GPE PROGRAMME 2018-2021
ANNUAL IMPLEMENTATION REPORT – 2018/19 ZANZIBAR



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Acronyms/List of abbreviations

ESPIG	Education Sector Programme Implementation Grant
GA	Grant Agent
GPE	Global Partnership for Education
HS	Highly Satisfactory
HU	Highly Unsatisfactory
LEG	Local Education Group
IE	Inclusive Education
MoEVT	Ministry of Education and Vocational Training
M&E	Monitoring and Evaluation
MS	Moderately Satisfactory
MU	Moderately Unsatisfactory
OCIE	Office of Chief Inspector of Education
PORALGSD	President's Office Regional Administration, Local Government and Special Department
ToT	Training of Trainers
TuTu	"Tucheze Tujifunze"
UNICEF	United Nations Children Fund

Summary of Program	
Country	Tanzania
Name of Program	Zanzibar ESPIG Program 2018-2021
Reporting period (from: month, day year, to: month, day, year)	July 2018 – June 2019
GA's Program ID (if any)	UM2017/25515
Name of Grant Agent	Embassy of Sweden Tanzania (Sida)
Program amount (original commitment)	Amount in $US.5.76million
Revised Amount (where applicable)	Amount in $US.
Disbursed[1] Amount (during the reporting period)	Amount in $US.2.55million
Disbursed Amount (cumulative)	Amount in $US.2.55miliion
Program approval date	27.03.2018
Program effectiveness/start date[2]	01.07.2018
Program closing date	30.06.2021

[1]Note: "Disbursement" refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).
[2] Program effectiveness (start) date is considered as the date when the program implementation has effectively started, marked by the occurrence of an event defined in the grant application.

Revised program closing date (in case of revision/extension)	N/A
Grant Agent Contact Details (Staff Names, Positions and Email/Phone addresses)	Theresia Moyo GPE Zanzibar National Program Officer theresia.moyo@gov.se +255 (022) 2196500

1. Program Implementation Progress

1-1. Program Overview

Outline briefly the overall objective of the Program. If the Program is a co-financed/pooled program, to which the ESPIG contributes, briefly describe partners involved in the Program.

The Program is aiming to improve the number of children entering Primary schools at the right age with 2 years exposure to pre primary education. In addition, the program is also focusing on improving access to education for the most disadvantaged children with physical and learning difficulties.

- Increased Net enrolment rate in Standard 1 for children having received 2 years of quality PPE
- Schools and teachers in schools meeting inclusive education standards
- High quality timely and evidence based annual monitoring and review
  - Integrated Project Steering Committee (PSC) for all development projects under MoEVT to reduce administrative burden on MoEVT.
  - Annual Audits conducted.
  - Organization and management of the Annual Joint Education Sector Review (field visits, venues, administration)

1-2. Major changes to the Program (if any)

Briefly describe the program revisions[3] that took place during this reporting period, specifying the nature and dates of approval of these revisions.

There will be changes in the target of renovation and completion of classrooms. The reason for this is that renovation and completion of classrooms were put under one budget item and therefore causing under estimation of the unit cost. From the allocated budget, tentatively 160 classrooms will be renovated, and 35 classrooms established by community will be completed instead of 1200 classrooms in initial budget. The request to revise the target is under discussion and will be submitted to GEP within the month of November 2019.

[3] Section 10 of the Policy on education sector program implementation grants defines program revision to include extensions, reallocation of funds, addition or cancellation of components, changes in the results framework, changes in the implementation modality and changes to the indicators and/or means of verification for the disbursement of the Variable Part. (confirm with the Policy document). More details at https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants

1-3. Overall progress

Assess the overall progress in Program implementation by taking into consideration the progress of the individual Program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement vis-à-vis planned disbursement -- refer to the last page for details of rating.

Note: It is not mandatory to provide rating for each Program component. However, GA can provide rating for each component in addition to overall rating.

Overall progress in Program implementation	
Rating from Previous Reporting Period[4]	**Rating for Current Reporting Period**
□ Highly Satisfactory (HS) □ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)	□ Highly Satisfactory (HS) □ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)

If the rating has been upgraded/or downgraded since the previous reporting period, please briefly outline the main factors contributing to the upgrade/downgrade of the rating. If the program is new and the rating for current reporting period is MS, MU, U, or HU, outline the main factors contributing to such ratings.

Factors contributing to upgrade/downgrade of the rating (improvement or delay in implementation), factors contributing to MS, MU, M, or HU (in case of a new program), maybe relatedbut not limited to the following:

i. **Program management** (management arrangements, roles and responsibilities)

ii. **Program supervision (**provided supervision during the implementation, including timely and proactive identification of issues and actions taken to address them)

iii. **Factors related to capacity** (including institutional and organizational capacities, human resources related capacities and other issues that impact capacity)

iv. **Financial management/Fiduciary Issues** (including adequate procurement, financing, budgeting, and financial management mechanisms in place following the grant agents policies and procedures).

v. **M&E** (Quality of M&E arrangements, including M&E design, implementation, and utilization to inform program management and decision making; issues related to data availability etc.)

[4] This does not apply for a new Program

vi. **Coordination, partnership and participatory processes** (principal project partners, their roles and engagement; information on frequency and reasons for consultations with LEG during the program implementation).

vii. **External factors, factors beyond GA's control and unforeseen circumstances** (including macroeconomic changes, conflict and instability, natural disasters, changes in government commitment and leadership, issues related to governance and politics, unforeseen technical and logistical difficulties, changes in project/program scope, etc.)

viii. **Other challenges and constraints, & factors** contributing to problems or success in the program implementation

In case of downgrading, please describe mitigation measures that have been taken.

The Implementation of the Program was set to start July 2018 after the budget sessions for Financial Year 2018/2019. A lot of pre-program implementation activities had to happen beforehand. I.e. procurement activities and development of guidelines for Pre primary and Tutu centers schools' grants took time hence some activities were delayed. It was important for the entire program and for the sustainable capacity building of the implementors that guidelines were set for easy school management of the grants as well reducing fiduciary risk. Procurement remains a challenge especially on timing and a few instances where re advertisement had to be done due to none bidding. In order to offer sustainable support and avoid future procurement challenge Sida has assigned KPMG under the so-called Rolling Audit to support the MOEVT. on Public Financial Management i.e. procurement (more on this below).

The progress is intermediate, and it is positive that year two will efficiently be used to continue with carry over activities as well as planned year two activities. Major activities carried over include, the classroom renovation and completion, Inclusive education modules training to teachers as well as dissemination and printing of the Inclusive education policy

The coordination, partnership and within the education sector and the government is deepened and strengthened through several participatory initiatives. I.e. the Grant Agent has deployed support to the Ministry of Education through conductive consultative studies in relation to the Decentralization process that the Government is undergoing. Partners are working together with government through this transition. For example, UNICEF is supporting Local Government authorities to understand their role in delivering the Sector Plan. Sida, as mentioned, is working with Ministry of Finance, Ministry of Education and Presidents Office on Public Financial Management in education. All the support is geared to systems strengthening and improvements for better service delivery.

1-4. Progress per component/sub-component

Describe major progress made during the reporting period vis-à-vis outcomes and outputs planned for the reporting period per component/sub-component. Describe main activities undertaken and

their achievements.

Component 1: Pre-primary

By 2021, 20 new TuTu centers developed in high need areas.

Department of Pre-primary and Primary Education succeeded to establish 20 new centers in Unguja and Pemba as planned. The centers are established in four districts, five per district. The districts are North 'A' and West 'A' in Unguja, and Wete and Chake-Chake in Pemba. Currently, all centers are equipped with teaching and learning materials and two mentors per center. In total 40 mentors received training to support them to run the centers effectively. A total of 938 children enrolled in these 20 centers among them 527 are girls.



A total of 825 pre-school institutions supported by government through small scale grants annually.

On the issue of providing grant to Pre-primary schools, TuTu centers and community schools, the project supported 600 schools on the provision of small-scale grants out of 825 initially planned. The main reason of not reaching the target is that some schools have not met the criteria of receiving grant. The criteria of receiving grant include the registration of school, having pre-primary children at school, having school management committee that involve the communities and school bank account.

The Manual/guideline has been prepared to ensure proper use of funds. This manual is used by all schools and centers. The guideline was sensitized to all school's management committees from all registered schools in eleven districts, head of education sectors and district planning officers from President Office Regional Administration, Local Government and Special Department (PoRALGSD)

By 2019, a total of 977 mentors for TuTu centre linked to Professional standards received honoraria.

TuTu centers in Zanzibar established in 2007 with the aim of increasing access of Pre-primary education by targeting the remote and vulnerable communities where there is no Pre-primary

schools. It started in two districts Micheweni Pemba and North A' Unguja. During that time mentors who were responsible to mentoring children in those districts were receiving TZS 20,000/- per month that was very little. After inaugurated GPE II program in 2018 the Government has increased the honoraria to TZS 90,000/- (Ninety Thousand Shillings) to all mentors per month (TZS 40,000/- from the GPE II program and 50,000 from the Government). A total of 688 mentors and 13 TuTu coordinators are benefited by this honorarium, among them 331 from Unguja and 370 from Pemba.

By 2019, 10 new pre-primary classrooms constructed.

In 2019, the plan is to construct 10 new classrooms in 5 schools, the schools have already been identified and the construction is ongoing in Kionwa and Tumbi for Pemba and Kitogani, Matemwe and Kihinani in Unguja.

By 2021, 1200 existing pre-primary classrooms and TuTu centers renovated and completed.

This is one of the challenging outputs which need to be reviewed and set a new target. Renovation of classroom and TuTu centers not yet started, this was due to the fact that the budget of 700,000 allocated for classroom completion and renovation is very limited to achieve the target. The idea is to reduce the target from 1200 to 195 classrooms of which 135 classrooms for renovation and 60 for completion.

By 2021, pre-primary teachers received in-service training.

In-service training for Pre-primary teachers and mentors have been conducted through Teacher Centers. The training tends to improve the teacher's techniques and methodology of teaching in order to have a better impact on teaching process. The areas of improvement include changing traditional teaching methods to competence-based approaches, theoretical teaching to practical approach where the use of teaching and learning materials is more encouraged, involvement of children in teaching process (Children centered approaches), engaging parents on supporting children´s learning and teacher's engagement on 3Rs (Reading, writing and arithmetic).

A total of 794 mentors and teachers received training. These include 40 from the new TuTu centers established, 350 mentors from existing centers on follow-up training and 404 mentors and teachers

on upgrading training. Among the teaching topics trained during the training was "the mentoring methodology, Children rights, preparing teaching and learning materials, how to keep reading books, protection of children on humiliation impacts, inclusive education, community participation in TuTu centers development and children learning evaluation techniques"

By 2021 existing primary parenting program is customized to pre primary and operational

Pre-primary operational program on influencing and sensitize parents to be part of school day to day activities is under the process. Term of References, to hire a consultant, has been prepared and advertized.

By 2018 transition program for primary teachers to support children from pre-primary to primary education developed

The Term of References has been prepared and advertized for hiring technical expert to support on designing of the program to harmonize the environment and learning process between Pre-primary learning environment and lower level Primary learning environment to ensure that children are more quickly adopted to primary learning environment once they are shifted from Pre-primary school to primary.

Monitoring all activities under the Pre-primary Department for GPE II Programs.

During the monitoring process, Department of Pre-primary, ICT, DPPR, Office of Chief Inspectorate of Education in collaboration with local government officers and other stakeholders from the Ministry of Education and Vocational Training succeeded to oversee successes and challenges in the area of implementation. A total of 282 TuTu centers were visited. During the monitoring visit the following were observed

- Overcrowding of children in some TuTu Center. Average enrollment is 33 per centers. However, some centers have seventy children or more. For example: Kikobweni D (70), Masingini (91), Changawe (120), Mivinjeni (77), Kikunguni (77) and Nyikani Mashariki (86). Also, there are centers that have less than 30 children. For example: Donge mbiji(25), Banda Maji (26), Pwani Mchabgani(28) Shangu Uyagu(24), Mlimboni (24), Kandwi Kusini(20), Sokoni(27) and Mtongwe (29).

- Over aged 7 to 12 years still accommodated in some TuTu Centers and Pre-primary classes
- Children learning motivation encouraged because some communities engaged on helping teachers on teaching process when their children return home.
- Mentors were motivated to teach to the most capabilities. Thus, their teaching ability in generally is slightly good (Voice, hand writing on the black boards, black board usage, and teach aids usages). They were using learning and teaching materials to support their teaching. They used participatory methods to engage children in lesson while teaching. Different methods of teaching pre-primary children were applied.
- Learning environment in some TuTu centers are not conducive for children learning process especially TuTu center at Micheweni Pemba and North A' Unguja
- There is scarcity of teaching and learning materials in Pre-primary classes and in TuTu centers in both Unguja and Pemba

Component 2: Inclusive Education

By 2018, IE policy is in place and operational

The draft IE policy is completed. The Unit of Inclusive Education is working on comments provided by stakeholders for improvement. The plan after working on comments is to share the improved draft policy with the top government officials through meetings with Principal Secretaries and Ministers' meeting (Cabinet) for government endorsement.

By 2021, IE school service standards in place and operational

The development of school service standards including infrastructure is at the stage of preparing the Terms of Reference (ToR) for the assignment. The Office of Chief Inspector of Education (OCIE) has provided comments to improve and finalize the ToR in order to start the procurement process of the consultant. The consultant will review the existing basic school standards to ensure that they meet the need of Inclusive Education across all level of education.

Construction of ramps and rails in 50 schools.

The construction of ramps in schools has started in Unguja and Pemba. The students from 50 schools including 30 in Unguja and 20 schools from Pemba will benefit in this construction.

Currently, the construction of ramps is completed in 30 schools in Unguja, while in Pemba the construction is in the initial stage of getting the local contractors. The delay of this activity in Pemba was due to long time spent on completion of drawing design of ramps which result in delaying of the procurement process of contractors and materials as well as the start of the construction works. The main differences of these drawings between schools in Unguja and Pemba were the size of ramps and location on where to build at schools.

By 2018, modules to support inclusive education for pre and in-service teacher training developed.

The development process of IE modules is completed. A total of 8 modules have been developed. This activity was initial design to be under GPE support, however, Norwegian Association for people with Disability (NAD) joined the effort and partnership and is interested to support the development of these modules. Since budget for training of teachers on these modules is limited under the GPE support, the unit is planning to make special request for reallocation of fund on development of modules to training of teachers instead.

By 2021, all relevant stakeholders in 762 schools annually trained in identifying learners with special learning needs.

This outcome targeted to prepare facilitation guideline for parents and school committees to identify learners with special needs. The preparation process of guideline is completed and cover the areas of identifying and supporting learners with hearing impairment, visual impairment, Developmental impairment, learners with health challenges, learners living in difficult circumstance and those with learning difficult.

The Training of 24 Trainers in Unguja and Pemba was conducted to support the main training of teachers on identifying learners with special needs. The main training involves 1582 teachers from 89 schools including 17 pre-primary schools, 47 primary schools and 25 secondary schools.

Providing assistive devices in 50 schools

The issue of providing assistive devices goes together with the identification learners with special learning need. The training of teacher to identify learners with learning need was delayed. This resulted in delaying identifying assistive devices for procurement.

By 2018, IE curriculum guidelines in place and operational:

The development of IE curriculum guideline is not yet started. This is because the curriculum for Pre-primary and primary education is under review where the IE curriculum guideline is very much depending the output of the reviewed curriculum of pre-primary and primary education.

COMPONENT 3: PROJECT MANAGEMENT AND COORDINATION

The management of the project under Directorship of Policy and planning department continues with day to day coordination and follow-up of the project implementation by user departments. The following were given priority under the management:

The management organized one day sensitization workshop of the project to four districts; West B, North B, Wete and Chake-Chake conducted. This followed distribution of project brochures where 1,000 brochures were printed and distributed to PO-RALGSD and MoEVT Pemba Office.

Four Project Steering Committee meetings to discuss project implementation progress were conducted. The meetings approved the quarterly progress report and the quarterly plans of the projects. The management also conducted six meeting with key implementers to discuss the challenges of the project implementation and share ideas on the way forward. Also meetings were put together for all implementers on preparing the annual work plan for the coming year 2019/2020. The Management organized the Annual Joint Education Sector Review (AEJSR) meeting in February 2019, the second one conducted in Zanzibar – first one was conducted in January 2018. The meeting involved education stakeholders from within and outside the Zanzibar including development partners who are supporting education. The purpose of AJESR meeting is to evaluate the performance of the education sectors based on the Zanzibar Education Development Plan (ESDP II). The participants discussed and agreed on ten resolutions and the way forward based on main challenges. The report of the AJESR-meeting has been prepared and shared with stakeholders.

1-5 Progress on Results Framework and Corporate Results

Describe progress at the end of the reporting period.

Note: Attach the Results Framework, as outlined in the Program proposal, at the end of this report (in the Annex I) and report against the progress on achievement of indicator targets. When there is

underachievement or/and overachievement, briefly describe the reasons.

Note on Global Numbers indicators: A populated template will be circulated by the GPE Secretariat catering to the reporting period most relevant to your country annually to gather data on the following Global Numbers indicators:

- Proportion of textbooks purchased and distributed through GPE grants (both actual numbers and achievement rate against target)
- Proportion of teachers trained through GPE grants (both actual numbers and achievement rate against target)
- Proportion of classrooms built or rehabilitated through GPE grants (both actual numbers and achievement rate against target)

The pre-populated template will be sent to the GA in the month of August every year. The template will be populated based on the inputs from progress report(s) and the GA will be asked to verify and complete the populated template and send it back to the GPE Secretariat no later than mid-September. Please ensure to follow instructions provided in the template to provide necessary information on the achievement of the indicators. A blank sample template is provided as a part of this package for your reference.

Progress has been made in most of the indicators within the three components of the program as seen in attached Results Framework.

In component 1 some of the targets were met. However, there are some interventions that were not started due to challenges in hiring consultants for example consultants for developing teacher professional standards. While under sub component 1.1 has not been achieved due to underestimation of unit costs within the original budget, therefore a no cost program revision will be requested to reflect actual costs for classroom renovation and completion which anticipates lowering of the targets. In component 2 most of the targets were not due to delayed preparatory work and IE policy approval. For example, modules that have been continued under renewed agreement with NORAD. Outputs related to policy have been delayed because the Policy is yet to be approved. All planned activities in component 3 have been achieved. Attached with this report is a filled indicator tracking template.

1-6. Program Disbursement

Describe program disbursement status per component/sub-component.

Note: “Disbursement” refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

Note: This section cannot be substituted with annexing a Funds Utilization Report (for UNICEF).

For **ESPIG Multiplier grants**: For programs prepared using GPE Multiplier grants, list the sources and volumes of co-financing included in the Expression of Interest used to access the Multiplier allocation. For each source of co-financing, please list the value of co-financing and include whether it has been committed or disbursed. If it has been disbursed, please note the status of

disbursement (under disbursement or completed).

	Disbursements
Component 1	1,726,892
Component 2	363,733
Component 3	278,343
Total	**2,368,967**

1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

Describe the performance of implementation from the standpoint of Financial Management, Procurement, Safeguards, and other Fiduciary matters. Describe any issues or challenges related to program fiduciary oversight during the reporting period, such as program management/implementation arrangements, financial management, procurement, social and environmental safeguards monitoring andreporting and other fiduciary matters. Provide the information on the annual audit report that was due during the reporting period – was it submitted to the Secretariat or is it overdue and explain why; what are the main findings from the recent audit and what actions have been taken to address those issues.

Grant Agent has procured KPMG to undertake the assignment for rolling audit for this grant.

The rolling audit will complement the Swedish Embassy in monitoring and reporting as well as support the implementing ministries in Zanzibar. Although the assignment of the rolling audit focuses on financial management, procurement and related value for money aspects, the rolling audit will also provide useful inputs for continuous capacity building and support within the programme to the MOEVT, MOF and PORALG.

As such, experience shows that rolling audits can result in improved management of physical and financial resources at the disposal of implementing units, through the transparency and accountability, they help stimulate without the typical nine to eighteen-month time lags associated with annual audits. By regular and re-occurrent – on place based - reviewing of how financial routines and procedures are followed, how procurements are managed, and how costs are being incurred, potential weaknesses, non-compliant practices, ineligible costs and value for money losses can be identified, reported and dealt with reduced lag times before they get repeated and become major problems.

The annual Audit is yet to be undertaken, the report will be shared, including issues raised.

1-8. Status of Progress on Previously Raised Issues

Provide a status update on previously raised issues with program implementation, including all the mitigation actions that have been taken to resolve all of the previously raised issues from previous progress reports AND program annual audits. Describe the outcomes of these mitigation actions.

TO BE REPORTED IN YEAR 2

2. Reporting on the variable part (if applicable)

Describe whether strategies have been implemented and whether targets have been reached within agreed timelines, how and when verification has been conducted, and disbursement amount per indicator, and when disbursement took place (fully or partially).

In addition to narrative given under "2. Reporting on the variable part", fill in the Variable Part Reporting Template (see annex) and send it back to the Secretariat together with the progress reporting template. In case of questions, the Secretariat may contact you within 6 weeks after the receipt of the template. A blank sample template for variable part is provided as part of this package for your reference.

Attach documentation of the explicit confirmation that targets have been reached to allow (partial) disbursement (e.g. independent verification agent's report, document for validation of results by GA and/or LEG) as well as documentation which shows the authorization to disburse/or an evidence of actual disbursement by GA).

NOT APPLICABLE

3. Key Partnerships and Interagency Collaboration

Describe the involvement of country-level partners (i.e. Local Education Group and others) in the monitoring of this grant and the sector, noting how and when the LEG was updated on progress in the implementation of the grant.

The Local Education Group (LEG) is actively engaged in the policy dialogue and specifically discussions around the implementation and reporting of the grant. LEG meetings are scheduled quarterly for various agendas, and GPE is a permanent agenda. Some members of the LEG form part of the GPE task Force and some are invited in the GPE steering committee where discussion in details of the program are discussed. Last meeting where the progress of the GPE grant discussed was July 2019.

Specific areas of collaboration were around the development of the IE modules. NORAD decided to continue supporting the activity despite their intention to stop which was the basis for including the funds within this grant. Therefore, funds have been leveraged and anticipated through a program revision request to be used for teacher training on the modules.

The Pre primary Curriculum review has also been a task that has been collaborated with Sida funds. The need for Coherence in the review of the Pre primary curriculum with that of primary d convened resources together. Therefore, Sida provided for resources of the consultants for the curriculum review while GPE resources have been used for field activities such as conducting the needs assessments.

4. Lessons Learned

Describe any particular lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the Program.

Government and partners coordination are working well and continuing to get better. The ZESC is the sector dialogue forum that is enabling information sharing in all interventions happening in education and therefore making easier for projects to be collaborating. Example the agreement to combine the pre and primary curriculum review so that there is coherence and avoid disconnects between the two, UNICEF who will be supporting the development of pre service teacher curriculum will also complement the subcomponent within GPE program and therefore funds can be complementary.

The AJESR was also very productive and eye opening especially at policy issues and plans. Deliberations that since have had an operational costed plan done, are being followed up and making sure actions are being taken example the Mid Term review of the ZEDP II.

5. Knowledge Product

If knowledge products were produced from the program, briefly describe them and how they will be (or have been) disseminated and used to support program implementation, inform policy dialogue and initiate reform.

NA

6. Future Work Plan

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period. This section will inform "Overall Progress" and "Status of Progress on Previously Raised Issues" sections in the next progress report cycle.

In this year action plan, the following interventions were planned:

COMPONENT 1

- Establishment of 20 new TuTu centers
- Construction 20 new preprimary Classrooms using community-based construction.
- Completion and Renovation of existing pre-primary classrooms and TuTu Centers (Subject to Program revision Approval)
- Continue with Small scale grant to government managed or supported pre-school institutions
- Continue with provision of Honoraria for TuTu Center mentors linked to development of professional standards
- Consultant to support finalization of the ECE framework and guidelines
- Curriculum Developers to complete Pre-primary Curriculum
- In-service training for Pre-primary teachers
- Develop professional standards for preprimary teachers
- Consultant to develop parenting programme
- Consultant to develop Operating Standards for schools and parent committees
- Consultant to develop PPE to Primary transition programme
- Workshop to consult stakeholders on parenting and community programme

- Consultant to develop professional development for MoEVT PPE staff
- Provide In-service training to REOs, DEOs, PPE staff including PPE specialist, subject advisors, head teachers and inspectors on Professional Development Programme
- Consultant to develop PPE school management training programme

COMPONENT 2

- Print 5,000 copies of IE Policy
- Consultant to develop curriculum guidelines for inclusive education
- Hire consultant to develop school service standards for IE
- Continue with the construction of ramps
- Procure assistive devices for 50 schools
- Hire local consultant to review and develop the learning materials for special needs students
- Train 500 IE coordinators, inspectors, IE specialists, and teachers using IE modules (subject to GPE acceptance on reallocation)
- Hire consultant to develop learning assessment standards
- School based training in 762 schools for parents, SMCs, and teachers to identify learners with special needs

COMPONENT 3

- Conduct 4 Project Steering Committee meetings to discuss project implementation progress
- Manage and coordinate Project Implementation
- Conduct ZEDP II Mid-term Review
- Conduct workshop to review and develop 2020/21 annual work plan of the project
- Conduct annual audit
- Conduct Annual Joint Education Sector Review

Annex I: Results Framework (Please attach RF when you submit the report)

Annex II: Standard Financial Report (Please attach standardized financial report, if any, when you submit the report)

For your reference, the following blank templates are attached to this template:

1. Blank template for global numbers
2. Blank template for variable part reporting

Rating System

Overall Program implementation progress: Rate the overall implementation of the Program based on:

1. The progress of the individual Program components

2. The implementation arrangements -- Program management and coordination, financial management, procurement, and monitoring and evaluation (M&E)

3. Rate of actual disbursements compared with planned disbursements.

The overall Program implementation progress rating should reflect the current status of the program. The rating needs to strike a balance between recent progress and overall progress. A common mistake to avoid is that recent progress carries too much weight. Thus, as long as progress is made in the past reporting period, the rating is upgraded, even though the overall progress is still lagging significantly. Upgrading should be based on concrete evidence of improvement instead of expectations and promises.

If unsatisfactory performance of one or more of the above three factors is jeopardizing the timely or efficient achievement of any of the program's major outputs, then the rating should be MU, U, or HU.

Rating	Definition
Highly Satisfactory (HS)	The Program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.
Satisfactory (S)	The Program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings.

Moderately Satisfactory (MS)	The Program is expected to achieve most of its major outputs efficiently with moderate shortcomings.
Moderately Unsatisfactory (MU)	The Program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely.
Unsatisfactory (U)	The Program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.
Highly Unsatisfactory (HU)	The Program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.

Global Numbers Template (Attached Separately)

Country Name: **Project ID:**		**To be filled in by Grant Agent**				
GPE Indicator	**Indicator (s) as reported in Progress Report**	**ACTUAL: Progress reporting against each indicator (non-cumulative)** • Please report the target in numbers; no percentages or ratios • **Please report the status in numbers;** no percentages or ratios	**TARGET: Annual target for reporting period (non-cumulative)** • Do not leave it blank; if not applicable, state clearly as n/a • **Please report the target in numbers**; no percentages or ratios	**TARGET: Target for next reporting period (non-cumulative)** • Do not leave it blank; if not applicable, state clearly as n/a, do not enter end target of the grant unless the grant is in last year of implementation • **Please report the target in numbers (non-cumulative); no percentages or ratio**	**Determination of Target** Please state clearly how the target was determined in a few sentences (e.g. target was pro-rated, discussed with government, determined by grant agent, etc.…)	**Overachievement/ Underachievement** In case of overachievement/underachievement or zero progress, please provide the reason; Additionally, if you have other comments about your results, please state them briefly
		Progress Reporting period:				
Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants						
Proportion of teachers trained through GPE grants, out of the total planned by GPE grants						
Proportion of classrooms builtor rehabilitated through GPEgrants, out of the total planned by GPE grants						

Variable Part Reporting Template

Application in progress