Fast Track Initiative (FTI) / Global Partnership for Education (GPE) World Bank



Photo: Pupils with school kits outside of a primary school classroom in Ambondro
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Donor Progress Report 5 of 7
Reporting Period: June - November 2012
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Summary Table

PBA Number	SC/2009/0944
Donor Reference	Fast Track Initiative/ World Bank
Report Type (Progress/Final)	Progress
Report Number	5 of 7
Report Due Date	31st December 2012
Period Covered by Report	1st June 2012 – 30th November 2012
Duration of Contribution	24th December 2009 – 31st December 2013
Assisted Country	Madagascar
Assisted Programme/Projects	Education for Development and Gender Equality: Education For All Madagascar
Type of Funding	Grant
Total Contribution Amount	US$ 64 million in total *(three separate transfers; US$ 15 million received in December 2009 for the 2009-2010 school year; US$ 22.018 million in November 2010 for the 2010-2011 school year and US$26.982 million in January 2012 for the 2011/2012 school year)*
Programmable Amount	US$ 59,883,026
Funds Used to Date	US$ 59,304,530
Balance of Funds Available	US$ 578,496
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Acronyms

CEPE	Certificat d'Études Primaire Elémentaire *(End of primary exam)*
EFA	Education for All
EMIS	Education Management Information System
EPM	Enquête Périodique auprès des Ménages (*Periodical Households Survey)*
FRAM	Community recruited teachers
FTI	Fast Track Initiative
GPE	Global Partnership for Education
HAT	High Authority of Transition
ILO	International Labour Organization
LCF	Local Catalytic Fund
LDG	Local Donor Group
LEG	Local Education Group
MNE	Ministry of National Education
NHS	National Household Survey
PIE	Plan Intérimaire de l'Education (*Interim Education Plan*)
SOWC	The State of the World's Children
UAT	Unité d'Appui Technique *(Technical Support Unit)*
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFP	World Food Programme

1. Executive Summary

This report covers the period 1st June to 30th November 2012. The challenging political climate coupled with reduced state budget allocations continues to be the major constraints affecting the education sector and Global Partnership for Education (GPE) funding has therefore remained critical for maintaining and stabilizing the education system.

Despite these challenges, progress has been made in implementing the agreed activities financed by the third tranche of GPE funds between June and November 2012. These include:

- Follow-up to the payments made for **community teachers' salaries** (FRAM teachers) for the periods January to February and March to April 2012. This primarily concerns final payments to the financial services organisations (predominantly micro-credit agencies) who handle the transfer of funds to the teachers
- Under the final stage of **construction**, Phase III, 140 additional classrooms are currently being built and should be delivered in the second trimester of the 2012/2013 school year.
- **Canteens,** as well as food and cooking items were provided to a total of 1,138 schools for about 192,000 pupils in the food-insecure South for the first trimester of the 2012/2013 school year, funded by a combination of GPE/WFP funding
- Payment of **Local Catalytic Funds** to all 21,467 public primary schools in all 22 regions were made via the Technical Assistance Unit (UAT) of the Ministry of Education (MNE) in July 2012. UAT were also responsible for the monitoring of the distribution and usage of these funds
- **School kits** were distributed between June and October 2012 to all 3,723,720 students and 57,677 teachers in the public primary school system in all 114 CISCOs through close collaboration and under the leadership of the MNE

At the national level, UNICEF continued to work closely with the MNE and the UAT to minimise risks, conduct monitoring visits and ensure transparency of financial operations and distribution of school kits. At the regional levels, UNICEF used its Regional Technical Advisors (ATRs) based in the Regional Education Authorities (DRENs) to support further monitoring at district level, particularly on the receipts of teachers' salaries and the distribution of school kits.

Following agreement by the MNE and PTF, an external evaluation of GPE activities (combined with an assessment of the Education Reform) was initiated by UNICEF in November 2012, to assess the outputs of GPE funding as well as UNICEF's capacity as an implementing agency. The next six months will focus on evaluating the progress and challenges of the programme and the outputs of this exercise will inform the development and usage of the next GPE grant.

The current GPE grant was due to expire at the end of 2012. However the construction work requires a mandatory period of 1 year between completion of classrooms and the final payment to contractors (as a measure of the guarantee of quality). Thus final payments will need to be made in 2013 and a no-cost extension until the end of December 2013 was therefore applied for and granted by the World Bank/GPE. This extension of the grant also gives UNICEF the flexibility, subject to agreement by the MNE and the PTF, to use the remaining funds to support the implementation of priority activities before anticipated new GPE funding becomes available later in 2013. This will include for example support to the development of the construction component of the new grant application as well as an audit of all 22 DRENs.

A total programmable amount of US$ 59,883,026 has been received by UNICEF Madagascar, of which US$ 59,304,530 has been engaged (ie approximately 99 per cent). The remaining funds (US$ 578,496) will be used as described in the preceding paragraph.

2. Country Situation

2.1 The problems affecting children and women in Madagascar:

Madagascar has a population of 20.7 million, of which 10.3 million are children under 18 and 3.3 million are children under the age of five (The State of the World's Children - SOWC 2012). It is one of the least developed countries in the world, ranking 151 out of 187 countries in the latest United Nations Development Programme (UNDP) Human Development Report of 2011. Despite an on-going process of urbanisation, 70 per cent of the population still lives in rural areas (SOWC 2012).

The country has been going through a political crisis since March 2009, when the Government was overthrown and a de facto government, the High Authority of Transition (HAT) took power. The HAT was not recognised by the international community until October 2011 and as a result, many donors froze their support to the country and the general economy has suffered. The results of the 2010 National Household Survey (NHS) indicate that about 76.5 per cent of the population live in poverty, an increase of 7.8 percentage points compared to 2005. More specifically poverty incidence is 54.2 per cent in urban areas and 82.2 per cent in rural areas, with an unexpectedly high increase in rural areas of 8.57 per cent, between 2005 and 2010. Among children, an estimated 74 per cent live in poverty (NHS 2010).

2.2 The issues concerning Education in Madagascar:

Prior to the 2009 political crisis, Madagascar had made great strides towards achieving the Education for All targets. The number of children enrolled in primary school increased from 2.4m in 2001-2002 to 4.3m in 2010/11 bringing the net enrolment rate to 88%, according to the Ministry of National Education (MNE). This improvement in enrolment was the result of a significant increase in the number of teachers and schools, which in part was driven by communities building classrooms with local materials and recruiting teachers through parents' associations.

Key Education Indicators	MNE EFA 2010/2011
Gross enrolment rate in primary school (1st-5th grade)	122.7%
Net enrolment rate in primary school (1st-5th grade / 6-10 years old)	87.7%
Primary School Completion Rate (5th grade)	62.6%
Primary School Repetition Rate	19.4%
Number of pupils in primary school Male Female Total	 2,147,194 2,104,787 4,251,981
Gender Parity Index in primary level	0.98
Children (6-10 yrs old) out of school	431,827
Ratio pupils/teacher in primary school	43
Gross junior secondary school enrolment rate, (8th – 10th grade)	45.1%
Secondary School Completion Rate (10th grade), 2010/2011	30%
Secondary School Repetition Rate	11.8%

According to MNE figures, the number of primary school teachers increased from 67,000 in 2004/2005 to 90,000 in 2008/2009 – an increase of more than 20,000 teachers in three years. The

number of functional primary schools (private and public) increased from 21,000 in 2004/2005 to 23,000 in 2009/2010. To encourage increased school enrolment, the government provided backpacks with school materials to all first grade students as well as grants to support school budgets. The government also progressively incorporated community-recruited teachers into the MNE salary structure. All of this reduced direct costs to parents, enabling more families to send their children to school.

However, since the political crisis emerged in 2009, overseas development assistance has been largely frozen and government budgets, particularly in the social sectors such as education, have been greatly reduced. This has had a dramatic effect on the sector as a whole. Enrolment rates have dropped by over 15 per cent to 73 per cent and UNICEF estimates that over 1 million children, or 25 per cent, are currently not attending primary school. The primary completion rate has remained at around 61 per cent and repetition continues to be high at 21 per cent. Thus for every 10 children, approximately 7 enrol in Grade 1 and only 4 of these are likely to manage to complete all five grades. Regional disparities persist, with 14 of 111 school districts having less than 50 per cent primary school completion. The vast majority of teachers recruited by communities are untrained or have limited training, since the pre-service teacher training capacity remains extremely limited (with a capacity to train only 2-3000 new teachers per year). In addition the extreme shortage of proper classrooms means many children are learning in temporary, unsafe and poorly equipped conditions Only 0.2 per cent of 5 year old children were enrolled in pre-schools in 2010, and those enrolled were mostly more privileged children in urban areas (*Enquête Périodique auprès des Ménages* – EPM Periodical Households Survey, 2010). Moreover, only 22.7 per cent of junior secondary school-aged children were enrolled in junior secondary school in 2010 (EPM, 2010).

In addition to the political situation resulting in decreased education funding for the sector, the crisis has impacted sector plans and there has been lack of coherence in strategies to continue progress towards the EFA goals. On the other hand, progress has been made in some key areas of the EFA plan: improvements in the primary school leaving exam pass rates[1] from 66 per cent in 2008/9 to 79 per cent in 2010/11 according to MNE statistics and an increase in the number of community teachers[2] from 41,002 in 2008/9 to 52,247 in 2010/11. In 2011, the MNE validated and implemented an in-service teacher training strategy for untrained community teachers through local teacher professional development networks in all regions. Over 700 of these networks have been supported in 2012 and they are expected to become increasingly important elements to the national teacher training system. While still quite marginal, the number of public pre-schools has continued to boom, from 362 in 2009/10 to 1,033 in 2010/11, The major disruptions caused by the widespread teacher strikes in 2012 have also forced the MNE to come to terms with its limited capacity for communication and the Ministry, with support from UNICEF, is currently working on developing a comprehensive communication strategy to be validated in early 2013.

[1] Increases in the pass rate in the end of primary exam (CEPE - Certificat d'Études Primaire Elémentaire) do not necessarily imply an improvement in quality as school tends to make underperforming pupils repeat the last grade before CEPE to keep the CEPE pass rate at a good enough level.
[2] The increase in the number of FRAM teachers recruited, contributed to the improvement of the teacher-student ratio in 2008 from 1:51 to 1:44 in 2010.

A certain level of continuity in the sector development and notable efforts to move forward with key strategies should be acknowledged. With a newly appointed Minister of Education and the first steps toward planning a new Interim Education Plan (PIE- *Plan Intérimaire de l'Education*) underway, come new opportunities for improved synergy and quality in education in 2012. The development of this plan through an open, transparent consultation process has so far proven to be an excellent opportunity for the MNE to evaluate its priorities and refine its vision of the EFA objectives, Partners such as UNICEF are cautiously optimistic that the contents of the PIE will both be better "owned" by the MNE than that of its predecessor and be more resilient to unforeseen political or institutional changes. On the other hand, given the current state of the education sector and its lack of progress toward many key 2015 goals, it is expected that this new plan will focus more on stabilizing the system than on meeting the medium and long-term objectives outlined in the 2008 Plan.

2.3 Who is affected?

Both in-school and out of school children, urban and rural children are affected by the problematic situation in education in Madagascar: approximately 450,000 children aged 6-10 were out of school in school year 2010/2011 according to the MNE, registering an increase since 2009. UNICEF estimates this figure to be over 1 million. Those who remain in school suffer from the poor quality of the education offer, leading to high repetition rates and low completion rates. The more than 52,000 community recruited (FRAM) teachers (MNE statistics) are in dire need of systematic, appropriate training and career development, and formalization of the professional status. The poorest families suffer due to the increased financial demands on them in the absence of state subsidies for education including school kits, school grants and community teachers' salaries. These financial obstacles will continue to negatively impact enrolment and retention, in particular in low-income areas, unless the MNE and its partners are able to significantly reduce the cost of schooling.

3. Activities Undertaken and Results Achieved

3.1 Activities Undertaken by Reporting Period

Activities Planned	Activities Undertaken				
	Reporting period 1 *(December 2009 to 12th July 2010)*	**Reporting period 2** *(13th July 2010 to 6th June 2011)*	**Reporting period 3** *(7th June 2011 to 31st Nov 2011)*	**Reporting period 4** *(1st Dec 2011 to 31st May 2012)*	**Reporting period 5** *(1st June 2012 to 30th November 2012)*
Community (FRAM) teacher salary subventions	Salary subventions paid for 38,583 community teachers for January-April 2010;	38,585 FRAM teachers were paid for January/February and 39,585 for March/April 2011	Spot check monitoring showed that by April 2011, 44% of teachers had received all 4 months' subventions; 96% had received at least 3 monthly payments; the 4% receiving only 2 payments were in Melaky, one of the most remote regions in the country By August 2011, all teachers had been paid.	By 31st May 2012 funds for 45,585 teachers had been sent by UNICEF to all 22 regions for the January-February period. For the March-April period funds had also been sent to 21 regions. It had not been possible to fully verify receipt of funds by teachers for either period.	Payment for teachers' salaries was made to Melaky, which was late in sending in the payment request documents for the March and April period. Verification of receipt of salaries, through visits to the 22 DRENs and inspections of their documentation for the Jan-Feb period was carried out in all 22 regions by UAT in July, and partially completed for the March-April period (all regions have been visited but issues in two regions have prevented the verifications from being completed). UAT had asked the agreement from UNICEF to conduct verification of both payment tranches at the same time (in July), but UAT subsequently made the decision to stagger the

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					monitoring.
School canteens (implemented by World Food Programme-WFP)	No activities	Canteens were provided in 569 schools for about 96,000 pupils in the food-insecure South for the 2010/2011 school year.	Canteens were provided to a total of 1,138 schools for about 192,000 pupils in the food-insecure South for the 2011/2012 school year, funded by FTI (50%), the Government of France (through a debt swap) and WFP's own funds.	Canteens were provided to a total of 1,138 schools for about 192,000 pupils in the food-insecure South for the 2011/2012 school year, funded by FTI and WFP's own funds.	For the first trimester of the 2012/2013 school year, the 1,138 previously established canteens were supplied with food and non-food items to ensure their functioning through December, 2012.
Construction (implemented jointly by International Labour Organisation - ILO and UNICEF)	Budget engaged for the construction of 226 classrooms in Phase I (76 directly managed by UNICEF; 76 managed by ILO; and 74 managed by Action Aid)	List of sites for Phase I was agreed with the MNE for the construction of the 226 equipped classrooms. The bidding process was completed and construction was underway (by all three agencies) by June 2011. The bidding process for Phase II (202 classrooms) was initiated.	The total of 226 classrooms and 113 latrines from Phase I were completed. The list of sites for Phase II (construction of 202 equipped classrooms – 101 for UNICEF and 101 for ILO) was agreed with the MNE. The bidding process was completed and construction work was initiated.	202 classrooms and 101 latrines from Phase II. have been constructed Planning for Phase III (146 classrooms – 70 for UNICEF and 76 for ILO) was underway and the bidding process was expected to be concluded in June 2012. Construction work will begin in the second half of 2012 and finish in 2013.	UNICEF has finished 4 classrooms and started construction of 70 classrooms under Phase III during this period. It is expected that the work is finished by end of January 2013. UNICEF has been able to expand its overall target from 70 to 74 classrooms through cost savings incurred during Phase II. ILO has also started work on 76 additional classrooms but due to delays caused by a decision from their HQ to reformulate their standard contract agreement template, construction of all 76 classrooms will not be completed until

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					February 2013.
School manuals / pedagogical materials	No activities	An assessment of the situation of school manuals (ie types and stocks etc) was undertaken between January and February at regional, district and pedagogical zone levels. A list of the manuals to reproduce and distribute was subsequently completed.	A further study on how existing manuals were being used by teachers was undertaken in the latter half of 2011.	Results of school manuals study available, and planning in progress with MNE for revision, reproduction and distribution of manuals	No activities – MNE is waiting for outcome of PIE (*Plan Intérimaire de l'Education*) process to move forward on manual revision, reproduction and distribution.
Student evaluation	No activities	This activity will be financed on MNE's own budget	No activities	No activities	No activities
Support to piloting, monitoring and evaluation	No activities	Monitoring by UNICEF, *Unité d'Appui Technique* (UAT) and MNE technicians (which also involved capacity building at decentralized levels)	Monitoring by UNICEF, UAT and MoE technicians included spot-check evaluations and the initiation of an audit of Local Catalytic Fund (LCF) availability and use at local levels, availability and timeliness of teacher salary payments, as well as results of capacity building at decentralized levels.	The external audit of LCF funds was completed in early 2012. Spot-checks were carried out by UNICEF Regional Technical Advisors in seven priority regions on the FRAM salary payments and the receipt of the 2011/2012 "caisse ecoles". Terms of reference have been drafted for an external evaluation of UNICEF's implementation of GPE funds	An external evaluation of GPE activities is currently underway (see Studies and Evaluation line) The external audit report of the LCF funds states that in a general manner , management of LCF by UAT is satisfactory

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Support to improve the education information system	No activities	No activities.	Technical support was given to the Department of Planning in MNE who are responsible for the EMIS system. This included work on data analysis as well as the development of a new EMIS operating system and the entering of end of year data for 2010/2011 into the new database. The on-line database (access only from MNE) is now operational.	Funds were transferred to UAT to support regional workshops to be held by the Department of Planning on improving the completion of the annual data collection forms by primary schools (the Fiche Primaire d'Enquête - FPE)	UAT transferred funds to the MNE for data entry of the Fiche Primaire d'Enquête in June for the 2011/2012 forms. The MNE has not yet reported on the progress of the data entry activities.
Capacity reinforcement	No activities	Although administrative support to UAT is included in the budget lines where UAT supports implementation (at approximately 6%), an additional budget has been allocated with GPE funds to ensure that the unit can remain operational and continue its capacity building efforts until the end of 2012. This primarily includes support to regional education offices (DRENs) in the planning, implementation and monitoring of GPE funded activities, particularly the teachers' salaries and school grants.			
Local Catalytic Funds (LCF) in 10 regions	The payment of school cash grants (local catalytic funds) for quality improvement in 10,079 schools in 10 regions was made in May 2010. Funds not engaged in January for teacher salary subventions were transferred to the local catalytic fund budget.	Data collection, training and preparation were carried out in January/February 2011 and transfers to 10,554 schools in 10 regions were released in March 2011 (Phase I).	April 2011 spot checks showed 91% of schools in the original 10 regions of phase 1 had received the LCF which was distributed in March. The transfer of unused funds from the teacher salary budget enabled around 7,000 additional schools in 8 additional regions to benefit from LCF support,	Planning is underway for the 2011/2012 LCF funds in all 22 regions. Funds are expected to be transferred to the UAT in June 2012 for subsequent distribution to the DRENs and ultimately the schools in the second half of 2012.	Payment of LCF funds to all 21,467 primary schools in all 22 regions were made via UAT on July 31, 2012. Monitoring on the distribution and usage of these will take place in December. As in past years, UAT will issue a separate report on LCF activities once its verification process is

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			in line with the original EFA plan to gradually expand coverage. These payments were made in July 2011.		finalized.
Studies and evaluations	No activities	Other donor funds were available for this activity. A study on teaching practices was initiated with funds from the Government of Norway to feed into the development of the in-service teacher training strategy financed by FTI funds.	The study on teaching practices was completed and this has informed plans to provide more teaching materials and training through networks to teachers.	Dialogue on-going with MNE on how to support new interim EFA plan (PIE) and what studies need to take place to feed into this. Two have been identified and terms of reference written for both 1) an evaluation of the FTI/GPE funding 2) an evaluation on the implementation of the education reform. Work is expected to begin on both evaluations in the latter half of 2012.	A joint external evaluation of GPE activities and a study of the Education Reform (outlined in the 2008 EFA Plan) was initiated and field work started in November. The results are expected in the first quarter of 2013 Late July, UAT launched an evaluation of student learning outcomes which should be published during the next reporting period.
Joint Reviews / Workshops	No activities	Joint review held in May 2011 (funded by other donors)	No activities.	Mini joint review held in January 2012. The first sector-wide education group meeting is scheduled for 28th June 2012.	Two meetings of the local education group (the "GLPE – Groupe Local des Partenaires de l'Education) were held on the 28th June and 1st October. These meetings were not financed by GPE funds however.
Purchase and distribution of school kits	n/a	The joint review in May 2011 decided to enhance the level of emergency	In August 2011 an initial order for 22,285 kits (for 891,400 children) was	In February 2012 an additional order for 57,677 kits (for 2,307,080	Nationwide, school kits for 3,723,720 students and 57,677 teachers in all

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		support measures as a result of increased poverty and a decline in government contributions. One of these measures was the decision to give school kits (school bag with basic stationery items) for every primary school student (grades 1-5)	placed with UNICEF's supply division in Copenhagen.	children) was placed. The kits will begin to be distributed in June 2012 in time for the beginning of the 2012/2013 school year in October 2012.	public primary schools were delivered by UNICEF to 114 CISCOs during July to October 2012. MNE staff, in collaboration with community actors, ensured delivery to all public schools by the end of November. Monitoring of the distribution of these kits by the MNE Planning Department and UNICEF Regional Technical Assistants has been ongoing since mid-November.
Total Budget requisitioned as of end of reporting period	**US$ 13,995,211**	**US$ 30,054,271**	**US$ 34,162,400**	**US$ 53,592,417**	**US$ 59,304,530**

4. Constraints, opportunities & lessons learned

4.1 Implementation constraints

The on-going political crisis continues to have a significant negative impact on EFA Plan implementation and the education system's management capacity and finances. The budget of the MNE has decreased by 25% from 2008 to 2011, resulting in a continuing overall decline in the sector with the investment portion of current budget having been virtually eliminated (final figures on 2012 Education sector budgets are not available yet). In this context, GPE funds are still absolutely critical in ensuring a basic level of operation of the system through the activities outlined in section 3 above.

On the UNICEF side, one of the major constraints for the second half of 2012 has been the absence of a technical-level GPE coordinator following the retirement of the incumbent Education Planning and Monitoring Officer. In particular, the lack of a clear point-of-contact to oversee the technical aspects of UNICEF's relationships with UAT and UNESCO has led to less effective monitoring of partner activities. While financial oversight of the program was immediately re-assigned internally, new hires will not be on hand to oversee GPE activities until early 2013. This gap has resulted in an overlong missed opportunity of closer collaboration between UNICEF and UAT.

ILO has also experienced delays when a headquarters review of their standard contract template forced their Madagascar office to re-sign all on-going agreements with local partners and suppliers. This has caused delays of about two months in the construction of classrooms and latrines under Phase III of the programme.

The installation of the Education Management Information System (EMIS) with support from UNESCO has also been challenged by a lack of focused attention from the MNE and limited support to monitoring and follow-up at decentralized levels.

While UNICEF failed to properly liaise with MNE during the order of the first batch of school kits in mid-2011, there was initially some confusion and resentment within MNE about not having been properly informed of the evolving situation. Improved coordination throughout 2012 and enhanced leadership by MNE resulted in the distribution of all kits to all 114 CISCOs before the start of the 2012/13 school year. However, distribution from the CISCOs to the schools has been more problematic as thus is under the responsibility of local authorities, with the support from MNE. UNICEF is currently supporting the MNE in monitoring the availability of the kits at the school level. This verification is also providing UNICEF with the opportunity to pilot a new SMS reporting system with a view to supporting the MNE on taking this to scale for other potential aspects of monitoring, such as student enrolments. In addition, there may be the potential to pay FRAM teachers' via mobile money in 2013 to help eliminate delays and cut the costs of these payments.

The majority of the programme has therefore been still characterised by the difficult operating environment. The challenges identified in the previous progress reports, including lack of clarity on the way forward in education policy development, a renunciation or apparent disinterest in the EFA plan, and frequent changes in MNE leadership, are on-going but have been partly mitigated by the GPE funding to support essential system functioning. There are still concerns about MNE's capacity to properly monitor the effective distribution of funds and supplies. Thus whilst UNICEF is able to state with a high degree of certainty that funds and supplies have been dispatched, it is difficult to give an accurate and reliable statement on full receipt and proper usage, primarily due to the scale of the operations undertaken and the lack of robust national M&E systems in place.

4.2 Opportunities

The opportunities identified in the previous reporting periods remain viable and some have brought fruit despite the changes in MNE leadership. The active cooperation of the MNE is in line with the Education partners' proactive approach and focus on essential system operations, such as teacher salaries, student kits and school grants, strengthened schools' capacity to function and to improve children's education, with constant efforts to re-stabilise education sector policy development. In addition, the use of GPE funds to support these priority areas thus far is greatly facilitating the on-going dialogue with education partners and the authorities on financing the 2013 funding gap for the sector which has arisen as result of delayed progress on the new EFA plan and the subsequent request to GPE for financial assistance. Consensus has been reached quickly on four essential interventions (FRAM teacher's salaries, school feeding, school grants and school kits) and the approximate level of funding gap has been established and used to lobby partners to re-allocate or re-programme funds. Furthermore, the GPE application process is being actively linked to the development of the PIE (*Plan Intérimaire de l'Education*) so that the new document can better help guide GPE assistance and create a clear framework through which all partners can support the MNE's strategies.

The greatest opportunity for a stronger focus on EFA goals in Madagascar during this transitional period is still the leveraging power of the GPE funds themselves. The financial assistance keeps on contributing to the on-going functioning of the entire system, encouraging Ministry decision-makers to prioritize inputs to retention, access and quality within the system, and strengthening decentralized actors' capacity to carry out their functions. GPE's commitment to the continued support of the education sector is also fuelling in large part the development of the new Interim EFA Plan (the aforementioned PIE) that will seek to address core issues in the education sector in ways and on a scale that could not be envisaged without this funding. In turn, this considerable level of investment (combined with other donor pledges) helps make the MNE much more receptive to recommendations that it develops a more coherent and broad-based strategic vision. The PIE development process has shown that the Ministry is open to receiving feedback and suggestions not just from donors, but also from local non-governmental actors. At the time of writing this report, while the document is still in draft form, there are clear indications that it will seek to halt the decline of the system through

addressing three major axes: access to education; education quality; and the monitoring and supervision of the system. These axes are very much in line with the priorities identified by the GPE and their prominence in the PIE should help ensure that GPE's past and current investments will be consistent with the MNE's own resource allocation plans.

The PIE's expected focus on improving access to primary education and reducing exclusion among children in the 6-10 year old age group is particularly relevant to GPE's current activities, as it reiterates MNE commitment to reducing direct and indirect school costs (a goal to which FRAM payments, FCL grants, canteen funding and school kit distribution are major contributors) and improving access opportunities (through, among other things, the construction of new classrooms). With this renewed commitment, comes a real opportunity for the MNE to strengthen the efficacy of its own school grant and teacher payment activities and develop enhanced financial management and monitoring systems.

Support to regional control over teacher professional development is one example of several opportunities already mentioned in previous reports, leading to stronger local capacity that could form the basis for a future bottom-up approach to education policy development and school improvements, which take better account of regional variations and issues. The existence of professional construction companies with strong technical and financial capacities in the construction of the school infrastructure also continues to facilitate interventions supporting the issue of access. Through the construction of child- and environmentally friendly classrooms, GPE funds are being used to promote school infrastructures to provide optimal learning conditions for children while at the same time raising awareness on environmental protection issues. In classroom and other school infrastructure constructions, UNICEF is experimenting with pressed bricks, eco-latrines and other construction materials and concepts that have a low environmental impact.

In addition, the strengthened capacity of regional education offices to manage teacher salary payments and the strengthened partnership between NGOs and decentralised government education authorities continues to be an opportunity for more effective and sustained decentralization in education management. UNICEF is keen to participate in the strengthening of capacities at the regional level and has begun to directly engage DRENs by transferring (non-GPE) funds to them for use in purchasing needed equipment and performing priority services in 2012 (such as monitoring visits) and by potential channelling of future FRAM payments through them, starting in 2013. This new level of partnership will be matched by enhanced support of the activities via the placement of Regional Technical Assistants within each DREN and enhanced monitoring of financial management.

4.3. Lessons learned

Despite the leveraging power of GPE funding, the fragility of upstream work where political stability is uncertain has been a challenge throughout the course of the GPE program. The importance of focusing greater attention to local level capacity building remains a key lesson to UNICEF and all development partners. Still, there is a delicate balance to maintain, because without clear political directives from the central level, many regional and local level actors are hesitant to initiate or maintain activities. GPE funds remain a positive incentive to the MNE to reflect and refocus attention on national EFA objectives and how to maintain the basic functioning of the system, while developing feasible strategies for improving quality.

In the current political and social environment that does not favour coherent and sustainable decision-making on education system goals, partners have learned that a flexible approach to sector support is needed. For example, the upcoming gap of GPE funds may be addressed not through a complete replication of 2012 GPE activities, but through different modalities (including reverting the responsibility of LCF payments to the MNE) that take advantage of the MNE's capacities and budget allocations.

The need to ensure regular and clear communications with MNE on critical, nationwide issues and take joint, rather than unilateral decisions remains vital. In terms of the management and implementation of GPE funds, UNICEF will take advantage of potential new incoming funding streams to cover the gap in GPE-funded activities in 2013, to provide regional technical assistants for all 22 regions to support the DRENs in the planning, implementation and monitoring of both state and non-state funded activities.

5. Monitoring and Risk Management

5.1 Risk management and Monitoring

The UNICEF Madagascar Country Office has strengthened its systems at all levels and between the key sections with UNICEF concerned in the implementation of GPE funds including Education, Planning, Monitoring and Evaluation and Operations to assure the necessary technical and operational capacity to absorb and manage all elements of the FTI/GPE funds. The financial and programmatic reporting mechanisms as well as the planning and monitoring systems try to minimise risks and ensure that FTI/GPE funding reaches the intended beneficiaries to achieve the expected results.

Risk management has been a key priority of not only the Education section but also the Country Office at large in the management of the funding, especially given the high stakes in terms of policy-testing, funding magnitude and expected results. The volatile political and economic environment increases the risk of corruption and misuse of funds. Madagascar moved from the rank of 99 on Transparency International's scale in 2009 to 118 in 2012. UNICEF operates within the United Nations' (UN) implementation framework, adapted to the political crisis. Transfers of funds to government entities are generally avoided, and in cases where such transfers are necessary to reach vulnerable populations they are subject to strict risk management measures. Specific Risk management measures for particular activities are put in place by UNICEF and include[3]:

i) Cash Transfer LCF, teacher payment and school kit delivery

In view of the relatively large amounts involved in the community teacher salary payments, LCFs transferred to schools and school kits distributed, UNICEF has established particular risk management measures for these activities in close consultation with the UAT:

- Transfer of funding into restricted accounts (for transfer only) at regional education directions after an evaluation of financial management capacity.
- The lists of teachers are collected at district level and verified with the assistance of the UAT attached to the Ministry of Education. (The UAT has been responsible for monitoring the FTI-CF disbursements in the past and remains functional and unchanged in terms of leadership and staff).
- Identity verification at points of salary distribution. A field monitoring guideline/manual has been developed and spot checks at school level are conducted by UNICEF and UAT staff.
- Spot-check monitoring of LCF and teacher payments by UAT : In 2011, this included visits to 110 schools located in 17 CISCO (in 8 DREN) and conducting formal interviews

[3] See appendix for lists of all reports pertaining to monitoring of GPE fund usage

with 99 school directors, 20 members of the FAF (school management) committee, 80 parents and 10 teachers. In December 2012, UAT will be undertaking a joint LCF / FRAM payment spot-check.

- UNICEF Harmonized Approach to Cash Transfer audit was undertaken in 7 DRENs in 2012 to ensure compliance for teacher payments
- Independent audits by local accounting and financial management firms (the last one was published in January 2012)
- Ad-hoc monitoring at the teacher level by UNICEF Regional Technical Assistants to verify the amount and dates of payments and archive payment records during the course of their regular activities
- Separate instruction manuals for DREN/CISCO and for ZAP/schools have been developed by the MNE and UNICEF to ensure proper directions at different stages of the school kit distribution process.
- A stock of additional school kits is held by each DREN to provide cover for underestimations of demand or loss of material during the distribution process.
- MNE teams trained by UAT perform school kit delivery checks at schools, supported by UNICEF ATR and Supply Section personnel
- Technical support to six regional directors to assure accurate and timely reporting and local communication

The difficult context and the need to put in place solid risk management measures to track the use of the funds have led to some delays in implementation. An independent audit of 2011 LCF activities completed in January 2012 concluded that the risk management measures in place had been effective (the audit report is available upon request). Based on the audit recommendations, minor adjustments to grants based on school size have been implemented for the 2012 payments. The UAT undergoes annual audits, a practice in place before the current political crisis.

ii) Construction

Construction is an area of particular concern given the sums of money involved, the geographic spread of the interventions and thus the potential for leakages and fraud. Both UNICEF and ILO have adopted a range of strategies to minimise the risks including:

- Development of a robust implementation strategy for school construction which promotes a mix of private companies and community approaches
- Work with contractors evaluated and approved by regulatory bodies and proper contracting (eg penalty clause in case of a default/delay for contractors)
- Quality control and supervision of contractors' partners through independent inspection companies ("Bureau d'Etudes") and close follow up by UNICEF construction/WASH sections and government staff at decentralized levels

- Simplification of construction systems using Eco-friendly, locally available and renewable materials and cost effective construction methods
- Management of construction market price increases through the use of more medium and small capacity contractors
- Strengthened collaboration with UN/NGOs to maximise complementarities, ensure added value and strengthen partnerships around school construction

iii) School Feeding

In all schools receiving GPE-financed canteen support, the WFP puts in place the following monitoring and risk management strategies:

- Monthly reports on canteen operations and frequency of visits by local management committees to ensure efficient canteen operations and a transparent management of food and supplies. Reports are verified by commune and district educational authorities before being submitted to WFP.
- 12 Food Aid Monitors (3 in Anosy, 5 in Androy, 4 in Atsmo Andrefana) visit schools at least once during the school year in order to strengthen the capacity of the local management committees and the effective implementation of canteen-related activities
- WFP triangulates information from the monthly local management committees -school reports, Food Aid Monitor reports, and its own data to establish quarterly activity reports which are shared with the MNE and other partners.

5.2 Maintaining transparency and counterpart commitment in fund management

Maintaining both staff and counterpart commitment and morale through supportive supervision, transparency and consultation, in a fragile sometimes uncertain context, is an important overall management function and success factor. Staff commitment at all levels is high to ensure that GPE funding is given full priority in the office. Regional Technical Advisors assist with monitoring and support to GPE-funded activities as part of their regular duties.

In 2011, the Country Office co-led a Joint Education Alternative Review with partners which evaluated the impact of GPE funding to date and determined whether the third and final instalment of the GPE funding would continue to be managed by UNICEF in its capacity as Supervising Entity. Currently, UNICEF is actively and regularly engaged with other donor partners to support MNE development of the PIE that will form the basis of future GPE funding requests.

A comprehensive external evaluation of the impact of GPE funded activities on progress toward EFA goals and UNICEF's role and effectiveness as GPE implementing agency is under way and the final report will be issued in February 2013.

6. Future Work Plan

6.1 Priority activities for the next reporting period

Given that the majority of core activities for this round of GPE programming will have been completed by the end of 2012, 2013 will focus on paying the construction guarantees, evaluating the progress and challenges of the programme and informing the development and preparation of the next grant (outlined in more detail below).

6.2 Relevant adjustments to project implementation

The development of a new GPE grant application to cover 2013 and the following years has always been contingent on the adoption of a new EFA plan by the MNE. While currently underway, the finalization of this document is not expected until March 2013, which means that Madagascar cannot expect the arrival of new GPE funds until late 2013 at the earliest. This situation has resulted in a funding gap for most of 2013. After extensive consultation with the MNE and among donors, funds have been identified to cover four key areas threatened by the gap: FRAM teacher payments; 2013/2014 school kits, school grants and canteens.

It should also be noted that GPE has granted UNICEF's request for a 1 year no cost extension based on the UNICEF risk management strategy, which mandates that a 5 per cent retainer be withheld from the contractors until one year after construction work has finished. This is to ensure that any defaults or problems encountered during the first year of use by the new structures will be covered by the construction companies. These payments are therefore not likely to be made until the last quarter of 2013 (ie one year after construction work has finished).

Furthermore, the extension will allow UNICEF to apply limited funds left over from the planned activities to initiate full financial audits of all DREN in order to prepare them for increased responsibilities in managing internal and external funds.

The overall GPE program implementation strategy will remain concentrated on activities that will maintain a functioning education system in Madagascar. A gap or lack of focus in GPE fund spending may lead to the risk that teachers will not be paid and will either quit or go on strike; school canteens will cease to function, affecting the nutritional support of children who depend on school meals; new learning spaces will not be constructed, depriving many children of their right to access education; school kits for children will not be purchased, resulting in an increasing burden on parents to pay for schooling and risking an increase in the number of drop-outs; and local school grants will not be received by schools, paralyzing normal school operations for millions of children.

7. Conclusion

In conclusion, the political crisis continues to impact heavily on the education sector with the effect of reduced budgets effectively being passed on directly to families who are bearing the costs themselves. In this context, with much external aid still frozen or not yet fully re-engaged, substantive financial support to the sector in priority areas to help mitigate this impact at school level is still essential.

GPE funds continue to fulfil this role and, although direct evidence of impact in schools is still under evaluation, they have undoubtedly been fundamental in preventing further significant declines in the sector. UNICEF has continued to also play its part through the management, distribution and use of funds, strengthening its risk mitigation processes and monitoring of activities in partnership with the MNE and UAT. The result of the on-going evaluation of GPE funds will shed more light on their impact and on the effectiveness of UNICEF as Implementing Agency, and will be used for improving future programme design, implementation and monitoring as well as lobbying and advocacy efforts.

8. Financial Implementation[4]

As of 30th November 2012, US $59,304,530 has been requisitioned, which is equivalent to about 99 per cent of the total programmable amount of US$ 59,883,026 thus far. **In 2012, a total of USD $25,672,857 has been spent at country office level.** The balance of funds available is US$ 578,496.

ACTIVITY	2012 Budget as approved by PTF on 08.07.11	Amount spent by 30.11.2012	% spent against budget
FRAM Teachers' subsidies	$10,491,350	$9,557,175	91%
School canteens	$2,998,295	$2,998,295	100%
Construction	$3,308,307	$3,481,178	105%
In Service training of FRAM Teachers	$179,265	0	0%
Information system	$50,000	$45,935	92%
Local Catalytic Funds DREN, CISCO, ZAP, Ecole (part 3 = primary schools, 22 DRENs)	$4,581,654	$4,810,000	105%
Childrens' school kit - including delivery (CP)	$669,604	$4,683,043	133%
Childrens' school kit - including delivery (CE and CM)	$2,838,347		
Studies/Evaluation: Results FTI Part-2, Preparation and Results FTI Part-3	$100,000	$97,231	97%
Sub-total	**$25,216,822**	**$25,672,857**	**102%**
UNICEF 7% recovery cost	**$1,765,178**	*$1,764,622*	**100%**
TOTAL	**$26,982,000**	**$27,437,479**	**102%**

[4] Please note that fund utilisation figures in the report are interim figures. Official expenditure can be provided, upon request, by the UNICEF Comptroller, after closure of end-of-year accounts.

Notes on financial implementation and justifications for over/under expenditure:

A. OVERALL AMOUNTS

- The total amount of **$26,982,000** reflects the budget that was approved by the PTF in July 2011 for the third tranche of GPE funds.

- The expenditure amounts factor in a carry-over of **$1,033,976** from 2011 from the previous tranche of funds.

- UNICEF Madagascar actually received **$25,217,377** via UNICEF HQ for this third tranche of funds after the 7% recovery cost had been removed. Thus there was a total of **$26,251,353** available for use at country level throughout 2012 (ie $25,217,377 + $1,033,976)

- Out of this total of $26,251,353 available in country during 2012, a total of **$25,672,857** has been used by 30th November 2012 (representing 98% of expenditure against available funding).

- The carry-over and usage of funds from the second tranche from 2011 explains why more funds (ie 102%) have been spent at country level (ie $25,672,857) than were originally budgeted (ie $25,216,822)

- The template above conforms to the 2012 budget line items as defined by the PTF in July, 2011. As such, it differs from the template used in the previous 2012 progress report which featured slightly different (though still accurate) categorization of expenses.

B. SPECIFIC OVER OR UNDER-EXPENDITURES OF MORE THAN 10%

- The amount budgeted for the purchase and distribution of school kits significantly underestimated the total costs of shipping and warehousing the kits, leading to a 33% cost overrun. Conversely, cost savings from the FRAM payments made up most, but not all, of the difference. These increased costs have been factored into subsequent procurements of kits for the 2013/2014 school year to be financed by other donors (as outlined in Section 6.2).

- Teacher training activities originally planned under the GPE budget for 2012 were performed by UNICEF under funding from Norway. The cost savings helped balance the overruns from the school kit distribution.

Funds Utilization Report

Donor:	**World Bank - Washington D.C.**	**Programmable Amount:**	**$59,883,026**
Sponsor Code:	**U99934**	**Total Funds Utilized:**	**$59,304,530**
External Reference:		For Reporting Period:	$25,672,857
Recipient UNICEF Office:	**Madagascar - 2670**		
UNICEF Grant Reference:	**SC090944**	Prior to 2012:	$33,631,673
Grant Description:	**Madagascar: Education for All Fast Track Initiative**	**Programmable Balance:**	**$578,496**
Grant Duration:	**24 December 2009 - 31 December 2013**		
Reporting Period:	**1 January 2012 - 30 November 2012**		

Part 1. Cumulative Total Funds Utilized from Grant by Results and Activity (1 Jan 2012 - 30 Nov 2012)

Cost Category	Commitment Reference	Posting Date	Commitment Description	Funded by this Grant	Funds Utilized for Reporting Period	Funds Utilized Previous Reporting Period	% of Grant Utilized
101 - IR 101 - APPUI AU SYSTEME D'EDUCATION				**$22,660,476**	**$22,191,680**	**-**	**98%**
002 - 1.2 - EDUCATION POUR TOUS				**-**	**$68,496**	**-**	**-**
CONTRACTUAL SERVICES	0000000546	16/02/12	DIVERS FRAIS DE FONCTIONNEMENT POUR EPT	-	$900	-	-
	0043129289	20/09/12	EVALUATION GPE-FTI + REFORME Evaluation costs	-	$67,596	-	-
			CONTRACTUAL SERVICES Sub-total	-	**$68,496**	**-**	**-**
004 - 1.4 - GLOBAL PARTNERSHIP EDUCATION (FTI)				**-**	**$22,123,184**	**-**	**-**
CONTRACTUAL SERVICES	0043122127	01/05/12	Micro-Evaluation 4 partenairesContexte et JustificationLe Micro-evaluation	-	$2,855	-	-
			CONTRACTUAL SERVICES Sub-total	-	**$2,855**	**-**	**-**
GENERAL OPERATING + OTHER DIRECT COSTS			Direct Charge to the Activity	-	$3,700	-	-
	0000001195	25/01/12	INSURANCE ET FRAIS DE MANUTENTION POUR MAGASIN DE STOCKAGE Insurance and warehousing costs	-	$22,814	-	-
	0043115132	19/01/12	LOCATION MAGASIN POUR ENTREPOSAGE KITS SCOLAIRES Rent of Warehouse	-	$36,000	-	-
	0043115135	19/01/12	SECURITE ET GARDIENNAGE MAGASIN UNICEFPOUR ENTREPOSAGE DE KITS Security of warehouse for kits	-	$4,180	-	-
	0043115271	24/01/12	LOGISTICIEN WAREHOUSE EDUCATION Logistician for warehouse	-	$6,116	-	-

	43126004	12/07/12	SECURITE ET GARDIENNAGE MAGASIN UNICEFPOUR ENTREPOSAGE DE KITS Security of warehouse for kits	-	$3,975	-	-
			GENERAL OPERATING + OTHER DIRECT COSTS Sub-total	-	**$76,785**	**-**	**-**
SUPPLIES AND COMMODITIES			Direct Charge to the Activity	-	$286,791	-	-
	0000001195	25/01/12	ACHAT CADENAS, TRANSFERT PALETTES Purchase of locks , transfert of pallet racks	-	$280	-	-
		28/06/12	FRAIS DE TRANSPORT Transport costs	-	$269,000	-	-
	0000008103	15/03/12	Frais de douanement, transport, magasinage des kits Custom costs, warehousing	-	$136,000	-	-
	0000018082	07/06/12	Paiements divers relatifs aux activités de FTI Diverse costs	-	$5,000	-	-
	0000024804	14/08/12	Frais dedouanement kits 2è vague) Customs costs	-	$178,000	-	-
	0064029978	15/02/12	Achats kits scolaire Purchase of school kits	-	$3,186,562	-	-
	0076075313	08/02/12	Achats kits scolaire Purchase of school kits	-	$538,125	-	-
			SUPPLIES AND COMMODITIES Sub-total	-	**$4,599,758**	**-**	**-**
TRANSFERS AND GRANTS TO COUNTERPARTS	0100004476	19/03/12	ENF 3eme Bimestre - DREN ANALAMANGA the follwing items refer to Teacher salary payment to DRENS of different regions	-	$297,806	-	-
	0100004477	19/03/12	ENF 3eme Bimestre - DREN SAVA	-	$312,793	-	-
	0100004478	19/03/12	ENF 3eme Bimestre - DREN ATSIMO ATSINANANA	-	$258,916	-	-
	0100004481	19/03/12	ENF 3eme Bimestre - DREN HAUTE MATSIATRA	-	$217,165	-	-
	0100004482	19/03/12	ENF 3eme Bimestre - DREN ANALANJIROFO	-	$304,668	-	-
	0100004483	19/03/12	ENF 3eme Bimestre - DREN ATSINANANA	-	$309,974	-	-
	0100004486	19/03/12	ENF 3eme Bimestre - DREN ALAOTRA MANGORO	-	$190,991	-	-
	0100004490	19/03/12	ENF 3eme Bimestre - DREN BOENY	-	$118,481	-	-
	0100004491	19/03/12	ENF 3eme Bimestre - DREN BETSIBOKA	-	$67,028	-	-
	0100004492	19/03/12	ENF 3eme Bimestre - DREN AMORON'I MANIA	-	$150,330	-	-
	0100004495	19/03/12	ENF 3eme Bimestre - DREN ITASY	-	$137,195	-	-
	0100004496	19/03/12	ENF 3eme Bimestre - DREN BONGOLAVA	-	$107,607	-	-
	0100004501	19/03/12	ENF 3eme Bimestre - DREN ANOSY	-	$123,669	-	-
	0100004502	19/03/12	ENF 3eme Bimestre - DREN MELAKY	-	$48,000	-	-
	0100005018	22/03/12	ENF 3eme Bimestre - DREN MENABE	-	$105,736	-	-
	0100005019	22/03/12	ENF 3eme Bimestre - DREN IHOROMBE	-	$59,195	-	-
	0100005021	22/03/12	ENF 3eme Bimestre - DREN DIANA	-	$120,373	-	-
	0100005025	22/03/12	ENF 3eme Bimestre - DREN ANDROY	-	$188,565	-	-
	0100005027	22/03/12	ENF 3eme Bimestre - DREN VAKINANKARATRA	-	$299,483	-	-
	0100005030	22/03/12	ENF 3eme Bimestre - DREN VATOVAVY FITOVINANY	-	$424,239	-	-
	0100005031	22/03/12	ENF 3eme Bimestre - DREN ATSIMO ANDREFANA	-	$259,415	-	-
	0100012131	16/05/12	ENF 3eme bimestre - DREN SOFIA	-	$396,150	-	-
	0100012132	16/05/12	ENF 4eme bimestre - DREN SOFIA	-	$396,150	-	-

0100012137	16/05/12	ENF 4eme bimestre - DREN ANALANJIROFO	-	$328,100	-	-
0100012138	16/05/12	ENF 4eme bimestre - DREN ANDROY	-	$203,050	-	-
0100012142	16/05/12	ENF 4eme bimestre - DREN ALAOTRA MANGORO	-	$205,700	-	-
0100012144	16/05/12	ENF 4eme bimestre - DREN VATOVAVY FITOVINANY	-	$456,830	-	-
0100012145	16/05/12	ENF 4eme bimestre - DREN SAVA	-	$336,650	-	-
0100012146	16/05/12	ENF 4eme bimestre - DREN ATSINANANA	-	$333,800	-	-
0100012153	16/05/12	ENF 4eme bimestre - DREN VAKINANKARATRA	-	$322,500	-	-
0100012156	16/05/12	ENF 4eme bimestre - DREN ANALAMANGA	-	$320,710	-	-
0100012157	16/05/12	ENF 4eme bimestre - DREN ATSIMO ANDREFANA	-	$279,350	-	-
0100012158	16/05/12	ENF 4eme bimestre - DREN HAUTE MATSIATRA	-	$233,880	-	-
0100012159	16/05/12	ENF 4eme bimestre - DREN ANOSY	-	$133,200	-	-
0100012161	16/05/12	ENF 4eme bimestre - DREN AMORON'I MANIA	-	$161,900	-	-
0100012162	16/05/12	ENF 4eme bimestre - DREN DIANA	-	$129,630	-	-
0100012163	16/05/12	ENF 4eme bimestre - DREN BOENY	-	$127,610	-	-
0100012164	16/05/12	ENF 4eme bimestre - DREN BONGOLAVA	-	$115,900	-	-
0100012167	16/05/12	ENF 4eme bimestre - DREN MENABE	-	$113,900	-	-
0100012169	16/05/12	ENF 4eme bimestre - DREN BETSIBOKA	-	$72,220	-	-
0100012170	16/05/12	ENF 4eme bimestre - DREN ITASY	-	$147,770	-	-
0100013691	25/05/12	ENF 4eme bimestre - DREN IHOROMBE	-	$63,750	-	-
0100013692	25/05/12	ENF 4eme bimestre - DREN ATSIMO ATSINANANA	-	$278,800	-	-
0100016653	12/06/12	ENF 4eme bimestre - DREN MELAKY	-	$49,200	-	-
0100018043	20/06/12	HACT: encadrement de saisie FPE 2011-2012 avec UAT	-	$29,000	-	-
0100018048	20/06/12	Appui aux paiements des subventions ENF 2012 (1) Support for teacher salary payments	-	$147,000	-	-
0100018792	25/06/12	Appui FCL écoles 2012 LCF support 2012	-	$80,000	-	-
0100020828	09/07/12	Subvention FCL écoles 2012 LCF 2012	-	$4,730,000	-	-
0100021143	11/07/12	Formation STD Kits scolaires – UAT Local education authority training on distribution of school kits	-	$3,020	-	-
0100022973	25/07/12	Evaluation acquis scolaires – UAT Evaluation	-	$25,880	-	-
0100024015	01/08/12	Paiement Prestataires ENFs – SOFIA The following items refer to: Payment for contractors of teacher salary for different regions	-	$11,745	-	-
0100024016	01/08/12	Paiement Prestataires ENFs - Analanjirofo	-	$15,285	-	-
0100024019	01/08/12	Paiement Prestataires ENFs - Ihorombe	-	$1,596	-	-
	30/08/12	Paiement Prestataires ENFs - Ihorombe	-	$370	-	-
0100024022	01/08/12	Paiement Prestataires ENFs - Androy	-	$11,401	-	-
0100024023	01/08/12	Paiement Prestataires ENFs - Atsinanana	-	$16,833	-	-

	0100024025	01/08/12	Paiement Prestataires ENFs - Analamanga	-	$14,405	-	-
	0100024026	01/08/12	Paiement Prestataires ENFs - Betsiboka	-	$150	-	-
	0100024027	01/08/12	Paiement Prestataires ENFs - Diana	-	$1,282	-	-
	0100028120	30/08/12	Paiement Prestataires ENFs - Atsimo Andrefana	-	$6,600	-	-
	0100031136	18/09/12	Paiement Prestataires ENFs - Bongolava	-	$6,513	-	-
	0100031140	18/09/12	Paiement Prestataires ENFs - Atsimo Atsinanana	-	$1,970	-	-
	0100031142	18/09/12	Paiement Prestataires ENFs - Alaotra Mangoro	-	$5,770	-	-
	0100031144	18/09/12	Paiement Prestataires ENFs - Anosy	-	$1,265	-	-
	0100031147	18/09/12	Paiement Prestataires ENFs - Vakinankaratra	-	$6,610	-	-
	0100040215	09/11/12	Suivi cartes scolaires UAT Monitoring of School cards	-	$16,350	-	-
	0100044208	28/11/12	HACT:Suivi gestion et distribution kits scolaires HACT Monitoring and management of school kits	-	$3,480	-	-
	0200000037	08/02/12	Joint programme: Implementation of School Canteens (WFP)	-	$2,998,295	-	-
			TRANSFERS AND GRANTS TO COUNTERPARTS Sub-total	-	**$17,443,200**	**-**	**-**
TRAVEL	0003760252	19/03/12	Renforcement de capacité en informatique des partenaires Capacity building of partners in computer skills	-	$585	-	-
			TRAVEL Sub-total	-	**$585**	**-**	**-**
103 - IR 103 - EDUCATION PRIMAIRE				**$3,590,877**	**$3,373,487**	**-**	**94%**
003 - 3.3 - CONSTRUCTION DES ECOLES					**$3,373,487**	**-**	**-**
CONTRACTUAL SERVICES	0038324667	28/11/12	Se référant au Cahier de Charges et Offre du Bureau d'Etudes The following items refer to the contracting of design offices and companies	-	$967	-	-
	0038325161	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$1,661	-	-
	0038325164	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$18,191	-	-
	0038325165	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$6,892	-	-
	0038325166	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$4,201	-	-
	0038325167	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,221	-	-
	0038325168	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,428	-	-
	0038325169	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$1,638	-	-
	0038325180	28/11/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,268	-	-
	0038325194	29/11/12	Se référant au Cahier de Charges DDP/MADA/2011/006 et Offres	-	$888	-	-
	0038325195	29/11/12	Se référant au Cahier de Charges et Offres du Bureau d'Etude	-	$1,357	-	-
	0038325196	29/11/12	Se référant au Cahier de Charges DDP/MADA/2011/006 et Offre	-	$1,338	-	-
	0038325197	29/11/12	Se référant au Cahier de Charges DDP/MADA/2011/006 et Offre	-	$1,302	-	-
	0038325199	29/11/12	Se référant au Cahier de Charges et Offre de l'Entreprise MA	-	$1,904	-	-
	0038325211	29/11/12	Se référant au Cahier de Charges et Offre de l'Entreprise VO	-	$4,081	-	-
	0038325212	29/11/12	Se référant au Cahier de Charges et Offre de l'Entreprise SO	-	$23,190	-	-
	0038325213	29/11/12	Se référant au Cahier de Charges et Offre de l'Entreprise HE	-	$20,389	-	-

0038325214	29/11/12	Se référant au Cahier de Charges et Offre de l'Entreprise TA	-	$20,480	-	-
0038325216	29/11/12	Se référant au Cahier de Charges et Offre du Bureau d'Etudes	-	$1,183	-	-
0038325217	29/11/12	Se référant au Cahier de Charges et Offre du Bureau d'Etudes	-	$1,316	-	-
0038325218	29/11/12	Se référant au Cahier de Charges et Offre du Bureau d'Etudes	-	$1,233	-	-
0043119786	23/03/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/008 e	-	$868	-	-
0043119790	23/03/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/008 e	-	$727	-	-
0043124368	11/06/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$1,744	-	-
0043124373	11/06/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$2,621	-	-
0043124468	12/06/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$3,884	-	-
0043125058	22/06/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$4,262	-	-
0043125129	25/06/12	Audit de 16 partenaires Unicef dont 09 pour l'Education, 01	-	$4,000	-	-
0043126193	17/07/12	LOT 1 - Travaux de construction de 12 salles de classe avec Construction of 12 classrooms	-	$238,214	-	-
0043126195	17/07/12	LOT 2 - Travaux de construction de 08 salles de classe avec Construction of 8 classrooms	-	$156,424	-	-
0043126198	17/07/12	LOT 3 - Travaux de construction de 06 salles de classe avec Construction of 6 classrooms	-	$36,251	-	-
0043126204	17/07/12	LOT 4 - Travaux de construction de 08 salles de classe avec Construction of 8 classrooms	-	$78,905	-	-
0043126212	17/07/12	LOT 5 - Travaux de construction de 08 salles de classe avec Construction of 8 classrooms	-	$144,703	-	-
0043126214	17/07/12	LOT 6 - Travaux de construction de 08 salles de classe avec Construction of 8 classrooms	-	$150,030	-	-
0043126219	17/07/12	LOT 7 - Travaux de construction de 08 salles de classe avec Construction of 12 classrooms	-	$152,621	-	-
0043126220	17/07/12	LOT 11 - Travaux de construction de 10 salles de classe avec Construction of 10 classrooms	-	$186,271	-	-
0043126222	17/07/12	LOT 12 - Travaux de construction de 10 salles de classe avec Construction of 10 classrooms	-	$207,617	-	-
0043126229	17/07/12	LOT 1 - Travaux de Gestion, Contrôle et surveillance des con Monitoring of construction works	-	$23,885	-	-
0043126234	17/07/12	LOT 2 - Travaux de Gestion, Contrôle et surveillance des con Monitoring of construction works	-	$22,855	-	-
0043126238	17/07/12	LOT 3 - Travaux de Gestion, Contrôle et surveillance des con Monitoring of construction works	-	$25,599	-	-
0043130685	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/008 e The following items refer to the contracting of design offices and companies	-	$596	-	-
0043130687	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,994	-	-
0043130689	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$1,280	-	-
0043130691	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2010/009 e	-	$1,316	-	-
0043130692	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$6,657	-	-
0043130694	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$6,450	-	-
0043130697	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,500	-	-

	0043130698	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$1,678	-	-
	0043130699	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,830	-	-
	0043130700	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,337	-	-
	0043130703	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$1,753	-	-
	0043130704	16/10/12	Se référant au Cahier de Charges suivant DDP/MADA/2011/005 e	-	$3,588	-	-
	0043132294	15/11/12	Selon l'offre de l'Entreprise EX-TINA et le Document d'Appel	-	$29,436	-	-
	0043132306	15/11/12	Selon l'offre de l'Entreprise RAZANATOANDRO et le Document d	-	$79,855	-	-
	0043132365	16/11/12	Lot 3-4- Travaux de gestion, Contrôle et surveillance des co Monitoring of construction works	-	$7,887	-	-
			CONTRACTUAL SERVICES Sub-total	-	**$1,718,764**	**-**	**-**
GENERAL OPERATING + OTHER DIRECT COSTS			Direct Charge to the Activity	-	$569	-	-
			GENERAL OPERATING + OTHER DIRECT COSTS Sub-total	-	**$569**	**-**	**-**
TRANSFERS AND GRANTS TO COUNTERPARTS	0200000013	26/01/12	Joint Program: Construction of Primary Schools (ILO)	-	$1,654,154	-	-
			TRANSFERS AND GRANTS TO COUNTERPARTS Sub-total	-	**$1,654,154**	**-**	**-**
004 - 3.4 - APPUI TECHNIQUE				**-**	**$107,691**	**-**	**-**
GENERAL OPERATING + OTHER DIRECT COSTS			Direct Charge to the Activity	-	$11	-	-
	0000001971	26/04/12	Charge directe pour IR 3 - Appui technique Technical support	-	$1,000	-	-
			GENERAL OPERATING + OTHER DIRECT COSTS Sub-total	-	**$1,011**	**-**	**-**
			STAFF AND OTHER PERSONNEL COSTS Sub-total	-	**$99,285**	**-**	**-**
TRAVEL	0003760260	20/03/12	Renforcement de capacité - ONG SARANDRA Capacity building	-	$817	-	-
	0003760271	19/03/12	Supervision des travaux construction Sud Supervision of construction works	-	$1,066	-	-
	0003760504	24/04/12	Faciliter la visite de donateur Donor outreach support	-	$370	-	-
	0003760880	23/07/12	Implantation et organisation des travaux dans le Sud Construction work management	-	$1,368	-	-
	0003760959	20/08/12	Supervsion des travaux construction dans le Sud Construction work monitoring	-	$659	-	-
	0003760992	05/09/12	Supervision des travaux construction Construction work monitoring	-	$638	-	-
	0003761159	09/10/12	Supervsion des travaux dans le Sud Construction work monitoring	-	$1,372	-	-
	0003761391	11/11/12	Supervisiond es travaux dans le Sud Ouest Construction work monitoring	-	$1,105	-	-
			TRAVEL Sub-total	-	**$7,394**	**-**	**-**
			Total	**$26,251,353**	**$25,672,857**	**-**	**98%**