years in FY19; 1.44 years in FY20. We measure this by looking at the difference between the original and actual closing dates.[60] When these delays are broken down by FCAC status for the last three fiscal years, no strong relationship is observed. When they are broken down by grant agent, only the World Bank has a sufficiently large portfolio to have statistically meaningful figures for trends analysis. ESPIGs for which the World Bank is the grant agent generally closed with a delay of about a year (0.90 year in FY18; 0.86 year in FY19; 1.28 years in FY20), which is slightly below the average for each fiscal year[61] (1.05 years in FY18; 1.09 years in FY19; 1.44 years in FY20). However, it should be noted that this looks at implementation time from effective start of the program. When the time lags between approval dates and start dates for the ESPIGs that closed in the last three fiscal years are included, ESPIGs in the World Bank's portfolio tend to have taken around 6 months (6.4 months in FY18; 5.6 months in FY19; 6.5 months in FY20) to start, which is slightly above the average (5.5 months in FY18; 4.8 months in FY19; 6.3 months in FY20).

[60] Accelerated funding grants are excluded from this exercise because they have significantly different timelines.

[61] The average is the mean of the differences (between the original and actual closing dates) for all the grants that closed in a given fiscal year.

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7 EDUCATION OUT LOUD AND KNOWLEDGE AND INNOVATION EXCHANGE

Education Out Loud (EOL) and the Knowledge and Innovation Exchange (KIX) were approved by the GPE Board of Directors in 2018 under the new financing and funding framework (FFF). The mechanisms were designed in consultation with the partnership under the oversight of the Strategy and Impact Committee between April 2017 and October 2018. KIX was designed as a reinforcing mechanism to GPE's operational model. The International Development Research Centre (IDRC) was selected as the grant agent and core implementing partner for KIX, while Oxfam IBIS was selected for EOL. Both KIX and EOL became operational following the approval of their respective grant agent's program proposal by the GPE Board in March 2019.

7.1 EDUCATION OUT LOUD

EOL is GPE's fund to support civil society's role in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations. It is the biggest fund in the world supporting civil society advocacy for education.

The total GPE allocation for EOL is US$55.5 million, of which US$10.5 million was transferred by the GPE trustee to the grant agent (Oxfam IBIS) as of June 30, 2020. As of this date, the grant agent had disbursed a total of US$3.6 million to grantees. EOL has the following three funding components:

- **Component 1 aims to strengthen national civil society engagement in education planning, policy dialogue and monitoring.** This component builds on the Civil Society Education Fund (CSEF)[62] to support national education coalitions with grants between US$100,000 and US$300,000 for 2 years. Eligible organizations include national education coalitions (NECs) which are former recipients of CSEF grants and are based in countries which are either current GPE partners or actively seeking partnership. Annex 4 provides information on the grants that were approved in FY20 for the education coalitions under operational component one.
- **Component 2 aims to strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.** This component supports national organizations in eligible partner countries to undertake social accountability initiatives with grants between US$450,000 and US$1.2 million for 2 to 3 years.
- **Component 3 aims to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.** This component supports global, regional or multi-country civil society alliances, which include at least one national civil society actor in partner countries eligible for GPE funding, with grants between US$450,000 and US$1.2 million for 2 to 3 years.

[62] See details on GPE website: https://www.globalpartnership.org/funding/civil-society-education-fund.

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Implementation highlights

The first call for proposals for national education coalitions (operational component 1) took place between August and October 2019, and received 54 submissions, of which 27 were approved by regional independent selection panels for immediate implementation. The remaining 27 proposals are going through further review and improvement processes to ensure that they meet the quality standard required of all proposal implementation plans.

In the approved proposals,[63] a range of priority areas have been identified by the grantees based on their country context analysis. Recurring themes for advocacy and social accountability are around inclusive and gender-sensitive public expenditure based on strong education sector plans, and promoting education needs for the most marginalized groups (e.g. children with disability, refugee children, rural poor, ethnic groups, youth, victims of bullying and gender-based violence), including balanced deployment of properly trained teachers and appropriate investment in relevant learning materials. Common operational strategies proposed include consultation and research for evidence-based advocacy, citizen-led monitoring of education sector plan and budget implementation and identifying and promoting good education policies and practices. A total of US$13.5 million has been allocated to support these proposals.

The first call for proposals for transnational advocacy (operational component 3) received 109 applications between December and January 2019, of which 10 applications have been shortlisted.[64] Shortlisted applications are focused on thematic areas such as inclusive education, education equality, early childhood development, education rights for migrants and refugees, addressing child marriage and gender-based violence, and education financing. A total of US$10 million is earmarked for transnational advocacy grants.

The first call for proposals for national social accountability initiatives (operational component 2) was launched in April and closed in July 2020. This call elicited 338 eligible applications from 50 countries, and a decision on selected grantees will be made in September 2020. A total of US$11 million is earmarked for national social accountability grants.

EOL will be investing in the learning and capacity building of its grantees, and US$6.9 million is budgeted for this purpose.

Adapting and responding to COVID-19

In March 2020, the emergence of the COVID-19 pandemic led to widespread lockdowns, school closures, travel bans and economic impacts. Oxfam IBIS has undertaken contingency planning to address the potential impacts of these challenging conditions for EOL implementation throughout 2020. While at present no material changes have been required to the initial programming, budget or timeline for EOL, the following considerations have been made as part of ongoing efforts to address the risks of the pandemic:

- **A reassessment of the strategic context for advocacy and accountability work** as education systems and policies are affected by emergency measures, dwindling financial resources and erosion of previous gains.

[63] See GPE website: https://www.globalpartnership.org/news/education-out-loud-allocates-us135-million-54-coalitions-strengthen-advocacy-education.
[64] See GPE website: https://www.globalpartnership.org/news/10-civil-society-alliances-shortlisted-global-and-regional-advocacy-grants-through-education.

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- **Streamlining the grant approval and implementation process**. In particular, grant guidelines have included explicit reference to the role of EOL in improving the accountability of education responses to COVID-19 and virtual review and approval of grant applications. Grantees have been invited to update their original proposals and learning plans to address the new emergency operating environment, including changes to budget, timeline and strategy. Some national education coalitions will be engaged to undertake monitoring of government action during school closures to ensure continuity of learning and the impact on local communities. Opportunities for grantees to realign timelines and strategic priorities are contained in existing project agreements to remain relevant for beneficiaries and other stakeholders involved in EOL-supported activities.

7.2 KNOWLEDGE AND INNOVATION EXCHANGE

The goal of KIX is to contribute to improved policy dialogue and practice to strengthen national education systems in GPE partner countries. It is designed to support the generation and dissemination of national and regional knowledge and strengthen the capacity of governments and national stakeholders to more routinely integrate new knowledge and innovations into policy and practice at appropriate scale.

KIX consists of 1) **a funding mechanism** which provides grants at global and regional levels for knowledge generation and innovation; and 2) **regional KIX hubs** which bring together representatives of national education systems in four regional hubs to identify shared education policy priorities and exchange information and good practices in response. These two components of KIX are supported by an online platform.

GPE has allocated US$72 million to KIX, of which nearly US$13.3 million had been disbursed to the grant agent (IDRC) as of June 30, 2020.[65] Table 10 shows funds utilized by the grant agent as of this date.

Table 10. KIX fund utilization, as of June 30, 2020

Project elements	Expenses in US$
DIRECT PROJECT COSTS	
Research and knowledge exchange grants	**10,531,292**
Global grants	7,232,518
Action research on scaling innovation	422,253
Regional hubs	2,876,521
Program implementation support activities	**135,210**
Program activities	69,154
Opportunities and adaptive management fund	1,230
Learning exchange platform	64,826
Program management and administration	**1,384,073**
ADMINISTRATIVE COSTS	
Administrative cost recovery	**843,540**
TOTAL	**12,894,115**

[65] The budget for KIX has also been supported with an additional CA$6 million from the grant agent, IDRC.

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Implementation highlights

The first year of KIX implementation, from April 2019 to March 2020, focused on establishing firm foundations followed by an escalated set of activities past the end of the financial year.[66] Key achievements include:

1. **Funding mechanism:** In July 2019, KIX launched a call for proposals of multi-country, multi-regional projects on "strengthening education systems with proven innovations in developing contexts". In October, 192 proposals were received from 278 organizations, spanning 65 GPE partner countries. An independent panel of experts from institutions across the globe assessed and ranked shortlisted proposals. With additional financing of US$12 million provided by the GPE Board, IDRC and GPE jointly selected the winning cohort of 12 projects for a total investment of US$23.3 million.[67]
   The portfolio of KIX global grants spans 42 GPE partner countries focused on five thematic areas: teaching and learning, early childhood care and education, equity and inclusion, data systems, and learning assessment systems. The consortia of 35 implementing partners includes multilaterals, civil society organizations, universities and think tanks. The projects will work with governments and national stakeholders to adapt and scale innovations such as using technology for teacher professional development, integrating early childhood education in sectoral planning, and strengthening educational management information systems (EMIS), as illustrated in Annex 5.
2. Regional KIX hubs: Regional hubs are the core of KIX; they are the primary mechanism for knowledge sharing.[68] Each of the four hubs is a regional forum that facilitates knowledge exchange, learning and collaboration among key national education stakeholders in GPE member countries. Hubs identify policy priorities and mobilize evidence to inform national policy debates and sector planning and implementation cycles. Through a competitive, open selection process in 2019, regional learning partners[69] were selected to run four hubs (see Table 11).

Table 11. Regional KIX hubs

KIX hub	Regional learning partners	Participating countries	Emerging priorities[70]
Africa 19 (English-speaking GPE partner countries in Africa)	UNESCO – International Institute for Capacity Building in Africa, UNICEF – Eastern and Southern Africa, the African Union	Eritrea, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sao Tome and Principe, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (Mainland and Zanzibar), Uganda, Zambia, Zimbabwe	Improving teaching and learning effectiveness; learning assessment systems; equity and inclusion; strengthening governance and management; expanding pre-primary education coverage
Africa 21 (French-speaking GPE partner countries in Africa)	Institut de la Francophonie pour l'Éducation et la Formation (IFEF), Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN),	Benin, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Cote d'Ivoire, Democratic Republic of the Congo, Djibouti, Guinea, Guinea-Bissau, Madagascar, Mali, Mauritania, Niger, Republic of Congo, Senegal, Togo	Pre- and in-service teacher training; equity and inclusion; gender equality; quality of teaching and learning in bi- and multi-lingual environments

[66] See "Knowledge and Innovation Exchange Annual Report 2019-2020," available on GPE website: https://www.globalpartnership.org/content/gpe-knowledge-and-innovation-exchange-annual-report-2019-2020.
[67] See "KIX Global Grants Portfolio Summary," available on GPE website: https://www.globalpartnership.org/content/kix-global-grants-portfolio-summary
[68] For more information on the KIX regional hubs, see: https://www.gpekix.org/regional-hubs.
[69] For more information on the partners selected to run the KIX hubs, see: https://www.gpekix.org/regional-hubs.
[70] These are emerging priorities that have informed regional calls for proposals. The hubs will engage in a number of learning and knowledge exchange activities in these areas and beyond.

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	L'Agence Universitaire de la Francophonie (AUF)		
Europe, Asia, Pacific (EAP)	Network for international policies and cooperation in education and training (NORRAG)	Afghanistan, Albania, Bangladesh, Bhutan, Cambodia, Georgia, Kyrgyz Republic, Laos, Maldives, Moldova, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Sudan, Tajikistan, Timor Leste, Uzbekistan, Vietnam, Yemen	Systematic implementation of new curricula to improve teaching and learning; using data for planning; leaving no one behind, especially in the wake of COVID-19
Latin America and the Caribbean (LAC)	SUMMA (Laboratory of Education Research and Innovation for Latin America and the Caribbean), Organisation of Eastern Caribbean States (OECS)	Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, St. Vincent and the Grenadines	Equity in education in rural communities; capacity building within the education sector for successful implementation of national policy reform processes; gender equality; equity and inclusion

3. Research on scaling: Through an open and competitive process, the Brookings Institution was selected as a partner to build knowledge and capacity on scaling the impact of educational innovations in GPE partner countries. With an overall budget of US$2 million, the Brookings Institution will design and lead action-research across KIX-funded projects focused on scaling and conduct complementary research on education scaling science.[71]
4. **Online platform:** The first phase of the KIX online platform is a public-facing website that was scheduled to be launched in July 2020 with the full platform to be operational in October.[72]
5. **COVID-19 observatory:** In response to the COVID-19 crisis, an Africa-based observatory focused on gender, equity and inclusion was established that seeks to collect and mobilize evidence on (i) education system issues to support continuity of learning approaches, and (ii) negative consequences of school closures beyond learning. With a budget of US$350,000, the observatory will be implemented by the Association for the Development of Education in Africa (ADEA), International Centre for Girls' and Women's Education in Africa (CIEFFA) and the UNESCO Institute of Statistics.

Adapting and responding to COVID-19

- KIX has adapted and responded as the COVID-19 pandemic continues to unfold. In addition to establishing the COVID-19 observatory, it has supported virtual knowledge sharing, built on its hub architecture to support the global education response, and is a partner in the GPE COVID-19 Continuity of Learning Global Grant.[73]
- Regional KIX hubs and KIX global grantees have adjusted work plans, particularly for activities that include field-based data collection and on-the-ground country engagement. For now, none have had to change their objectives or major research activities.

[71] See also: https://www.gpekix.org/project/research-scaling-impact-innovations-education.
[72] See: https://www.gpekix.org/.
[73] See "UNESCO, UNICEF, World Bank Joint Proposal for a Consortium of Grant Agents," https://www.globalpartnership.org/content/unesco-unicef-world-bank-joint-proposal-consortium-grant-agents.

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8 ANALYSIS OF ADMINISTRATIVE COSTS

The Secretariat monitors, on an ongoing basis, the costs of agency fees and supervision allocations, as well as direct management and administrative costs associated with GPE grants. See Table 12 for a description of these types of costs.

Table 12. Description of type of administrative costs associated with grants

Type of cost	Description and purpose
Agency fees	• Agency fees are typically used to support the grant agent's (GA) headquarters' overhead costs incurred in the management and administration of grant funds. These fees are identified in the application separately from the country allocation. • Agency fees required by the GA to manage the funds are determined by the GA's internal regulations. • Agency fees are typically expressed as a percentage of the amount of the grant allocated to the country. Costs have historically ranged from 0% to 8%. For newly eligible INGOs, these costs are capped at 7% of the grant amount (including amounts allocated to sub-recipients for agency fees). Effective from January 1, 2018, the agency fee for UNICEF was reduced from 8% to 7%.
Supervision allocation	• These funds are used by the GA to fulfill its roles and responsibilities related to supervision of an approved allocation and the amount requested is included in each application, and typically itemized within the program budget. • For all ESPIG applications submitted prior to the second round of 2016, GAs performing the role previously referred to as a "supervising entity" were eligible to receive funding to cover their supervision costs in addition to the country allocation for the period of the grant, plus an extra year to cover 6 months prior to the start of grant implementation and 6 months following the close of implementation. The GA can apply for additional supervision fees during implementation, where needed.[74] • With effect from the second round of applications in 2016, the GA's supervision costs have been financed, similarly to the direct management and administrative costs, from within the overall country allocation and must be disclosed within the proposal's budget.[75]
Direct management and administrative costs	• These are the direct administrative costs of implementing the programmed activities funded by the grant (e.g. the salary of a program manager) and are costed within the program budget (i.e. payable from the country allocation), which are not covered by indirect costs or the agency fee. • There are no formal limits on the percentage or dollar value of the grant that these costs may incur, but the costs must be reasonable.

During this fiscal year, the total value of approved ESPIGs (including COVID-19 AF) was US$967.8 million, of which US$71.3 million[76] went to supervision allocation, and direct management and administrative costs. In addition, US$35.4 million was approved in agency fees.

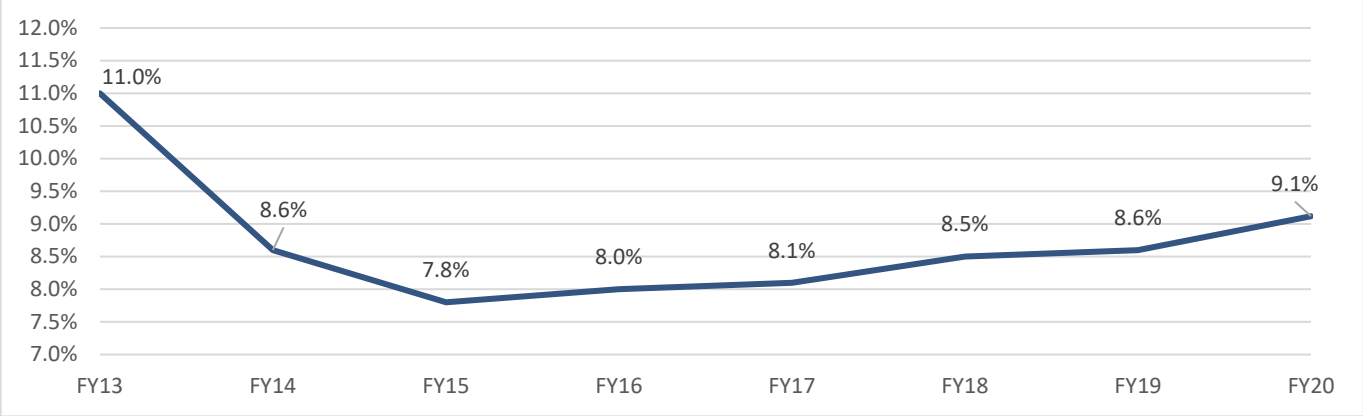
Between December 2011 and June 30, 2020,[77] the total value of approved ESPIGs was US$4.48 billion. Of this amount, US$4.34 billion[78] went towards program implementation (grant agents' supervision allocations included), and US$145.4 million was for agency fees and additional supervision allocations.[79]

[74] During FY20, three active grants requested additional supervision allocations totaling US$500,800: Malawi (US$150,000), Nigeria (US$200,800) and Uganda (US$150,000).
[75] For further information, see BOD/2015/10 Doc 06.
[76] This figure includes administrative costs for COVID-19 AF grants which are subject to downward revision after the completion of ongoing report-back requests and verification process.
[77] This analysis began when the first portfolio review was produced in 2013 and, for ongoing consistency, December 2011 continues to be the starting date.
[78] Excluding COVID-19 accelerated funding.
[79] This figure includes supervision allocation costs that were paid on top of the grant amount and does not include the supervision allocation costs starting the second round of 2016 that are included in the grant amount.

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When other administrative costs (direct program management and supervision costs) are added to agency fees and additional supervision allocations, the total costs amount to US$408.6 million, or 9.1% of the total approved grant allocations for the period December 2011 to June 30, 2020. This represents an increase of 0.5%from the 8.6% reported in FY19 (see Figure 12). The accelerated increase is in part due to the large number of small COVID-19 AF grants approved in FY20, and will be slightly reduced due to reductions requested by grant agents as part of the report-backs and the ongoing verification process. When the COVID-19 AF grants are excluded, the historical administrative costs are 8.9%.

Figure 12. Trend in total grant agent costs, FY13–FY20 (in percentage)



Typically, fragile states and smaller grants continue to incur higher supervision and direct management and administrative costs when expressed as a percentage of total allocation, compared to larger grants and joint funding arrangements, which generally incur lower costs (see Tables 13 and 14). Costs tend to be higher when UN agencies and international non-profits act as grant agents, as their agency fees are in the range of 7% of the grant value.[80]

Table 13. Agency/supervision and direct management and administrative costs by FCAC status

Country status	Total value of approved allocation (US$), Dec 2011–June 2020	Agency/supervision and direct management & administrative costs %
Fragile or conflict-affected countries	2.606 billion	10.4%
Non-fragile or conflict-affected country	1.730 billion	7.1%
Total	**4.336 billion**	**9.1%**

Table 14. Agency/supervision and direct management and administrative costs by grant size

Grant size	Total value of approved allocation (US$), Dec 2011–June 2020	Agency/supervision and direct management & administrative costs %
Less than US$10 million	330.1 million	16.9%
Greater than or equal to US$10 million	4.006 billion	8.5%
Total	**4.336 billion**	**9.1%**

[80] Historical range is up to 8%. Effective January 1, 2018, agency fees for all grant agents is within the 7% range.

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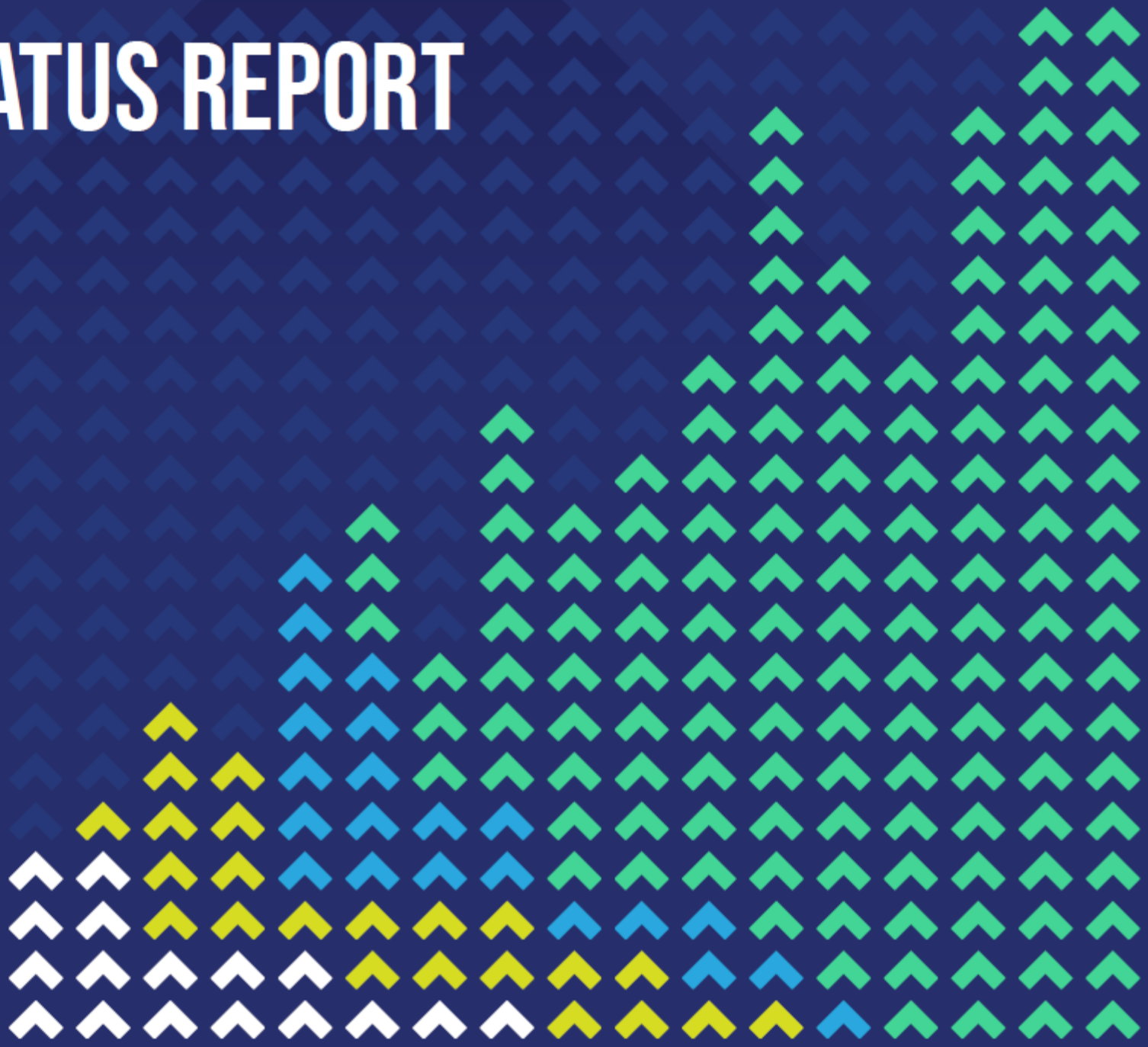
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ANNEX
GRANT STATUS REPORT
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GPE Transforming Education

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ANNEX 1A: EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS (ESPIGs)

This table shows data for all ESPIGs (active, closed and pending) as of June 30, 2020.

Country	Grant type	Grant amount (US$)	Grant agent	Approval date	Start date	Closing date	Funding modality	FCAC[1]	Income group[2]	Region
Active										
Afghanistan	ESPIG	100,000,000	WB	19-Nov-18	02-Apr-19	N/A	Project pooled	Yes	L	South Asia
Bangladesh	Accelerated funding	8,332,407	UNICEF	17-Sep-18	01-Oct-18	N/A	Stand-alone	No	LM	South Asia
Benin	ESPIG	19,400,000	WB	21-Mar-19	09-Jan-20	N/A	Sector pooled	No	L	Sub-Saharan Africa
Bhutan	ESPIG	1,800,000	Save the Children US	28-Jun-18	01-Oct-18	N/A	Stand-alone	No	LM	South Asia
Bhutan	Additional financing	700,000	Save the Children US	06-Nov-19	06-Nov-19	N/A	Stand-alone	No	LM	South Asia
Burkina Faso	ESPIG	33,800,000	AFD	06-Dec-17	15-Mar-18	N/A	Sector pooled	Yes	L	Sub-Saharan Africa
Burkina Faso	Additional financing	21,200,000	AFD	08-Aug-19	15-Dec-19	N/A	Sector pooled	Yes	L	Sub-Saharan Africa
Burundi	ESPIG	25,600,000	AFD	21-Mar-19	15-Jul-19	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Cabo Verde	ESPIG	1,400,000	UNICEF	22-May-18	01-Sep-18	N/A	Stand-alone	No	LM	Sub-Saharan Africa
Cabo Verde	Additional financing	1,100,000	UNICEF	09-Aug-19	14-Jan-20	N/A	Stand-alone	No	LM	Sub-Saharan Africa
Cambodia	ESPIG	20,600,000	UNESCO, UNICEF	22-Feb-18	01-Jun-18	N/A	Stand-alone	No	LM	East Asia & Pacific
Cameroon	Accelerated funding	7,760,000	UNICEF	11-Apr-19	01-May-19	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Central African Republic	Accelerated funding	6,320,000	UNICEF	17-Sep-18	30-Nov-18	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Chad	ESPIG	27,844,830	UNESCO, UNICEF	22-May-18	01-Jun-18	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Chad	Additional financing	22,200,000	UNESCO, UNICEF	30-Jan-20	01-Mar-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Comoros	ESPIG	2,300,000	UNICEF	22-May-18	01-Aug-18	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Congo, Democratic Republic of	ESPIG	100,000,000	WB	16-Jun-16	09-Aug-17	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Cote d'Ivoire	ESPIG	24,100,000	WB	22-Feb-18	31-Jul-18	N/A	Stand-alone	No	LM	Sub-Saharan Africa
Djibouti	ESPIG and Multiplier	10,000,000	WB	03-Jul-19	14-Feb-20	N/A	Project pooled	No	LM	Middle East & North Africa

[1] Country affected by conflict and fragility

[2] L: low-income; LM: lower middle-income; UM: upper middle-income

ANNEX – GPE GRANT STATUS REPORT 2020

Country	Grant type	Grant amount (US$)	Grant agent	Approval date	Start date	Closing date	Funding modality	FCAC[1]	Income group[2]	Region
Eritrea	ESPIG	17,200,000	UNICEF	08-Jan-20	08-Jan-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Gambia, The	ESPIG	5,300,000	WB	22-Feb-18	31-Aug-18	N/A	Project pooled	Yes	L	Sub-Saharan Africa
Ghana	ESPIG and Multiplier	24,400,000	WB	30-Jan-20	16-Apr-20	N/A	Project pooled	No	LM	Sub-Saharan Africa
Guinea	ESPIG	37,900,000	AFD	19-May-20	30-Jun-20	N/A	Sector pooled	No	L	Sub-Saharan Africa
Guinea-Bissau	ESPIG	4,700,000	WB	22-Feb-18	21-Dec-18	N/A	Project pooled	Yes	L	Sub-Saharan Africa
Kenya	ESPIG	9,700,000	WB	22-Oct-19	24-Jan-20	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Lao People's Democratic Republic	ESPIG	16,800,000	WB	16-Dec-14	04-Jun-15	N/A	Stand-alone	No	LM	East Asia & Pacific
Lesotho	ESPIG	2,300,000	WB	07-Jun-17	20-Jul-17	N/A	Stand-alone	No	LM	Sub-Saharan Africa
Liberia	ESPIG	11,900,000	WB	29-Sep-17	25-Jun-18	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Madagascar	ESPIG	46,800,000	WB	22-Feb-18	13-Sep-18	N/A	Project pooled	No	L	Sub-Saharan Africa
Malawi	ESPIG	44,900,000	WB	16-Jun-16	13-Dec-16	N/A	Stand-alone	No	L	Sub-Saharan Africa
Maldives	ESPIG and Multiplier	3,500,000	WB	29-Apr-20	28-Jun-20	N/A	Stand-alone	No	UM	South Asia
Mozambique	Accelerated funding	20,000,000	UNICEF	09-Jun-20	22-Jun-20	N/A	Sector pooled/project pooled	No	L	Sub-Saharan Africa
Nepal	ESPIG and Multiplier	24,200,000	WB	21-Mar-19	14-Feb-20	N/A	Sector pooled	No	L	South Asia
Niger	ESPIG	85,100,000	AFD	19-May-20	30-Jun-20	N/A	Sector pooled	Yes	L	Sub-Saharan Africa
Papua New Guinea	ESPIG and Multiplier	7,399,000	Save the Children UK	21-Mar-19	01-Aug-19	N/A	Stand-alone	Yes	LM	East Asia & Pacific
Senegal	ESPIG and Multiplier	42,600,000	AFD	25-Apr-19	03-Jul-19	N/A	Sector pooled	No	LM	Sub-Saharan Africa
Sierra Leone	ESPIG	17,200,000	UNICEF	03-Aug-18	01-Sep-18	N/A	Stand-alone	No	L	Sub-Saharan Africa
Somalia–Federal	ESPIG	17,900,000	CARE	03-Aug-18	01-Sep-18	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Federal	Additional financing	7,950,000	CARE	16-Dec-19	01-Jan-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Federal	ESPIG	20,000,000	Save the Children US	17-Apr-20	01-Jun-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Puntland	ESPIG	5,600,000	UNICEF	21-Aug-17	01-Oct-17	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Puntland	Additional financing	8,830,000	UNICEF	23-Oct-19	01-Jan-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Somaliland	ESPIG	7,680,000	Save the Children US	22-May-18	01-Jul-18	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Somalia–Somaliland	Accelerated funding	3,004,000	Save the Children US	05-Nov-19	01-Dec-19	N/A	Stand-alone	Yes	L	Sub-Saharan Africa

ANNEX – GPE GRANT STATUS REPORT 2020

Country	Grant type	Grant amount (US$)	Grant agent	Approval date	Start date	Closing date	Funding modality	FCAC[1]	Income group[2]	Region
Somalia–Somaliland	Additional financing	12,016,000	Save the Children US	28-Nov-19	01-Jan-20	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
South Sudan	ESPIG	35,700,000	UNICEF	19-Nov-18	01-Jan-19	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Sudan	Accelerated funding	11,800,000	WB	17-Dec-19	29-May-20	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Tanzania–Mainland	ESPIG	90,000,000	SIDA	21-Mar-19	15-Jan-20	N/A	Sector pooled	No	L	Sub-Saharan Africa
Tanzania–Mainland	Additional financing	22,500,000	SIDA	28-Nov-19	15-Jan-20	N/A	Sector pooled	No	L	Sub-Saharan Africa
Tanzania–Zanzibar	ESPIG and Multiplier	9,240,000	SIDA	14-Feb-20	24-Jun-20	N/A	Project pooled	No	L	Sub-Saharan Africa
Tanzania–Zanzibar	ESPIG	5,761,000	SIDA	06-Dec-17	28-Mar-18	N/A	Stand-alone	No	L	Sub-Saharan Africa
Uzbekistan	Multiplier	10,000,000	WB	31-Jan-19	13-Dec-19	N/A	Project pooled	No	LM	Europe & Central Asia
Yemen, Republic of	ESPIG	72,600,000	UNICEF	21-May-13	28-Mar-14	N/A	Stand-alone	Yes	L	Middle East & North Africa
Zimbabwe	ESPIG and Multiplier	39,400,000	UNICEF	02-Dec-16	09-Dec-16	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Zimbabwe	Additional financing	2,800,000	UNICEF	13-Sep-19	01-Aug-19	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Closed										
Caribbean[3]	ESPIG	2,000,000	WB	16-Jun-16	27-Jul-16	30-Sep-19	Stand-alone	No	UM	Latin America & Caribbean
Eritrea	ESPIG	25,300,000	UNICEF	19-Nov-13	28-Mar-14	31-Dec-19	Stand-alone	Yes	L	Sub-Saharan Africa
Ethiopia	ESPIG	100,000,000	WB	02-Dec-16	18-Jul-17	31-Dec-19[4]	Sector pooled	No	L	Sub-Saharan Africa
Guinea	ESPIG	37,800,000	WB	16-Dec-14	21-Jul-15	31-Aug-19	Project pooled	No	L	Sub-Saharan Africa
Kenya	ESPIG	88,400,000	WB	16-Dec-14	04-Jun-15	31-Mar-20	Stand-alone	Yes	LM	Sub-Saharan Africa
Nepal	ESPIG	59,300,000	WB	23-May-15	22-Jan-16	15-Jul-19	Sector pooled	No	L	South Asia
Nigeria	ESPIG	100,000,000	WB	15-Dec-14	22-May-15	29-Jun-20	Stand-alone	Yes	LM	Sub-Saharan Africa
Pakistan–Balochistan	ESPIG	34,000,000	WB	28-Jun-14	25-Mar-15	30-Sep-19	Stand-alone	Yes	LM	South Asia
Togo	ESPIG	27,800,000	WB	28-Jun-14	05-Mar-15	30-Sep-19	Stand-alone	No	L	Sub-Saharan Africa
Uganda	ESPIG	100,000,000	WB	19-Nov-13	19-Aug-14	31-Mar-20	Stand-alone	Yes	L	Sub-Saharan Africa
Uzbekistan	ESPIG	49,900,000	WB	28-Jun-14	29-Oct-14	31-Dec-19	Stand-alone	No	LM	Europe & Central Asia
Pending										
Cote d'Ivoire	Additional financing	28,000,000	WB	21-May-19	N/A	N/A	Stand-alone	No	LM	Sub-Saharan Africa

[3] Organisation of Eastern Caribbean States (OECS)

[4] Ethiopia's variable part (US$30 million) closed on June 30, 2019, while the fixed part (US$70 million) closed on December 31, 2019.

ANNEX – GPE GRANT STATUS REPORT 2020

Country	Grant type	Grant amount (US$)	Grant agent	Approval date	Start date	Closing date	Funding modality	FCAC[1]	Income group[2]	Region
Honduras	Multiplier	10,000,000	WB	17-Jan-20	N/A	N/A	Project pooled	No	LM	Latin America & Caribbean
Mali	ESPIG	45,700,000	WB	05-Mar-20	N/A	N/A	Project pooled	Yes	L	Sub-Saharan Africa
Mauritania	ESPIG and Multiplier	12,500,000	WB	17-Jun-20	N/A	N/A	Stand-alone	No	LM	Sub-Saharan Africa
Myanmar	ESPIG	73,700,000	WB	19-Nov-18	N/A	N/A	Project pooled	Yes	LM	East Asia & Pacific
Pakistan-Punjab	ESPIG	50,625,000	DFID	19-May-20	N/A	N/A	Stand-alone	Yes	LM	South Asia
Rwanda	ESPIG	30,800,000	DFID[5]	05-Mar-20	N/A	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Sao Tome and Principe	ESPIG	2,500,000	WB	24-Jun-20	N/A	N/A	Project pooled	No	LM	Sub-Saharan Africa
Somalia–Federal	Accelerated funding	9,170,000	Save the Children US	26-May-20	N/A	N/A	Stand-alone	Yes	L	Sub-Saharan Africa
Sudan	ESPIG and Multiplier	62,620,000	WB	05-Mar-20	N/A	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa
Tajikistan	Multiplier	10,000,000	IsDB	17-Jan-20	N/A	N/A	Project pooled	No	L	Europe & Central Asia
Timor-Leste	ESPIG and Multiplier	9,100,000	WB	02-Apr-20	N/A	N/A	Project Pooled	Yes	LM	East Asia & Pacific
Vanuatu	Accelerated funding	499,796	Save the Children UK	24-Jun-20	N/A	N/A	Stand-alone	No	LM	East Asia & Pacific
Zimbabwe	Accelerated funding	2,340,000	Save the Children UK	26-Jun-20	N/A	N/A	Stand-alone	Yes	LM	Sub-Saharan Africa

[5] On July 7, 2020 the GPE Board of Directors approved a change in the Rwanda ESPIG grant agent from DFID to UNICEF.

ANNEX 1B: COVID-19 ACCELERATED FUNDING (COVID-19 AF) GRANTS

The COVID-19 accelerated funding grant data in this annex is as of July 31, 2020. In addition, this table excludes the COVID-19 Global Grants for Continuity of Learning awarded in two tranches for a total of US$20 million to UNESCO, UNICEF and the World Bank.

Country	Grant amount (US$)	Grant agent	Approval date[6]	Expected start date[7]	Effective start date	FCAC[8]	Income group[9]	Region
Afghanistan	11,000,000	UNICEF	15-Jun-20	19-Jun-20	19-Jun-20	Yes	L	South Asia
Bangladesh	15,000,000	WB	10-Jun-20	15-Jun-20	n/a	No	LM	South Asia
Benin	7,000,000	WB	17-Jun-20	17-Jun-20	n/a	No	L	Sub-Saharan Africa
Burkina Faso	7,000,000	AFD	30-Jun-20	30-Jun-20	n/a	Yes	L	Sub-Saharan Africa
Burundi	7,000,000	UNICEF	08-Jun-20	8-Jun-20	8-Jun-20	Yes	L	Sub-Saharan Africa
Cabo Verde	750,000	UNICEF	22-Jun-20	23-Jun-20	23-Jun-20	No	LM	Sub-Saharan Africa
Cameroon	11,000,000	UNESCO	17-Jul-20	17-Jul-20	n/a	Yes	LM	Sub-Saharan Africa
Caribbean[10]	3,000,000	OECS	05-Jun-20	5-Jun-20	5-Jun-20	No	UM	Latin America & Caribbean
Central African Republic	7,000,000	UNICEF	24-Jun-20	25-Jun-20	25-Jun-20	Yes	L	Sub-Saharan Africa
Congo, Democratic Republic of	15,000,000	UNICEF	09-Jul-20	9-Jul-20	9-Jul-20	Yes	L	Sub-Saharan Africa
Congo, Republic of	7,000,000	UNICEF	21-Jul-20	23-Jul-20	n/a	Yes	LM	Sub-Saharan Africa
Cote d'Ivoire	11,000,000	UNICEF	23-Jun-20	25-Jun-20	22-Jun-20	No	LM	Sub-Saharan Africa
Djibouti	3,500,000	WB	26-Jun-20	1-Jul-20	n/a	No	LM	Middle East & North Africa
Ethiopia	15,000,000	WB	09-Jun-20	15-Jun-20	n/a	No	L	Sub-Saharan Africa
Gambia, The	3,500,000	WB	08-Jun-20	19-Jun-20	16-Jul-20	Yes	L	Sub-Saharan Africa
Ghana	15,000,000	WB	11-May-20	11-May-20	21-Jul-20	No	LM	Sub-Saharan Africa
Guinea	7,000,000	UNICEF	05-Jun-20	5-Jun-20	5-Jun-20	No	L	Sub-Saharan Africa
Guinea-Bissau	3,500,000	UNICEF	01-Jul-20[11]	1-Jul-20	1-Jul-20	Yes	L	Sub-Saharan Africa
Guyana	3,500,000	UNICEF	05-Jun-20	5-Jun-20	5-Jun-20	No	UM	Latin America & Caribbean
Haiti	7,000,000	UNICEF	29-Jun-20	30-Jun-20	30-Jun-20	Yes	L	Latin America & Caribbean
Kenya	11,000,000	WB	10-Jun-20	15-Jun-20	20-Jul-20	Yes	LM	Sub-Saharan Africa

[6] The approval date in this table is the actual date that the GPE Secretariat approved the grant. This may be different to the approval date on the notification letter to the country or on the GPE website because these sources use the date on which the countries were notified of the approval as the approval date.
[7] Per CEO approval letters to countries, grants are expected to start implementation on these dates, which could be different from the effective start dates.
[8] Country affected by conflict and fragility
[9] L: low-income; LM: lower middle-income; UM: upper middle-income
[10] Organisation of Eastern Caribbean States (OECS) had a single application and grant for Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines.
[11] Guinea-Bissau had US$2.735 million approved on July 1, 2020 and and US$0.765 million approved on August 5, 2020.

ANNEX – GPE GRANT STATUS REPORT 2020

Country	Grant amount (US$)	Grant agent	Approval date[6]	Expected start date[7]	Effective start date	FCAC[8]	Income group[9]	Region
Lao People's Democratic Republic	7,000,000	UNICEF	15-Jun-20	19-Jun-20	19-Jun-20	No	LM	East Asia & Pacific
Lesotho	3,470,000	UNICEF	16-Jun-20	17-Jun-20	17-Jun-20	No	LM	Sub-Saharan Africa
Liberia	7,000,000	UNICEF	22-Jun-20	24-Jun-20	24-Jun-20	Yes	L	Sub-Saharan Africa
Madagascar	15,000,000	WB	28-May-20	28-May-20	n/a	No	L	Sub-Saharan Africa
Malawi	10,000,000	UNICEF	15-May-20	15-May-20	15-May-20	No	L	Sub-Saharan Africa
Maldives	750,000	UNICEF	14-Jul-20	15-Jul-20	15-Jul-20	No	UM	South Asia
Mali	7,000,000	WB	30-Jul-20	30-Jul-20	n/a	Yes	L	Sub-Saharan Africa
Mozambique	15,000,000	UNICEF	14-May-20	15-May-20	15-May-20	No	L	Sub-Saharan Africa
Myanmar	11,000,000	UNICEF	23-Jun-20	24-Jun-20	24-Jun-20	Yes	LM	East Asia & Pacific
Nepal	11,000,000	WB	08-Jun-20	8-Jun-20	n/a	No	L	South Asia
Niger	11,000,000	AFD/UNICEF	30-Jun-20	30-Jun-20	30-Jun-20	Yes	L	Sub-Saharan Africa
Nigeria	15,000,000	UNICEF	16-Jun-20	19-Jun-20	19-Jun-20	Yes	LM	Sub-Saharan Africa
Pakistan	20,000,000	WB	28-May-20	28-May-20	n/a	Yes	LM	South Asia
Papua New Guinea	9,440,000	UNICEF	28-May-20	29-May-20	28-May-20	Yes	LM	East Asia & Pacific
Rwanda	10,000,000	WB	27-Apr-20	1-May-20	20-May-20	Yes	L	Sub-Saharan Africa
Sao Tome and Principe	750,000	UNICEF	02-Jul-20	2-Jul-20	2-Jul-20	No	LM	Sub-Saharan Africa
Senegal	7,000,000	AFD	16-Jun-20	16-Jun-20	30-Jun-20	No	LM	Sub-Saharan Africa
Sierra Leone	7,000,000	WB	11-Jun-20	25-Jun-20	n/a	No	L	Sub-Saharan Africa
Somalia–Federal	5,400,000	Save the Children US	28-May-20	28-May-20	28-May-20	Yes	L	Sub-Saharan Africa
Somalia–Puntland	1,300,000	UNICEF	22-Jun-20	24-Jun-20	24-Jun-20	Yes	L	Sub-Saharan Africa
South Sudan	7,000,000	UNICEF	18-Jun-20	19-Jun-20	19-Jun-20	Yes	L	Sub-Saharan Africa
Sudan	11,000,000	WB	15-Jun-20	19-Jun-20	n/a	Yes	LM	Sub-Saharan Africa
Tanzania–Mainland	15,160,000	SIDA	28-May-20	28-May-20	29-Jul-20	No	L	Sub-Saharan Africa
Tanzania–Zanzibar	1,500,000	UNICEF	23-Jun-20	24-Jun-20	24-Jun-20	No	L	Sub-Saharan Africa
Timor-Leste	3,500,000	UNICEF	03-Jun-20	3-Jun-20	30-Jun-20	Yes	LM	East Asia & Pacific
Togo	7,000,000	WB	02-Jul-20	2-Jul-20	n/a	No	L	Sub-Saharan Africa
Uganda	15,000,000	WB	25-Jun-20	26-Jun-20	n/a	Yes	L	Sub-Saharan Africa
Vanuatu	750,000	Save the Children UK	23-Jun-20	24-Jun-20	24-Jun-20	No	LM	East Asia & Pacific
Zambia	10,000,000	UNICEF	05-May-20	5-May-20	1-Jun-20	No	LM	Sub-Saharan Africa
Zimbabwe	7,000,000	UNICEF	05-Jun-20	5-Jun-20	5-Jun-20	Yes	LM	Sub-Saharan Africa

ANNEX 2A: GRANT PERFORMANCE ANALYSES METHODOLOGY

Implementation and Disbursement Ratings Definition and Assessment Methodology

a) *Implementation Rating*

The implementation rating is based on the assessment of whether an ESPIG grant is **on track with implementation**. This assessment is based on three "traffic light" determinations (Table 1) linked to 6 rating categories (Table 2):

Table 1: Implementation rating traffic lights

Implementation Rating Traffic Lights	
On track	The latest rating on progress in program implementation from GA's report is Satisfactory or above
At risk	The latest rating on progress in program implementation from GA's report is Moderately Satisfactory
Off track	The latest rating on progress in program implementation from GA's report is Moderately Unsatisfactory or below

Table 2: Implementation rating categories

Implementation Rating Categories	
Highly Satisfactory (HS)	The program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.
Satisfactory (S)	The program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings.
Moderately Satisfactory (MS)	The program is expected to achieve most of its major outputs efficiently with moderate shortcomings.
Moderately Unsatisfactory (MU)	The program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely.
Unsatisfactory (U)	The program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.
Highly Unsatisfactory (HU)	The program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.

The Secretariat's assessment of active ESPIGs are assessed based on three determinants:

1. Progress of individual program components
2. Implementation arrangements (program management, financial management, procurement, monitoring and evaluation [M&E], etc.)
3. Disbursement status based on grant agents' calculation

To assess whether GPE program grants are on track with implementation, the rating provided by the grant agents (GAs) in the GPE ESPIG annual implementation status reporting template was applied. The Secretariat triangulated GA ratings based on their experience of the grant and other documents such as GA progress reports and their reviews by the Secretariat, the Secretariat's in-country grant monitoring mission reports, aide-memoires and other communications with GAs.

b) *Disbursement Rating*

Disbursement rating is based on the assessment of the percentage of the cumulative amount disbursed compared to the percentage of the elapsed grant period equivalent (Table 3).

Table 3: Criteria to Classify Grant Cumulative Disbursements

Status	Implementation Period Elapsed Percentage is:
On track	Not more than 15% higher than percentage disbursed
At risk	Between 15% and 25% higher than percentage disbursed
Off track	More than 25% higher than the percentage disbursed

In FY20, there were several additional financing grants (maximum country allocations, or MCAs) that were added to existing ESPIGs. The start dates of these grants are different from those of ESPIGs, therefore the "period elapsed" for MCA and ESPIG grants are also different. To calculate the overall cumulative ratings of such ESPIGs, taking into account their MCAs:

1) Ratings for ESPIG and MCA were estimated separately;
2) A weighted average overall rating was estimated taking into account the share of each grant in the overall grant amount.

ANNEX 2B: GRANTS DISBURSEMENT AND IMPLEMENTATION STATUS

Grants that turned "red" in FY20

Guinea Bissau

Grant	Amount: US$4.7 million GA: World Bank	Period elapsed: 31% Disbursed: 10% Closing Date: 31-Oct-2023	**Status** **FY19**	At risk IMPLEMENTATION	On track CUMULATIVE DISBURSEMENT
			FY20	Off track IMPLEMENTATION	 CUMULATIVE DISBURSEMENT
Delay Factors	Delays in implementation are largely due to delay in setting up the project implementation unit (PIU) and the recruitment of key staff, including finance and monitoring and evaluation (M&E) specialists, as well as change of the grant agent (GA) staff. Moreover, political instability (presidential election took place on Nov 25, 2019, but the election result has been disputed) makes already weak government capacity/fragile environment even more challenging. Within the education sector, wide-spread teacher strikes have always been problematic.				
Remedial Actions & Current Status	GA strengthened its supervision. As a result, the project showed some progress: PIU is fully staffed and TAs have been selected. However, the working environment remains extremely challenging given the unrecognized status of government by international community. In addition, due to COVID-19, already weak capacity of the Ministry of Education needed to be stretched out to cover activities against COVID-19. The GA and the government are currently looking into restructuring to prioritize activities impacting the quality of learning (e.g. curriculum reform) and to build institutional capacity (e.g. EMIS data). Improvements shall be seen once restructuring is finalized and the priorities are adjusted by taking into COVID-19 situation.				

Cambodia

Grant	Amount: US$14.4 million GA: UNESCO	Period elapsed: 58% Disbursed: 17% Closing Date: 31-Dec-2021	**Status** **FY19**	At risk IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
			FY20	 IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	By the end of 2019, Cambodia reported implementation and disbursement delays in some of its fixed part program components (STEPCam) due to initial implementation delays, although overall, the program made good progress in 2019. However, due to COVID-19 situation, additional delays have been encountered and contributed to the downgrading of the rating. The school closure announced by the Ministry of Education, Youth and Sport (MOEYS) in mid-March 2020 and the prohibition of any gathering in alignment to the social distancing guidelines of the government of Cambodia caused the interruption of all activities planned under Component 2 and 3 of the program. The workplans of the component's teacher training activities are particularly affected as they are linked to the academic year, and with schools and Provincial Training Centers closed, activities could not be implemented. Some delays were caused by the travel ban to Cambodia, due to which some International Consultants could not be in-country as planned. Also, delays were registered due to the impact of COVID-19 on the import of construction materials.				
Remedial Actions & Current Status	The activities which were possible to implement remotely using the numerous platforms available (zoom, google meet, skype for business and Microsoft team) were continued with minor delays. These include technical meetings, development of policy and technical documents. After a careful analysis of the situation, the Program Management Task Force endorsed, during a meeting held on May 29, 2020, the possibility to start physical meetings and workshops at national and sub-national level. The decision applies to all those events that could not be run remotely, under the condition that the number of participants is kept under 20, and ensuring COVID-19 preventive measures are in place at the events' venues. The remote working solution has proved to be effective to continue the revision of the Teacher Career Pathway, and the development of other policy documents under Component 1. Also, there has been some progress with the renovation of the provincial teacher training colleges (PTTCs). However, several other activities are experiencing delays, as the COVID-19 situation is still evolving, and it is not clear when the schools will reopen at this point.				

Central African Republic

Grant	Amount: US$6.32 million GA: UNICEF	Period elapsed: 91% Disbursed: 62% Closing Date: 31-March-2020 Extended to: 31-Aug-2020	**Status FY19**	At risk IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
			FY20	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	The implementation of classroom construction and school supply components was delayed. Challenges in Central African Republic (CAR) are: 1) CAR being a landlocked country, extensive delay in the transportation of supplies from port of entry in Cameroon; 2) lack of reliable local companies to manufacture school furniture, which led to the cancellation of 2 out of 3 supply contracts; 3) lack of reliable local construction companies; 4) limited number of reliable implementing partners combined with the limited government (academic inspectorates) capacity at decentralized level due to lack of HR, supplies/equipment to cover large geographical areas schools as planned but rather deposited all the tables-benches in the same school or at the inspection of academy so as not to have to move wherever it was agreed. COVID-19 had further impact on delaying the implementation, especially due to school closures, border closure, limited access by partners (UNICEF, implementing partners, government partners) to project sites.				
Remedial Actions & Current Status	Follow-up and coordination meetings between the implementing partners, the representatives of the Academy Inspectorate and the education officers of the UNICEF zone offices made it possible to better manage delays and reduce them to maximum, while having an approach to school selection. Other measures included strengthened monitoring/follows ups, e.g. by sending official early warnings to underperforming companies. The mitigation measures have made it possible to improve the situation. However, COVID-19 made the situation further challenging (e.g. limited access to project sites, further delays in supply, government partners having multiple engagements other than the project), and further no-cost extension is foreseen.				

Liberia

Grant	Amount: US$11.9 million GA: World Bank	Period elapsed: 50% Disbursed: 19% Closing Date: 30-Jun-2022	**Status FY19**	At risk IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
			FY20	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	Project delays remain due to institutional capacity (the key bureaus for implementation including early childhood education, education management information system (EMIS) and teacher education require additional support), local service provider capacity to implement project activities at scale and ongoing social and political unrest in the country causing the suspension of government operations and project activities. Teacher training and the school census supported by the project are negatively impacted by teachers awaiting back wages and the early closure of schools in December 2019 due to teacher and student absenteeism. In addition closures of schools and other public places in March 2020 due to a state of emergency ordered by the government as precautionary measure to curtail the spread of the coronavirus have further slowed down implementation of the cluster trainings that were taking place at the RTTIs to abide to social distancing regulations, halted the school census and SQA data collection exercise and delayed the start of community based early childhood education (ECE) training for care givers.				
Remedial Actions & Current Status	Government and GA have set up as monthly Liberia Education Solutions Working Group (likely to be conducted via Zoom during COVID-19), through which a detailed monthly action plan has been set and is being monitored to ensure expedited implementation and disbursement In addition, the GA has been engaged with the MOE, PDT and service providers to adapt strategies in response to COVID-19 delays. Teacher training providers continued engagements by providing weekly and monthly assignments, providing regular feedback to trainees through mobile SMS and through engagements with DEOs. DEO have received training on use of tablets for data collection. There has been increased sanitization and awareness on COVID-19, including providing hygiene materials and observation of health protocols at training centers when on-sight training resumes.				

	Liberia's MOE senior management has been particularly badly hit by COVID-19: both the Education Minister Ansu Sonii, and the Deputy Minister for administration, Amb. Da-Thong Latim, were hospitalized with COVID-19. The MOE has announced plans for school reopening. Implementation of remedial actions has enabled teachers and principals to stay engaged and finalize course work. When schools reopen, classroom observations can begin with minimum delays given completion of course work. MOE has announced resumption of data collection exercise in August 2020 given the completion of a consolidated data collection tool and dashboard and DEO training.

Madagascar

Grant	Amount: US$46.8 million GA: World Bank	Period elapsed: 47% Disbursed: 14% Closing Date: 31-Dec-2022	**Status FY19**	On track IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
			FY20	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	The implementation of the grant faced some challenges because of the reorganization of the ministry following presidential elections in the country. The implementation of the grant was also hindered by the delay in the establishment of the verification agency, which also impacted the variable part indicators. Given that the project is the first results-based financing intervention in the education sector, the country will need technical support to ensure that the verification agency has a robust verification process and methodology.				
Remedial Actions & Current Status	The reorganization of the ministry has been finalized, which should provide more stability in leadership. The country has submitted an application for an additional financing request, which was approved by the Board in August 2020. As part of the additional financing requests, implementation modalities and timeline have been reassessed. While it's is always difficult to ascertain any improvements for the moment, but GA and government are working to improve the low ratings that were assigned in June 2020. Given the situation with COVID-19, the approval of the COVID-19 grant will bring additional support to the Ministry to address the challenges of remote learning and safe reopening of schools.				

Nepal

Grant	Amount: US$24.2 million GA: World Bank	Period elapsed: 27% Disbursed: 0% Closing Date: 15-Jul-2021	**Status FY19**	At risk IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
			FY20	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	This is a fully results-based financing program as a part of school sector development plan (SSDP) disbursement-linked indicators (DLIs). Key activities for variable part strategies have been completed and variable part targets during the reporting period were largely on track to be met within deadlines. However, there have been verification delays (e.g. delays in getting out-of-school children [OOSC] data from the local governments in decentralized context for verification purpose). It should be noted that given the nature of RBF, it takes much longer to pay for results rather than financing immediate inputs/activities.				
Remedial Actions & Current Status	A restructuring was submitted and processed to request the following: simplify the verification protocol for the disbursement of the variable part's final equity target on OOSC; extension of the rollover clause for the variable part learning dimension indicator due to the delays caused by COVID-19 for procuring teaching and learning materials at local government levels for early grade learning program. As the restructuring request was approved in May 2020 improvements are yet to be seen. At the same time, the COVID-19 situation is still unfolding: schools have been closed since March 16, 2020 and the Ministry of Education, Science and Technology (MOEST) adjusted its operations (e.g. prioritizing distance education) while trying to implement SSDP's planned activities. The consequences of COVID-19 need to be carefully assessed in coming months.				

Sierra Leone

Grant	Amount: US$17.2 million	Period elapsed: 46% Disbursed: 6%	**Status FY19**	**n/a**	**n/a**

	GA: UNICEF	Closing Date: 01-Sept-2022	**FY20**	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	According to updates provided by GA during the April 1, 2020 portfolio meeting, the key bottleneck continues to be the absence of a fully dedicated coordinator of GPE projects at the Ministry of Education (MOE), who has been leading other projects within the MOE including COVID-19 coordination. Staff at the Ministry are also overstretched in their responsibilities – Ministry Head of Programs is also the GPE project Component 1 Lead at the Ministry.				
Remedial Actions & Current Status	A program officer and a finance officer were recruited at the MOE in Feb 2020, which would help to move things forward. Additionally, national consultants have been hired to support the GPE project at the MOE and the GA (UNICEF). UNICEF, will continue to strengthen the capacity of the Ministry of Basic and Senior Secondary Education (MBSSE) staff at both central and decentralized levels, including capacity assessment and continuous professional development. There is a modest improvement in terms of the increased disbursement and activity implementation. Mitigation measures mentioned above aimed at strengthening HR capacity at the Ministry to move forward the GPE program implementation. The COVID-19 lockdown has delayed indefinitely the teacher training activities, which would result in a request for a 12-month extension of the closing date.				

Somalia (Federal)

Grant	Amount: US$25.85 million (of which $7.95 is MCA) GA: CARE	Period elapsed: 52% Disbursed: 26% Closing Date: 01-Sept-2021 Extended to: 28-Feb-2022	**Status FY19**	**n/a**	n/a
			FY20	On track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	The COVID-19 outbreak starting March 2020 is a major delay factor. CARE's share of underspending is largely due to the delay in the release of capitation grants and due to delays in the start of TTI construction. The first tranche of the capitation grants was due to be released in March 2020, but this has been delayed due to the sudden school closures as a result of COVID-19. The TTIs tendering process is ongoing but construction will be delayed due to COVID-19. The majority of implementation partner Concern Worldwide's share of the budget is tied to school capitation grants and the construction of one TTI. Both activities have been delayed. Also, a large part of MOECHE Y2 budget was tied to school supervision visits and sub-grants to FMS ministries of education. The school supervision visits did not taken place as planned for in March 2020 due to COVID-19 and there is no change of situation since; while the Somalia (Federal) TSA transfer to the FMS ministries of education TSA accounts has faced some delays.				
Remedial Actions & Current Status	The government and grant agent have decided to reallocate a total of $950,000 to support the purchase of supplies and equipment to ensure safe reopening of schools, in line with the MOECHE's Response Plan. This modification was endorsed by the (ESC)/local education group (LEG). CARE has also changed modality for teacher training, from face-to-face to online training.				

Grants that have remained "red" from FY19 to FY20

Chad

Grant	Amount: US$27.8 million MCA: $22.2 million GA: UNICEF and UNESCO	Period elapsed: 45% Disbursed: 7% (UNICEF), 28% (UNESCO) Closing Date: 01-Aug-2021 Extended to: 31-Dec-2022	**Status FY19**	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
			FY20	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	Although Chad's last progress report noted an acceleration in the implementation of most project activities, as well as important progress noted during the reporting period, the report states that there are still some persistent gaps between what was initially planned for the year 2019 and the rate of completion of				

	the activities. Several factors contributed to the grant's slow disbursement, including challenges pertaining to the recruitment of teachers and changes to the recruitment process, the implementation and signature of the contract for editorial layout and printing of textbooks and teachers' guides, the process to award proposals for the selected companies to conduct the school construction, as well as the coordination between the grant agents, and the engagement of the representatives from the MENPC in the implementation of the project components
Remedial Actions and Current Status	For both grant agents, the primary remedial action has been that the results framework and implementation schedule have been updated in the recently approved costs restructuring addressing the delays relating to the fragile context, slow program startup in the first year of implementation as well as the inclusion of upstream preliminary activities agreed upon with the MENPC particularly in the area of textbook and teachers guide revisions. UNESCO also focused on building the capacities of the MENPC officials to better understand UNESCO's financial procedures, good ownership of the project activities and the expected results from the PREAT. Efforts have been made by the various MENPC departments, involved in the implementation of the project sub-components, to ensure that the technical and strategic support of the MENPC is provided on time. Finally, the delays were addressed in a revision of the PREAT results framework that was included in a November 2019 ESPIG submission for additional GPEF financing which was approved in February 2020 after the end of the reporting period for the 3rd implementation progress report. The 4th implementation progress report will reflect the revised results framework, and will provide initial information on the extent to which the revised schedule of implementation is being respected. The 5th report (coming in February 2021) will provide info on the extent to which the revised targets for 2020 were met.

Comoros

Grant	Amount: US$2.3 million GA: UNICEF	Period elapsed: 67% Disbursed: 20% Closing Date: 01-Jul-2021	**Status FY19**	At risk IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
			FY20	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	Slow implementation of the project is due to several factors, including challenges related to political and institutional ownership; the non-reimbursement of advanced and non-justified funds (about US$43,605 from the ESPIG) by the Ministry of Education (MOE) for planned activities that were not carried out; difficulties to define baseline data and to monitor the Results framework indicators due to unreliable statistical data; and the non-operationalization of the steering committee made it difficult to appropriately monitor and to address the implementation challenges facing the project.				
Remedial Actions & Current Status	Several meetings between partners took place to discuss the implementation delays, including bilateral meetings between the Minister of Education and the Representative of UNICEF, as well as missions of the GPE Secretariat in December 2019 and February 2020 to support government and partners to identify solutions and to clarify the roles and obligations of each party. In addition, the UNICEF representative also had hearings with the Ministers of Finance, Foreign Affairs and the Secretary General to the government regarding the reimbursement of non-justified advanced funds. At the operational level, regular technical meetings have been instituted between UNICEF and MOE teams to agree on effective strategies and to minimize the risk of new implementation barriers. An agreement was reached to amend the contract of the international consultant to support one main activity of the project ("50 schools pilot") and to redesign the intervention strategy of non-state actors such as the local NGO Mouvement Associatif pour l'Education et l'Egalité des Chances (MAEECHA), whose agreement with the MOE was suspended in March 2020. The situation remained unresolved at the end of FY20 despite GA advocacy efforts. Regarding statistical data, discussions are underway regarding the data collection approach and the logistical infrastructure to be put in place to promote the autonomous, effective and efficient management of school statistics. More work needs to be done within the Ministry itself, specifically, improving collaboration and efficiency between its different structures/directorates, as well as between the central level and the islands.				

Congo DR

Grant	Amount: US$100 million	Period elapsed: 58% Disbursed: 37%	**Status FY19**	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT

	GA: World Bank	Closing Date: 28-Feb-2021 Extended to: 30-Oct-2022	**FY20**	Off track IMPLEMENTATION	At risk CUMULATIVE DISBURSEMENT
Delay Factors	Delays were caused by: (i) a protracted period of government turnover with presidential and parliament elections hampering sector reform progress and slowing down decision-making process between 2017 and 2019; (ii) significant implementation challenges in the country's education sector, such as limited human resources capacity, political unrest—at times, violent; and (iii) complex project design. Following the establishment of a new government in September 2019, renewed policy priorities have been established, notably the abolishment of direct primary school fees nationally, and has begun to enforce this policy, promoting an increase in primary school enrolment. However, COVID-19 has hampered its policy enforcement and implementation.				
Remedial Actions & Current Status	Following a mid-term review, held in October 2019, the country decided to proceed to the grant restructuring. The grant was restructured to simplify the project design especially in line with the implementation of free school fee policy. The project's ambition was set to be more realistic moving from improving quality of learning to the learning conditions. The GA also reinforced the technical support to the country to further support the grant performance. There were encouraging results: (i) a baseline study for national evaluation of learning assessment; (ii) progressive introduction of national languages in early grades through distribution of about 5 million textbooks and 252,000 teacher's guides in four national languages (iii) various studies undertaken on school drop-out, detailed diagnosis on pre-service training, ECE; (iv) new textbooks review to eliminate sexist references and stereotypes; (v) a public awareness campaign promoting girls' education; and (vi) the performance-based financing (PBF) program established in 1,342 schools in twelve educational provinces. Despite of challenges posed by COVID-19, progress on key project activities (including textbook and materials procurement and sector management activities including student evaluation) were observed, which was reflected in the increase in disbursement since Feb. The GA and the government in consultation with partners have made a concerted effort to address and mitigate the implementation issues caused by the pandemic and to find ways to ensure that project activities progress as much as possible in the current context.				

Lesotho

Grant	Amount: US$2.3 million GA: World Bank	Period elapsed: 95% Disbursed: 56% Closing Date: 31-Aug-2020	**Status FY19**	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
			FY20	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
Delay Factors	Key project activities have been postponed due to procurement delays, and teacher strikes in Lesotho. project has also been running into implementation difficulties due to a high turnover of leadership within the MOE. SIP related activities and teacher training effectiveness has not been evaluated due to school closures and previously because of prolonged teacher strikes owing to which PDO and other indicators may not meet end of project targets. Additionally, a lot of delays were experienced in training of teachers, partly as a result of the prolonged teacher strikes last year, and delays in embarking on the school principal training.				
Remedial Actions & Current Status	The program has been restructured to include an extension of the closing date by a year until August 31, 2021 as well as to reallocate money between components to address some of the challenges faced during implementation. Activities related to teacher training have been dropped due to the ongoing pandemic as well as capacity constraints at the Ministry. These activities have been replaced by school level interventions that will help support safe reopening of schools and help improve school preparedness.				

Yemen

Grant	Amount: US$72.6 million GA: UNICEF	Period elapsed: 93% Disbursed: 60% Closing Date: 03-Mar-2019 Extended to: 31-Dec-2020	**Status FY19**	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT
			FY20	Off track IMPLEMENTATION	Off track CUMULATIVE DISBURSEMENT

Delay Factors	The grant implementation faced delays mainly due to the ongoing conflict and the prolonged and complex re-prioritization exercise for the third Reprogramming. In addition, school closure and limited movement of GA and MOE staff due COVID-19 pandemic contributed to delayed implementation of several activities since March 2020.
Remedial Actions & Current Status	The main remedial measure to address the delays was the development of Reprogramming III (finalized at the end-October 2019) and the extension of the grant until December 31, 2020. In addition, a PMU was established in Aden to provide oversight to implementation in the governorates in the south of the country. As of June 30, 2020, no major improvement has been seen in the program implementation. GA/MOE and local education group (LEG) have been consulting on ways to speed-up the program implementation.

ANNEX 3A: STATUS OF SCHOOL CLOSURE IN 39 COUNTRIES WITH ACTIVE ESPIGs

This annex presents an overview of school closure status in 39 GPE partner countries as a result of the COVID-19 pandemic, as of June 30, 2020.

Country	Open	Closed (nationwide)	Closed (localized)
Afghanistan		1	
Bangladesh		1	
Benin			1
Bhutan		1	
Burkina Faso			1
Burundi	1		
Cabo Verde		1	
Cambodia		1	
Cameroon			1
Central African Republic		1	
Chad		1	
Comoros		1	
Congo, DR		1	
Cote d'Ivoire			1
Djibouti		1	
Eritrea		1	
Gambia, The		1	
Ghana			1
Guinea-Bissau		1	
Kenya		1	
Lao People's Democratic Republic	1		
Lesotho			1

Liberia			1
Madagascar			1
Malawi		1	
Maldives		1	
Mozambique		1	
Nepal		1	
Niger	1		
Papua New Guinea	1		
Senegal			1
Sierra Leone		1	
Somalia		1	
South Sudan		1	
Sudan		1	
Tanzania			1
Uzbekistan		1	
Yemen		1	
Zimbabwe		1	
Total	**4**	**25**	**10**

Source: GPE compilation based on data of UNESCO Global monitoring of school closures caused by COVID-19 (database)

ANNEX 3B: EXAMPLES OF ACTIVITIES SUPPORTED BY COVID-19 GRANTS

Category	Thematic area and examples
	Mitigation
Equity	**Support to marginalized children** • The grant in Nepal aims to safeguard access to learning for all children, by funding the printing and distribution of learning kits to children from marginalized backgrounds with no access to technology.
	Support to children with disabilities and special needs • In Tanzania, visually impaired students will receive braille and large print materials; children with hearing impairment will have access to sign language interpretation. • In Zimbabwe, television broadcasts will cater to learners with hearing impairment. Education, communication and prevention materials (posters, flyers, etc.) will be translated into braille.
	Refugees and IDPs • In Nigeria, children from most marginalized groups such as those from refugee communities and IDP camps will be prioritized for the distribution of take-home materials and provision of ICT equipment. • In Central African Republic, refugee children, returnee children and children who are internally displaced persons (IDPs) will be provide learning kits and radios.
	Addressing gender-specific barriers • In Zimbabwe, the program will use radio lessons to reach out-of-school pregnant girls and teenage mothers and provide quality nonformal education materials to out-of-school girls.
	Well-being programs (hygiene programs) • In Papua New Guinea, the grant will ensure teachers, students, and parents receive timely and accurate information on health and hygiene measures, through the dissemination of key messages on TV, radio, and SMS. • In Sudan, the grant supports an awareness campaign for COVID-19 prevention by partnering with radio channels to deliver messages on the importance of hygiene, handwashing and social distancing
	Well-being programs (psychological support programs) • In Liberia, psychosocial support will be provided to teachers, students, and parents by establishing a help desk; and disseminating messages through radio stations and talk shows among other initiatives. • In Ghana, teachers will be trained to provide psychosocial support to students, parents, and communities.
	Well-being programs (nutritional programs) • In The Gambia, the grant will distribute essential food items to vulnerable children to substitute school feeding program during the school closure.
	Access to education for out-of-school children • In Pakistan, the grant will strengthen government capacity to design and implement distance learning pathway for 19 million out-of-school children and those who would leave schools due to economic shocks caused by COVID-19.
	Cash transfers and other targeted incentives for children • In Haiti, conditional cash transfer program will provide financial support for the families of the most vulnerable students to cope with the economic consequences of COVID-19.
	Standards, curriculum, and learning materials

Learning	• In Ghana, the grant supports establishment of a Ghana National Knowledge and Skills Bank to enable the curation of all education content linked to the new curriculum.
	Distance/home-based learning/tutoring programs (no tech – print materials) • In Sierra Leone, the grant will finance the provision of printed educational packets for students without access to radio.
	Distance/home-based learning/tutoring programs (low tech – radio/TV) • In Rwanda, the grant supports expansion of equitable remote learning opportunities by broadcasting radio lessons along with promoting the use of alternative audio-visual materials on TV and on social media. • In Sao Tome Principe, the grant will be used to procure and distribute solar radios for vulnerable children.
	Distance/home-based learning/tutoring programs (medium/high tech – tablets/mobile internet/SMS) • In Guyana, the grant includes an activity to increase access to online learning for vulnerable communities by providing internet infrastructure and access to online platforms to vulnerable students as well as devices and training for teachers to support delivery of online learning.
	Teacher development • In Pakistan, teachers will be trained in remedial education, distance learning strategies and learning assessments to effectively support children's education. • In Djibouti, trainings will be provided to teachers, advisors and inspectors on the effective delivery of remote learning approaches.
	Learning assessment systems • In Afghanistan, learning assessments will be conducted to inform remedial programs that mitigate losses in learning.
System	**System resilience and reopening** • In South Sudan, guidelines, policies and safety measures will be developed to prepare for the reopening of schools.
Recovery	
Equity	**Support to marginalized children** • In Pakistan, the program support inclusive distance learning focusing on disadvantaged children. This could serve as a stepping stone to formalize distance education as an alternative method of instruction and a viable option to reach children who were already out of school before the pandemic.
	Support to children with disabilities and special needs • In Nepal, back-to-school campaign specifically target children with disabilities. The campaign involves educating parents, caregivers and communities on disease prevention for safe and sustained school reopening.
	Refugees and internally displaced persons (IDPs) • In Afghanistan, the grant will support accelerated and remedial catch-up classes for students who have fallen below their grade level, with special attention to IDPs.
	Addressing gender-specific barriers • In Guinea, due to increased risks of gender-based violence, teen pregnancy and reduced learning in girls, program activities will include back-to-school and social mobilization campaigns targeting girls, and producing guides based on a recently implemented accelerated education program for girls, in isolated areas.
	Measures to make sure all children return to school (including OOSC) • In Djibouti, school meals will be provided to girls to encourage re-enrollment to schools once they are open.
	Well-being programs (hygiene programs) • In The Gambia, the grant will support a public awareness campaign that promotes good hygiene and handwashing in schools.

	• In Zimbabwe, to prepare schools for better and safe reopening, the program will support development of a "teacher kit" with protective equipment such as masks and hygiene supplies.
	Well-being programs (nutritional programs) • In Mozambique, activities to promote the return of students to schools will include provision of school meals. • In Kenya, GPE-funded program will support a school meal program to facilitate smooth transition back to school.
	Well-being programs (psychological support programs) • In Liberia, the grant will provide training on psychosocial support to school communities in order to create safe learning environment, free of stigma and discrimination.
	Cash transfers and other targeted incentives for children • In Lesotho, when schools reopen, the grant will subsidize school fees for disadvantaged lower secondary students who are most likely to drop out due to COVID-19 related economic shock.
Learning	**Standards, curriculum and learning materials** • In Afghanistan, the grant will support development of a guideline for formative and summative assessments of children's learning levels to allow appropriate grade placement and to inform remedial planning. • In Liberia, the grant will support adjustments in school calendar and development of catch-up classes and remedial programs.
	Teacher Development • In Timor-Leste, teachers will be prepared for school reopening including setting up classes according to the new criteria – smaller classes and adhering to social distance guidelines. Teachers will also be trained on how to deliver accelerated or catch-up classes and on how to assess learning more holistically.
	Accelerated learning programs • In Ethiopia, the grant will provide accelerated learning and remedial classes to students to mitigate loss of learning from prolonged school closure. • In Timor-Leste, teachers will be trained on how to deliver accelerated classes.
	Learning assessment systems • In Tanzania–Zanzibar, the grant will support strengthening already-existing e-assessment system accessible by students via phone, tablet or computer. Schools can access the results of the assessment, which inform remedial measures and accelerated curriculum.
System	**Reopening of education facilities** • In Zambia, remote schools in dire need will be provided with clean water (boreholes) to help prevent the spread of COVID-19. • In Lesotho, the grant will support establishment of hand-washing facilities in schools and provide hygiene supplies to students.
	System resilience • In Bangladesh, the program will construct a sustainability plan for the remote learning platform and develop strategies and operating procedures for education service-delivery during emergencies • In South Sudan, the program will build capacity of Ministry of General Education and Instruction (MOGEI) staff and state education ministries to respond and manage to future crises, including program planning, response and evaluation and partnership engagements • In Liberia, GPE grant will support development of standard operating procedure for future emergency as well as social distancing guideline in schools.
	EMIS • In Lesotho, the program will collect up-to-date information about the situation of children through SMS and social media channels to enable real-time data collection and mass-communication with program beneficiaries.

ANNEX 4: EDUCATION OUT LOUD GRANTS APPROVED IN FY20

This table provides information on the grants that were approved in FY20 for the education coalitions under operational component 1. The grant implementation period is January 2020 to December 2021.

COUNTRY	COALITION	GRANT AMOUNT (US$)	REGION
Afghanistan	Afghanistan National Education Coalition Organization (ANECO)	120,400	South Asia
Bangladesh	Campaign for Popular Education (CAMPE)	300,000	South Asia
Benin	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	260,207	Sub-Saharan Africa
Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	257,686	Sub-Saharan Africa
Burundi	Coalition pour L'éducation pour tous – BAFASHEBIGE	299,316	Sub-Saharan Africa
Cambodia	NGO Education Partnership (NEP)	297,111	East Asia & Pacific
Cameroun	Cameroun Education for All (CEFAN)	242,820	Sub-Saharan Africa
Côte D'Ivoire	Réseau Ivoirien pour la Promotion de l'Éducation Pour Tous (RIPEPT)	298,759	Sub-Saharan Africa
DR Congo	Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC)	298,966	Sub-Saharan Africa
Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	276,389	Sub-Saharan Africa
Ethiopia	Basic Education Network Ethiopia (BEN-E)	299,878	Sub-Saharan Africa
Gambia, The	Education for All Campaign Network, The Gambia (EFANet)	296,998	Sub-Saharan Africa
Guinea Bisau	Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	225,050	Sub-Saharan Africa
Honduras	Foro Dakar Honduras (FDH)	299,964	Latin America & Caribbean
Kenya	Elimu Yetu Coalition	300,000	Sub-Saharan Africa
Krygyzstan	Association for Education Development in Krygyzstan (AED)	99,990	Europe & Central Asia Region
Lesotho	Lesotho Council of NGOs	289,372	Sub-Saharan Africa
Liberia	National Education Coalition of Liberia	228,175	Sub-Saharan Africa
Madagascar	Coalition Nationale Malgache pour l'Éducation pour Tous (CONAMEPT)	187,598	Sub-Saharan Africa
Malawi	Civil Society Education Coalition	299,262	Sub-Saharan Africa

COUNTRY	COALITION	GRANT AMOUNT (US$)	REGION
Mauritania	Coalition des organisations Mauritaniennes pour l'Education (COMEDUC)	228,132	Sub-Saharan Africa
Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	185,605	Europe & Central Asia Region
Mongolia	"All for Education!" National Civil Society Coalition	294,503	East Asia & Pacific
Mozambique	Movimento de Educação Para Todos	234,932	Sub-Saharan Africa
Nepal	National Campaign for Education Nepal (NCE-Nepal)	274,911	South Asia
Nicaragua	Foro de Educacion y Desarrollo Humano De La Iniciativa Por Nicaragua (FEDH IPN)	253,140	Latin America & Caribbean
Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	255,985	Sub-Saharan Africa
Nigeria	Civil Society Action Coalition for Education for All (CSACEFA)	300,000	Sub-Saharan Africa
Pakistan	Society for Access to Quality Education	249,892	South Asia
Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc.	300,000	East Asia & Pacific
Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	233,148	East Asia & Pacific
Rwanda	Rwanda Education For All (REFAC)	243,112	Sub-Saharan Africa
Senegal	Coordination des ONG et Syndicats pour la Défense d'une Éducation Publique de Qualite (COSYDEP)	299,869	Sub-Saharan Africa
Sierra Leone	Education for All Sierre Leone (EFA SL)	242,845	Sub-Saharan Africa
Solomon Islands	Coalition for Education Solomon Islands (COESI)	200,540	East Asia & Pacific
Somalia–Federal	Education for All Somalia (EFASOM)	244,530	Sub-Saharan Africa
Somalia–Somaliland	Somaliland Network on EFA (SOLNEFA)	243,300	Sub-Saharan Africa
South Sudan	South Sudan National Education Coalition (SSNEC)	257,814	Sub-Saharan Africa
Sudan	Sudanese Coalition for Education for All (SCEFA)	268,100	Sub-Saharan Africa
Tajikstan	Alliance of CSOs in Tajikistan for Education (ACTE)	100,848	Europe & Central Asia Region
Tanzania	Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)	284,666	Sub-Saharan Africa
Timor Leste	Civil Society Education Partnership (CSEP)	200,000	East Asia & Pacific

ANNEX – GPE GRANT STATUS REPORT 2020

COUNTRY	COALITION	GRANT AMOUNT (US$)	REGION
Togo	Coalition Nationale Togolaise pour l'Éducation Pour Tous (CNT/EPT)	273,148	Sub-Saharan Africa
Uganda	Forum for Education NGOs Uganda (FENU)	242,787	Sub-Saharan Africa
Vanuatu	Kolisen Blong Leftemap Edukesen (KOBLE)	200,052	East Asia & Pacific
Vietnam	Vietnam Association for Education for All (VAEFA)	258,309	East Asia & Pacific
Yemen	Yemeni Coalition for Education for All	280,200	Middle East & North Africa
Zambia	Zambia National Education Coalition (ZANEC)	299,372	Sub-Saharan Africa
Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	300,000	Sub-Saharan Africa
TOTAL		**12,427,680**	

ANNEX 5: LIST OF KIX GLOBAL GRANTEES[12]

Project (n=12)	Implementing organization (n=35)	Countries (n=42)
Adapting and scaling teacher professional development approaches in Ghana, Honduras and Uzbekistan	Foundation for Information Technology Education and Development, Inc., (lead), World Reader, Summa	Ghana, Uzbekistan, Honduras
Teaching at the Right Level (TaRL): Learning how to improve teacher support through mentoring and monitoring	Abdul Latif Jameel Poverty Action Lab (JPAL) (lead), J-PAL Africa	Nigeria, Zambia, Cote d'Ivoire
Connected Learning for Teacher Capacity Building in STEM	Tata Institute of Social Sciences (lead), Samtse College of Education, Royal University Bhutan, Ibrahim Badamasi Babangida University, Open University of Tanzania, UNESCO, Cluster Office for Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka	Nigeria, Tanzania (Mainland and Zanzibar), Bhutan
Using Technology to Improve Literacy in the Global South	Centre for the Study of Learning & Performance/ Concordia University (lead), Aga Khan Academies Unit of AKDN, World Vision Canada, Wilfrid Laurier University	Kenya, Rwanda, Bangladesh
Improving Literacy of Children through Support from Community Networks	World Vision (Canada, Ghana, Honduras and Nicaragua) (lead), The Ontario Institute for Studies in Education (OISE) of the University of Toronto, the School of Education and Leadership (SEL) of University of Ghana, Foro Social de la Deuda Externa y Desarrollo de Honduras (FOSDEH)	Ghana, Honduras, Nicaragua
Bridges to Impact through innovative EdTech: forging links between policy, research and practice in GPE countries	Stichting War Child (War Child Holland)	Uganda, Chad, Sudan
Integrating early childhood education in sectoral planning	UNICEF (lead), World Bank Group, Early Childhood Development Action Network (ECDAN)	South Sudan, Sierra Leone, Tajikistan, Lesotho, Kyrgyz Republic
Adapting, testing and scaling the proven Summer PrePrimary (SPP) model in Cambodia, Lao PDR and Tanzania	Plan International Canada (lead), The Mother Child Education Foundation (ACEV), American Institutes for Research (AIR)	Tanzania, Cambodia, Lao PDR
Data Use Innovations for Education Management Information Systems in The Gambia, Uganda, and Togo	Institute of Informatics-University of Oslo (lead), UNESCO Institute for Statistics, Save the Children Uganda, Health Information Service Provider (HISP) Uganda, HISP West and Central Africa	The Gambia, Uganda, Togo
Using Data to Improve Education Equity and Inclusion	UNICEF Data and Analytics Section	The Gambia, Lesotho, Malawi, Ghana, Sierra Leone, Zimbabwe, Sao Tome and Principe, Benin, Central African Republic, Chad,

[12] See also GPE KIX Projects at https://www.gpekix.org/projects.

		Democratic Republic of Congo, Guinea-Bissau, Madagascar, Togo, Bangladesh, Georgia, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, Sudan, Uzbekistan, Yemen, Guyana, Honduras
Data Must Speak about positive deviant approaches to learning	UNICEF Office of Research – Innocenti	Ethiopia, Burkina Faso, Togo, Madagascar, Niger, Zambia, Lao PDR, Nepal
Common-scale assessment of early and foundational math learning across the Global South	The Peoples Action for Learning Network (PAL), Pratham, Australian Council for Educational Research	Kenya, Mali, Mozambique, Nigeria, Senegal, Tanzania, Uganda, Nicaragua, Bangladesh, Nepal, Pakistan

ANNEX 6: REPORT-BACK ON GPC RECOMMENDATIONS AND CONCERNS

This section provides updates on report-back requested by the Grants and Performance Committee (GPC), and GPE Board of Directors at the time of ESPIG approval. 33 ESPIGs were approved during the FY20, of which 24 ESPIGs provided updates. These 24 updates combined with the ongoing issues or concerns from the previous report brings the total number of ESPIGs for which updates are provided to 40 as shown in the below table.

Updates on the following grants will be provided in the next Grant Status Report: Benin (ESPIG), Guinea (ESPIG), Maldives (ESPIG and Multiplier), Papua New Guinea (ESPIG and Multiplier), Senegal (ESPIG and Multiplier), Tanzania–Mainland (ESPIG and additional MCA), Tajikistan (Multiplier), Timor Leste (ESPIG and Multiplier) and Republic of Yemen (ESPIG).

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
Afghanistan November 2018 US$100 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee urges Afghanistan to increase the share of education in the budget and notes that currently the conservative estimate in NESP III is being surpassed. In addition, the Committee requests an annual report-back from the coordinating agency (CA) on behalf of the LEG and via the joint sector review (JSR) report on the actual share of education for the duration of the grant period, along with an analysis of the budget to enable the Committee to consider the evolution of Afghanistan's education budget in context.	**Status:** Ongoing **Action taken to address the Issue in FY20** The grant agent has submitted an updated domestic financing matrix in the context of the additional financing MCA application. According to the matrix, Afghanistan has not met the domestic financing targets set in the context of the MCA approval, though it presents an important increase for 2021-2023. Despite an improvement in education expenditure by MOE, non-education expenditure, especially capital investments, have risen at a faster pace. The relative lack of dynamism in MOE's budget is related to the fact around 94% of the Ministry of Education (MOE) recurrent budget comprises salaries and no new teacher or non-teacher positions have been approved in the national budget in the last four years. Furthermore, the shift of infrastructure activities from MOE's budget to Ministry of Urban Development and Land (MUDL) and Ministry of Rural Rehabilitation and Development's (MRRD) budget has affected negatively the education share as measured by MOE's budget. Given that the domestic financing is expected to capture the overall public expenditure in education, not only MOE's budget, the government is revising the domestic financing and it is expected an important increase the reported share of education financing.
Afghanistan November 2018 US$100 million	**Issue or concern** System **Recommendation (report-back)** While acknowledging the heavy need for infrastructure, as included in the endorsed NESP III, the Committee is concerned around the implementation of the large portion of infrastructure in the co-financed Education Quality Reform in Afghanistan (EQRA) program and in the fragile context of Afghanistan, with the risk of delays and extensions. The Committee requests the grant agent follow the program's performance more closely in this regard, including the	**Status:** Ongoing **Action taken to address the issue in FY20** School construction is progressing well with some delays due to COVID-19 and in some cases due to security problems. As of June 2020, technical proposals for school construction have been approved for 68% of total 2,647 schools and of these, nearly 70% of the approved proposals are now under construction. Construction of 459 schools (318 new school buildings and 141 schools with missing items) has been completed. Despite the good progress, the component has been facing several issues including cost enhancement, safeguard incompliance, delays in communication due to changes in the management team. The project maintains a strong monitoring mechanism consists of several layers such as MRRD self-reporting, MOE team monitoring during the project

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
	anticipation of any potential restructuring, and requests an annual update of related country-level discussions as part of the grant agent's regular progress reporting.	implementation and at handover stage and finally the Bank's Third Party Monitoring Agency regularly visits site, and Third Party Verification Agency hired by the Ministry of Finance will verify the completion of a sample of schools prior to releasing the second sequence of financing.
Afghanistan November 2018 US$100 million	**Issue or concern** System **Recommendation (report-back)** The Committee notes that the community-based education (CBE) elements of the program have not resulted in the inclusion of a CBE indicator in the program's results framework. Additional information provided by the grant agent indicates that the CBE data system in Afghanistan is not yet mature enough to capture such data, which therefore precludes including it as a specific target in the program's results framework. The program commits to earmarking US$10 million to supporting the EMIS to better capture CBE data, implement the 2018 CBE policy and guidelines, as well as working and work with all development partners to support the expansion of CBE in a more harmonized and sustainable manner, to a minimum of 33,000 additional students. The GPC requests the grant agent to include an update on this in its regular annual progress reports.	**Status:** Ongoing **Action taken to address the issue in FY20** The MOE has advanced preparation for the establishment of CBE classes. The MOE continues to stick to the 2021 timeline for the actual expansion of CBE. So far, MOE has completed the implementation manual for this sub-component, collected data for the existing CBEs which will help in identifying the need for future CBE classes. MOE is currently working on developing the tools for the needs assessment of CBE classes.
Afghanistan November 2018 US$100 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests that the grant agent allocation (supervision fees) be adjusted once the International Development Association (IDA) and Afghanistan Reconstruction Trust Fund (ARTF) contributions to supervision have been finalized, to ensure a fair attribution of supervision costs across the three co-financing sources. The Committee requests the grant agent to share the finalized supervision fee allocation with the Secretariat.	**Status:** Ongoing **Action taken to address the issue in FY20** The Bank team received Bank Budget (Cash Value Budget) in the amount of US$50,000 from July 2019 to June 2020. Task Team will receive almost same amount of Bank Budget this FY (July 2020 to June 2021). The bank did not receive any supervision budget from ARTF.
Bangladesh (AF) September 2018 US$8.33 million	**Issue or concern** Equity **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20**

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
	In conjunction with the approval, the GPC requests the CA, the co-chair of the Education Local Consultative Group, to provide an update to through annual program implementation report on efforts made to secure longer term education rights of Rohingya refugee children.	The first annual program implementation report was received in August 2019, covering the reporting period of October 2018-June 2019. In addition to this report, a separate report was sent to the Secretariat to provide the requested report-back information (similar report-back reports will be included as part of the next annual reporting cycles). The report provides information on the effort to develop and advocate for the approval of the Learning Competency Framework and Approach (LCFA) and other education quality improvement measures. Advocacy efforts to call attention to the issues of quality in Rohingya education and especially approval of the LCFA include meetings, strategic discussions and high-level visits by UNICEF and other humanitarian and donor organizations. However, the report-back report also highlights the challenge related to the efforts to secure longer term education rights for Rohingya children: planning of more than a year is not sanctioned by government entities because the government of Bangladesh (GOB) continues to pursue repatriation as its major policy for the Rohingya, who do not have refugee status in Bangladesh. Although discussions about longer term planning is not being held with GOB, these discussions and planning within the humanitarian community continue and will be a critical part of future discussions and advocacy.
Bangladesh (AF) September 2018 US$8.33 million	**Issue or concern** Equity **Recommendation (report-back)** In view of the importance of information sharing and coordination among implementing agencies, the committee also requests the grant agent to share with the CA and the Secretariat quarterly updates on the number of people in need of educational support, the number receiving such support and the number not yet covered, as well as funds received against the total amount estimated in the Joint Response Plan.	**Status:** Ongoing **Action taken to address the issue in FY20** UNICEF (GA and CA in Bangladesh) has been sharing requested quarterly updates with the Secretariat since May 2019. The last quarterly update was received in July 2020, covering the reporting period of April-June 2020. It includes updates on the number of people in need of educational support (targets), the number of people that received such support (reached children and teachers beneficiaries) and the funding status updates (budget received versus budget required).
Benin March 2019 US$19.4 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the CA on behalf of the LEG and via the joint sector review report to provide updates on progress on reaching the benchmark of allocating 45% of the domestic financing budget to primary education.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Benin March 2019 US$19.4 million	**Issue or concern** System Strengthening	**Status:** Ongoing **Action taken to address the issue in FY20**

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	Recommendation (report-back) The Committee requests the CA on behalf of the LEG and via the joint sector review report to provide updates on implementation of enhanced monitoring with respect to the variable part indicator relating to efficiency. The Committee requests to be informed of progress in this area to ensure that automatic promotions will not have an adverse impact on learning outcomes and quality of education.	Information will be provided in the next report.
Benin March 2019 US$19.4 million	**Issue or concern** System Strengthening **Recommendation (report-back)** The Committee requests the CA on behalf of the LEG and via the joint sector review report to provide updates on access to and the use of data to strengthen policy dialogue and effective monitoring of the implementation of the education sector plan in the context of the GPE funding model requirement on data.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Bhutan June 2018 US$1.8 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** While Bhutan has nearly achieved universal primary education, the Committee is concerned about the low share of primary education in the overall education budget (currently at 25%), particularly since issues of quality, equity and learning outcomes remain. In order to be assured that the primary budget is sufficient to reduce inequities and improve learning outcomes, in particular for vulnerable children, the Committee requests Bhutan to include information on the evolution of primary education spending as a share of the overall education budget, including support to early childhood care development (ECCD), in the regular annual implementation report from the grant agent.	**Status:** Ongoing **Action taken to address the issue in FY20** Bhutan has recently submitted the updated domestic financing matrix indicating that in 2018 Bhutan's total expenditure in the education sector was 51% against the allocation of 40%. In 2019, the budget allocation to the sector was 46% and in 2020 the allocation was 45%. In 2021, due to COVID-19, it is estimated that the allocation will go down to 28% (all figures are rounded). The GA has been requested to regularly monitor and update GPC accordingly.

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Burkina Faso December 2017 US$33.8 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** In light of the downward trend on the share of primary education in education spending, the GPC requested an annual report-back on the evolution of the share of primary education spending.	**Status:** Completed **Action taken to address the issue in FY20** The issue was addressed as part of the 2019/FY20 additional financing ESPIG application, reviewed by Secretariat and GPC: The country submitted an updated table of domestic resources commitments, which indicates that domestic resources allocated to education continue to be above 20%, with an average projection of 25 % over the period 2019-2021. The proportion of the national budget allocated to primary is still above 45%, with a substantial increase from the 2017 projections, due to an increase of public sector salaries in 2018.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** Learning: Learning Outcomes **Recommendation (report-back)** Given the importance of the intent of the variable part indicator to deliver a significant change, the GPC requests a follow-up report by year-end 2019 on the implementation of the different strategies to reinforce learning outcomes presented in the program document.	**Status:** Completed **Action taken to address the issue in FY20** The FY20 ESPIG revision and application for additional financing made significant improvements in the variable part to better address learning outcomes. This includes a new focus on key structural issues with corresponding indicators: increased resource allocation at school levels, notably to reinforce in-service teacher training, pedagogical support services to teachers and monitoring of class-room level improvement in the foundational years of primary. Previous variable part targets are ongoing. One variable part on the timely distribution of school manual received only a partial payout, because the timeline was not achieved. This denotes additional efforts necessary to improve procurement and textbook delivery. Latest updates, during the COVID-19 period to June 2020: the situation has created additional difficulties and delays, notably in the operationalization of the new in-service teacher training strategy. COVID-19 is placing additional strain on the national budget, while the terrorist insurgency continues to be challenging.
Burkina Faso December 2017 US$33.8 million	**Issue or concern** System: Systems Strengthening/Capacity Building **Recommendation (report-back)** Considering the importance of close support by local services of the Ministry of Education to reinforce capacities of the local authorities to efficiently implement their new responsibilities on education, the GPC supported the importance of the strategy to substantially increase their funding and requested an annual report-back on the use of these resources.	**Status:** Completed **Action taken to address the issue in FY20** The de-concentration, though effective by law, still faces strong challenges, in terms of in-time financial transfer and low execution capacity. 47% of Compte d'Affectation Spéciale au Trésor (CAST) budget (goods and services) in 2019 were earmarked of for good and services focused on the decentralized level, training and pedagogical support; this is part of the new effort to improve resource allocation, close to school beneficiaries. While the new and improved transfer procedures through delegated credits of CAST resources to decentralized level is yet to take place, the existing 'simplified procedure' was used. The COVID-19 situation is naturally adding to the difficulties and challenges. In addition, it has to be noted that the procedures and transaction costs associated with

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		the new applications for (i) accelerated funding and (ii) COVID-19 accelerated funding has mobilized a lot of bandwidth in the relationship between country level partners and GPE Secretariat. this results in more limited bandwidth to address some of the policy issues identified in 2017 and 2019 as part of the two ESPIG applications.
Burkina Faso (Additional MCA) August 2019 US$21.2 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee proposes to update and streamline the remaining report-back requests in order to increase efficiency and reduce transaction costs and avoid fragmentation of information. It requests the government to include updates on these in its regular annual reporting framework, specifically on monitoring of the national budget's education sub-sector allocations and expenditure. The Committee requests the Secretariat to provide an update on these issues to the Committee in the first half of 2020 (after the government's annual performance report for FY 2019.)	**Status:** Completed **Action taken to address the issue in FY20** Annual implementation report for the sector annual action plan (PAA 2019) includes budget reporting per sub-sector. Primary education remains the sub-sector with the most allocation (48.8% in 2019, 49.9% in 2018). The overall trend of allocation among sub-sectors remain the same. When it comes to the execution rate, it was 95.9% for primary, which was an increase from 79.4%.
Burkina Faso (Additional MCA) August 2019 US$21.2 million	**Issue or concern** Systems Strengthening and Learning Outcomes **Recommendation (report-back)** The Committee proposes to update and streamline the remaining report-back requests in order to increase efficiency and reduce transaction costs and avoid fragmentation of information. It requests the government to include updates on these in its regular annual reporting framework, specifically on: - Continued implementation of the reforms pertaining to the decentralization of resources to front-line education services, introduced as part of the 2017 operational manual of the common fund and its capacity building support; - Monitoring of the implementation of the variable part strategies, with a particular focus on the new learning indicator outcomes targeting in-service teacher training and classroom observations. The Committee requests the Secretariat to provide an update on these issues to the Committee in the first half of 2020 (after the government's annual performance report for FY 2019)	**Status:** Ongoing **Action taken to address the issue in FY20** Variable part reporting is a part of joint sector review (JSR) discussion/included in the annual monitoring report of the basic education strategy development program (PDSEB). Due to the potential education budget cut because of COVID-19, Implementation of learning strategies (focusing on pre-service and in-service teacher trainings) may be hampered, especially in-service training. While efficiency strategies (budget transfer to decentralized levels) are on track, equity strategies (construction of schools to improve enrollment rate in the most disadvantaged regions) face difficulties given challenging circumstances. These strategies will continue to be monitored as a part of sector monitoring efforts and the situations will be re-assessed in coming months.

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Burundi March 2019 US$25.6 million	**Issue or concern** Equity **Recommendation (report-back)** Given the importance of reducing gender-based disparities, the Committee requests that the grant agent monitor the dropout rates for girls in basic and secondary education and any other indicator useful to measure progress in this area. The Committee also requests that the grant agent monitor the reduction in disparities in learning conditions between provinces and, if data is available, based on wealth. The grant agent is requested to report on these issues in its regular progress reports on the grant.	**Status:** Ongoing **Action taken to address the issue in FY20** The first progress report is expected by October 12, 2020, so the report-back cannot be provided at this time. This report-back will be discussed throughout the quality assurance review (QAR) process for an additional financing application expected to be submitted by January 2021 at the latest.
Burundi March 2019 US$25.6 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests that the grant agent provide an operational manual or similar document within one year of grant approval. The Secretariat will review the information received to ensure that the grant implementation arrangements are robust, and that the activities indeed target the most marginalized children. The Committee notes that the program document provides reassuring information on marginalized schools targeted under the fixed part of the grant.	**Status:** Ongoing **Action taken to address the issue in FY20** The operational manual is under finalization and will be completed and shared with the GPE Secretariat before the submission of the progress report. The Secretariat has followed up on this report-back, including in the QAR 1 report finalized in July 2020 for the additional financing application.
Burundi March 2019 US$25.6 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the LEG to monitor, and the CA on behalf of the LEG and via the joint sector review (JSR) report to provide the Secretariat with annual updates on the share of education in public expenditure with a breakdown of national resources and foreign aid. At the request of the Committee, the Secretariat will share the updates with the Committee	**Status:** Ongoing **Action taken to address the issue in FY20** No JSR has been held yet in 2020; so, the report-back cannot be provided at this time (previous JSR: March 2019, before ESPIG approval). A comprehensive sector analysis is underway and will cover the issue raised with this report-back. This report-back will be discussed throughout the QAR process for an additional financing application expected to be submitted by January 2021 at the latest.
Burundi March 2019	**Issue or concern**	**Status:** Ongoing

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US$25.6 million	Equity: Access for Out-of-School Children **Recommendation (report-back)** The Committee requests the local education group (LEG) to monitor, and the CA on behalf of the LEG and via the joint sector review (JSR) report to provide the Secretariat with annual updates on the situation of out-of-school children. At the request of the Committee, the Secretariat will share the updates with the Committee.	**Action taken to address the issue in FY20** No JSR has been held yet in 2020; so, the report-back cannot be provided at this time (previous JSR: March 2019, before ESPIG approval). A comprehensive sector analysis is underway and will cover the issue raised with this report-back. This report-back will be discussed throughout the QAR process for an additional financing application expected to be submitted by January 2021 at the latest.
Burundi March 2019 US$25.6 million	**Issue or concern** System **Recommendation (report-back)** The Committee requests the LEG to monitor, and the CA on behalf of the LEG and via the joint sector review (JSR) report to provide the Secretariat with annual updates on the beneficiaries of the classroom construction component of the proposed program in both the fixed part and the variable part. At the request of the Committee, the Secretariat will share the updates with the Committee.	**Status:** Ongoing **Action taken to address the issue in FY20** No JSR has been held yet in 2020; so, the report-back cannot be provided at this time (previous JSR: March 2019, before ESPIG approval). This report-back will be discussed throughout the QAR process for an additional financing application expected to be submitted by January 2021 at the latest.
Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** Learning: Sector Planning **Recommendation (report-back)** The LEG through the CA to report on the new ESP, once endorsed, and particularly on continued coherence between the GPE-financed program and the sector plan.	**Status:** Completed **Action taken to address the issue in FY20** The development of the new ESP 2019-2023 was finalized and endorsed by DPs in June 2019. The ESP continues the strategic directions outlined in the mid-term review (MTR) of the previous ESP, therefore the GPE-financed program (fixed part) contributes to the education pillars included in the Ministry of Education, Youth and Sport's (MOEYS) reform agenda listed in the Education Strategic Plan 2019-2023, plus four education management reforms (human resource management, learning management, administration management, improvement of education management information system/EMIS), and teacher training reform at teacher education institutions. The program is mainly aiming at supporting MOEYS reform on: Pillar #1 on implementation of the Teacher Policy Action Plan for the primary education sub-sector, targeting both in-service training and pre-service training, and in completing and implementing the continuous professional development and teacher career pathway framework(s); Pillar #2 on review of teaching and learning material and improve quality of teaching; Pillar #3 on enforcement of inspection.

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Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Education receives a high budget allocation as a share of government recurrent costs. The GPC requested that the LEG monitor the share of government capital and recurrent budget allocated to the sector through the annual JSR.	**Status:** Ongoing **Action taken to address the issue in FY20** The overall education budget and the 2019-2023 ESP financing were discussed at the annual JSR retreat in November 2019. Actual recurrent education expenditures have remained constant, at 17.8% in 2018, 17.5% in 2019 and 17.8% in 2020. For 2019, the total budget approved for MOEYS is 12.53% (17.53% recurrent and 3.13% capital) and 10.70% (17.42% recurrent and 10.70% for capital) for 2020. While the ESP includes the 10,000 billion riels of capital budget under "planned budget", the allocation from the Prime Minister (PM) Construction Unit is not included in the ESP as capital budget. The capital budget allocated to MOEYS based on budget law is much higher as it includes the PM allocation for school construction. Department of Finance confirms that this is treated as a separate capital budget line as the MOEYS has limited visibility or autonomy in the way the funds are allocated or spent. However, the only capital budget that they can report on is the $10 billion riels as the planning and fund allocation decision rests with MOEYS. From 2021, it is anticipated that the recurrent and the capital budget will be combined in one MOEYS budgetary package. This will provide clear indication of capital budget allocation to MOEYS on a yearly basis, including from the PM allocation. This will also give MOEYS sufficient autonomy to make decisions. Departments within MOEYS will also be informed of the allocated capital budget right from the beginning. The budget allocation will continue to be discussed in the 2020 annual JSR retreat, including implications on the reduction and mitigating measures.
Cambodia (Fixed part) February 2018 US$14.4 million	**Issue or concern** Learning: Teacher Deployment **Recommendation (report-back)** The GPC requested that updates on the deployment of teachers to rural areas be shared with the Secretariat on an annual basis through the JSR.	**Status:** Ongoing **Action taken to address the issue in FY20** The issue of deployment of teachers to rural areas was discussed during the November 2019 annual JSR retreat in the context of continuous professional development (CPD) and teacher career pathways (TCP). It was emphasized that the effective implementation of CPD programs with TCP policies would contribute to solve the problem of teacher re-deployment and deployment of new teachers, by allowing teachers working at a remote and disadvantaged area to earn points, which will contribute to career progression on the TCP when implemented. Also, to improve teacher deployment to schools with high teacher shortages, which are generally rural and disadvantaged, the government established, budgeted and implemented a 'hardship' allowance program to attract teachers to teach in rural and disadvantaged areas. To facilitate these initiatives, the Department of Personnel (DoPers) is reforming its human resources management information system (HRMIS) to empower actors at all

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		levels of government with access to relevant information on staff. Notable reforms that will assist these policy initiatives include: A. Development of CPD and TCP modules for the HRMIS, which will help DoPers, conduct CPD and ensure flexible pathways towards career advancement. Staffs will also be able to plan their own CPD and career pathways and confirm their personnel information using a secure mobile application. B. Revise the HRMIS to enable full access by districts and schools. This will help administrators manage staff more effectively and enable actors at all levels to access information on staff performance and achievement. C. Improve the reporting functions of the HRMIS to enable more effective tracking of individual staffs and improved planning for staffing requirements in schools, both rural and urban. MOEYS has been implementing human resource management reform as part of Education, Youth, and Sport strategy reforms by continuing to review principles and mechanisms for teacher deployment according the Teacher Policy Action Plan. In 2019, the Minister of Education announced a new strategy for teacher trainees' recruitment, with the aim to improve novice teachers' deployment and retention in schools experiencing teacher shortages (typically, schools located in rural areas). Since then, this new strategy, initiated by the DoPers, has been implemented for recruitment of teacher trainees at teacher education institutions. The new strategy requires that, before submitting an application to teacher education institution, candidates seek an agreement first from directors of schools in need of teachers, and then sign a pre-contract with the schools that commit to employ them once they graduate. The same strategy is being drafted for re-deployment of teachers. Interested candidates have an opportunity to visit schools experiencing teacher shortages before signing pre-contracts, becoming familiar with school conditions and then making a better-informed decision on their deployment. It is expected that this new strategy will ultimately improve the teacher retention rate, which is a major challenge faced by schools in rural areas.
Cameroon (AF) April 2019 US$7.76 million	**Issue or concern** Learning **Recommendation (report-back)** Taking into consideration the systemic issue of teacher recruitment and deployment and acknowledging the high risks related to teacher availability and allocation in appropriate regions, the GPC requests the GA to provide biannual updates on the recruitment and deployment of teachers into areas targeted by the program.	**Status:** Ongoing **Action taken to address the issue in FY20** The new International Development Association (IDA) funds, which financed the establishment of 'Programme d'Appui à la Réforme de l'Éducation au Cameroun (PAREC), has enabled the recruitment of first batch of the 3,000 teachers out of the 18,000 targeted. Priority in the deployment of these new teachers was given to Adamawa, the East, the Far North and the North regions. Similarly, the strategic plan for the recruitment and deployment of teachers was developed and validated.

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Cameroon (AF) April 2019 US$7.76 million	**Issue or concern** Equity **Recommendation (report-back)** In order to ensure that the school construction will be sustainable and that the beneficiaries as well as the activities of the program will not suffer from the risks related to the security situation in the three regions that the accelerated funding targets, the Committee also requests the grant agent to provide biannual updates on the mitigating activities planned to address these risks.	**Status:** Ongoing **Action taken to address the issue in FY20** The locations selected for the project underwent a rigorous assessment of the lowest possible security risk. Presently, construction in the project areas is under progress However, there are some slight delays caused by bad weather (rainy), especially in the Far North region. We have also noted some incidents due to insecurity, but classroom construction deadlines have not been impacted by insecurity.
Central African Republic (AF) September 2018 US$6.32 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests the Trustee to withhold transfer of funds until the Secretariat receives from the grant agent and is satisfied with the specific timelines for activities required to set up the school canteens.	**Status:** Completed **Action taken to address the issue in FY20** Following the AF restructuring dated February 2020, the school canteen activity has been reduced from US$420,000 to US$180,000 following a decision from the ministry of education and in coordination with the World Food Programme (WFP) for the provision of kitchen equipment. This equipment has been provided and will support school feeding program at the school level.
Chad May 2018 US$27.84 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee recognized a degree of uncertainty in projecting the share of public sector education expenditures based on data from previous years. The GPC requests the government, through the LEG, to report annually on share of domestic financing that goes to education.	**Status**: Ongoing **Action taken to address the issue in FY20** According to Chad's last progress report covering the period August 1, 2019 to January 31, 2020 and with respect to the executed 2018 budget indicated by the Circuit Intégré de la Dépense (CID) is 18%, including debt service and 21.4% without service debt. The Secretariat notes that subsequent to the above report-back, the country submitted an updated domestic financing requirements matrix (in October 2019) in which the final 2018 budget execution data was presented.
Chad May 2018 US$27.84 million	**Issue or concern** Learning **Recommendation (report-back)** Given the timing of grant approval, the Committee requests the government, through the LEG, to submit an updated annual	**Status**: Ongoing **Action taken to address the issue in FY20** According to Chad's last progress report covering the period August 1, 2019 to January 31, 2020, in August 2019, the grant agents (UNICEF and UNESCO) proposed an action plan covering the period from August 2019 to May 2020 taking into account the delays that have arisen. Following the review and finalization with the MENPC, the action plan

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	implementation schedule of the annual PREAT implementation plan based on the current timing.	was shared with the LEG as an annex to the PREAT progress report, which then validated the action plan for the second year (2019-2020) of the implementation of the PREAT.
Chad May 2018 US$27.84 million	**Issue or concern** Learning **Recommendation (report-back)** The Committee requests the government, through the LEG, to report back annually on the number of schools that have been reopened as a result of the transitional plan's (The Interim Education Plan for Chad or PIET) support to rural education. The Committee further recognizes that it is important to maintain minimum support and ensure that teachers are in rural schools, through payment of subsidies.	**Status**: Ongoing **Action taken to address the issue in FY20** Chad's last progress report covering the period August 1, 2019 to January 31, 2020, noted that for the 2017/2018 and 2018/2019 school years, the reopening of around 1,705 schools was recorded. This number may change with the entry into service of the *maitre communautaires* retained after the test, the results of which were published in December 2019.
Chad May 2018 US$27.84 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** While recognizing progress made in the preparation and quality of annual JSRs over the previous years, the Committee also recognized that there are opportunities to improve the timing of the reviews and the reporting on sector performance. The Committee requests to be kept informed on the scheduling of JSRs for the duration of the grant period and to receive confirmation that they have taken place. The Committee recommends further strengthening technical and financial reporting in the annual sector plan implementation report and include the GPE-supported program and other donor programs in the reporting going forward.	**Status**: Ongoing **Action taken to address the issue in FY20** According to Chad's last progress report covering the period August 1, 2019 to January 31, 2020, the draft terms of reference (ToR) was prepared by the Ministry of National Education and Civic Promotion (MENPC) and shared with UNESCO for opinion, accompanied by a proposed roadmap. It will be submitted to the next LEG meeting for validation.
Chad May 2018 US$27.84 million	**Issue or concern** Learning **Recommendation (report-back)** The Committee commended Chad's plan to conduct a full sector analysis, and notes that an application for the education sector plan development grant (ESPDG) will be submitted for this exercise. The Committee encourages the country to subsequently strengthen its ESP	**Status**: Ongoing **Action taken to address the issue in FY20** According to Chad's last progress report covering the period August 1, 2019 to January 31, 2020, the MENPC has selected the World Bank to lead the process of analysis and development of the sector plan. The funding request and the roadmap were validated by the LEG on December 20, 2019.

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	through improved data and analysis and report-back to the Committee on this.	
Chad **(Additional financing)** January 2020 US$22.2 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee notes that the education system is at considerable risk of increasing geographic disparity given the heavy reliance on untrained, unsubsidized community teachers in rural areas. The Committee requests that the government provide an annual update via the joint sector review report on the progress, supported by the PRÉAT and other development partners, toward a comprehensive, equitable policy for teacher training and remuneration as part of the preparations for the planned ten-year sector strategy, and report on results.	**Status**: Ongoing **Action taken to address the issue in FY20** Due to the impact of the COVID-19 pandemic, the JSR, hasn't taken place yet. The 2019 ESP implementation report has not been finalized yet.
Chad **(Additional financing)** January 2020 US$22.2 million	**Issue or concern** Equity: Education Facilities and Infrastructure **Recommendation (report-back)** The Committee also requests that the government report back annually through the joint sector review report on the number of schools that have been reopened.	**Status**: Ongoing **Action taken to address the issue in FY20** Chad's last progress report covering the period August 1, 2019 to January 31, 2020, noted that for the 2017/2018 and 2018/2019 school years, the reopening of around 1,705 schools was recorded. This number may change with the entry into service of the maitre communautaires retained after the test, the results of which were published in December 2019.
Chad **(Additional financing)** January 2020 US$22.2 million	**Issue or concern** Equity **Recommendation (report-back)** Considering the significant undertaking in support of adult literacy, the Committee requests that the country conduct an evaluation of how improved adult literacy enhances the support that parents, families and households can provide for children's learning. The Committee requests a report-back from the government on said evaluation prior to the end of the PRÉAT.	**Status**: Ongoing **Action taken to address the issue in FY20** The PREAT is scheduled to close on December 31, 2022 so this report-back is not due yet.
Comoros May 2018 US$2.3 million	**Issue or concern** Learning	**Status:** Ongoing

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	Recommendation (report-back) The Committee noted certain needs for improvement in the results framework and was encouraged to note that work is underway to improve the robustness of the framework. The Committee requests that the Secretariat is notified by the CA once the baseline study is completed.	**Action taken to address the issue in FY20** Issues remain for the progress in the implementation of this ESPIG, and the baseline study was not completed yet. Comoros will apply for additional funding, which will enable a restructuring of the grant, including revision in the design of several activities.
Comoros May 2018 US$2.3 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** With regard to domestic financing, the Committee requests the CA and development partners to support the ministry in the design and implementation of a methodology for disaggregating education expenditures by sub-sector and the LEG to report back annually via the JSR on the share of the recurrent budget for education allocated to primary education.	**Status:** Ongoing **Action taken to address the issue in FY20** The share of the recurrent budget for education allocated to primary education was reported at the December 2019 JSR, with the latest data for the 2018 fiscal year (29.5% for primary education). The JSR implementation report provides additional analysis of domestic financing for the sector and its subsectors. It also reports that the draft budget for the sector for 2020 was developed in consultation with education authorities including at the level of each island, with disaggregation for each sub-sector, which is an improvement from the situation in the previous years.
Comoros May 2018 US$2.3 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests the LEG to report back annually on sector activities implemented and outcomes noted in the area of inclusive education via JSRs.	**Status:** Ongoing **Action taken to address the issue in FY20** The first JSR to review implementation of the current transitional education plan (2017-2020) took place in December 2019 and covered results of the period 2017-2019. Activities, and their outcomes, implemented to support inclusive education were reported, such as the endorsement of a national strategy and action plan for basic education of children living with disabilities, the training of 51 teachers, supervisors and ministry of education officers in all three islands of the country on supporting children with hearing and visual impairments, as well as provision of equipment to six pilot schools.
Comoros May 2018 US$2.3 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee strongly supports the development of a pooled fund for education by 2020 as referenced in the 2018-2020 transitional education plan (TEP) to harmonize support for education and reduce transaction costs related to the management of education funds. The	**Status:** Ongoing **Action taken to address the issue in FY20** The feasibility of establishing a pooled fund is proposed to be assessed as part of the development of the next sector plan, following the current transitional education plan (TEP) which ends in 2020. This assessment is referenced in the draft Terms of Reference (TOR) for the development of this next plan.

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	Committee looks forward to receiving an update on the development of this fund through the annual JSR.	
Comoros May 2018 US$2.3 million	**Issue or concern** Learning **Recommendation (report-back)** The Committee notes that in multilingual systems such as in Comoros, results in education improve if the mother tongue is used in the curriculum and in classrooms, especially in the early grades. The GPC therefore looks forward to receiving information from the LEG, through the CA, whether this is planned for and more details on the ambition in this regard.	**Status:** Ongoing **Action taken to address the issue in FY20** The Department of Literacy and for the Promotion of Languages (DGAPL in French) was created by presidential decree in 2013 and one of its missions is to promote the learning/teaching of and in Shikomori (mother-tongue) in schools. A strategy was planned to be developed, as reflected in the 2017-2020 TEP, but no progress has been made towards its development to date. The existing Education Law is dated back to 1994 and plans for the teaching of and in Shikomori in preschool, however, no training support is available to teachers at that level still to date. Options have been proposed, including to revise the curriculum of the national teacher training institute and to train preschool teachers. Both the next JSR and development of the next sector plan will offer opportunities to continue discussions on the teaching/learning of and in the mother tongue, not only at preschool but also primary school levels.
Comoros May 2018 US$2.3 million	**Issue or concern** Learning **Recommendation (report-back)** Given the importance of conducting an education sector analysis to evaluate the implementation of the current sector plan and inform the development of the next sector plan, the Committee is pleased that a full sector analysis is planned for 2019 and requests to be kept informed by the CA of the implementation of this activity.	**Status:** Ongoing **Action taken to address the issue in FY20** There has not been progress since the last reporting period. A roadmap to conduct the sector analysis and develop the next education sector plan was prepared, and an education sector plan development grant (ESPDG) application is expected to be submitted by the end of 2020.
Comoros May 2018 US$2.3 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** The Committee is pleased to learn that JSRs are being organized for 2018 and 2020 and a mid-term review in 2019 and requests that the Secretariat is notified by the coordinating agency (CA) when these meetings are scheduled.	**Status:** Ongoing **Action taken to address the issue in FY20** No JSR was organized in 2018. The first JSR to review implementation of the current transitional education plan (2017-2020) took place in December 2019, which the Secretariat attended. No JSR meeting has yet been set for 2020.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The plan to develop a pooled funding mechanism was welcomed.	**Status:** Completed **Action taken to address the issue in FY20** No pooled fund scheduled or considered. Technical and financial partners ensure coordination among funds and projects through the LEG. There could be a new DFID-USAID pooled fund for their upcoming funds. This could be removed from the report-back list.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** Equity: Bilingual Instruction **Recommendation (report-back)** The LEG was encouraged to ensure that the issue of mother tongue language of instruction is appropriately considered.	**Status:** Completed **Action taken to address the issue in FY20** Introduction of national languages fully supported by the local education group (LEG). Action coordinated throughout the implementation process.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The application shows 45% budget allocation to primary education, while the commitment letter references 40%. The GPC asked the LEG to engage in dialogue regarding the allocation to primary education, with particular attention to budget execution, and that regular updates be provided.	**Status:** Ongoing **Action taken to address the issue in FY20** In 2019 budget expenses for education reached 23% (share of national budget 17.5%). In 2020, education represents 23% of the national budget. The share for primary was 36.4% in 2019 and is 44.3% for 2020. This appears as a direct impact of the school fee waiving policy and additional teachers on the payroll. Although progress is significant and close to the 45% for primary and 25% for education, continuous monitoring is important based on past trends.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The GPC noted the government's plan to abolish school fees, in particular its commitment to absorb the salaries of nonpaid teachers into the public payroll and the operating costs of schools and local administrations and to extend the suppression of direct fees to grade 6 and nationwide, in order to reduce household contributions to education expenditures (currently 73%), the GPC requested regular updates on the government's financial projections and targets reflecting how it is going to absorb the household share of education expenditures into the education budget over the next years.	**Status:** Completed **Action taken to address the issue in FY20** School fees waiving has been confirmed by the government as of September 2019. Minerval, Tenaffep and Sernie have been removed.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** System: Capacity Building **Recommendation (report-back)** The Committee requests the government to report on the implementation of activities contributing to the capacity building strategy of the education sector plan (ESP) during regular LEG meetings where dialogue should support the prioritization of needs, as well as during the annual JSR. The Committee requests the CA on behalf of the LEG to share with the Secretariat on an annual basis the ESP progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** This report-back has been issued recently in the GPC decision pertaining to the ESPIG restructuring (June 2020). Due to the COVID-19 situation, no action has been undertaken so far. It shall be reminded in few months.
Congo, Democratic Republic of June 2016 US$100 million	**Issue or concern** Systems Strengthening **Recommendation (report-back)** The Committee requests the grant agent to further support ministry capacity to improve the performance of the ESPIG, including in terms of project/ESPIG monitoring, and report to the Secretariat on progress in these areas through its regular reporting mechanisms such as the aide-memoire of supervision missions and the Implementation Status Report.	**Status:** Ongoing **Action taken to address the issue in FY20** This report-back has been issued recently in the GPC decision pertaining to the ESPIG restructuring (June 2020). Due to the COVID-19 situation, no action has been undertaken so far. It shall be reminded in few months.
Cote d'Ivoire February 2018 US$24.1 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Taking into consideration the important progress that remains in achieving universal primary education, the Committee requests report-backs throughout the grant period on the percentage of the budget dedicated to primary education. These report-backs may be done through the annual joint sector review reports.	**Status:** Ongoing **Action taken to address the issue in FY20** According to the country's 2018 Annual Implementation Report, current expenditure for preschool and primary education represents more than 46% of total ordinary expenditure in the sector, thus justifying the government's commitment to continued progress towards universal primary education. More updated data will be provided in the 2019 ESP annual implementation report which has been delayed due to COVID-19.
Cote d'Ivoire February 2018 US$24.1 million	**Issue or concern** Learning **Recommendation (report-back)** The Committee noted that the costs of evaluation are relatively high but also recognized that as long as it is used to inform and influence change throughout the sector it is acceptable. The Committee	**Status:** Ongoing **Action taken to address the issue in FY20** The grant is expected to close in December 31, 2023, so this report-back is not due yet.

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	requests a report-back from the grant agent at the end of the grant on the extent to which the evaluations have contributed to sector dialogue and actions.	
Cote d'Ivoire (Additional financing) May 2019 US$28 million	**Issue or concern** Learning: Learning Outcomes **Recommendation (report-back)** The Committee acknowledges that the renewal of the education system in the post-conflict period creates conditions that may make it possible to achieve significant progress in learning outcomes. However, given the high level of ambition of the learning outcomes targets to be reached in the variable part of the grant, coupled with the low performance of the country in the Education System Performance (PASEC) 2014 survey, the Committee requests the grant agent to include updates in its annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** The additional MCA grant has not yet started. The estimated start date is September 7, 2020. Due to COVID-19, regular ESPIG will be restructured in September 2020 and will include changes to variable part indicator baselines and targets.
Cote d'Ivoire (Additional financing) May 2019 US$28 million	**Issue or concern** Equity **Recommendation (report-back)** Recognizing the risk that the preschool construction may not benefit the most disadvantaged communities, the Committee requests the grant agent to include in its annual progress report updates on mitigation measures.	**Status:** Ongoing **Action taken to address the issue in FY20** The additional MCA grant has not yet started. The estimated start date is September 7, 2020.
Djibouti July 2019 US$10 million	**Issue or concern** System Strengthening **Recommendation (report-back)** Considering that the implementation of the project through a results-based financing modality will require close monitoring of interventions and attainment of disbursement-linked indicator targets, the Committee requests the Ministry of Education to share with the LEG, via the JSR, the details of annual action plans of departments involved in the implementation of key activities and reforms. The Ministry should also report to the LEG on progress made, including challenges encountered.	**Status:** Ongoing **Action taken to address the issue in FY20** The project became effective December 2019. The ministry is active in starting project activities and reports on execution to the LEG mainly through the grant agent (GA) missions. Improvements are expected after the management of the crisis situation related to the COVID-19 pandemic.

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Djibouti July 2019 US$10 million	**Issue or concern** System **Recommendation (report-back)** Considering that the current Education Action Plan is due to expire at the end of 2020, the Committee requests the CA on behalf of the LEG, to regularly inform the Secretariat of progress in developing the next education sector plan.	**Status:** Ongoing **Action taken to address the issue in FY20** The preparation of an ESP was scheduled as of April 2020. Due to the pandemic, it is delayed by few months which will impact directly the action plan design. Regular follow up is ensured with the CA.
Djibouti July 2019 US$10 million	**Issue or concern** System **Recommendation (report-back)** The Committee acknowledges the lack of representative teacher and civil society structures in the LEG. The Committee encourages the LEG to discuss the issue so that strategies can be designed to increase inclusiveness of the sector dialogue and coordination. The Committee requests an annual progress update including evidence on efforts made in this regard via the joint sector review report.	**Status:** Ongoing **Action taken to address the issue in FY20** The involvement of the CSO and teachers in the LEG has been discussed. The ministry has confirmed its willingness to have them represented. It is supported by the CA. Effective action is still to be taken to confirm their involvement.
Djibouti July 2019 US$10 million	**Issue or concern** Equity **Recommendation (report-back)** Regarding the variable part indicator on equity, the Committee approves the proposed increment in the gender parity index (GPI) by 0.08 by the end of the project. However, the Committee requests the grant agent to verify and adjust data used for the baseline and further adjust the final target, in keeping with the proposed increment in the GPI by 0.08.	**Status:** Completed **Action taken to address the issue in FY20** Baseline 0.82 (GPI) and proposed increment by the GPI by 0.08 are confirmed by GA in initial implementation status report (ISR) (January 2020).
Eritrea January 2020 US$17.2 million	**Issue or concern** Equity: Access for Out-of-School Children **Recommendation (report-back)** In the context of the importance of equity, the Committee raised the issue of out-of-school children (OOSC), which is reported to be at	**Status:** Ongoing **Action taken to address the issue in FY20** The GA is supporting the ministry in conducting a JSR. However, the timeline for the JSR has now been delayed for COVID-19 related school and administration closures.

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	37.7% for the 5–13 age group. The Committee requests the government via the joint sector review report to provide annual updates on the reduction in the number of out-of-school children, by gender. In relation to that, the Committee stressed the importance of organizing inclusive JSRs to monitor annual sector progress, which is also an important element of the GPE funding model.	
Eritrea January 2020 US$17.2 million	**Issue or concern** System: Domestic Financing **Recommendation (report-back)** With regard to domestic financing data, and on the basis of the agreed plan to obtain that data, the Committee requests the government to provide to the Committee via the annual joint sector review report updates on domestic financing expenditures as well as on the further development of the plan including finalizing the timeline and funding source of the plan's budget beyond the life of the grant, and any integration of other data such as enrolment and population into the plan. If the reports indicate a projected positive change in the domestic finance figures that is credible and achievable, the government is requested to revise its commitment to a realistic and ambitious growth path.	**Status:** Ongoing **Action taken to address the issue in FY20** This report-back is linked to the conducting of JSR, which has been delayed, as reported in the previous section.
Eritrea January 2020 US$17.2 million	**Issue or concern** Equity: Gender Equality **Recommendation (report-back)** In the context of the importance of equity, the Committee observes that issues related to girls' education are not sufficiently highlighted in the program design and the results framework. The Committee requests the grant agent to include in its annual progress an update on the number of girls benefitting from project activities.	**Status:** Ongoing **Action taken to address the issue in FY20** We are waiting for the first annual report to be submitted to the Secretariat.
Eritrea January 2020 US$17.2 million	**Issue or concern** System **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20** We are waiting for the first annual report to be submitted to the Secretariat.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
	With regard to the current ESPIG, the Committee notes the significant implementation delays, the majority of which were linked to construction. Given that the proposed program also includes a significant construction component, although smaller in size relative to the program funding, the Committee requests the grant agent to include in its annual progress report an update on progress on construction.	
Eritrea January 2020 US$17.2 million	**Issue or concern** Learning **Recommendation (report-back)** With regard to the gravely concerning reports from international human rights entities regarding mandatory conscription of final secondary grade students into the military and national service, the grant agent is requested to include in its annual progress report an update on the issue based on the full measure of reports available and an update on government progress towards separating secondary education from military training.	**Status:** Ongoing **Action taken to address the issue in FY20** We are waiting for the first annual report to be submitted to the Secretariat.
Federal Government of Somalia August 2018 US$17.9 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee appreciates that the Federal Government of Somalia has committed to a growth plan to progressively increase the domestic share of resource allocation to education. The Committee requests an annual report from the Education Sector Committee (ESC) via the CA on the level of domestic financing allocated to the sector.	**Status:** Ongoing **Action taken to address the issue in FY20** The domestic financing matrix was submitted in February 2020 reflecting the budget allocation for the education sector for 2020. The next submission is in line with the national budget cycle where the national budget for 2021 will be approved by the parliament in December 2020 and becomes effective from January 1, 2021. Therefore, the update on the level of domestic financing for 2021 will be submitted on January 31, 2021.
Federal Government of Somalia August 2018 US$17.9 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** The Committee notes that the feasibility standard of the ESSP has not been met. To aid planning, budgeting and monitoring of the sector, the Committee recommends that the joint sector review annual planning exercise be derived from the ESSP and costed operational plan, while	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JRS report will be submitted in December 2020.

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	aligned realistically to the annual budget envelope of the Ministry of Education and development partners. The Committee looks forwards to updates on progress through annual joint sector review reports.	
Federal Government of Somalia August 2018 US$17.9 million	**Issue or concern** System **Recommendation (report-back)** The GPC appreciates the high level of external financing to the sector, but is concerned about its fragmentation. The GPC acknowledges the ongoing work to strengthen sector coordination for improved national ownership, alignment, accountability and increased efficiency in support of ESP objectives. In this regard, the GPC also requests an annual report from the JSR through the CA on the progress made towards improved donor coordination and alignment, and on the progress made collectively toward rebuilding and strengthening the public education system.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JRS report will be submitted in December 2020.
Federal Government of Somalia April 2020 US$20 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee positively notes the program's focus on early childhood care and education (ECCE). Since the approach of establishing ECCE hubs within existing Koranic schools is a small-scale pilot, the Committee requests an annual update on lessons learned through the regular implementation report, and on the potential to expand the experience across Somalia (Federal).	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG/MCA annual implementation report (SC managed) is due on by July 31, 2021. The recently awarded ESPIG that SC manages started June 1, 2020.
Federal Government of Somalia April 2020 US$20 million	**Issue or concern** System **Recommendation (report-back)** The Committee also requests annual progress updates on whether the Treasury Single Account functions as an efficient mechanism for issuing payments in the implementation of the program.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG/MCA annual implementation report (SC managed) is due on July 31, 2021. The recently awarded ESPIG that SC manages started June 1, 2020.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
Federal Government of Somalia April 2020 US$20 million	**Issue or concern** Systems Strengthening **Recommendation (report-back)** Through joint sector review (JSR) report, the Committee requests the addition of annual updates on the expansion of the public education sector, including information on school ownership (government, community, private not-for-profit, private for-profit, etc.) and number of teachers on the government payroll.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JRS report will be submitted in December 2020.
Federal Government of Somalia April 2020 US$20 million	**Issue or concern** Systems Strengthening **Recommendation (report-back)** Through joint sector review (JSR) report, the Committee requests the addition of inclusion of data on Early Childhood Development in the data collected annually.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JRS report will be submitted in December 2020.
Federal Government of Somalia (Additional financing) December 2019 US$7.95 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the government in collaboration with the CA and via the joint sector review (JSR) report to provide annual updates on domestic financing of education, including on the share of education that goes to the primary subsector.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JSR report will be submitted in December 2020.
Federal Government of Somalia (Additional financing) December 2019 US$7.95 million	**Issue or concern** System: Education Management Information Systems **Recommendation (report-back)** The Committee requests the government in collaboration with the CA and via the joint sector review (JSR) report to provide annual updates on development and strengthening of the EMIS, including timely production and dissemination of the Education Statistical Yearbook.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual JSR is scheduled to take place in December 2020. The annual JRS report will be submitted in December 2020.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
Federal Government of Somalia (Additional financing) December 2019 US$7.95 million	**Issue or concern** Learning: Learning Materials **Recommendation (report-back)** The Committee requests the grant agent to include in its annual progress report updates on the breakdown of children reached by the capitation grants, by equity group (e.g. IDPs, girls, poor children, disabled children); the mechanism for disbursement of school grants; and whether enrolments have improved as a result of these grants.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual implementation report for the ESPIG (CARE managed) is due on 1st December 2020.
Federal Government of Somalia (Additional financing) December 2019 US$7.95 million	**Issue or concern** Learning: Learning Materials **Recommendation (report-back)** The Committee requests the grant agent to include in its annual progress report updates on the breakdown of children receiving textbooks, by equity group (e.g. IDPs, girls, poor children, disabled children); and whether the pupil-textbook ratio has improved as a result.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual implementation report for the ESPIG (CARE managed) is due on 1st December 2020.
Federal Government of Somalia (Additional financing) December 2019 US$7.95 million	**Issue or concern** System **Recommendation (report-back)** The Committee requests the grant agent to include in its annual progress report updates on whether the Treasury Single Account functions as an efficient mechanism for issuing payments in the implementation of the program.	**Status:** Ongoing **Action taken to address the issue in FY20** The annual implementation report for the ESPIG (CARE managed) is due on December 1, 2020.
Ghana January 2020 US$24.4 million	**Issue or concern** Learning: Access **Recommendation (report-back)** Although the Ghana Accountability for Learning Outcomes Project (GALOP) does not directly finance any classroom construction activities, the Committee is pleased to learn that the government has developed a 10-year capital investment program for construction of	**Status:** Ongoing **Action taken to address the issue in FY20** The National Education Week for this year is tentatively planned for August 2020. However, due to school closure in Ghana for continuing students at all levels as a result of COVID-19 pandemic, the exact date of the National Education Week has not been confirmed. The World Bank team is following up with the Ministry of Education (MOE) and Ghana Education Service (GES) on the expansion of physical space in disadvantaged areas and

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	new public kindergarten, primary and junior high school (JHS) classrooms as part of the 2018-2030 Education Strategic Sector Plan. To alleviate the pressure on the learning environment in Ghana, the Committee strongly encourages the government to prioritize classroom construction in disadvantaged areas, and requests that the government report annually via the National Education Week on the expansion of physical space in the targeted areas.	we will engage with the government for this to be reported via the National Education Week.
Ghana January 2020 US$24.4 million	**Issue or concern** Learning: Learning Outcomes **Recommendation (report-back)** With respect to the variable part indicator on learning outcomes, the Committee requests that a meaningful increase in the percentage of primary grade 4 students with proficiency in English and math be defined as a target once the baseline is established. The Committee requests that the grant agent, in consultation with the government, reflect this definition in an updated project implementation manual and share it with the Secretariat.	**Status:** Ongoing **Action taken to address the issue in FY20** Once the baseline is completed (scheduled for 2021), the Ministry of Education would include a definition of "increase from baseline" on the attached GALOP Implementation Manual (PIM).
Guinea May 2020 US$37.9 million	**Issue or concern** Equity: Gender Equality **Recommendation (report-back)** The Committee notes the equity challenges in Guinea, particularly gender-specific obstacles to education, which are prevalent in the country. The Committee requests the government, supported by the development partners, in the context of close monitoring of the ESP's progress to address gender equality, to provide an annual update in the context of the ESP annual implementation report. The update should indicate whether the pace of implementation will be sufficient to close the equity gap as per the ESP's universal access to primary education target or whether additional measures are needed.	**Status:** Ongoing **Action taken to address the issue in FY20** The program started in June 2020, so no report-backs yet.
Guinea May 2020 US$37.9 million	**Issue or concern** System: Education Financing **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20** The program started in June 2020, so no report-backs yet.

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	The Committee notes that the trend of domestic financing allocated to the education sector has fluctuated and even declined over the medium term and that it is projected to reach the 20% benchmark by the end of the 10-year ESP, in 2029. The Committee also notes that the share of domestic financing allocated to primary education does not currently reach 45%, although the projections show the government's commitment to reach this benchmark during the grant implementation period. Under these circumstances, the Committee requests that the government via its annual ESP implementation report, provide an update on sector domestic budget expenditures including specific information on primary education spending. The Committee also requests an update as soon as the local government expenditures have been fully incorporated into the regular sector expenditure tracking.	
Guinea May 2020 US$37.9 million	**Issue or concern** System: Education Financing/Equity **Recommendation (report-back)** Considering the share of domestic financing allocated to primary education and the equity issues, including the number of out-of-school children at the primary level, the Committee requests the government, via the annual ESP implementation report, provide an update on the share of the grant funding that has been spent on basic education compared to the other sub-sectors, as well as the amount of FCE/BAS funding spent in support of the ESP's efforts to meet the needs of out-of-school children.	**Status:** Ongoing **Action taken to address the issue in FY20** The program started in June 2020, so no report-backs yet.
Guinea May 2020 US$37.9 million	**Issue or concern** System Strengthening **Recommendation (report-back)** The Committee notes the importance of (i) the monitoring of education spending in the strengthened sector performance monitoring, and (ii) the inclusion in the annual ESP implementation report of technical and financial information on the implementation of all the activities approved in the annual ESP action plan for a given year. The Committee requests that the CA provide an annual update	**Status:** Ongoing **Action taken to address the issue in FY20** The program started in June 2020, so no report-backs yet.

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	on the efforts provided by the development partners to support the government's efforts in these areas.	
Guinea-Bissau February 2018 US$4.7 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The education budget as a share of the government budget stood at 13% as of 2013. It is projected to increase to 15.3% in 2017, and ultimately projected to reach 20% by 2025. The government has shown strong commitment towards achieving this goal, and the Committee requests updates from the LEG through the annual JSR on progress made towards this objective throughout the grant implementation.	**Status:** Ongoing **Action taken to address the issue in FY20** Due to the political instability, there has been no JSR. In addition, there is no voted budget available. LEG is currently in discussion to do the analysis of education budget.
Guinea-Bissau February 2018 US$4.7 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The current share of spending earmarked for primary education within the education budget is around 49.5% (2013), which is reflective of a downward trend from 2006 when it was 56.7%. Although the government has committed to increasing the share of primary education to 52% by 2019, and the funding model requirement of 45% or above has been met, the Committee requests close monitoring of the trend by the LEG and to be kept informed annually through the JSR.	**Status:** Ongoing **Action taken to address the issue in FY20** Due to the political instability, there has been no JSR. In addition, there is no voted budget available. LEG is currently in discussion to do the analysis of education budget.
Guinea-Bissau February 2018 US$4.7 million	**Issue or concern** Equity **Recommendation (report-back)** Given the challenges related to efficiency in Guinea-Bissau, the Committee requests a report-back from the LEG on the progress made towards the improvements in dropout and repetition rates annually through the JSR.	**Status:** Ongoing **Action taken to address the issue in FY20** Access to data has been one of the major challenges in Guinea-Bissau. In the foreseen restructuring of current ESPIG, activities on strengthening EMIS will be incorporated.
Honduras January 2020 US$10 million	**Issue or concern** System: Education Financing	**Status:** Ongoing **Action taken to address the issue in FY20**

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	Recommendation (report-back) Given the high financing gap of the Education Sector Plan and the goal to reverse the decreasing trend in education financing, the Secretariat requests for an annual report-back via the JSR on the share of the government budget allocated for education.	The grant is not effective and has faced delays on its starting date. However, the country is still moving forward on ESP monitoring, including commitments to finance ESP. The country is working along with the World Bank as selected grant agent on an ESPDG to produce its first JSR where it will aim to report on education financing.
Honduras January 2020 US$10 million	**Issue or concern** System **Recommendation (report-back)** With the understanding that the National Education Council (CNE), Secretariat for General Government Coordination (SCGG) and Ministry of Education (SE) will continue to jointly coordinate sector planning, monitoring, and implementation in alignment with the ESP and in coordination with the development partners group (MERECE), and that these actors will strengthen LEG governance, effectiveness, and participation, the Secretariat requests an update on LEG improvement and effectiveness within the first year of program implementation (the LEG self-assessment survey could be used for this purple).	**Status:** Ongoing **Action taken to address the issue in FY20** The grant is not effective and has faced delays on its starting date. However, the country is still moving forward on ESP monitoring and LEG effectiveness. The country is working along with the World Bank as selected grant agent on an ESPDG to produce its first JSR. The Secretariat Honduras team has also held a number of virtual presentations and discussions (February/March 2020) on LEG improvement with CNE and SE. The CA is also working with the SE and CNE on when would be a good time to conduct the LEG self-assessment.
Kenya October 2019 US$9.7 million	**Issue or concern** Learning: Results Framework Indicators **Recommendation (report-back)** The Committee requests the CA, on behalf of the LEG and via the joint sector review report, to provide annual updates on support to the ministry in updating the National Education Sector Strategic Plan (NESSP) results framework by including outcome-level indicators with annual targets.	**Status:** Ongoing **Action taken to address the issue in FY20** JSR was not held in Kenya in March 2020 due to COVID-19 related lockdown.
Kenya October 2019 US$9.7 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** The Committee requests the CA, on behalf of the LEG and via the joint sector review report, to provide annual updates on progress made on conducting quality annual JSRs, the first one to take place no later than March 2020.	**Status:** Ongoing **Action taken to address the issue in FY20** JSR was not held in Kenya in March 2020 due to COVID-19 related lockdown.

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Kenya October 2019 US$9.7 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the CA, on behalf of the LEG and via the joint sector review report, to provide annual updates on work towards aligning development partners' resources to the government of Kenya priorities and systems with an objective to close the financing gap in the sector.	**Status:** Ongoing **Action taken to address the issue in FY20** JSR was not held in Kenya in March 2020 due to COVID-19 related lockdown.
Lesotho June 2017 US$2.1 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Due to a funding gap in fully realizing the ESP, in particular for the closing years of 2021–2025, the GPC recommended that Lesotho prepare a robust strategy to fully fund the ESP and report back on progress in this regard in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESP is being revised in Lesotho with a new costing and financing section. The revised ESP will be available by mid-August.
Liberia September 2017 US$11.9 million	**Issue or concern** System strengthening **Recommendation (report-back)** The GPC looked forward to reading about progress on the implementation of the ESP and its assessment in the JSR in the annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** A JESR was held in November 2019 which assessed progress against the targets for the 2019 academic year. A report on what progress were made on the ESP implementation showed improvements in the areas of school quality and out of school learners. They include an increase in proportion of schools with safe water and toilets benefitting about 30,000 boys and girls as well as improved access to education for about 11.5% of out-of-school learners. This was the second sector review of the Getting to Best Education Sector Plan (G2B-ESP) 2017-2021 and covered subsectors and some program areas in the ESP that were identified to improve access, quality of schools and instruction and learning outcomes. An assessment of improvements at early childhood education (ECE), basic and secondary education, TVET, higher education levels and areas related to student wellbeing, special and Inclusive education, teacher education and management, education management and governance. Outputs of the JESR, which are attached, included a 2018-2019 performance report, a JESR report which includes operational plans for 2020 (the Liberia Country Lead has seen and responded to all 2019 JESR documents). A school census, unfortunately, has not been conducted due to some delays and now

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		with the COVID-19 disruption its now two years since a census was conducted. It is also unlikely that a JSR will be held this year to assess 2020 progress.
Liberia September 2017 US$11.9 million	**Issue or concern** Equity: Access **Recommendation (report-back)** The GPC looked forward to reading in the annual progress report about progress in the area of overage enrolment, and specifically in schools targeted by the program, as well as about the evolution of the actual school fees in the schools supported by the project, and progress towards fee-free pre-primary education.	**Status:** Ongoing **Action taken to address the issue in FY20** Significant progress has been made in terms of access to early childhood education (ECE) particularly in schools in six disadvantage counties and for overage learners. During the 2019/2020 academic year, 513 schools received school grants and a total of 43,003 students (20,550 female) benefitting from school grants. Parents in these schools are now paying 1500 Liberian dollar (US$7.50) as part of a grants agreement with the schools as opposed to 3500 Liberian dollars (US$17.50) due to the grants received. 80% of the grants have been disbursed and remaining 20% approved and being disbursed. During the JESR stakeholders raised concerns over the amount of fees requested at ECE level and the Minister of Education agreed to look further into possible solutions to reduce fees. Under the additional MCA, funds have been allocated to conduct accelerated learning for 5,600 overage ECE students in the worst-affected districts to enable them transition to their appropriate grade and at the same time create space for more age appropriate learners. Funds were also allocated to construct additional classrooms to accommodate these students.
Liberia September 2017 US$11.9 million	**Issue or concern** System strengthening **Recommendation (report-back)** In the context of the importance of alignment with and strengthening of national systems, the Committee is eager to learn about the progress on capacity building and measures taken to ensure fiscal sustainability of interventions during ESP implementation in general and specifically of the program.	**Status:** Ongoing **Action taken to address the issue in FY20** C- certificate level teacher and administrator training delivered by Rural Teacher Training Institutes (RTTIs), were paused in March 2020 due to observance of state of emergency and closure of schools and public places. Despite interruptions with face to face training, Service Providers remained virtually engaged with teachers and principals with the course materials provided by ensuring weekly and monthly assignments and feedback using SMS. 735 teachers (including 368 principals) were recruited and began training. Of this number, 156 are females. GOL continues to sustain the teacher payroll even in light of COVID-19. In addition to the certification training under the G2B-ESP, the Ministry of Education (MOE) has allocated funds under the MCA to provide accelerated learning program (ALP) training for 300 teachers to conduct accelerated learning for 5600 overage students in the six disadvantage counties. As part of a pilot recently conducted by MOE, in collaboration with USAID-funded accelerated quality education (AQE) program, teachers

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		will now receive level 1 ALP training to be able to provide accelerated learning alongside regular schooling. This approach will allow teachers to conduct the ALP classes during the regular school hours as part of their weekly workload. This will save on costs associated with providing teachers with extra stipend for additional teaching time. Finally, under the G2B-ESP, the consolidated tool (SQA, school census and school grading) and dashboard for data collection have been completed. District education officers (DEO) have been trained on the use of tablets for data collection and MOE plans to begin data collection exercise for academic years 2018/2019 and 2019/2020 in August 2020.
Madagascar February 2018 US$46.8 million	**Issue or concern** System: education financing **Recommendation (report-back)** The Committee requests that the government give high priority to its planned efforts to increase the budget for primary education, and that the LEG through the CA report on this annually through the JSR.	**Status:** Ongoing **Action taken to address the issue in FY20** The issue of domestic financing allocated to primary education has been extensively discussed during FY20, including through the application for additional financing presented to GPC in June 2020.
Madagascar February 2018 US$46.8 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee commented that the target of 15% of disabled children included in the school system is very low. The Committee requests the country report back at JSRs on results achieved through actions implemented in this area, and to see if a higher level of ambition on that matter could be further fostered.	**Status:** Ongoing **Action taken to address the issue in FY20** The JSR held in July 2019 allowed for a discussion on access to the education system for children with disabilities. Progress was reported to be limited, as only 33,866 students with disabilities accessed primary education, against a target of 53,736 (63%) in the first year of implementation of the plan. This was explained in part by massive teachers strikes during the first semester of the year. The objective of granting access to 15% of disabled children in the school system is planned by 2022 and was not adjusted during the JSR.
Maldives April 2020 US$3.5 million	**Issue or concern** Learning: Results Framework Indicators **Recommendation (report-back)** On the results framework the Secretariat confirms the relevance of proposed output and outcome indicators for measuring program implementation and results. Recognizing, however, that some activities will be designed in the first year of the program, the Secretariat	**Status:** Ongoing **Action taken to address the issue in FY20** The grant was recently approved and hence no reporting yet.

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	requests the GA to share an updated version of the results framework within six months of the approval of the grant. The updated results framework should further clarify measurement of PDO indicators 4 and 5 and elaborate on the methodology for the use of classroom-based assessment to measure improvements in student learning.	
Mali March 2020 US$45.7 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests that the equity indicator be incorporated into the ESP framework in conjunction with the next updating of the ESP framework and requests the government to provide a report-back via the subsequent joint education sector review report.	**Status:** Ongoing **Action taken to address the issue in FY20** The grant has not yet started. The expected start date of the project is November 3, 2020. Due to the impact of the COVID-19 pandemic, the JSR hasn't taken place yet.
Mali March 2020 US$45.7 million	**Issue or concern** Equity **Recommendation (report-back)** With regard to delivering digital learning and the robotics work, the Committee notes the importance of monitoring disparity and ensuring inclusiveness in terms of access to electricity, hardware and software, and connectivity and data costs for those in and outside of school. The grant agent is requested to provide an annual update, including on learners who may be excluded from a given intervention and how this phenomenon is monitored and addressed via its regular progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** The grant has not yet started. The expected start date of the project is November 3, 2020.
Mauritania June 2020 US$12.5 million	**Issue or concern** System **Recommendation (report-back)** The Committee recognizes measures taken by the country to develop a new comprehensive ESP and strongly recommends that it is developed in a timely manner. Considering the importance of the timely development of the new comprehensive ESP, the Committee requests that the government provide a detailed ESP development	**Status:** Ongoing **Action taken to address the issue in FY20** The country is in the process of selecting the grant agent for the ESPDG application, to be submitted before the end of 2020. A detailed ESP development roadmap will be included in the application. The Secretariat supports the country and the CA in the ESPDG application process

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	roadmap to be included in the upcoming education sector plan development grant (ESPDG) application.	
Mauritania June 2020 US$12.5 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee notes that the development of the new ESP by the end of 2021 will be an important moment for Mauritania to confirm its commitment to the adequate funding of education sector in line with equitable enrolment and universal primary completion objectives. The Committee also notes that the share of domestic financing allocated to primary education is currently slightly under 45% and that projections show the government's commitment to reach this benchmark during the grant implementation period. Under these circumstances, the Committee requests that the government, via its ESP implementation report, provide an update annually on sector domestic budget expenditures, including specific information on primary education spending.	**Status:** Ongoing **Action taken to address the issue in FY20** Due to the impact of the COVID-19 pandemic, the JSR, initially planned to be held in the first half of 2020 was postponed and a new date has not been set yet. The ESP implementation report has not been shared yet.
Mauritania June 2020 US$12.5 million	**Issue or concern** Equity **Recommendation (report-back)** While the project is expected to generate positive impact as it aims to improve equal opportunities for Mauritanian children to access quality education, the Committee acknowledges that reforms supported by the project will constitute a major change in the way the teaching workforce has been used to operating in the past decades. Therefore, the Committee strongly encourages the planned continued dialogue between teachers' unions and the government. Further, the Committee recommends that this dialogue be based on principles of incentives and motivation, including on issues related to teacher absenteeism, and requests the government to report back annually on measures taken in that regard, via the ESP implementation report.	**Status:** Ongoing **Action taken to address the issue in FY20** The grant has not yet started. The expected start date of the project is September 1, 2020.
Mauritania June 2020 US$12.5 million	**Issue or concern** System	**Status:** Ongoing **Action taken to address the issue in FY20**

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	Recommendation (report-back) The Committee notes the opportunity of setting up a new joint sector dialogue platform that would include both a high-level ESP steering committee chaired by the Ministry of Economy and Industry and a new LEG chaired by the education ministries. The Committee strongly encourages that this reform allows for education ministries' leadership in the sector dialogue as well as a greater inclusiveness and diverse representation of civil society organizations and teacher organizations. The Committee requests that the CA provide a regular update on the establishment and negotiation with government of the new joint sector dialogue structure.	As of July 2020, the GPE Secretariat has initiated communication with the country (CA and GPE focal point) to support the LEG reform process. Following this first contact, good practices and tools will be shared to support the improvement of the joint sector dialogue platform quality. This support as well as a close follow-up will be provided on a regular basis.
Myanmar October 2018 US$73.7 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Regarding the funding model requirement on domestic financing, the Committee requests the LEG to monitor the increase of the national budget allocation to the sector together with the expenditure through the Annual Performance Review, and the CA on behalf of the LEG and via the joint sector review (JSR) report to provide an annual update.	**Status:** Ongoing **Action taken to address the issue in FY20** Joint monitoring of domestic financing is done through the quarterly LEG (ETVSCG: Education and TVET Sector Coordination Group) meetings and the Annual Performance Reviews. The education share of the national budget (% of real GDP) has been steadily increasing, from 2.8% in 2017/18 to 3.1% in 2019/2020. The budget execution rate of the MOE is consistently above 90% (93% in 2017/18).
Myanmar October 2018 US$73.7 million	**Issue or concern** System **Recommendation (report-back)** Given ongoing fragility and the high-risk nature of implementation in northern Rakhine, the grant agent is also requested to include in its regular annual progress report a specific update on the status of the implementation of the ESPIG in this region. On a related note, the Committee requests the CA on behalf of the LEG and via the joint sector review (JSR) report to provide an annual update on the status of the development and implementation of the comprehensive Rakhine education sector plan, as recommended by the Rakhine Advisory Commission.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG became effective on July 29, 2020. Hence, implementation of activities financed by the ESPIG have formally commenced only recently. The first Annual Program Implementation Report will be provided in June 2021, and annually thereafter to the LEG and the Secretariat. The Ministry of Education is moving ahead with the development of a comprehensive Rakhine education sector plan, but the process is still in the initial phases and the onset of the COVID-19 pandemic has delayed progress on its development over the past couple of months. It is foreseen that the plan will be developed in close collaboration with the Rakhine State Education Department.
Myanmar October 2018	**Issue or concern**	**Status**: Ongoing

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US$73.7 million	Equity **Recommendation (report-back)** The Committee recommends the strong consideration of mother tongue/ethnic languages in the Alternative Education certification system as well as the early grade reading component. The grant agent is requested to provide an annual update in its regular annual progress reports on this issue as it relates to ESPIG activities. Where appropriate, the Committee requests the CA on behalf of the LEG and via the joint sector review (JSR) report to provide an annual update, in relation to broader sector issues in this regard.	**Action taken to address the issue in FY20** The ESPIG became effective on July 29, 2020. Hence, implementation of activities financed by the ESPIG have formally commenced only recently. The first Annual Program Implementation Report will be provided in June 2021, and annually thereafter to the LEG and the Secretariat. In accordance with the guidelines the updates on progress shall include: a. the results framework and the indicators for the disbursement of the variable part; b. status of activities funded under the Program and funds disbursed, including if the variable part has been (partially) disbursed; c. reports from implementing partners, including program audit reports.; d. data required for GPE 2020 reporting in accordance with the Standardized Grant Reporting Template. As part of the education sector plan development grant (ESPDG) grant, the Ministry of Education (MOE) will be conducting a study to inform a Language 1 based multilingual education (MLE)/ethnic language based program to be implemented under the NESP 2021-2030. The study is envisioned to inform a national program that enables learning through a L1-based MLE approach, which is based on promoting learning by using learners' own languages (referred to as L1) and adding Myanmar (L2), in diverse implementation contexts within Myanmar. The study will complement aspects of the Myanmar Education Partnerships Project (MEPP) mechanism currently under development with support from the Inclusive Access and Quality Education (IAQE) program, specifically those aspects that relate to language-in-education.
Myanmar October 2018 US$73.7 million	**Issue or concern** Equity **Recommendation (report-back)** Unrestricted access to townships down to the school level for the grant agent, especially in Rakhine and other states affected by conflict and fragility, will be essential to the successful implementation of the program. The Secretariat requests the grant agent to provide an annual update on access to townships and schools, as part of its regular progress reporting.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG became effective on July 29, 2020. Hence, implementation of activities financed by the ESPIG have commenced only recently. The first Annual Program Implementation Report will be provided in June 2021, and annually thereafter, to the LEG and the Secretariat. It should also be noted that, access to townships is currently restricted in general because of COVID-19 (there are travel restrictions and quarantine requirements that make it difficult to travel to the field). In particular, the outbreak is spreading fast in Rakhine, which undoubtably will pose challenges for implementation. Travelling is restricted and there is a 21-day quarantine for anyone leaving the State.

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Myanmar October 2018 US$73.7 million	**Issue or concern** System **Recommendation (report-back)** While noting the need to carefully balance the Education in Emergencies (EiE) and "do-no-harm" principles with the perspective of gradual closure of camps for internally- displaced persons, the Committee notes the great need for improvement of education in/around these learning centers in the interim. Therefore, it recommends a discussion between the LEG and EiE partners on this, including an annual update from the grant agent as part of its regular progress reporting, of how these centers can benefit from School Improvement Funds.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG became effective on July 29, 2020. Hence, implementation of activities financed by the ESPIG have formally commenced only recently. An update on progress regarding this issue will be provided in the first Annual Program Implementation Report in June 2021, and annually thereafter to the LEG and the Secretariat. The GA would like to emphasize that there is close engagement with the EiE sector coordinator and the EiE partners, spanning a range of issues.
Myanmar October 2018 US$73.7 million	**Issue or concern** Equity **Recommendation (report-back)** The LEG to monitor (through existing mechanisms to the extent possible and adequate, at a minimum bi-annually) and for the grant agent to provide biannual updates to the GPE on how the education rights of internally displaced children from the three groups targeted by the program are being progressively fulfilled in terms of access and quality through the Education for Children on the Move Program (ECMP), with particular focus on children in/from states with high levels of displacement such as Kachin, Shan and Rakhine.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG became effective on July 29, 2020. Hence, implementation of activities financed by the ESPIG have commenced only recently, and the ECMP program has yet to be rolled out. An update on progress regarding this issue will be provided in December 2020, when the GA prepares its Implementation Status and Results (this is prepared on a biannual basis). The ECMP program is likely to be discussed as part of the NESP2 development processes within the broader dialogue around strengthening education opportunities for children in emergencies and those most disadvantaged.
Myanmar October 2018 US$73.7 million	**Issue or concern** System **Recommendation (report-back)** The co-coordinating agencies to update the GPC on progress towards integrating ECMP into NESP 2016-21 materials (such as the results framework, departmental implementation plans) as well as NESP 2021-30, when this occurs.	**Status:** Ongoing **Action taken to address the issue in FY20** Once the ECMP program commences, progress on its implementation is likely to be reviewed as part of annual performance review discussions with integration into the annual planning process of 2021. The Ministry has also commenced with the development of an Emergency Preparedness and Response (EPR) strategy in close collaboration with the EiE Sector to strengthen the education system's resilience to the impact of emergencies. The ECMP will form part of the dialogue around the development of the EPR strategy which will also be integrated in NESP2. Discussions

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		around the development of NESP 2021-30 have commenced and the LEG will ensure integration of the ECMP component in the next NESP in the Basic Education Chapter.
Nepal May 2015 US$59.3 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The GPC noted with concern the decrease in budget allocation to the education sector, specifically the implications for the proposed efficiency and equity measures. The success of these measures, which are linked to two indicators for the variable tranche, hinges on the availability of sufficient resources to absorb the additional students continuing their education. The Committee requested updates on the progress of the ESP, which the Ministry aimed to complete in 2016, and particularly on domestic financing for education over the medium term (committed and actual expenditure).	**Status:** Completed **Action taken to address the issue in FY20** The share of education budget has increased: share of education budget in GDP increased from 3.9% in FY2018/19 to 4.2% in FY2019/20. Share of education budget in national public budget has also increased from 10.23% in FY2018/19 to 10.68% in FY2019/20. Furthermore, the Ministry of Education, Science and Technology's (MOEST) proposed School Sector Development (SSDP) budget for FY 2020/21 is US$1,055.58 million (compared to US$898.6 million in FY 2019/20, 17% increase), of which US$82.63 million (7.8%) is allocated at the federal level, US$5.1 million (0.05%) at the provincial level, while the majority of the funds (91.7%) are transferred to the local governments (LGs) for the implementation of SSDP activities.
Nepal March 2019 US$524.2 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the LEG to monitor and analyze the domestic financing of education on an annual basis during the JSR, taking into consideration expenditures at the federal, provincial and local levels, and report on this to the GPE through the CA as part of the joint sector review report.	**Status:** Ongoing **Action taken to address the issue in FY20** The joint sector review report captures the discussion on domestic financing of education among LEG members. It was reported that out of total allocated budget for School Sector Development Plan (SSDP), overall financial progress achieved in FY 2018/19 was 99.07 %, which proves high absorption capacity. Out of the SSDP budget, 91.58% was allocated to the local level as conditional grants. 8.13 % was allocated to the federal level while 0.29 % was allocated to the provincial level. Within the SSDP expenditure, 100% financial progress of the budget allocated to the local level has been achieved. Financial progress of SSDP budget for provincial level was also 100%. On the contrary, financial progress of SSDP federal budget was below 50%. This is because the budget that had been supposed to be disbursed to the local level from the federal budget was not released within the fiscal year (e.g. additional provision for teacher salary and management cost for the local education units). While the consequence at sector level was minimum (given the low % of SSDP federal budget allocation), the LEG will ensure the continuous monitoring of education financing including the smooth transfer/disbursement of the budget at different levels.
Niger May 2020 US$85.1 million	**Issue or concern** System	**Status:** Ongoing **Action taken to address the issue in FY20**

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	Recommendation (report-back) The government is requested to report back on the finalization, arbitration and validation of new or updated thematic strategies. This is to be done through the regular joint sector dialogue channels and sector monitoring reports: meetings of the LEG, strategic working groups (former thematic working groups), JSRs and the annual TESP implementation reports.	Strategic working groups are now officially set up (by degree) to monitor thematic strategies. A JSR took place virtually in June due to COVID-19 and discussions were held on the progress made on different thematic strategies (e.g. National Strategy to Accelerate Education and Training of Girls in Niger). In addition, there is regular and consistent monitoring in the joint dialogue on the advancement of strategies.
Pakistan-Punjab May 2020 US$50.63 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** Given the historical lack of JSRs (JSRs) being conducted in the province and considering GPE's principle of mutual accountability, and the need to monitor sector progress, the Committee is encouraged to see that the ESP includes an annual JSR. The Committee requests the government to share the resulting meeting report on the annual JSR with the Secretariat for the duration of the grant, and include details on how the JSR was conducted, its results, and the participatory approach of the members of the PEDPG, the Planning and Development Department, the Finance Department, teacher organizations and civil society.	**Status:** Ongoing **Action taken to address the issue in FY20** The ESPIG has just been approved and preparatory work has begun for implementation. The effectiveness date is September 1, 2020. Therefore, there is no JSR yet for this period.
Pakistan-Punjab May 2020 US$50.63 million	**Issue or concern** Learning **Recommendation (report-back)** The Committee acknowledges the investment in this program towards non-formal education to address out-of-school children who do not have access to formal education. However, the Committee recommends the government discuss with partners during the annual JSR options to bring non-formal education institutions towards the formal system. It requests an annual report-back on the progress of the discussions through the JSR report.	**Status:** Ongoing **Action taken to address the issue in FY20** This particular element of the ESPIG (non-formal education) is currently awaiting a reassessment of the GPC as a result of the Board's request. Hence no action is expected from Punjab for FY20.
Pakistan-Punjab May 2020	**Issue or concern** Learning: Use of ICT in Learning	**Status:** Ongoing **Action taken to address the issue in FY20**

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US$50.63 million	**Recommendation (report-back)** The Committee appreciates the planned use of tablets for school-based continuous teacher professional development, building on the positive experience of an ongoing pilot. The Committee recommends that the government and the grant agent monitor utilization of the tablets, ensuring teachers have equitable access to this digital tool, document the results of its effectiveness on improving teaching practices, and provide an annual report-back on the findings via the JSR report. The Committee encourages Punjab to share the findings with other countries as well to enhance south-south learning.	Action is not expected at this time as the preparation for implementation ESPIG has just begun and the effectiveness date for the implementation is September 1, 2020.
Pakistan-Punjab May 2020 US$50.63 million	**Issue or concern** System **Recommendation (report-back)** The Committee also requests the government to reinforce consultation with civil society organizations (CSOs) throughout the sector planning and monitoring process, including but not limited to JSRs, as well as in the monitoring of the ESPIG, in developing potential revision requests, and in the development of future ESPIG proposals.	**Status:** Ongoing **Action taken to address the issue in FY20** Immediately after the ESPIG was approved a LEG meeting was organized with active participation of CSO representatives to discuss the next steps in the ESPIG implementation including monitoring of sector results. The message about encouraging and expanding CSO participation in sector dialogue, monitoring and ESPIG implementation was made clear to all stakeholders. It should be noted that until now more than a dozen CSOs took part in LEG discussions at different times.
Pakistan-Punjab May 2020 US$50.63 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee recognizes the many areas addressed by the program. At the same time, the ESPIG could better monitor how the program targets are addressing challenges in relation to refugees and gender disparities. The Committee therefore requests the grant agent to include sex-disaggregated indicators in all program components and report on this in its regular implementation report. The Committee also requests the government of Punjab to report back through the annual JSR report on the inclusion of support for refugees and the mainstreaming of gender within its strategies.	**Status:** Ongoing **Action taken to address the issue in FY20** Action regarding this element has not been taken as the preparation for ESPIG implementation is ongoing and the effectiveness date is September 1, 2020. This will be followed up with GA and the LEG.
Pakistan-Punjab May 2020	**Issue or concern** System: Education Management Information System	**Status:** Ongoing **Action taken to address the issue in FY20**

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US$50.63 million	**Recommendation (report-back)** The Committee notes the considerable costs related to the set-up and operation of equipment for the integrated management information system. The Committee requests an annual report-back on the effectiveness of the equipment utilization in support of evidence-based decision-making, through the grant agent's regular implementation report.	Similar to other reporting back items, the effectiveness date is September 1, 2020, there is not yet an annual report on ESPIG implementation, this element will be available next fiscal year only.
Papua New Guinea March 2019 US$7.4 million	**Issue or concern** Learning: Learning Materials **Recommendation (report-back)** The grant will support the development and distribution of elementary (grades 1 and 2) mathematics textbooks in 6 provinces with the procurement and distribution of these textbooks in the remaining 16 provinces undertaken by the government. The Committee requests that the grant agent regularly monitor the distribution of textbooks in these 16 provinces and include updates in its regular annual reports. The Committee further requests the grant agent to share an operational manual for the grant with the Secretariat within 6 months of grant approval.	**Status:** Ongoing **Action taken to address the issue in FY20** Additional information will be provided in the next report.
Rwanda May 2015 US$25.2 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The GPC requested a report-back on domestic financing for education (committed and actual expenditure), specifically the amount of domestic financing for education over the medium term (previous three years and projected three years) exclusive of aligned development assistance.	**Status:** Completed **Action taken to address the issue in FY20** This program is closed. Education financing discussion rolled over to the current program which was approved in March 2020. While the recent projections look better, the level of confidence that the country would meet the domestic financing targets was still low. The country is expected to report back on domestic financing in its annual report this year which is still not due.
Rwanda March 2020 US$30.8 million	**Issue or concern** Learning: Use of IT in Learning **Recommendation (report-back)** The Committee notes the focus on internet technology (IT) as a means to improving learning outcomes while there is limited evidence and no theory of change to support the intervention within the proposed program. Therefore, the Committee recommends that the government	**Status:** Ongoing **Action taken to address the issue in FY20** The JRES is expected to take place in October/November 2020 unless deferred because of the ongoing pandemic. The country has been reminded about this. Rwanda is taking considerable effort to scale up IT interventions which couples hardware with training and other interventions. GPE support would complement the larger ICT strategy and

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	ensure that sufficient capacity strengthening measures in this area be taken and together with the grant agent closely evaluate the IT interventions during implementation to ensure it leads to results and to provide an annual report-back via the annual joint review of the education sector (JRES) including details about the evaluation and its findings. The Committee encourages the country to share their findings with their peers to enhance south-south learning.	efforts of government and partners. However, an evaluation of this kind during the pandemic and school closure may be difficult.
Rwanda March 2020 US$30.8 million	**Issue or concern** Learning: Use of IT in Learning **Recommendation (report-back)** The Committee also considers the risk of sustainability of the IT intervention given the high cost and limitations of capitation grants in place to support ICT activities, and the risk that rural schools may not benefit equally from the intervention due to lack/limited access to connectivity, electricity, data costs, access to hardware/software, etc. The Committee requests the government to explore ways to minimize these risks and provide updates in its annual joint review of the education sector (JRES) report.	**Status:** Ongoing **Action taken to address the issue in FY20** The JRES is expected to take place in October/November 2020 unless deferred because of the ongoing pandemic. The country has been reminded about this. With the pandemic, considerable effort and attention have been given to e-learning opportunities and significant scaling up of efforts in this area will complement the GPE funds.
Rwanda March 2020 US$30.8 million	**Issue or concern** System **Recommendation (report-back)** With regard to the construction component, the Committee notes the difference in cost between the GPE-funded construction and the IDA-funded construction and invites the government to report back on the progress on the GPE-funded construction through its annual JRES report with a view to ensuring that standards of quality and sustainability are maintained.	**Status:** Ongoing **Action taken to address the issue in FY20** The Joint Review of Education Sector is expected to take place in October/November 2020 unless deferred because of the ongoing pandemic. The country has been reminded about this. This will be elaborated during the JRES. But, to be noted that the GPE-funded construction has not yet commenced, as the government of Rwanda has yet to receive Year 1 funding.
Rwanda March 2020 US$30.8 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** In the context of the Committee's concerns on Rwanda's financing for education, the Committee requests the government to submit for its review an update on 2019 expenditures early October 2020 in order to verify that commitments are on track to be fulfilled.	**Status:** Ongoing **Action taken to address the issue in FY20** The Country Lead (CL) is in touch with the Ministry of Education and GA on this. However, the recent pandemic might have an impact on this. This will be reported at JRES**.**

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Rwanda March 2020 US$30.8 million	**Issue or concern** Equity: Support to Children with Disabilities and Special Needs **Recommendation (report-back)** With respect to the variable part equity indicator on learners with disabilities, the Committee requests the grant agent to conduct further analysis to certify that the current targets are beyond the previous trend and provide a report to the Secretariat of the analysis after Year 1 via its regular progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** The Joint Review of Education Sector is expected to take place in October/November 2020 unless deferred because of the ongoing pandemic. The country has been reminded about this. The schools are closed due to the pandemic and data, therefore, cannot be collected now. But, upon school reopening this indicator will be tracked. And, in a long-term planning, more accurate data on children with disabilities will be captured in the integrated education data management system.
Senegal April 2019 US$42.6 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Given the Committee's concerns about financing for primary and out-of-school children, the Committee recommends strong monitoring of the projected growth in spending for primary.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Senegal April 2019 US$42.6 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests report-back on the systemic and programmatic reforms instituted to improve the delivery of education in line with needs and demand, towards universal primary completion and the absorption of out-of-school children in the school system by 2030, as planned by the government.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Senegal April 2019 US$42.6 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests that the ministry of education includes in its annual performance reports: information and analysis on the domestic financing for formal and non-formal primary education expenditures in line with the PAQUET financing framework, and updates on the roll-out of the PAQUET strategies for expanded access and quality of primary education and data on the number of out of-school children in relation to the plan's targets towards universal primary completion. This information should be shared with the Committee via	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.

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	the Secretariat and be available to LEG partners ahead of the annual JSRs, to monitor growth and spending in primary so that the adequacy of funding for primary can be reviewed in line with progress on the expected outcomes of the PAQUET.	
Sierra Leone August 2018 US$17.2 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the grant agent to report back to the Committee in its annual reports on the primary education budget as well as the actual primary education expenditure as a share of the total education budget and expenditure (both recurrent and capital).	**Status:** Ongoing **Action taken to address the issue in FY20** Under the GPE program, UNICEF supported UNESCO Pole de Dakar to carry out the Education Sector Analysis (ESA) 2020 in preparation for the development of the next Education Sector Plan. The ESA was validated by the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE) on July 9, 2020. UNICEF will support Pole de Dakar to conduct the ESA Financial Simulation in August/September 2020. The World Bank and UNICEF are collaborating to carry out the Education Public Expenditure Review in 2020.
Sierra Leone August 2018 US$17.2 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests the grant agent to report back to the Committee in its annual reports on the number of pre-primary classrooms constructed in the targeted six local councils (Kenema District; Bombali District; Kambia District; Port Loko District; Moyamba District; Pujehun District).	**Status:** Ongoing **Action taken to address the issue in FY20** Under the government Free Quality School Education program, access to education has increased at all levels from pre-primary to Senior Secondary (Annual School Census 2019), including improved access to Early Childhood Development (ECD) opportunities with increases in enrolment and the number of ECD Centers. MBSSE and UNICEF are in the process of revising a request for Materials Revisions* considering the impact of the COVID-19 pandemic on GPE programming. This will include revisions to the ratio of pre-primary schools to primary schools (taking into account an increase in number of pre-primary centers) and the ECD center construction timeline. As construction timelines are being revised, to ensure ECD programming, MBSSE and UNCIEF constructed 30 temporary ECD structures in late 2019. *Material Revisions were approved by the LEG on March 17, 2020, but do the outset of the global COVID-19 crisis, these need to be revised to reflect the impact of the ongoing crisis.
Somalia–Puntland August 2017 US$5.6 million	**Issue or concern** System: Education Financing **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20** The FY2020 annual progress report will be submitted to GPE in November 2020 as per agreement. The report will provide the progress on the government's ambition and

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	The GPC looked forward to reading in the annual progress report about progress on the government's ambition to increase the share of education in the budget by 1% every year, as well as progress on the implementation of specific financing commitments, such as the payment of teacher salaries, EMIS and national examinations.	setbacks experienced while the Ministry pushes to increase the share of education in the budget by 1% every year. The preliminary report from the government affirms Puntland's commitment to increase financing in the education sector. The MOECHE commitment by 1% increase has gradually been fulfilled, though the COVID-19 crisis may have impacted on this steady trajectory. The budget allocation was 7% in 2017/18, and 8% in 2018/2019, which is an indication of the of increased funding by the government which enabled the successful administration of the annual exams, payment of teacher salaries and managing the EMIS. During the 2018/19, the government financed 24% of exam costs. In addition, in order to lower exam costs, the Ministry introduced new innovations such as exam databank and online registration of exam candidates across Puntland. The government also successfully paid the monthly salaries of 2,117 teachers who are currently in the government payroll.
Somalia– Puntland (Additional MCA) October 2019 US$8.83 million	**"Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the government in consultation with the LEG and via the joint review of the education sector (JRES) report on adherence to the commitment to increase the share of education of the public expenditure, and the implementation of specific financing commitments such as the payment of teacher salaries, EMIS, and national examinations supported by the GPE program.	**Status:** Ongoing **Action taken to address the issue in FY20** The government in consultation with the local education group (LEG), known as the Education Sector Committee (ESC) in Puntland conducted the joint review of the education sector (JRES) on January 21-23, 2020. Senior government officials including the Minister of Education and the Minister of Finance participated in Puntland. They assured the JRES and the Sector stakeholders of Puntland's commitment to education financing. In terms of implementation of specific financing commitments such as the payment of teacher salaries, EMIS, and national examinations; the government contributed 14% of examination costs in 2020 and teachers received their monthly salaries, however from March 2020, the government revenue collection was adversely impacted by COVID-19 following the directive by the government to close the seaports and airports due to the pandemic. These installations are the backbone and main revenue sources for the government, and their closure resulted in loss of revenue. It is anticipated that the 2019/2020 revenue collection, will be less, and hence less government contribution compared to 2018/19. Nevertheless, the government's commitment remains strong and the ambition remains to increase the financing for EMIS, national examinations, and teacher salaries once the current pandemic is under control and the situation becomes normal.

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Somalia– Puntland (Additional MCA) October 2019 US$8.83 million	**Issue or concern** System **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the government in consultation with the LEG and via the joint review of the education sector (JRES) report on timely publication and prompt circulation of the Puntland education statistical yearbook.	**Status:** Ongoing **Action taken to address the issue in FY20** The Educational Statistics Yearbooks for 2017/2018; and 2018/2019 were published and shared widely with education stakeholders including the ESC/LEG for better decision-making and resource allocation. Furthermore, the Educational Statistical Yearbook for 2019/2020 is progressing well according to the plan. Significant progress has so far been made, with the EMIS tools distributed on time, EMIS regional focal points oriented, and the data collection process has been completed successfully across all regions in Puntland. The data verification, cleaning, and entry has started, and it is expected that the Educational Statistical Yearbook 2019/2020 will be ready for publication in September 2020. The timely publication of the educational statistical yearbook is crucial because the annual JRES synthesis report and the planning for the next JRES will be based on EMIS data.
Somaliland May 2018 US$7.68 million	**Issue or concern** System **Recommendation (report-back)** In the context of the GPE principles of developing country capacity and promoting use of country systems, the Committee is pleased to see the positive engagement of the government in the development of the grant proposal and looks forward to receiving evidence of government ownership of the implementation of the grant in the grant agent's regular progress reports for the duration of the grant.	**Status:** Ongoing **Action taken to address the issue in FY20** The MOE&S is involved in the grant development process from consultation to development and finalization of development process. ESC discusses and agree on grant framework and reviews recommendations coming from the donor and finally approves grant application. The MOE&S jointly implements programs with the GA and both parties signed an agreement on grant implementation. There are regular reviews of implementation progress through the established grant implementation strategy.
Somaliland May 2018 US$7.68 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee commends the government for more than doubling funding for the education sector between 2012 and 2017 and more so for now instituting a growth path of the share of education in the national budget towards 13% by 2020. The Committee requests to be	**Status:** Ongoing **Action taken to address the issue in FY20** Education finance is captured in the JRES. In addition, an updated domestic financing matrix is submitted in June. The GA and MOE&S are continuously working with the government cabinet members, especially the Office of the President and Ministry of Finance, in keeping the government commitment to increase the education share of the annual budget so it reaches 13% in 2021.

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	kept informed of progress in this area via the joint sector review reports for the duration of the grant and encourages the government to move further in the direction of a higher share for education in the national budget to address important needs in the sector with regards to access and quality.	
Somaliland (Additional MCA) November 2019 US$12.02 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the grant agent via its regular progress report on further details on how the targeting criteria have been applied in practice with due consideration of the different dimensions of equity, including gender, pastoralists, rural/urban location, displacement, poverty, and special needs.	**Status**: Ongoing **Action taken to address the issue in FY20** Details are included in the 2019 and 2020 Annual Reports. 75% of the program-supported schools are in rural settlements and out of the 75% targeted rural schools, 25% receiving special focus by the Alternative Basic Education Program are located in remote rural pastoral and agro pastoral areas. Alternative basic education approaches are used for children who cannot attend the regular formal schools. Most of the rural settlements also include IDP Camps. 3,000 children will receive scholarships. Families will pay education related cost for their children. Community members, teachers, local administration and community education committee members developed the targeting criteria. National and school-based back-to-school campaigns are conducted using campaign messages targeting all children. Special considerations for disabled children focus on material provision, orientation of teachers and making classrooms conducive and accessible through improved facilities such as ramps, etc.
Somaliland (Additional MCA) November 2019 US$12.02 million	**Issue or concern** System: Education Management Information System **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the grant agent via its regular progress report on development and strengthening of the EMIS, including a more timely publication of statistical yearbooks.	**Status:** Ongoing **Action taken to address the issue in FY20** Details are included in 2020 Annual Report. The program supported the finalization of the first education management information system (EMIS) using UNESCO Software. The 2018/2019 school year EMIS Book is now finalized, printed and available for use by all education stakeholders in Somaliland. This is significant progress in re-establishing the collapsed EMIS system in Somaliland since 2015. The 2019/2020 Joint Review of the Education Sector conducted in November 2019 used the data collected and analyzed by the new system.

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Somaliland (Additional MCA) November 2019 US$12.02 million	**Issue or concern** System **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the grant agent via its regular progress report on how the program supports building systems. Further to previously requested report-backs on government ownership, the Committee requests the government and grant agent to set out concrete indicators on capacity building and to report on their achievement.	**Status**: Ongoing **Action taken to address the issue in FY20** Details are included in the 2020 Annual Report. The program supported and established: • Functional EMIS • National learning assessment institutionalized with harmonized tools and systems to conduct and analyze learning outcomes using EGRA and EGMA Tools. • Functional teacher training college currently training more than 1,000 teachers. • Functional examination board carrying out credible annual examination for grade 8 and 12 students • Established early childhood education with policy framework, minimum operating standards, and curriculum framework for both subject matter and teacher training pack. • Strengthened supervision system through harmonized tools and decentralized and joint supervision practices at all regions in Somaliland. All supervisors are trained with the harmonized tools and quality learning environment additional tools for better quality checking.
Somaliland (Additional MCA) November 2019 US$12.02 million	**Issue or concern** System **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the grant agent via its regular progress report on the implications for the program design, if any, of the soon-to-be-released data in the Education Statistical Yearbook 2018/19, and other new sources of evidence.	**Status:** Ongoing **Action taken to address the issue in FY20** Details are included in the 2020 Annual Report. The new data generated by the established EMIS system analyzed education data using two different population census, one conducted by UNDP in 2005 and the other by UNFPA in 2014, both showing different results. Government officials did not fully agree with the UNFPA Census and is discussing ways forward. Both generated data showing indicative results for planning and decision making which the government will gradually decide on the way forward. This will be clear in the subsequent EMIS reports.
Somaliland (Additional MCA) November 2019 US$12.02 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee looks forward to receiving annual updates from the government in consultation with the LEG and via the report of the joint review of the education sector (JRES) on the progressive increase in domestic financing to education, both in budget and actual spending, including projections for 2021 and 2022.	**Status:** Ongoing **Action taken to address the issue in FY20** The domestic financing matrix was submitted in June 2020 reflecting the budget allocation for the education sector for 2019/2020 fiscal year. The next submission is in line with the national budget cycle where the national budget for 2021 will be approved by the parliament in December 2020 and becomes effective January 1, 2021. The update on the level of domestic financing for 2021 will be submitted January 31, 2021.
Somaliland	**Issue or concern** System	**Status:** Ongoing **Action taken to address the issue in FY20**

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(Additional MCA) November 2019 US$12.02 million	**Recommendation (report-back)** The Committee looks forward to receiving annual updates from the government in consultation with the local education group and via the report of the joint review of the education sector (JRES) on the efforts to improve data collection on all children (whether in school, or out of school) in Somaliland and the dissemination of this data.	The newly established EMIS System captures data for all subsectors (primary, secondary, TVET, NFE, etc.) and is continuously being improved to capture all data forms. The MOE&S is working with UNESCO staff to improve the system. GPE and EU fully support the system improvement. The data collection for 2019/2020 is planned for November 2020. Tools for data collection will be reviewed before it is used for actual collection. The tools will be verified to ensure there is no missed data on children categories and will be discussed during the 6th JRES in December 2020.
Sudan (AF) December 2019 US$11.8 million	**Issue or concern** Equity **Recommendation (report-back)** In line with the PDO commitment to monitor student enrolment and retention in emergency areas, the GPC requests the grant agent to report on the regions reached and the number of beneficiaries, including vulnerable groups such as IDPs, in the project completion report.	**Status:** Ongoing **Action taken to address the issue in FY20** This has been discussed with the government and GA. The project completion report is still not due.
Sudan March 2020 US$62.62 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee requests the government to closely monitor both the increasing level of domestic financing for education as well as the share of recurrent education budget allocated to primary education, especially given the economic crisis, and provide an annual update to the Secretariat, preferably via the JSR report.	**Status:** Ongoing **Action taken to address the issue in FY20** No JSR has taken place yet. However, the country is undergoing a serious macro-economic crisis impacting every sector. The government has taken measures to gradually unify the exchange rate, improve competitiveness and curve external balances. Fiscal and monetary policies supportive of macroeconomic stability are being implemented. The government has implemented measures to improve tax and customs collections through modernizing and automating collection processes as well as streaming tax exemption and broadening the tax base. The 2020 budget projects that total government revenue, including foreign grants, mainly from the Friends of Sudan, is expected to double from its 2019 level. With the expected reduction in money supply, Sudan's fiscal performance is expected to improve.
Sudan March 2020 US$62.62 million	**Issue or concern** Equity **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20** The program has not been effective yet.

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	The Committee requests the grant agent to include in its regular progress report at the end of year 2 of implementation an update on the impact of school grants on reducing household cost to education, increasing enrolment and improving learning outcomes.	
Sudan March 2020 US$62.62 million	**Issue or concern** Learning: Curriculum Materials **Recommendation (report-back)** Considering the political transition, the Committee requests the grant agent to reassess together with the government and LEG whether procurement and distribution of textbooks based on the existing curriculum is still relevant or whether a curriculum review should be undertaken prior to procurement and provide an update in its regular progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** Curriculum review will be undertaken before textbook production. Country Lead (CL) has requested further information. However, the program has not been effective yet.
Tajikistan January 2020 US$10 million	**Issue or concern** System **Recommendation (report-back)** The Secretariat requests an update on the progress towards the development and finalization of the next education sector plan (NSED 2022-2030) and ensure that the plan is evidence-based and finalized in consultation with all stakeholders.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tajikistan January 2020 US$10 million	**Issue or concern** Equity: Gender Equality **Recommendation (report-back)** Given the issues of gender parity in upper secondary, the government is requested to include gender quality issues in the ongoing sector planning dialogue such as the annual JSR and include an annual update in the JSR report.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tajikistan January 2020 US$10 million	**Issue or concern** Learning: Learning Outcomes **Recommendation (report-back)** With regards to the learning outcomes strategy in the variable part, the Secretariat requests an update via the grant agent's regular	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.

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	process report on the development of a common framework for learning assessment (CFLA) implementation timeline with clear milestones (following development of the CFLA) and on integration of the CFLA into the next national strategy for education development (NSED) and its financing framework.	
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee notes with strong concern recent events in Tanzania that hinder human rights and freedom of expression. The denial of education for pregnant girls and young mothers is in contrast with the "Education for All" commitment of Tanzania and a violation of human rights. The Committee requests that the CA on behalf of the LEG and via the joint sector review report provide an annual update on the impact of the law against pregnant schoolgirls and the progress made on offering them an education.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** System Strengthening **Recommendation (report-back)** The Committee also expresses strong concern with the amended statistics act giving the government broad authority to set standards for independent data collection and making it a crime to publicly question official government statistics. This can undermine the quality of official statistics, stifle research and public debate, and can have a detrimental impact on GPE's work in the education sector. The Committee urges the government to continue to consult the country partners so that the amendments adhere to international good practices and GPE country work can continue unimpeded. The Committee requests the CA on behalf of the LEG and via the joint sector review report provide an annual update on any impact to program operations caused by amendments to the statistics act.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** System **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20**

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	The Committee further requests the government to enhance the annual education sector performance report (AESPR) by incorporating reporting on key ESPD strategies and their budgets in the ESDP operational plan, including the inclusive education strategy, and share the report with the Secretariat annually.	Information will be provided in the next report.
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** System **Recommendation (report-back)** The Committee appreciates that the indicator on the release of capitation grants to schools in the existing Education Program for Results (EPforR) program will be enhanced by the related GPE variable part indicator by funding an additional per capita grant for nearly 1.5 million pre-primary and Complementary Basic Education learners. The Committee requests the grant agent to submit an updated application form to the Secretariat clarifying the stretch in this regard.	**Status:** Completed **Action taken to address the issue in FY20** The application was updated clarifying the stretch.
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** Learning: Teacher Management **Recommendation (report-back)** With regard to the fixed part, the Committee requests the grant agent to clarify in its first regular progress report on the grant the definition of the indicator on the percentage of teachers using effective teaching methods to engage and motivate learners. This will help monitor instructional practice so that improvements of teacher trainings on learning can be measured and established	**Status:** Ongoing **Action taken to address the issue in FY20** This will be reported on in the first progress report.
Tanzania–Mainland March 2019 US$90 million	**Issue or concern** System: Capacity Building **Recommendation (report-back)** The Committee requests the government to address in the work plan the capacity constraints of the Tanzania Institute of Education in the context of the large fixed part investment in teaching and learning material production and distribution, and to share the work plan with the country partners and requests the grant agent to provide it to the Secretariat. The grant agent is requested to help the government incorporate quality assurance mechanisms for the development,	**Status:** Ongoing **Action taken to address the issue in FY20** This will be reported on in the progress report.

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	procurement and distribution of textbooks, and to report to the LEG and the Secretariat via its regular progress reports on how the quality assurance process is monitored and strengthens institutional capacities, material production and timely distribution.	
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Due to the success of the Fee-Free Basic Education Policy and the high population growth rate, the number of children enrolling in Tanzania's basic education system is unprecedented. To alleviate the pressure on the system, the Committee continues to strongly encourage the government to increase the education budget and to maintain financing commitments in the ESDP and requests that the government report annually via the annual joint education sector review (AJESR) on the evolution of education sector financing and on the size of the teaching force.	**Status:** Ongoing **Action taken to address the issue in FY20** The LEG has been having this debate on a continual basis. The ESA is underway and more information will be provided in the next report.
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** Equity **Recommendation (report-back)** The government should report annually via the AJESR on the status of developing and implementing a comprehensive strategy on alternative education pathways that guarantees affordable access to education and re-entry into formal schooling, including for pregnant girls and young mothers.	**Status:** Ongoing **Action taken to address the issue in FY20** The comprehensive strategy for Alternative pathways is being worked on, particularly now that the WB loan for secondary schooling was approved. More information will be provided in the next report.
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** Learning: Learning Assessment Systems **Recommendation (report-back)** The priority of the government to implement assessment of student learning more efficiently and effectively is encouraging. Timely and accurate information on student learning derived from the large-scale Reading, Writing and Arithmetic (3R) national assessments conducted every 2 years by NECTA are meant to support policy dialogue and evidence-based decision making. Given the importance of information on learning for the sector and the commitments under	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.

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	EPforR (DLI 6.2), the Committee requests that the 3R assessment report be shared with the LEG and Secretariat by the government on a regular basis and in a timely manner.	
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** Equity **Recommendation (report-back)** While the Committee positively acknowledges the government's plan to promote inclusive education and expand access to affordable recognized alternative education pathways, the Committee reiterates and reemphasizes the request for an annual update on the impact of expulsion of pregnant girls and the progress made on offering them an affordable education.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** Systems Strengthening **Recommendation (report-back)** The Committee appreciates that the government recently approved the Guidance, Counselling and Child Protection (GCCP) Guide for Schools and Teacher Colleges. The Committee requests that the government report on the plans for dissemination and implementation of the GCCP guidelines and the strengthening of child protection systems in schools.	**Status:** Ongoing **Action taken to address the issue in FY20** Information will be provided in the next report.
Tanzania– Mainland (Additional MCA) November 2019 US$22.5 million	**Issue or concern** Learning: Teacher Training **Recommendation (report-back)** The Committee requests that the government and grant agent report back annually on progress made in integrating positive discipline techniques and skills into in-service teacher training modules on classroom management via the LANES II annual progress report.	**Status:** Ongoing **Action taken to address the issue in FY20** This will be reported on in the progress report.
Tanzania– Mainland (Additional MCA) November 2019	**Issue or concern** Equity **Recommendation (report-back)**	**Status:** Ongoing **Action taken to address the issue in FY20**

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US$22.5 million	The government and the grant agent are requested to report back annually on the implementation of safeguarding mechanisms to keep children safe from harm in the dormitories financed by GPE and requests that lessons learned on mainstreaming children with special needs into schools resulting from the implementation of the Inclusive Education Strategy be shared with the Secretariat, through the LANES II annual progress report.	This will be reported on in the progress report.
Tanzania–Zanzibar December 2017 US$5.8 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The GPC recognized that the high sector performance in relation to primary completion mitigated the risks associated with primary budget allocations below 45%. Given this, the Committee requested that the annual implementation reports of 2018 and onward include data on the subsector share of domestic financing and expenditure on pre-primary and primary education, access to pre-primary education and primary education completion. Additionally, the committee encouraged clearer demarcation of the pre-primary and primary subsectors in the future.	**Status:** Ongoing **Action taken to address the issue in FY20** The sector performance report includes financing data.
Tanzania–Zanzibar February 2020 US$9.24 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** Given the critical role of government financing to curriculum reform implementation, the Secretariat requests a report-back from the LEG on government financing allocated to the curriculum reform once the 2020/21 budget approved by parliament is available.	**Status:** Ongoing **Action taken to address the issue in FY20** The GoZ provided a letter affirming their commitment to the financing of the curricula and this was the evidence for the grant condition to be lifted, the GA has indicated that at the JSR, held in February every year, the reporting on the actual financing spent on the curricula will be communicated.
The Gambia February 2018 US$5.3 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Committee appreciates that The Gambia has committed to a growth plan to increase the domestic share of resources allocated to education progressively towards 20%. The Committee requests an	**Status:** Ongoing **Action taken to address the issue in FY20** Due to the COVID-19 pandemic, the actual level of domestic financing allocation to education in 2019 cannot be accurately reported at this time.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
	annual report-back from the CA/LEG through the JSR on the level of domestic financing allocated to the sector.	
The Gambia February 2018 US$5.3 million	**Issue or concern** System: Systems Strengthening/Capacity Building **Recommendation (report-back)** In support of ensuring sustainability and progress towards alignment, the Committee requests annual report-backs from the LEG/CA through the JSR on the capacity building measures by the project coordination unit in support of the government.	**Status:** Ongoing **Action taken to address the issue in FY20** There are several capacity building initiatives that are ongoing. Highlight examples include: 1. Capacity Building of the Special Education Unit (SEU). A Disability Inclusion Trust Fund which complements the project interventions is supporting the SEU with capacity building. With this support they have been able to (i) develop a school level screening tool which will now be used annually to identify children with disabilities; (ii) participated in capacity building activities including missions to Ghana and DC; and (iii) received technical assistance to develop special education training for itinerant teachers, teachers, and school directors. This training will be progressively handed over to Anna Mendy, head of SEU, and is a best practice example of building expertise in disability inclusion. 2. EMIS. There are several capacity building initiatives which support EMIS and data collection. These include (i) hiring of a consultant to support education projections (which will support teacher deployment and education planning). As part of the consultancy, a considerable portion of the work is dedicated to capacity building of the EMIS team. The capacity building will begin remotely and be completed through hands-on trainings in which the EMIS teams work to carry out their on projection models. In addition, the SDI firm has been hired. An additional WB consultant will also be hired to provide capacity building support so the EMIS team can oversee the data collection method and data utilization in future rounds. 3. In-Service Education and Training (INSET) Unit. Capacity building support is being provided to the INSET unit to broaden their role within the Ministry as the main coordinating body for all in-service training. With support from the project the INSET is developing an INSET strategy (by October) which will inform the next two years of priority courses, areas where capacity building is needed, and expansion of their mandate. The AF will support capacity building of INSET based upon this strategy, as well as analysis of the current training on offer. 4. The Gambia College. Given the weaknesses of pre-service teacher training, a core focus of the current project has been to better understand the strengths and weaknesses of the existing system and propose recommendations. These were captured in a Strategic Framework for Pre and In-Service Teacher Training which is now finalized. The AF will now focus on reforming GC and building capacity of management, lecturers, and administrative staff for better learning outcomes, and management.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
The Gambia February 2018 US$5.3 million	**Issue or concern** Equity: Access **Recommendation (report-back)** The Committee notes with concern the large number of out-of-school children, and it requests an annual report-back from the LEG through the JSR on the out-of-school program's progress and reach.	**Status:** Ongoing **Action taken to address the issue in FY20** The Region 5 initiative began in January 2020 in two of the targeted districts. It was well implemented with broad buy-in from the school communities and ownership by the mother's clubs who received training on funds management and utilization to support children's access to school via purchase of food, uniforms, shoes, school supplies, etc. based on the collectively identified needs of the community. Initial reporting shows that enrollments increased as a result of the intervention. The remaining 6 districts will be rolled out when schools reopen, and sensitization of school communities, opening of designated accounts, and MOUs with Mothers' Clubs for these remaining districts is set to commence shortly. Given that COVID-19 is expected to have a negative impact on school enrollment, the initiative will be timed to coincide with the school re-enrollment campaign under the COVID-19 Emergency Response Project.
Timor Leste April 2020 US$9.1 million	**Issue or concern** System: Capacity Building **Recommendation (report-back)** The Secretariat requests the government and GA to share lessons learned on the program's capacity building efforts and on the process related to progressively moving towards greater use of country systems with the LEG and the Secretariat on an annual basis.	**Status:** Ongoing **Action taken to address the issue in FY20** No update since the grant is not yet effective.
Timor Leste April 2020 US$9.1 million	**Issue or concern** Learning: JSRs **Recommendation (report-back)** The Secretariat recommends that a JSR be organized and requests evidence that a JSR has taken place in 2020.	**Status:** Ongoing **Action taken to address the issue in FY20** No update since the grant is not yet effective.
Timor Leste April 2020 US$9.1 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The Secretariat strongly encourages Timor-Leste to meet its commitment to increase the education sector share of the national budget towards 20% and requests that the annual JSR report in 2020	**Status:** Ongoing **Action taken to address the issue in FY20** No update since the grant is not yet effective.

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	and going forward include data on the share of total education expenditure of the national budget.	
Uzbekistan January 2019 US$10 million	**Issue or concern** Equity **Recommendation (report-back)** The Committee requests the CA on behalf of the LEG and via the joint sector review report to report back annually on the organization and results of JSRs with the participation of LEG members, especially teacher organizations and civil society.	**Status:** Ongoing **Action taken to address the issue in FY20** The government has been active in mobilizing the participation of CSOs in education sector work. The COVID-19 has prevented the organization of a JSR as of July. However, there have been virtual discussions with the participation of the CSO representatives on the type of activities needed to address the issue of learning continuity in the country.
Uzbekistan January 2019 US$10 million	**Issue or concern** System **Recommendation (report-back)** The Committee requests the CA on behalf of the LEG and via the joint sector review report to report back annually on the institutionalization of the participation of teacher organizations and independent local CSOs in the sector reviews, as well as in the sector policy dialogue, planning and monitoring.	**Status:** Ongoing **Action taken to address the issue in FY20** In FY 2020, the government has encouraged the participation of CSO and teacher association, and which has led to the expression of interest of the newly formed and hugely popular Republican Teacher Association (RTA) to become the CA. Currently discussions are ongoing regarding whether this Teacher Association can be nominated as CA. The government has been mindful of GPE's recommendation to boost the participation of CSOs and teacher organizations in sector monitoring and development and has invited the RTA and other community based organizations to participate in the virtual discussions.
Yemen May 2013 US$72.6 million	**Issue or concern** Equity **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent the confirmation that the "Do No Harm" principles were followed and a context-sensitivity analysis took place to assess potential unintended effects associated with the implementation of grant activities, including conflict intensification among teachers due to differences in salary payment.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** System **Recommendation (report-back)**	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.

Country	Issues or Concern and Recommendations	Fiscal Year 2020 Update
	No later than January 28, 2020, the Committee requests to receive from the grant agent a timeline for the finalization of the harmonized approach to cash transfer (HACT) audit.	
Yemen May 2013 US$72.6 million	**Issue or concern** Equity: Gender Equality **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent whether the retroactive payment to rural female teachers will have any impact on gender issues as male teachers are not being paid on a regular basis while the rural female teachers will receive salaries through the ESPIG.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** System **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent, in consultation with the LEG and in the context of the current famine in Yemen, the rationale behind the school feeding intervention, which will only reach a limited number of children.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** Equity **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent further information on the verification process put in place to ensure transparency in the disbursement of retroactive teacher salaries.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** Equity **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent clarification of the effectiveness of school grants and what will happen if they are not operational by February 2020.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen	**Issue or concern**	**Status:** N/A

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May 2013 US$72.6 million	System **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent ESPIG distribution between the areas under the International Recognized Government (IRG) administration and those under the control of the authorities in Sana'a.	**Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** System **Recommendation (report-back)** No later than January 28, 2020, the Committee requests to receive from the grant agent status update on the program database, and the timeline when the database will be available to the LEG.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Yemen May 2013 US$72.6 million	**Issue or concern** System **Recommendation (report-back)** No later than April 1, 2020, the Committee requests to receive from the grant agent grant progress update, including, in consultation with the LEG, whether any additional extension is required.	**Status:** N/A **Action taken to address the issue in FY20** A separate report-back on Yemen has been submitted to the GPC.
Zimbabwe December 2016 US$20.6 million	**Issue or concern** System: Education Financing **Recommendation (report-back)** The GPC expressed concern over the high amounts from household income being dedicated to education. It hoped to see this addressed in the ESP.	**Status:** Ongoing **Action taken to address the issue in FY20** A policy option paper on School Financing to support free basic education was produced. However, finalization of School Financing Policy is still pending. The volatile and uncertain economic and financial situation has not allowed to determine the best and feasible school financing policy options. The signed Education Amendment Bill is hoped to provide clear guidance for short- and medium-term policy options to support school financing

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Zimbabwe August 2018 US$18.82 million	**Issue or concern** Equity **Recommendation (report-back)** In the next annual progress report from the grant agent, expected by March 2019, the Committee requests information on the development and implementation of the key equity focused policies under the ESSP (inclusive education, early learning, etc.), supported with GPE 2 financing.	**Status:** Ongoing **Action taken to address the issue in FY20** In 2019, both Early Learning and Inclusive Education draft policies were finalized, and costed implementation strategies were developed with technical support from consultants, ready for validation. After validation, these policies will be presented to the senior MoPSE management and then to Education Coordination Group (ECG) before it is submitted to the Cabinet. The policy development process is the standing item of the ECG meetings, which has helped monitoring and reporting of the progress. Submitting the policies to Cabinet has been set as one of the priority actions for 2020.

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