2015 PORTFOLIO REVIEW: REPORT FROM THE COUNTRY GRANTS AND PERFORMANCE COMMITTEE

For Decision

1. STRATEGIC PURPOSE

1.1 The purpose of this paper is to present the Board with the Secretariat's 2015 Portfolio Review and request it endorse the recommendations of the Secretariat and the Country Grants and Performance Committee (CGPC).

2. REQUESTED DECISION

2.1 Following discussion at the October 27-29, 2015 CGPC meeting, the Committee recommends the following decision to the Board:

BOD/2015/12-XX – **2015 Portfolio Review**: The Board of Directors endorses the recommendations of the Secretariat and the Country Grants and Performance Committee as set out in annex 1 to BOD/2015/12 DOC 15.

3. BACKGROUND

3.1 During its meeting on October 27-29, 2015, the CGPC reviewed the Secretariat's 2015 Portfolio Review and endorsed its recommendations to:

- develop a standardized grant reporting format, to include agreed indicators
- strengthen country-level development partners' understanding of the implementation of the funding model
- further clarify funding model requirements
- enhance GPE emergency response mechanisms
- cover key elements of the strengthened operational model in future portfolio reviews

3.2 The Committee determined to add a recommendation emphasizing the importance of using country systems in program design and reviews of grant applications and to work towards more aligned modalities for GPE grants over time.

3.3 The full recommendations from the Secretariat and the CGPC are set out in Annex 1.

4. PLEASE CONTACT: Margarita Focas Licht (mlicht@globalpartnership.org) for further information.

5. ANNEXES AND ADDITIONAL INFORMATION

5.1 This paper includes the following annexes:

Annex 1 – 2015 Portfolio Review

5.2 Additional background information on the discussion of the 2015 Portfolio Review is available in the summary of the October 27-29, 2015 meeting of the CGPC posted on the Committee eTeam site.

GLOBAL PARTNERSHIP
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quality education for all children

GPE ANNUAL PORTFOLIO REVIEW

October 2015

Prepared by the GPE Secretariat

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List of Abbreviations and Acronyms

AFD	Agence Française de Développement
ANCEFA	Africa Network Campaign for Education
CA	Coordinating Agency
CAR	Central Africa Republic
CGPC	Country Grants and Performance Committee
CICED	Center for International Cooperation in Education Development
CLPG	Country Level Process Guide
CSEF	Civil Society Education Fund
CSR	Country Status Report
DCP	Developing Country Partner
DFID	Department for International Development (UK)
DRC	Democratic Republic of the Congo
GPE	Global Partnership for Education
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
EPDF	Education Program Development Fund
ESPDG	Education Sector Plan Development Grant
ESPIG	Education Sector Program Implementation Grant
FAC	Financial Advisory Committee
FCAC	Fragile or Conflict Affected Country
FTI	Fast Track Initiative
FSM	Federal State of Micronesia
GCE	Global Campaign for Education
GIZ	Gesellschaft für Internationale Zusammenarbeit (Germany)
GPE	Global Partnership for Education
GRA	Global and Regional Activities
IDA	International Development Association
IBE	UNESCO International Bureau of Education
IIEP	UNESCO International Institute for Education Planning
INT	The World Bank Group Integrity Vice Presidency
ISR	Implementation Status Report
JICA	Japan International Cooperation Agency
JSR	Joint Sector Review
LIC	Lower Income Country
LEG	Local Education Group
LME	Learning Monitoring Evaluation
MCA	Maximum Country Allocation
ME	Managing Entity
MIC	Middle Income Country
NA	Nation Education Account
NFM	New Funding Model
NGO	Non-Governmental Organization

OECS	Organization of East Caribbean States
OIF	Organisation International de la Francophonie
OOSC	Out-of-school children
PDG	Program Development Grant
PIU	Project Implementation Unit
QAR	Quality Assurance Review
SE	Supervising Entity
SIDA	Swedish International Development Cooperation Agency
SIDS	Small Island Developing States
SMI	Sector Monitoring Initiative
SO	Strategic Objective
SRGBV	School-Related Gender Based Violence
TEP	Transitional Education Plan
TEPAG	Transitional Education Plan Appraisal Guidelines
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WB	The World Bank

1. Executive Summary

1.1 Context and Key Observations

FY15 was a year of change for the Global Partnership for Education (GPE) on several fronts. The year began with the introduction of a revised funding model, which was applied to an initial group of Education Sector Program Implementation Grants (ESPIGs) in Mozambique, Nepal and Rwanda. The concluding phase began of the Strategic Plan 2012-2015, which has provided the framework, goals and objectives for GPE for the past four years. Substantial effort focused on preparing a new five-year Strategic Plan accompanied by a Theory of Change, Results Framework, and strengthened Operational Platform. Also during FY15, an Independent Evaluation was conducted of the GPE's impact at country and global level, providing key recommendations to feed into the strategic planning process; and an organizational review of the Secretariat led to adjustments of roles and responsibilities around core functions. This in turn had an impact on Secretariat support to countries, including strengthened and more streamlined grant management and monitoring as well as more consistent support to country-owned sector processes.

There is a high level of consistency between the findings of the Portfolio Review, the country-level recommendations of the Independent Evaluation and the adjustments to the Operational Platform by the Board Reference Group in BOD/2015/05-13. As such, the Portfolio Review (as well as those of the previous two years) provides important background information to the series of decisions ahead of the Board, in particular with regard to minimum standards for program preparation and quality assurance, monitoring and reporting.

The Portfolio Review points to a high demand on funding volume, with an unprecedented number of grants expected to close in the next years and a great deal of uncertainty around further funding. The revised funding model has led to a renewed focus on evidence-based sector planning at country level, with greater attention to domestic financing, the quality of sector plans as well as issues of equity, efficiency and learning outcomes. This in turn requires greater investment both in terms of time and efforts prior to the submission of grant applications. However, there is continued uncertainty over GPE's ability to make allocations for all eligible countries from 2017. The short timeline between allocation announcements to a country and the preferred application date makes it challenging to go through the lengthy process required to meet the funding model requirements. In general, the Secretariat must begin preparing country level partners well before there is any certainty around the availability of a Maximum Country Allocation.

This report covers the fiscal year July 2014 to the end of June 2015 (FY15). It is prepared by the GPE Secretariat based on data provided by Supervising Entities (SEs), Managing Entities (MEs), and Secretariat staff. The review is prepared for the Country Grants and Performance Committee (CGPC) and GPE Board of Directors, and satisfies the requirements described in the Terms of Reference of the CGPC to: '*Provide annual reports on the grant portfolio (including Program Implementation Grants, Education Plan and Program Development grants and Global and Regional Activities), including disbursements, budgets and implementation progress and make recommendations on future funding priorities and strategies.'*

Key Observations:

1. ***The total portfolio in FY15 included 68 Education Sector Program Implementation Grants (ESPIGs) to 55 countries active at some point during the year.*** At the start of the year, there were 58 active and five pending ESPIGs. All those pending became active in FY15. 10 new grants were approved by the Board in FY15, of which five became active by the end of FY15, and 15 grants closed. Hence, there were 53 active and five pending ESPIGs on June 30, 2015.

   Most of the ESPIG active grants are in Sub Saharan Africa. Approximately 68 percent of ESPIGs (46 grants) support member countries in Sub Saharan Africa, compared to a total of 15 grants in the three Asia regions, four in Latin America and three in the Middle East & North Africa.

2. ***Progress towards GPE's Strategic Goals*** *(SG)* – Grant spending per Strategic Goal remains heavy on the *access* side (Goal 1), at 43.5 percent. Grants to fragile countries have an even higher portion allocated to *access*, at 48.1 percent, due to large investments in infrastructure. A much higher contribution to *systems* (Goal 4) can be observed in the newly approved 10 ESPIGs in FY15. This may be a result of the focus on *equity*, efficiency (*systems*), and *learning* in the current funding model.

   While it continues to be difficult to aggregate outputs across grants due to multiple formats for results frameworks and indicators, in aggregate, GPE support contributed to financing the construction or rehabilitation of at least 5,713 classrooms in FY15, provided at least 12.8 million textbooks and learning materials, and trained 146,819 teachers.

3. ***Grant Approvals in FY15 are lower than FY14*** **as expected,** reaching US$775.8 million in FY14 and US$502.6 million in FY15, with more grants closing (15) than opening (10) in FY15. This is a natural result of the large volume of grant approvals made in FY13 and FY14, which then take three to four years to implement. New allocations in FY16 are expected to be close to current levels before a large spike in applications again in FY17 as the 2013/14 grants begin to close and be replaced by new grants. As the large cohort of grants approved in 2013/2014 are now active, annual disbursements continue to remain high in FY15, reaching US$427.8 million, though lower than US$472 million in FY14.

4. ***Choice of modality and alignment*** – There is no significant change in the percentage of grants aligned to national systems, but GPE is now better placed to systematically monitor grant alignment through new tools and practices. Following last year's analysis of ESPIGs use of national systems, the Secretariat adapted the quality assurance review guidelines to ensure that the use of national systems is a key element of initial discussions around grant preparation when using the new funding model. In parallel, a new section was introduced in the application form, requiring information on the use or non-use of country systems. This year's report provides an update on the 2014 alignment review (including the 10 new grants approved during the year but excluding the 15 grants that closed). The analysis shows that 100 percent of grants are aligned on national plans, 48 percent are aligned on

treasury[1], 34.5 percent use national procurement systems, 36.2 percent use national accounting systems and 36.2 percent use national audit systems. 18 out of 58 grants are not aligned in any of the dimensions except for being on plan; out of these, 12 are categorized as fragile or conflict-affected countries. The only dimension that shows marginal improvement compared to last year is procurement, with a slight increase from 29 to 34.5 percent, due to three less aligned grants closing (Lesotho, Malawi and Moldova) and two of the new grants using more aligned procurement mechanisms (Bangladesh and Kenya). The remaining dimensions remain relatively unchanged.

5. ***Grant performance –*** The Portfolio Review assesses grant progress both in terms of disbursement and implementation, categorizing grants as on track, slightly behind, or delayed. Twelve of the 53 grants (22.6 percent) that were active at the end of FY15 were delayed in *either disbursement or implementation,* compared to 11 grants out of 58 active grants (19 percent) at the end of FY14. Broadly speaking, the main reasons for delays are procurement issues, capacity gaps, and conflict or other crises. *Annex 5* provides details on grants that are delayed as well as those that improved compared to last year's assessments.

   During the year, six ESPIG revisions were requested, including one reallocation of savings from currency depreciations (Mongolia) approved at the Secretariat level; four no-cost extensions of 12 months or less approved at the Secretariat level (Central Africa Republic (CAR) accelerated funding, Ghana, Liberia and Nigeria); and one 16 month extension (for Zambia) approved by the Board.

6. ***Supervising Entity (SE) and Managing Entity (ME) support*** – ESPIGs are implemented with the help of the same seven MEs and SEs as last year: AFD, Belgium, DFID, SIDA, UNESCO, UNICEF and the World Bank, with the bulk of grants supervised or managed by UNICEF and the World Bank. 67 percent of grants (39 grants active and pending at the end of FY15) are supervised by the World Bank, which is the same as in FY14, and a further 21 percent (12 grants still active at the end of FY15) are managed by UNICEF, compared to 22 percent (14 grants) at the end of FY14. For the second year in a row, no new partners have been engaged to act as SE/ME.

7. ***Agency fees*** – Between July 1, 2014 and June 30, 2015, the total value of approved ESPIGs amounts to US$516.5 million. This amount includes US$502.6 million to countries grant allocations and US$13.8 million to agency fees and supervision allocations. In addition to agency fees and supervision costs, there are other costs such as direct program management and administration costs of the SEs/MEs which are included in the countries grant allocations. If added together, the amount of agency fees, supervision, program management and administration costs amounts to US$26.1 million, or 5.1 percent of the total approved grant allocations for FY15.

[1] All programs with an account at treasury are counted, including those that have separated accounts.

In the period from December 2011 to June 30, 2015, the total value of approved ESPIGs amounts to US$2.42 billion, of which US$2.35 billion were countries grant allocations and US$73.4 million allocations to agency fees and supervision costs. The total amount of agency fees, supervision allocations, and direct program management and administration costs of the SEs/MEs for the same period amounted to US$190 million, or 7.8 percent of the total approved grant allocations for the same period. This represents a decrease of 0.8 percent from 8.6 percent reported in October 2014, and 3.2 percent - from 11 percent, reported in November 2013.

8. Roll-out of the new funding model -- While it is too early to gauge the impact of the new funding model, some initial lessons have emerged during the first year of its roll-out. Some of these include:

a. Since the funding model requirements focus on the Education Sector Plan (ESP), they relate to processes that usually occur well before a country actually applies to GPE for funding. Therefore, the Secretariat needs to provide assistance much earlier and upstream in the process of developing a sector plan than was previously the case.
b. Generally speaking, development partners have been proactive in learning more about the funding model requirements and supporting governments to meet them. Some development partners however, indicate the requirements are "heavy" and create additional work.
c. Some of the specific requirements, particularly those on sector financing, need to be further clarified and operationalized. A Secretariat working group is developing a more nuanced methodology to assessing domestic education commitments.
d. For several countries, the process of selecting indicators and targets for the Variable Part happened (or will happen) after the sector plan is largely completed. This means that the selected indicators risk being less aligned to sector indicators and targets than if done during the development of the sector plan. This dynamic makes advising on the importance of the stretch challenging. Clearer guidance on indicators is needed, balancing the need for flexibility with that for clarity of expectations.
e. Partners generally experienced that the selection of the variable part indicators leveraged results-oriented policy dialogue. Selecting indicators at process, output, and outcome level was useful in making institutional actors accountable to deliver concrete results.

9. GPE's emergency response mechanisms -- GPE provides flexibility to address challenges and optimize program results when a grant recipient country faces a crisis. The mechanisms adopted by the Board ensure that GPE's funding to the education sector does not stop when emergencies strike, and that partners work together to identify needs and the best use of GPE funds, as has happened in South Sudan and Yemen. Moreover, the process to receive accelerated funding requires development and humanitarian actors to work together in a way that helps strengthen the link between emergency response, recovery and development, as experienced in CAR. On the other hand, the available options force a choice between emergency and development needs, whereby funds for crisis are not additional to existing development funds. Given the significant gap in education emergency funding, GPE's current options may provide short-term solutions in some cases, but do not significantly respond to the larger problem of lack of education emergency funding.

10. ***Strengthening Sectoral Support –*** As the revised funding model has been rolled out during the year and the Secretariat has been reorganized around key functions, there has been more systematic support to prepare Developing Country Partners (DCP) for the requirements of a more rigorous new funding model. The proportion of Secretariat support devoted to national policy planning and implementation has increased as compared with grant processing, including through close collaboration with key partners including UNESCO, IIEP, UNICEF, the World Bank and others. In FY15, a total of 81 support missions were conducted by the Secretariat to 52 member countries (compared to 59 missions to 44 countries in FY14). Of these missions, 16 provided support to Local Education Groups (LEG) on sector planning/coordination, while an additional 32 addressed sector planning and monitoring through discussions around the new funding model (including 10 Quality Assurance Review (QAR) phase 1 missions).

11. ***Gender Thematic Work –*** Two major activities were undertaken in FY15: (1) a stocktaking study reviewed the sector plans of 42 countries. The study profiles countries in terms of presentation of gender-disaggregated indicators, identification of gender disparities and barriers to girls' education, inclusion of gender sensitive strategies and targets, and the coherence of the gender responsiveness of the ESPs and ESPIGs. (2) The development of a guidance document for gender-responsive ESPs was continued under UNGEI leadership. It contains modules introducing methodologies on gender analysis for education, development of gender-responsive ESPs, and appraisal of ESPs to ensure the gender perspective is adequately reflected.

12. ***Global and Regional Activities (GRA) and the Civil Society Education Fund (CSEF) –*** The combined effect of the Secretariat reorganization and the gradual inflow of reports from the 15 active GRA projects have resulted in improved information on outputs from these projects, as well as a better overview of their linkage to country level grants and processes. So far, the total reported GRA expenditures have reached US$11,390,596[2]. Similarly, the knowledge base around the CSEF continues to improve. 54 national coalitions were engaged with the CSEF as of December 2014. Funding and grants were disbursed to 48 coalitions supporting project and budget implementation and reporting.

1.2. Recommendations

13. The lack of standardized indicators in results frameworks and reports makes it difficult to aggregate outputs from grants at the global level, as has been noted in previous Portfolio Reviews, although non-standardized data are available on a grant by grant basis. The recommendation to adopt a standardized reporting template was followed up in FY15 and a pilot format was developed, addressing mainly inputs. However, the Secretariat's view is that a standard reporting format is also needed to monitor progress on sector indicators, and that the selection of these indicators should be informed by the Corporate Results Framework that will be adopted for the Strategic Plan 2016-2020. This recommendation has also been made by the Board Reference Group working on proposed

[2] With some grants reporting at the end of the calendar year and others at the end of the financial year

adjustments to the Operational Platform. In order to accurately assess necessary progress, the standardized reporting template for progress and completion reports should be used to cover all active grants (i.e. under the previous and current replenishment cycle).

14. To facilitate effective implementation of the new funding model, communication between the headquarters of development partners and their respective field-level staff is essential in strengthening country-level development partners' understanding and support. The Secretariat has met with some development partner headquarters, but more efforts, including from Board members, are needed to build momentum around the funding model for optimal effects.

15. Some of the specific requirements of the revised funding model need to be further clarified and operationalized, including requirements/guidance on sector financing, requirements for when a country has to submit a full sector plan rather than a transitional plan, and verification mechanisms for payment of the variable tranche. Moreover, clearer guidance on indicators is needed, balancing the need for flexibility with that for clarity of expectations.

16. Given the significant gap in education emergency funding, current options for the Global Partnership may provide short-term solutions in some cases, but do not significantly respond to the larger problem of lack of education emergency funding. As options for enhancing support to education in emergencies are agreed at the global level, GPE mechanisms should be reviewed to align them to any new or improved global mechanisms. Within this broader framework, the Global Partnership's added value compared to that of other agencies engaged in its education emergency response should be carefully considered and clearly defined. The Global Partnership should focus attention on evaluation of its education emergency responses to identify effective practices and build global public knowledge in this area, with due consideration of cost and capacity.

17. The proposal on strengthening the Operational Model has implications for what should be reported in future annual Portfolio Reviews. As minimum standards are developed in key areas both related to GPE grants and to GPE leveraging of strengthened sector coordination, planning and implementation, these will need to be supported by systematic monitoring, with progress reported in the Portfolio Review.

18. The CGPC reiterates the recommendation from the FY14 Portfolio Review, that in order to make progress towards the GPE goal of Building for the Future and strengthening systems for delivery of education, greater emphasis is required on the use of country systems in program design and application reviews, and that there is a need to work towards the use of more aligned modalities as appropriate for GPE grants over time. Within this broader recommendation, the Committee emphasizes the following:

a. Developing country partners of the Global Partnership should, according to their own capacity, commit to supporting the strengthening of national systems, including public financial management systems, through their own country programming, and should ensure education sector dialogue is linked into this strengthening.

b. The Committee recognizes that CSO partners have an important advocacy and accountability function, both towards developing country partners in terms of transparency and accountability in public financial management, and towards development partners in terms of the role they play to facilitate sustainable development through the integration of building capacity of national systems. The Committee recommends that links to CSO capacity building to effectively perform this function be included in Civil Society Education Fund activities.

c. The Committee agrees with the Operational Model reference group's conclusion that the selection of GPE Grant Agents should include consideration of aid modalities and public financial management analysis[3]. The Committee recommends that the criteria to select a Grant Agent include consideration of which agency is best placed to contribute to strengthening national systems. The Committee further encourages agencies that use aligned modalities to take on the role of Grant Agent.

1.3 Structure of this Review

This Portfolio Review (PR) provides an overview of the main elements of the GPE grants portfolio in terms of features, results and analysis, and provides information on efforts in key areas where the GPE seeks to leverage change beyond its grants, in particular the work to strengthen sector analysis, planning and monitoring. The report includes five sections, as well as seven annexes with additional detail.

Section 2 presents the grant **Portfolio at a Glance;** an overview of key characteristics of the portfolio including the total number and value of active grants in Financial Year 2015 (FY15), new grants approved during the year, annual and cumulative allocations and disbursements, the geographical distribution of Education Sector Program Implementation Grants (ESPIG), and the distribution of grants among Supervising and Managing Entities and Funding Modalities.

Section 3 provides a full **overview of country level grants,** including the Education Sector Program Implementation Grant (ESPIG), the Education Sector Plan Development Grant (ESPDG) and the Program Development Grant (PDG). For ESPIGs, an overview is presented of active grants during the year, status of disbursements and implementation progress, key components and outputs, an analysis of use of country systems, and an overview of administrative costs. It also contains a summary and lessons learned of the first phase of the rollout of the new funding model and a review of ESPIGs being implemented in situations of conflict or crisis.

Section 4 presents GPE's support to **education sector planning and implementation** outside of the grant support, while **Section 5** reviews the **Global and Regional Activities (GRA**) program and the **Civil Society Education Fund (CSEF).**

[3] GPE BOD/2015/10 DOC 06, p14

This Portfolio Review has seven Annexes: A full listing of GPE member countries and grant activities is provided in *Annex 1*, while *Annex 2* features hyperlinks to the GPE website's country pages for member countries. *Annex 3* provides an overview of follow-up to the recommendations made in the FY14 Portfolio Review, and *Annex 4* gives an update on the status of Education Sector Program Implementation Grants (ESPIG) approved in FY15. *Annex 5* provides detailed information on delayed grants, including reasons for delays and remedial actions taken, while *Annex 6* is an overview of approved grant revisions during the year. Finally, *Annex 7* is an update on actions taken with regard to the report-back requests made by the Financial Advisory Committee (FAC) and Country Grants and Performance Committee (CGPC) at the time of grant approval.

2. GPE Portfolio at a Glance

2.1 Overview

The total portfolio active at some point in FY15 included 68 Education Sector Program Implementation Grants (ESPIGs) to 55 countries[4]. At the start of the year, the Portfolio included 58 active and five pending ESPIGs. All those pending became active in FY15, bringing the total of active grants to 63. Ten new grants were approved by the Board in FY15, of which five became active, bringing the total of grants active at some point in the year to 68. 15 grants closed during the year, and five of the newly approved grants remained pending at the end of the reporting period, leaving a total of 53 active and five pending grants at the end of the year.

The total value of the active and pending ESPIG allocations reached US$3.08 billion during FY15. As of June 30, 2015, the amount of pending and active grants was US$2.4 billion compared to US$2.8 billion on June 30, 2014. Annual disbursements in FY15 reached US$427.8 million, compared to US$472 million in FY14; a slight decrease of 9.4 percent.

The total value of other grants (ESPDG, PDG, GRA and CSEF) at end FY15 was US$53.81 million: Nine countries and one region had ESPDGs approved in FY15 for a total value of US$2.58 million, including four that are not yet GPE members[5]. By the end of the year, nine ESPDGs were still under implementation for a total of US$2.57 million. Similarly, five countries and one region had PDGs approved in FY15 for a total of US$1.16 million; by the end of the year two countries had PDGs active totaling US$0.64 million. While no new allocations were provided to GRA, one grant was new for CSEF during FY15 for US$5 million. There were 15 ongoing GRA grants totaling US$31.1 million, and funding to Civil Society activities in 53 countries to a total of US$19.5 million by the end of FY15.

[4] See Annex 1 for a complete Country Grants Summary Table
[5] Cape Verde, Congo Republic, Kiribati, and the Organization of East Caribbean States (OECS)

2.2 Grant Portfolio Growth and Diversification

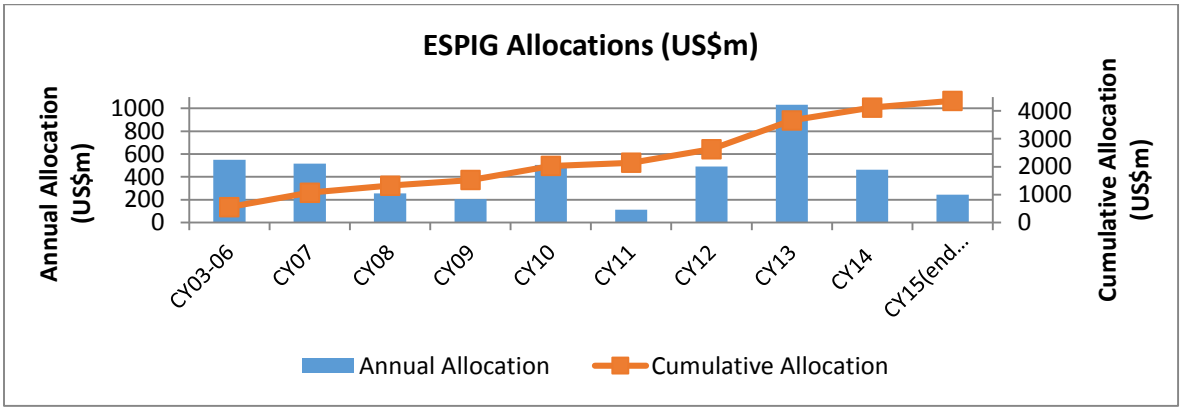
In FY15 the GPE approved 27 new grants of all categories, including 10 new ESPDGs, six new PDGs, 10 new ESPIGs, and a contribution of US$5 million to the CSEF, for a total of US$511.35 million in new grants. As shown in Table 2.1 below, 98 percent of this amount was for ESPIGs.

Table 2.1: New Grants Approved in FY15

Type of GPE grant	Number of Grants	Grant Amount (US$)	% of amounts
Education Program Development Fund (closed)	0	$0	0.0%
Education Sector Plan Development Grant	10	$2,576,278	0.5%
Program Development Grant	6	$1,164,814	0.2%
Education Sector Program Implementation Grant	10	$502,610,000	98.2%
Civil Society Education Fund	1	$5,000,000	0.1%
Global and Regional Activities	0	$0	0.0%
Total	**27**	**$511,351,092**	**100.0%**

Since 2003, GPE has approved a total of US$4.54 billion of funding, the vast majority (96.1 percent) provided to a total of 120 ESPIGs. Funds were also allocated to 60 EPDF grants[6]. A total of 36 PDGs and 38 ESPDGs have been approved since 2003.

Chart 2.1: Cumulative ESPIGs Approved since 2003

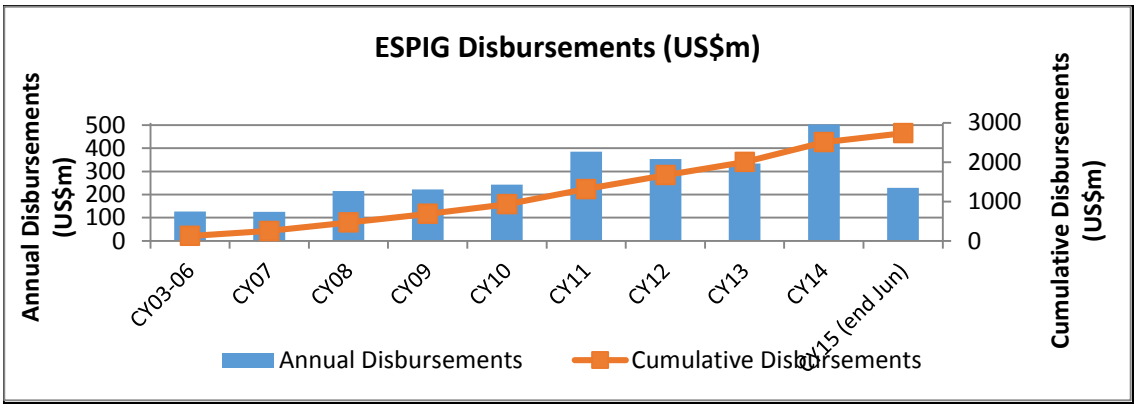


[6] Closed in 2012 and replaced by the PDG and ESPDG.

Table 2.2: Cumulative Grant Allocations across All Grants since 2003

Type of GPE grant	Number of Grants	Grant Amount (US$)	% of amounts
Education Program Development Fund (closed)	60	$112,200,000	2.5%
Education Sector Plan Development Grant	38	$8,756,207	0.2%
Program Development Grant	36	$6,730,057	0.2%
Education Sector Program Implementation Grant	120	$4,362,780,308	96.1%
Civil Society Education Fund	2	$19,500,000	0.4%
Global and Regional Activities	15	$29,748,797	0.7%
Total	**271**	**$4,539,715,369**	**100.0%**

Chart 2.2: Annual and Cumulative ESPIG Disbursements since 2003



2.3 Grant Portfolio Diversification by Context and Region

Of the 55 member countries with active ESPIGs at some point during FY15, 27 are classified as 'Fragile or Conflict-Affected Countries' (FCAC)[7] (49.1 percent); eight as small states[8] (14.5 percent); 8 as small island states[9] (14.5 percent). 31 are classified as Lower Income Countries (56.4 percent) and 24 are Middle Income Countries (43.6 percent) (All 24 countries are Lower Middle Income Countries with no country being an Upper Middle Income Country) (See Chart 2.3a and 2.3b)[10]. Of the 27 FCACs, 20 (74.1 percent) are also Low Income Countries.

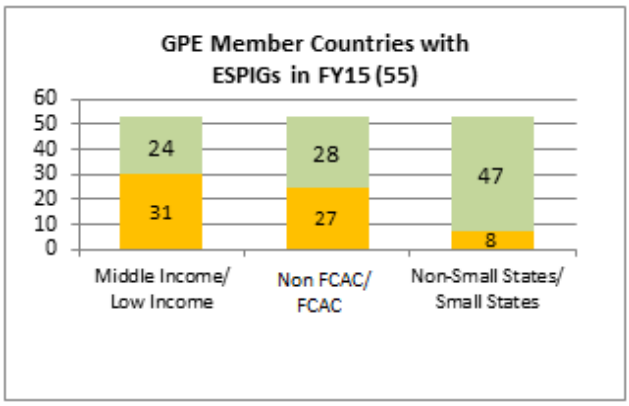
[7] The GPE List of Fragile/Conflict Affected Country (FCAC) is based on the WB's Harmonized List of Fragile Situations FY15 and the UNESCO's 2013/14 GMR list of conflict-affected states. For the FCAC list see: http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1269623894864/FY15FragileSituationList.pdf

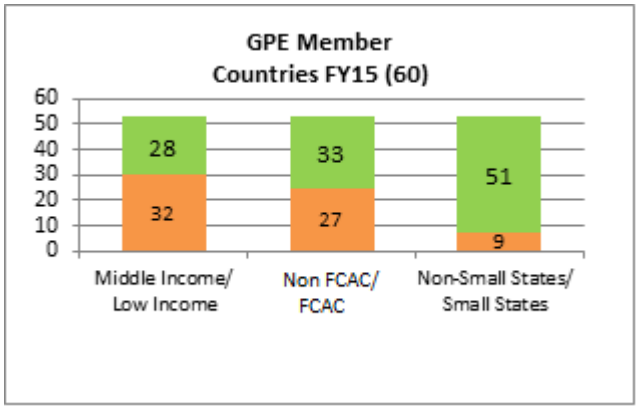
[8] List of Small States: World Bank - World Development Indicators (WDI) FY15

[9] See http://www.unesco.org/new/en/natural-sciences/priority-areas/sids/about-unesco-and-sids/sids-list/

[10] Classification of economies followed World Bank's country and lending groups

Chart 2.3a and 2.3b: Partner Countries with Active ESPIGs during FY15





Notes: 1) Middle Income includes Upper Middle Income Countries (UMIC) and Lower Middle Income Countries (LIMC). 2) One member country (Albania) was UMIC during the period and is no longer eligible for ESPIG funding.

Most of the ESPIG active grants are in Sub Saharan Africa. Approximately 68 percent of ESPIGs (46 grants) support member countries in Sub Saharan Africa), compared to a total of 15 grants in the three Asia regions, four in Latin America and three in the Middle East & North Africa.

2.4 Diversification of Supervising and Managing Entities

Of the 58 ESPIGs active as of end FY15, 39 were supervised by the World Bank, 12 were supervised/managed by UNICEF, two by DFID, two by SIDA, and one each by UNESCO, AFD, and Belgium (Chart 2.4b). In FY15 the portion of grants supervised by the World Bank stayed roughly the same as in FY14, remaining at 67 percent by number of grants and slightly increased from 74 percent to 75 percent by allocation value. Of 10 ESPIGs approved during the reporting period, eight are World Bank supervised, one is managed by UNICEF, and one is supervised by DFID.

Chart 2.4a and 2.4b: Number of Active Grants Managed/Supervised by Partner Entity (End of FY14 vs End of FY15)

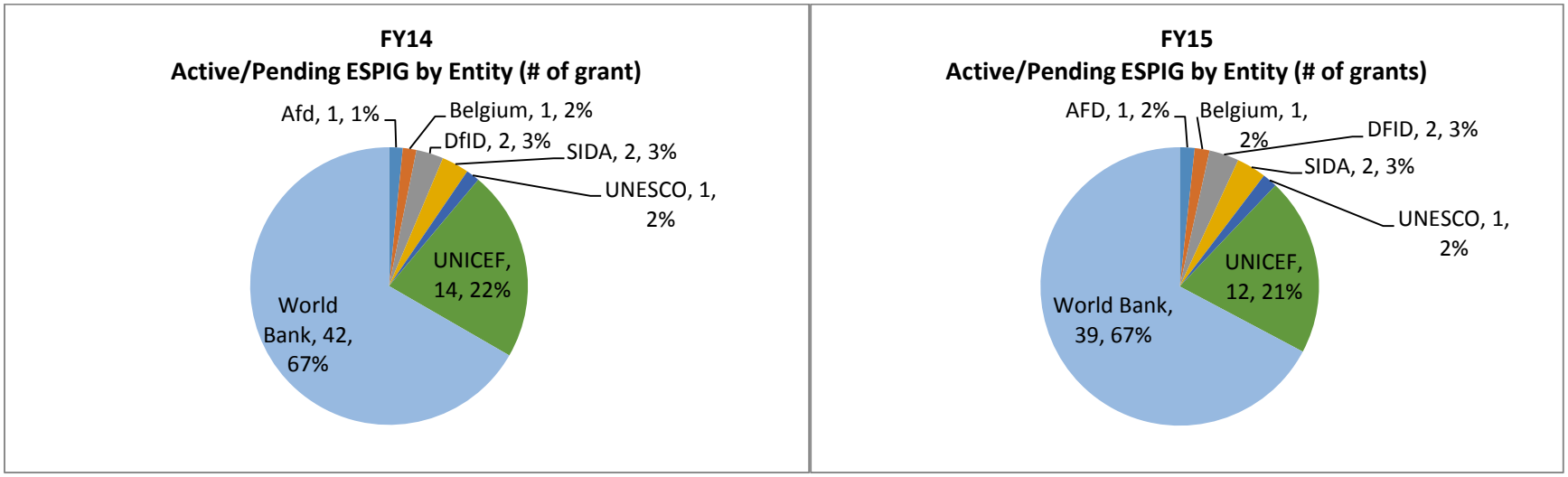
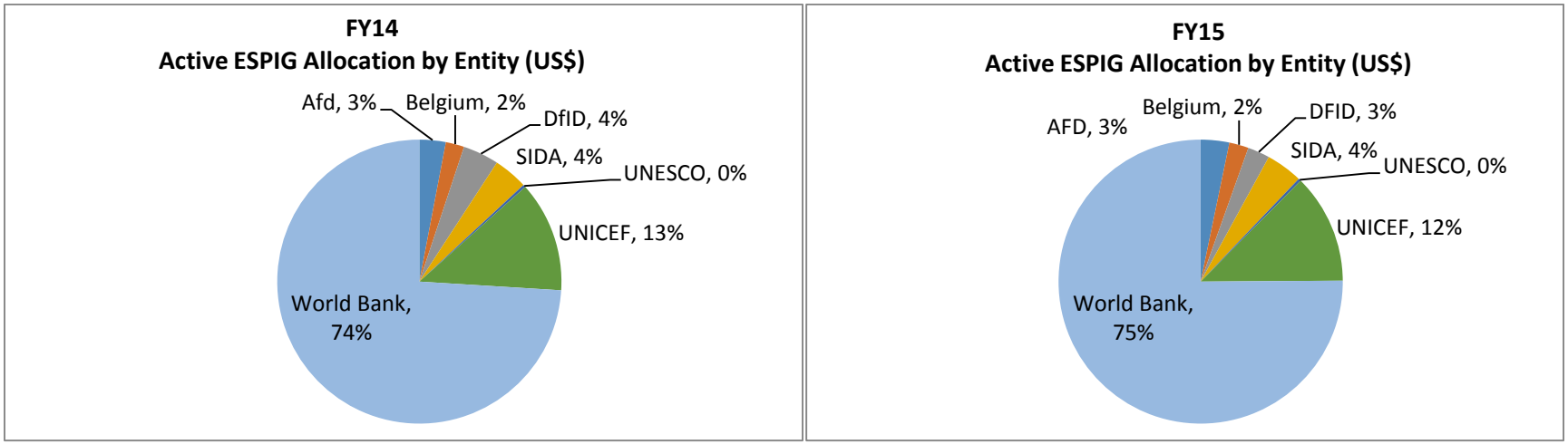


Chart 2.5a and 2.5b: Active ESPIG Allocation by Partner Entity (End of FY14 vs End of FY15)



2.5 Diversification of Funding Modalities

Funding modalities are diverse, with the majority of the grants still using a project modality (nearly 75 percent this year compared with 83 percent in FY14). Funding modalities respond to different country needs, capacity, and operating mechanisms of the entity supervising or managing the grant. While most of the grants use project modalities, the degree to which these are aligned and use national systems vary (see Section 3.1.5).

Box 2.1: Senegal EFA-FTI, 2009-2014

Through a GPE funded grant of US$81.5 million, Senegal embarked on the country's most ambitious education sector construction program to date with the aim of achieving its goal of Universal Primary Education. In the decade prior to the program's launch, Senegal had experienced a rapid increase in enrollment and struggled to keep up with demand. The result was overcrowded classrooms and incomplete schools that when coupled with additional factors such as high rates of repetition, school drop outs, and lack of schools, constituted a major barrier to access and completion of primary education.

With the World Bank as Supervising Entity, the program embarked on a massive construction and rehabilitation program that would meet 40 percent of the estimated needs of additional classrooms in the country. The program targeted primary school-age children in regions where access to schooling was limited. By the end of the program, it had exceeded most of its targets through building the following:

- 4,977 classrooms (target: 3,910);
- replaced 1,939 temporary classrooms (target: 1,900);
- 198 new schools (target 150);
- 538 water points (target 814);
- 839 sanitary blocks (target 814);
- 522 administrative blocks (target 500).

The project also supported the Government's goal of expanding and diversifying the network of public primary schools. Two thirds of the primary schools constructed were French-Arab primary schools. Moreover, the project benefited from additional resources due to strong competition in procurement processes and close collaboration and partnership among stakeholders.

The project contributed to increasing access to primary education, improving the internal efficiency of the education system, and significantly increasing the primary completion rate. As planned, the number of over-aged children enrolled in grade 1 was reduced, decreasing the gross intake rate from 114 percent in 2008 to 109 percent in 2014. The primary completion rate, which had been increasing by one percentage point per year up until that time, increased from 58 percent to 73 percent, exceeding the end of project target. Progress was further accompanied by important reductions in repetition and drop out rates, which included a decrease from 8 percent to 3 percent in repetitions and 11 percent to 8 percent in drop outs. Improvements in efficiency, particularly the sharp drop in the number of repeaters, account for the modest gains in gross enrolment ratio from 90 percent to 93 percent at the end of the project.

3. GPE Grants Portfolio

3.1 Education Sector Program Implementation Grants (ESPIGs)

3.1.1 Overview of ESPIGs

Education Sector Program Implementation Grants (ESPIGs) comprised 98.3 percent of GPE funding allocated to partner countries during FY15. This is consistent with cumulative allocations since the beginning of the Fast Track Initiative (FTI) in 2002 (96.1 percent).

There were 68 ESPIG grants under implementation in 55 countries at some time during FY15.[11] At the beginning of the year, the ESPIG portfolio consisted of 58 active and five pending grants that later became active during FY15 (Haiti, Pakistan Balochistan, Pakistan Sindh, Togo and Uzbekistan) for a total of 63. During the fiscal year, 10 new ESPIG grants were approved (Central African Republic (CAR), Guinea, Guyana, Kenya, Lao PDR, Nigeria in the second round of 2014; and Bangladesh, Mozambique, Nepal and Rwanda in the first round of 2015), of which five became active during the FY (CAR, Guyana, Kenya, Lao PDR and Nigeria). The newly active five grants were added to the existing 63 active grants giving the total of 68 active grants at some point during FY15. By the end of FY15, 15 of the 68 active grants were closed including two Accelerated Funding grants in CAR and Yemen, with the others being CAR-World Bank, Guinea-UNICEF, Guinea-World Bank, Lao PDR, Lesotho, Malawi, Moldova, Mongolia, Mozambique, Nepal, Rwanda, Senegal, Togo. Thus giving a final tally at the end of FY15 of 53 active and five pending grants. Of the 15 ESPIGs that closed in FY15, six countries have a follow-on ESPIG approved in FY15 (CAR, Guinea, Lao PDR, Mozambique, Nepal and Rwanda).

The average age of ESPIG grants at end of FY15 was 1.7 years. Only three grants over 4 years old (Haiti, Liberia, Papua New Guinea) and two grants over 3 years old (Cote d'Ivoire, Timor-Leste) now remain in the Portfolio. 14 grants are in their first year of implementation (see Charts 3.1 and 3.2). 21 grants used the previous FTI's Catalytic Fund in FY15; of these, 12 were closed during the year, leaving only Afghanistan, Benin, Congo DR, Kyrgyz Republic, Liberia, Senegal, Timor-Leste, Haiti, and Papua New Guinea implementing grants with Catalytic Funds. There are no new grants to be funded from the Catalytic Fund as it is being wound down with the completion of all currently funded grants.

[11] Chad's allocation is divided in two grants, one managed by UNICEF and the other by UNESCO. This is counted as two separate grants in this report. Similarly, CAR and Yemen had two active grants each during the year, one Accelerated Funding Grant and one ESPIG. In addition, Haiti had two active grants during the year, with most of the funds spent on the older grant (as of August 2015, all balance was transferred, with 7 percent - or US$1.5 million- needing to be disbursed) before the new grant was approved. These are also counted separately.

Chart 3.1: Active ESPIGs by Age as of End FY15

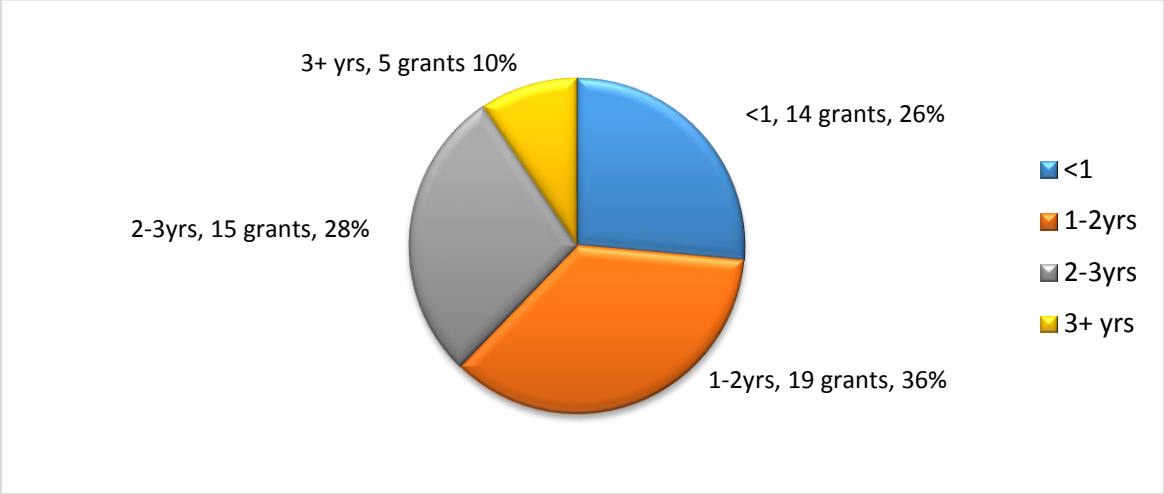
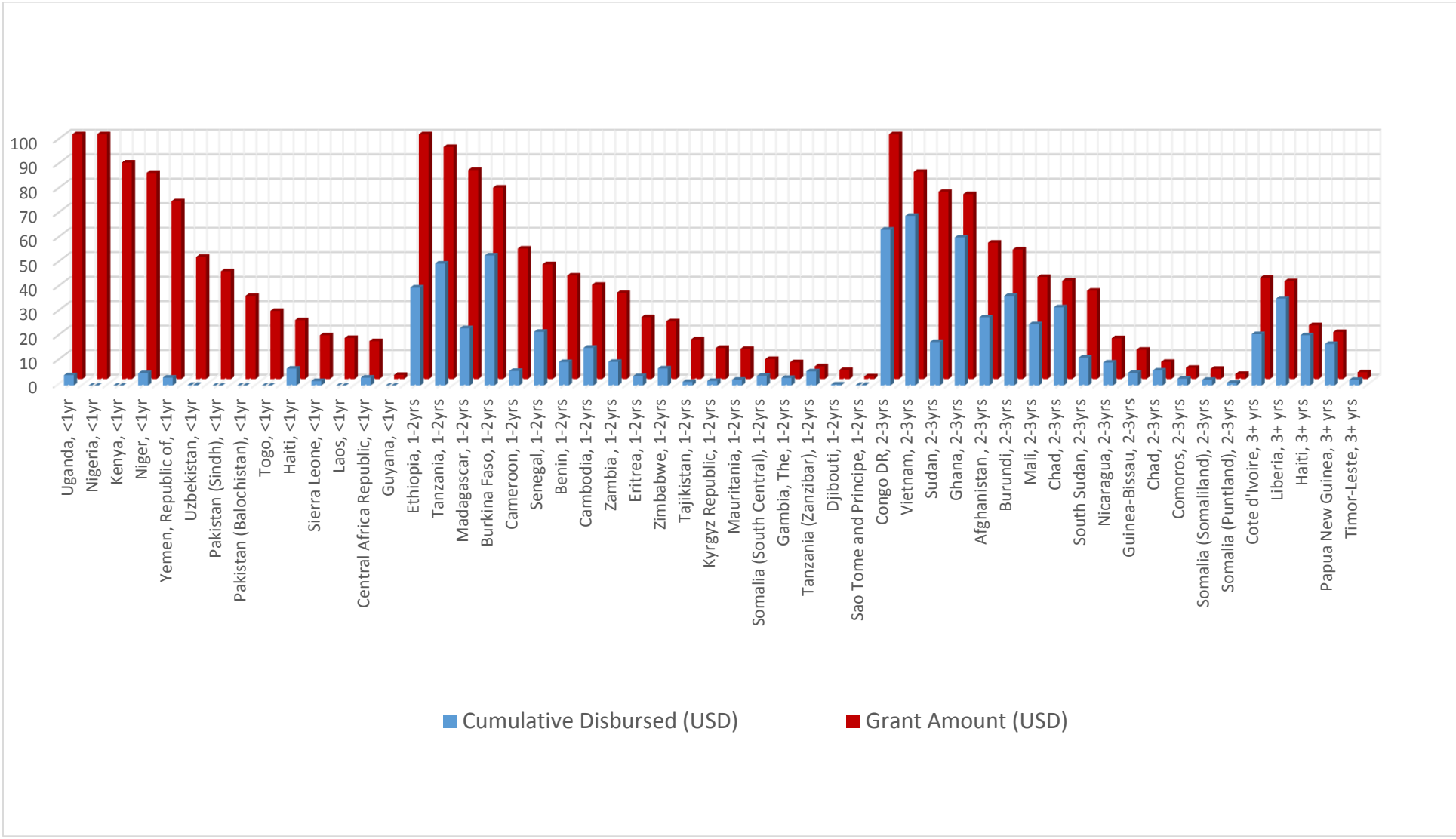


Chart. 3.2: ESPIGs Grant Amount and Cumulative Disbursement to end FY15, Grouped by Grant Size and Grant Age



Most of the ESPIG active grants are in Sub Saharan Africa. Approximately 75 percent of ESPIGs (46 grants) support member countries in Sub Saharan Africa (See Table 3.1 below), compared to a total of 15 grants in the three Asia regions, four grants in Latin America and three grants in the Middle East & North Africa.

Table 3.1: Region of ESPIGs Active during FY15

Region	# of Country	# of ESPIG
Sub Saharan Africa	37	46
East Asia & Pacific	6	7
Europe & Central Asia	5	5
Latin America & Caribbean	3	4
Middle East & North Africa	2	3
South Asia Region	2	3
Total	**55**	**68**

Of the 58 ESPIGs active as of end FY15, 39 were supervised by the World Bank, 12 were supervised/managed by UNICEF, two by DFID, two by SIDA, and one each by UNESCO, AFD, and Belgium (Chart 3.3). In FY15 the portion of grants supervised by the World Bank stayed roughly the same as in FY14, remained at 67 percent by number of grants and slightly increased from 74 percent to 75 percent by allocation value. (See Chart 2.4a, 2.4b, 2.5a and 2.5b)

Funding modalities are diverse, with the majority of the grants still using a project modality (nearly 75 percent this year compared with 83 percent in FY14). Funding modalities respond to different country needs, capacity and operating mechanisms of the entity supervising or managing the grant. While most of the grants use project modalities, the degree to which these are aligned and use national systems vary (see Section 3.1.5).

Table 3.2: Funding modalities of ESPIGs active during FY15

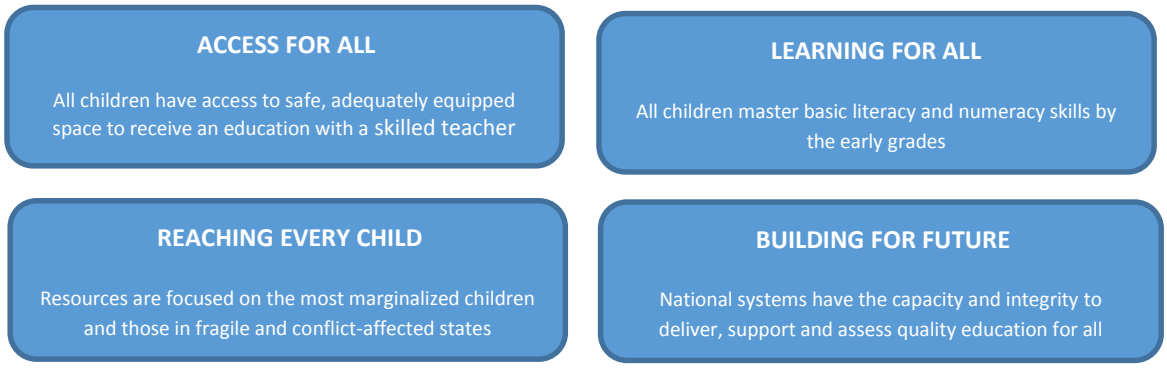
Funding Modality	# of Grants	Amount Allocated (US$)**	% (# of Grants)
Project Grant	51	$1,934,021,048	75.0%
Project Pooled Fund	10	$384,400,000	14.7%
Sector Pooled Fund	6	$456,300,000	8.8%
Sector Budget Support	1	$24,000,000	1.5%
Total	**68***	**$2,798,721,048**	**100.0%**

* This total represents all 53 grants active at end of FY15, plus the 15 that closed (68 grants).
**This amount includes original grant amount and does not consider revised grants as of closing date of grant

3.1.2 ESPIG Contribution to GPE's Strategic Goals

ESPIGs clearly support the four GPE Strategic Goals: (1) access for all- *access*; (2) learning for all- *quality*; (3) reaching every child- *equity*; and (4) building for the future- *systems:*

GPE Strategic Goals



Access continues to be supported by the largest share of GPE funding in ESPIGs, at 43.5 percent of active and pending allocations in FY15. A quarter (25.7 percent) support Goal 4 *systems* whilst *quality* and *equity* have 20.3 and 10.5 percent respectively.

Chart 3.5 below provides a breakdown of budgeted funds by GPE strategic goals for 73 ESPIGs reviewed (53 active, five pending and 15 closed).[12] Of those 73 ESPIGs at least 41 focus on some specific aspect of equity in access, while 32 of the others are focused at the national level.[13]

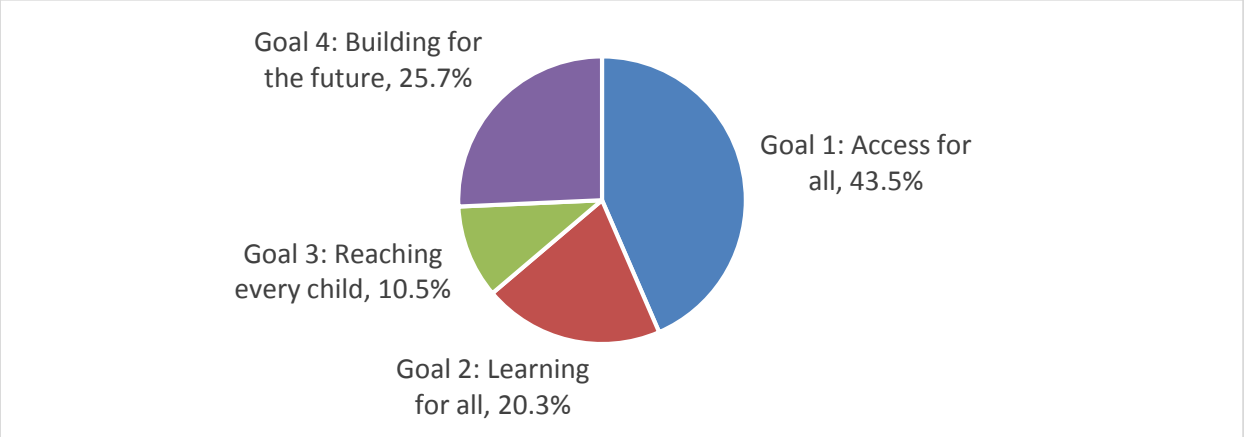
The proportion of total funds allocated to each strategic goal can be estimated for most grants with some caveats. In addition to the fact that some types of activities could be considered to contribute to

[12] This estimation has been possible by using financial information from program proposals available in grant applications at the time of GPE Board approval. Due to the varying levels of details provided, the Secretariat can only assign approximate dollar value to each component examined. The calculations for **Goal 1** (Access for All) include activities to increase access such as school construction and activities to support teachers, including teacher training and salaries, as defined by the Goal's definition that all children have access to a safe, adequately equipped space to receive an education with a skilled teacher. **Goal 2** (Learning for All) related activities comprise quality measures such as learning assessment-related work and provision of textbooks, teaching and learning materials. **Goal 3** (Reaching Every Child) includes activities that contribute to equity such as promotion of girls' education, inclusive education, and access to education for out-of-school and disadvantaged children. The calculations for **Goal 4** (Building for the Future) include capacity building and decentralized activities such as school grants. Program management costs and other miscellaneous costs have been divided by four and added to each goal equally. The total from four grants (CAR US$3.7M, Guinea US$24M, Rwanda US$70M, and Zambia US$35.2M) and the fixed part of Nepal's grant (US$41.5M) was also added to each goal equally because there was insufficient financial information. Therefore for this analysis, all 73 grants including pending and active grants, as well as grants that closed by the end of FY15 were included.

[13] This classification was possible from a project documents' desk review to determine if the program has a targeted focus on some element of equity, or whether it supports at a national level. The aim of this analysis is to fill the gap left by the fact that most grant programs are structured without specific funding to the "Equity" strategic goal, but are addressed through the targeting of the program design.

more than one goal, costs cannot be a proxy for priority and added value, as lower cost activities can add as much or more value in terms of results for children as higher cost activities. For example, training and certifying a teacher would generally cost much less than building a classroom, but the value of this investment in terms of children's learning outcomes may prove far greater.

Chart 3.5: Contribution of ESPIGs to GPE's Strategic Goals in Percentage of Total Amount[14] (68 Active and 5 Pending Grants in FY15)



Just over half of the ESPIGs reviewed this year are in fragile countries. Chart 3.6 below shows the share of contributions to GPE goals when the 37 grants to fragile countries are examined separately. The results are similar to that of goals supported by the entire Portfolio of 68 active and five pending grants, but with a slight increase for *access* (Goal 1) and decrease in support to *systems* (Goal 4).

Chart 3.6: Contribution of ESPIGs to GPE's Strategic Goals in Percentage of Total Amount (37 Pending and Active Grants in Fragile Countries in FY15)

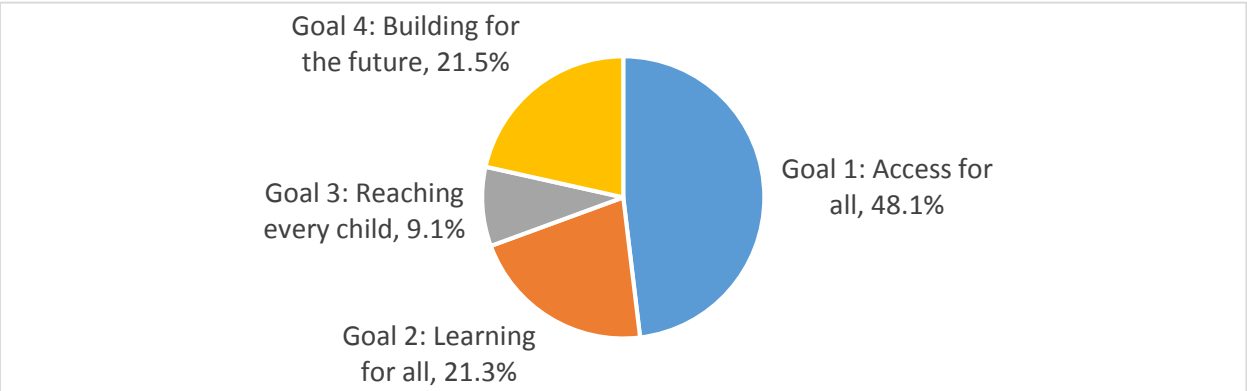
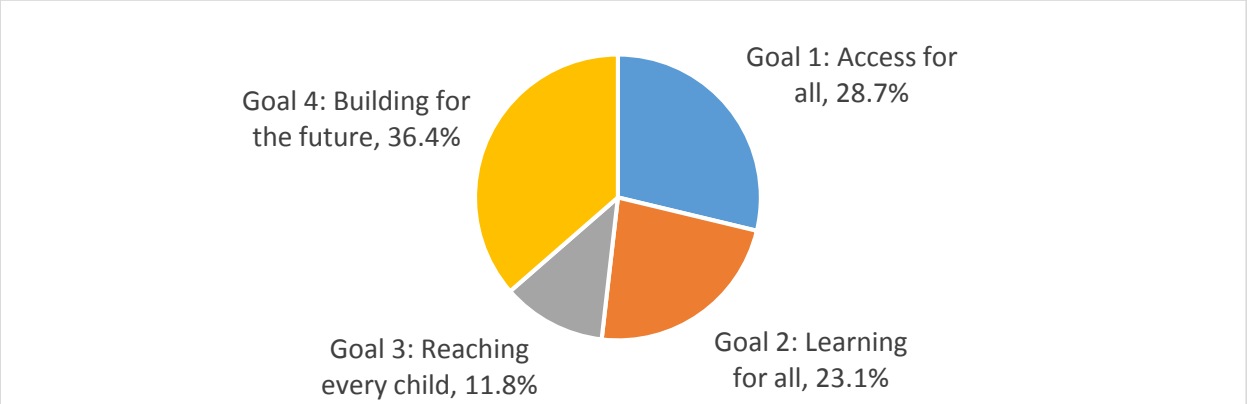


Chart 3.7 shows the breakdown of contribution towards GPE goals for the 10 new ESPIGs approved in FY15 only. In comparison to the entire portfolio, the newly approved grants allocate a significantly higher percentage of funding to building *systems* (Goal 4) at 36.4 percent (compared to 25.7 percent for the entire

[14] Percentage represents allocations to strategic goals in all 73 ESPIG grants in FY15, including active, pending and closed.

portfolio) and much fewer resources to *access* (Goal 1) at 28.7 percent (compared to 43.5 percent for the entire portfolio). Given that the requirements of the funding model for the current replenishment period has a strong focus on equity, efficiency, and learning, a more even distribution of contributions to GPE goals may be expected. At this early stage with only three new grants under the funding model, only a slight increase in *learning* (Goal 2) and *equity* (Goal 3) can be observed. The increase in efficiency or *systems* (Goal 4), however, is much more evident. Grants from three countries categorized as fragile are included in this analysis: CAR, Nepal, and Nigeria.

Chart 3.7: Contribution of ESPIGs to GPE's Strategic Goals in Percentage of Total Amount (10 New Approved Grants in FY15)



Within these broader categories, grants support a range of activities. Access activities often include school construction and activities to support teachers, including teacher training and salaries. Equity includes activities such as promotion of girls' education, inclusive education, and access to education for out-of-school and disadvantaged children. Learning activities include learning assessment-related work and provision of textbooks, teaching and learning materials. Among systems strengthening activities are community participation, strategic planning and institutional strengthening. (Table 3.3)

Table 3.3: **Activity Types under Implementation during FY15 by Broader GPE Strategic Goals**[15]

Component	Number of projects with component
Access	
School/Classroom Construction & Rehabilitation	42
Building of Facilities (latrines, water points, libraries)	15
School equipment (of various kinds)	17
Early childhood	27
Payment of teacher's salaries	7
Teacher's Professional Development (training and other activities)	44
Teacher Management & Supervision	21
Teacher recruitment & retention	16
Equity	
Marginalized Children (incl. disability-related, disadvantaged)	19
Girls' education (specifically targeted)	16
Out-of-school children (specifically targeted)	9
Learning	
Purchase and/or Distribution of textbooks	20
Improved learning assessment methodologies	33
Curriculum Development / improving student's competencies	20
Provision of student supplies	17
Systems	
Strategic Planning (ESA, ESP development)	8
Strengthening data management & monitoring (EMIS, TDIS, TMIS)	33
Strengthening Financial Planning /Management	22
Institutional Strengthening (incl. management training, accountability mechanisms, governance)	37
Community Participation	23
Other	
School Feeding Programs	10
Emergency educational activities (transitional curriculums, catch-up classes, emergency teacher recruitment and training, school disinfection processes)	8
Mainstreaming HIV/AIDS prevention strategies	2
Training on peace-building, dialogue and conflict-sensitive education	2

[15] These numbers represent project components in all 73 grants throughout FY15, including pending and active grants, as well as grants that closed by the end of FY15. For grants under sector modality for which there is no component distinction by topic, the description of the grant was used to classify the grant support.

3.1.3 Disbursement and Implementation Analysis

As in previous years, the Portfolio Review assesses progress both in terms of disbursement and implementation.

The same method was used this year as last to assess *disbursement progress*.

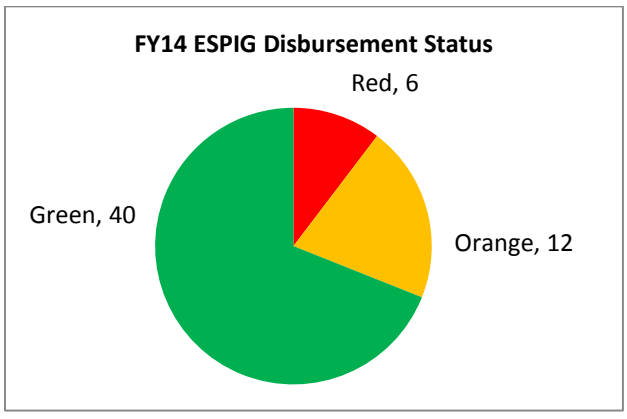
Definition	Criteria
On Track	Implementation period elapsed percentage is not more than 15 percent higher than percentage disbursed
Slightly Behind	Implementation period elapsed percentage is between 15 percent to 25 percent higher than percentage disbursed
Delayed	Implementation period elapsed percentage is more than 25 percent higher than the percentage disbursed

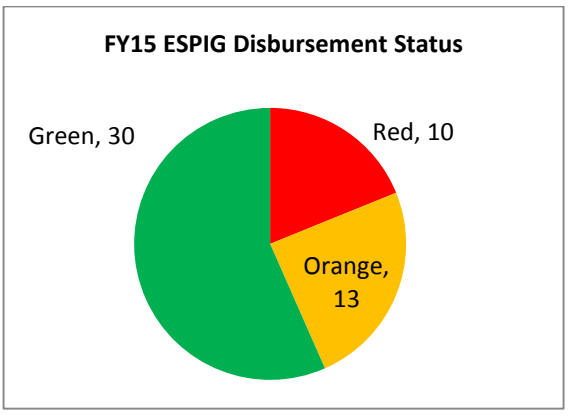
Of the 53 ESPIG grants active at end of FY15, 30 (56.6 percent) were considered 'on track' in disbursement, 13 (24.5 percent) 'slightly behind', and 10 (18.9 percent) 'delayed' (see Table 3.4). Of the delayed projects, 7 are in FCAC and 3 in non-FCAC. There is an increase in grants that are either slightly behind or delayed compared to last year (31 percent of grants last year and 43 percent this year).

Table 3.4: ESPIG Disbursement Status by FCAC and non-FCAC (as of end FY15)

	On track	Slightly Behind	Delayed	Total Active	Pending	Total
FCAC grants	17	7	7	26	1	32
Non FCAC grants	13	6	3	27	4	26
Total	**30**	**13**	**10**	**53**	**5**	**58**

Chart 3.8a and 3.8b: ESPIG Disbursement Status (End of FY14 vs End of FY15)





In terms of implementation, of the 53 ESPIGs active at end of FY15, 25 (47.2 percent) were considered 'on track' in implementation, 30 (37.7 percent) 'slightly behind', and eight (15.1 percent) 'delayed'. Of the delayed projects, six are in FCAC and two in non-FCAC.

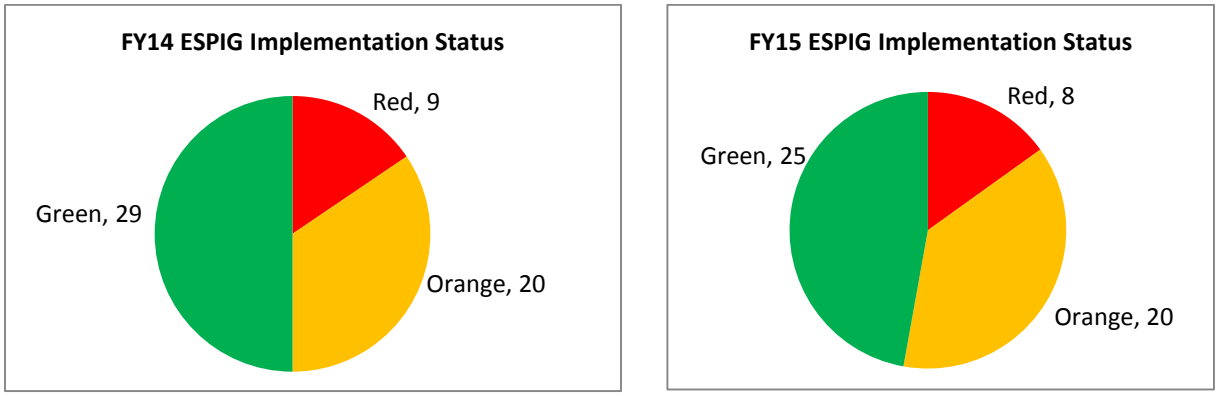
To determine *implementation status* of grants implemented by the World Bank, WB's ratings from the most recent FY15 progress report (ISR) were used. Non-WB implemented programs do not submit a rating. In these cases the progress reports were used as a basis for the Secretariat's assessment of implementation progress.

Three grants identified as delayed in implementation in last year's Portfolio Review are no longer categorized as delayed in implementation (Afghanistan, Benin, and Liberia), while three grants remained delayed in implementation for two consecutive years (Cote D'Ivoire, Eritrea, South Sudan). In addition, five grants have been newly identified as delayed in implementation[16] (Djibouti, Ethiopia, Guinea-Bissau, Papua New Guinea and Yemen). Papua New Guinea was rated red in implementation again after one year moving out from red status.

Table 3.5: Implementation Status by FCAC and non-FCAC (as of end FY15)

	On track	Slightly Behind	Delayed	Total Active	Pending	Total
FCAC grants	10	10	6	26	1	27
Non FCAC grants	15	10	2	27	4	31
Total	**25**	**20**	**8**	**53**	**5**	**58**

Chart 3.9a and 3.9b: ESPIG Implementation Status (end of FY14 vs end of FY15)



In total, 12 grants were rated as delayed as at end of FY15 in *either disbursement or implementation*[17]. Of these, five were also delayed in FY14, while seven grants became delayed in FY15. Of the 12, six are delayed in both disbursement and implementation, four are delayed in disbursement and slightly behind in implementation, and two are on track in disbursement but delayed in implementation. Broadly speaking, the main reasons for delays are procurement issues, capacity gaps, and conflict, insecurity or

[16] One of these, Ethiopia, was however considered on track in implementation in the latest ISR, prepared early in FY16.

[17] If the grant were as delayed in either disbursement or implementation, it becomes problem grant (red light grants), that Country Lead follows up closely with SE/ME

other context-related issues, including the Ebola crisis which has negatively affected disbursements in Sierra Leone.

Five grants that were delayed as at the end of FY14 improved during FY15 in either disbursement or implementation to a point where they are now considered either slightly behind or on track overall (Afghanistan, Liberia, Nicaragua, Timor-Leste, Malawi). Of the five that improved, one grant closed (Malawi, with Moderately Satisfactory rating), and the other four remain slightly behind overall though two are on track in disbursement (Liberia, Timor-Leste.)

Table 3.6: FY15 ESPIG Disbursement and Implementation Status (as of June 30, 2015)

		Grant Details						Disbursement				Status		
	Country	Partner Entity	SE/ ME	Grant Approval Date	Grant Agreement/Starting Date	Age (yrs)	Grant Amount (US$)	Cumulative Disbursed (US$)	% Time Elapsed	% Disbursed	Closing Date	Status as at 30 June 2015	Disbursement Status	Implementation Status
	Pending Grants													
1	Nepal	WB	SE	05/23/15			59,300,000					Pending		
2	Bangladesh	WB	SE	05/23/15			100,000,000					Pending		
3	Mozambique	WB	SE	05/23/15			57,900,000					Pending		
4	Rwanda	DFID	SE	05/23/15			25,200,000					Pending		
5	Guinea	WB	SE	12/16/14			37,800,000					Pending		
	Active Grants													
1	Afghanistan	UNICEF	SE	12/15/11	08/03/12	2.9	55,700,000	27,856,780	66%	50%	12/30/16	Active	Slightly Behind	Slightly Behind
2	Benin	WB	SE	05/21/13	03/21/14	1.3	42,300,000	9,592,697	56%	23%	06/30/16	Active	Delayed	Slightly Behind
3	Burkina Faso	AFD	SE	05/21/13	11/14/13	1.6	78,200,000	53,100,000	45%	68%	06/30/17	Active	On track	On track
4	Burundi	Belgium	SE	11/20/12	06/18/13	2.0	52,900,000	36,600,000	68%	69%	06/17/16	Active	On track	Slightly Behind
5	Cambodia	WB	SE	11/19/13	05/16/14	1.1	38,500,000	15,398,883	35%	40%	07/31/17	Active	On track	Slightly Behind
6	Cameroon	WB	SE	11/19/13	03/11/14	1.3	53,300,000	5,952,426	29%	11%	09/30/18	Active	Slightly Behind	Slightly Behind
7	CAR*	UNICEF	ME	12/16/14	12/17/14	0.5	15,510,000	3,227,170	18%	21%	12/31/17	Active	On track	On track
8	Chad	UNESCO	ME	11/20/12	04/30/13	2.2	7,060,000	6,119,762	72%	87%	04/29/16	Active	On track	On track
9	Chad	UNICEF	ME	11/20/12	04/15/13	2.2	40,140,000	31,894,734	74%	79%	04/14/16	Active	On track	On track
10	Comoros	UNICEF	ME	05/21/13	06/04/13	2.1	4,600,000	2,769,904	69%	60%	06/03/16	Active	On track	On track
11	Congo DR	WB	SE	11/20/12	05/15/13	2.1	100,000,000	63,643,838	64%	64%	08/31/16	Active	On track	On track
12	Cote d'Ivoire	WB	SE	12/15/11	07/16/12	3.0	41,400,000	20,950,085	92%	51%	09/30/15	Active	Delayed	Delayed
13	Djibouti	WB	SE	11/19/13	04/13/14	1.2	3,800,000	400,000	38%	11%	06/30/17	Active	Delayed	Delayed
14	Eritrea	UNICEF	SE	11/19/13	03/28/14	1.3	25,300,000	3,798,213	45%	15%	12/31/16	Active	Delayed	Delayed
15	Ethiopia	WB	SE	11/19/13	05/09/14	1.1	100,000,000	40,000,000	41%	40%	02/17/17	Active	On track	Delayed
16	Gambia, The	WB	SE	11/19/13	04/09/14	1.2	6,900,000	3,117,145	31%	45%	02/28/18	Active	On track	On track
17	Ghana	WB	SE	07/31/12	11/22/12	2.6	75,500,000	60,475,702	69%	80%	08/31/16	Active	On track	On track
18	Guinea-Bissau	UNICEF	ME	12/15/11	05/08/13	2.1	12,000,000	5,173,526	72%	43%	03/31/17	Active	Delayed	Delayed

		Grant Details						Disbursement				Status		
	Country	Partner Entity	SE/ ME	Grant Approval Date	Grant Agreement /Starting Date	Age (yrs)	Grant Amount (US$)	Cumulative Disbursed (US$)	% Time Elapsed	% Disbursed	Closing Date	Status as at 30 June 2015	Disbursement Status	Implementation Status
19	Guyana	WB	SE	12/16/14	05/28/15	0.1	1,700,000	-	3%	0%	09/30/18	Active	On track	Slightly Behind
20	Haiti	WB	SE	03/12/10	06/10/10	5.1	22,000,000	20,539,258	94%	93%	10/31/15	Active	On track	Slightly Behind
21	Haiti	WB	SE	06/28/14	11/07/14	0.6	24,100,000	6,903,538	24%	29%	06/30/17	Active	On track	Slightly Behind
22	Kenya	WB	SE	12/16/14	06/04/15	0.1	88,400,000	-	2%	0%	03/31/19	Active	On track	On track
23	Kyrgyz Republic	WB	SE	11/19/13	05/10/14	1.1	12,700,000	1,900,000	36%	15%	06/30/17	Active	Slightly Behind	Slightly Behind
24	Lao PDR	WB	SE	12/16/14	06/04/15	0.1	16,800,000	-	2%	0%	07/31/19	Active	On track	On track
25	Liberia	WB	SE	05/06/10	09/29/10	4.8	40,000,000	35,530,442	83%	89%	06/29/16	Active	On track	Slightly Behind
26	Madagascar	WB	SE	05/21/13	10/24/13	1.7	85,400,000	23,375,592	47%	27%	06/01/17	Active	Slightly Behind	Slightly Behind
27	Mali	WB	SE	02/07/13	05/27/13	2.1	41,700,000	25,053,505	58%	60%	12/30/16	Active	On track	On track
28	Mauritania	WB	SE	05/21/13	02/18/14	1.4	12,400,000	2,358,317	43%	19%	05/01/17	Active	Slightly Behind	On track
29	Nicaragua	WB	SE	07/31/12	04/20/13	2.2	16,700,000	9,368,432	72%	56%	04/30/16	Active	Slightly Behind	Slightly Behind
30	Niger	WB	SE	11/19/13	07/19/14	0.9	84,200,000	5,030,647	23%	6%	09/30/18	Active	Slightly Behind	On track
31	Nigeria	WB	SE	12/16/14	05/22/15	0.1	100,000,000	-	3%	0%	06/29/19	Active	On track	On track
32	Pakistan (Balochistan)	WB	SE	06/28/14	03/25/15	0.3	34,000,000	-	7%	0%	12/30/18	Active	On track	On track
33	Pakistan (Sindh)	WB	SE	06/28/14	03/25/15	0.3	66,000,000	-	11%	0%	09/29/17	Active	On track	Slightly Behind
34	Papua New Guinea	WB	SE	11/10/10	03/03/11	4.3	19,200,000	16,963,649	90%	88%	12/31/15	Active	On track	Delayed
35	Sao Tome & Principe	WB	SE	11/19/13	01/15/14	1.5	1,100,000	200,000	42%	18%	06/30/17	Active	Slightly Behind	On track
36	Senegal	WB	SE	05/21/13	11/22/13	1.6	46,900,000	21,918,243	45%	47%	05/31/17	Active	On track	On track
37	Sierra Leone	WB	SE	11/19/13	08/01/14	0.9	17,900,000	1,855,526	35%	10%	02/28/17	Active	Delayed	Slightly Behind
38	Somalia (Puntland)	UNICEF	ME	05/21/13	06/04/13	2.1	2,100,000	1,130,826	69%	54%	06/03/16	Active	Slightly Behind	On track
39	Somalia (Somaliland)	UNICEF	ME	05/21/13	06/04/13	2.1	4,200,000	2,324,069	69%	55%	06/03/16	Active	On track	Slightly Behind
40	Somalia (Sth Central)	UNICEF	ME	11/19/13	10/09/13	1.7	8,200,000	3,904,981	55%	48%	12/03/16	Active	On track	Slightly Behind
41	South Sudan	UNICEF	ME	11/20/12	04/15/13	2.2	36,100,000	11,323,678	74%	31%	04/14/16	Active	Delayed	Delayed
42	Sudan	WB	SE	11/20/12	04/11/13	2.2	76,500,000	17,740,593	57%	23%	02/28/17	Active	Delayed	Slightly Behind
43	Tajikistan	WB	SE	05/21/13	10/01/13	1.7	16,200,000	1,494,748	58%	9%	09/30/16	Active	Delayed	Slightly Behind
44	Tanzania	SIDA	SE	11/19/13	05/15/14	1.1	94,800,000	49,808,654	36%	53%	06/30/17	Active	On track	On track

		Grant Details						Disbursement				Status		
	Country	Partner Entity	SE/ ME	Grant Approval Date	Grant Agreement /Starting Date	Age (yrs)	Grant Amount (US$)	Cumulative Disbursed (US$)	% Time Elapsed	% Disbursed	Closing Date	Status as at 30 June 2015	Disbursement Status	Implementation Status
45	Tanzania (Zanzibar)	SIDA	SE	05/21/13	08/01/13	1.9	5,200,000	5,766,070	64%	111%	08/01/16	Active	On track	On track
46	Timor-Leste	WB	SE	12/15/11	06/25/12	3.0	2,800,000	2,335,291	97%	83%	07/31/15	Active	On track	Slightly Behind
47	Togo	WB	SE	06/28/14	03/05/15	0.3	27,800,000	-	11%	0%	12/29/17	Active	Slightly Behind	On track
48	Uganda	WB	SE	11/19/13	08/19/14	0.9	100,000,000	4,213,767	22%	4%	06/30/18	Active	Slightly Behind	Slightly Behind
49	Uzbekistan	WB	SE	06/28/14	10/29/14	0.7	49,900,000	200,000	21%	0%	01/31/18	Active	Slightly Behind	On track
50	Vietnam	WB	SE	07/31/12	01/09/13	2.5	84,600,000	69,256,074	73%	82%	05/31/16	Active	On track	On track
51	Yemen, Republic of	UNICEF	ME	05/21/13	11/01/14	0.7	72,600,000	3,237,325	30%	4%	12/31/16	Active	Delayed	Delayed
52	Zambia	DFID	SE	05/21/13	11/15/13	1.6	35,200,000	9,664,000	37%	27%	03/15/18	Active	On track	On track
53	Zimbabwe	UNICEF	ME	05/21/13	01/01/14	1.5	23,600,000	6,946,510	50%	29%	12/31/16	Active	Slightly Behind	On track
	Grants Active during FY15 but now closed**													**Rating at close (or in Completion Report)**
1	CAR	UNICEF	ME	11/19/13	12/03/13	1.6	3,690,000				06/30/15	Closed	MS	MS
2	CAR	WB	SE	12/13/08	04/06/09	6.0	37,800,000				03/31/15	Closed	MU	MU
3	Guinea	WB	SE	05/06/08	08/13/08	6.4	40,000,000				12/31/14	Closed	MS	MS
4	Guinea	UNICEF	ME	05/06/10	08/28/10	4.3	24,000,000				12/31/14	Closed	S	S
5	Lao PDR	WB	SE	05/06/10	08/12/10	4.1	28,268,034				08/31/14	Closed	MS	MS
6	Lesotho	WB	SE	11/05/09	08/25/10	4.7	20,000,000				04/30/15	Closed	MS	MS
7	Malawi	WB	ME	05/06/10	11/22/10	4.6	90,000,000				06/30/15	Closed	MS	MS
8	Moldova	WB	SE	12/15/11	03/27/12	2.6	4,353,014				10/29/14	Closed	S	S
9	Mongolia	WB	SE	12/15/11	03/06/12	3.3	10,000,000				06/30/15	Closed	MS	MS
10	Mozambique	WB	SE	11/10/10	07/18/11	3.7	90,000,000				03/31/15	Closed	MS	MS
11	Nepal	WB	SE	11/05/09	12/07/10	4.6	120,000,000				06/30/15	Closed	S	MS
12	Rwanda	DFID	SE	11/10/10	09/12/11	3.1	70,000,000				09/30/14	Closed	S	S
13	Senegal	WB	SE	12/10/07	07/29/09	5.2	81,500,000				09/30/14	Closed	MS	MS
14	Togo	WB	SE	05/06/10	10/29/10	4.0	45,000,000				10/31/14	Closed	S	MS
15	Yemen, Republic	UNICEF	ME	05/21/13	06/04/13	1.4	10,000,000				10/30/14	Closed	S	S

*CAR: Central African Republic

** The amounts reflected in this table for closed grants by the end of the FY15 are the original grant allocation amounts, and do not reflect actual, revised amounts by the closing of the grant (with the exception of Lao PDR and Moldova). By the time of this review, some closed grants had not reflected their actual amount. The difference between original and actual grant amount is in the thousands and does not add up to a substantial amount.

3.1.4 ESPIG Outputs

All grants active for more than one year submitted at least one progress report during the FY15 period. In some cases the reports did not report on an entire year, nor on a time period consistent with the FY (for example, many report on calendar year rather than fiscal year according to SE/MEs' individual reporting periods).

In FY15, the Secretariat received 67 progress reports from 51 grants active for more than one year during the fiscal year. 14 progress reports were from UNICEF[18], two from DFID[19], two from SIDA[20], one from Belgium, one from AFD, and one from UNESCO (jointly with UNICEF, for Chad) with the remaining 46 reports from the World Bank. For the World Bank supervised grants, the Secretariat had access to ISRs for the 42 active grants through the World Bank system. Table 3.7 below is based on information from reports on all 63 active grants in the FY15 portfolio (including the ones that had been active for less than a year during the FY15 and the ones that closed in FY15). For the 10 grants that became active in the course of the year, progress reports were not yet due as at end of the FY. In the case of some grants active for less than a year, a progress report was not yet available.

The lack of standardized indicators in results frameworks and reports makes it difficult to aggregate outputs from grants at the global level, as has been noted in previous Portfolio Reviews; although these are available on a grant by grant basis. The recommendation to adopt a standardized reporting template was followed up in FY15 and a pilot format was developed. However, the Secretariat's view is that the standard reporting format should be informed by the Corporate Results Framework that will be adopted for the Strategic Plan 2016-2020. A similar recommendation has been made by the Board Reference Group working on proposed adjustments to the Operational Platform.

Despite the absence of a standard reporting template, a thorough review of progress reports has yielded the following overview of reported outputs for FY15.

[18] The first progress report, for the UNICEF CAR grant, is due in November 2015

[19] The other DFID program asking that the Rwanda JSR be used as a progress report, in addition to DFID's internal report on the sector program that comes out each October, available at: http://devtracker.dfid.gov.uk/projects/GB-1-202377/

[20] A progress report was submitted by the Government Department (rather than SIDA) for this grant program.

Table 3.7 Output Indicators for FY15 GPE Grant-Funded Programs by GPE Strategic Goal

1. Access		
Activity	**Unit measure**	**FY15 value**
Classrooms built or rehabilitated	#	5,713
Water points built	#	41
Latrines built	#	174
Nutrition programs	# fed	320,829

2. Quality		
Activity	**Unit measure**	**FY15 value**
Textbooks purchased and distributed	#	12,808,895
Additional Teachers trained	#	146,819
Additional Teachers qualified	#	24,008

3. Equity		
Activity	**Unit measure**	**FY15 value**
Disability training for teachers (training sessions)	#	1,712

4. Systems Strengthening		
Activity	**Unit measure**	**FY15 value**
EMIS in place	Yes/No	9
Management training	# people	19,266

Note: All 68 active grants throughout FY15 were included for this analysis.

Completion reports were available for five projects. A further eight are not yet due, while two (for Guinea and Togo) are due but had not yet been received by the Secretariat/posted on the website as at 25 September 2015 (see Table 3.8 below). **Of projects that closed in FY15, all but one were rated at least Moderately Satisfactory as of the last progress report**. The one grant rated moderately unsatisfactory at the time of last ISR before close was in Central African Republic. According to the ISR, the project completed all activities, however their impact on the system was significantly less than planned. Political instability and periodic conflicts damaged the majority of project results and prevented accurate assessment of results on the ground.

Table 3.8. ESPIGs that closed in FY15

	Country	Web Link Project Page (WB & DFID)	Closing Date	Modalities	SE/ ME	Original Amount (US$m)	Completion Report Received
1	CAR	P112321	3/31/2015	Project Grant	SE	37.8	Not yet due
2	CAR	UNICEF	6/30/2015	Project Grant	ME	3.69	Not yet due
3	Guinea	P111470	12/31/2014	Project Grant	SE	40.0	Due
4	Guinea	UNICEF	12/31/2014	Sector Grant	ME	24.0	Yes
5	Lao PDR	P114609	8/31/2014	Project Grant	SE	30.0	Yes (link)
6	Lesotho	P116426	4/30/2015	Project Grant	SE	20.0	Not yet due
7	Malawi	P114847	6/30/2015	Project Pooled Funds	ME	90.0	Not yet due
8	Moldova	P128468 (TF011810)	10/29/2014	Project Grant	SE	4.4	Yes
9	Mongolia	P125445	6/30/2015	Project Grant	SE	10.0	Not yet due
10	Mozambique	P125127	3/31/2015	Project Pooled Funds	SE	90.0	Not yet due
11	Nepal	P113441	6/30/2015	Sector Pooled Funds	SE	120.0	Not yet due*
12	Rwanda	DFID	9/30/2014	Sector Pooled Funds	SE	70.0	Not yet due**
13	Senegal	P116783	9/30/2014	Project Grant	SE	81.5	Yes (link)
14	Togo	P116384	10/31/2014	Project Grant	SE	45.0	Due
15	Yemen, Republic	UNICEF	10/30/2014	Project Grant	ME	10.0	Yes

*While GPE's funding to this pooled fund is completed, the World Bank program is ongoing through 2016; **While the GPE's funding to this Sector pooled fund ceased in 9/30/2014, the fund itself is continuing though DFID funding.

Of the ESPIGs that closed in FY15, the delivery modalities were as follows:

Table 3.9: Modalities of ESPIGS that Closed in FY15

Funding Modality	# of closed ESPIG	% of # of closed ESPIG	Total Allocation (US$)*
Project Grant	10	66.7%	$280,611,048
Project Pooled Fund	2	13.3%	$180,000,000
Sector Grant	1	6.7%	$24,000,000
Sector Pooled Fund	2	13.3%	$190,000,000
Total	**15**		**$674,611,048**

* This amount includes original grant amount and does not consider revised grants as of closing date of grant.

Reporting on Misuse of Funds

The Liberia GPE Grant for Basic Education Project (TF097456) had a reported case of misuse of funds of US$34,810 in August 2014 involving the alleged falsification of deposit slips by an individual. Investigations were launched by both the Liberian authorities and the World Bank's INT unit. INT plans to conclude its investigation in November 2015. A judgement in the court case against the individual remains outstanding.

In Benin, as part of the EFA FTI (TF016846), fraudulent activities in the school feeding component occurred during November 2014, and in January 2015 were reported in the audit report released in August 2015. The amount in question has been returned by the government and the partnership is waiting for the final conclusions of the audit report, expected in October 2015, before releasing further funding.

In Madagascar, there is an ongoing misuse of funds case relating to payment of teachers' salaries in 2012 which is still under investigation. In 2013 and 2014, US$8 million of expenditure was initially investigated by an audit firm. Out of this expenditure, US$37,623 was considered ineligible due to financial irregularities and US$1,832,698 was passed for further investigation by UNICEF's Headquarters Office of Internal Audit and Investigation (OIAI). The OIAI process was close to completion by October 2015 and out of the amount investigated, US$65,073 remains to be recovered.

3.1.5 Analysis of Implementation Modalities

Overview

Strengthening and using national systems (as the default) is central to building effective institutions. Alignment on national systems is deeply anchored in both the aid effectiveness and the post-2015 agendas, as well as in the GPE Charter. Building on the 2005 Paris Declaration on Aid Effectiveness, the Busan Partnership defines four principles for effective development cooperation: ownership, focus on results, inclusiveness, and transparency/accountability. These principles are reiterated in the Post-2015 Development Agenda, which calls for a transparency revolution to foster ownership and accountability, and stresses development partners' responsibility for harmonizing with national plans and operating through government budgets.

The Global Partnership is committed to encouraging the alignment of its grants on national systems, with appropriate safeguards. The GPE recognizes the crucial role of domestic financing and national systems for sustainable education outcomes, and hence the importance of leveraging external funding to improve national systems. This leveraging potential can be realized when a critical mass of external funding aligns to, and engages with, national systems, rather than circumventing them. More traditional project approaches can play a complementary role by financing investment spending (school construction, one-off interventions, etc.), but should not do so to the detriment of attention and support to building strong national institutions.

Implementation Modality Methodologies in 2013 and 2014 Portfolio Reviews

In the 2013 Portfolio Review, grants were classified using four main categories of modalities (following the types of aid distinctions used in the OECD/DAC Creditor Reporting System):

General Budget Support: SE disburses funds once certain key conditions (not all necessarily related to education) are fulfilled. With this modality, external aid is comingled with domestic resources. Funds are not traceable through the national budget systems.

Sector Budget Support: SE channels funds specifically to the education sector budget, and grant implementation fully uses country systems. Funds may or may not be traceable through national budget systems.

Pooled Funds Support: This describes a diverse group of grant modalities with varying instruments and mechanisms. The specificity for pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support a common program. Under this modality, country systems may or may not be involved in procurement and financial management aspects and as such, may be as diverse or unaligned as "regular" projects.

Project Funding: This describes a diverse group of grant modalities with varying instruments and mechanisms. In general, project funding is the modality that is least aligned on national budget systems. However, the use of a project modality does not exclude the use of country systems for the procurement and financial management aspects of administration.

For the **modality analysis of the 2014 Portfolio Review**, the Secretariat conducted a desk review of 59 grants, which provided a nuanced overview of the extent to which GPE support is aligned to national systems. The assessment methodology looked at different dimensions of the use of national systems (on plan, on budget, on treasury, on procurement, on accounting, on audit and on report). This methodology was derived from international best practices and the classification of dimensions of aid on budget proposed by the Busan Task Force on Public Financial Management.

The 2014 desk review also established that program documents do not always clearly indicate the use of country systems, nor do they always explain why certain dimensions of country systems are not used. In the revision of the Quality Assurance Review process to adapt to the new funding model, the Secretariat introduced a more comprehensive exchange of information on the different dimensions of the use of country systems by calling for an analysis of the previous grant at the beginning of the development of a new program. In addition, a section on the use or non-use of country systems in its different dimensions was added to ESPIG application forms. This provides a common framework to analyze the use of country systems in all applications under the 2015-2018 funding model.

Current Portfolio Review Analysis on Implementation Modalities

This year's Portfolio Review covers the analysis provided by the LEG for the first three countries that have applied under the new funding model, i.e. Mozambique, Nepal and Rwanda. The Secretariat has also

updated the 2014 desk review by including Bangladesh, which was approved under the previous funding model in May 2015, as well as the six programs that were approved during the second round of 2014. The 15 grants that were closed between July 2014 and June 2015 are no longer included in the analysis. The total number of grants included in this year's review is therefore 58. The analysis reveals the following:

On plan: This dimension reflects how aid is captured at the strategic planning stage. Since it's a prerequisite for GPE programs, they score particularly well on this dimension, with all programs **(100 percent)** aligned to Education Sector Plans.

On budget/system and Parliament: This dimension assesses how aid is captured in official budget documentation approved by Parliament. Grant documents are generally not explicit enough regarding this aspect, and this dimension cannot be assessed through a simple desk review of program documents. The grants provided under the new funding model to Mozambique, Nepal and Rwanda will be included in the official budget documents, as was the case with their predecessors.

On treasury: This dimension captures to what extent aid is disbursed through the main revenue funds of government and managed through its systems. For 28 GPE grants (**48 percent**), the program documents indicate the use of an account at the Treasury or Central Bank, including budget support, most pooled funds and some projects. This is lower than last year's 29 grants since grants in Lesotho, Malawi and Moldova were closed and the new program in Lao PDR now clearly indicates that a designated account at a commercial bank will be used. On the other hand, the grants in Bangladesh, Guyana and Kenya score positively on this indicator. This still comparatively large figure of 48 percent captures different situations, however. For example, most pooled funds and projects in this category will almost invariably use segregated sub-accounts and are therefore not fully aligned on the national single Treasury account. The grants provided under the new funding model to Mozambique, Nepal and Rwanda are deposited to a specific account at treasury, but activities are implemented through the Single Treasury Account.

On procurement: 20 program documents (**34.5 percent**) indicate that the national procurement law will be applicable. This is higher than last year's 17 because the program documents for Bangladesh and Kenya indicate the use of national procurement law and the assessment for Mozambique has been positively revised. The 20 grants that are assessed as on procurement include projects, though in nearly all cases safeguards are included and sometimes the SE procurement rules are given clear precedence in case of conflict with national rules. The grants provided under the new funding model to Mozambique, Nepal and Rwanda will use national procurement rules, though some derogations continue to be included in Mozambique and Nepal.

On accounting: This dimension captures evidence that aid is accounted for using the country's accounting system. According to program documents, this remains the case for 21 GPE grants (**36.2 percent**). This does not preclude other projects from transferring their accounting data into the government system at a later stage, so the actual number may be higher. The grants provided under the new funding model to Mozambique, Nepal and Rwanda will be directly included in the country's accounting system as was the case with their predecessors.

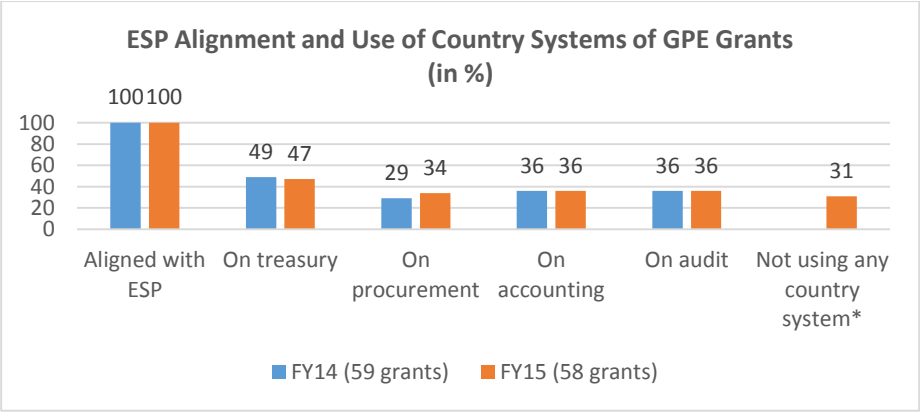
On audit: This dimension reflects how aid is included in government's audit process and reports. The country's Supreme Audit Institution is responsible for the external audit of 21 out of 58 GPE grants (**36.2 percent**). The grants provided under the new funding model to Mozambique, Nepal and Rwanda are included in the government's audit process, but an additional audit by an external auditor is done in Mozambique.

On report: This dimension assesses how aid is reported in official government ex ante and ex post (financial and non-financial) reports. Information provided by the desk review is not sufficient to assess this dimension. Again all grants provided under the new funding model score positively under this dimension.

The analysis demonstrates that GPE grants actively contribute to the use of national systems to varying degrees. Only 18 grants **(31 percent) do not use any of the assessed dimensions** (except for the planning dimension); these include some grants in particularly fragile contexts.

Through the quality assurance review process the Secretariat will continue to recommend the use of country systems where possible. Emphasis will be put on dimensions that are both low-risk and highly related to education sector management. In line with the mandate set out in the GPE Charter, the Secretariat will encourage, where possible, a qualitative inclusion of the program's budget in the government budget law and integration of financial results in government accounts, reinforcing GPE's commitment to development cooperation effectiveness and better alignment on national systems. It is hoped that the strengthened process for selection of an SE/ME proposed by the Operational Platform Reference Group will also have a positive impact on greater use of national systems.

Chart 3.10 ESPIG use of Country Systems



Note: This excludes the use of national budget systems, which was not possible to analyze

3.1.6 Analysis of Administrative Costs

The Board of Directors requests that the Secretariat monitor and analyze on an ongoing basis GPE supervision, agency, and direct management and administrative costs related to ESPIG, and provide this information in the annual Portfolio Review report. This section provides that update for the FY15 period. A description of the type of costs is included in the table below.

Table 3.10: Description of Cost Types

Type of Cost	Description and Purpose
Supervision Allocation (*Supervising Entities Only*)	• Supervising Entities are eligible to receive funding for the period of the program, plus an extra year to cover 6 months prior to the start of grant implementation and 6 months following the close of implementation. • GPE has guidelines that permit higher amounts for supervision allocations in fragile and conflict affected countries, and has adopted a tiered approach based on the size of the grant to reflect the different levels of risk and therefore supervision and support required from the SE. • Supervision Allocations are identified in the application separately from the allocation to the country. A supervision allocation can be used flexibly by the Supervising Entity to fulfill its roles and responsibilities related to supervision of an approved ESPIG.
Agency Fees *(Supervising and Managing Entities)*	• Agency fees required by Supervising and Managing Entities to manage the funds are determined by the agency's own internal regulations. Agency fees are identified in the application separately from the allocation to the country. Agency fees are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. • Agency fees are typically expressed as a percentage of the amount of the grant allocated to the country. Costs have so far ranged from 0 percent to 8 percent. For newly eligible INGO's the costs are capped at a maximum of 7 percent of the grant amount (including amounts allocated to Sub-Recipients for agency fees).
Direct Management and Administrative Costs **(Managing Entities and other Implementers)**	• The direct administrative costs of managing a grant (e.g. the salary of a program manager etc.) are charged to the grant itself (i.e. payable from the country's allocation) provided they are not included as part of the agency fee and therefore are **not additional** to the approved allocation. • These costs are typically included in the proposal application and there are currently no limits on the percentage or dollar value of the grant that these costs may incur. • In the case of a Supervising Entity arrangement, administrative costs of the government or other implementing partners would also typically be included in the application budget.

Between July 1, 2014 and June 30, 2015, the total value of approved ESPIGs amounts to US$516.5 million. This amount includes US$502.6 million to countries pure grant allocations and US$13.8 million to agency fees and supervision allocations. In addition to agency fees and supervision costs, there are other costs such as direct program management and administration costs of the SEs/MEs which are included in the countries pure grant allocations. If added together, the amount of agency fees, supervision, program

management and administration costs amounts to US$26.1 million, or 5.1 percent of the total approved grant allocations for FY15.

In the period from December 2011 to June 30, 2015, the total value of approved ESPIGs amounts to US$2.42 billion, of which US$2.35 billion were countries pure grant allocations and US$73.4 million allocations to agency fees and supervision costs. The total amount of agency fees, supervision allocations, and direct program management and administration costs of the SEs/MEs for the same period amounted to US$190 million, or 7.8 percent of the total approved grant allocations for the same period. This represents a decrease of 0.8 percent from 8.6 percent reported in October 2014, and 3.2 percent - from 11 percent, reported in November 2013.

Table 3.11: Administrative costs as percentage of grant value by category

Type of Arrangement	Total Approved Value of Allocation (Dec 2011-June 2015)	Agency/Supervision and Direct Management & Administrative Costs %
Managing Entity	US$179m	14.0%
Supervising Entity	US$2,246m	7.3%
Total	**US$2,425m***	**7.8%**

*This amount does not reflect the US$8 million reduction in the 2015 total allocation to Rwanda which had been partially approved by the GPE Board by the reporting date

The reduction in the administrative costs compared to last year is primarily due to a larger number of grants approved during the reporting period with Supervising Entity arrangement, which typically have a lower rate in agency fees than under Managing Entity arrangements. Out of 10 grants approved during the reporting year, nine grants were with Supervising Entities. In addition, one of the grants approved with a Supervising Entity, DFID for Rwanda, is an example of an effort made by the Supervising Entity to reduce the administrative costs by not charging any agency fee.

Typically, fragile states and smaller grants continue to account for higher percentage-based administrative costs, while larger grants and joint funding arrangements typically incur reduced administrative costs when expressed as a percentage. Managing Entity costs tend to be higher because only UN agencies are currently carrying out this role and their agency fees are in the range of 7-8 percent of the grant value.

Table 3.12 Administrative costs as percentage of grant value by context

Country Status	Total Approved Value of Allocation (Dec 2011-June 2015)	Agency/Supervision and Direct Management & Administrative Costs %
Fragile or Conflict Affected Country	US$1,380m	9.7%
Non-Fragile or Conflict Affected Country	US$1,041m	5.4%
Total	**US$2,425m**	**7.8%**

Table 3.13. Administrative costs as percentage of grant value by size of grant

Grant Size	Total Approved Value of Allocation (Dec 2011-June 2015)	Agency/Supervision and Direct Management & Administrative Costs %
Less than US$10m	US$61m	16.2%
Greater than US$10m	US$2,364m	7.6%
Total	**US$2,425m**	**7.8%**

The Global Partnership does not have its own defined budget categories and relies on the classification of costs provided by the Supervising and Managing Entities when submitting proposals. Therefore, the information on these costs can be distorted where management and administrative costs cannot be separated from technical assistance/capacity building costs. The Secretariat does not believe this has too much of a distorting effect on the overall numbers, as it is possible that there are cases where capacity building or other components also have administrative costs included within the categorization.

3.1.7 Update on the Roll-out of the GPE Funding Model 2015-2018

Background

At the end of the previous reporting period, the Board of Directors had just approved the new GPE funding model (NFM) for the 2015 – 2018 period. Indicative allocations, renamed Maximum Country Allocations (MCA), had been set for the first group of countries. Under the revised funding model, GPE grants are expected to incentivize transformational effects in the education sector through strengthened leveraging mechanisms. To that effect, the funding model features the following:

- Of the total MCA, 70 percent is reserved for a "Fixed Part" that is granted on the basis of a series of "requirements" being met. The requirements focus on credible ESP, stronger data for the evidence-base of these plans, and sector financing.
- The remaining 30 percent of the MCA is for a "Variable Part" (results-based financing) linked to progress on indicators chosen by countries to improve equity, efficiency and learning outcomes in basic education.

Secretariat Support to the Roll-Out

The Secretariat's mandate for the July 2014 – January 2015 period was to roll out the funding model by updating the grant guidelines, briefing Developing Country Partners and development agency staff on the requirements for the Fixed and Variable Parts, and providing support to the first group of countries applying under the revised model.

In consultation with the Country Grants and Performance Committee, **the Secretariat updated the Education Sector Program Implementation Grant Guidelines**. In addition, the Secretariat-led Quality Assurance Review (QAR) process and tools were revised: An upstream process to assist local education groups (LEG) in establishing a timeline to meet the funding model requirements was added, as well as a process to quality check the Variable Part proposal (including indicators, related actions and their justification, the results chain, past trends of the indicators, evidence-based robustness of the

implementation strategies, and the means of verification). Similarly, the Grant Application Form was adapted to include the new requirements.

Besides updating the documents directly related to the grant process, **the Secretariat also updated the Guidelines for the Education Sector Plan Development Grant (**to include the new financing window for Education Sector Analysis. Moreover, to clearly link the ESPDG with the new requirements around credible, costed, evidence-based sector plans, the Secretariat revised the ESPDG application form to help countries clearly outline their planning process (from analysis to operational planning, costing and appraisal). This application form is being piloted with Benin, Comoros, Haiti, Madagascar, PNG, Senegal, South Sudan, Sudan, Swaziland, Tanzania and Zanzibar. Based on the feedback from the countries piloting the new format, the new application form will be applied to all ESPDGs as of January 1st, 2016.

The Secretariat also laid the groundwork to support countries to reinforce the credibility of their ESP. The GPE/IIEP Guidelines for Education Sector Plan Preparation and Education Sector Plan Appraisal were updated, with more clarity on what constitutes a credible plan. In order to further strengthen the appraisal process, the ESPIG Guidelines have included the requirement to submit an Appraisal Report Memo, providing a brief summary of how the recommendations from the Appraisal Report have been addressed in the final Education Sector Plan. The revised plan preparation guidelines also clarify the scope and nature of "education sector analysis". (*See Section 4 of this report for more extensive information on the work to strengthen sector planning and monitoring*).

The Secretariat also revised the ESPIG Policy for the Board's approval, to address specific questions on the implementation of the ESPIGs under the revised funding model, especially concerning the indicators for the variable tranche and the disbursement. The new policy was adopted by the Board in May, 2015. Finally, the Secretariat updated the **Country-Level Process Guide (CLPG)** in light of the changes introduced by the new funding model. An intermediary version was issued in July 2015. Further revisions will be made based on the outcome of the Operational Platform work within the preparation of the new Strategic Plan.

Support to the First Applications under the New GPE Funding Model

Mozambique, Nepal and Rwanda applied for an ESPIG under the new funding model in FY15. Their application process occurred simultaneously with the development of guidelines, and as a result, clear and complete guidance was not always available to the countries. These applications therefore constituted a first pilot phase of the roll-out to help inform the various guidelines. The Secretariat organized a dedicated team to address issues arising in the different countries to ensure that guidance provided was coherent across all countries, and to capture advice and inputs from the partners involved in the process and feed these into the guidelines. The Secretariat also worked closely with the CGPC to obtain their feedback.

In September 2014, the Secretariat and CGPC agreed to have a **Funding Model Requirements Matrix** presented at the October face-to-face CGPC meeting that would show the "path-to-success" for each of the countries planning to apply in March 2015. The matrix identifies every element of the requirements for the funding model, provides a detailed definition of the requirement and then indicates the current situation and planned progress (before the application and also in the medium/longer term). For the

countries, the matrix provided reassurance that they were on track, and clarity on additional actions that needed to be taken. The CGPC agreed the approach to be useful for the successive rounds of applications and it was agreed to establish it as standard practice.

The Secretariat and the CGPC also agreed to organize an upstream review of the draft proposals for the variable part. **A Variable Part Matrix** summarizing the proposed indicators, baseline/targets, means of verification, rationale, and disbursement conditions was prepared by each country with support from the Secretariat. The matrices were presented during an audio call on February 4 for Mozambique and Nepal, and at the face-to-face meeting on February 25 for Rwanda. This served to obtain advice from the CGPC and to flag major considerations and was also adopted as standard practice for the application process.

All three applications were approved by the GPE Board in May 2015 upon the positive recommendations of the CGPC. However, Rwanda was requested to revise the equity indicator. The revised indicator was approved on July 16 by the CGPC upon delegated authority from the Board. The process for the first three countries has thus come to a positive conclusion. The Secretariat has consulted country-level partners for an initial review of positive experiences, challenges and lessons learned throughout the application process, to identify areas of improvement.

Box 3.1. Efforts towards meeting the GPE Funding Models' Requirements - The Rwanda experience

In Rwanda, the Ministry of Education and its development partners (including DFID as Supervising Entity) welcomed the new GPE funding model and worked together to prepare the application that was presented in March 2015.

The fact that the sector plan had already been launched in July 2013 presented a challenge in Rwanda. The requirement on a multiyear action plan was particularly challenging, since the education sector had not previously included one. The development partners acknowledged that they had been working towards this over the past several years, but that having it as a requirement was a bit sudden and could lead to less than optimal results. As a transitional measure, the LEG requested and was granted an exception to the requirement of delivering the full sector plan package three months before the application deadline, and agreed to prepare a multiyear action plan for basic education by the time of the submission of its application. An action plan was delivered for basic education.

For the Variable Part requirements, Rwanda's application included a targeted increase in pre-primary enrolment as an indicator of equity, reflecting the government's efforts to extend public pre-primary centers into rural areas. The GPE Board requested that the indicator be revised to more directly reflect an improvement in equity, so the LEG agreed on an indicator on pre-primary enrolment in rural disadvantaged areas. While this is a better indicator, it is also one that is not included in the sector plan. This is somewhat of a trade-off in terms of sector alignment.

Preliminary Lessons and Challenges

While it is too early to gauge any impact of the new funding model, below are some lessons learned that emerged during the first three countries' application process.

Predictability of aid: Unlike the funding model for the previous replenishment period, the GPE Board opted to publish indicative allocations only for countries expected to apply in the coming year. This creates an element of uncertainty, especially since the Partnership is expecting external sources of funding to be integrated into the sector plan's financing framework and multiyear action plan.

Fixed Part Requirements:

Lead-time: Since the funding model requirements focus on the ESP, they relate to processes that occur well before a country actually applies to GPE for funding. The Education Sector Analysis (ESA), for example, usually takes place the year preceding the development of the sector plan. This means that countries generally need to begin the ESA process more than two years prior to the ESPIG application submission. Therefore, the Secretariat is providing assistance much earlier and upstream in the process of developing a plan than was previously the case.

Development partner concerns: Generally speaking, development partners have been proactive in learning more about the funding model requirements and supporting governments to meet them. For some development partners however, the requirements seem to be "heavy" and create additional work. In addition to the Secretariat reinforcing communication on the rationale, communication between the headquarters of development partners and their respective field-level staff will be essential in strengthening country-level development partners' understanding and support. The Secretariat has reached out to headquarters of several partners to organize discussions around the funding model in order to build broader understanding around it.

Upstream alignment with the CGPC: As mentioned above, the applying countries, the Secretariat, and the CGPC found that it was useful to develop matrices for the Fixed Part requirements as well as the Variable Part and to share them with CGPC ahead of the application date. This is helpful in providing countries feedback along the way.

Additional refinement needed on Fixed Part guidance: Some of the specific requirements, particularly those on sector financing, need to be further clarified/operationalized. Whereas the funding model emphasizes the importance of government financing commitment to education, the first round of applications has revealed that a more nuanced approach is needed. In both Mozambique and Nepal, for example, the share of education in actual expenditure is higher than the planned budget. While the share of education in the budget has decreased in Nepal, it has actually increased significantly in actual expenditure. In Rwanda, questions arose around the inclusion of (general) budget support in the calculation of the share of education in the national budget. For the Republic of Congo (application to be reviewed in November 2015 by CGPC), it has been indicated that, while the share of education in the recurrent budget is expected to grow to 20 percent, it is only at 5 percent in the investment budget. Moreover, some countries spend a significant percentage of their budget on basic education, while others do not. Hence, a simple assessment of the education budget percentage vis-à-vis the 20 percent reference point may not always provide a useful picture of countries' commitment to education. Following the Board's discussion on this issue at its May 2015 meeting, a Secretariat working group is developing a more nuanced methodology to assessing government commitment to education.

The requirement for a multi-year action plan: For some countries, it has been difficult to meet the multiyear action plan requirement simply because such an exercise has not been part of the national process.

The requirement for education sector analysis: For some countries, the exact definition of "Education Sector Analysis" has been a subject of concern. The updated Guidelines for Education Sector Analysis, jointly development with IIEP, addresses this by clarifying the scope and nature of a sector analysis.

Variable Part:

Sequencing of processes, alignment on national systems, and the challenge of the stretch: For several countries, the process of selecting indicators and targets for the Variable Part happened (or will happen) after the sector plan is largely completed. This means that the discussions around the indicators happen in a very different risk environment than during the development of the sector plan. More specifically, if a country develops a reasonably credible sector plan, it may have the expectation that 60 or 70 percent of the targets will be met or exceeded, reflecting a certain element of "stretch". However, if a significant amount of external funding is dependent on one of the indicators being met, governments are to some extent incentivized to set targets that have a high likelihood of being met. There is also a risk that specific efforts to achieve the Variable Part targets are made at the expense of other important, interconnected activities. This dynamic makes advising on the importance of the stretch challenging. This is a Partnership-wide commitment that raises several questions: How will partners work together in a coherent way to develop "stretch" indicators, and what is the appropriate role of the Secretariat? The decision to keep the Variable Part guidance in the ESPIG Guidelines simple and general was based on the need to adapt to contexts and capacities, but can leave the LEG in a somewhat difficult position when it comes to selecting targets and assuming risk. Clearer guidance on indicators is needed, balancing the need for flexibility with that for clarity of expectations.

Data reliability and validity for verification of target attainment: Since the quality of the education data varies from country to country, the playing field is not level when it comes to ensuring that reported data reflects a material improvement. For example, in some countries the Grade One enrolment data includes a large number of children who "enroll" but never attend school. In other countries this phenomenon is very rare. There may need to be more guidance on assessing the robustness of the education management information system and the corresponding need for independent means of verification.

Incentivizing results-based policy dialogue: Partners generally experienced that the selection of the variable part indicators leveraged results-oriented policy dialogue. Selecting indicators at process, output, and outcome level was useful in making institutional actors accountable to deliver concrete results. Furthermore, focusing the dialogue on results was considered helpful in reducing the risk of partners micro-managing the implementation of the activities.

3.1.8 GPE Support in Situations of Crisis

The GPE has two mechanisms to respond to emergencies with ESPIG funding: ***(1) Accelerated Support in Emergency and Early Recovery Situations*** (adopted by the Board in 2012) can provide rapid assistance

to countries that are: (i) eligible for ESPIG funding; (ii) affected by a crisis for which a humanitarian appeal has been launched and published by the UN Office of Coordination for Humanitarian Affairs, with education as a part of that appeal; and (iii) able to demonstrate that GPE funds will not displace government and/or other donor funds, but will be in addition to other resources. ***(2) The Operational Framework for Effective Support in Fragile and Conflict-Affected States*** (adopted in 2013) aims at providing more effective support when emergencies occur during implementation of ESPIGs, calling for a rapid review of the situation by the LEG, immediate notification and exploration of alternatives in cases where an SE or ME can no longer implement activities, and efficient grant revisions where adjustments are needed in order to address education needs arising from an emergency.

Crisis situations in FY15

Natural disasters, disease outbreaks, and violent attacks due to political instability are examples of crises that have severely affected the education sector in several GPE partner countries during FY15. Guinea, Liberia, Sierra Leone were devastated by the Ebola crisis between July 2014 and April 2015; Nepal was struck by a major earthquake in April followed by a second large quake and numerous aftershocks in May; and Yemen has been in the grip of civil war and prolonged aerial bombardment for much of the past year.

In West Africa, the Ebola crisis meant schools were closed in Guinea, Sierra Leone and Liberia for a period varying between 7-9 months, affecting more than five million children. Although radio programs and TV were useful in providing some distance education to students, both access and the quality of education suffered. Throughout the crisis, the Secretariat closely monitored the situation in each country, re-iterating its readiness to help address Ebola-related challenges through reallocation of uncommitted resources to emergency needs and engaging in the coordination dialogue with partners.

In **Guinea** the previous GPE-funded program closed on December 31, 2014 and was fully disbursed prior to the Ebola crisis. The new GPE program, approved by the GPE Board in December 2014, was not designed to address the Ebola epidemic, as LEG signaled that its Ebola action plan financing has been covered by other funding sources. Nevertheless, the GPE Board informed the LEG that if the situation warrants, it would be possible to restructure the program to orient it more to an Ebola response.

Likewise in **Liberia**, authorities preferred using other available resources to fund hand-washing stations, water points, new latrines and the fumigation of schools.

The GPE program in **Sierra Leone**, however, was restructured in response to the crisis with remaining funds of US$0.9 million allocated to support the country's response plan, including distance learning programming, fumigation of schools, hand-washing stations in schools, and help with the reopening of schools.

Education was severely affected conflict in Yemen over the past year**,** with more than 90 schools reported destroyed or damaged following armed confrontations and airstrikes in 18 out of 22 governorates. At least 1.8 million children were out-of-school across the country during the year. In March, the GPE Secretariat

initiated the implementation of the "GPE Operational Framework for Effective Support in Fragile and Conflict-Affected States," working with the Yemeni Ministry of Education and its partners to determine how to best use the GPE grant to support children affected by the conflict. This led to the organization of a LEG meeting in Amman that resulted in the identification of areas for immediate implementation: psycho-social support to students and the provision of basic learning supplies, as well as the rehabilitation of damaged schools when conditions permitted.

Following the LEG meeting, UNICEF (ME) in consultation with the Ministry of Education, Yemen and LEG members requested and obtained the Secretariat's no-objection of the revision of the Education Sector Program Implementation Grant (ESPIG) in the amount of US$9,679,220, which represents 13.3 percent of the total grant of US$72,600,000. The restructuring shifts grant funds from rehabilitating 420 schools to rebuilding 150 destroyed schools once the situation is normalized. In addition, it enables UNICEF to provide psychosocial support to 37,500 girls and boys, and basic school supplies to 90,844 affected children. The revision will not change the focus of the program and is classified as non-minor and non-material. Given the current conflict situation, Yemen and its partners will carefully consider the timeline and the location for the school constructions and start building schools only when security conditions improve. UNICEF is closely monitoring the implementation of the grant and the CA (GIZ) and UNICEF are keeping the Secretariat informed of the situation on an on-going basis.

In Nepal, the 7.8 magnitude earthquake that hit the country on April 25, followed by a second earthquake two weeks later, destroyed more than 27,000 public and private school classrooms from pre-primary to secondary. An additional 784 classrooms were partially destroyed. The total damage to the education sector was estimated at US$313 million (pre-disaster prices). The Government started gathering information on the extent of the damage within 72 hours following the disaster and re-opened schools as early as May 31, 2015. The Department of Education demonstrated strong leadership in coordinating the Education Cluster for emergencies in assessing the damage, setting up Temporary Learning Centers, and ensuring provision of psychosocial support. As many families migrated within the country as a result of the earthquakes, the Ministry also issued a notice that all schools had to accept any child who wished to attend.

Nepal's grant application under the new funding model had been submitted to the Secretariat before the earthquake and was approved by the Board in May, after the earthquake. The option of adjusting the activities to meet needs arising from the earthquake was discussed, but the Ministry of Education and LEG determined it would not be necessary. The Ministry is strongly committed to continuing implementation of reform measures to ensure that progress on education quality improvement continues. To date, no amendments to the ESPIG are foreseen. However, it will take time to take stock of the impact of the earthquake in terms of retention/drop-out and influx to certain schools and regions, and the new sector plan 2017-2021, currently under preparation, will have to strike a balance between earthquake recovery and longer term education reforms.

Key strengths and challenges are emerging from GPE's emergency response mechanisms. GPE provides flexibility to address challenges and optimize program results when a grant recipient faces a crisis. The mechanisms adopted by the Board ensure that GPE's funding to the education sector does not stop when

emergencies strike, and that partners work together to identify needs and the best use of GPE funds. Moreover, the process to receive accelerated funding requires development and humanitarian actors to work together in a way that helps strengthen the link between emergency response, recovery and development.

On the other hand, the available options force a choice between emergency and development needs, whereby funds for crisis are not additional to existing development funds. Whereas some countries choose to use GPE funding to address emergency needs, most likely because there are no other options, governments tend to choose to raise funds from other sources if possible and retain GPE funds to address longer-term development goals. Given the significant gap in education emergency funding, GPE's current options may provide short-term solutions in some cases, but do not significantly respond to the larger problem of lack of education emergency funding.

Another challenge is ensuring the LEG can operate effectively in situations of emergencies. Taking the dialogue outside the country, such as for the Yemen meeting in Amman (and frequently, Somalia meetings in Kenya) may be necessary at times, but engaging stakeholders and ensuring ownership requires in-country mechanisms. GPE's ability to strengthen ownership and collaboration at country level depends on in-country development partners' ability to operate. Greater exploration of options for support to country level dialogue in crisis situations should be considered.

The FCAC/humanitarian cluster within the Secretariat has planned a more detailed review of GPE programming in conflict and crisis affected settings in 2016.

Box 3.2. Central African Republic – Accelerated Funding, 30 November 2013 – 30 June 2015

Prior to the ongoing crisis in CAR, the education system had some of the lowest ratings on education indicators and results in Francophone Africa and the crisis contributed to worsening the overall state of the education sector. A survey conducted by the Education Cluster in February 2014 indicated that only approximately 65 percent of schools were functioning and that 33 percent of the surveyed schools had been attacked, looted or damaged. In addition, 35 percent of schools in the capital Bangui were used as temporary shelters for displaced people. At the peak of the crisis, many teachers deployed to schools in provinces were forced to flee the communities where they were posted. Although many community teachers (*maîtres-parents*) stayed to teach, classes were left without *qualified* teachers.

In order to build upon the positive achievements from the first GPE grant of $37.8 million, a request for funding was submitted to GPE in January 2013 for US$19.2 million. In conformity with its policy and procedures regarding countries in conflict, GPE granted 20 percent (US$3.69 million) of the total requested amount in November 2013 for the restoration of the education program in the form of accelerated funding. As both Managing Entity and Coordinating Agency, UNICEF managed the program through close collaboration and coordination with the Ministry of Education and implementing partners.

The main objective of the project was to support the restart of educational activities for 115,000 students in regions most affected by the crisis and the results are shown below.

Box 3.2. Central African Republic – Accelerated Funding, 30 November 2013 – 30 June 2015 (Continued)

Objective 1: Support the return to school of 115,000 students

113,472 students (99 percent of target) were registered in schools supported under the GPE program.

241 schools out of 247 target schools were rehabilitated, including the construction of 53 hangars to replace damaged schools built with local materials.

Production and delivery of school benches: 6,615 new school benches and 732 blackboards (100 percent of target) were produced and provided to rehabilitated schools in which benches had been stolen or destroyed.

Catch-up courses: Three months of catch-up classes were organized in target schools. Each school received copies of relevant sections of textbooks and teachers guides to facilitate the catch-up classes. At the end of the catch-up classes, 82 percent of the students who participated in the classes passed the final exam.

Distribution of educational kits: 260,750 children received educational kits in both GPE supported schools and in other schools located in close proximity to GPE schools, representing 127 percent over the planned target.

School feeding by World Food Program (WFP): 91,488 primary school students in GPE supported schools participated in WFP's School feeding program. This component of the program promoted school enrolment and attendance through the provision of daily lunches in areas most affected by the crisis.

Objective 2: Retain 875 teachers in schools and accelerate the return of 560 out-of-school teachers

A total of **1,538 teachers** (107 percent of the planned target) either were retained, or returned and were retained in the GPE supported schools. Better supervision from local education authorities, the provision of catch-up classes, and the nominal stipend that teachers receive for providing the catch up classes contributed to teacher return and retention in schools.

Objective 3. Improve the supervision and monitoring of teachers through the training of local education authorities – 125 heads of school sectors and 13 heads of school districts

Teacher monitoring and pedagogic supervision was improved through training of **51 heads of school sectors and 18 heads** of school districts from target prefectures and Bangui.

Improvement of working conditions – UNICEF supported the provision of office supplies and materials to all Heads of school sectors and Heads of school districts.

3.2 Education Sector Plan Development Grants (ESPDGs)

The Education Sector Plan Development Grant (ESPDG) was established in 2012 to support the development of a new or updated Education Sector Plan (ESP) or Transitional Education Plan (TEP) for a maximum of US$250,000. In 2014, the maximum grant amount available was increased to US$500,000 with US$250,000 reserved for ESA, including qualitative and quantitative studies and systems analysis to provide an evidence base for education sector planning. By providing countries with support to ESA and the development of national education sector plans, the ESPDG supports the Global Partnership's overall goal to ensure that national systems have the capacity and integrity to deliver, support and assess quality education for all. In addition, the ESPDG seeks to assist countries eligible to apply for an ESPIG to fulfill the new requirements to access funding, specifically related to sector analysis and the preparation of credible ESPs.

Between July 1, 2014 and June 30, 2015, the Global Partnership approved US$2,576,278 for 10 Education Sector Plan Development Grants, with US$825,989 (or 32 percent of the funding) earmarked for sector analysis-related activities (see Table 3.14).

Table 3.14: ESPDGs Approved in FY15

			ESPDGs					
	Country	GPE member since	Funding provided for sector analysis-related activities (US$)	Funding provided for ESP-related activities (US$)	Total Amount (US$)	Approval Date	Managing Entity (ME)	Status as of 6/30/15
1	Cape Verde	eligible	$121,975	$112,800	$234,775	08/26/14	UNICEF	Closed
2	CAR	2008		$14,350	$14,350	07/29/14	UNICEF	Closed
3	DRC	2012		$237,875	$237,875	06/05/15	WB	Active
4	Kiribati	eligible		$200,000	$200,000	03/16/15	UNICEF	Active
5	Lao PDR	2009		$239,520	$239,520	12/19/14	UNICEF	Active
6	Lesotho	2005	$95,114	$134,886	$230,000	07/29/14	UNICEF	Active
7	Nicaragua	2002	$250,000	$250,000	$500,000	01/26/15	WB	Active
8	Nepal	2009	$125,250	$262,358	$387,608	03/26/15	UNICEF	Active
9	OECS[1]	eligible		$298,500	$298,500	11/14/14	WB	Active
10	Vietnam	2003	$233,650		$233,650	01/26/15	UNESCO	Active
	Total		**$825,989**	**$1,750,289**	**$2,576,278**			

[1] OECS countries are: Dominica, St Lucia, St Vincent, and Grenada are collectively considered one eligible 'country' unit.

At the beginning of FY15, six ESPDGs were active (Guyana, Kenya, Malawi, Republic of Congo, Somalia (Central South), and Tajikistan). Between July 2014 and June 2015, five of these six grants closed, with Malawi is still active (see table 3.15). Two additional ESPDGs approved in the beginning of FY15 (Cape

Verde and CAR) also closed during the fiscal year. By the end of June 2015, nine grants were under implementation for a total of US$2,577,153.

Table 3.15. ESPDGs Approved in FY14, still Active in FY15

	Country	GPE member since	Total (US$)	Date Approved	Managing Entity (ME)	Status as of 6/30/15
1	Guyana	2002	$250,000	07/29/13	World Bank	Closed
2	Kenya	2005	$250,000	07/29/13	World Bank	Closed
3	Liberia	2007	$250,000	11/15/13	World Bank	The fund was never accessed
4	Malawi	2009	$250,000	10/07/13	World Bank	Active
5	Somalia (Central South)	2012	$120,263	07/29/13	UNICEF	Closed
6	Tajikistan	2005	$250,000	10/07/13	UNICEF	Closed
7	Congo Republic	eligible	$250,000	05/02/14	UNICEF	Closed
	Total		**$1,620,263**			

Three GPE partners are acting as managing entities for the nine active Grants: the World Bank manages four grants for a total of US$1,286,375 (50 percent), UNICEF manages four grants to the amount of US$1,057,128 (41 percent); and Vietnam selected UNESCO as the managing entity for its ESPDG of US$233,650 (9 percent). The Asia-Pacific region currently has four active ESPDGs (41 percent of total ESPDG funding); three ESPDGs were in Sub-Saharan Africa (28 percent); and two ESPDGs were in the Caribbean and South America region (31 percent).

ESPDGs support strengthening the education sector planning process. In Kenya, for example, GPE provided an ESPDG of US$250,000 managed by the World Bank to support the Kenyan Ministry of Education, Science and Technology to finalize its National Education Sector Plan (formerly referred to as the National Education Sector Support Program), and to have this independently appraised and endorsed by the LEG. Technical assistance was provided for three areas where it was considered the draft sector plan required strengthening: (i) costing and finance; (ii) monitoring and evaluation; and (iii) revision of the partnership principles between the Government and Development Partners, including financing mechanisms. As a result of the grant, the ME reports there is now greater ownership of the sector Plan by the Ministry and greater motivation on the Ministry side to monitor the key results.

3.3 Program Development Grants (PDGs)

Established in 2012, the Program Development Grant (PDG) provides funding for the development of a program that contributes to implementation of the Education Sector Plan. The Supervising Entity or Managing Entity for the ESPIG can receive US$200,000 to cover the costs incurred to develop the program document. On an exceptional basis, up to US$400,000 can be requested with justification.

At the beginning of FY15, seven PDGs were active (Chad, Guinea, Lao PDR, Kenya, Nigeria, Pakistan Sindh and Uzbekistan). Between July 2014 and June 2015, six more PDGs were approved (additional financing for Kenya, as well as Mozambique, Nepal, OECS, Malawi and Bangladesh) for a total of US$1,164,814 (table 3.16). All Program Development Grants approved during the fiscal year were managed by the World Bank. By the end of June 2015, two grants were under implementation for a total of US$635,114 (OECS and Malawi). 11 grants closed during FY15.

Table 3.16: Program Development Grants approved in FY15

	Country	Managing Entity (ME)	Grant Amount	Board Approval Date	Status as of 6/30/15
1	Bangladesh	WB	$100,000	2/9/2015	Closed
2	Kenya	WB	$50,000	7/29/2014	Closed
3	Malawi	WB	$319,114	4/27/2015	Active
4	Mozambique	WB	$200,000	10/8/2014	Closed
5	Nepal	WB	$179,700	11/14/2014	Closed
6	Organization of Eastern Caribbean States (OECS)	WB	$316,000	11/26/2014	Active
	Total		**$1,164,814**		

Eight PDG Completion Reports were received during FY15. These included Guinea, Guyana, Lao PDR, Nigeria, Pakistan (Sindh), Tajikistan, Togo and Uzbekistan. Based on the reports, the following results can be highlighted:

Half of the reports refer to support provided for capacity building. In Guinea, for example, an assessment of existing ministry capacity related to project implementation was conducted along with identification of capacity building needs. In Guyana, capacity building support was provided through training on project management, financial management, procurement and monitoring and evaluation. In Lao PDR, as a result of the preparation efforts with the LEG, JICA offered to support the implementation of the GPE II project through technical assistance for school-based management capacity building, demonstrating how collaboration amongst partners occurred as a result of the PDG work to prepare the grant application.

In Nigeria, activities supported by the PDG of US$480,000 combined work on the state level sector plans and the program application which included activities in the same five states. The activities included stakeholder policy dialogue, workshops, and support to develop the Education Sector Plans and Education

Sector Operational Plans for the five participating states. According to the completion report, the main lessons learned were that improved partnership and close collaboration among state and non-state actors such as International Development Partners and CSO/NGOs can accelerate and improve the effectiveness and efficiency required to achieve grant objectives and implementation. It was felt, however, that there is need for better coordination between state and federal entities, particularly related to use of the decentralized National Education Management Information System (EMIS), State EMIS and Local Government EMIS to ensure timely collection and analysis of data (especially financial data) for effective policy and decision making. Another benefit in Nigeria was that additional resources were mobilized from other development partners. Most of the partners and in particular, USAID, UNICEF, DFID and other members of the LEG provided time and support. DFID, for example, provided additional resources and engaged consultants to support the preparation of the program document and generic implementation manual, while the government allocated its own resources for participating in meetings and stakeholder workshops

Box 3.3. Moldova Project Results

The positive impact of a Global Partnership for Education-funded reform of Early Childhood Education in Moldova

The GPE grant placed Moldova at the forefront of countries committed to improving Early Childhood Development (ECD) through innovative interventions with the objective of not only increasing access to preschool, but also improving the quality of education.

Moldova joined the Global Partnership for Education in 2005. In 2011, a graduation grant of US$4.4 million was allocated by the Global Partnership, with the World Bank as Supervising Entity and UNICEF as coordinating agency. This was in addition to US$8.8 million allocated to Moldova by the Education for All-Fast Track Initiative (EFA-FTI) catalytic fund between 2006 and 2010.

The grant, which closed in October 2014, supported the Government in the advancement of the early childhood development agenda. Apart from exceeding its targets, the project was also an excellent example of the strength of the Global Partnership's collaborative model. The Ministry of Education took the lead, and the project was owned broadly by a diverse set of stakeholders including political leaders, civil society professionals, academic experts, community members, and development partners. Consolidating these experiences contributed greatly to the success of the program.

Increasing access to education in rural areas

One of the principal objectives of the ESP was to provide access to preschool education to children in underserved localities with either no kindergartens and a significant number of preschool age children or where existing preschools did not cover a significant share of the population. The three GPE grants focus on early childhood development together with support from the World Bank and UNICEF contributed to the government having met its ESP goal of achieving 78 percent enrollment rate for 3-6 year olds at the pre-primary level. From 2000 to 2010, the number of kindergartens increased by 22 percent and the gross enrollment rate in preschool education rose from 66 percent in 2004 to 82 percent by 2013.

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Box 3.3. Moldova Project Results (Continued)

Inclusive early childhood education for special needs and vulnerable children

To ensure that the early education needs of the often most marginalized and vulnerable children are met, a strong focus was placed on achieving measurable progress towards inclusive education both in ECCE policy as well as practice. The legal framework for inclusive education was evaluated and refined. Concrete recommendations were elaborated and included in the new Education Code of Moldova and Sector Development Strategy Education 2020. The new legislation will ensure more inclusive education by, among other reforms, hiring rehabilitation specialists, legalizing the support-teacher position to assist children with special needs, and training teachers working with special needs children. Additionally 2,529 teachers, medical staff, and social workers participated in an inclusive Early Childhood Development training program and were organized into 926 community teams that will, in turn, promote inclusive education and the role of ECCE in childhood development especially with parents. Parenting programs and training materials were developed addressing not only inclusion, but a variety of topics from the importance of formal education in the first years of childhood to childhood literacy and positive education stimulation practices to nutrition, health, and safety.

Improving the quality of preschool education

To improve the quality of preschool services, partners revised National preschool norms and regulations, introduced an innovative mentoring program for teachers' professional development, distributed learning materials to all kindergartens nationwide, and pilot a School Readiness Tool.

The mentoring program, in particular, is considered one of the best project interventions. As of October 2014, 70 percent of preschool teachers had benefitted from the program initiated by the Ministry of Education with the collaboration of a consortium of NGOs. Feedback from teachers who participated in the training was overwhelmingly positive, specifically in relation to the relevance of the training— which covered topics ranging from language development and literacy skills to arts and creativity development— clarity and accessibility of materials, as well as correlation with the Standards for Child Development. The mentoring program as well as mentor's positions have been institutionalized through Moldova's Education Code and Sector Strategy 2020, thus ensuring the sustainability of the intervention.

Results, sustainability, and lessons learned

According to the end of project evaluation the project exceed its targets, and the most innovative interventions, such as mentoring and inclusion measures, have been institutionalized by the government of Moldova. The success of the project is a key stepping stone for the children of Moldova as quality Early Childhood Care and Education (ECCE) helps children develop their potential and promotes their social, emotional, physical and cognitive development. Young children, especially the poorest and most disadvantaged, who benefit from ECCE services are more likely to be healthy, ready to learn, and stay longer and perform better in school.

Source: Moldova project Results (success story)
http://www.worldbank.org/en/results/2014/04/15/supporting-early-childhood-development-in-moldova

4. Support to Sector Planning and Policy Dialogue

4.1 Overview

Inclusive and effective sector planning and policy dialogue processes are critical foundations for countries to provide access to quality basic education for all. Supporting these processes is a core element of GPE's work, which culminates in the production of a credible education sector plan (ESP) and the joint monitoring of its implementation. The nature of GPE's support provided during FY15 is described below. It includes country advisory support in the development and monitoring of ESPs, knowledge products and tools to support this effort, and country partnership initiatives to build capacity and promote dialogue.

4.2 Country Advisory Support

4.2.1 Support to Sector Plans

In the portfolio, there were 19 eligible countries with sector plans due for renewal in the calendar year 2014 or 2015[21] (See Table 4.2). Of the 19 countries, the Secretariat provided support to sector plans in 12, 10 of which were preparing Transitional Education Plans (TEP)[22]. Six of these countries also received ESPDGs in FY15 and were able to benefit from additional guidance provided through the application process as well as financial support to undertake activities on the ground. From the 13 countries that did not receive ESPDGs to support ESP development, at least seven feature ESP development as part of their current ESPIG programs and the other six could be prioritized for ESPDG/other support in FY16. Two new ESPs were adopted between January and June 2015.[23]

The GPE Secretariat has also improved its tracking of ESP implementation dates to anticipate country needs and be better positioned to provide timely support in the preparation of new plans. While there is no requirement that GPE support all member countries in this process, awareness of the ESP's end date enables the Secretariat to engage country partners in a discussion to determine what support may be required and plan for it. A summary of ESP dates for all GPE member and eligible countries is included in *Annex 1*.

[21] Albania has an ESP due to finish in 2015, however it is a *non-recipient* member.
[22] Starting from January 2015, the GPE Secretariat has begun to systematically collect GPE 'engagement' data as a basis for proactively planning and monitoring support activities.
[23] Benin; Guinea.

Table 4.1: **GPE Support to ESP Preparation**

	Country	ESP/TEP period	FCAC	ESP expires CY15 or before	Secretariat Engagement* Jan-Jun 2015	ESPDG Approval In FY15 Date	ESPDG Grant Amount (US$)	ESP component in ESPIG?
1	Afghanistan	2011-13 (TEP)	FCAC	yes	yes			
2	Chad	2012-15 (TEP)	FCAC	yes	yes	06/17/14	$106,000	
3	Comoros	2013-15 (TEP)	FCAC	yes	yes			yes
4	Cote d'Ivoire	2012-14 (TEP)	FCAC	yes	yes			
5	DRC	2012-14 (TEP)	FCAC	yes	yes	06/05/15	$237,875	
6	Ethiopia	2010-15		yes	yes			
7	Guinea-Bissau	2011-13 (TEP)	FCAC	yes	yes			
8	Lao PDR	2009-15		yes	yes	12/19/14	$239,520	
9	Lesotho	2005-15		yes	yes	07/29/14	$230,000	
10	Madagascar	2013-15 (TEP)	FCAC	yes	yes			yes
11	Moldova	2011-15		yes				
12	Nicaragua	2011-15		yes		01/26/15	$500,000	
13	Sudan	2012-14 (TEP)	FCAC	yes	yes			yes
14	Tajikistan	2009-15		yes				
15	Uganda	2007-15	FCAC	yes				yes
16	Vietnam	2003-15		yes	yes	01/26/15	$233,650	
17	Yemen	2013-15 (TEP)	FCAC	yes				yes
18	Zambia	2011-15		yes				yes
19	Zimbabwe	2011-15 (TEP)	FCAC	yes				yes
	Total		**11**	**19**	**12**		**$1,547,045**	**7**

* Engagement' is defined as discussions between the Secretariat and country level partners on the sector analysis and planning process, as well as review of and feedback on draft documents.

Given the centrality of having a 'credible' sector plan under GPE's revised funding model, efforts were also made to address the question of how early the Secretariat should begin to support the ESP development process. In FY15, a new ESPDG application template was developed and piloted, (see also Section 3.1.6). While being based on the national planning cycle to which GPE aligns it support, the revised application now triggers the support process earlier in a more 'upstream' manner. The Secretariat continues to reflect on this matter, and as additional experience and data are acquired will be able to adapt its approach to meet the variety of country needs and situations.

In FY15, a total of 81 support missions were conducted by Secretariat Country Leads to provide direct support to 52 member countries for a total of 564 mission days (excluding travel). In comparison, 59 missions to 44 countries were carried out in FY14. Of the 81 FY15 missions, 16 provided support to LEGs on sector planning/coordination, 22 facilitated an understanding of GPE processes—particularly the revised funding model, 10 were conducted specifically for the QAR I process, and 6 focused more generally

on policy dialogue[24]. Missions that presented the revised GPE funding model for the 2015-2018 period enabled Country Leads to accompany DCPs and LEGs in their understanding of its implications for ongoing and future applications as well as identify challenges and risks in meeting the new requirements.

Moreover, in FY15 more emphasis was placed on supporting countries to prepare and appraise their new sector plans. In one example, Secretariat staff brought together teams from Madagascar, Comoros, and DRC in a collaborative effort to share and strengthen planning practices for ESP development. Given that these countries were on the same timeline for conducting an education sector analysis and develop their ESPs, the Secretariat initiated a South-South collaboration process between them that has proven to be quite promising.

Box 3.4. South-South Sharing of Planning Practices

This Secretariat-led effort has brought together country counterparts in Madagascar, Comoros, and the Country Lead for DRC to share experiences and help design a cross-country mechanism for ESP development. The aims are as follows:

- To assist Madagascar and Comoros in finalizing their respective ESP development road map to be submitted for ESPDG funding. Roadmaps will be collaboratively finalized to identify resources (mostly technical assistance) that could be shared to enhance South-South cooperation.
- To explore with all countries a mutual peer-review process involving key UN agencies and GPE Secretariat (UNICEF, Pole de Dakar/IIEP, and GPE) to ensure the quality of the ESPDG deliverables, including operational plans, to determine the feasibility of such a mechanism and identify the corresponding resources needs.
- To facilitate exchange of experiences, challenges and practices in setting up effective LEGs in Comoros, Madagascar and DRC that strengthen sector dialogue and coordination in support of the ESP development process and ESP monitoring.

4.2.2 Support to Regional Sector Planning

GPE processes involve high transaction costs and potential barriers to the engagement of small island states, particularly since the indicative GPE grant allocations are comparatively small. In order to address this issue, the Board approved some adaptations to GPE grant application processes that bear the principles of reducing transaction costs, remaining relevant to specific contexts, and maintaining GPE's added value by leveraging improvements in the quality of ESPs. The first of these adaptations was to allow small island (and small landlocked) states an exemption from having to apply for a variable portion of the grant under the revised funding model. The second was to approve "multi-country" indicative allocations for groupings of small island states: one for the Caribbean (four island states) and one for the Pacific (eight island states). This provides the option of grouped or even regional applications that can take advantage of economies of scale and reduce transaction costs.

Based on their relative homogeneity, close geographical proximity, similar levels of development, and degree of regional integration, the four Caribbean island states (Dominica, Grenada, St. Lucia and St. Vincent) have agreed to pool their grants through a single application process with a single Supervising

[24] Figures are based on staffs' statement of mission objectives.

Entity (World Bank). The grant will support the preparation of an updated education strategy for the Organization of Eastern Caribbean States (OECS). The GPE has awarded an ESPDG to support the process.

The context of the eight Pacific islands (Kiribati, Marshall Islands, FSM, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu) is quite different, as shown by varying levels of homogeneity, geographical dispersion, and measures of development. Efforts are being made to foster regional cooperation through the Pacific Island Forum (grouping 19 Pacific island countries as members and associate members, including Australia and New Zealand). This represents significant challenges, notably because of the relative heterogeneity of Forum members and *diseconomies of distance*[25] across the region. Although a regional framework paper exists for the education sector, the Pacific Education Development Framework (PEDF, 2009-2015), it is very brief (28 pages) and does not yet delve into necessary details. Regionalism has been very successful in higher education (with the creation of the University of the South Pacific that has campuses across several island states), but similar integration efforts are harder to achieve in basic education.

For the eight eligible Pacific island states, a single multi-country application and regional implementation process is therefore more challenging. The Pacific island states together with their partners have nevertheless expressed a strong interest in GPE support for the development of their national ESPs. Thus far, an ESPDG has been awarded to Kiribati and ESPDG applications are pending for FSM, Marshall Islands, and Vanuatu. In terms of the "multi-country" ESPIG, several options are being analyzed, including: (i) a single streamlined multi-country application with a single SE to provide additional funding to existing (sector) budget support programs; and (ii) a regional ESPIG application and implementation contingent on developing a more robust regional ESP. It should also be noted that GPE is already providing a regional grant through the GRA program.

4.2.3 Support to Sector Monitoring

The Secretariat also lent its support to sector monitoring through strong involvement in Joint Sector Reviews (JSR). In FY 15, GPE Secretariat staff participated in 23 out of 28 JSRs organized by Developing Country Partners (DCPs). However, *according to data available to the Secretariat*, this number shows that of the 55 countries with active ESPIGs in FY15 only 50 percent conducted national-level sector plan reviews. Due to a lack of national capacity, many DCPS face great challenges in the collection and analysis of sector data for JSRs, which is reflected in the varying quality of JSR reports. There is significant and ongoing work to be done in this area, as sector monitoring will continue to be a struggle for many DCPs in the future.

It should be noted that as of May 2015, governments are now requested to submit annual reports concerning the progress of their sector plans through the revised GPE policy for ESPIGs. This is an important amendment given that JSRs are not always held every year and the quality of their content

[25] *Diseconomies of distance* denotes situations where the geographic separation (between countries, markets, services, etc.) significantly undercuts potential economies of scale.

varies. Such reporting will serve as an important information source for sector and grant monitoring, and will enable the partnership to better address issues and needs as they arise.

Positive results from the Sector Monitoring Initiative, which was launched by the GPE Secretariat in late 2012, were also seen in FY15. The mean "monitorability score" of ESPs, an indicator that was designed to detect early impact of the Initiative, continued to show progress against the January 2013 baseline. The scoring methodology[26] was developed to determine the extent to which ESPs include the operational information necessary for proper implementation monitoring, and whether critical links existed between the ESPs' financing chapter, results framework and multiyear action plan. All ESPs on file in January 2013 (n=50) were reviewed and a baseline established. Each ESP that was revised or developed after this date was scored if/when the country submitted an application for a GPE implementation grant. Out of a total of 100 points, a score of 85 was considered to be sufficient. Progress by late 2014 was marked, particularly in Africa where the first Sector Monitoring Initiative regional consultations took place. By late 2014, the mean monitorability score for Francophone Africa ESPs (n=19) had increased from 47 to 67 points, Anglophone Africa (n=21) from 43 to 50 points, and Europe/Asia/Pacific/Latin America (n=21) from 35 to 37 points. Further progress is expected as many more countries plan to update / develop their ESPs in FY16 and FY17.

Box 3.5. Tanzania: Partnerships for Education in Action

Recent experiences from Tanzania showcase how building effective education partnerships is complex; there exist multiple constituencies, in multiple places with multiple roles and there are a multiplicity of tasks and goals, often fragmented in different directions. The centrality of GPE's unique partnership model in achieving changes in the sector has been widely witnessed.

The task of tackling existing sector challenges such as declining enrollment rates across sub-sectors and regional disparities, requires an inclusive planning and dialogue process. Reversing the net enrolment in primary school which has dropped to 85 percent nationally and which is as low as 75 percent in some regions, also requires an evidence-based, long-term education sector plan and concerted government led implementation. Key to strengthening the education sector and ensuring more access for marginalized children and improving the quality of learning is the participation of partners who are able to formulate, articulate and assert their shared interests effectively. Such actions are at the core of GPE country processes.

UNESCO-IIEP, with financial support from GPE, is assisting stakeholders in Tanzania to understand more about the decline in the performance of the sector and is helping to develop a sector analysis followed by a sector-wide forward-looking strategic plan. This process will help to consolidate policy decisions that commit the partners to shared and joint action.

[26] The scoring methodology includes 16 discrete criteria weighted according to their relevance to the credibility of the ESP as well as the process of preparing an annual report on the ESPs implementation. The criteria are grouped in the following categories (i) existence of key elements in the ESP, (ii) existence of the essential elements of a costed action plan, and (iii) links between the action plan, the ESP financing chapter and results framework. The criteria are based on the Guidelines for Education Sector Plan Preparation developed jointly by the GPE Secretariat and the International Institute for Educational Planning (IIEP) in August 2012 and updated in December 2014.

Box 3.5. Tanzania: Partnerships for Education in Action (continued)

The second annual Education Week, in May 2015, was a new initiative of Tanzania's Big Results Now program - Partnership across all levels, accountability and transparency are on the agenda as part of the GPE and the Open Government Partnership commitments, and results are already emerging such as the education dashboard, where any parent can browse school performance and teacher deployment data. No doubt, the power of data can help unlock powerful partnerships.

GPE partners gather regularly, and in May the annual Joint Education Sector Review meetings were held. Progress was shared on the government's GPE supported, Literacy and Numeracy Education Support program (LANES) which focuses on improving reading, writing and arithmetic skills for children aged 5 to 13. DFID, USAID and UNICEF are all involved in similar complimentary initiatives to cover the whole nation. With the support of GPE, the government now plans to scale up the quality enhancement efforts initiated with DFID EQUIP-T and a new competency based, slimmed down curriculum will be delivered at scale early in 2016 through the financial support of GPE-LANES.

In fact, in addition to bringing the development partners together around 3R sector objectives (Reading Writing and Arthritic), the training of over 17,000 standard 1 and 2 teachers is a key achievement in year one of the LANES program, and was also an occasion for intra Government partnerships to be strengthened. The Tanzania Institute of Education and the Prime Minister's Office, Regional Administration and Local Government worked in collaboration to deliver the mass training. Joint lessons are now being drawn on how in-service teacher training may be better delivered and monitored in future so that teachers are better able to impart 3R skills to children.

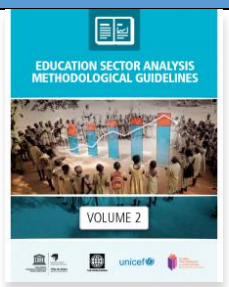
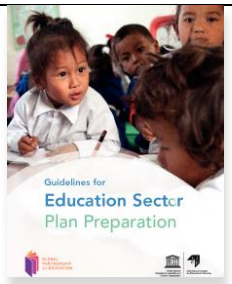
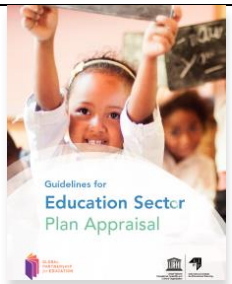
4.3 Knowledge Products to Support Sector Planning

A number of knowledge products and tools were developed or co-developed by the GPE Secretariat and released in FY15 to strengthen technical support to sector plans. These documents provide important technical assistance and in the case of guidelines, clarify *standards and requirements* to improve the quality of education sector planning and reporting over time.

4.3.1 Planning Guidelines and Tools

Guidelines to assist DCPs that were revised, updated, and/or developed in FY15 are shown in the table below. These guidelines were made available in English and French, and some in Spanish. The Secretariat also began collaboration with DFID, UNESCO/IIEP, UNICEF, UNGEI and the World Bank on Volume 3 of the Methodological Guidelines for Education Sector Analysis that will include a specific chapter on risk, vulnerability analysis, and resilience, as well as guidelines for the preparation and appraisal of transitional education plans with UNESCO/IIEP.

Table 4.2: Guidelines to support DCPs with sector analysis and plans

	Guideline	English version	French version
 	**Methodological Guidelines to conduct a comprehensive education sector analysis** developed in partnership with UNESCO, The World Bank, and UNICEF.	Volume 1 Volume 2	Volume 1 Volume 2
	**Education Sector Plan Preparation Guidelines** developed in partnership with UNESCO IIEP.	English	French
	**Education Sector Plan Appraisal Guidelines,** developed in partnership with UNESCO IIEP.	English	French

During FY15, the ESPDG application form was revised to help countries employ a systematic approach to plan development by reflecting on the current state of the sector and laying out the various steps necessary to prepare a sector plan. The aim of the new ESPDG application form is to equip countries with a ready to follow blueprint as they initiate ESP development. With each ESPDG application, countries should produce the following to guide the development process:

- A document defining how the preparation process will be approached and coordinated;
- A structured road map reflecting a coherent set of activities for ESP development;
- Scope of work for technical assistance;
- A comprehensive budget.

Through completion of the application, a country would have organized the plan preparation process, identified the necessary structures, distributed the different roles and responsibilities, defined the required financial and technical resources, and specified a clear timetable for ESP development activities.

4.3.2 Gender Thematic Work in ESPs

Two major activities were undertaken in FY15 that reflect GPE's priority to ensure that "all girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment" (GPE's Strategic Objective 2).

The first of these activities is a stocktaking study conducted by the GPE Secretariat on the gender responsiveness of ESPs. The study reviewed the sector plans of 42 countries (including some federal states) to profile them in terms of presentation of gender-disaggregated indicators, identification of gender disparities and barriers to girls' education, inclusion of gender sensitive strategies and targets, and the coherence between gender sensitive components of the ESP and ESPIG. The report will be published as a working paper towards end 2015, serving to highlight key trends amongst plans as well as areas where the need to support this effort is greatest.

The second complementary activity is the development of a guidance document for gender-responsive ESPs carried out under the leadership of UNGEI, the chair of the Technical Reference Group on SO2, and the Secretariat. The document is based on pilots carried out in Eritrea, Guinea and Malawi between 2013 and 2014, and contains modules introducing methodologies on gender analysis for education, development of gender-responsive ESPs, and appraisal of ESPs to ensure the gender perspective is adequately reflected. The different modules can be used by DCPs as a supplement to the GPE/UNESCO IIEP Education Sector Plan Preparation Guidelines and Appraisal Guidelines. The modules will be made available before the end 2015 and disseminated through workshops in 2016.

4.4 Country Partnership and Dialogue Activities

Taking advantage of GPE's pre-Board constituency meetings, the Secretariat organized two series of technical meetings with DCP focal points and planning staff in December 2014 and May 2015.

The one-day December 2014 technical meeting focused on the rollout of the GPE funding model for the 2015–2018 period. The main expected result was that country delegations would have a good understanding of the new funding model's requirements and would be able to report back to their respective ministries on their country's readiness to meet those requirements. Following the December meetings, the Secretariat conducted missions and follow-up discussions with the LEGs on issues that had been raised during the technical day. In some cases, draft funding model matrices were used to map the "path to success" for meeting the requirements in the context of an upcoming application for an Education Sector Program Implementation Grant (ESPIG).

The May technical meetings focused more specifically on the funding model requirement of having a credible ESP. A total of 72 Ministry officials from 46 GPE partner countries were in attendance. The meetings focused on:

- A better understanding of the new funding model requirement for credible Education Sector Plans;
- Identification of best practices for facing major challenges to prepare, implement and monitor credible ESPs;
- Recommendations to improve technical assistance for ESP preparation and implementation quality assurance; and,
- Increased exchange and dialogue among GPE's developing partner countries about key practical issues.

Themes related to the preparation and implementation of ESPs were introduced by a presentation from the Secretariat, followed by open plenary discussions and country case studies. Nineteen countries presented their experience developing their ESP, sharing challenges and best practices. Five thematic working group sessions were held to provide a space for more focused dialogue on topics such as inclusive and participatory processes, evidence based ESPs, monitoring frameworks, operational plans, and support needed from the GPE Secretariat.

Over the next year, the Secretariat will build further work to promote South-South exchange around sector planning and monitoring on the outcomes of the two DCP meetings, the on-going collaboration between Comoros, DRC and Madagascar, and the technical collaboration with key partners around guidance and tools mentioned above.

5. Grants Supporting Evidence-Based and Inclusive Policy Dialogue

5.1 Global and Regional Activities (GRA) Program

5.1.1 Overview

The Global and Regional Activities (GRA) program was first established in 2010 to support research, capacity building, knowledge development and sharing at the global, regional, and country levels. The GRA program is complementary to country level activities. It aims to foster innovation through the systematic provision of services and products that enlighten, engage, and energize partners to apply new knowledge and evidence-based good practices to resolve persistent education challenges, as outlined in the 2012-2015 Strategic Plan. The Secretariat is responsible for monitoring overall implementation progress of the GRA portfolio of grants, ensuring that grant recipients submit semi-annual reports based on agreed Results Agreements and the Program's Operational Manual.

In 2013, the GPE Board of Directors approved a total of 15 grants[27] **in the amount of US$31.1 million**[28] to address three targeted thematic and knowledge gap areas: (i) Learning outcomes and education quality; (ii) Out-of-school children and equity; and (iii) Education financing and systems building. These grants continued through FY15, and operate across at least 53 countries (see Table 5.2). This is the last set of funding allocations under the GRA program and the Secretariat will prepare options for dealing with innovation, knowledge gaps, regional issues and similar matters for consideration by the Board of Directors. (BOD/2013/07-01)

This summary portfolio status report captures overall implementation progress and key results as of June 30, 2015[29]. It is organized into sections as follows: (1) an **Analysis and Results** section presents selected results across the three thematic and knowledge gap areas: (i) learning outcomes and education quality, (ii) education financing and systems building; and (iii) out-of-school children, access and equity; (2) a **Key Challenges** section covers issues identified during the reporting period; (3) a **Highlights** section features how GRA outputs link to the wider GPE business model and activities. Finally, a table is provided containing basic information for the entire GRA portfolio, including managing entities, geographic coverage, key dates, disbursement status and links to individual grant Results Agreements.

5.1.2 Implementation Progress and Results in the Three Thematic Areas

Learning outcomes and education quality

GPE has awarded seven grants for a total of US$17.3 million to undertake research, knowledge sharing and capacity development activities that seek to better understand and promote good practice in quality education. Projects within this grant category include activities undertaken by 10 different agencies in at least 53 countries. The projects focus on improving teaching and learning through both proven and

[27] The 16th grant awarded to CICED for learning assessment and outcomes in Central Asia was cancelled in 2015.
[28] See Board decision: *BOD/2013/02-02* and *BOD/2013/07-01*.
[29] For more details on grant implementation progress and results, visit:
http://www.globalpartnership.org/content/status-report-global-and-regional-activities-grants

innovative approaches. Grant activities are cataloguing and comparing early grade reading assessment systems; aligning curriculum, teacher education and assessment frameworks; developing effective approaches to school readiness, reading in early grades and in multilingual contexts; and enhancing sector dialogue through teacher participation in LEGs.

Four projects aim to pilot innovation and produce evidence-based results to inform policies and implementation on teaching reading in bilingual and multilingual contexts. All projects aim to offer research and innovation and systematic approaches to support better policy development and implementation around the education quality and teaching and learning issues.

Selected results from three projects are as follows:

- The Reading Assessment project launched a Catalogue of Learning Assessments in April 2015, summarizing 57 assessments from 26 countries (of whom 21 are GPE partners); an accompanying searchable database has been designed.
- The ELAN project (learning to read and write in African languages and in French in the context of bilingual primary education) has implemented pilots on reading and writing in grades 1 and 2 of primary education in 75 schools in eight countries. Three countries have adopted a bilingual curriculum (Mali, Niger, Burundi,). In Mali, the language policy was approved, formalizing 13 Malian national languages. Guidelines on bilingual education were developed and ELAN activities were integrated in the Ministry of Education's ESP.
- The Pacific Early Grade Readiness and Learning (PEARL) program convened a regional meeting of Pacific Island countries in May in order to raise awareness and to share and compare the limitations of tools used by different countries to measure early childhood outcomes, school readiness and early grade reading. In Tuvalu, training materials for school readiness including "how to" guides, readers, materials and resources have been developed and 32 new community play-based activity groups are operational, supporting 619 families and 767 children. Early grade literacy materials for grade 1 have been prepared and teacher training for 32 primary schools was completed. In Samoa, a draft early human capability index has been completed and is ready for piloting.

Education financing and systems building

GPE has awarded three grants for a total of US$4.0 million to four partner organizations in support of research, the development of new methodologies and public tools, capacity development, and evidence-based advocacy around issues related to school grants and equity, national systems and financial flows including National Education Accounts (NEA), and reporting on education outcomes through district and school profile cards. Overall, these three projects are being executed in 14 countries.

Selected results from two projects are as follows:

- In Zimbabwe the NEA project has produced commendable results at national level, building capacity to use education financing data to inform policy making. The annual public expenditure review for the education sector was based extensively on the project's work. This will be become standard practice in the future, as the project findings and recommendations are validated.

- The School Profiles "Data Must Speak" project being implemented in Lao PDR, Nepal, Madagascar, Togo, and Zambia, has completed assessments of system and school management tools. These highlighted areas for linking and streamlining (e.g. across information and examination databases) to strengthen systems and improve efficiency. The project has developed training modules and supported improved cross-ministerial coordination. It has increased the transparency of data at district and local levels and the inclusion of examination results data in management information systems, to build a new focus on learning outcomes. In Togo, new school profile cards have been developed and in Madagascar school profile cards have been produced for all schools.

Out-of-school children (OOSC), access and equity

Five grants totaling US$9.8 million have been awarded to three partners to undertake projects in over 60 countries across Africa, Asia, Latin America and the Middle East. The projects seek to enable a better understanding of the persistent challenges to access, the multiple barriers confronted by out-of-school children and ensuring equity for the most marginalized, including girls and children with disabilities. The grants are complementary in their scale and scope, focusing on developing conceptual frameworks and country level profiles, improving data collection and use, conducting detailed diagnostic work and thematic studies, preparing operational manuals to support country level analysis and planning. National capacity development and training is a feature of all projects. Four of the projects are co-financed. All projects aim to offer systematic approaches to support better analysis, policy and planning and supporting evidence based advocacy around out of school children, access and equity issues.

Selected results from 3 projects are as follows:

- The OOSC Reduction project supported over 58 countries on OOSC surveys using the OOSC operational manual, which provides a step by step guide to conducting a country study. The results of this survey informed the work of the OOSC Children and Data Challenge project (see next bullet). A global literature review was completed on effective interventions to reach OOSC and prevent dropout, together with implications for South Asia. A framework for monitoring OOSC, including children with disabilities, has been developed together with an inclusive education teacher preparation toolkit. UNICEF has launched an independent evaluation of the OOSC initiative.
- Under the OOSC Children and Data Challenge project, a highly regarded and influential global report on OOSC was launched at the Education World Forum and a new website on OOSC was launched at http://allinschool.org. An operational manual for analysis of data on OOSC describing their methodological framework was developed; providing indicator definitions; setting out step by step instructions for the analysis of data, barriers and policies; and offering advice implementing the findings of an OOSC study through developing a country strategy and in education sector policy.
- The Disability/Health and Education project has developed training manuals and materials on school health and nutrition, vision screening and deworming. Regional workshops were conducted in Asia and Africa bringing together ministry of health and education teams from 15 countries[30] to share experiences and build knowledge and capacity to develop strong evidence based, inclusive school health plans within wider education sector plans and implement inclusive school health plans

[30] in Asia, Bhutan, Cambodia, Lao PDR, Myanmar, Nepal and Vietnam; In Africa, Gambia, Ghana, Madagascar, Senegal, Togo, Tanzania Mainland and Zanzibar, Uganda and Zambia

including de-worming and eye health/vision screening. Immediately following the Africa regional workshop, the joint Ministries of Education and of Health team from Malawi organized a multi-sector, multi-partner workshop to review and agree a way forward to finalize the draft 2013 school health and nutrition policy.

- The implementation of the GPE Global and Regional Activities Program on School-Related Gender Based Violence (SRGBV) targets four countries (Ethiopia, Zambia, Togo, and Cote d'Ivoire). The project will conduct country-level baseline studies and support countries to design, implement and monitor interventions to reduce SRGBV.

The GRA portfolio has generated a large number of outputs including guidelines and methodological tools, seminars and workshops at regional and country levels, and other reference documents and papers, in addition to numerous and often non-quantifiable technical assistance services. The table below provides a summary of these outputs, as described in the project progress reports as of June 30, 2015:

Table 5.1: **GRA Cumulative Outputs to end of FY15**

Outputs/ Products	Number produced (as at 06/30/2015, cumulative)
1. Guidelines and methodological tools	29
2. Regional level seminars and workshops	23
3. Country level seminars and workshops	38
4. Other reference documents and papers	20

Note: The number of outputs produced constitute minimum figures. Some progress reports cite 'multiple outputs' without providing a precise count. In this case these outputs are estimated as '3'.

5.1.3 Key Challenges

In reviewing the implementation progress of the GRA grants, a range of challenges has been identified. These include:

1) Coordination and synergy
   GRA grants aim to increase capacity, improve knowledge sharing, boost accountability and strengthen south-south cooperation. The identification of areas of overlap and synergy can be a basis to build cooperation and boost coordination, making the outputs and impacts of the GRA portfolio greater than the sum of its parts. There is scope for further efforts by the GPE Secretariat and Partners.
2) Validity
   A number of grants are conducting research in their field of activity. For GRA knowledge products to be credible, project supervising and implementing agencies need to demonstrate that results intended for dissemination are well evidenced, based on sound measurements and testing (internal validity) and make clear the extent to which findings can be generalized (external validity). The GPE Secretariat can encourage good practice across the portfolio.
3) Scaling up and Sustainability
   Most of the GRA grants are expected to deliver results in two or three years. Where surveys have been conducted and databases established, it is not clear that these can or will be repeated or kept

up to date. The GPE Secretariat can assess with GRA managers the value and viability of sustaining and/or scaling up key activities.

4) Dissemination of Knowledge Products
   The development of operational manuals and guidelines and early findings from projects has been a significant sign of progress over this reporting period. However, the acknowledgement of GPE funding and associated branding of publications has not been consistent. The production of a range of knowledge products has been encouraging and the challenge going forward is to maximize dissemination. The GPE Secretariat will continue to work with grant recipients to ensure compliance with the GRA Operational Manual guidance on branding and will review dissemination strategies, including the potential for endorsement of knowledge products by GPE Partners.
5) Use of Knowledge Products
   Alongside effective dissemination strategies, the use of GRA project results, research findings and knowledge products at the country level during education sector analysis, planning and review processes, is an important indication of success. The GPE Secretariat will work with internal teams and GRA grant teams to increase the availability and timely use of GRA knowledge products.
6) Grant Monitoring and Management
   This reporting period has seen a sharp increase in the number of supervising and managing agencies requesting changes to results agreements, implementation period and budget reallocations. The recently formed GRA team in the GPE Strategy Policy and Performance unit will ensure that all requests are handled professionally and that additional guidance is developed, as appropriate, to complement the 2012 GRA Operational Manual.

5.1.4 Disseminating GRA Outputs

The GPE Secretariat has continued to disseminate information on the GRA program during this reporting period. A Knowledge Exchange and Capacity Development brochure was published in June 2015, which prominently features the GRA program, as well as other GPE initiatives. The brochure has been disseminated at major international education conferences and is available on the GPE website. [31]

In addition, the Secretariat has published the first in a planned series of GRA-related blogs. The blog[32], entitled *Quality Preschool Education for All: Is it Possible?* describes a GRA-funded November 2014 regional workshop which included participants from 8 countries in Zanzibar to discuss how to operationalize and bring to scale quality Early Childhood Care and Education (ECCE) programs in Africa. The blog described how the workshop took a practical look at what works in the delivery of cost-effective quality pre-primary education, and what levels of technical knowledge, planning and budgeting are needed to scale up the programs.

Table 5.2 summarizes the portfolio of grants supported by the GRA program, with links to the funding agreements for each.

[31] http://www.globalpartnership.org/content/promoting-knowledge-exchange-and-capacity-development
[32] http://www.globalpartnership.org/blog/quality-preschool-education-all-it-possible

Table 5.2: Overview of GRA Grants Portfolio (as at 06/30/15)

Grant #	GRA Project	Partner Organizations (ME=Managing Entity, SE=Supervising Entity)	Geographic Focus	Hyperlink to Documents (internet required)	Start Date	Approved grant in US$	Expenditure to 30 Dec 2014	Expenditure to 30 Jun 2015
FOCUS AREA 1: LEARNING OUTCOMES								
1	Development of methodologies to link reading assessments across regions and draw lessons regarding best early assessment practices	ME: UIS Partner: Hewlett Foundation	53 GPE partner countries	Results Agreement	Sep-13	462,246	201,387	400,207
2	Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment	ME: UNESCO IBE Partner: University of Geneva	Niger, Senegal, Burkina Faso, + 1 other pending	Results Agreement	Nov-13	2,998,996	775,787	1,377,851
3	ELAN – Effectiveness of teaching and learning in bilingual context	SE: AFD Partner: OIF	Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon, Democratic Republic of Congo	Results Agreement	Jan-13	1,408,200	940,105	1,057,309
4	OPERA – Teaching and learning effectiveness for learning outcomes	SE: AFD Partner: Agence Universitaire de la Francophonie	Burkina Faso and the IFADEM African partner countries	Results Agreement	Jul-13	996,855	413,457	836,961
9	Pacific Early Grade Readiness and Learning Program (PEARL) Quality/Learning Outcomes	ME: World Bank	Tonga and Papua New Guinea, beneficiaries: all Pacific island countries	Results Agreement	Jul-14	8,505,075	183,527	1,443,879

Grant #	GRA Project	Partner Organizations (ME=Managing Entity, SE=Supervising Entity)	Geographic Focus	Hyperlink to Documents (internet required)	Start Date	Approved grant in US$	Expenditure to 30 Dec 2014	Expenditure to 30 Jun 2015
10	Delivering on strategic objective on teachers	ME: UNESCO Partner: Education International	Cote d'Ivoire, DRC, Liberia, Sierra Leone, Benin, Mali, Senegal Uganda, Nepal, Haiti	Results Agreement	Jan-14	1,984,850	300,000	1,262,964
13	Learning Outcomes – Asia Region/ Learner assessment for instructional progress	ME: UNESCO Asia-Pacific Regional Bureau for Education	Regional: Asia Pacific region	Results Agreement	Apr-14	944,061	111,794	238,105
15	CANCELLED: Central Asia Learning Outcomes – Students' reasoning Skills	ME: CICED	Regional East Europe, Central Asia			1,850,919	N/A	N/A
FOCUS AREA 2: EDUCATION FINANCING AND SYSTEMS BUILDING								
5	Education Financing: Development of methodologies to improve national reporting on financial flows	ME: UIS	Guinea, Zimbabwe, Cote d'Ivoire, Vietnam, Lao PDR, Nepal Uganda	Results Agreement	Sep-13	2,119,074	627,225	875,503
8	Education Financing: School Grants	ME: IIEP	Africa, Latin America and the Caribbean, Honduras, Nicaragua	Results Agreement	Jul-13	996,829	230,957	281,454
14	School Profiles: Systems Improvement	ME: UNICEF Partners: IIEP, Pole de Dakar	Global (Madagascar, Togo started)	Results Agreement	Feb-14	878,069	279,221	345,599

Grant #	GRA Project	Partner Organizations (ME=Managing Entity, SE=Supervising Entity)	Geographic Focus	Hyperlink to Documents (internet required)	Start Date	Approved grant in US$	Expenditure to 30 Dec 2014	Expenditure to 30 Jun 2015
FOCUS AREA 3: OUT-OF-SCHOOL CHILDREN, ACCESS AND EQUITY								
6	Out-of-School Children: Closing the data gap	ME: UIS Partners: UNICEF, World Bank, UNESCO	Global: Africa, Arab states, Asia, Latin America	Results Agreement	Sep-13	1,099,527	195,551	353,314
7	Significant reduction in Out-of-school children	ME: UNICEF Partners: UIS, national governments	Global: post-conflict and transitional countries	Results Agreement	Aug-13	3,284,900	582,109	1,997,728
11	Addressing the out-of-school children data and policy gaps	ME: World Bank Partners: UNESCO, UNICEF, UIS, national governments	Global with a strong emphasis on GPE countries	Results Agreement	Mar-14	1,583,027	604,460	679,650
12	Disability/health and education in support of learning for all	ME: World Bank	Global: 15 GPE countries	Results Agreement	Aug-14	3,000,000	59,785	240,072
16	Addressing school-related gender-based violence	ME: UNICEF Partner: UNGEI	Togo, Cote d'Ivoire, Ethiopia Zambia	Results Agreement	Mar-14	800,000	0	0

Sources: GRA Grant applications files and semi-annual progress reports from the implementation agencies

5.2 Civil Society Education Fund (CSEF)

5.2.1 Overview

In FY15 the Civil Society Education Fund (CSEF) continued to support civil society participation in education sector policy and planning at the national level. With the support of CSEF funding and under UNESCO's supervision, the Global Campaign for Education (GCE) has provided technical support, capacity-building, and promotion of cross-country learning and collaboration at regional and global levels. Considerable progress was made in improvements to the CSEF, resulting in more effective and strategic support, improved governance structures, and a more strategic focus in cross-network learning.[33]

5.2.2 Features

The current phase of the CSEF program is being implemented from April 2013 through December 2015. The total amount of funding approved by the GPE Board for the current phase is US$14.5 million and UNESCO was designated as the supervising entity for this period. The GPE Board of Directors, through its decision (BOD/2014/12-13)[34], agreed to grant a no-cost extension of the current phase of the project, from May to December 2015, supporting continuity of the program between the current phase and the beginning of the next proposed phase.

Fifty-four national coalitions[35] were engaged with the CSEF as of December 2014. Funding and grants were disbursed to 48 coalitions supporting project and budget implementation and reporting. The CSEF also assisted in the development, planning processes and specific activities of new coalitions in four countries: Afghanistan, Angola, Madagascar and Myanmar. Two coalitions, Sri Lanka and Lesotho, had to suspend their grant implementation processes because of internal governance issues. The Regional Secretariats and respective boards provided support to address the challenges faced by these two coalitions.

According to the UNESCO 2015 Annual Progress and Supervision Report[36], **Coalitions that received CSEF funding focused their activities on strengthening engagement in education sector policy processes** through their participation in LEGs and technical working groups, as well as increasing their influence on sub-national and national decisions. To achieve these objectives, coalitions engaged in research and monitoring activities targeting ESPs, policies, and budgets. They also incorporated their research and monitoring findings into policy proposals and submissions.

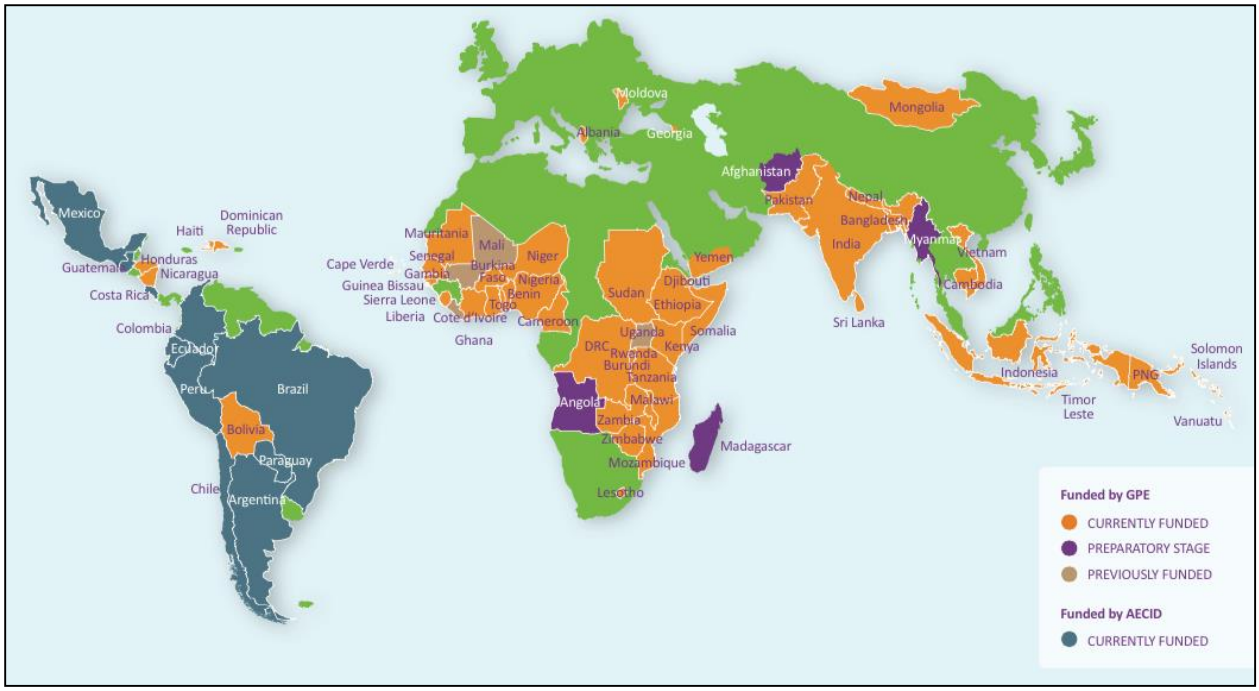
[33] The Global Partnership for Education (2014). 2014 Civil Society Review. Available in: http://www.globalpartnership.org/content/civil-society-review-2014

[34] Decision document available at: www.globalpartnership.org/fr/download/file/fid/48631%20

[35] Of the 54 countries, 28 are in Africa, 15 in Asia and the Pacific, five in Latin America and the Caribbean (where an additional ten coalitions were funded by the Spanish Agency for International Cooperation, AECID) and six in the Middle East and Eastern Europe region.

[36] UNESCO (2015). Annual Progress and Supervision Report January-December 2014: Civil Society Education Fund 2013-2014/5.

Map 5.1: Coalitions engaged with the CSEF (as at December 2014)



Source credit: GCE website

5.2.3 Analysis of Trends and Program Effectiveness

During this reporting period there has been an overall expansion in coalition membership. The total number of coalition members increased from 3,162 in December 2013 to 4,166 in December 2014. A recent membership survey conducted by the GCE Secretariat helped identify the representation of different groups, including marginalized populations. As of December 2014, 90 percent of coalitions included member organizations representing women and girls, youth, and people with disabilities. [37]

In terms of engagement of coalitions in formal policy, **National coalitions' engagement in LEGs were seen to increase overall in 2014**, but no major shifts are observed in the figures for the last half of 2014. According to GCE, this is accounted by remaining barriers to inclusion of civil society in LEGs. Of the 42 coalitions that reported a LEG in existence in their country, 35 were actively engaging with it, six more than in December 2013. Twenty-four out of the 35 coalitions are full members of the LEG, with verbal or written agreements, and another eight coalitions reported being invited to LEG meetings on a regular or ad-hoc basis. While these figures give some indication as to the level of recognition of the coalitions as policy partners, in seven countries coalitions remain outside the LEG despite their efforts to engage. The GCE report reveals that in some countries, contrary to the GPE Charter, LEGs do not meet the GPE's guidelines on civil society's active inclusion and participation, and national coalitions' inclusion is only

[37] Global Campaign for Education (2015). CSEF 2013-2015 Progress Report to UNESCO for the Period 01 July to 31 December 2014.

sporadic. GCE also reports that in addition to their engagement with LEGs, coalitions participated in a total of 261 other relevant education sector policy and review forums (compared to 141 in December 2013), indicating positive progress in civil society participation in education sector and policy dialogue. [38]

With regard to public-awareness in the education sector, the level of public and media outreach and engagement has increased quite notably in the period July-December 2014, with coalitions indicating more than 1,300 media interventions for the July-December 2014 period compared to 177 in the year 2013. In terms of research tracking and monitoring, the GCE progress report indicated 70 studies completed during the July-December 2014 reporting period. Nevertheless, six coalitions had not started their research activities in December 2014.[39] Four of them indicated that they intend to conduct research in 2015. The global and regional secretariats are working to ensure the completion of research by all coalitions during this phase of the program.

Learning and capacity support is a fundamental component of the CSEF. Activities in this area included data collection through the Learning Monitoring Evaluation (LME) framework, the publication of an online newsletter[40], and information sharing and materials distributed by email and at regional events. During 2014, the GCE Secretariat also organized an inter-regional planning meeting and continued to facilitate capacity support by the International Partners' Group[41]. Regional secretariats shared case studies and lessons learned online, arranged study visits among coalitions, and hosted regional learning events. Regional and global secretariats made 32 capacity support visits to national coalitions in the period July-December 2014. The visits offered opportunities to provide technical support on internal management, advocacy planning and implementation, among others. In addition to the capacity support visits, the GCE Secretariat also provided additional support to the coalitions.

GCE and the regional secretariats helped support the linkages between global priorities and national work, to support global engagement and advocacy in the education sector. For instance, they coordinated global engagement in the post-2015 processes, including national inputs in global debates contributing to regional declarations and global positions. GCE also helped national coalitions that were encouraged to participate actively in GPE's 2014 Civil Society Review, counting 23 semi-structured interviews and 61 responses to the online survey.

5.2.4 Progress and Challenges for Supporting Civil Society

While clear progress and achievements were made in the current reporting phase, pending challenges remain in areas that the GCE Secretariat and UNESCO are working closely to address. As noted by the UNESCO progress and supervision report, challenges remain in addressing the management of the Regional Secretariat for the African region. The GCE Secretariat is temporarily managing the financial and

[38] *Ibid*.
[39] *Ibid*.
[40] See newsletters here: http://campaignforeducation.org/en/component/content/article?id=25
[41] The International Partners' Group is a group of international NGOs who provide advisory and capacity development support to national coalitions as part of the CSEF program.

regional implementation of the Africa Region until ANCEFA is able to develop its capacity to effectively support national coalitions in the region.[42]

The GCE Secretariat is now able to document information on national activities, results and lessons learned, due to the development of a LME System and related framework. However, there are still challenges with selecting an online reporting system to support the data processing capacity. In addition, the UNESCO Report recognized progress in promoting learning and knowledge sharing among national coalitions, data collection and documentation. It is also noted that the GCE will still need to make further efforts in terms of documenting meetings and events outcomes and sharing knowledge and experiences among national and regional networks. UNESCO indicated their intention to work with GCE to improve the consolidation process of documents, promote an effective approach to cross-country sharing of knowledge and experiences, and measure outcomes of capacity building activities.[43]

The final evaluation of the current phase is expected to be available in October 2015. The GCE currently has a new funding proposal for the CSEF under consideration for the period of 2016-2018 based on the lessons learned from the current and previous phases of the program. While the current phase of CSEF was designed to build the capacity of national coalitions to engage in sector processes and undertake activities in support of nationally derived priorities, the design of the next phase is expected to promote a close alignment between CSEF goals and activities with GPE's strategic goals and objectives.

[42] UNESCO (2015). *Op. cit.*
[43] UNESCO (2015). *Op. cit.*

Annex 1: Country Data Summary Table

Country Categories										Global & Regional	Cross Cutting	Sector Plan Support				
													ESPDGs			
Country	cluster (Ref)	Country Count	GPE member (Since)	Activities count	Income Category	Income Category (as of 06/2015)	Fragile/ Conflict Affected[1]	Small State[2]	Small Island[3]	GRA (program ref #)	Civil Society Ed' Fund CSEF (yes=1)	ESP period	Amount ($USD)	Date Approved	Managing Entity (ME)	Status as at 30 June 2015
GPE member countries, ESPIG recipients																
Afghanistan	3	1	2011	1	LIC	LIC	FCAC				1	2011-13 (Interim)				
Bangladesh	1	1	2015	1	MIC	LIC					1	2011-16				
Benin	2	1	2007	1	LIC	LIC				3, 6	1	2015-17				
Burkina Faso	2	1	2002	1	LIC	LIC				2, 3, 4	1	2012-21				
Burundi	3	1	2012	1	LIC	LIC	FCAC			3	1	2012-20				
Cambodia	1	1	2006	1	LIC	LIC					1	2014-18				
Cameroon	2	1	2006	1	LIC	LMIC				3	1	2013-20				
CAR	2	1	2008	1	LIC	LIC	FCAC					2014-17 (Interim)	$14,350	07/29/14	UNICEF	Closed
Chad	2	1	2012	1	LIC	LIC	FCAC					2012-15 (interim)	$106,000	06/17/14	UNESCO	Closed
Comoros	3	1	2013	1	LIC	LIC	FCAC	S	SI			2013-15 (Interim)				
Cote d'Ivoire	2	1	2010	1	MIC	LMIC	FCAC			6, 8, 15	1	2012-14 (Interim)				
Djibouti	2	1	2006	1	MIC	LMIC		S			1	2011-16				
DRC	2	1	2012	1	LIC	LIC	FCAC			3, 6	1	2012-14 (Interim)	$237,875	06/05/15	World Bank	Active
Eritrea	3	1	2013	1	LIC	LIC	FCAC					2013-17				
Ethiopia	2	1	2004	1	LIC	LIC	FCAC			15	1	2010-15				
Gambia	1	1	2003	1	LIC	LIC		S			1	2014-17				
Ghana	1	1	2004	1	MIC	LMIC					1	2010-2020				
Guinea	2	1	2002	1	LIC	LIC				8		2015-2017				
Guinea-Bissau	2	1	2010	1	LIC	LIC	FCAC	S	SI		1	2011-2013 (Interim)	$250,000	07/29/13	World Bank	Closed
Guyana	3	1	2002	1	MIC	LMIC		S	SI			2014-2018				
Haiti	2	1	2008	1	LIC	LIC	FCAC		SI	6	1	2013-2016				
Kenya	3	1	2005	1	MIC	LIC					1	2013-2018	$250,000	07/29/13	World Bank	Closed
Kyrgyz	3	1	2006	1	LIC	LMIC						2010-2020				
Laos	1	1	2009	1	MIC	LMIC				8, 10	1	2009-2015	$239,520	12/19/14	UNICEF	Active
Lesotho	3	1	2005	1	MIC	LMIC		S				2005-2015	$230,000	07/29/14	UNICEF	Closed
Liberia	1	1	2007	1	LIC	LIC	FCAC			6	1	2014-2016	$250,000	11/15/13	World Bank	Active
Madagascar	3	1	2005	1	LIC	LIC	FCAC			10		2013-2015 (Interim)				
Malawi	2	1	2009	1	LIC	LIC						2008-2017	$250,000	10/07/13	World Bank	Active
Mali	2	1	2006	1	LIC	LIC	FCAC			3, 6		2014-2016				
Mauritania	2	1	2002	1	MIC	LMIC					1	2011-2020				
Moldova	3	1	2005	1	MIC	LMIC					1	2011-2015				
Mongolia		1	2006	1	MIC	LMIC					1					
Mozambique	3	1	2003	1	LIC	LIC					1	2012-2016				
Nepal	1	1	2009	1	LIC	LIC	FCAC			6, 8	1	2014-2016	$387,608	03/26/15	UNICEF	Active
Nicaragua	1	1	2002	1	MIC	LMIC				9	1	2011-2015	$500,000	01/26/15	World Bank	Active
Niger	2	1	2002	1	LIC	LIC	FCAC			2, 3	1	2014-2024				
Nigeria	1	1	2012	1	MIC	LMIC	FCAC				1	2015-2017				
Pakistan Balochistan	3	1	2012	1	MIC	LMIC	FCAC				1	2013-2018				
Pakistan Sindh	3		2012	1		LMIC	FCAC					2013-2017				
Papua New Guinea	2	1	2010	1	MIC	LMIC			SI		1	2010-2019				
Rwanda	2	1	2006	1	LIC	LIC				5	1	2013-2018				
Sao Tome	2	1	2007	1	MIC	LMIC		S	SI			2012-2022				
Senegal	1	1	2006	1	MIC	LMIC				2, 3, 6	1	2013-2025				
Sierra Leone	1	1	2007	1	LIC	LIC	FCAC			6	1	2014-2018				
Somalia (Central South)	1	1	2012	1	LIC	LIC	FCAC				1	2013-2016 (Interim)	$120,263	07/29/13	UNICEF	Closed
Somalia (Puntland)	1		2012	1		LIC	FCAC					2012-2016				

Country Categories										Global & Regional	Cross Cutting	Sector Plan Support				
													ESPDGs			
Country	cluster (Ref)	Country Count	GPE member (Since)	Activities count	Income Category	Income Category (as of 06/2015)	Fragile/ Conflict Affected[1]	Small State[2]	Small Island[3]	GRA (program ref #)	Civil Society Ed' Fund CSEF (yes=1)	ESP period	Amount ($USD)	Date Approved	Managing Entity (ME)	Status as at 30 June 2015
Somalia (Somaliland)	1		2012	1		LIC	FCAC					2012-2016				
South Sudan	3	1	2012	1	MIC	LMIC	FCAC				1	2012-2017				
Sudan	3	1	2012	1	MIC	LMIC	FCAC				1	2012-2014 (Interim)				
Tajikistan	3	1	2005	1	LIC	LIC						2009-2015	$250,000	10/07/13	UNICEF	Closed
Tanzania (Mainland)	1	1	2013	1	LIC	LIC					1	2008-2017				
Tanzania (Zanzibar)	1		2013	1								2008-2016				
Timor-Leste	1	1	2005	1	MIC	LMIC	FCAC	S	SI		1	2011-2030				
Togo	2	1	2010	1	LIC	LIC	FCAC			10, 15	1	2014-2025				
Uganda	3	1	2011	1	LIC	LIC	FCAC			6, 8		2007-2015				
Uzbekistan	3	1	2013	1	MIC	LMIC						2013-2017				
Vietnam	1	1	2003	1	MIC	LMIC				8,	1	2003-2015	$233,650	01/26/15	UNESCO	Active
Yemen	2	1	2003	1	MIC	LMIC	FCAC				1	2013-2015 (Interim)				
Zambia	2	1	2008	1	MIC	LMIC				10, 15	1	2011-2015				
Zimbabwe	1	1	2013	1	LIC	LIC	FCAC			8	1	2011-2015 (Interim)				
TOTAL													**$3,319,266**			
Member Country, eligible for ESPDG grant only																
Honduras	1	1	2002	1	MIC	LMIC				9	1	2014-18				
Member Country, Non-recipient																
Albania	3	1	2006	1	MIC	UMIC					1	2004-15				
Bhutan*	2	1	2009	1	LIC	LMIC		S				2014-24				
Georgia	3	1	2007	1	MIC	LMIC					1	(2007-11)				
Eligible to become GPE member country and full recipient																
Cape Verde	2		eligible R	1	MIC	LMIC		S	SI		1		$234,775	08/26/14	UNICEF	Closed
Congo Republic	1		eligible R	1	MIC	LMIC							$250,000	05/02/14	UNICEF	Closed
Kiribati	3		eligible R	1	MIC	LMIC	FCAC	S	SI				$200,000	03/16/15	UNICEF	Active
Maldives	2		eligible R	1	MIC	UMIC		S	SI		1					
Marshall Islands	3		eligible R	1	MIC	UMIC	FCAC	S	SI							
Micronesia			eligible R	1	LIC	LMIC	FCAC	S	SI							
Myanmar			eligible R	1	MIC	LMIC	FCAC									
OECS**			eligible R	1	MIC			S	SI				$298,500	11/14/14	World Bank	Active
Samoa	3		eligible R	1	MIC	LMIC		S	SI							
Solomon Islands	3		eligible R	1	MIC	LMIC	FCAC	S	SI		1					
Tonga	3		eligible R	1	MIC	UMIC		S	SI	5						
Tuvalu			eligible R	1	MIC	UMIC	FCAC	S	SI							
Vanuatu	3		eligible R	1	MIC	LMIC		S	SI							
TOTAL													**$983,275**			
Eligible to become GPE members, eligible for ESPDG grant only																
Armenia	3		eligible E	1	MIC	LMIC										
Bolivia			eligible E	1	MIC	LMIC					1					
Phillipines			eligible E	1	MIC	LMIC										
Swaziland	3		eligible E	1	MIC	LMIC		S								
West Bank& Gaza			eligible E	1	MIC	LMIC	FCAC									
Eligible to become GPE member but Not eligible to become Recipient																
India			eligible N	1	MIC	LMIC	FCAC				1					
Korea DPR			eligible N	1	LIC	LIC										
Sri Lanka			eligible N	1	MIC	LMIC	FCAC				1					
Not currently eligible to become GPE member, but eligible to receive CSEF support																
Dominican Rep.	3		CSEF only		MIC	LMIC			SI		1					
Indonesia			CSEF only	1	MIC	LMIC	FCAC				1					

Country	Implementation Support																		
	PDGs				ESPIGs														
	Amount ($USD)	Approval Date (SMT)	Managing Entity (ME)	Status as at 30 June 2015	ESPIGs (no.of)* Pend	Grant Amount ($USD millions)	Grant Amount ($USD)	Grant Approval Date	Grant Agreement Date / Starting Date	Agency	SE/ME	Delay Appr' & Signing (months)	Closing Date	Data reference date	Age (yrs)	<1 yr	Status as at 30 Jun 2015	Disbursement Status	Implementation Status
GPE member countries, ESPIG recipients																			
Afghanistan					1	55.7m	55,700,000	12/15/2011	8/3/12	UNICEF	SE	7.6	12/30/2016	6/30/2015	2.9	2 - 3yrs	Active	Slightly Behind	Slightly Behind
Bangladesh	$100,000	02/09/15	World Bank	Closed	*	100m	100,000,000	5/23/2015		World Bank	SE						Pending		
Benin					1	42.3m	42,300,000	5/21/2013	3/21/14	World Bank	SE	10.0	6/30/2016	6/30/2015	1.3	1-2yrs	Active	Delayed	Slightly Behind
Burkina Faso					1	78.2m	78,200,000	5/21/2013	11/14/13	AFD	SE	5.8	6/30/2017	6/30/2015	1.6	1-2yrs	Active	On track	On track
Burundi					1	52.9m	52,900,000	11/20/2012	6/18/13	Belgium	SE	6.9	6/17/2016	6/30/2015	2.0	2 - 3yrs	Active	On track	Slightly Behind
Cambodia					1	38.5m	38,500,000	11/19/2013	5/16/14	World Bank	SE	5.9	7/31/2017	6/30/2015	1.1	1-2yrs	Active	On track	Slightly Behind
Cameroon					1	53.3m	53,300,000	11/19/2013	3/11/14	World Bank	SE	3.7	9/30/2018	6/30/2015	1.3	1-2yrs	Active	Slightly Behind	Slightly Behind
CAR					3	15.5m	15,510,000	12/16/2014	12/17/14	UNICEF	ME	0.1	12/31/2017	6/30/2015	0.5	<1	Active	On track	On track
CAR						3.69m	3,690,000	11/19/2013	12/3/13	UNICEF	ME	0.5	6/30/2015		1.6		Closed	ModSat	ModSat
CAR						37.8m	37,800,000	12/13/2008	4/6/09	World Bank	SE	3.7	3/31/2015		6.0		Closed	Mod UnSat	ModUnsat
Chad	$143,213	06/17/14	UNICEF	Closed	2	7.06m	7,060,000	11/20/2012	4/30/13	UNESCO	ME	5.3	4/29/2016	6/30/2015	2.2	2 - 3yrs	Active	On track	On track
Chad						40.14m	40,140,000	11/20/2012	4/15/13	UNICEF	ME	4.8	4/14/2016	6/30/2015	2.2	2 - 3yrs	Active	On track	On track
Comoros					1	4.6m	4,600,000	5/21/2013	6/4/13	UNICEF	ME	0.5	6/3/2016	6/30/2015	2.1	2 - 3yrs	Active	On track	On track
Cote d'Ivoire					1	41.4m	41,400,000	12/15/2011	7/16/12	World Bank	SE	7.0	9/30/2015	6/30/2015	3.0	3+ yrs	Active	Delayed	Delayed
Djibouti					1	3.8m	3,800,000	11/19/2013	4/13/14	World Bank	SE	4.8	6/30/2017	6/30/2015	1.2	1-2yrs	Active	Delayed	Delayed
DRC					1	100m	100,000,000	11/20/2012	5/15/13	World Bank	SE	5.8	8/31/2016	6/30/2015	2.1	2 - 3yrs	Active	On track	On track
Eritrea					1	25.3m	25,300,000	11/19/2013	3/28/14	UNICEF	SE	4.2	12/31/2016	6/30/2015	1.3	1-2yrs	Active	Delayed	Delayed
Ethiopia					1	100m	100,000,000	11/19/2013	5/9/14	World Bank	SE	5.6	2/17/2017	6/30/2015	1.1	1-2yrs	Active	On track	Delayed
Gambia					1	6.9m	6,900,000	11/19/2013	4/9/14	World Bank	SE	4.6	2/28/2018	6/30/2015	1.2	1-2yrs	Active	On track	On track
Ghana					1	75.5m	75,500,000	7/31/2012	11/22/12	World Bank	SE	3.7	8/31/2016	6/30/2015	2.6	2 - 3yrs	Active	On track	On track
Guinea	$150,000	06/17/14	World Bank	Closed	2	40m	40,000,000	5/6/2008	8/13/08	World Bank	SE	3.3	12/31/2014		6.4		Closed	ModSat	ModSat
Guinea						24m	24,000,000	5/6/2010	8/28/10	UNICEF	ME	3.7	12/31/2014		4.3		Closed	Satisf	Satisf
Guinea					*	37.8m	37,800,000	12/16/2014		World Bank	SE						Pending		
Guinea-Bissau					1	12m	12,000,000	12/15/2011	5/8/13	UNICEF	ME	16.8	3/31/2017	6/30/2015	2.1	2 - 3yrs	Active	Delayed	Delayed
Guyana					1	1.7m	1,700,000	12/16/2014	5/28/15	World Bank	SE	5.4	9/30/2018	6/30/2015	0.1	<1	Active	On track	Slightly Behind
Haiti					2	22m	22,000,000	3/12/2010	6/10/10	World Bank	SE	3.0	10/31/2015	6/30/2015	5.1	3+ yrs	Active	On track	Slightly Behind
Haiti						24.1m	24,100,000	6/28/2014	11/7/14	World Bank	SE	4.3	6/30/2017	6/30/2015	0.6	<1	Active	On track	Slightly Behind
Kenya	$243,488	01/28/14	World Bank	Closed	1	88.4m	88,400,000	12/16/2014	6/4/15	World Bank	SE	5.6	3/31/2019	6/30/2015	0.1	<1	Active	On track	On track
Kenya	$50,000	07/29/14	World Bank	Closed															
Kyrgyz					1	12.7m	12,700,000	11/19/2013	5/10/14	World Bank	SE	5.7	6/30/2017	6/30/2015	1.1	1-2yrs	Active	Slightly Behind	Slightly Behind
Laos	$200,000	07/29/13	World Bank	Closed	2	16.8m	16,800,000	12/16/2014	6/4/15	World Bank	SE	5.6	7/31/2019	6/30/2015	0.1	<1	Active	On track	On track
Laos						28.3m	28,268,034	5/6/2010	8/12/10	World Bank	SE	3.2	8/31/2014		4.1		Closed	ModSat	ModSat
Lesotho					1	20m	20,000,000	11/5/2009	8/25/10	World Bank	SE	9.6	4/30/2015		4.7		Closed	ModSat	ModSat
Liberia					1	40m	40,000,000	5/6/2010	9/29/10	World Bank	SE	4.8	6/29/2016	6/30/2015	4.8	3+ yrs	Active	On track	Slightly Behind
Madagascar					1	85.4m	85,400,000	5/21/2013	10/24/13	World Bank	SE	5.1	6/1/2017	6/30/2015	1.7	1-2yrs	Active	Slightly Behind	Slightly Behind
Malawi	$319,114	04/27/15	World Bank	Active	1	90m	90,000,000	5/6/2010	11/22/10	World Bank	ME	6.6	6/30/2015		4.6		Closed	ModSat	ModSat
Mali					1	41.7m	41,700,000	2/7/2013	5/27/13	World Bank	SE	3.6	12/30/2016	6/30/2015	2.1	2 - 3yrs	Active	On track	On track
Mauritania					1	12.4m	12,400,000	5/21/2013	2/18/14	World Bank	SE	9.0	5/1/2017	6/30/2015	1.4	1-2yrs	Active	Slightly Behind	On track
Moldova					1	4.4m	4,353,014	12/15/2011	3/27/12	World Bank	SE	3.4	10/29/2014		2.6		Closed	Satisf	Satisf
Mongolia					1	10m	10,000,000	12/15/2011	3/6/12	World Bank	SE	2.7	6/30/2015		3.3		Closed	ModSat	ModSat
Mozambique	$200,000	10/08/14	World Bank	Closed	1	90m	90,000,000	11/10/2010	7/18/11	World Bank	SE	8.2	3/31/2015		3.7		Closed	ModSat	ModSat
Mozambique					*	57.9m	57,900,000	5/23/2015		World Bank	SE						Pending		
Nepal	$179,700	11/14/14	World Bank	Closed	1	120m	120,000,000	11/5/2009	12/7/10	World Bank	SE	13.1	6/30/2015		4.6		Closed	Satisf	ModSat
Nepal					*	59.3m	59,300,000	5/23/2015		World Bank	SE						Pending		
Nicaragua					1	16.7m	16,700,000	7/31/2012	4/20/13	World Bank	SE	8.6	4/30/2016	6/30/2015	2.2	2 - 3yrs	Active	Slightly Behind	Slightly Behind
Niger					1	84.2m	84,200,000	11/19/2013	7/19/14	World Bank	SE	8.0	9/30/2018	6/30/2015	0.9	<1	Active	Slightly Behind	On track
Nigeria	$81,500	01/07/14	World Bank	Closed	1	100m	100,000,000	12/16/2014	5/22/15	World Bank	SE	5.2	6/29/2019	6/30/2015	0.1	<1	Active	On track	On track

Country	Implementation Support																		
	PDGs				ESPIGs														
	Amount ($USD)	Approval Date (SMT)	Managing Entity (ME)	Status as at 30 June 2015	ESPIGs (no.of)* Pend	Grant Amount ($USD millions)	Grant Amount ($USD)	Grant Approval Date	Grant Agreement Date / Starting Date	Agency	SE/ME	Delay Appr' & Signing (months)	Closing Date	Data reference date	Age (yrs)	<1 yr	Status as at 30 Jun 2015	Disbursement Status	Implementation Status
Pakistan Balochistan					1	34m	34,000,000	6/28/2014	3/25/15	World Bank	SE	8.9	12/30/2018	6/30/2015	0.3	<1	Active	On track	On track
Pakistan Sindh	190000	10/07/13	World Bank	Closed	1	66m	66,000,000	6/28/2014	3/25/15	World Bank	SE	8.9	9/29/2017	6/30/2015	0.3	<1	Active	On track	Slightly Behind
Papua New Guinea					1	19.2m	19,200,000	11/10/2010	3/3/11	World Bank	SE	3.7	12/31/2015	6/30/2015	4.3	3+ yrs	Active	On track	Delayed
Rwanda					1	70m	70,000,000	11/10/2010	9/12/11	DFID	SE	10.1	9/30/2014		3.1		Closed	Satisf	Satisf
Rwanda					*	25.2m	25,200,000	5/23/2015		DFID	SE						Pending		
Sao Tome					1	1.1m	1,100,000	11/19/2013	1/15/14	World Bank	SE	1.9	6/30/2017	6/30/2015	1.5	1-2yrs	Active	Slightly Behind	On track
Senegal					2	46.9m	46,900,000	5/21/2013	11/22/13	World Bank	SE	6.1	5/31/2017	6/30/2015	1.6	1-2yrs	Active	On track	On track
Senegal						81.5m	81,500,000	12/10/2007	7/29/09	World Bank	SE	19.6	9/30/2014		5.2		Closed	ModSat	ModSat
Sierra Leone					1	17.9m	17,900,000	11/19/2013	8/1/14	World Bank	SE	8.4	2/28/2017	6/30/2015	0.9	<1	Active	Delayed	Slightly Behind
Somalia (Central South)					1	8.2m	8,200,000	11/19/2013	10/9/13	UNICEF	ME	-1.3	12/3/2016	6/30/2015	1.7	1-2yrs	Active	On track	Slightly Behind
Somalia (Puntland)					1	2.1m	2,100,000	5/21/2013	6/4/13	UNICEF	ME	0.5	6/3/2016	6/30/2015	2.1	2 - 3yrs	Active	Slightly Behind	On track
Somalia (Somaliland)					1	4.2m	4,200,000	5/21/2013	6/4/13	UNICEF	ME	0.5	6/3/2016	6/30/2015	2.1	2 - 3yrs	Active	On track	Slightly Behind
South Sudan					1	36.1m	36,100,000	11/20/2012	4/15/13	UNICEF	ME	4.8	4/14/2016	6/30/2015	2.2	2 - 3yrs	Active	Delayed	Delayed
Sudan					1	76.5m	76,500,000	11/20/2012	4/11/13	World Bank	SE	4.7	2/28/2017	6/30/2015	2.2	2 - 3yrs	Active	Delayed	Slightly Behind
Tajikistan					1	16.2m	16,200,000	5/21/2013	10/1/13	World Bank	SE	4.4	9/30/2016	6/30/2015	1.7	1-2yrs	Active	Delayed	Slightly Behind
Tanzania (Mainland)					1	94.8m	94,800,000	11/19/2013	5/15/14	Sida	SE	5.8	6/30/2017	6/30/2015	1.1	1-2yrs	Active	On track	On track
Tanzania (Zanzibar)					1	5.2m	5,200,000	5/21/2013	8/1/13	Sida	SE	2.4	8/1/2016	6/30/2015	1.9	1-2yrs	Active	On track	On track
Timor-Leste					1	2.8m	2,800,000	12/15/2011	6/25/12	World Bank	SE	6.3	7/31/2015	6/30/2015	3.0	3+ yrs	Active	On track	Slightly Behind
Togo					2	27.8m	27,800,000	6/28/2014	3/5/15	World Bank	SE	8.2	12/29/2017	6/30/2015	0.3	<1	Active	Slightly Behind	On track
Togo						45m	45,000,000	5/6/2010	10/29/10	World Bank	SE	5.8	10/31/2014		4.0		Closed	Satisf	ModSat
Uganda					1	100m	100,000,000	11/19/2013	8/19/14	World Bank	SE	9.0	6/30/2018	6/30/2015	0.9	<1	Active	Slightly Behind	Slightly Behind
Uzbekistan	$40,000	05/02/14	World Bank	Closed	1	49.9m	49,900,000	6/28/2014	10/29/14	World Bank	SE	4.0	1/31/2018	6/30/2015	0.7	<1	Active	Slightly Behind	On track
Vietnam					1	84.6m	84,600,000	7/31/2012	1/9/13	World Bank	SE	5.3	5/31/2016	6/30/2015	2.5	2 - 3yrs	Active	On track	On track
Yemen					2	72.6m	72,600,000	5/21/2013	11/1/14	UNICEF	ME	17.4	12/31/2016	6/30/2015	0.7	<1	Active	Delayed	Delayed
Yemen						10m	10,000,000	5/21/2013	6/4/13	UNICEF	ME	0.5	10/30/2014		1.4		Closed	Satisf	Satisf
Zambia					1	35.2m	35,200,000	5/21/2013	11/15/13	DFID	SE	5.9	3/15/2018	6/30/2015	1.6	1-2yrs	Active	On track	On track
Zimbabwe					1	23.6m	23,600,000	5/21/2013	1/1/14	UNICEF	ME	7.4	12/31/2016	6/30/2015	1.5	1-2yrs	Active	Slightly Behind	On track
TOTAL	**$1,897,015**		**10**		**68**		**3,078,921,048**												

LEGENDS

Key: "'**ModSat**" = Moderately Satisfactory rating ; "**Satisf**'"= Satisfactory rating; "**Mod UnSat**" = Moderately unsatisfactory rating

* Bhutan is fully eligible but does not have a grant in FY15

** Organization of Eastern Caribbean States (OECS) = Dominica, St Vincent, St Lucia and Grenada

World Bank Countries By Income:
LIC: Low-Income Economies
LMIC: Lower-Middle-Income Economies
UMIC: Upper-Middle-Income Economies

[1] GPE List of Fragile/Conflict Affected (FCAC): based on the World Bank's Harmonized List of Fragile Situations FY15 and the UNESCO's 2013/14 GMR list of conflict-affected states

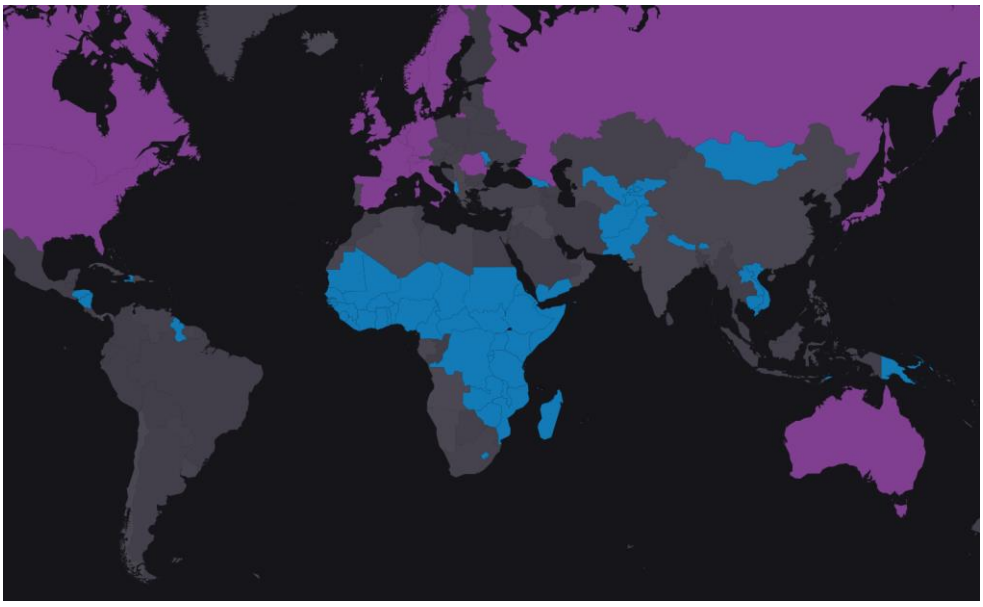
[2] List of Small States : World Bank - World Development Indicators (WDI) FY15

[3] Small Island : UNESCO list of Small Island Developing States 2014

Annex 2: GPE Country Pages

Double-click on the below hyperlinks to be connected to the GPE country pages (internet required)

A
Afghanistan
Albania
B
Bangladesh
Benin
Bhutan
Burkina Faso
Burundi
C
Cambodia
Cameroon
Central African Republic
Chad
Comoros
Congo (DRC)
Côte d'Ivoire
D
Djibouti
E
Eritrea
Ethiopia
G
The Gambia
Georgia
Ghana
Guinea
Guinea-Bissau
Guyana
H
Haiti
Honduras
K
Kenya
Kyrgyz Republic
L
Lao PDR
Lesotho
Liberia
M
Madagascar
Malawi
Mali
Mauritania
Moldova
Mongolia
Mozambique
N
Nepal
Nicaragua
Niger
Nigeria
P
Pakistan
Papua New Guinea
R
Rwanda
S
Sao Tome and Principe
Senegal
Sierra Leone
Somalia
South Sudan
Sudan
T
Tajikistan
Tanzania
Timor-Leste
Togo
U
Uganda
Uzbekistan
V
Vietnam
Y
Yemen
Z
Zambia
Zimbabwe



Annex 3: GPE Response to Board's 2014 PR Recommendations & CGPC Requests

The following is an overview of actions taken to address 2014 Board recommendations and CGPC request.

Issue 1 - Greater Attention to Marginalized Children

a. It has been noted that developing country partners and the international community continue to fail the most marginalized children, such as children with disabilities, refugee children, ethnic minorities and other children in particularly challenging circumstances. Going forward, including in development of the next strategic plan, the Global Partnership should determine how to ensure quality basic education for all children by mobilizing and allocating resources at the global and country level in a way that benefits the most marginalized. The new funding model's focus on equity, efficiency and learning outcomes is expected to strengthen the direct and leveraging impact of GPE funds in this regard.

b. There is a need for better mechanisms to measure progress towards GPE strategic goals and objectives, specifically with regard to the impact of the Global Partnership in terms of its (A) funding and (B) leveraging.

Response: Increased focus on marginalized children will be emphasized in the new Strategic Plan and progress measured through its Results Framework. Increased emphasis is also being provided on sector plans that address the challenges of marginalized children and on the implementation of these plans with GPE and other resources. Increased Secretariat and partner capacity to monitor and measure these results will also contribute. The revised funding model links funding to equity by requiring an equity indicator as part of the justification for the release of the variable tranche of the grant. This reinforces the focus on equity in countries preparing grant applications.

Issue 2 - Choice of Modality

***Request*:** Work to improve conditions for more aligned modalities over time.

Response: This is being closely monitored and is again reported on in this year's PR. Alignment should be used to strengthen national systems, with a risk management strategy within the program, in line with identified system weaknesses. GPE financed programs and those of other partners normally include support to strengthen national systems but more work remains. The proposed adjustments to the Operational Platform include a specific process to analyze PFM analysis and options for aligned modalities before the selection of a Supervising or Managing Entity (renamed Grant Agent in the Operational Platform proposal).

Issue 3 - Use of Country Systems

a. In order to make progress towards the Global Partnership's goal of *Building for the Future* through strengthened systems for delivery of education, greater attention is required to the use of country systems in program design and in application reviews.

b. Greater use of country systems for delivery of GPE-support depends on strengthening national systems. Developing Country Partners need to focus, for example, on strengthening financial management systems to make more aligned support feasible. Experience sharing between countries as well as strategic collaboration with partners with particular capacity for strengthening national systems —such as the World Bank and the European Commission—should be pursued.

c. More broadly, the Global Partnership should strengthen its focus on capacity building for stakeholders in general, including capacity for change management towards more results-based planning and monitoring.

Response: This is being closely monitored and is again reported on in section 3.1.5 Analysis of Implementation Modalities. Improved conditions for more use of country systems means primarily strengthening these systems so they can be utilized to prepare and manage sector programs, including in education. GPE financed programs and those of other partners normally include support to strengthen national systems but more work remains. The proposal for adjusting the Operational Platform also includes analysis of use of country systems before an SE or ME is selected.

Issue 4 – Tighter Linkages between GRA Work and Country Work

As the Global and Regional Activities program is being rolled out at country level, there is a need to ensure appropriate links and synergies with Program Implementation Grants to show how GRA grants align to and strengthen activities and or capacities in countries, how country-level grants can inform knowledge development at the regional and global level as well as to put in place mechanisms to ensure the results of these projects benefit the broader Partnership and feeds into thematic reflections at global level.

Response: This issue is discussed specifically in Section 5.1 on GRA work.

Issue 5 - Other

***Request* (a).** The 2014 Portfolio Review Report includes information on domestic education financing in the country pages annexed to the report. Going forward, the Secretariat should compile a more visible presentation of progress in terms of the of domestic finance pledges made at the 2014 Replenishment Conference.

Response: Work is being done within the Secretariat to develop a methodology with which domestic financing will be assessed and monitored. A key problem currently is the availability of complete and reliable expenditure data in a timely manner. In line with GPE's model, the tracking of domestic finance (including intra-sectoral resource allocations and subsequent expenditure) should be a regular part of country-level dialogue. GPE Secretariat will work on reinforcing this dialogue, monitoring the production of annual sector progress reports that include analysis of public financial management and expenditure.

***Request* (b).** The 2014 Portfolio Review Report also provides an update on FAC/CGPC recommendations on a country-by-country basis in the country pages. The CGPC requests that these comments are presented in a single matrix in future Portfolio Review Reports.

Response: As requested, this is presented as a single table in Annex 7 of this document.

***Request* (c).** Reiterate the need for standardized reporting on basic indicators highlighted in the 2013 Portfolio Review.

Response: A concerted effort has been made in the 2015 Portfolio Review to present a limited set of standard indicators by compiling reportable results for key activities from GPE grant portfolio projects (Section 3.4). In addition, the proposal on adjustments to the Operational Platform reiterates the need for a standardized reporting template. A draft template for reporting on outputs is already available, while a template for reporting on key outcome indicators will be developed based on the GPE Strategic Plan 2016-2020 Results Framework.

Annex 4: ESPIG Grants Approved in FY15

No	Country	Calendar Year	Grant Agreement Amount (US$ m)	SE/ME	Board Decision Date	Grant Agreement Signing Date	Status
2nd Round 2014							
1	CAR	2014	15.5	UNICEF (ME)	16-Dec-14	n/a	A grant agreement is not required. (Active)
2	Guinea	2014	37.8	WB	16-Dec-14		Requested extension to Sep 16, 2015
3	Guyana	2014	1.7	WB	16-Dec-14	28-May-15	Signed (Active)
4	Kenya	2014	88.4	WB	16-Dec-14	4-Jun-15	Signed (Active)
5	Lao PDR	2014	16.8	WB	16-Dec-14	4-Jun-15	Signed (Active)
6	Nigeria	2014	100.0	WB	16-Dec-14	22-May-15	Signed (Active)
1st Round 2015							
7	Bangladesh	2015	100.0	WB	23-May-15		Pending
8	Nepal	2015	59.3	WB	23-May-15		Pending
9	Mozambique	2015	57.9	WB	23-May-15		Pending
10	Rwanda	2015	25.2	DFID	23-May-15		Pending

Annex 5: Grants Delayed in Disbursement and/or Implementation

Grants that came out of the Red compared to 2014 status

AFGHANISTAN

Grant	Amount : US$55.7 m SE : UNICEF	% period elapsed: 66 % disbursed: 50 Closing Date: Dec 30, 2016 (12 month extension)	**Status** **From: Green in disbursement and Red in implementation** **To: Orange in disbursement and Orange in implementation**
Comments	Implementation during the last 12 months has been affected by the uncertain electoral and post-electoral period in Afghanistan, with the delayed establishment of a national unity government and subsequent nomination of cabinet members, including the Minister of Education. The security situation has worsened, particularly with the first Taliban insurgency campaign following the end of the NATO-led ISAF (International Security Assistance Force) mission in December 2014. Procurement procedures are lengthy, with a resultant delay in the large infrastructure component of the program. Some sites have had to be changed because of insecurity. Despite the challenges, however, progress has been made. More than half the program's infrastructure targets are reported as completed, with another third in the procurement phase. As of June 2015, total program budget commitment stood at 60 percent (of which 35 percent spent). Issues in supervision and program controls have been highlighted and are being addressed by the Supervising Entity and Government. A no-cost 12-month extension was approved Aug 25, 2015.		

LIBERIA

Grant	Amount : US$40.0m SE : World Bank	% period elapsed: 83 % disbursed: 89 Closing Date: June 29, 2016	**Status** **From: Red in disbursement and Red in implementation** **To: Green in disbursement and Orange in implementation**
Comments	The suspension of the 2014/2015 academic year due to the Ebola outbreak had a negative impact on the planned distribution of learning materials and rollout of the school grants program. Immediately after the reopening of schools in February 2015, the GPE Secretariat joined the implementation support mission during which new targets where set to be reached by June 2015. These targets include: i) 180 classrooms constructed; and ii) 60 percent of grade 5-9 textbooks delivered to county education offices (30 percent delivered to schools). Against these benchmarks, the project has achieved the following: i) 183 classrooms constructed; and ii) 100 percent of grade 5-9 textbooks delivered to county education offices, with distribution beginning the week of June 22. Moreover, the project succeeded the rollout of the school grants program in March 2015, with 2579 schools receiving their school grant following the reopening of schools. This provided schools with the opportunity to address investments that were necessary because of the extended closure. Finally, nearly all supplementary readers from Grades 1-4 and supplemental instructional materials for grades 1-9 have arrived and are ready to be distributed. This has resulted in a disbursement of nearly US$14 million in the year under review, despite the Ebola crisis. At the end of June, the project had disbursed US$35,530,442, or nearly 90 percent of its resources. Taking into consideration the Ebola crisis and the remarkable progress, the project was extended for one additional year until June 2016. Provided that the distribution of the learning materials happens in the following quarter, successful completion will depend on the construction of the remaining schools, including those in the South East, where close follow-up will be necessary.		

MALI

Grant	Amount : US$41.7 m SE : World Bank	% period elapsed: 58 % disbursed: 60 Closing Date: Dec 30, 2016	**Status** **From: Orange in disbursement and Orange in implementation** **To: Green in disbursement and Green in implementation**
Comments	Mali benefited from a series of remedial actions to improve the disbursement and implementation status of the grant. Weekly "troubleshooting meetings" conducted between the WB team and the Ministry under the leadership of the Secretary General significantly improved the bottleneck situation. Additionally, the return to normal life after the military coup and military interventions greatly helped the swift progress of the grant program.		

NICARAGUA

Grant	Amount : US$16.7m SE : World Bank	% period elapsed: 72 % disbursed: 56 Closing Date: Apr 30, 2016	**Status** **From: Red in disbursement and Orange in implementation** **To: Orange in disbursement and Orange in implementation**
Comments	A major component of the program is to build infrastructure for 200 preschools. The infrastructure unit at the Ministry of Education has recently been restructured under the President's Initiative for ECD, and many infrastructure needs have been met. A proposal to restructure the program by allocating funds from infrastructure to teaching and learning materials is being prepared.		

TIMOR-LESTE

Grant	Amount : US$2.8 m SE : World Bank	% period elapsed: 97 % disbursed: 83 Closing Date: Jul 31, 2015	**Status** **From: Red in disbursement and Orange in implementation** **To: Green in disbursement and Orange in implementation**
Comments	Just over 97 percent of the grant has been disbursed and the project was due to close at the end of July 2015. There were delays caused by a reshuffle within the Government and changes of political leadership within the Ministry of Education. These changes affected timely decision making and clearance in procurement processes for the selection of consultants as well as the achievement of the project's objective to strengthen the capacity and systems of the MoE for implementation of the National Education Sector Plan. Institutionalization of the various products and procedures developed with the assistance of consultants remains a challenge. The next progress report is due in January 2016, and the Secretariat has emphasized the importance of focusing on extracting lessons for both Government and World Bank.		

Grants that turned Red in 2015

DJIBOUTI

Grant	Amount : US$ 3.8m SE : World Bank	% period elapsed: 38 % disbursed: 11 Closing Date: Jun 30, 2017	**Status** **From: Green in disbursement and Green in implementation** **To: Red in disbursement and Red in implementation**
Delay Factors	Delays relate mainly to preparation of procurement documents for school construction activities. A May 2015 WB mission report indicated the Access component is delayed due to low capacity of the engineer		

	recruited by the Ministry's project implementation team which has affected related procurement. The low level of Ministry support for the training and capacity building elements of the project has led to additional delays.
Current Status	The AQE Access to Quality Education project is severely delayed.
Remedial Actions	An architect participated in a May 2015 World Bank mission to provide technical support to the Ministry to improve implementation of the project's Access component. In addition, recruitment of a second, more senior procurement specialist by the Ministry in early July 2015 is expected to enable faster completion of key procurement activities. The World Bank mission of May 2015 enabled direct support to the Ministry's implementing team, and this support is continuing with the aim of increasing the rate of project execution. The World Bank has raised and continues to raise the issue of delayed implementation at the highest levels of Government.

ETHIOPIA

Grant	Amount : US$100 m SE : World Bank	% period elapsed: 41 % disbursed: 40 Closing Date: Feb 17, 2017	**Status** **From: Green in disbursement and Green in implementation** **To: Green in disbursement and Red in implementation**
Delay Factors	Systems (Procurement). Delays are mostly found in the procurement of textbooks and reprints, launching of bids for educational cloud infrastructure, and transfer of school grants.		
Current Status	As stated in a WB Aide memoire from June 2015, there have been delays in implementation of procurement activities. The mission strongly recommended the Ministry to ensure that the procurement activities of textbooks, goods and consulting and non-consulting services are carried out in accordance with the timeline provided in the approved procurement plan. The Mission advised the MoE to identify such bottlenecks and take appropriate mitigation measures to expedite the procurement process.		
Remedial Actions	The June 2015 mission strongly recommended that MoE follow up on action plans which were recommended during the previous missions, including recruiting additional procurement and contract administration personnel, hiring a procurement agent to handle procurement processes, reporting on progress of procurement on a quarterly basis, revise their procurement manual per WB comments, and develop business standards for procurement activities. It has also been recommended by the WB Practice Manager to consider reducing the scope and restructuring the project, which may have too many simultaneous activities that require high-level coordination. The Secretariat Country Lead was in the country in September 2015 to further review implementation delays and work with government and SE to address these. More recent reports and follow-up meetings between the Secretariat and WB show significant improvements in implementation since the end of FY15.		

GUINEA-BISSAU

Grant	Amount : US$12 m ME : UNICEF	% period elapsed: 72 % disbursed: 43 Closing Date: March 31, 2017	**Status** **From: Orange in disbursement and Orange in implementation** **To: Red in disbursement and Red in implementation**
Delay Factors	The first phase of implementation was conducted on time but the implementation of the second phase has slowed because of the new Minister of Education's hesitation to maintain UNICEF as the ME. The new Minister also made changes within the MoE project coordination team. In addition, the launching of the bidding for construction of the teacher training centers was delayed due to the complexity of the process, including identification of locations for the centers, transfer of land to the MoE, and design and validation of the architectural plan.		
Current Status	The construction of the three teacher training centers is expected to be completed in January 2017.		

Remedial Actions	A no-cost extension of the GPE grant, up to March 2017, was approved in August 2015. The process requesting for the extension delayed start-up of construction, however, particularly of 75 classrooms and three teacher training centers.

PAPUA NEW GUINEA

Grant	Amount : US$19.2 m SE : World Bank	% period elapsed: 90 % disbursed: 88 Closing Date: Dec 31, 2015 (six-month extension)	**Status** **From: Orange in disbursement and Orange in implementation** **To: Green in disbursement and Red in implementation**
Delay Factors	Problems distributing a large number of reading books to all primary schools in the country.		
Current Status	With the formal extension of the project closing date to December 2015, the project is now back on track to achieving the Program Development Objective. Project management and monitoring has improved in recent months, with implementation of activities on track to be completed by the new closing date.		
Remedial Actions	The Secretariat's Country Lead undertook a mission in August 2015 to discuss the implementation of the current GPE funded grant. During the mission, the Country Lead agreed to communicate findings and messages from government officials and DPs to the World Bank TTL (Supervising Entity). It was also agreed that further follow up will take place with the WB TLL to ensure delivery of all books and assistance to classrooms before completion of the project by December 31, 2015. The project unit is working closely with the ministry and contracted firms to complete distribution of the purchased reading materials to all primary level schools.		

SIERRA LEONE

Grant	Amount : US$17.9 m SE : World Bank	% period elapsed: 35 % disbursed: 10 Closing Date: Feb 28, 2017	**Status** **From: Green in disbursement and Orange in implementation** **To: Red in disbursement and Orange in implementation**
Delay Factors	Ebola Crisis		
Current Status	Although the REDiSL project, jointly funded by GPE-DIFD, is progressing, the Ebola crisis impeded progress significantly over the past year. An originally unallocated amount of US$1.5 million was used for Ebola-related activities together with US$1 million additional funding from IDA. The program has slowly moved towards constituting a project support team, with some recent progress.		
Remedial Actions	The GPE Secretariat joined the World Bank supervision mission in August 2015 and discussed progress with the Minister of Education as well as the Project team. During that mission, the project was officially launched and most components are now being implemented. However, a key element - the procurement arrangements which entail recruitment of a consultant/firm to undertake procurement activities- is still outstanding which risks leading to significant delays.		

TAJIKISTAN

Grant	Amount : US$16.2 m SE : World Bank	% period elapsed: 58 % disbursed: 9 Closing Date: Sep 30, 2016	**Status** **From: Orange in disbursement and Green in implementation** **To: Red in disbursement and Orange in implementation**
Delay Factors	With half the financing related to construction, rehabilitation and provision of supplies to schools, a slow start of disbursement is related to the procurement process.		
Current Status	The Tajikistan GPE grant is characterized as a problem grant because of the low disbursement (13 percent) to date. With tenders launched at the end of the period under review, it is expected that the disbursements will accelerate when construction starts during the third and fourth quarter of 2015. In addition, the curriculum revision was not finalized in a timely manner to start full implementation by September 2015.		

	Other components, including early childhood education activities, are roughly on schedule. The grant's project objectives remain highly relevant to helping the Ministry to achieve its ESP objectives, including striving for improved learning outcomes through transitioning to a competency based curriculum.
Remedial Actions	For the components concerning curriculum review, a new timeline has been set by the LEG, with some pilots in the 2015-2016 school year followed by a full rollout in September 2016. This will require an extension of the project, for which a request for no-objection is under preparation.

YEMEN

Grant	Amount : US$72.6m ME : UNICEF	% period elapsed: 30 % disbursed: 4 Closing Date: Dec 31, 2016	**Status** **From: Orange in disbursement and Green in implementation** **To: Red in disbursement and Red in implementation**
Delay Factors	The grant has been delayed due to high levels of violence and insecurity related to armed conflict and airstrikes in 18 of 22 governorates since January 2015.		
Current Status	In July 2015, the Secretariat provided a no-objection to a request from UNICEF (ME) for the revision of the ESPIG, which shifts funds from rehabilitating 420 schools to rebuilding 150 destroyed schools once the situation has stabilized, to providing psycho-social support to 37, 500 girls and boys, and to providing basic school supplies to 90, 844 affected children. The revision of the grant will not change the focus of the program and is classified as non-minor and non-material.		
Remedial Actions	The Secretariat's Country Lead is in close contact with the Coordinating Agency (GIZ), Managing Entity (UNICEF) and the Ministry of Education in Yemen to follow up the implementation of program activities. As per latest information from the field, schools have started opening in some regions which will help speed up the program implementation in the coming months. All construction activities will be carried out after the end of current conflict. A follow-up LEG meeting will take place in October 2015 to review the situation and the status of program implementation.		

Grants that have remained Red

BENIN

Grant	Amount : US$42.3m SE : World Bank	% period elapsed: 56 % disbursed: 23 Closing Date: Jun 30, 2016	**Status** **From: Green in disbursement and Red in implementation** **To: Red in disbursement and Orange in implementation**
Delay Factors	As of August 2015, disbursement stands at US$9.59 million representing 23 percent of the total grant. Processing the recent withdrawal application (US$ 7.2 million) will bring the disbursement rate to approximately 39.7 percent of the total grant amount. The Project is funded by two Trust Funds – the EFA FTI TF (TF016846) and the GPE TF (TF016842). Since the parent TF (TF070968) for TF (EFA FTI TF016846) closes on December 31, 2016, all activities funded under this TF should be completed by June 30, 2016 (i.e., 6 months prior to disbursement deadline of the parent TF). In light of this, as there are two TFs supporting this Project, the GPE Board had decided that funding under the GPE TF (TF016842) will only be committed by the GPE and transferred to the Bank after the funding under the TF (TF016846) is fully disbursed. Unfortunately, the Grant Agreement does not specify that the funds under TF016842 will not be committed and transferred until funds under the other trust fund (TF016846) are exhausted. The grant agreement does, however, specify that the amount of each withdrawal application of the program must be distributed between the TFs according to the percentages indicated in the agreement.		
Current Status	Fraudulent activities in the school feeding component of the grant occurred during November 2014 and in January 2015 were reported in the audit report released in August 2015. The disbursement for the Benin grant has been delayed due to this case of misuse of funds. Even though the amount in question has been		

	returned by the government, the partnership is waiting for the final conclusions of the audit report, expected in October 2015.
Remedial Actions	The Grant Agreement will be amended by the WB to specify that the trust fund grant (TF016846) must be fully disbursed before disbursement of the next trust fund grant (TF016842) can begin.

CÔTE D'IVOIRE

Grant	Amount : US$41.4m SE : World Bank	% period elapsed: 92 % disbursed: 51 Closing Date: Sep 30, 2015	**Status** **From: Red in disbursement and Red in implementation** **To: Red in disbursement and in Red implementation**
Delay Factors	Some of the delay factors are related to project coordination and the complexity of the community-led school construction strategy. A significant part of the delay is also related to the time it took to sign the grant agreement and for the project to begin implementation in 2012. Setting up project management systems also took additional time.		
Current Status	Civil works and construction remain a concern and are behind schedule. The project is planning to change its indicator for classroom rehabilitation since many of the planned classrooms to be rehabilitated were found to be in such a state of ruin that rehabilitation was impossible, and new construction will be necessary.		
Remedial Actions	The (WB) SE team submitted a request in August 2015 to the GPE Secretariat to extend the grant for one year - from September 30, 2015 to September 30, 2016 - to allow the Government to complete school construction activities planned under the project. The extension is considered necessary to achieve the program objectives. The WB has also recommended the government to hold regular meetings with the project's Technical Committee to improve project coordination. The Secretariat has received clarification from the SE on three points relating to the extension request, reviewed by Secretariat during September.		

ERITREA

Grant	Amount : US$25.3 m SE : UNICEF	% period elapsed: 45 % disbursed: 15 Closing Date: Dec 31, 2016	**Status** **From: Green in disbursement and Red in implementation** **To: Red in disbursement and Red in implementation**
Delay Factors	Ministry was unable to procure materials for school construction as planned, which has delayed implementation.		
Current Status	Because of the UN embargo, procurement is a protracted and difficult process in Eritrea. The government can procure only certain amounts of goods every month from the international market. School construction materials were deprioritized twice in recent months.		
Remedial Actions	UNICEF has taken the issue up with the education minister, who has committed to do everything he could to prioritize construction materials in the next round of government procurement.		

SOUTH SUDAN

Grant	Amount : US$36.1m ME : UNICEF	% period elapsed: 74 % disbursed: 31 Closing Date: Apr 14, 2016	**Status** **From: Orange in disbursement and Red in implementation** **To: Red in disbursement and Red in implementation**
Delay Factors	Implementation has been substantially delayed because of eruption of civil war in December 2013.		
Current Status	Most of the UNICEF staff returned to office in August 2014 after they were evacuated in December 2013. Key implementation agreements have been signed with the ministry since then, which include selection of school design and sites, agreeing ToR for head teacher training, and revision of curriculum and textbooks. UNICEF is in contact with the GPE Secretariat and USAID, the joint financier of the project, about several changes required in the project.		

Remedial Actions	The ME is assessing whether the changes will amount to program revision that should have no-objection from the Secretariat.

SUDAN

Grant	Amount : US$76.5 m SE : World Bank	% period elapsed: 57 % disbursed: 23 Closing Date: Feb 28, 2017	**Status** **From: Red in disbursement and Orange in implementation** **To: Red in disbursement and Orange in implementation**
Delay Factors	The project has faced several challenges since effectiveness in July 2013, including delays in appointing focal points within the Ministry of General Education (MoGE) to manage specific project components; problems in recruiting qualified staff for the Project Implementation Unit (PIU); and the many procurement, financial management and implementation challenges that are inherent to a largely rural and post-conflict country.		
Current Status	Each of the above-mentioned challenges has been addressed and tackled with strong support from the MoGE, PIU and the World Bank team over the last year. It is expected that the project will continue to ramp up its implementation and disbursement pace after the Mid Term Review.		
Remedial Actions	The Secretariat will assess with the SE if the project should be restructured; a mission is planned for October 2015.		

Annex 6: Approved ESPIG Program Revision

No.	Date of MT meeting	Country	Decision	Request Explanation Details
FY15 Revision				
1	Aug 26, 2014	CAR	CAR's request for no-cost extension of Accelerated Funding to June 30, 2015 received no-objection from the Secretariat	There have been many changes in the context of CAR since the program was submitted to GPE in August 2013. At the peak of the crisis at the end 2013, almost a quarter of the population of 4.7 million people had been displaced. In April 2015, the total number of Internally Displaced Persons was 632,000. Due to this changing context, implementation of the accelerated funding program was delayed and required a no cost extension to June 2015.
2	February 2, 2015	Mongolia	Mongolia's request to reallocate savings of approximately US$1.5m from depreciation of Tugrik received no-objection from the Secretariat.	In the request transmitted to the Secretariat in October 2014, the government proposed to use currency-related project savings to supply additional beds to kindergartens throughout the country, conduct preliminary policy research on teaching and learning practices in the early childhood education subsector and for additional project management expenses required due to the one-year extension of the closing date. The proposed expenditure on additional beds was not considered justified and the country was advised to propose activities to improve the learning-related quality of the kindergartens. In response, the country proposed to purchase books and toys for children in 500 kindergartens (US$1.25M) to support the new "Policy on Early Childhood Education".
3	December 11, 2014	Ghana	Ghana's request for 10-month no-cost extension from October 31, 2015 to August 31, 2016 received no-objection from the Secretariat	The extension is necessary to ensure that the impact evaluation consultancy can finalize their data collection and analysis. It also provides an opportunity to support the teacher trainee cohort enrolled up to the fourth and final year of the in service training and to provide support to the 18 newly created districts that were carved out of the 57 deprived districts that were originally supported. Ghana was advised to update targets in the program results framework and to pay specific attention to the sustainability of the support to the deprived districts and their schools.
4	March 16, 2015	Liberia	Liberia request for a 12-month no-cost extension from June 29, 2015 to June 29, 2016 received no-	This 12 month extension is non-minor, and involves no material change to the program. The extension allows the completion of school buildings, which was delayed. A two-year extension of the grant had been previously approved,

			objection from the Secretariat	which would have been sufficient and allowed the grant to close if it were not for the Ebola crisis.
5	May 11, 2015	Nigeria	Nigeria request for 12-month no cost extension from June29,2018 to June 29,2019 received no-objection from the Secretariat	This 12-month extension is a non-minor, non-material change to the program. Nigeria applied and was approved in December 2014 for a three-year program but the local education group has now determined that a four year implementation period is more appropriate, especially in the current political context. Extension to four years provides the opportunity to include an additional learning assessment at mid-point. This responds to a comment of the CGPC which encouraged "the LEG to regularly assess the program's outcome indicators to ensure that they are fit for purpose for measuring improvements in learning". The Secretariat noted that the cost implications of the one-year extension were not included in the updated program document. Nigeria does not have another allocation in the current replenishment period.
6	May 28, 2015	Zambia	The GPE Board of Directors approved Zambia's request for 16 month no-cost extension from November 2016 to March 2018	This 16-month extension is a material change to the program that required the Board's approval. Program implementation has been delayed due to the resolution of ineligible expenditures of the previous program (NIF II) by GRZ as well as the finalization of procurement for technical assistance by DFID in view of the new European Union procurement process (OJEU). Both of these issues are now resolved. As a result of the delays and the time taken to develop FMAP, DFID has adjusted the end date of its support for the SBS Program to March 2018 and requests to align the GPE funding with the SBS program timelines by extending the current grant period for 16 months. This alignment will provide GRZ sufficient time to achieve NIF III targets by maintaining the focus on improving education quality and learning outcomes.

Annex 7: Report Backs on FAC/CGPC's Recommendations and Concerns (as of end June 2015)

Country	Recommendation /Observation	Issue or Concern	Action taken to address the issue	Justification for delayed action(s)	Next Step (where applicable)	Status
Afghanistan	Concern regarding the efficiency of resource distribution across Afghanistan.	Education Financing: Efficiency of resource distribution	There are two important elements that will serve to better address the issue of efficiency of resource distribution across the education sector and better monitoring of budget execution: (i) the development of the new ESP; (ii) improvements in the organization of joint sector dialogue, particularly around planning and budgeting. Both elements have been the subject of debate over the last year, particularly since the formation of the new government.	The context in Afghanistan is complex, with a lot of uncertainty generated through the political process and insecurity. This slows down both sector dialogue and reform processes. The formation of a new cabinet (including new Minister of Education) was only completed nine months after the second round of the presidential election (and six months after the power-sharing agreement was signed).	Development partners (and GPE Secretariat) have provided substantial inputs on the draft of the new ESP. these include the need to strengthen both the financing framework for education reform (trade-offs in choice of resource allocation), planning, budgeting, monitoring and reporting. The next steps will be for government and Development partners to reach agreement on the necessary inputs for an improved ESP, ready for appraisal. The options of carrying out a public expenditure review and/or a targeted public expenditure tracking survey have been suggested. There is also a need to reform the organization of the joint sector dialogue (LEG equivalent) in order to better address resource allocation (planning and budgeting) and monitoring of budget execution.	On-going
	Concern regarding the safety of female teachers.	Gender: Safety of female teachers	Focus on the safety of female teachers hired and relocated under the GPE-grant supported program is ongoing. The same provisions as before are applied. The Ministry is trying to balance the need to increase implementation of this sub-component, while not taking inconsiderate risks. No incidents have so far been brought to the Secretariat's attention.			On-going
	Concern regarding the fiduciary risks related to school grants.	Education Financing: Managing fiduciary risks related to school grants	Since the approved material change in the program there are no longer transfers of school grants. The school improvement plans are carried out through procured contracts with construction companies.		The risks associated with the program, including procurement, need to be better addressed. In particular, requirements for an external audit have not yet been met. However, internal audit has	On-going

Country	Recommendation /Observation	Issue or Concern	Action taken to address the issue	Justification for delayed action(s)	Next Step (where applicable)	Status
	Strengthen the monitoring and evaluation strategy of the proposed program.	M&E: Weak monitoring and evaluation strategy		The development of the new ESP is providing the opportunity for an improved M&E strategy across the sector, linking key data sets (annual planning, budgeting, reporting on-plan and on-budget, EMIS)	been carried out (2014) and 2015 internal audit is pending. Internal audit has addressed weaknesses in management, monitoring and evaluation. The SE is also monitoring the program through its financial adviser, KPMG. More regular contacts have also been intimated with the EQUIP program (supervised by WB), to share lessons learned. MoE is revisiting the Operational Manual to improve management and M&E.	On-going
Benin	1. Concern about low level of funding going to improving quality.	Education Financing; Learning and Results	The financing issue should be addressed by the Ten-Year Education Plan under preparation, although in a context of budget cuts. Other donors continue to focus on quality.		Approval to the restructuring request will extend the project duration and improve the disbursement rate, but also put the focus on the quality through the acquisition and distribution of G1 and G2 grammar books.	On-going
	2. Concern about delays in the implementation of the previous GPE-funded program.	M&E: implementation delays	The Government is working to reduce administrative bottlenecks and speed up implementation.			On-going
	3. Concern about sustainability of certain elements of the program, including provision of teaching materials, school feeding, and promotion of girls' access to education in the most deprived districts.	M&E; Gender and Inclusion: Sustainability and Girls' access in most deprived areas	Discussions on a new policy for school feeding that will ensure sustainability in the medium term are underway. The government is looking for innovative approaches to boost girls' access to school in addition to free tuition under implementation.		Considering the total cost of teaching materials, the Government will be able to take over at the end of the program. If the girls' package in the current GPE project has a positive impact on access, the Government will also take over these expenditures in the medium-term.	On-going
	4. Concern about equity in situations where the amounts given are on a per-school rather than per-student basis.	Equity	The calculation of the amount is done per student in the detailed costs of the program action plan. The amount per student is about US$ 11 per year. This was strictly observed for the current school year 2014-15.			Completed

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	5. The expectation is that, building on Benin's current capacity, a more aligned modality will be possible in the future.	Alignment with country system	The pooled funding modality and the use of the government system, both put in place since 2008, are the first steps toward a more aligned modality.		It is expected that weak capacity issues which were assessed as the main project risks will be resolved at the end of the current GPE project to enable the provision of a sector-based budget support in the medium term.	On-going
	6. Concern about the monitoring of the program in poor areas.	M&E: monitoring in poor areas	Random verification is being carried out by central and regional departments to ensure sound project implementation.			On-going
	7. The results framework should better reflect the program and should be updated to include indicators on the improvement of quality.	M&E: need to adjust results framework and indicators	Indicator baselines have been determined in the PSE before the start date of the activities.			On-going
Burkina Faso	The Local Education Group should make note of the need to address the issue of refugees coming in from Mali.	Program Design and inclusion: Issue of refugee children			This issue of refugees coming from Mali should be considered based on an assessment of the government's overall ability to increase education assess.	On-going
	Note that the financing gap may be underestimated due to over-optimistic growth estimation.	Education Financing: underestimated financing gap	The simulation model will be revised once the RESEN is completed and issued. This is expected during 2015.			On-going
	Concern about the decreasing number of donors contributing to education aid in the country.	Education Financing: decreasing number of donors and education aid	The number of donors remains at the same level. Canada is currently elaborating their upcoming program.			On-going

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Burundi	It is noted that there are challenges regarding the quality of education in the country, including low completion rate and high repetition and drop-out rates. The government of Burundi and other donors are encouraged to contribute to this area, and any future application for a program implementation grant should ensure sufficient focus on quality issues.	Education Quality: poor results	Quality education has been identified as the main priority to be addressed under the current ESP cycle. Important and relevant actions have been taken by the MoE to improve quality of education: - External analysis of quality determinants (related to pedagogical as well as institutional levels) and a roadmap of key interventions to support the development of priority programs to improve quality of education: diagnostic of ongoing and scheduled actions of the ESP's annual action plan, monitoring of their relevance and coherence and identification of missing actions and of capacity building activities for improving quality of education ; - Implementation of new policies for the education system, more specifically introduction of the 9th Year Basic Education reform led to systemic changes with regard to curricula, school programs, textbooks, pedagogical methods, pre-service and continuous training programs for basic education teachers, pedagogical and administrative supervision. - Reinforcement and improvement of the regulatory framework related to pupils moving up to next year and related to assessment of learning outcomes in order to reduce the repetition rate and drop out. The repetition rate has been decreasing for a couple of years, from 36 percent in 2010 to 24.5 percent in 2014 and the completion rate increased from 56.2 percent in 2010 to 71.2 percent in 2014.			On-going

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Cambodia	The level of education spending is low compared to other countries in the region, which is a grave concern. Moreover, the government will need to support the payment of teachers at the large number of schools which will be built with GPE support.	Education Financing	The education budget was increased last year by 20 percent from the previous year. Actual spending also has been improved to over 90 percent of budgets.			Completed
	The GPE project should be based on an education sector plan approved by the government. The possibility that the ESP may be changed before government approval would make the GPE program less relevant, which is of concern.	Alignment with country needs	The GPE project is relevant to the recently approved ESP.			Completed
	There is a concern about lack of alignment to the other work supporting education in the country. It is noted that the European Commission is providing its support using budget support.	Alignment with country needs and donor coordination	Due to the insufficient fiduciary capacity, LEG and SE have decided to implement the project through program funding as it is the most common aid modality in Cambodia today.			Completed

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	It is important that the learning assessments are accommodated to the local context and used to improve learning outcomes.	Learning and Results	National Assessment system has been fully mainstreamed by Ministry of Education.			Completed
Cameroon	1. The low share of government financing going to basic education is noted. The LEG should develop a strategy for monitoring this and report accordingly to the Secretariat.	Education Financing	The government is cognizant of the issue. It is committed to increasing overall budget for education during the period 2014 – 2020.		This will be tracked through project supervision.	On-going
	2. The amounts of the grant funds directed to paying for contract teacher salaries is high. Any future proposal to GPE should consider increasing the focus on girls and quality.	Alignment with country needs	The current project is the final phase of providing grant funds for contract teacher salaries. This phase will convert "parent teachers" to contract teacher status and will also ensure hiring of new graduates. The Government is committed to taking over the salary payments progressively, improving the quality of education and gender equity.		Project supervision will track government's commitment to taking over salary payments, improving quality of education and gender equity. Development Partners will play a role in support of the supervision efforts.	On-going
	4. There should be synergies developed between national and regional learning assessments.	Learning and Results	The project design allows for the development of synergies. It is anticipated that region-specific learning results based on EGRA and EGMA would be available and systematically tracked.			On-going
Chad	The level of government funding to education is a concern and it is urged that the funding be increased.	Education Financing and Ownership: low government financing	The sector plan implementation report, presented ahead of the March 2015, JSR, reported that the 2014 national budget expenditures on education amounted to 18 percent of the national budget, "nearly meeting the GPE benchmark." This is much higher than the 12.3 percent allocated to education in the 2014 budget, and likely reflects a prioritization of the education sector spending in a time of national financial crisis due to the collapse of the price of petroleum.			On-going

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Comoros	The targets in the results framework, which are the same as those for the whole education sector, should be revised so that they reflect the program financed by the grant. The revised results framework should be shared with the Secretariat and the results should be reported on an annual basis.	M&E: revision of targets and proper annual results reporting	A GPE matrix was revised to reflect the programme financed by the grant. The matrix was shared in November 2014 and relevant results are illustrated in progress reports to the GPE.			On-going
	Encourage every effort to strengthen national systems in the implementation of this program in order to be able to make use of government procurement systems in the future.	Building for the future: Procurement and use of government system	Procurement done by UNICEF on behalf of the government has been carried out with the involvement of government procurement committee representatives, from definition of terms of reference to the selection stage.		Short term: Systems are being strengthened to increase joint monitoring of programme activities. Medium term: Strengthening of national system is the focus of LEG planning for the next sector programme cycle.	On-going
Cote D'Ivoire	Adapting the current education sector plan and the GPE program to better address the effects of the recent conflict in Côte d'Ivoire.	Alignment with country needs; inclusion: conflict-affected children	The project takes into account the context of fragility of the country: School Construction is in areas impacted by the post-electoral conflict. The community based approach is based on peace building and social cohesion in the villages that were affected by the conflict. The education Sector plan was also adapted to the context of fragility.			Completed
	Improving the gender focus of the program to deliver results on girls' education.	Gender and M&E: increased focus for better results	Small lower-secondary schools (collèges de proximitiés) are established in remote areas to attract rural students and girls and to provide an incentive for completing primary school. Incentive schemes to promote girls' education are being provided. Sensitization campaigns have been launched and special ceremonies for			On-going

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			graduating girls will be organized during this academic year.			
	Developing a strategy to eventually integrate the program implementation unit into the Ministry of Education.	Building for the future: Strengthening government capacity	The Project Implementation Unit (PIU) is integrated within the Ministry of Education. The Head of the PIU has been responsible for strengthening the linkages between the project and overall government interventions and for implementing the Education Sector plan.			Completed
	Successful implementation of the teacher training program.	M&E: program implementation	Teachers training sessions have begun.			On-going
DRC	The plan to develop a pooled funding mechanism is welcome.	Education Financing: pooled funding mechanism	DRC has launched the selection of the SE of the new MCA approved by the GPE Board in December 2014. The capacity of candidates to use a more aligned funding mechanism, particularly a mechanism aligned to national procedures, has been considered for the selection.			On-going
	The LEG is encouraged to ensure that the issue of mother tongue language of instruction is appropriately considered.	Equity: bilingual instruction	DRC participates in a GRA project co-funded with AFD which consists of introducing reading and learning in mother tongue in a bilingual context (ELAN-Africa project which has a pilot project on Swahili in DRC). UNICEF has decided to work on other local languages in order to accelerate the generalization of the initiative in all schools.		There is an intent to mainstream the Elan initiative in the national strategy; the draft of new ESP mentions the importance of the use of local language in improving reading skills.	On-going
Djibouti	The low proportion of the government budget share on education is noted. This situation should be monitored by the LEG and reported to the Secretariat.	Education Financing and Ownership: low government financing	The LEG and the WB are continuing to monitor the situation and engage the relevant Ministries on this issue. The 2014 education expenditures were presented to the LEG during the JSR of April 2015 but information on the total amount of government expenditures during 2014 was lacking.			On-going

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	The lack of civil society participation in the Local Education Group is a concern and should be remedied. The situation should be monitored and reported to the Secretariat.	Inclusiveness of civil society in LEG	During the visit from the Secretariat in November 2014, this issue was covered in detail. Djibouti does not have a robust civil society, and there are currently no civil bodies which can represent CSOs and are willing to participate regularly in LEG meetings. ANCEFA is supporting the creation of a coalition of CSOs but the CA thinks that the capacity of the few existing NGOs, local associations and teacher unions should also be reinforced to convince the government they are credible partners.		The Ministry of Education is more in favor of parent associations' participation in the LEG meetings. Representatives of parents are expected to be present for future LEG meetings. However, parents associations are not yet operational in all schools and are not organized to appoint representatives who can participate in sector dialog.	On-going
	3. The results of the UNICEF/UNESCO Institute for Statistics (UIS) study on out-of-school children should be considered carefully by the Local Education Group and incorporated into to the design of the program as relevant.	Equity and inclusion	The out-of-school children study has been completed but has not yet been approved by the Ministry for publication because of data quality issues, particularly data on the nomadic population. The LEG continues to monitor the situation. The results of the out-of-school study were not validated.			On-going
Ethiopia	The difficult working conditions of civil society organizations and their non-participation in the Technical Working Group (which acts as the LEG) is of great concern. There is also a serious concern about the situation and rights of the teachers unions. Progress on a more inclusive LEG should be monitored and reported to the Secretariat.	Inclusiveness of civil society in LEG and teachers union rights	There is a continuous dialogue between the Secretariat, the Ministry of Education and LEG members on how the role of CSOs can be strengthened. Currently CSOs participate in working groups. The overall governance framework of development aid agreed between Ethiopia and its development partners, has strong guidelines under which the LEG operates.			On-going

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Ghana	There is concern that the monitoring and evaluation proposed for the program may be insufficient, noting in particular the need to ensure appropriate targets for the activities, and consider how the impact on results of capacity building activities will be demonstrated.	M&E: revision of targets and proper results reporting	A set of Monitoring and Evaluation (M&E) templates and operational guidelines have been developed and are being used to track progress towards the Project Development Objective. Training on the use of the M&E templates has been conducted. A lesson observation assessment has been launched to support the Impact Assessment of Untrained Teacher Diploma in Basic Education. Local CSOs are also conducting their own independent implementation monitoring reports.		An impact evaluation is expected in 2016.	On-going
	There is a need to ensure adequate oversight of financial management of the school grant component.	M&E: School grant component	A fiduciary review of financial management and procurement at school and district levels has been conducted. Annual status reports are generated and provide information on implementation progress. An ongoing impact evaluation will also provide assessment of the school and district grants. A number of data collection instruments are being used to monitor the School Grant Component. The School Grant reporting template captures information on key performance indicators that feed into the project's results framework. School Report Cards also provide detailed school-level data.			Completed
	The financial management system at the local level should be reinforced in order to ensure effective implementation of the program at the district level.	Education Financing: Financial Management at the local level	Financial management systems at the District level are being supported through ongoing training and orientations. Continuous training has been critical for ensuring the significant district disbursements. An in-depth financial management review was conducted in January 2015 and the preliminary draft report indicates compliance at all levels.			Completed

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Guinea	The committee expresses concern about the adequacy and sufficiency of the time allocated for teacher training. The government is encouraged to ensure the highest quality of each level of training and to be as transparent as possible in the selection process for each level.	Learning and Results: Teachers' training	Teachers will be assessed through classroom observation and at the end of each session to ensure that the intended skills were acquired. If average results fall below expectation, content and pedagogical strategies for the training will be revised. Teachers who successfully pass the test will receive a pedagogical kit to be used in their classrooms. Teachers who fail the test will be targeted for possible replacement. Program implementation to start in the 2nd half of 2015; updates to follow.			On-going
	The Committee requests clarification on how the GPE gender analysis tool is informing future analysis and sector planning.	Equity: Gender	The GPE gender analysis tool will be used as a diagnostic tool, in the context of the new Country Status Report preparation, to establish the gender situation in the sector; and as a tool to inform strategies and activities to be included in the next Education Sector Plan.			On-going
Guinea Bissau	Significant concerns about implementation capacity.	Capacity and Ownership: Low implementation Capacity	The first phase of the project was completed on time but the pace of the second phase has been slowed because of uncertainty of maintaining UNICEF as managing entity when a new Minister was appointed following the presidential election. UNICEF has successfully requested a no-cost extension of the GPE grant (initial end date April 2016, extension requested: 11 months).			On-going
	Lack of a thorough conflict analysis (with appropriate mitigation measures integrated in the education plan).	Ownership: Relevance of ESP due to lack of Conflict Analysis	The education sector analysis which is under finalization has included an in-depth analysis of risks and conflicts affecting the education sector and the capacity of the education system to respond and mitigate their impacts.			On-going

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	Existing salary arrears.	Education Financing: salary arrears	The sector analysis (RESEN) under finalization shows that from 2002 to 2013, the salary expenditures have increased from XOF 2,235 to 6,282 Billion (about 181 percent) so that the salary expenditures were about 97 percent of the recurrent education expenditures in 2013. However, there were still arrears of about 6 months for salaries of teachers newly recruited and about 3 months for community teacher salaries.			On-going
Guyana	Apart from geographical and poverty targeting, there is need for further improvement of capturing and disaggregating data to inform policy and planning and to be able to respond to equity issues more broadly, including on disabilities.	Equity, inclusion and M&E	The MoE is making efforts to collect the data. This will be monitored during project implementation. Project grant agreement signed on June 6th, and implementation has now commenced. MOE's intention is to strengthen its data collection throughout implementation including indicators on disability.			On-going
	The Committee encourages the government to involve local communities in the implementation of the ECE program, with particular attention to the issue of the appropriate use of local languages.	Equity and inclusion: multi-lingual instruction	The community consultations were being carried out by local consultants who know the local language and culture and early childhood education. These consultation will be useful for designing training programs for primary caregivers and implementation of the ECE program. The Ministry will maintain this engagement with communities by reporting back and soliciting feedback from communities during implementation.			On-going

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Haiti	1. With respect to the sustainability of the program – both short-term and long-term – the committee requests to be kept informed, through Joint Sector Reviews, on the way forward and next steps on the development of a legal framework to support sustainability.	Building for the future: sustainability	No Joint Sector Reviews have yet been held since the GPE Board recommendation, but they are planned under the project financed by the second GPE grant.		A JSR is planned to be convened in end of 2015 at the latest. This is one of the main outcome of the last GPE mission.	On-going
	2. The committee appreciates the LEG's emphasis on addressing the current imbalance between public and nonpublic spheres in the education system from an equity perspective.	Building for the future: strengthening systems	In August 2014, the MENFP announced 12 policy measures aimed at increasing public oversight and accountability in the education system, including measures aimed at shifting education supply from private to public provision. Development partners are in ongoing dialogue with the MENFP to examine the financial implications of these measures, and to discuss financing and implementation plans for these measures.		This issue will be key in the development of the new education sector plan.	On-going
	3. The committee emphasizes the significant role that civil society organizations, teacher organizations and other nongovernmental groups have to play in the LEG and encourages their more regular participation in the LEG, particularly given the predominant role of non-public actors in	Inclusiveness of civil society on LEG	It is expected that civil society organizations, teacher organizations and other non-governmental groups will participate in the Joint Sector Reviews.	Implementation has not started yet		On-going

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	the Haitian education system.					
	4. The committee recommends continued coordination amongst partners in implementing programs to ensure sector support is complimentary and harmonized, and encourages this coordination be a primary focus of regular Joint Sector Reviews.	Donor coordination	The LEG continues to be active and a forum for coordination amongst partners. The World Bank, following a LEG initiative, is financing an education partner mapping exercise to help ensure all information is readily available for maximum coordination.			On-going
Kenya	The Committee strongly recommends that the government engage in dialogue with the teachers union on the program's proposed teacher appraisal and development system, including the role of the TSC.	Building for the future: strengthening systems	The Ministry has accepted the recommendations and has ensured participation of teachers' union in teacher appraisal and development system. The unions will have representation in the Project Steering Committee that will be responsible for overseeing the progress and effectiveness of the project interventions, approval of work plans and budgets and providing policy direction.			On-going

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Kyrgyz Republic	The sustainability of the program is of concern due to the increased enrolment in early childhood education programs, especially given demographic trends, and should be closely monitored by the LEG.	Access and sustainability	The Kyrgyz Republic has seen a rapid expansion of public spending on education in recent years, yet the sector continues to face a number of challenges. Efficiency of spending is low across the education system, and sustainability of sector financing is of concern. For the ECD subsector during 2014, preschool education expenditures amounted to 0.75 percent of GDP (OECD average amounts to 0.6 percent), thus, a strong focus is needed on the efficiency of spending especially given the demographic trends and the inequity in ECD coverage. The current GPE grant finances only the investment cost (universal one-year school preparation for the cohort of 5-6 years old and an alternative affordable pre-school for the 3-5 year cohort) while the government finances teacher salaries and operating costs. The sustainability of both policy and financing of the project is embedded in the legislation that the government had adopted and the budget allocation provided. The overall sustainability beyond the project is a matter being discussed by the LEG with the government through regular dialogue on budget priorities as the country is resource tight and dependent on development aid to finance all competing priorities, including which Early Childhood Education.			On-going
Lao PDR	The Committee notes with concern the low level of non-salary expenditures, low budget allocation to the primary education sub-sector, and their potential negative impact on household budgets for education and requests an annual	Education Financing: low government financing	This is indeed a concern for all partners and the Ministry of Education and Sports. Increasing the proportion of the budget going to non-salary operating expenditures is critical for the sustainability of the interventions under GPE II. As a consequence, Government has agreed to provide an update on the budget each year, including the plans to disburse school block grants.			On-going

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	update on improvements made in this regard.					
Madagascar	Grave concern that the grant is paying recurrent costs such as teachers' salaries and school grants but recognizing that it may be necessary in the current political context.	Education Financing and sustainability	The payment of community teachers' salaries and contributions to school grants are identified as priority measures in the interim sector plan and represent a critical component of the GPE grant for ensuring basic functioning and continuity of the education system in a context of severe budget constraints.		The Project will fund the same number of teachers for four months as initially planned and the Government will pay all additional teachers in the targeted regions during the whole school year.	On-going
	Emphasize the importance of strengthening the foundation of the primary education system by rebuilding planning and monitoring capacity at central and decentralized levels and improving community participation and social accountability. Should be closely monitored by the LEG.	Building for the future: M&E, strengthening participatory systems	Component 3 of the project seeks to improve sector governance and strengthen institutional capacity in that respect. The LEG has reiterated the importance of this component when endorsing the interim sector plan. The three ministries in charge of education have developed a clear agenda for the development of the next Sector Plan.		Progress will be closely monitored by the LEG as part of the monitoring of the interim sector plan implementation including in the context of joint sector reviews.	On-going

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	The education sector plan should include plans to address a sustainable method for meeting recurrent costs, high drop-out and repetition rates, large number of out-of-school children, vulnerable groups, including children with disabilities, and policies on language of instruction.	Building for the future; equity, inclusion, learning and results	To address learning environment issues to decrease drop outs and repetition and improve equity, the current GPE grant is providing in-service training for teachers, school capitation grants to all primary public schools and will provide Malagasy textbooks, and school kits to all children in public primary schools in targeted regions. The country has adopted school standards allowing easy access to children with physical disabilities. The ongoing construction of classrooms financed by the GPE grant adopts this strategy. The next sector plan will also address those issues.			On-going
	Civil society participation in the LEG should be broadened to ensure that it is more inclusive.	Inclusiveness of civil society in LEG	MoE has nominated a representative of civil society to the Steering Committee for EFA this year. However, inclusiveness and involvement of civil society as part of the LEG should be further enhanced in the preparation of the CSR and the next ESP			On-going
	The results framework should be revised to include outcome indicators in addition to output indicators, especially as related to teacher training; the revised framework should be shared with the Secretariat.	M&E: adding indicators (especially on teacher training)	The results framework was revised under the lead of the Ministry of Education to include outcome indicators, especially related to the teacher training component. The revised results framework was shared with, and endorsed by the LEG in August 2013 and includes the following indicators: (i) Percentage of teachers using new teaching methods; (ii) Change in learning achievements (this will be calculated based on the performance of pupils with trained teachers versus pupils whose teachers have not been trained).			Completed

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Mali	Notes the challenging and changing environment in which this program must operate and strongly suggests that the LEG and the Supervising Entity work closely together and along with partners, such as the Education Cluster, to ensure that the program is flexible enough to adapt to this environment.	Alignment with country needs	LEG and the SE have worked closely during project preparation. Due attention was paid to ensure full flexibility to respond to the evolving context. Project activities will be approved annually through the Annual Work Plan to be approved by the Cadre Partenarial (CP, equivalent to the LEG). Joint program reviews will be organized by the CP, including the SE, every six months. Joint reviews will be used to monitor the evolution of the context and adjust project interventions if there is a need to re-allocate funds to emerging issues. The Secretariat recommends greater alignment on the Education Cluster recommendations for a more rapid, context-appropriate response to the challenging environment of the north of the country.			On-going
	Encourages the LEG to ensure that there will be ongoing conflict analysis as appropriate to help inform the process of adapting the program as required to meet the changing needs.	Alignment with country needs	The Bank has launched an evaluation of the impact of the crisis on the human development sectors to be conducted in two phases. As part of the study, an education resilience assessment and action plan will be developed with the aim to support building an effective response to the crisis in the short and long term.			On-going
	Welcomes the expansion of activities in the north of the country if/when circumstances permit, and notes that when identifying activities and budget to reprogram, the LEG consider the school construction activities as a potential area from which to reallocate resources.	Alignment with country needs	Activities to be implemented in the North include school canteens, setting-up school committees, teachers training, and remedial classes for students, as well as small school rehabilitation and equipment of students' benches. Teachers training activities have been launched in Gao and Timbuktu. The World Bank has identified local NGOs already active which will support implementation of activities in Gao. The process for contracting locally with small businesses to provide for students benches has started. Kidal being on the edge of the conflict and with few donors returning, support will be provided when possible. The Secretariat recommends consultation with the			On-going

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			Education Cluster on ways to accelerate school infrastructure activities (such as temporary "school kits" appropriate to security challenged contexts).			
	Requests that the program be monitored closely and that they be kept informed of the progress in implementation from the LEG and Supervising Entity through the Secretariat.	M&E	In preparation of the next supervision mission, the Bank team visited Gao to assess the context and seek ways of implementing activities.			On-going
Mauritania	There is a serious concern that civil society organizations have not been included in the development of the application, and the Global Partnership would urge that civil society membership in the LEG be rectified before the start of the implementation of the grant.	Inclusiveness of civil society in LEG	Civil Society Organizations are being increasingly involved in the policy dialogue. They participated in the Annual Education Sector Review, which took place in February 2014 and in November 2015; and also in the launching workshop of the GPE financed program in Nouakchott on April 2, 2014.			On-going
	Encourage the use of evidence-based activities to improve girls' education in the program.	Equity: Gender	The indicators in the result framework will help the country to track the impact of the GPE program on girl's access to lower secondary schools (percentage of girls in lower secondary schools and transition rate of girls in targeted wilayas (provinces)).			On-going
	Encourage the use of the contingency amount of US$ 400,000 for activities focused on improving quality.	Results and Learning	These funds have not yet been utilized but are expected to be used for activities aimed at improving education quality.			On-going

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Moldova	The inclusion of children with special needs beyond the end of the program. This is a significant change from the current practice of schooling children with special needs in separate institutions.	Equity and Sustainability	As reflected in its ESP, for Moldova, the problem of inclusion is still persistent despite Ministry of Education policies aimed at integrating children with special educational needs in general schools. The main factors that hinder inclusion are lack of conditions for the integration of these children, including trained teachers to work with children with special educational needs, infrastructure and adapted teaching materials, as well as resistance to change by some school managers, teachers and parents. For the ECD subsector, beyond the recognition of preschool education as a means to support child development and ensure school readiness the government advocates for the strong contribution that ECE initiatives can make towards improved equity including for the economically disadvantaged and children with special needs. These measures have been supported by the GPE through the development of national inclusive education policies and regulations, and through training which led to a fundamental shift in the attitudes of teachers, parents and communities. The Government plans to continue promoting inclusive education throughout the system and it targets an annual increase in access of at least 10 percent for children with special needs.			Closed Grant
	An eventual impact assessment covering a period of 3-5 years.	M&E: Impact assessment	The grant closed on 04/30/2015 having achieved its development objectives, such as the gross rate of enrollment in pre-school education that reached 82.1 percent exceeding the 78 percent target (up from the baseline of 77.1 percent in 2010), as well as the gross rate of enrollment in pre-school education in rural areas currently at 71.4 percent compared to the target of 68 percent (up from the baseline of 67.1 percent in 2010).The grant was an innovative initiative placing Moldova at the forefront of the countries that are currently			Completed

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			advancing their Early Childhood Development (ECD) agenda since it was not only focused on increasing access to preschool services in rural areas, but also on promoting modern education quality programs.			
Pakistan-Balochistan	The committee encourages the use of data for accountability and to inform technical decisions. Further, the committee looks forward to seeing progress on the development of a clear data strategy including how the data will be used to promote participatory review of the ESP, impact decision making and inform the political dialogue and affect policy change.	Building for the future: strengthening M&E system	The Government of Balochistan has initiated a process of data collection province wide. Development of a data strategy will be done in coordination with Government, UNICEF and World Bank as project activities are initiated.			On-going
Pakistan-Sindh	The committee requests the SE to report back on project performance within the scope of the broader World Bank SEP II project (in alignment with GPE reporting requirements that will be launched in January 2015) and with relation to sector work more broadly.	M&E	The Secretariat is developing reporting requirements across GPE grant-recipient countries. The format of this reporting will be developed, with sufficient flexibility to cover different country contexts. The reporting will encompass a sector-wide perimeter and feed into regular dialogue and joint sector reviews.	Cf. observations on the development of a GPE reporting framework. In the case of Sindh, the grant agreement was signed in March 2015, so it is too early for performance reporting, particularly since the modality is based on the reimbursement of government spending in education linked to results indicators.	Clarification on GPE reporting requirements. Further advances in the Sindh GPE-funded and SEP II programs, to be included in sector-wide performance reporting.	On-going

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Saõ Tomé and Principe	There is concern about the use of a program implementation unit, especially given the positive experience with working with the government in implementing the previous GPE grant.	Building for the future: strengthening systems	The Agência Fiduciária e de Administração de Projectos, an autonomous project implementation unit under the Ministry of Finance is assisting the MoE with the fiduciary implementation of the project. However, the Ministry of Education is responsible to implement project activities under the leadership of the Minister of Education and Culture.		Given the remote access to ST&P, and the experience of AFAP in conducting WB's projects for more than 10 years in ST&P, the use of a PIU to implement a US$ 5.5 million-grant (1.1 for GPE) is considered necessary by both the Government and the Donors.	On-going
	The inclusion of civil society organizations and teachers' union in the LEG is encouraged.	Inclusiveness of civil society in LEG	The project launch was organized in Principe with the participation of community leaders, teachers unions, and civil society organization. The teachers union leader joined a study visit organized in Morocco in March 2015 to learn from the Moroccan experience in putting in place a foundation that provides social benefits to teachers in addition to that country's experience in the use of ICT for teaching.		Except for UNICEF, the World Bank and GPE, there are no other donor partners involved in the education sector in ST&P. Representatives of the teachers' unions participate regularly in LEG meetings convened by the Government and are participating in grant monitoring.	On-going

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Senegal	Program is ambitious and therefore needs to be closely monitored in particular with regards to the block grants to schools, the performance-based contracts for schools and the improved alignment of Koranic schools into the national education system	M&E: special attention to be paid to block grants, performance-based contracts and alignment of Koranic schools	The M&E system set up at the decentralized level is as follows: - Performance contract for schools (CAQ) were signed between Elementary School Principals and the Inspectors of Basic Education and Training (IEF) in each department. - The 8004 school contracts are monitored and supervised by the IEF. As such, an average of 30 million CFAF in subsidies have been allocated to each IEF. - The Koranic schools that are aligned to the national education system follow a similar M&E system, but under the technical coordination of the Inspectorate of Koranic schools. The Koranic teacher in coordination with Monitors play a leading role. They are hired through a performance contract with some incentive to deliver results. The Inspectorate of Koranic schools, together with the Directorate of Planning (DPRE) undertake regular missions to monitor and track progress. - The quality improvement plans (PAQ) are signed between the IEFs and the Academy Inspectors (IA). - The 59 signed PAQs are monitored and supervised by the IA. As such, an average of 20 million CFAF in subsidies are allocated to each IA. - In total, this mechanism that combines proximity with timeliness enables inspectors responsible for quality control to identify problems and bottlenecks on the ground.			On-going

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	Expected and encourage that further progress is made on de-centralization of the education system	Building for the future: strengthening systems	The status of decentralization of the education system: - Decentralization is stipulated by the law of 1996 as well as the Decentralization Act III. The current texts postulate the transfer of powers to local authorities in basic education, covering both elementary and Koranic schools. - The decentralization process which is based on a clearly defined regulatory framework, strengthened the roles and responsibilities of communities in school management. The Decree 2014-904 on the establishment, organization and functioning of school management committees (CGE) and unions of school management committees (UCGE) repeal the Decree 2002-652 of July 2, 2002, applying the new decree. - These established bodies working to improve teaching and learning, the learning environment, equitable access to education and a participatory, effective, efficient and transparent management of the school. - At the heart of the decentralization effort, we note an increase in the roles and responsibilities of local authorities, communities, and actors. - This decentralization coexists with the 2012-1276 devolution based on the Decree of 13 November 2012 establishing IAs and IEFs as well as the inter-ministerial decree on their organization and operation towards more efficient and effective schools.			On-going

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Sierra Leone	The focus on teachers in the program, including the teacher services commission, is welcome. The LEG is encouraged to ensure it's financing by the government beyond the grant term.	Building for the future; Education financing:	Proposal noted that the Government is unlikely to be able to fund the interventions immediately after program closing in 2017. The European Union is expected to provide support to the sector in the coming years. The teacher issues remain a priority for the country. However, the Ministry was unable to identify a Teacher Service Commission (TSC) chair, which is a precursor to establishing the Commission.	Capacity	With the end of the Ebola crisis, the TSC now seems to be finally starting up. A chair has now be nominated, but still has to be confirmed.	On-going
	Efforts should be made to increase the proportion of female teachers.	Equity: Gender	The Teacher Service Commission will take this on as one of their mandates once they are established and managing the teaching workforce. The Ebola crisis has affected the teaching labor force. There is a chance that due to other opportunities, some teachers may not return to work.	Emergency situation	In order to rebalance the proportion of female teachers, the teacher payroll issues need first to be resolved.	On-going
	Efforts should be made to improve donor collaboration on the ground, in particular in the area of Monitoring and Evaluation (M&E).	Donor coordination, M&E	An M&E unit has been established, with procurement of computers and recruitment of M&E specialist and statistician. Since the Ebola crisis, the local education group has met regularly to coordinate. Moreover, inclusive technical working groups have been established to coordinate different specific issues. Experience with this closer coordination is appreciated by all stakeholders, who express willingness to continue this coordination after the Ebola crisis.		The Minister of Education, Science and Technology has confirmed that a donor program coordination unit will be established.	On-going
	The contingency fee in the budget should be used to conduct a study on monitoring informal school fees paid in the sector.	Education Financing	The Project was restructured and the entire contingency amount was allocated to Ebola activities. The Government has offered incentives to facilitate the parents' ability to send their kids back to school in the post-Ebola era.			Completed
Somalia (Somaliland)	Concern that both of the transitional education sector plans are not financed	Education Financing	Somaliland has developed annual action plans which provide detail on planned activities, costs and source of funding. Moreover, an implementation report was produced for 2014 that compares the planning with the actual activities. This is			On-going

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			an important step towards a realistically costed and budgeted next ESP.			
	Encourage that further attempts are made to get information about civil society and other donor program support in the country and its alignment to the plan	Inclusiveness of civil society and improved donor communication/ coordination	The annual action plans and reports include information on the contributions of different stakeholders.			Completed
	Concern that the high proportion of grant funding is being used for teachers' salaries and encourage that the education sector plans being developed will include a sustainable solution	Education Financing and Building for the future: Teachers' salaries; Sustainability	During its last mission, the GPE Secretariat has reiterated that it will be important to provide for a sustainable solution in the next ESP.		Somaliland government has been requested to clarify the national contribution to the payroll for the expected extension request concerning the current grant. The sustainability should be further addressed during the development of the next ESP	On-going
	The LEG should monitor whether paying teaching salaries from this grant will decrease the burden on households of paying for education	Education Financing: Teachers' salaries	Somaliland has introduced free primary education with indication that this is well adhered to public schools. However, the synthesis report prepared for the Joint Sector Review revealed some challenges. Teachers are demotivated because their salaries have decreased, and schools have difficulties to pay for essential running cost. Government and its partners have been requested to address these issues. It's also noted, that regardless of the introduction of free primary education, enrolment figures have stagnated.		Government and its partners are expected to address the issue of teacher demotivation and the lack of running cost for schools.	On-going

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	New ESP being developed should include an improved analysis of gender and pastoralism and plans to increase government commitment to paying recurrent education costs	Building for the future; Gender; Education Financing	During its last mission, the GPE Secretariat has reiterated that it is expected that such study will be included in the development of the next ESP.		The Secretariat will follow up if this study is part of the roadmap for the revision of the ESP which will start now. This will be an element to consider when reviewing the ESPDG application which is expected in October 2015.	On-going
Somalia Puntland	Concern that both of the transitional education sector plans are not financed	Education Financing	Puntland has developed annual action plans which provide detail on planned activities, costs and source of funding. This is an important step towards a realistically costed and budgeted next ESP.		The next step would be that the implementation report for 2015 compares the planning with the actual activities.	On-going
	Encourage that further attempts are made to get information about civil society and other donor program support in the country and its alignment to the plan	Donor coordination	The annual action plans and reports include information on the contributions of different stakeholders.			Completed
	Concern that the high proportion of grant funding is being used for teachers' salaries and encourage that the education sector plans being developed will include a sustainable solution	Education Financing and Building for the future: Teachers' salaries; Sustainability	During its last mission, the GPE Secretariat has reiterated that it will be important to provide for a sustainable solution in the next ESP.		The sustainability should be further addressed during the development of the next ESP in 2016.	On-going
	The LEG should monitor whether paying teaching salaries from this grant will decrease the burden on households of paying for education	Education Financing: Teachers' salaries	The last JSR report pointed out that parents' contributions are still the main source of financing for teachers' salaries, and may be block certain children, particular girls from entering school. In its last mission report, the GPE Secretariat has reiterated this issue.		The Secretariat will follow up if this study is part of the roadmap for the revision of the ESP which will start now. This will be an element to consider when reviewing the ESPDG application which is expected in October 2015.	On-going

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	New ESP being developed should include an improved analysis of gender and pastoralism and plans to increase government commitment to paying recurrent education costs	Building for the future; Gender; Education Financing	During its last mission, the GPE Secretariat has reiterated that it is expected that such study will be included in the development of the next ESP.		The Secretariat will follow up if this study is part of the roadmap for the revision of the ESP which will start now. This will be an element to consider when reviewing the ESPDG application which is expected in October 2015.	On-going
Somalia -Central South	The current draft of the result framework states that baselines will be developed and that there will be no outcomes until 2017. The LEG should report back to the Secretariat on the progress of establishing baseline indicators and the possibility of including outcome indicators earlier than 2017.	M&E: baseline indicators	The Secretariat has indicated that a better reporting on the results framework is necessary in the annual reporting. As a result, the ME has reviewed the results framework, and drafted some changes where the data is lacking to fill out the original results framework		A draft revision of the results framework including available baselines is expected to be included in the probable restructuring of the grant.	On-going
	There is a concern about the sustainability of the teacher incentives system. This issue should be monitored by the LEG and reported to the Secretariat, especially if efforts are being made to include the remuneration of teachers into the government budget.	Education Financing: Teachers' salaries	The government has not been able to include the remuneration into its own budget. The joint sector review has now recommended to include the payment of teacher salaries in the general multi-donor trust fund. The Secretariat has discussed the issue with several stakeholders.		This element will be followed up during the development of the new ESP and the next grant application which are now planned for 2016.	On-going
South Sudan	The Results Framework should be completed and the indicators	M&E	The Results Framework is complete but it may need further revisions pending a possible restructuring and extension of the program.			Completed

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	monitored during implementation.					
	There is a concern with the level of government funding to education, which should be increased.	Education Financing	South Sudan government committed, by signing the GPE Charter and also at the 2012 Replenishment Round, to increase allocation to education up to 9 percent of the national budget. Contrary to the commitment, the allocation has been decreasing. 2015-16 budget has only 6 percent allotted to education. Further, less than 40 percent of the allocation is for primary education. Even at 9 percent South Sudan would have been the country with lowest allocation to education in the world. Countries in the region allot up to 20 percent-25 percent of the national budget. The GPE Secretariat is in dialogue with national leaders regarding this issue.			On-going
	The LEG should ensure that it fulfills its role in ensuring that there is coordination of funding to the education sector between the government and among the external donors.	LEG effectiveness and Donor coordination	A teacher development program is being designed as a pool funded program by DFID, EU and the USAID. The joint scoping mission recently completed its study.			On-going
	The management costs are significant and the Managing Entity should make efforts to reduce them where possible in order to make available funds for implementation.	Cost-effectiveness	The ME is focused on cost effectiveness though the recent inflation makes it harder to keep the costs as planned earlier.			On-going

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	Considering the context, there should be close monitoring of progress by the LEG, Managing Entity, and the Secretariat. The LEG is requested to provide a progress report to the FAC through the Secretariat following the inception period.	M&E: reporting	The ME has submitted 2 annual reports to the Secretariat. In the latest report, it is mentioned that Working Groups involving MoEST and partners provide oversight and technical guidance for the planning and implementation of programmatic areas. The Joint Steering Committee (JSC, equivalent of LEG) continues to provide overall strategic direction and management for the four sector programs. Chaired by the Undersecretary, membership includes a representative of State Ministers of Education, MoEST Director Generals, donors (DFID, EU, and USAID), UNICEF, UNESCO, as well as team leaders of other education programs. The JSC meets quarterly to deliberate on program progress, challenges and approves strategic programmatic/budget amendments.			On-going
Sudan	The LEG should develop and implement procedures for an equitable and conflict-sensitive selection of sites for construction of schools and recommends that the Joint Sector Review include a verification of these procedures.	Alignment with country needs	School sites have been selected through an open and transparent process as agreed upon in the Project Operations Manual, using Rapid EMIS Data and with further verification with on-site visits.		390 classrooms are expected to be completed by July 2015.	
	The comprehensive education sector plan under development should include provision for increased domestic financing for education and efficient use of education funds, including teacher deployment.	Education Financing	Development of the education sector plan is ongoing with the support of the International Institute for Educational Planning (IIEP) and UNICEF. Teacher management issues are included in the sector plan. The LEG is continuing dialogue with government on increasing domestic financing of the education sector.		It is important to note that, in the highly decentralized system of Sudan, substantial financing of the education sector takes place at State level. This financing is not yet reflected in national budgets, and efforts will be made to capture this information more exhaustively in the future.	

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Tajikistan	There is anecdotal information about informal payments for education being demanded from parents; this issue should be monitored by the LEG.	Education Financing	Within the Education Sector Development Plan Grant UNICEF has hired TA to study the matter and advise the LEG accordingly. The report "Private Expenditures in Education" was presented and discussed with the LEG in September 2014 and shared with the GPE Secretariat.		Yes the reported was completed and discussed with the LEG, no further action is required.	Completed
Tanzania Mainland	There is a lack of coherence in the program, which may impact results. The links between program inputs and outputs need to be improved. The results framework should enable the monitoring of GPE-funded inputs alongside the broader sector results with special attention to the linkages between program activities and sector progress. In addition, the targets should be reviewed to ensure they are realistic. An improved results framework should be provided to the Secretariat.	Program Design, M&E (Results Framework)	The framework was revised and is the guiding framework for the three government institutions (MoEVT, PMO-RALG. MCDGC) that are leading the implementation of LANES. LANES continues to become a mechanism for harmonization of the 3R program components, including standard 1 and 2 curricula and teacher training.		Development of an in-service teacher training policy that integrates inspection, community participation and curricula and is aligned with the new Education and Training Policy was issued in early 2015. Such a policy where an in-service model is described will assist further alignment and harmonization and support Government leadership. Development of an in-service teacher training policy that integrates inspection, community participation and curricula and is aligned with the new Education and Training Policy issued in early 2015 in ongoing. Such a policy that describes the in-service teacher training model and is contained in the new Education Sector Development Plan 2016-2020, will assist further alignment, harmonization and support Government leadership.	On-going

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Tanzania Zanzibar	Encourage further improvement in donor coordination and alignment of support to the ESP.	Donor coordination, Alignment	Zanzibar is working on an ESA and ESP. The ZESC dialogue platform (LEG) has been strengthened in the process. For example, common assessment criteria was employed by the local partners to assess the technical proposals for ESA. The review committee was led by Government and included the CA, the SE, CSO representatives and another DP. The new ESP will be an opportunity for greater alignment. The Government has shown willingness to hold a JSR in early 2016.		Conduct a JSR and establish a joint follow-up mechanism to assess how the dialogue outputs feed into policy processes and into fruitful JSRs and sector monitoring.	On-going
Timor-Leste	Strategies to increase domestic financing for education	Education Financing	The Government identified education, health, agriculture, and basic infrastructure as the key priorities for 2016. In doing so, a total budget of US$1.3 billion was proposed. That represents a 17 percent reduction from the current budgeted amount for 2015. The reduction constitutes an estimated total saving of US$270 million, which originates from lower fuel subsidies given the fall in oil price. Budget reduction is one of the Government's strategies to ensure fiscal sustainability, the alignment between expenditures and revenues. The GPE and WB jointly advocated during a joint mission, for increasing education spending and conducting an education sector analysis to understand the processes that constrain the learning opportunities of low-income children and examine carefully the evidence on the impact of existing and new interventions.	National efforts on education have increased dramatically: government expenditure on education went from 13% in 2004 to 25% in 2010. However, it has declined significantly to about 11% in 2014, while the current allocation for 2015 remains at the same level.	Conduct an ESA and revise the ESP for improved equity focus. Discussions were held with the MoE on what steps can be taken to meet the NFM requirements and increase equitable spending on education.	On-going
Togo	The committee strongly encourages the education sector to define a policy on language of instruction.	Equity: multi-lingual instruction			This recommendation will be discussed in the next education review meeting planned for April 2016.	Ongoing

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	With respect to girls' education, the committee encourages a holistic approach to interventions targeting girls, ensuring they are appropriate to the context and evidence-based. Close cooperation and collaboration in this area with other organizations is also encouraged.	Equity: Gender; donor coordination	Dialogue with other donors is underway to ensure complementarity of interventions with regard to girls' education in order to have the greatest impact on the ground.		The LEG has set up a working group dedicated to the question of gender violence in schools.	On-going
	The committee notes the significance of plans to promote greater alignment through a pooled funding modality and the use of government systems.	Building for the future: strengthening systems	The existing PCU will be merged with that of the French Development Agency (AFD), which was also financing an education project in Togo. The principal objectives of this arrangement are to reduce coordination work for the Government, ensure greater transfer of skills to the Ministry of Pre and Primary education in order to enable the provision of a sector-based budget support in the medium term.		Still applicable: both grants (GPE and AFD - PAREC project) are monitored by the same PIU. It is worth mentioning that the modality is more a basket fund than a pool fund.	On-going
	The committee requests close monitoring of the administration of the school grant of the project and early reporting back to the Secretariat on progress of year one of the program.	M&E			The Grant Agreement was signed on March 5, 2015. This recommendation will be taken into account in the supervision of the project by the WB.	On-going

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Uganda	The government of Uganda is strongly encouraged to increase the percentage of its budget dedicated to education. The LEG should provide the Secretariat with information on progress on this issue as national budgets are agreed.	Education Financing	The share of education expenditure within the national budget has shown a declining trend over the last six years. This concerns development partners within the LEG. The GPE Secretariat visited Uganda in 2014 to discuss with the MoES Director of Planning the strong need for increased transparency in sharing sectoral data including on budget and spending on education with development partners within the LEG.			On-going
	There is a concern about limited focus on gender and lack of focus on addressing some of drivers of the out of school populations relating to demand.	Equity and Inclusion	The social safeguards tools will be used to monitor this aspect during project implementation. This has also been articulated in the Project Implementation/Operations Manual approved by the WB and the LEG.			On-going
	Special attention should be paid to teacher's working conditions in order to avoid future instability in the education sector.	Building for the future: strengthening systems	The project plans to support two interventions with potential to improve teacher motivation. Improvement of teacher access to payroll information as well as review of the scheme of service – career promotion system for teachers. The work plans have been completed.		Implementation of these interventions will be led by the Ministry of Public Service, which will work in partnership with Ministry of Education and Sports.	On-going
	The Supervising Entity should report back to the Board on the measures being taken to address the fiduciary risk for the grant during implementation.	Building for the future: strengthening systems	Transiting into implementation, the following measures have been adopted as fiduciary risk mitigation: i) Annual Financial and Procurement audits; ii) Timely submission of financial accounts is one of the Disbursement Linked Indicators for the Project; iii) Third party monitoring has been adopted by the Project; iii) ICT based beneficiary reports through U-Report will also be used.			On-going

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	An indicator on numeracy and literacy by grade 3 should be included in the results framework and communicated to the Secretariat once this has occurred, preferably before implementation begins.	M&E	The project results framework was revised to include an indicator on literacy by grade three before implementation began.			Completed
Uzbekistan	The CGPC is concerned with the issue of forced labor and its potential impact on teachers. The CGPC recommends the issue be systematically monitored at the project level and requests the Coordinating Agency report back to the CGPC on both the project level outcomes and sector and national trends. The CGPC further requests the SE report to the committee on the triggers of redress mechanisms it has incorporated into the project to mitigate the risks of child and forced labor, especially with regards to teachers, noting the critical importance of third	M&E; equity; building for the future	Both the Supervising Entity and the Coordinating Agency continue to report back to the CGPC, through the Secretariat, on both project level outcomes and national trends. The CA and DPs acknowledge that the government has and continues to take steps to strengthen adherence to International Labour Organization (ILO) conventions on forced and child labor. The implementation of legislation on child and forced labor is being reinforced and mechanisms to support elimination of child and forced labor are being expanded including national monitoring and feedback mechanisms. A CGPC reference group on Uzbekistan has been formed to which the SE provides updates on the implementation of the Child and Forced labor mitigation measures. The last update was received in August 2015. Regarding the mitigation measures, the Third Party Monitoring covers both child and forced labor and includes three broad activities; (i) monitoring/assessment; (ii) capacity building; and (iii) awareness raising. While the Feedback Mechanism (FBM) includes both child and forced labor, through three channels; (i) international channel through the ILO's supervisory mechanism; (ii) feedback mechanism will be implemented by the ILO in collaboration with the UZ Coordinating Council. This includes ILO		Through the Secretariat the Coordinating Agency has and continues to report back to the CGPC on both the project level outcomes and sector and national trends. The SE has and continues to report to the committee on the mitigation measures	On-going

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	party independent monitoring.		working with and strengthening the national grievance redress mechanisms, included those implemented by the Coordination Council (i.e., the hotline already established by the Federation of Trade Unions and others); (iii) ILO "facilitation" – independent channel available to those unable or unwilling to use the national grievance redress mechanism.			
	The committee notes that the SE has incorporated independent Third Party Monitoring (TPM) and Grievance Redress Mechanisms (GRM) related to the risks of child and forced labor. Once the contract with the organization in charge of the TPM and GRM is signed, the SE is asked to update the CGPC on the terms. Additionally, when the mechanisms are in place, the SE is asked to keep the CGPC informed on the progress, as part of the regular reporting.	M&E, equity, building for the future	The International Labor Organization (ILO) will implement TPM of World Bank-financed projects in 2015 and 2016 with the possibility of extension thereafter. Activities envisaged for the TPM are: capacity building, awareness raising, and monitoring. A detailed plan, scope, and methodology for monitoring will be developed in close collaboration with the Government, ILO and the World Bank. During a roundtable on March 3-4, 2015, the general timeline and milestones of activities to prepare for and implement monitoring during the 2015 cotton harvest was agreed.		The SE updates the CGPC regularly through the GPE Secretariat on the terms of the independent third party monitoring (TPM) and feedback mechanisms (FBM)	On-going

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	While progress has been made, there remains a concern that the project does not accommodate all ethnic minority languages.	Access and equity: multi-lingual instruction	Data from the Ministry of Public Education of Uzbekistan shows that Uzbek, Russian and Karakalpak languages together account for 98 percent of all children enrolled in pre-primary education in Uzbekistan. Teaching and learning materials for the early childhood care and education project component, which are being purchased from the GPE Project, will be produced in those three languages.			On-going
Vietnam	The Local Education Group (LEG) is encouraged to continue to discuss opportunities for furthering Vietnam's bilingual education policy in the implementation of the program, where appropriate.	Equity: multi-lingual instruction	At the Joint Sector Review, which took place in July 2014, the government showed strong commitment to improve learner achievement for ethnic minorities via bilingual education programmes and semi boarding schools. Results from mother tongue based bilingual education programs were assessed very positively, both in school visits in Tra Vinh, UNICEF reports, as well as based on anecdotal evidence. Benefits being imparted to students include increased self-confidence, participation, and stronger links between school and community.		The Resolution No.05 from 2011 by the Government clearly states the necessity to include languages, scripts and traditions of ethnic minority groups into the curricula of general schools and other types of schools. With support from UNICEF, the MoET has pilot- implemented the r*esearch for mother-tongue based bilingual education practice* in 3 provinces since the academic year 2008-2009, for minority students from kindergarten to grade 5. The survey results are among the evidence for the initial effectiveness and feasibility of the mother-tongue based bilingual education approach in improving the education quality for minority students. The r*esearch* is now being evaluated by UNICEF for its overall effectiveness. The MoET expects further support from UNICEF in bringing mother-tongue based bilingual education into the training of teachers in minority areas. However, the scale up of this solution is challenging due to the mix of minority students in remote areas/classes, and some minority groups do not have their own scripts.	On-going

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	In the context of its Joint Sector Review process, the Government of Vietnam is asked to provide the LEG, with a plan to scale up the program. It is also expected that the scaled-up program will be integrated into the government's systems.	Building for the future: strengthening systems	The student assessment survey for Grade 4 was completed in February 2015. The cleaning and processing of data for analysis is ongoing.			On-going
Yemen	The program is ambitious and there are multiple donors in the country contributing to education, which raises a concern about the absorption capacity; as such, the implementation period should be extended to four years rather than three	Donor coordination; Capacity and Program Design	The Ministry of Education (MOE) has created a special unit within MoE to coordinate the GPE funded activity managed by UNICEF. The unit has been able to work closely with relevant departments within the MoE for effective follow-up and implementation. Effective coordination, particularly with the World Bank, was occurring and continues through the current crisis.		In March 2015, the GPE Secretariat initiated implementation of the "GPE Operational Framework for Effective Support in Fragile and Conflict-Affected States." The implementation of the policy required close collaboration with the CA, ME and the Government (if recognized). GPE Secretariat's efforts led to the organization of a successful Local Education Group meeting in Amman, Jordan. The meeting resulted in identifying areas for immediate implementation: (1) Refurbishment/rehabilitation of schools mostly affected in the conflict; (2) Psychosocial support to students; and (3) Provision of basic learning supplies. Close coordination of all partners continues during the crisis.	On-going
	More information should be shared with the LEG on all donor funding to the country for coordination purposes.	Donor coordination	The LEG includes the key education donors and complete information on partner programs and funding is shared among the members.			On-going
	Provide more detail to the Secretariat on the Program Administration Unit structure and how fiduciary risks will be managed.	Education Financing: Managing fiduciary risks	UNICEF developed a detailed Operations Manual for the Yemen program which were reviewed by GPE Secretariat and approved by the government. This manual provides detailed procedures for all financial and administrative matters. Adherence to these is closely monitored by the PAU.		The PAU consists of eight professional national staff, including a Director, Coordinator, Finance Manager, M&E Specialist and Assistant, Procurement Specialist, Internal Auditor, and Admin Assistant. The Finance Manager, Procurement Manager and Internal Auditor work with MoE counterparts	On-going

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					to monitor and review their work related to GPE finances.	
	Given the high amounts used on construction, suggest increasing targets on enrollment; also, given the focus on curriculum development and improving teacher performance, encourage including indicators to measure changes in quality; changes in the result framework should be reported back to the Secretariat.	M&E: Results Framework	Yemen has recently been added to UN's list of most severe humanitarian emergencies. As per UN estimates, the current violence has directly impacted approximately 80% of the country's population (25 million). Since January 2015, the country has been facing high levels of violence and insecurity due to armed conflicts and airstrikes in 18 out of 22 governorates. The current crisis in Yemen has also impacted over 1.8 million children who were studying in 3,585 schools in various parts of the country. Most likely these children were unable to continue the second school term of 2014/15 and future prospects for the next academic year are not bright. It was recently reported that 67 schools are being used as military bases by armed groups and over 200 schools are occupied by Internally Displaced Persons (IDPs). In addition, Saudi airstrikes had partially or completely more than 100 schools in various parts of the country.		UNICEF will review the targets after the end of on-going conflict in the country. Revised construction and enrollment targets will be shared with the Secretariat for review. In addition, in the recent reprogramming, targets for rehabilitation of schools were reduced from rehabilitation of 420 schools to rebuilding of 150 schools. UNICEF in consultation with MOE and other partners will revisit the result framework to include indicators related to monitoring of change in quality. However, at this moment with the conflict, it has been difficult to full implement the new curriculum.	On-going
Zimbabwe	Concern over high amounts from household income being dedicated to education—hope to see it addressed in the education sector plan.	Education Financing	The Minister and the Principal Secretary have expressed their concern on the effect of levies on student drop out, currently at 2.5 percent. Dialogue on the issue has taken place during Education Coordination Group (LEG) meetings and most recently at the JSR held in July 2015. The policy response taken has been to encourage schools and parents to reach suitable arrangements such as in kind or staggered payments. These arrangements are legislated through the 'education contract' between parent and state. The fiscal space remains extremely pressured with 99 percent of the sector's budget going to recurrent salary costs.		Support the LEG to ensure the issue is addressed in the ESP currently being prepared for 2016-2020 and advocate that the policy on the "education contract" is operationalized and enforced.	On-going

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	Encourage civil society and teacher participation in the LEG, including in the joint sector review processes, and the development of the education sector plan. Teacher involvement is particularly important in order to promote a balanced approach to teacher training needs.	Inclusiveness of civil society and teacher participation	ECOZI is a standing member in the ECG (LEG) and participated actively in the JSR, they are also involved in the ESP development. The Unions have been involved in the development of the Teacher Professional Standards.			On-going
	Encourage that the operational costs be reviewed and consider whether reductions can be made by using the same management structure of the Education Transition Fund.	Cost-effectiveness	The Implementation support team (IST) of four team members is now in place			On-going