REPORT FROM THE STRATEGY AND POLICY COMMITTEE

For Information

1. PURPOSE

1.1. The purpose of this paper is to present the Board of Directors with a number of updates on GPE programs and initiatives discussed by the Strategy and Policy Committee during its April 30, 2014 conference call. This report excludes the committee's deliberations on the Policy Framework on the Global Partnership's Role in Humanitarian and Complex Emergency Contexts, which is presented to the Board in a separate paper.

1.2 This paper contains the following:

- Annex 1: Post-2015 Development Agenda (page 2)
- Annex 2: Civil Society Strategy Update (page 8)
- Annex 3: Process Note on Reviewing the 2012–2015 Strategic Plan Implementation Plan (page 23)
- Annex 4: Progress Report on the GRA Program and the Work of the Board Reference Group on GRA Results Agreements (page 27)

ANNEX 1:

POST-2015 DEVELOPMENT AGENDA

For Information

1. PURPOSE

1.1 The purpose of this paper is to update the Board of Directors on the process underway to develop a new Sustainable Development Agenda and post-2015 goals for education, and the principles for the Global Partnership for Education's engagement in the processes related to its development.

2. POST-2015 PROCESS

The Post-2015 Sustainable Development Goals agenda

2.1 The United Nations (UN) is conducting an intergovernmental process to help define the future global development framework that will succeed the UN Millennium Development Goals (MDGs), a set of eight global development targets which come to an end in 2015. On September 2013, the President of the UN General Assembly hosted a special event to follow up on efforts made towards achieving the Millennium Development Goals (MDGs). World leaders renewed their commitment to meet the MDG targets and agreed to hold a high-level summit in September 2015 to adopt a new set of global human development goals.

2.2 Current negotiations have focused on expanding a human development agenda, to make sustainable development a central component of the post-2015 development agenda. At the Rio+20 Conference, UN member states agreed to launch a process to devise a set of Sustainable Development Goals which are "universal and applicable to all countries." A 30-member intergovernmental Open Working Group has been established under the UN General Assembly to prepare the Sustainable Development Goals. A number of additional mechanisms were set up to inform the Sustainable Development Agenda.[1] The Open Working Group expects to have a draft report of goals and targets by the end of July 2014 – in time to share with the UN General Assembly. As of May 2014, the Open Working Group's latest working document includes a comprehensive focus area dedicated to 'education and life-long learning.'

[1] Including an Intergovernmental Committee on Sustainable Development Financing, to discuss foundational issues related to ODA, South-South cooperation and financial mechanisms to support a future Sustainable Development Agenda

2.3 The UN Secretary-General will present a synthesis report on the full range of inputs before the end of 2014 as a reference for the intergovernmental negotiations to be launched at the UN at the beginning of the General Assembly's 69th session in September 2014. However, once consensus is reached on thematic priorities, UN member states will need to negotiate and agree on the means of implementation, including financing, accountability mechanisms, and other critical aspects of the Global Partnership for delivering the new Sustainable Development Agenda. A third International Conference on Financing for Development will also take up these issues, likely in 2015. The Financing for Development process is being facilitated by the permanent representatives of Norway and Guyana at the UN in New York.

2.4 A range of thematic and national consultations have been carried out, including citizen-focused surveys aimed at highlighting people's voices and priorities, sponsored by the United Nations and led by the Overseas Development Institute. The most recent results from the MyWorld2015 survey show that education is the number one priority globally, cutting across all age, gender and socio-economic groupings.

Education in the post-2015 agenda

2.5 UNESCO and UNICEF have been co-leading the process of developing new goals for education to be achieved by 2030. This process builds on what has been achieved in Education for All (EFA) since 2000 and completes what remains to be achieved, and is informed by the critical examination of the EFA and MDG experience. The vision for post-2015 set out by UNESCO[2] calls for a stand-alone education goal in the post-2015 Sustainable Development Agenda, and for education to be integrated into other development goals as an important means for their implementation.

2.6 The development of a joint proposal for EFA successor goals has been led by the EFA Steering Committee. EFA consultations have also been launched at national and regional levels to secure a representative position through regional groups represented in the EFA Steering Committee. In May 2014, UNESCO and the Ministry of Education of Oman hosted a Global Education for All Meeting to discuss a range of proposals on six input and two output targets and accompanying indicators. The EFA Steering Committee has been tasked with finalizing proposals for education post-2015. The final joint position will be presented at a UNESCO and UNICEF-sponsored high-level discussion in Brussels on June 25, 2014, aimed at securing high-

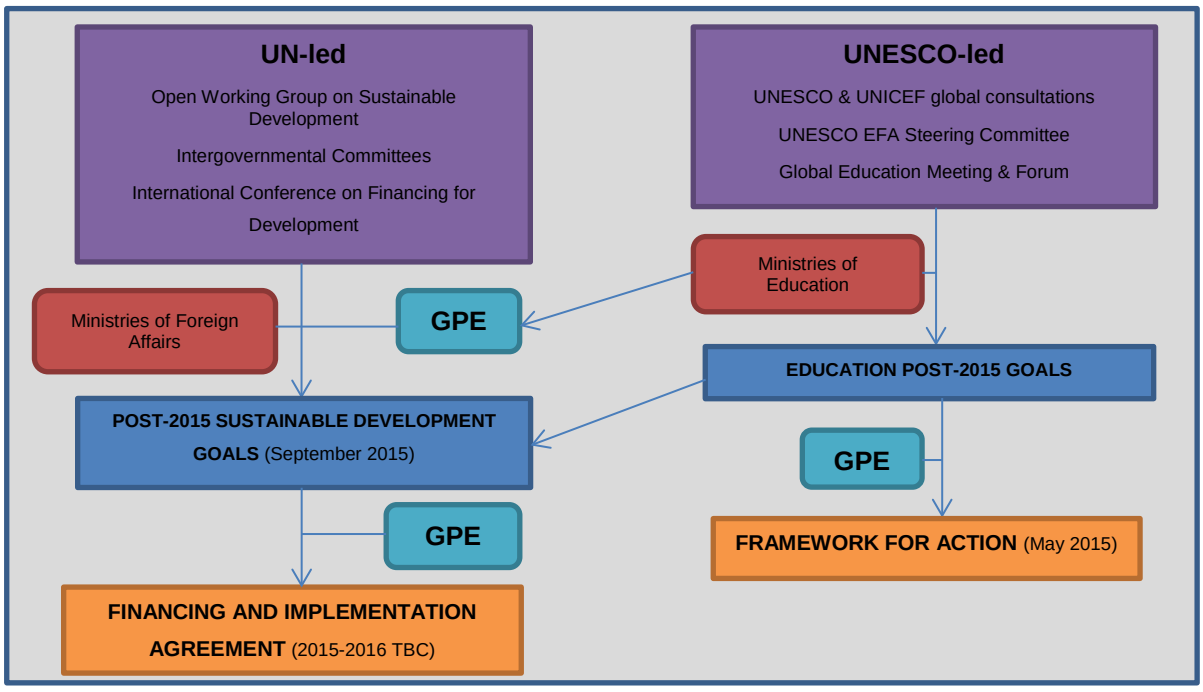
[2] Outlined in a concept note submitted to the 37th Session of UNESCO's General Conference

level political support to ensure education remains a strong goal in the post-2015 framework. In the meantime, discussions to define indicators will continue, led by the interagency EFA Technical Advisory Group.

2.7 In May 2015, a Framework for Action will be adopted at the World Education Forum, hosted by the government of Korea. The framework will articulate guidelines to operationalize the post-2015 goals and targets at regional and national level, including provisions for financing and specific strategies and commitments defined by regional groups.

Overview of the Global Partnership's role in the post-2015 processes

2.8 The overview below shows the two parallel processes (on post-2015 and sustainable development, and on education post-2015) and indicates key areas for GPE engagement in line with the principles outlined in this Section. In order to successfully engage in the post-2015 agenda, the Global Partnership will work with UN-led processes shaping the sustainable development goals, and will continue to work closely with UNESCO-led processes to define clear goals for education post-2015, as well as the Framework for Action beyond 2015.



3. ENGAGEMENT IN POST-2015 BY THE GPE SECRETARIAT

3.1 In 2000, education stakeholders cemented the foundation for the Global Partnership for Education within the Dakar Framework for Action. These stakeholders called for a global initiative aimed at developing the strategies and mobilizing the financial resources needed to support national efforts. The initiative aimed to: increase external financing of basic education, ensure greater predictability of external assistance, facilitate more effective donor coordination, and to strengthen sector-wide approaches. Two years later, the Education For All-Fast Track Initiative was established and has evolved to become an important source of funding and coordination for education sector strategies now known as the Global Partnership for Education.

3.2 The GPE Secretariat proposes three key priorities, each discussed below, which derive from the Global Partnership's mandate since 2000. The Global Partnership remains committed to the acceleration of progress to achieve the EFA and MDG2 goals on universal access to quality basic education in many of its member countries, particularly in fragile and conflict-affected states. Across all priorities below, the Global Partnership will ensure that global targets and indicators remain relevant to GPE developing country partners. Firstly, by ensuring the needs of the world's poorest countries remain a central component of the agenda. Secondly, by supporting a stronger focus on reaching the most marginalized children.

Advocate for a comprehensive equitable quality education goal in the post 2015-agenda (vis-à-vis UN-led processes)

3.3 The Global Partnership will support a global push to promote a stand-alone goal for education in the post-2015 sustainable development framework, all the while ensuring the global agenda recognizes the centrality of education in the implementation of other sustainable development goals. The GPE Secretariat will focus its advocacy efforts on raising the profile of education in global UN-led processes, ensuring that the Global Partnership engages in intergovernmental discussions and sustainable development negotiation processes. The Partnership will promote the strengths of its partnership model and share its experiences in the implementation of development effectiveness principles through education.

3.4 Through a combination of GPE involvement in global discussions on post-2015 and at the national level with education systems, the Global Partnership will strengthen the links between intergovernmental negotiations led by Ministries of Foreign Affairs at the UN and discussions hosted by Ministries of Education nationally (please see overview in par. 2.8).

3.5 In 2014, the GPE Secretariat has prioritized work with non-education global audiences. The GPE Secretariat remains firmly committed to engaging actively in UNESCO-led processes, in particular through its participation in the EFA Steering Committee. Key public advocacy activities to date include:

- An open letter from the Global Partnership's Board Chair to the co-Chairs of the Open Working Group, advocating for a strong stand-alone goal for education and seeking support from UN member states;
- The Global Partnership's Chief Executive Officer's (CEO) participation in a key event on partnerships and Post-2015 hosted by the President of the General Assembly and the President of the UN Economic and Social Council (ECOSOC);
- The joint participation of the Global Partnership's CEO and H.E. Demeke Mekonnen, Deputy Prime Minister of Ethiopia and GPE Champion, in the First High-Level Meeting of the Global Partnership for Effective Development Cooperation. Both representatives held key bilateral meetings and participated in an official session on the role of sector partnerships in the post-2015 agenda.

Focus on achieving a robust post-2015 education agenda that is relevant for and supports the poorest countries (vis-à-vis UNESCO-led processes)

3.6 The Global Partnership will share lessons learned and best practices to ensure that the new framework for action builds on past experience to improve the delivery of education goals beyond 2015. The Global Partnership remains firmly committed to the EFA principle that '*no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources*.' As the only multilateral partnership for education, the Global Partnership will emphasize the importance of including a strong financing commitment, from both developing and donor partner countries, to guarantee the successful implementation of post-2015 education goals in the poorest countries.

Finance and support planning for the implementation of the post-2015 agenda in GPE developing country partners (vis-à-vis UN and UNESCO-led processes)

3.7 The Global Partnership for Education's second replenishment is a building block for the implementation of education goals beyond 2015. The success of the Replenishment period from 2015-2018, particularly by securing strong commitments to advancing key education policies

and adequate financial resources, will be a crucial component of the first four years of a new Sustainable Development Agenda. The Global Partnership, enabled by the resources raised through the new replenishment period, aims to be in a position to support the initial stages of the national implementation of the post-2015 education agenda in GPE Developing Country Partners. The Partnership stands ready to help countries adopt nationally-relevant strategies in the post-2015 period, including through the provision of support for the development of national Education Sector Plans, the GPE Program Implementation Grants, and its support for the coordination of inclusive partnerships operating at country level.

3.8 As governments and national education stakeholders turn to this task, the GPE funding model is undergoing a reform which will improve the impact of GPE support on the achievement of a new framework for equitable quality education for all. The new financing model more directly supports achievement of education results at country level and GPE Strategic Goals by providing developing country partners more targeted funding to: –

- Increase the number of children in school;
- Increase the number of children mastering basic literacy and numeracy skills by the end of primary education;
- Reach the most marginalized, particularly girls, children in conflict-affected contexts, children with disabilities and those from the poorest families and communities;
- Strengthen education systems to deliver more efficiently, reliably and equitably a quality education to an increased number of children;
- Increase developing country partners' education investments from their own domestic budgets to ensure ownership and sustainability.
- Promoting support from development partners that is better aligned to country priorities

3.9 The model also provides strong incentives for the collection and reporting of valuable country-level data, particularly on learning outcomes and marginalization, which has been sorely lacking in the education sector globally. Good data will enable governments to track education outcomes, develop more effective policies, and improve delivery. Equally, it will enable improved accountability to citizens for education progress. And finally, GPE funding will deliver better outcomes since it stresses the importance of results-based financing.

ANNEX 2:

CIVIL SOCIETY STRATEGY UPDATE

For Information

1. PURPOSE

1.1 This paper provides an update on the Global Partnership for Education's strategy vis-à-vis civil society engagement and outlines preparations underway for a new proposal for funding civil society engagement in Global Partnership for Education processes for the period 2015-2018. It summarizes the key actions and timeline necessary to prepare a funding proposal for continued support of civil society for consideration by the GPE Board of Directors at its face-to-face meeting in December 2014. A full progress report on the Civil Society Education Fund is included as a separate attachment to this paper. This paper is for information only and no decision is being sought at this time.

2. INTRODUCTION

2.1 On December 18, 2012, the GPE Board of Directors approved an allocation of US$14.5 million to support the Civil Society Education Fund (CSEF) for the two-year period 2013–2014. UNESCO, as the Supervising Entity managing this grant, and the Global Campaign for Education, as the executing organization for this grant, have provided information to the Secretariat on the CSEF progress to date. This information, largely drawing on UNESCO's report to the GPE Secretariat, has been provided in Appendix 1, and outlines the improvements made during the preparation phase as well as progress against key CSEF objectives. The report also outlines the activities undertaken by UNESCO as the Supervising Entity for this grant. A separate, longer and more detailed document (BOD/2014/06 DOC 10/Attachment 1) will also be shared with the Board of Directors and contains the full progress report for 2013 prepared by the Global Campaign for Education. A full progress report on activities for the period of January to June 2014 will also be provided to the Board of Directors in September.

2.2 In November 2013, at the Board of Directors meeting in Addis Ababa, the Board made several decisions to further build the Global Partnership's engagement with civil society, including approving year two of funding for the CSEF and instructing the Secretariat to develop a proposal for longer term civil society support. This latter decision will be presented to the Board of Directors in December 2014.

2.3 The Secretariat and Strategy and Policy Committee (SPC) have been working together to develop a proposal, grounded in the evidence and experience of the past five years, for support to civil society to enable their meaningful participation in GPE processes. The process will involve two phases: the first phase takes stock of the existing literature, program reviews, survey responses and interview data. The second phase will develop a proposal to fund civil society between 2015 and 2018. This process aims to be inclusive, build on existing knowledge and capitalize on the diverse perspectives within and outside the partnership on best practice regarding the participation of civil society in education sector processes.

3. BACKGROUND

3.1 Feedback from both the Board of Directors and country-level partners has identified further gaps that need to be rectified to increase the effectiveness of civil society's participation in education sector processes, in particular those of the Global Partnership. In response to this feedback, the Board of Directors endorsed a paper outlining the Global Partnership's proposed strategy to further deepen this area of work in November 2013. This strategy included three core elements. One, enhance current mechanisms to support global and country-level engagement of civil society. Two, approve the second year of funding for the Civil Society Education Fund in 2014. Three, based on further assessment and consultation, develop a proposal to underpin longer-term funding for civil society engagement. At its face-to-face Board meeting in November 2013, in Addis Ababa, Ethiopia, the GPE Board of Directors approved the following decision:

BOD/2013/11-12 – <u>Civil Society</u>: The Board of Directors:

c. requests the Secretariat to develop a Civil Society Support Proposal 2015-2018, in consultation with the Global Campaign for Education, Education International and other stakeholders, for consideration by the Board of Directors at its face-to-face meeting in June 2014.

3.2 In following up on this decision, the GPE Secretariat has initiated a process guided by the Strategy and Policy Committee to develop a proposal for the period 2015–2018. The period coincides with the Global Partnership's replenishment period of 2015 to 2018 and with the first four years of the adoption and implementation of a new post-2015 education agenda. As such, it provides an important opportunity to reflect on how a new funding round can better support civil society capacity building and participation in GPE-supported processes (building on the strengths of the CSEF), and what civil society actors will need to effectively influence, implement and monitor the post-2015 education goals. It will also provide an opportunity to assess the

current architecture for support to civil society including the CSEF supported global, regional and national coalitions to determine what additional support mechanisms might be required. Due to both the constraints on capacity posed by the replenishment campaign and the need for a meaningful deliberation on lessons learned and the way forward, the Secretariat will submit the proposal to the Board of Directors in December 2014 rather than June 2014.

4. PROCESS AND TIMELINE FOR PROPOSAL DEVELOPMENT

4.1 The Global Partnership for Education Secretariat is supporting the development of a proposal for consideration by the Board of Directors at its face-to-face meeting in December 2014. The GPE Strategy and Policy Committee has agreed to oversee this process and to provide feedback and guidance on the proposal.

4.2 The process will be comprised of two phases between May 2014 and December 2014: the first phase includes a literature review, survey and interview questions which will inform the development of a report on the current state of support for civil society in GPE processes and areas which require further reform and/or additional support. This report will include recommendations for the mechanisms, reforms and support structures needed to successfully achieve the objective of effective civil society participation in the development of education sector policies, GPE program implementation grant applications, and sector monitoring exercises. Phase two comprises the development of a proposal to the Board of Directors based on the recommendations made in the Phase 1 report.

4.3 The table below sets out the proposed timeline.

2014 Timeline	**Activities**
April 30 (SPC meeting)	• **SPC to review the timeline** and discuss the terms of reference for the development of a proposal between June and November • **SPC to provide feedback** on survey questions, literature and best practice analyses to consult • **SPC to propose stakeholders** to share the survey with and/or consult
May	• **GPE Secretariat to develop and circulate a survey** for consultation with GPE Board stakeholders and other external experts,

	organizations, civil society voices. • **GPE Secretariat to undertake stakeholder interviews** to solicit additional qualitative data and recommendations. • **GPE Secretariat to start a review and summary** of best practice literature, CSEF analyses, UNESCO CCNGO reports and other analyses of this issue, to capture what is working, what the challenges are, and what additional mechanisms are needed for effective participation and representation of civil society in GPE processes.
June	• **GPE Secretariat to finalize a review and summary** of best practice literature, survey responses, CSEF analyses, and other input on this issue by June 16.
July–August	• **GPE Secretariat to engage Education International, Global Campaign for Education, GPE Board members representing civil society organizations** and other stakeholders as needed to inform recommendations for reform, expansion of existing mechanisms and/or new mechanisms and partnerships.
September	• **SPC to review the recommendations for reform, expansion and/or establishment of mechanisms** to provide further recommendations, feedback and direction on additional considerations to be factored into a proposal for funding. • **GPE Secretariat to undertake additional consultation, research and analysis** to respond to the feedback of the GPE Strategy and Policy Committee of the Board. • **GPE Secretariat to draft proposal for funding** mechanisms for civil society in consultation with relevant implementing organizations. Iterative drafting as needed throughout September/October.
October	• **SPC to discuss** and finalize proposal for submission to the Board of Directors.

November	• **GPE Secretariat to send for translation and finalization** of proposal presentation, decision language and supporting documents.
December	• **Presentation of proposal** to the GPE Board of Directors.

APPENDIX: PROGRESS REPORT ON THE CIVIL SOCIETY EDUCATION FUND[3]

1. BACKGROUND

1.1 On December 18, 2012, the GPE Board of Directors approved "an allocation of up to US$14.5 million from the Global Partnership for Education Fund to fund the proposal submitted by the Global Campaign for Education" (CSEF Proposal), with "UNESCO serving as Managing Entity" (BOD/2012/12-1). UNESCO's role was later changed to that of Supervising Entity (confirmed by a letter dated May 6, 2013 from the Chair of the Financial Advisory Committee (FAC) to UNESCO). UNESCO's understanding of this role, as developed in dialogue with GCE and the GPE Secretariat, was defined in a document submitted with a Costed Plan for Supervision to the GPE Secretariat on April 9, 2013. This report covers the first nine months (April to December 2013) of the Civil Society Education Fund (CSEF), complementing UNESCO's report submitted to the GPE Secretariat in October 2013. It also includes updated information on a few activities, where this information has been available to the Global Campaign for Education Secretariat, for the period of January through April 2014.

1.2 ***Signature of Agreements:*** In April 2013, the World Bank as Trustee of the Global Partnership and UNESCO signed a Financial Procedures Agreement (respectively on April 17, 2013, and April 24, 2013). At its April 19, 2013 meeting, the FAC approved UNESCO's Costed Plan for Supervision (US$ 648,454) and Agency Fees (US$1,016,157) for the total project duration, and authorised disbursements related to the first tranche of the CSEF.

1.3 UNESCO signed an Implementation Partner's Agreement (IPA) with GCE on July 17, 2013, covering the first tranche of funding released by the Global Partnership, a total amount of US$7.25 million for the period April 17–December 31, 2013. The preparation of the agreement took longer than anticipated because the role of "Supervising Entity" implies a new modality of tripartite cooperation for UNESCO which needed to be adequately framed by the organization's existing administrative and financial rules and regulations. Similarly, the Global Partnership's Global and Regional Activities (GRA) Manual and its terms of reference for Supervising Entities were mainly designed for national projects with governments and a number of questions,

[3] The current phase of the Civil Society Education Fund (2013-2014) is now in its second year of implementation, and as such, this progress report concerns the first year of activities which, due to the late approval of a contract agreement between UNESCO and the Global Campaign for Education (GCE), covers the period of April to December 2013.)

notably relating to reporting duties, needed to be clarified between UNESCO and the Global Partnership before the IPA could be signed.

1.4 Upon approval of the second tranche of funding by the GPE Board of Directors in November 2013 (BOD/2013/11-12), the IPA has been amended (in February 2014) to include the additional amount of US$ 7.25 million. At the same time, taking into account the delay in signing agreements and transferring the first payment, the implementation plan and disbursement schedule have been revised, and the project extended, at no extra cost, from December 31, 2014 to April 30, 2015, in order to maintain a total duration of 24 months as initially planned.

2. CSEF ACTIVITIES UNDERTAKEN BY GCE DURING PLANNING AND PREPARATION PHASES

2.1 During the planning and preparation phase (April-June 2013), GCE and its partners worked, in consultation with UNESCO, to ensure that the right foundations were in place to guarantee effective delivery of the program objectives, taking into account the lessons learned from the evaluation of the last CSEF program period and addressing the issues raised by the GPE Board in December 2012, notably the need for a detailed implementation plan with clear milestones, an improved governance approach and structure and an effective monitoring and evaluation framework.

2.2 Although the first transfer of funds occurred later than expected, which created serious challenges for GCE, substantial work took place to improve the program and its structures. Additionally, intensive support was given to national coalition planning processes in a very collaborative process engaging not only GCE and the regional implementing partners, but also a number of other INGOs/international organizations engaged through the new CSEF International Partners' Group. This has demonstrated how CSEF can successfully serve as a means not only to support national civil society activity, but also to coordinate international support for that activity.

Improvement of program design and structures

2.3 The work to improve the design and structures of the CSEF included the following activities:

- The ***governance structure*** of the CSEF was revised through the introduction of the CSEF Global Oversight Committee. The new structure seeks to ensure strict division of roles

in terms of implementation, management and accountability in order to avoid any potential conflicts of interest. Revised terms of reference for all CSEF structures, including for global and regional implementing partners, were also developed to facilitate more effective and efficient working relationships within the program.

- An approach for engagement and ***outreach with other civil society partners*** at both national and international levels was developed and included the creation of the CSEF International Partners Group (IPG), which held its first meeting in London on July 8–9, 2013. The IPG agreed on working modalities as well as concrete measures such as a mapping of coalition priority areas and capacity needs/strengths, a mapping of INGO presence and mechanisms for sharing resources and tools. Since July of last year, several opportunities for engagement and collaboration have been identified and will be included in the Global Capacity Support and Learning Plan.

- A stronger focus on the ***learning component*** was built into the program design, through the incorporation of self-assessments and analysis in the planning and reporting process, as well as assessment by regional implementing partners and Regional Funding Committees.

- The ***Regional Funding Committees*** which review and approve national plans and budgets within each region were re-constituted and their guidelines revised. Committees now include individuals from a variety of NGOs, independent experts, and the CSEF regional and global secretariats and FMAs. They have been providing high-quality and intensive support to improve the quality of programs prepared by the national coalitions.

- New ***proposal guidelines and templates*** for national coalitions were produced to provide clear guidance and support for the development of applications, as well as the new capacity self-assessments.

- The CSEF ***financial and grant management procedures*** were revised to include greater detail and more effective financial reporting in the new program design.

- Detailed ***implementation plans and budgets***, including national-level budget templates that link activities to objectives, were developed so as to enable more effective monitoring and evaluation of expenditure against program objectives.

1. Development of the ***Learning, Monitoring and Evaluation Framework*** (LMEF) through a consultative and participatory process, to strengthen ownership at

national level. The GCE finalised a comprehensive monitoring and evaluation (M&E) system in April 2014, which includes a results framework, LME guidelines and reporting templates for national coalitions, regional secretariats and FMAs.

2. Putting in place ***improved human resources management***. CSEF management and implementing partners have put in place teams in line with the human resources plan, establishing relevant posts, recruiting relevant staff in GCE and the regional secretariats, and ensuring all staff are aware of their roles and functions within the program.

Development of National Coalitions' Plans and Capacity

2.4 In line with the GPE principle of country ownership, the focus and approach of coalition proposals were determined at national level, according to each context. GCE's efforts aimed at ensuring that the proposals developed for CSEF support were well-designed, logical and compelling, broadly supported by civil society, responsive to the national context, and clearly linked to the overall program objectives of CSEF in view of a globally coherent program delivery. Activities included:

- Coordination of the process of developing national programs and ***targeted specific support*** to national coalitions through Regional Secretariats and Regional Financial Management Agencies. In Africa, the Middle East and Eastern Europe, additional technical support provided by members of the IPG to coalitions with particular capacity needs. In addition to support to coalitions that submitted proposals, GCE and regional secretariats have initiated support for the formation of coalitions in "new" CSEF countries, such as in Myanmar and Afghanistan.

- ***Approval of 49 proposals*** for CSEF support. Out of the 51 proposals submitted, one was rejected and one is currently receiving capacity support on governance and planning before a proposal can be approved. Three additional proposals are potentially in the pipeline for 2014, including two from countries currently being supported to establish coalitions.

- ***Signing of grant agreements***. Twenty-six of the 49 funded coalitions are in Africa, 13 in Asia, six in Middle East and Eastern Europe and four in Latin America and the

Caribbean[4]. Due to the delayed availability of CSEF funding, the majority of the grant agreements were signed only in September-October 2013. Notwithstanding, most coalitions managed to maintain a certain level of activity while developing their CSEF proposals and budgets, to keep momentum and maintain their positions as civil society representatives in their countries. Most coalitions engaged in policy dialogue or sector reviews and continued to engage with their members, sharing information, revising structures and providing opportunities for training and capacity strengthening.

- Development of a comprehensive ***global capacity support and learning plan*** based on consultations with coalitions, regions and the IPG. The plan aims to ensure targeted and country driven capacity support through collaboration between GCE, regional partners and INGOs on the ground, to develop and support initiatives, events and tools, and to take advantage of already existing opportunities and capacity.

3. CSEF OBJECTIVES

3.1 Following execution of contracts with coalitions, the implementation phase started in full in the last quarter of 2013. Due to the limited timeline, it is difficult to report on impact at this point. This report therefore focuses more on the activities that have taken place.

3.2 The CSEF implementation phase (July 2013–April 2015) focuses on implementation of plans at national level, technical support and capacity-building, and promotion of cross-country learning and collaboration at regional and global levels. Although each proposal is driven by its national context, some themes can be clearly observed across each region. These provide the foundation for regional and global capacity support, as well as help build into international and regional advocacy agendas:

- Africa: Inclusive education; quality education; teachers and learning; pre-primary education; non-formal education; education financing
- Middle East and Eastern Europe: Access to basic education with an emphasis on girls; quality education for all; equity and inclusion; education financing
- Latin America: The right to education and democracy; removal of user-fees; inclusive education, gender equity; financing of education; the post-2015 education framework

[4] Ten additional coalitions are funded by the Spanish Agency for International Development Cooperation (AECID) in non-GPE-eligible countries of Latin America.

- Asia and the Pacific: The right to education; quality and teacher issues; inclusive education; financing of education and public-private partnerships; literacy; early childhood education; the post-2015 education framework

- EFA reviews and post-2015: Engagement with processes around achievement of EFA by 2015 and post-2015 frameworks was generally seen as a prominent focus area for coalitions across countries and regions. CSEF is strategically placed to ensure civil society contributes to EFA reviews and post-2015 discussions. Planned activities at national level include surveys, consultations, EFA reviews and position paper development, and regional and global secretariats will work to ensure these activities are linked and feed in to regional and global consultations.

3.3 In terms of approaches, all coalitions focus on strengthening their participation and influence in policy processes, in particular through engagement with local education groups (LEGs), Technical Working Groups and sub-national as well as national decision-makers. In order to influence these forums and decision-makers, coalitions are carrying out research and monitoring of education sector plans, policies, budgets and activities, and in turn converting findings into policy proposals and submissions. Activities are carried out through the engagement of members, communities and the general public, to create awareness and encourage participation of citizens to strengthen the voice and influence of civil society in education debates, not only nationally, but also at regional and global level.

3.4 The first round of reporting against expected results took place in January-February 2014 and provided a wealth of quantitative as well as qualitative information on national coalitions' activities and progress towards CSEF objectives. The reporting was also designed to collect baselines (for April 2013 and December 2013) against which progress can be monitored throughout the project period. The following is a summary of progress against the CSEF objectives and expected results.

4. PROGRESS TOWARDS THE OBJECTIVES

Objective 1 - Policy participation: Formal civil society participation in education sector policy and review processes and engagement with policy-makers and parliamentarians is strengthened and better recognized

4.1 Although there has been limited time to focus on the implementation of activities, it can already be seen that coalitions are strengthening their participation in education sector

processes. Of the 41 countries in which coalitions operate and where they report a LEG exists, 29 (70.7 percent) indicated actively engaging with the LEG. Notably, all these coalitions are in Africa or Asia-Pacific. Overall, coalitions were actively engaging with 141 relevant education sector policy and review forums, including LEGs, relevant subgroups, technical working groups, education sector commissions, among others.

4.2 In terms of contributions to the different fora, coalitions were responsible for at least 115 oral and/or written civil society submissions or similar active contributions. Further, GCE mentions 17 specific examples of global and regional advocacy processes that were informed by national coalitions' inputs.

Objective 2 - Public awareness and coalition building: National Education Coalitions are actively strengthening grassroots capacity to access and participate in education sector debates, through building awareness, knowledge and skills, and opening opportunities to participate

4.3 Globally, 113 civil society organizations joined the national coalitions during the reporting period, increasing the total coalition membership from 3,049 organisations to 3,162. Coalitions also reported to be representative of a range of civil society actors, including representatives of marginalized populations. Further, there has been a small shift towards gender parity in the membership of coalition boards (110 women compared to 235 men in April; 116 women compared to 217 men in December).

4.4 In addition to the aim of increasing the number and diversity of coalition members, the CSEF aims at strengthening the representativeness of the coalitions through effective involvement of their constituencies. Twenty-one of the 41 coalitions reported that they 'often' consult their constituencies prior to attending forums such as LEGs, whereas nine do it 'always' and 11 'seldom.' Time and resource limitations often preclude effective consultation of coalition membership. However, many coalitions are addressing these challenges, e.g. by online communications and by establishing coalition working groups. Further, a majority (67 percent) of the coalitions reported a system in place for their coalition members to review coalition documents before their dissemination. The remaining 33 percent indicated they were developing, or planning to develop an appropriate system.

4.5 In order to build and sustain public awareness on education issues, coalitions initiated at least 177 different media interventions, such as radio and television programs or statements in online and print newspapers. In addition, coalitions engaged in collaboration with at least 191

other relevant stakeholders, such as development partners and INGOs, developed 19 publications and organised at least 83 campaigns and events.

Objective 3 - Quality research, monitoring and analysis: Civil society research and analysis effectively contributes to national government plans, policies, financing and practices that better achieve the right to quality education for all and the six EFA goals

4.6 A key element of the CSEF program is building capacity of civil society coalitions to back up their advocacy with evidence from research or monitoring exercises. During the reporting period, coalitions initiated 46 studies. A number of such evidence-gathering exercises were completed and evidence presented to government and/or used to inform coalitions' policy papers, press releases, media commentaries and inputs to policy processes. At later stages of the CSEF it will be reported how these activities have effected specific changes in policy, legislation or practice.

Objective 4 - Cross-country learning and networks for change: The CSEF project builds the quality and impact of civil society engagement in the education sector through promoting partnerships, strengthening South-South collaboration, sharing learning, and facilitating impact on global policy processes

4.7 Capacity support and learning is a priority component of the CSEF and during the reporting period, the global and regional entities planned a number of activities in line with the needs identified during the national proposal development process. All four regional secretariats established capacity building plans and a global capacity support and learning plan has been prepared in collaboration between GCE and regional and international partners.

4.8 Experiences, information and documentation are shared in particular at regional levels where regional secretariats facilitate shared learning. Based on coalitions' experiences and lessons, the regional secretariats have developed, or are in the process of developing, a number of learning instruments such as case study/success story documents/publications, advocacy publications and online learning platforms. In addition, regional secretariats facilitated the establishment of at least ten cross-national and cross-regional collaborations and partnerships to help exchange learning and capacity. Further, altogether ten regional capacity building and learning events across all regions were organized in 2013 to provide representatives of national coalitions skills in financial management, advocacy planning and implementation and specific

policy issues, as well as to discuss, and strategize on, civil society engagement in processes such as the National EFA 2015 Reviews and the post-2015 processes.

4.9 In addition, GCE and regional secretariats carried out 32 support visits to national coalitions, most of them between July and December, 2013, to provide technical and capacity support around CSEF program management and reporting, to engage in strategic planning around coalitions' advocacy work, to help facilitate meetings and events, to learn and document progress and to follow up on specific challenges and issues. In addition, remote accompaniment and support was provided to coalitions. Further sharing of learning is expected to take place in particular in the coming year, especially as the LMEF and online sharing of resources are fully rolled out.

5. CHALLENGES

5.1 The late start for the first tranche of the CSEF funding created challenges for certain national coalitions; in particular delaying the start of activities. Several coalitions have only been able to start implementing activities at the latter part of 2013. However, almost all activities in the implementation plan that were scheduled for the period covered by the progress report in the Annex are either completed, or in progress as planned. The only regional and global activities still delayed by the end of 2013 were the baseline survey (which was integrated in the 2013 annual reporting) and the full global roll-out of the online discussion forum (although some piloting has been taking place with a smaller number of coalitions).

5.2 The delay also affected the recruitment of CSEF project staff responsible for program management and supervision at the GCE global secretariat and at UNESCO. GCE completed additional recruitments in late 2013, and UNESCO has had a dedicated full-time staff in place since January 2014.

6. UNESCO'S ACTVITIES AS SUPERVISING ENTITY

6.1 Throughout the preparation and planning period UNESCO worked closely with GCE in order to improve the program, the governance structures and the results framework and indicators, in particular through inputs to the CSEF governance structures, the Project Document and Implementation Plan, and the Capacity Support and Learning Plan. Two tripartite consultations with UNESCO, GCE and the Global Partnership were also held during this period. Substantial inputs were made by UNESCO to the content and format of the

Learning, Monitoring and Evaluation System, including the LME Framework and financial and implementation reporting templates and timelines.

6.2 UNESCO furthermore conducted a Financial Risk and Control Assessment in order to assess the adequacy of the financial and administrative framework foreseen under the CSEF Program for 2013–14. The assessment found for the most part that control mechanisms and structures are appropriate. In a few areas, recommendations for improvement were formulated and these are being followed up on by UNESCO with GCE.

6.3 The IPA between UNESCO and GCE foresees that funds are paid in three instalments on approval of agreed deliverables. The first payment constituted an advance payment for the implementation phase (July 1-September 30, 2013) whereas the second payment, transferred upon submission of a detailed financial report, covered the expenses incurred during the preparation and planning phases (April 17-June 30, 2013). The third instalment covered activities during the last quarter of 2013. Prior to the approval of deliverables and payment of the instalments, considerable amount of time was spent on checking deliverables and on related correspondence with GCE.

6.4 In December, 2013, UNESCO participated in two of the regional CSEF capacity building workshops[5] to collect information in order to facilitate the supervision and impact evaluation of the CSEF; to provide input into the meeting sessions, including presentations on UNESCO's role in the CSEF and on the post-2015 processes; and to discuss with GCE and the Global Partnership a range of issues concerning project management and the tripartite collaboration arrangement.

[5] Jakarta, 2-6 December and Mombasa, 17-19 December.

ANNEX 3:

PROCESS NOTE ON REVIEWING THE IMPLEMENTATION PLAN FOR THE 2012-2015 STRATEGIC PLAN

For Information

1. PURPOSE

1.1 The purpose of this paper is to inform the Global Partnership for Education (GPE) Board of Directors on the modifications made to the reporting on the implementation plan for the 2014 period and the subsequent review into the Plan that will be conducted.

2. EXECUTIVE SUMMARY

2.1 At its meeting in May 2013, the Board of Directors approved the Implementation Plan for the Strategic Plan 2012-2015 and requested the Secretariat to report regularly on progress **(BOD/2013/05-04)**. The first report was submitted in November 2013 with the next edition scheduled for June 2014.

2.2 Recent transformations within the Secretariat and the Partnership have led to proposals for a review of the Implementation Plan, in addition to looking at progress in the delivery of actions within the Plan, identifying challenges to implementation as well as solutions to improve the process looking ahead towards the end of the 2015 implementation period. The review would also look at what lessons can be learned going into a new strategic planning process. It was deemed important that given the proximity of the Partnership to the next strategic planning process, a situation should be avoided whereby a focus on developing a new plan diverts attention from agreed priorities in the current Implementation Plan, which need to continue to be pursued.

3. BACKGROUND

3.1 One year on from the adoption of the Implementation Plan for the GPE Strategic Plan 2012-2015 in May 2013, some challenges have been experienced in its operationalization, including coordinating and monitoring its implementation. These issues were discussed during an audio call in March 2014 between the Chair of the Strategy and Policy Committee (SPC) and the Secretariat.

3.2 It was agreed that, given the challenges experienced with the Implementation Plan, reflections were needed on the efficacy of the Plan and the operational constraints associated with its delivery as part of efforts to report to the Board of Directors on its progress. Further, ways and means needed to be found to try and address concerns with some of the structural and functional aspects of the Plan. Page two of the Implementation Plan states that it is a 'living document', and can be modified regularly based on progress. Therefore, the Chair of the SPC suggested reflections be undertaken in the form of a review to help identify solutions to the prevailing challenges while also availing an opportunity to make adjustments and adaptations to the Plan to improve its delivery. Further, a review of the existing Implementation Plan could help provide some insightful lessons going into a new strategic development process. It was agreed that a review would seek to address the following questions:

- What can be extrapolated from the experience of having an implementation plan?
- What should be the focus areas and actions over the final 16 months?
- What are the lessons learned to inform the next strategic planning process?
- What progress has there been in delivering on the actions?

3.3 Discussions between the SPC Chair and the Secretariat and within the Secretariat on the way forward were subsequently consolidated into a process note, with proposals, for consideration by the SPC at its April 30, 2014 audio call. It set out the rationale for the review and why a full report to the Board of Directors should be deferred from June to later in the year – September. It also laid out the proposed consultation process that would help to inform the content of a Board paper. There was broad agreement by the SPC on the proposals set out and on an observation that there were potential overlaps between the review and the external evaluation of the Global Partnership recently commissioned. As such, efforts needed to be made to minimize duplication and ensure synergy between the two pieces of work. It was recommended that outcomes of the review of the Implementation Plan should be fed into the external evaluation.

3.4 Endorsement from the SPC of the review paved the way for scheduling a series of discussions and reflections of the Implementation Plan. Commencing with a meeting on May 22 between Secretariat cluster leads and partner leads with members of the SPC. A series of weekly meetings with each of the cluster leads, partner leads and members of the SPC on each of the five strategic objectives is also proposed for July.

3.5 The review will be summarized in the form of an SPC-endorsed Board paper, for consideration by the GPE Board of Directors at an audio-conference in September 2014.

4. REVIEW AND CONSULTATION PROCESS TIMELINE

Revised Reporting Process	Timeframe	Consultation process	Timeframe
▪ Submission of an information note to the Board of Directors for the June meeting in Brussels outlining key issues arising from discussions with the Community of Practice (COP)/Community of Interest (COI) partner leads as well as setting out the consultation process towards a full Board paper	May 2014 (complete)	▪ Convene a one day face-to-face meeting of the partner leads and the Secretariat cluster leads for the five strategic objectives: - Assess implementation progress - Discuss issues surrounding the implementation plan - Share experience - Identify lessons learned	May 2014 (complete)
▪ Preparation of a full Board Paper containing a report on progress, and proposed revisions to the Plan	September 2014	▪ Disseminate a questionnaire on the implementation plan to Board members and core partners	June 2014
▪ Convene an audio call of the Board of Directors to consider and discuss the report	September 2014	▪ Conduct one hour audio-calls between the SPC and the partner and Secretariat cluster leads for the five strategic objectives focusing on: - Progress in delivering on the actions in the Plan - Lessons learned - Proposed revisions to the Plan and priorities for implementation over the remaining 12-18 months	July-August 2014

5. IMPLICATIONS FOR SECRETARIAT RESOURCES

5.1 There are no implications for Secretariat resources at this time. However, staff time will be required to service an audio-call to consider the progress report with members of the Board of Directors in September.

6. NEXT STEPS

6.1 The next steps include the following:

- Scheduling of one-on-one meetings with each of the Secretariat cluster leads, partner leads and members of the SPC on each of the strategic objectives – slated for July;
- Modifications to the plan, including clarifying roles and better delineation of responsibilities – the Secretariat will provide guidance on this process; and
- The progress of the plan and proposed revisions will be summarized in a report for consideration by the Board of Directors at an audio call in September.

ANNEX 4:

PROGRESS REPORT ON THE GLOBAL AND REGIONAL ACTIVITIES (GRA) PROGRAM AND THE WORK OF THE BOARD REFERENCE GROUP ON GRA RESULTS AGREEMENTS

For Information

1. PURPOSE

1.1 The purpose of the report is to inform the Board on the progress of all the Global and Regional Activities (GRA) programs and the work of the Board reference group on GRA Results Agreements.

2. BACKGROUND

2.1 The GRA program was created and approved by the Board in November 2010. The overall goal of the GRA program is to help the Global Partnership develop and share knowledge, innovation and good practices by providing expertise and jointly identifying issues and knowledge gaps in GPE thematic areas at global and regional level. An Operational Manual for the GRA program was approved in October 2012 (BOD/2012/10-01).

3. OVERVIEW OF All GRA PROGRAMS

3.1 In 2013 the Board of Directors approved funding for 16 GRA concept notes for a total of up to US$33,061,286 from the GPE Fund in two batches (BOD/2013/02-02 and BOD/2013/07-01). In compliance with the GRA Operational Manual, the approved concept notes were developed into full proposals and results agreements were created. Implementation commenced in September 2013. To date, only one of the 16 programs awaits implementation while it is awaiting the finalization of a financial procedures agreement.

3.2 Under the first GRA batch, core areas included Strategic Goal 2, learning for all (learning outcomes), strategic objective 3, learning, and strategic objective 5, education financing. The regional focus was on Africa, in particular francophone countries. In the second GRA batch, priority was given to areas and regions which were not (sufficiently) attended under the first batch, including fragile countries, teachers, and marginalized children. The largest grant provided funding for developing a new approach for small island countries in the Pacific.

3.3 In both batches strategic objective 2, Girls' Primary Completion and Transition to Secondary, is covered directly or indirectly (through learning) in various proposals. One program in batch two focuses exclusively on girls (school-based gender violence). Early childhood care and education is a focus of another GRA program. Yet another GRA program is designed to work across areas in education, health and disability. This program is the GPE contribution to the Education School Health Alliance where the Partnership is in the lead.

For further details on the GRA grants, please refer to Appendix 1.

4. ESTABLISHMENT AND WORK OF THE REFERENCE GROUP

4.1 At the July 2013 Board audio conference, Board members requested rigorous results agreements and mid-term evaluations of the proposals to ensure that the programs stayed on track and relevant and recommended establishing a Board-Secretariat working group. Then Board Chair Carol Bellamy established a Board reference group. Members included: Donal Brown, DFID (Donor 3) who delegated the work to Sally Waples and later Ray Kennedy; Charles Aheto Tsegah, Ghana (Africa 3);and Joseph Nhan-O'Reilly, Save the Children (International Civil Society Organizations). The Secretariat appointed Karin Jahr de Guerrero, GRA lead, to work with the group.

4.2 The task of the group as defined in the official meeting summary was to review and sign off the results agreements for the eight GRA programs of batch two. After the concept notes were transformed into full-fledged programs the Secretariat worked with the applicants on draft results agreements. Upon reviewing the first draft results agreements in December 2013 the reference group requested there be greater focus on goals as a result of the interventions (outcomes) and less focus on deliverables such as reports, workshops, etc., including clear indicators, targets, milestones and timescales in order to insure that the indicators are measurable. Further, the format and the terminology was to be more consistent. The reference group requested the Secretariat create a revised template for the results agreements.

4.3 The revised template included definitions of outcomes, outputs, activities and indicators, and a clear focus on outcomes. At a conference call mid-January 2014 the reference group further clarified the modalities of its work and further developed the new template. The template was successfully tested on a pilot case and approved by the reference group in February. The comments of the reference group were shared with the agencies and under the

coordination of the Secretariat results agreements were created using the new format. The reference group saw substantial improvements in the results agreement submitted in the new format and by March 7, 2014, all eight results agreements were signed off on by the group with some further minor technical comments for consideration. The Secretariat shared these final technical comments with the applicants and the recommendations were incorporated in the final results agreements. By end of March all results agreements were in place, completing the work of the reference group.

5. NEXT STEPS

- The Secretariat will support the implementation with a special focus on supporting the knowledge dissemination and exchange.
- The Secretariat is monitoring the implementation of the GRA grants. The Secretariat will review implementation reports from agencies, due in June 2014.
- The reporting on the GRA grants will be incorporated in the Secretariat's Portfolio Review 2014 to be presented to the Board of Directors at its meeting in December.

Appendix 1: Overview and Status on all GRA Programs

June 1, 2014

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
1/1	Development of methodologies to link reading assessments across regions and to draw lessons regarding best early assessment practices	UNESCO Institute for Statistics (UIS)/ ME [6]	Global: 53 GPE countries	Two-fold approach: 1 1. Compile information for each country on large-scale, system-level assessments and public examination systems that emphasize policy relevance conducted at the national, regional, and international level, cataloguing and integrating the information into the system of global education statistics. 2. Building consensus among organizations working in the field of oral assessment on what constitutes good practices thus providing a foundation for further development of the generation and use of assessment data.	462,246	→Due to changes in content the total amount approved (US$610,000) was reduced to US$462,246 → **Under implementation** since February 2014:**implementation started smoothly**
2/1	Learning outcomes in early grades: integration of curriculum, teaching, learning	UNESCO International Bureau of Education (IBE)/ ME	Four countries: Burkina Faso, Niger, Senegal and South Sudan	Assessment and definition of the key elements of the reading curricula that promote successful reading skills for all students (at least 80%) and will help countries make the evaluated curricula available to all teachers and teacher training institutions.	2,998,996	→ US$2,999,082 was approved, final budget requested by agency is US$2,998,996 → **Under implementation** since **December 2013**

[6] Managing Entity

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
	materials, and assessment					→ **Implementation in three countries on track.** South Sudan will be replaced by another African country due to the unstable political situation
3/1	Effectiveness of teaching and learning in bilingual context (School and Nat. Languages Initiative ELAN/ Organisation de la Francophonie OIF)	Agence Française de Développement (AFD)/ SE[7]	Eight countries: Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon and Democratic Republic of Congo (all are partner countries of the ELAN-Africa Initiative)	Implementation of a more effective approach to reading and writing with the design of contextualized pedagogical material for bilingual education through: - taking stock of best practices in the teaching of reading and writing in the initial years of bilingual primary education and producing methodological guides and workbooks - adapting effective reading and writing methods and teaching aids to the national contexts - training trainers and teachers	1,408,200	→ **Under implementation** since October 2013 → **Interim implementation report** submitted end of February 2014 → **Program implementation on track in content and timeline**
4/1	Teaching and learning effectiveness for learning outcomes	Agence Française de Développement (AFD)/ SE	Nine countries: Burkina Faso and other African countries as partners in IFADEM initiative (Benin, Burundi,	Improve students' achievements by improving the quality of teaching practices, particularly for vulnerable groups (the poor, rural dwellers, girls); enhance initial and in-service teacher training and pedagogic supervision systems;	996,855	→ US$997,000 was approved, final budget requested by agency is US$996,855 → **Under implementation** since September 2013,

[7] Supervising Entity

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
			Cameroon, Madagascar, Niger, DRC, Ivory Coast, Togo)	build capacity for stakeholders in charge of supervision of teachers and build capacity of French-language universities in West Africa.		**implementation on track** → **Interim implementation report** submitted end of February 2014
5/1	Education financing - Development of methodologies to improve national reporting on financing flows	UNESCO Institute for Statistics (UIS)/ ME	Eight countries: five African countries (Uganda, Ivory Coast, Guinea, Senegal, one more to be determined); two Asian countries (Lao PDR, Nepal); one country in Central America among Nicaragua, Honduras	Creation of and putting in place sustainable systems to produce and monitor government education expenditure on an annual basis to improve national sector planning, analysis and international monitoring of EFA goals.	2,119,074	→ **Under implementation** since September 2013 → **Interim implementation report** submitted end of February 2014 → **Implementation on track**
6/1	Out-of-School Children: Closing the data gap	UNESCO Institute for Statistics (UIS)/ ME	Global: Africa, Arab States, Asia, Latin America (countries to be determined)	Expected results are : - Standard definitions for participation, progression, dropout, and completion of education. - Improved collection and use of data at the local management level to monitor enrolment and attendance. - Increased quality and comparability of education data from administrative records and household surveys. - Linkage of data to policy for more effective and efficient action on	1,099,527	→ Total amount of US$1,100,000 approved reduced by agency to US$1,099,527 in final proposal → **Under implementation** since January 2014; **implementation running smoothly**

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
				Out-of-School Children.		
7/1	Significant Reduction in Out-of -School Children (OOSC), 2nd Phase Out-of-School Children Initiative (OOSCI)	UNICEF/ ME	Global: Post-conflict and transitional countries (Bosnia & Herzegovina, Burundi, Eritrea, Chad, DR Congo Georgia, Guinea, Guinea Bissau, Iraq, Ivory Coast, Kosovo, Kyrgyz Republic, Lebanon, Niger, Nigeria, Rwanda, Somalia, South Sudan, Sudan, Tajikistan, Yemen)	- Address data gaps (complementing work by UIS: including focus on identifying bottlenecks and barriers to inclusive education and enhancing data on children with disabilities; -Address policy gaps including financing strategies and capacity building of national and local government counterparts and civil society to improve policy development and implementation; -Address implementation gaps (complementing work with the World Bank)	3,284,900	→ **Under implementation** since September 2013 → **Implementation** of phase one **is running as planned,** preparatory work for phase two underway
8/1	Education financing - school grants	International Institute for Educational Planning (IIEP)/ ME	Africa and Latin America and the Caribbean: Two or three countries from francophone Africa, two or three countries from Latin America and the Caribbean (all GPE countries)	Design and implementation of school grants policies and their impact on equity and quality at school level, and on the child enrolled at school.	996,829	→ **Under implementation** since September 2013 → **Implementation on track**
Subtotal approved 1st batch					**13,366,627**	Total amount approved by Board of Directors was up to US$13,515,285

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
1/2	Pacific Early Age Readiness and Learning Program PEARL Quality/ Learning Outcomes	World Bank/ ME	East Asia and Pacific: Tonga and Papua New Guinea (Pilot interventions), regional knowledge sharing activities and technical assistance to benefit all Pacific island countries	Improve evidence-based policy and programming decisions on school readiness and early grade reading in Papua New Guinea and Pacific Island countries by: - increasing the participation rates in ECCE services in Tonga. - increasing the proportion of students that can read fluently with comprehension after two years of schooling and - having Education Sector Programs in up to 5 Pacific island countries incorporate elements to improve school readiness and/or early grade reading.	8,505,075	→ Results agreement in place → Notification letter of availability of funding sent March 25, 2014 → **WB internal process** for the program **to access the funds in final stage**, implementation start mid-June
2/2	Delivering on Teachers	UNESCO/ ME	Ten countries: Africa: DRC, Ivory Coast, Liberia, Sierra Leone, Benin, Mali, Senegal and Uganda, Asia: Nepal Latin America: Haiti	Enhance teachers effectiveness by - building capacity in teachers' organizations to participate meaningfully in LEGs and -improve professionalization and professionalism of contract teachers.	1,984,850	→ Results agreement in place → **Funds requested and transferred** in May 2014 → **Preparatory work underway with implementing partner Education International** for starting implementation
3/2	Out-of-School Children - Addressing the	World Bank/ ME	Global with a strong emphasis on GPE countries, especially in	Improve the capacity of countries to identify and plan appropriate policies to reduce the number of	1,583,027	→ Results agreement in place → Notification letter of

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
	Out-of-School Children Data and Policy Gaps		sub-Saharan Africa and South Asia (plus poor countries in Middle-income regions such as Yemen in the Middle East and North Africa)	out-of-school children and improve learning especially among vulnerable groups.		availability of funding sent March 25, 2014 → **WB internal Process** for the program **to access the funds underway;** implementation start planned for end of June
4/2	Disability/Health and Education in support of Learning for All	World Bank/ ME	15 countries (all GPE countries): ten countries in Africa five countries in Southeast Asia	This program supports countries in implementing sound Education Sector Plans that include school health programming such as deworming. It is the GPE contribution to the Education School Health Alliance (ESHA) where the Global Partnership is in the lead	3,000,000	→ Results agreement in place → Notification letter of availability of funding sent March 25, 2104 → **WB internal process** for the program **to access the funds in final stage, implementation beginning of June**
5/2	Learning Outcomes - Asia Region Learner assessment for instructional progress	UNESCO/ ME	All countries of the Asia-Pacific region, with focus on 5-7 of the GPE Partner Countries: Afghanistan, Bhutan, Cambodia, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, Papua New Guinea, Tajikistan, Timor-Leste, and Vietnam	Improving the quality of assessment systems and learning outcomes in the Asia-Pacific region	944,061	→ Results agreement in place → **Funds requested and transferred** in May 2014 → **Preparatory work** underway for start of **implementation mid-June**

No./ batch	Idea/ Knowledge Product	Agency/ Function	Regional Focus	Core Area/s	Approved Grant US$	Status/Comments
6/2	School Profiles-Systems Improvement	UNICEF/ ME	Five countries (most likely from Africa and South Asia)	Systemic improvements for strengthened accountability and improved management capacity to deliver, support and assess quality education for all	878,069	→ Results agreement in place → **Funds transferred** in April 2014 → **Implementation** since **April 2014**
7/2	Central Asia Learning Outcomes – Students' reasoning skills	CICED/ ME	Seven countries: Tajikistan, Uzbekistan, Kyrgyz Republic, Armenia, Mongolia, Moldova	Contribute to improved learning outcomes and education quality through research on the relation of teaching and learning approaches and development of student's reasoning skills	1,850,919	→ Results agreement in place → **Clearance by trustee on eligibility for becoming ME** and signing a Financial Procedure Agreement still **in process**
8/2	Addressing School-Related Gender-Based Violence	UNICEF/ ME	Western and Central Africa (Togo & Cote d'Ivoire) Eastern and Southern Africa (Ethiopia & Zambia)	Girls complete primary school and transition to secondary education within a safe and supportive learning environment.This includes a substantial increase in incidence of reporting and action against school related GBV in target country programs	800,000	→ Results agreement in place → **Funds transferred** in April 2014 → **Implementation** since **April 2014**
Subtotal approved 2nd batch					**19,546,001**	
Grand total approved both batches					**32,912,628**	