System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Moldova	GPE0016484	SCG	09/01/2024

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
1,000,000 (USD)	**From Date**	**To Date**	11/28/2025
	08/31/2024	11/26/2025	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Cross-sectoral convening

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	NA

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

(i) Major accomplishments of this reporting period

The Capacity building of the education sector for effective Curriculum Reform programme demonstrated significant progress during the reporting period, with substantial achievements across all major components and objectives, effective financial and project management, and strong coordination with the Ministry of Education and Research (MER). The initiated curriculum reform is in line with Challenge 5 of the Development Strategy Education (DS)–2030, addressing the limited advancements in the educational system's ability to create an inclusive learning environment for all students through curriculum

development and teaching/evaluation practices.
Accomplishments:
- Establishment of the National Curriculum Management System
The National Curriculum Management System was created as a centralized platform utilized by educational authorities to oversee all aspects of the national curriculum across the education system. It is managed and coordinated through the recently created department within the MER. It serves as a centralized system for designing, implementing, monitoring, evaluating, and revising the curriculum across various levels of education. It also oversees the alignment with educational goals and standards, curriculum sequencing, and resource management. Additionally, in strong collaboration with the National Agency for Curriculum and Evaluation (NACE), it monitors the quality assurance of curriculum implementation within all levels of education by tracking progress, facilitating communication and collaboration among various stakeholders.
- Development of new curriculum documents
The development of the new curriculum documents represents a major achievement and a premiere for the national education system. For the first time, the curriculum reform process is guided by a coherent and comprehensive set of instruments, including the Reference Framework for National Curriculum, the Methodology for Curriculum Evaluation, and the Methodology for Curriculum Development.
These documents establish a unified vision and standardized procedures for managing curriculum processes across all education levels and subjects. They provide clear principles, criteria, and quality assurance mechanisms to ensure alignment between educational goals, learning outcomes, teaching methodologies, and assessment practices.
- Extensive capacity building of curriculum experts
Throughout all program activities, extensive capacity-building initiatives were implemented to strengthen the competencies of about 220 national curriculum experts. Capacity development was embedded across all stages of the project — from the design of curriculum frameworks to the piloting and evaluation of new methodologies.
This comprehensive approach to capacity building ensures long-term ownership, leadership, and sustainability within the national education system.

(i) Implementation challenges
- Complexity of the reform
The ongoing curriculum reform is a highly complex, multidimensional process that requires a visionary strategy and extensive coordination. The reform also requires a shift in institutional culture, moving from content transmission toward learning centered on skills, critical thinking, and values.
Additional challenges include limited human and institutional capacity, the need for continuous capacity building, and the integration of cross-cutting priorities and approaches.
Furthermore, maintaining commitment and ensuring continuity of reform efforts, particularly during periods of financial constraints, remain key challenges for the reform process.
Despite these challenges, through participatory coordination among the MER responsible department, NACE, national experts, and UNICEF, and sustained capacity building, the reform is progressively laying the foundation for a modern, learner-centered curriculum.
- Challenges in managing 200 contracts of curriculum experts
Both the UNICEF Human Resources (HR) department and the Education Unit are unable to manage the contracting of around 200 persons through vacancy announcements of Terms of Reference (ToRs) due to capacity limitations. Therefore, alternative methods were explored to handle this volume of contracts effectively. Considering UNICEF's internal capacity, the partnership with the National Institute of Education and Leadership (INEL) has been leveraged, and the contracting and management of the 200 consultants have been included in their workplan and delegated to them.
This amendment streamlined the contracting process and enhanced expert monitoring by involving additional INEL staff. The engagement of INEL staff is a key component of the curriculum reform process. INEL staff contribute actively to the design, validation, and implementation of the new curriculum frameworks and methodologies, bringing valuable experience in the curriculum reform. By participating in all stages of the reform, from conceptual development to capacity-building initiatives, they play an essential role in bridging policy and practice.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:

Component 1.5 Develop a new gender responsive and inclusive Reference Framework for National Curriculum (RFNC)

A new gender-responsive and inclusive RFNC was developed by the selected five experts and members of the National Expert Group, in collaboration with the MER.
The RFNC is the educational policy document that sets out the strategic direction for the development of the National Curriculum (the framework plan for primary, lower secondary, and upper secondary education; the curricula for compulsory and optional subjects; textbooks, methodological guides, and other learning resources; programs for national tests and examinations).
The Framework is based on the principles of equity, quality, and sustainability, and is designed to ensure that all students have access to a high-quality education that meets the needs of the 21st century.
The document was made available for public comment and discussion.
Additionally, the draft of the document was posted on the Government portal for public consultation. In June 2025, the draft of the new RFNC was endorsed at the National Council for Curriculum meeting, which has the mandate to develop and approve the national curriculum and educational standards. The Council is also engaged in monitoring the implementation of curricula and associated materials and ensuring alignment with approved curriculum documents. The Council provided a set of recommendations for consideration before final approval.
At the next stage, universities that provide teacher training programmes were invited to participate in consultation rounds. Written feedback was submitted to the Ministry, and respective adjustments were made.

Component 2.2 Development of a robust Methodology for the Evaluation of Curriculum Implementation

The National Expert Group developed the Methodology for the Evaluation of Curriculum Implementation in collaboration with the MER.
The methodology aims to provide a unified, systematic framework for evaluating the curriculum in general education at the national level, ensuring the continuity, coherence, and quality of the educational process across primary, lower secondary, and upper secondary education.
The methodology specifies how the evaluation of the content, competencies, and objectives established by the National Curriculum is organized to determine the relevance and efficiency of the educational process, as well as the degree to which quality requirements in general education are met.
It also describes the role and responsibilities of the public authorities during the curriculum evaluation: MER, NACE, INEL, academia, local public authorities and educational institutions.
The draft of the Methodology for Curriculum Evaluation Implementation was presented to academia for public discussion.
Meanwhile, from May to September 2025, the Methodology was piloted with the involvement of 210 experts in curriculum evaluation and development.
The National Expert Group and the MER coordinated the piloting. The purpose was to verify the applicability, consistency, and relevance of the proposed methodology for evaluating curriculum documents, as well as to identify areas that need adjustment before nationwide implementation. The piloting provided a solid empirical basis for validating the methodological framework and strengthening the culture of evaluation in the education system.
The pilot project was carried out in five successive stages: training of experts, field application of evaluation methods and criteria, data collection and analysis, reflection and adjustment of tools, and final synthesis of results. The results obtained confirm the functionality and validity of the methodology as a tool for systemic evaluation of the national curriculum.

Component 2.3 Evaluation of the existing curriculum, including the gender audit of the curriculum to address harmful gender stereotyping
Following the training on the application of Methodology for Curriculum Evaluation, the MER issued an Order on 24 April 2025 nominating 188 experts, who were assigned to dedicated working groups:
- 5 national experts serving as members of the National Expert Group and coordinators of the evaluation process
- 7 expert coordinators for curriculum areas

- 18 subject coordinators
- 150 subject experts

The evaluation of the national curriculum started in April and will end in October 2025.

The evaluation of the curriculum documents for general education represents a systematic effort to analyze the structure, content, and coherence of the curriculum elements. The process focuses on assessing the alignment between curriculum objectives, competencies, units of competencies, content, and learning outcomes, ensuring their consistency with national education standards.

Experts in curriculum design will provide a comprehensive perspective on both strengths and areas requiring improvement. This process aims to ensure that the general education curriculum remains relevant, inclusive, and responsive to the evolving needs of learners and society. The process was coordinated by the 5 national experts, who organized weekly meetings with the coordinators for curriculum areas and subject coordinators and provided methodological assistance, including support with the application of instruments, results interpretation and deliverables.

The MER plays a central and coordinating role in the evaluation of the national curriculum. As the governing authority responsible for educational standards and policy, MER oversees the entire evaluation process to ensure its alignment with national education goals, legal frameworks, and quality assurance principles. Specifically, the MER is responsible for:

- Selecting and appointing experts, through a transparent and competitive process;
- Providing institutional and logistical support for training, data collection, and analysis;
- Reviewing and validating deliverables and recommendations.

2.3.1 Comparative external analysis of subject curricula across three countries (Estonia, Romania, and Ireland)

Such an analysis serves multiple policy objectives. Firstly, it facilitates the identification of good practices by examining evidence-based and effective educational models implemented internationally. Secondly, comparative exercise contributes to the modernization of curriculum content, establishing relevant benchmarks for updating educational programs in accordance with the evolving socio-economic and technological requirements of modern society.

Thirdly, the process supports improvements in the quality of education by highlighting structural and methodological differences in teaching, learning, and assessment practices across countries. These insights inform the development of more effective pedagogical and evaluation approaches that promote student-centered learning and competency development.

This is an additional activity requested by the MER for the selected 40 curriculum experts, aimed at strengthening the national curriculum framework and aligning it with contemporary international standards and advanced practices.

2.3.2 Analysis of the national exams' results, grades 9-12

The evaluation of learning outcomes represents a critical stage in the broader process of curriculum evaluation. Despite its importance, this component was not initially included in the deliverables for the subject evaluators, as it is a complex, resource-intensive task that requires processing substantial volumes of data. For this reason, the MER proposed conducting a robust, comprehensive analysis of national examination results. Such an analysis will enable:

- Assessment of student achievements;
- Identification of performance trends over time; and
- Determination of priority areas for targeted interventions to better

support both students and educators.

The specific objectives are to analyze the results of the national examinations for Grade 9 and the results of the Grade 12 national examinations for the years 2024–2025.

The activity is being conducted with the support of NACE that selected 22 experts. The final reports will be presented in October 2025.

2.3.3 Workshop on the presentation of the results of curriculum evaluation and the integration of new educations into the national curriculum

A three-day workshop on presenting the curriculum evaluation results and integrating New Educations into the National Curriculum was organized with the participation of 120 curriculum experts. The event provided a structured platform for dialogue, reflection, and collaborative planning among policymakers, curriculum developers, education experts, and teachers.
By the end of the workshop, the following outcomes were achieved:
- A shared understanding of the findings from the national curriculum evaluation.
- A draft framework for integrating new educational areas aligned with international standards and national priorities.
- Policy recommendations and an actionable roadmap for curriculum modernization, teacher support, and monitoring of implementation progress.
The workshop was facilitated by the five national experts together with MER staff responsible for curriculum evaluation and development.

Component 3.2 Development of a robust Methodology for Curriculum Development

The National Expert Group has developed the methodology. Its purpose is to establish a comprehensive and standardized methodology that guides all stages of curriculum development — from needs analysis and design to implementation, evaluation, and continuous improvement. The methodology will serve as a strategic framework for curriculum developers, educational policymakers, and practitioners, ensuring that curriculum reform is coherent, transparent, and aligned with both national priorities and best international practices.
The development of the methodology is a collaborative process that includes consultation workshops, peer review, and piloting methodological instruments to ensure both validity and practicality.
Training on the application of methodology is planned for November 2025, prior to the development of the new curriculum modules.

3.2.1 Development of the vision on the integration of New Educations into the national curriculum

New Educations refers to a set of emerging educational fields that have developed in response to changes in contemporary society.
In the Education Code of the Republic of Moldova (Law No. 152/2014) and its subsequent amendments, the concept of "New Education" is referred indirectly, through the general objectives of the education system and the modernized curriculum, which promotes:
- the development of transversal skills;
- education for democratic, digital, and sustainable citizenship;
- the integration of "new education" topics into all school subjects (not just as separate subjects).
The development of this vision involves aligning national education goals with global trends, and updating curriculum frameworks, respectively. Ultimately, the integration of the New Educations into the national curriculum represents a commitment to prepare learners not only for the labor market but for life — to think critically, act responsibly, and contribute to building a sustainable, democratic, and inclusive society.
To develop a vision for integrating New Educations into the national curriculum, curriculum experts first needed to participate in a capacity-building exercise. The activity was conducted between 11 and 15 August 2025 in Chisinau. The curriculum experts were trained on content and ways of insertion into the national curriculum of the ten thematic areas, such as:
- Education for Sustainable Development,
- Education for Global Citizenship,
- Financial Education,
- Entrepreneurship and Innovation,
- Education for Digital Skills and Artificial Intelligence,
- Media Education,
- Education for Equality and Inclusion,
- Education for Health and Well-being,
- Education for Peace, and

- Value-based Education.

This initiative, undertaken with the support and technical assistance of other development partners, aims to ensure that the national curriculum reflects the evolving competencies, values, and knowledge required of learners, and includes emerging and cross-cutting areas.

This is an additional activity led by UNICEF and MER which was conducted with the support of other development partners.

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:

Component 1.1 Organization of public consultations on the vision of the new National Curriculum

Several rounds of public consultations on the vision of a new National Curriculum started with the presentation of the new RFNC. Three online sessions were conducted by the five national experts and the MER responsible staff. The purpose was to gather stakeholder perspectives on the vision, principles, and priorities of the new curriculum and to build consensus on its framework.

The organized events gathered around 1,500 academia representatives, including teachers, school leaders, curriculum developers, parent-teacher associations, universities, teacher training institutions, researchers, civil society organizations, education-focused NGOs.

The New Reference Framework for a National Curriculum establishes the foundational structure, values, and guiding principles that shape all subjects, teaching methods, and learning outcomes. It serves as a blueprint for curriculum reform — linking national goals, global competencies, and local realities.

Component 1.2 Capacity building of MER, NACE and national experts for effective coordination, leadership, and ownership of curriculum management processes across all subjects and grade levels.

The capacity building of the MER, the NACE, and curriculum experts is fully embedded within the broader curriculum implementation process and has not been approached as a separate activity.

During the first year of implementation, these stakeholders actively participated in all training activities associated with the newly developed curriculum management instruments. Their engagement in these sessions ensures that capacity building occurs in parallel with practical exposure to the new curriculum tools, fostering strengthened coordination, leadership, and ownership of curriculum management across all subjects and grade levels.

This integrated approach ensures that MER, NACE, and national experts are not only trained in the technical aspects of the documents but also acquire the skills and competencies necessary to lead, coordinate, and sustain the curriculum reform process effectively, thereby reinforcing institutional ownership and ensuring the long-term sustainability of the reform. However, additional targeted capacity-building activities are planned for the next year to reinforce ownership and long-term sustainability of the curriculum reform process.

Component 2.1 Strengthen capacities for sector coordination in the area of monitoring and evaluation of curriculum Implementation

UNICEF, in collaboration with MER, organized a training programme for curriculum experts from April 11 to 13 2025. The event was attended by 160 experts, including curriculum and textbook authors, selected by the MER through a competitive basis. The training was conducted by the national experts who developed the Methodology for Curriculum Evaluation. To ensure high-quality training delivery, the national experts prepared a comprehensive training course that included all necessary materials for participants. Based on a request from the MER, the second round of training was organized for 50 experts. This session specifically targeted experts who requested additional training prior to the start of the curriculum evaluation, as well as Russian-speaking experts.

To ensure full understanding of the process, all training materials were translated into Russian. The final methodology has not yet been approved. It is being constantly updated along with the evaluation of the national curriculum process and will be finalized upon the completion of the evaluation.

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	NA

Detailed Description:

Component 1.4 Review the existing Reference Framework for National Curriculum (RFNC) to help address the forms of exclusion and to ensure direct linkages with the education sector policies

The main purpose of the revision of the RFNC, 2017 edition, is to
improve the quality of education, ensure alignment of the country's education sector policies with European policies, and address issues of exclusion and gender inequality.
The specific objectives of the study are:
• Establishing intra- and interdisciplinary approaches and links, the structure of specific competencies, and the uniform and justified allocation and distribution of training time per school subject.
• Formulating findings and recommendations, methodological tools for improving the document from an inclusive and gender perspective, and conceptualizing a new Reference Framework.
• Identifying provisions in the document that promote gender equality and inclusion.
• Analyzing the potential impact on vulnerable and marginalized groups.
The study was based on the assessment framework and the related indicators. It also includes valuable recommendations for the educational stakeholders. It provides clear conceptual and methodological guidelines for the design, implementation, evaluation, and development of new generations of framework plans, curricula, textbooks, methodological guides, and other learning resources for primary, lower and upper secondary education.

Component 3.4 Capacity-building and technical assistance for integrating a focus on gender equality in planning by the development of a gender-based approach to adopt throughout the curriculum development process

Capacity-building and technical assistance were provided to ensure that a gender equality perspective is fully integrated into the curriculum planning and implementation. It was agreed that it will be achieved through the initiated process of the development of the vision on the integration of New Educations into the national curriculum as part of the Education for Equality and Inclusion. Accordingly, all curriculum experts and national experts participated in the training, conducted between 11-15 August 2025.
This was achieved through the development and adoption of a gender-based approach applied systematically across all stages of the curriculum evaluation and development process. Training of curriculum experts aimed at:
-Curriculum design and review, ensuring learning objectives, content, and teaching materials are gender-responsive;
- Development of monitoring tools, enabling the assessment of gender equality integration at all levels of curriculum implementation;
-Institutional support for MER and NACE, strengthening their capacity to promote and sustain gender-responsive curriculum policies across subjects and grade levels.
This approach ensures that gender equality is not treated as an isolated topic, but as a cross-cutting principle embedded throughout the curriculum, reinforcing inclusive learning environments and equitable opportunities for all learners.

Lessons, innovative/promising practices

The new RFNC envisages embedding New Educations into the national curriculum. New Educations refer to a group of emerging educational fields developed in response to contemporary societal changes. These represent crosscutting, transdisciplinary themes or areas of learning that span multiple traditional subjects, helping children make meaningful connections across disciplines. The integration of New Educations into the national curriculum represents a commitment to the new curriculum framework. Although this component was not included in the current grant programme, it has emerged as a critical priority for curriculum reform. The insertion of New Educations requires extensive expertise across at least ten areas, as well as long-term support during the development of new curriculum modules.

Consequently, a collaborative platform based on a multi-stakeholder process was designed to support this effort. UNICEF led the identification, engagement, and mobilization of a broad range of partners including Council of Europe, OHCHR, UNFPA, UNDP, UN Women, IOM, World Health Organization, Center for Strategic Communication and Disinformation Counteraction, Junior Achievement Moldova, DW Akademie — capable of contributing to the development and curricular insertion of the ten thematic areas. UNICEF coordinated all stages of the process to ensure coherence, transparency, and continuous alignment with MER priorities. Key responsibilities included facilitating partner collaboration and communication, organizing technical consultations and workshops, negotiating roles and contributions, and preparing the necessary methodological and reference materials. Through this coordinated approach, the collaborative platform provided an effective mechanism for co-creation, enabling partners to jointly define the strategic vision, examine options for integrating the thematic areas into the national curriculum, and provide sustained, evidence-based support to MER throughout the reform process.

Impact stories

NA

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

#	File Name	Document Type	Description
1	Reference Framework for National Curriculum (RFNC).pdf	Results Framework	The RFNC is the educational policy document that sets out the strategic direction for the development of the National Curriculum (the framework plan for primary, lower secondary, and upper secondary education; the curricula for compulsory and optional subjects; textbooks, methodological guides, and other learning resources; programs for national tests and examinations)
2	Report on existing RFNC_ 2017.pdf	Results Framework	The study was based on the assessment framework and the related indicators. It also includes valuable recommendations for the educational stakeholders. It provides clear conceptual and methodological guidelines for the design, implementation, evaluation, and development of new generations of framework plans, curricula, textbooks, methodological guides, and other learning resources for primary, lower and upper secondary education.
2	Annex 4. Communication activities.docx	Knowledge Product	Annex 4 provides a short description of communication activities that support programme implementation

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
535,000	213,468.91	39.9	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.

The financial absorption rate for the first year is low; however, this does not accurately reflect the overall implementation of progress. The contracted rate is substantially higher, with major contractual commitments secured in the proportion of 50% of the total grant amount, including the engagement of five leading experts in curriculum development and the signing of a Joint Work Plan with the National Institute of Education and Leadership (INEL) the evaluation of the existing curricula (total amount 8,246,400.00 MDL or USD 476,593.00). This demonstrates that the major components of the Programme are already planned and financially secured.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

535,000

Total Expenditure for the Current Reporting Period

213,468.91

Explanation for underspending or overspending in excess of 10%

Management Performance

Level of management performance

Satisfactory (S)

Detailed Description

Management performance for this reporting period is rated Satisfactory, as the team kept the programme moving forward despite complex challenges. The first year focused on setting up the right structures for curriculum reform, which required close coordination with MER, NACE and INEL. Regular consultations were maintained to ensure everyone stayed aligned to priorities.

One of the biggest challenges was contracting around 200 curriculum experts that were selected by the MER for curriculum evaluation. Initially, this created internal pressure, so it was decided to partner with INEL and delegate the contracting process to them. This decision streamlined operations, reduced administrative bottlenecks, and improved monitoring of deliverables. The same approach of collaboration with INEL will be used with the experts that will be developing the new curricula modules.

Financial and procurement processes followed UNICEF standards. Although the financial absorption rate appears low (39%), it does not reflect the actual progress achieved. The first year focused on planning and securing commitments, and major contracts have already been finalized, including a joint work plan with INEL and agreements with leading curriculum experts. Expenditure is expected to accelerate in the next period as activities move into full implementation.
The implementation of the activities was made possible through multiple funding streams. In addition to the SCG grant, the activities were supported by complementary funding from the BPRM grant (U.S. Bureau of Population, Refugees, and Migration), the GPE Multiplier programme, and other UNICEF contributions, bringing the total financial support to approximately USD 90,000. These combined resources enabled the effective delivery of planned interventions and ensured continuity across key programmatic areas.

Monitoring and evaluation were integrated throughout the process, enabling UNICEF to track progress and make timely adjustments. Weekly coordination meetings with MER and expert groups ensured transparency and accountability. These efforts also helped to maintain institutional ownership, which is critical for sustainability.

While there were some delays, mainly due to the complexity of the reform and the contracting process, the team responded quickly and effectively. The management approach was proactive, solution-oriented,

and collaborative, laying a strong foundation for the next phase of work. With systems now in place and the vision fully agreed upon, a significant acceleration in implementation is expected in the coming year.

The progress report for the initial year of implementation was formally presented to the Steering Committee of the Multiplier Programme on 30 July 2025, followed by its presentation and endorsement of the Local Education Group at their meeting held on 4 November 2025.

Revisions to the grant

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

No

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

Highly Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
DS–2030	Development Strategy Education – 2030
DW Akademie	Deutsche Welle (DW)
HR	human resource
INEL	National Institute of Education and Leadership
IOM	International Organization for Migration
MER	Ministry of Education and Research
NACE	National Agency for Curriculum and Evaluation
OHCHR	Office of the High Commissioner for Human Rights
RFNC	Reference Framework for National Curriculum
ToR	Terms of Reference
UNICEF	United Nations Children's Fund
UNDP	UN Development Programme
UNFPA	UN Population Fund

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

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

[3] tooltip