System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Eritrea	Eritrea	GPE0000841	SC240458

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	STG	05/30/2024	07/01/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
06/30/2027	11,820,000 (USD)	06/30/2024	09/28/2025	09/29/2025

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]	Previous Rating
Moderately Satisfactory (MS)	NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Progress during this reporting period focused on preparatory work and did not involve significant financial input. Under outcome one, a significant achievement has been the government's initiative to expand children's access to early childhood education and care (ECCE). The government has used its own resources outside GPE and has trained 7,000 ECCE teachers to be deployed immediately in 100 remote and underserved communities after the training. It is expected that this will contribute to improving both the enrollment rate and foundational learning. Currently, only 25 percent of children aged 4-5 years are enrolled in pre-primary.

Other key progress under outcome one include:

(i) establishment of a Joint Task Team to lead the parent and community awareness raising programme for ECCE and the task team has so far developed a communication strategy that will guide the awareness programme,

(ii) completion of the preparatory work for the construction of 46 classrooms to be annexed to existing elementary schools and includes the selection of schools, preparation of the Bills of Quantities BoQs and development of Memorandum of Understanding MoUs for the construction works. Construction works are expected to commence by October 2025,

(iii) a research proposal for the study has been developed by the Department of Research and Human Resource Development (DRHRD) of the Ministry of Education, in collaboration with UNICEF, and is scheduled to be conducted from October to November 2025.

For outcome two, progress remains at the preparatory stage. Key achievements include the development of Teaching and Learning Materials (TLM) aligned with the Teaching at the Right Level (TaRL) approach, the formulation of a foundational literacy and numeracy (FLN) communication strategy, and the training of 100 master trainers and 450 teachers on TaRL approach. These milestones are critical in laying the groundwork for the effective implementation of the Remedial FLN Programme, particularly in reaching disadvantaged children, including girls and children with disabilities.

For outcome three, progress remains at the preparatory stage. Key achievements include the development of Training manuals for capacity development of head teachers and supervisors to ensure effective implementation, monitoring, and support of the Remedial FLN Programme and the development of monitoring tools. These milestones are critical in laying the groundwork for the effective monitoring of the Remedial FLN Programme, particularly in reaching disadvantaged children, including girls and children with disabilities. Guidelines for implementation of the affirmative actions to bring female teachers into leadership positions have also been developed.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Improve school readiness	Moderately Satisfactory (MS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
A key achievement towards improving school readiness during the reporting period has been the government's initiative to expand children's access to early childhood education and care (ECCE). As part of the initiative 7,000 ECCE teachers have been trained and are expected to reach approximately 203,000 children annually, focusing on those in remote and underserved areas once the trained teachers are deployed. It is expected that this will contribute to improving both the enrollment rate and foundational learning.

The GPE supported programme under this component is currently in its preliminary phase. Key achievements to date include: the development of communication guidelines for family and community engagement for pre-primary; the review of the Early Childhood Care and Education (ECCE) curriculum; and the creation of a comprehensive training package for ECCE teachers. These foundational steps are critical for ensuring implementation and scaling of early learning and foundational literacy and numeracy (FLN) interventions, particularly for disadvantaged children. Progress under each activity is provided below:

Activity 1.1.1 Parent and community awareness programme for disadvantaged children including girls and CwD to emphasise the importance of early childhood education:

A joint Task Team comprising representatives from UNICEF and the Ministry of Education (MoE)—including the ECCE Unit, Special Needs Education (SNE), Quality Assurance, Media, and Adult Education—have been established to lead the development of guidelines and facilitate parent and community awareness programmes on Early Childhood Care and Education (ECCE).

The Task Team has drafted a communication strategy that is now in its final stages of development. This strategy is a critical step toward addressing key barriers that prevent children— particularly girls and children with disabilities—from accessing early learning opportunities. These barriers include limited recognition of the value of early education, prevailing social norms around disability and gender, negative stereotypes about the ECCE system, nomadic and semi-nomadic lifestyles, and low levels of awareness among parents, caregivers, and communities regarding the importance of early learning. The development of communication guidelines will support the effective implementation and monitoring of family and community engagement efforts, ensuring alignment from the national level down to Zoba and community levels.

Activity 1.1.2 Inclusive infrastructure: developmentally appropriate learning environments established in the most disadvantaged Zobas

This activity contributes to the government's priority of expanding access to early childhood care and education (ECCE) through annexation of additional classrooms to existing elementary schools in the most underserved communities. Under the GPE III, a total of 46 classrooms are planned to be constructed in 23 communities. Although zero budget has been utilized so far, good progress has been made on this activity during the reporting period which include:
(i) sites (schools) to be targeted for the planned construction have been selected,
(ii) the Bills of Quantities (BoQs) for the construction works have been developed, and

(iii) Memoranda of Understanding (MoUs) have been developed and already in place.
The Project Management Unit (PMU) is scheduled to begin cost negotiations with the respective Zoba administrations in the first week of October. Quotations for construction materials have been submitted to Red Sea Corporation and are currently waiting cost confirmation. With these key preparatory steps completed, the PMU anticipates initiating construction activities by mid-October, marking a significant step forward in improving early childhood education infrastructure in underserved regions. Once construction is completed, it will create a one year pre-primary education opportunity for children before official entry to primary school for children.

Activity 1.1.3 Provision of play based TLM in the most remote and disadvantaged Zobas

This activity aims to provide play-based, curriculum-aligned Teaching and Learning Materials (TLM) to annexed pre-primary classrooms currently operating in remote and disadvantaged Zobas. These classrooms often lack essential materials such as pictorial charts, which are critical for supporting early learning through play. Although budget against this activity has not been utilized, modest progress has been made during the reporting period, mainly focusing on preparatory work and include the review and revision of the existing TLM to provide updated syllabus and Guides. This work is in progress. Procurement of play based sets of learning materials (block, puzzle, jigsaw, abacus, colour dominos, shape dominos, numbering dominos, balls, etc.) will commence in the first quarter of 2026 once progress on construction of the 46 annexed classrooms under activity 1.1.2 above is progressing.

Activity 1.1.4. Study the effectiveness of accelerated school readiness through the summer school programme.
During the reporting period, good progress has been made towards implementation of this activity. A research proposal for the study has been developed by the Department of Research and Human Resource Development (DRHRD) of the Ministry of Education, in collaboration with UNICEF. The data collection will take place in October-November 2025.

The purpose of the study is to evaluate the effectiveness of the Accelerated School Readiness (ASR) summer school programme, which was piloted in Zoba Gash Barka. The programme seeks to inform policy actions by introducing school readiness interventions for children preparing to enter Grade 1 in the upcoming academic year. The ASR programme is an innovative, low-cost strategy designed to reach children who had no prior exposure to early childhood education, offering them foundational early learning experiences.

Intermediate Outcome 1.2. Improved Quality of Early Learning
Activity 1.2.1 Professional development of teachers and facilitators in early learning

To strengthen the quality of early learning, a pre-primary in-service training package for teachers, school directors, and supervisors has been developed by the ECCE Unit of the Ministry of Education (MoE), in collaboration with UNICEF. Although not funded by the GPE programme, the Government of the State pf Eritrea has taken the first step by training 260 pre-primary teachers as Trainers of Trainers (ToTs) using the newly developed package. This initiative is part of a broader effort to expand early childhood education in remote and disadvantaged communities.

Under the GPE-supported programme, 30 master trainers (five from each Zoba) will be trained as ToTs through a 10-day programme. These trainers will then cascade the training to teachers, supervisors, and school directors within their respective Zobas. The training will focus on the distinct nature of the ECCE programme—its purpose, curriculum, and methodology—emphasizing early years pedagogy, service quality assessment, and coaching.

It is important to highlight the Government’s broader initiative to train 7,000 ECCE teachers. The 260 ToTs are currently rolling out the training across various campuses. Once deployed, these teachers are expected to reach approximately 203,000 children annually, including those in remote and underserved areas.

This intervention directly addresses the critical bottleneck of limited qualified ECCE personnel and is expected to significantly improve both enrolment and foundational learning outcomes. Currently, only 25% of children aged 4–5 are enrolled in pre-primary education, underscoring the urgent need to expand access.

Activity 1.2.2 Familiarisation of the Early Learning Development Standards

The Early Learning Development Standards (ELDS) outline the key concepts and skills children are expected to acquire along the developmental continuum—from birth to entry years into primary education. These standards aim to support the holistic development and well-being of young children, while fostering foundational learning. ELDS promote a shared understanding of early learning and development, offering a coherent framework of expectations that guide curriculum design, assessment, and instructional practices.
In Eritrea, the current ELDS were developed in 2012 for children aged 4–6 years. The ECCE curriculum was subsequently revised in 2018 to align with these standards. However, implementation and periodic review of the ELDS have been limited due to capacity constraints among educators.

To address this, the ECCE Unit conducted a brief curriculum review through desk research and consultative meetings with experienced early childhood education (ECE) teachers and directors. The outcomes of this review were shared with Director Generals and subject panelists in English, Mathematics, and Mother Tongue.

The revised curriculum is now being used to train 7,000 pre-service ECE teachers under the Government's new initiative to expand access to early learning, particularly for disadvantaged communities.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Outcome 2: Improved Foundational Literacy and Numeracy	Moderately Satisfactory (MS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
During this reporting period, progress remains at the preparatory stage. Key achievements include the development of Teaching and Learning Materials (TLM) aligned with the Teaching at the Right Level (TaRL) approach, the formulation of a foundational literacy and numeracy (FLN) communication strategy, and the training of 100 master trainers and 450 teachers on TaRL approach. These milestones are critical in laying the groundwork for the effective implementation of the Remedial FLN Programme, particularly in reaching disadvantaged children, including girls and children with disabilities. Progress under each activity is provided below:

Intermediate Outcome 2.1. Community and stakeholder engagement on the sector wide remedial FLN programme.

Activity 2.1.1 Community and stakeholder engagement strategy implemented to support sector wide rollout of the Remedial FLN Programme including for disadvantaged children

As Eritrea embarks on a system-wide rollout of the Remedial Foundational Literacy and Numeracy (FLN) Programme, strengthening the engagement of parents, community action groups, and key stakeholders has been prioritized. Their active participation is considered critical to the successful implementation and sustainability of the programme, particularly in reaching disadvantaged children, including girls and children with disabilities (CwD).

To this end, the Ministry of Education (MoE), in collaboration with UNICEF, has established a dedicated task team responsible for developing a strategy for advocacy, community, and stakeholder engagement. The task team has finalized the communication strategy, and the development of social mobilization tools—such as posters, flyers, and audiovisual content—is underway.

These materials will be disseminated through government owned television and radio channels, to raise awareness among parents, communities, and stakeholders about the benefits of the Remedial FLN Programme. The campaign also seeks to promote the formation and active involvement of community action groups and stakeholders in supporting the programme's effective rollout.

Intermediate Outcome 2.2. Continuous support to teachers to deliver foundational learning.

Activity 2.2.1 In-service training of teachers in support of FLN on TaRL Methodology

Activity 2.2.1 contributes to strengthening capacity of teachers to support the use of TaRL approaches that equip children with appropriate Foundational Literacy and Numeracy (FLN). A significant progress has been achieved in implementing TaRL approach. During the reporting period, 100 master trainers have received an intensive 10-day training on the Teaching at the Right Level (TaRL) methodology as part of efforts to strengthen foundational literacy and numeracy (FLN). The training focused on effective use of Teaching and Learning Materials (TLM), and on tracking individual children's progress toward achieving learning outcomes. This initiative was implemented through UNICEF's collaboration with TaRL Africa, with a total budget of USD 23,520 allocated for the training from GPE3.

Following this, the 100 master trainers facilitated the training of 450 teachers under the Government of Eritrea's in-service teacher development programme. The training, which spanned four months, covered both general pedagogy and the TaRL methodology, equipping teachers with practical tools to support differentiated instruction and improve learning outcomes for all children. These 450 plus the master trainers will serve cascading the training of TaRL methodology to the pilot 300 schools for the implementation of FLN remedial program.

Intermediate Outcome 2.3. Increased access to high impact gender and disability responsive Teaching Learning Materials (TLM)

Activity 2.3.1. Develop and distribute quality age-, gender-, disability-appropriate TLM, teaching aids and supplementary TLM for FLN

Significant progress has been made towards implementation of this activity. UNICEF, in collaboration with TaRL Africa, facilitated a five-day workshop for curriculum developers from the Ministry of Education (MoE) to support the development of Teaching and Learning Materials (TLM) aligned with the Teaching at the Right Level (TaRL) approach for the Remedial FLN Programme.

As a result, contextualized student booklets in Numeracy, Mother Tongue, and English, along with assessment tools and teacher guides, were developed and translated into nine local languages to ensure inclusivity and accessibility. These materials are undergoing printing for review and further refinement prior to distribution.

Intermediate Outcome 2.4. Increased access, retention, and transition for girls and OOSC in formal and non-formal schools

Activity 2.4.1. Implement the national girls' incentive scheme to support girls and OOSC complete a full cycle of education.

Activity 2.4.1 contributes to ensuring that girls from nomadic and semi-nomadic communities complete their basic education and transition to upper secondary education. Progress against this activity has mainly been preparatory work to learn from the previous experience of implementing similar programme to maximize the impact. Hence, MOE in collaboration with UNICEF conducted a review workshop in August 2025 to understand the effectiveness of the girls' education incentive programme in addressing the barriers that girls face in accessing education. The participants in the workshop came from five zobas that had previously provided cash incentives to girls, three relevant Director Generals (DGs) and officers from the central office and the acting Minister of Education. Discussion from the workshop centred on impact on the girls' incentive scheme on the girls' enrolment and retention, challenges on the implementation and criteria for selection of the girls to benefit from the scheme. Findings indicated that this intervention has significantly reduced school dropouts and promoted transition to secondary education amongst adolescent girls. The feedback on the implementation challenges have been incorporated into the Girls' incentive scheme guidelines. Selection of the girls to benefit from the incentive scheme for the 2025/2026 has been completed using the revised guidelines pending and the funds are expected to be disbursed to the selected girls in October. The report has been finalized and will be ready by October.

Activity 2.4.2. Support to enhance retention of female teachers through affirmative measures

This activity contributes to the government's priority on enhancing retention of female teachers through affirmative measures. The progress under this activity during the reporting period has mainly focused on

the preparatory work to guide the implementation of the programme. As part of this intervention, the General Education Unit has developed an operational guideline which includes selection criteria for the females to benefit from the affirmative measures. One of the key criteria include eligible female teachers who demonstrate exceptional commitment to serve as role models within their communities. The developed guidelines have been shared with all Zobas for implementation and the eligible female teachers have been selected. The distribution of awards to the selected female teachers and the full rollout of this initiativeis expected to be implemented from October.

Activity 2.4.3. Equip Mai-Habar School for the Deaf and establish learning spaces for OOSC

The procurement of the equipment for Mai-Harbar school is planned to begin in the first quarter of 2026 in time for the completion of the construction works under the GPE-2 grant. The construction of the school is progressing well and is expected to be completed before the end of the year.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Outcome 3: Enhanced Education Sector Equity-Focused Efficiency and Leadership	Moderately Satisfactory (MS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
During this reporting period, progress remains at the preparatory stage. Key achievements include the development of Training manuals for capacity development of head teachers and supervisors to ensure effective implementation, monitoring, and support of the Remedial FLN Programme and the development of monitoring tools. These milestones are critical in laying the groundwork for the effective monitoring of the Remedial FLN Programme, particularly in reaching disadvantaged children, including girls and children with disabilities. Guidelines for implementation of the affirmative actions to bring female teachers into leadership positions have also been developed. Progress under each activity is provided below:

Intermediate Outcome 3.1. Enhanced efficiency and effectiveness of school leadership

Activity 3.1.1. Professional development of school heads and supervisors in charge of leadership and supervision of the sector wide Remedial FLN Programme

A training manual for the professional development of school heads and supervisors—responsible for leading and overseeing the implementation of the sector-wide Remedial Foundational Literacy and Numeracy (FLN) Programme—has been developed by the Department of Research and Human Resource Development (DRHRD) of the Ministry of Education, in collaboration with UNICEF. The training aims to strengthen leadership and supervisory capacity at the school and Zoba levels to ensure effective implementation, monitoring, and support of the Remedial FLN Programme. The training is expected to start by December 2026.

Activity 3.1.2. Introduce affirmative measures to bring women into leadership positions

The plan to empower and promote women into leadership positions has been initiated, with the Human Resources Department sending a request to all Zobas to identify potential female candidates for leadership roles. Due to competing priorities faced by female education personnel at the start of the academic year, the training is scheduled for implementation in the fourth quarter of the year 2025.

Intermediate Outcome 3.2. Strengthened Monitoring, Assessment, and Quality Assurance

Activity 3.2.1. Review the Strategic refocus of the Education Sector Plan with a realistic budget, and clear results framework

The review of the Strategic refocus of the Education Sector Plan (2022-2026) was included in the GPE III programme document in response to the recommendation in the Independent Technical Advisory Panel

(ITAP) report that identified weak system performance indicators and evidence challenges in securing system administrative improvements. Since the Complimentary Elementary Education (CEE) programme is the flagship programme in the ESP 2022-2026 to reduce the proportion of Out of School Children (OOSC), it was proposed in the plan that a review of its effectiveness will be done as part of the overall ESP review process through consultation workshops at national and subnational levels to review effectiveness of the CEE programme. The CEE is a non-formal accelerated education provision for over-aged children between 9 and 14 years old in nomadic areas. Instead of the 5 years national curriculum, students learn the accelerated curriculum in 3 years after which they mainstreamed to formal schools.

Progress to date has been the preparatory work for the national and subnational consultation workshops for the CEE programme. A national conference is scheduled for 9 - 10 October 2025 for the review of the CEE programme. This event will engage key stakeholders, including line ministries, Zoba education heads, Zoba administrators, civil society organizations, and UN partners. The conference will evaluate the overall adult education programme, with a particular focus on CEE, aligning with the Sustainable Development Goal 4 (SDG-4). It will serve as a platform to review achievements, share success stories, identify challenges, and set priorities for the next five years to promote equitable access to quality education for overaged children and adults through alternative education pathways.

Following the national conference, all Zobas will continue organizing consultative workshops to assess and strengthen the implementation of the CEE programme at the regional level.

As part of the preparatory work for the planned national conference, the MoE team from the central office early in the year conducted a series of meetings with four regions—Anseba, Gash-Barka, and Debub—to initiate planning for the workshops. These consultative sessions brought together Zoba and Sub-Zoba CEE focal points, education managers, and supervisors to review the achievements, successes, challenges, and management of the CEE programme. The discussions emphasized the importance of ensuring enrollment and retention of overaged children (9–14 years old). The outcomes of these meetings reaffirmed the critical role of the CEE programme in addressing the issue of out-of-school children (OOSC), given their significant numbers.

Activity 3.2.2. Conduct Education Working Group (EWG) Assessment based on GPE Assessment Guideline and Review of Coordination Mechanisms

Although the EWG has been meeting regularly on a quarterly basis to monitor progress on implementation of activities including discussions on how the coordination can be improved, a formal EWG assessment based on GPE Assessment Guidelines and Review of Coordination Mechanisms has not been conducted. This exercise is planned to take place by December 2025.

Activity 3.2.3. Build capacity and leverage quality data for monitoring of the sector wide Remedial FLN Programme
As part of the Teaching and Learning Materials (TLM) development and master trainer workshops, data collection tools for the Teaching at the Right Level (TaRL) methodology have been developed by the Assessment Unit of the Department of General Education at the Ministry of Education (MoE). These tools are designed to support the systematic tracking of student progress in foundational literacy and numeracy. To ensure inclusivity and accessibility, the forms have been translated into nine local languages. They are now part of the assessment toolkit and are currently being printed for review and further edition. The teachers will be trained on how to use the assessment toolkit.

Intermediate Outcome 3.3. Improved Education Data Collection, Management, and Storage

Activity 3.3.1. Establish routine data system for the Remedial FLN Programme

As part of the Teaching and Learning Materials (TLM) development and master trainer workshops, data collection tools for the Teaching at the Right Level (TaRL) methodology have been developed by the Assessment Unit of the Department of General Education at the Ministry of Education (MoE).
These tools are designed to support the systematic tracking of student progress in foundational literacy and numeracy. To ensure inclusivity and accessibility, the forms have been translated into nine local languages. They are now part of the assessment toolkit and are currently being printed for review and further edition.

Activity 3.3.2. Strengthen data analysis and the use of data for policy action

To support this activity, the hardware component has been clearly identified, and the Ministry of Education's ICT Unit has outlined the specific ICT equipment required. These include essential tools aimed at enhancing digital learning space and strengthening existing infrastructure. The bidding and procurement process will commence in line with national procurement procedures by October 2026. The objective is to equip targeted schools and zoba offices with the tools needed to improve digital access, promote technology-assisted teaching and learning, and build long-term system resilience.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Program Implementation Costs	Moderately Satisfactory (MS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Although the financial absorption is rated as 'Moderately Satisfactory', good progress on preparatory work has been made that did not require financial input, but are critical milestones in laying the groundwork for implementation in year 2 where significant financial input will be required and the expenditure absorption is expected to be on track in the next reporting period.

The underspending during the reporting period is mainly due to the fact that this was the first year of implementation and the focus was on laying the foundation for implementation of activities that did not require significant financial input. The activities focused on developing learning materials and guidelines for implementation of the planned activities as well as selection of beneficiaries.

Lessons, innovative/promising practices

Discussions from the review workshop on the Girls' Education Incentive Scheme highlighted that the intervention has significantly reduced school dropouts and promoted the transition to secondary education among adolescent girls. For long-term sustainability, however, participants emphasized that incentive schemes must be complemented by broader initiatives—such as improving learning environments to make them more girl-friendly and implementing behaviour change activities with parents and communities to address attitudes and cultural practices that negatively affect girls' education.

Impact stories

The UNICEF Education Section, in collaboration with the Communications Section, has produced tweets that were captured during the Girls Education Incentive Scheme review workshop. The links to the tweets are provided below:

https://x.com/uniceferitrea/status/1958150904097489375
https://x.com/uniceferitrea/status/1956284570141077979

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	Photos capturing the participation during the Review workshop of the Girls.docx	Variable Part Confirmation	Photos capturing the participation from the review workshop on the Girls incentive scheme programme

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
11,820,000	24,960	0.21	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Although the financial absorption is not rated as 'on track', significant progress on preparatory work has been made that did not require financial input,but are critical milestones in laying the groundwork for implementation in year 2 where significant financial input will be required and the expenditure absorption is expected to be on track in the next reporting period. Reasons for delay was mainly because the UNICEF system was blocked because over over nine months unliquidated funds that had been transferred to the Ministry of education meant for construction works under GPE II. To ensure that expenditure absorption gets on track in the next period, a separate vendor account for GPE III has been created so that the delays under GPE II should not impact implementation of GPE III.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

6,259,414.4

Total Expenditure for the Current Reporting Period

24,960

Explanation for underspending or overspending in excess of 10%

The underspending during the reporting period is mainly due to the fact that this was the first year of implementation and the focus was on laying the foundation for implementation of activities that did not require significant financial input. The activities focused on developing learning materials and guidelines for implementation of the planned activities as well as selection of beneficiaries.

Management Performance

Level of Management Performance

Moderately Satisfactory (MS)

Previous Rating

NA

Detailed Description

Although the financial absorption is not rated as 'Moderately Satisfactory', good progress on preparatory work has been made that did not require financial input, but are critical milestones in laying the groundwork for implementation in year 2 where significant financial input will be required and the expenditure absorption is expected to be on track in the next reporting period. The low absorption rate is also attributed to the Ministry of Education absorption rate of the previously received funds from UNICEF that were not liquidated for over nine months and blocked the UNICEF system to transfer more funds to the MoE. To overcome this challenge, a new vendor by each programme has been created to allow different programmes to be implemented in parallel and not affected by the challenges of the other programme. For instance, the reasons for the delays were due to the over nine months funds that were transferred to the MoE for the construction works under the GPE II and impacted the transfer of funds for the GPE III activities. Now these accounts have been separated to enable flow of funds for the GPE III.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Moderately Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
ASR	Accelerated School Readiness
BoQs	Bills of Quantities
CEE	Complementary Education
CwD	Children with Disabilities
DGs	Director Generals
DRHRD	Department of Research and Human Resource Development
ECCE	Early Childhood Education
ECE	Early Childhood Education
ELDS	Early Learning Development Standards
ESP	Education Sector Plan
EWG	Education Working Group
FLN	Foundational Literacy and Numeracy
GPE	Global Partnership in Education
ICT	Information Communication and Technology
ITAP	Independent Technical Advisory Panel
MoE	Ministry of Education

MoU	Memorandum of Understanding
OOSC	Out Of School Children
PMU	Programme Management Unit
SDG	Sustainable Development Goals
SNE	Special Needs in Education
TaRL	Teaching at the Right Level
TLM	Teaching and Learning Materials
ToT	Trainers of Trainers
UN	United Nations

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1				

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Teachers trained through GPE grants	50	0	The 50 teachers were part of the 100 master trainers (50 teachers plus 50 supervisors and curriculum developers) have been trained as master trainers to roll out the training of classroom teachers on TaRL methodologies. They received an intensive 10-day training on the Teaching at the Right Level (TaRL) methodology as part of efforts to strengthen foundational literacy and numeracy (FLN). The training focused on effective use of Teaching and Learning Materials (TLM), and on tracking individual children's progress toward achieving learning outcomes. This initiative was implemented through UNICEF's collaboration with TaRL Africa, with a total budget of USD 23,520 allocated for the training from GPE3. Following this, the 100 master trainers facilitated the training of 450 teachers under the Government of Eritrea's in-service teacher development programme. The training, which spanned four months, covered both general pedagogy and the TaRL methodology, equipping teachers with practical tools to support differentiated instruction and improve learning outcomes for all children. These 450 teachers are not counted in this table because the training was directly funded by the government and not GPE funds even though the master trainers were directly funded by the GPE funds.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1				

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project	0				0	
Of which, girls					0	
Of which, children with a disability (optional)					0	
Of which, refugee children (optional)					0	
Of which, internally displaced children (optional)					0	
Of which, out-of-school children, in school-age (optional)					0	
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)					0	

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children

are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

No child has directly benefitted from the programme at this stage because the programme was only at preparatory stage.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
Date					

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.