Accelerated Funding Grant Completion Report Template

Status: Accepted

Country	Name of project this grant is contributing to	GPE Grant ID	Project ID
Ukraine	Ukraine - MLT AF (April 24, 2023)	GPE0016254	SC230227

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	MLT	04/24/2023	06/01/2023

Actual Closing Date	Grant Amount	Date of Report Submission
05/31/2026	25,550,000 (USD)	02/02/2026

Project Implementation

Assessment of Project Implementation: Relevance

Overall relevance

Relevance 1

High

Detailed Description

Ukraine's education system continues to operate under the strain of a full-scale war, compounded by two years of COVID-19-related disruptions. These circumstances have presented significant challenges at both systems and classroom levels, including accumulated learning losses, interruptions caused by security risks and power cuts, and a heavy reliance on technology to access education. As a result, all components of the GPE-funded programme have remained consistently relevant throughout the entire implementation period.

During the two years of GPE programme implementation, there has been a notable increase in the number of children attending school in person—from 28% at the end of the 2022/2023 school year (May 2023) to 66% by the end of the 2024/2025 school year. However, 22% of children continue to access education through mixed/blended modalities (a combination of in-person and online learning), while 11% rely exclusively on fully online education. Although this reflects a positive shift toward in-person learning, the divide between children able to return to classrooms and those restricted to online learning continues to widen.

The Rapid Damage Needs Assessment (RDNA) 4, issued in February 2025, estimates that between 2025 and 2035, Ukraine will need an estimated US$32.9 billion to rebuild and restore its education infrastructure and services. Of this, US$23.7 billion is required for reconstructing educational institutions to meet the latest safety, green, and quality standards established by the Government of Ukraine (including innovative approaches to teaching and learning), while US$9.1 billion is needed to restore education service delivery.

Ukraine's energy infrastructure has also been severely affected by targeted attacks, resulting in frequent power outages. This has further impacted access to education, particularly for the 11% of students who continue to rely entirely on online learning. UNICEF analysis conducted in 2024 projected that electricity and heating shortages could reduce available instructional time by 2.4 to 6.4 hours per day — amounting to an estimated 31 to 81 lost learning hours per month per student.

Given these continued challenges — and the growing complexity of education delivery during protracted crisis — the GPE programme remained highly relevant during the implementation period and at present. The expansion of in-person learning is encouraging, but blended and online modalities will remain essential in conflict-affected and energy-insecure areas. UNICEF and its partners continue to adapt programming accordingly, while the education sector works toward long-term recovery and reform.

Beneficiaries' views on relevance

Detailed Description

Post distribution monitoring/beneficiary satisfaction surveys were conducted for some components of the project.

Within Component 1 (Digital Devices and Learning) UNICEF conducted monitoring of the provision and use of digital learning devices. Beneficiaries (caregivers, students, and school staff) consistently viewed the provision of digital learning devices as highly relevant to their educational needs, especially given the context of conflict, displacement, and widespread reliance on remote or blended learning. Caregivers overwhelmingly affirmed that devices were fit for purpose, with 96% rating them as suitable for learning and scoring their ratings for performance and suitability — 4.5 and 4.6 out of 5 respectively. School leaders also expressed very high satisfaction with the distribution process, which they described as efficient, well organized, and minimally burdensome. Devices were received largely in excellent condition, and most children used them for core educational activities such as online lessons, homework, and accessing recorded materials. These results indicate that the project's activities within this component aligned strongly with the priorities of beneficiaries and addressed urgent access barriers to education.

Within Component 2 (Catch-up Education) of the project, survey of trained teachers confirmed that the training programme was widely viewed by teachers as highly relevant, given the learning losses caused by the war and the urgent need for practical tools to address them. A large majority (87%) of trained teachers felt the training effectively helped them address students' learning gaps, and 67% observed noticeable improvements in students' knowledge. Teacher testimonials highlighted the clarity, practicality, and motivational value of the training. Students themselves confirmed positive change: about 40% said they had managed to overcome some learning losses, and many reported more engaging lessons, better understanding of subjects, and improved access to supportive learning activities—even in shelters. Overall, both teachers and students viewed the intervention as high quality, practical, and strongly aligned with their priorities, contributing meaningfully to restoring learning progress under crisis conditions.

Assessment of Project Implementation: Efficacy

Overall efficacy

Efficacy 2

High

Detailed Description

Throughout the course of the project, a total of 383,720 conflict-affected children (51% of whom were girls) gained access to multiple learning pathways and learning recovery opportunities. This represents 110% of the overall project target.

Indicators for individual programme components were either achieved or overachieved, except for the number of primary and secondary school-age girls and boys provided with devices for distance education, which reached 87% of the target (9,720 of 11,230). The shortfall in device distribution was due to higher-than-anticipated unit cost, resulting in the procurement of fewer devices than originally planned.

Component 1: Digital Devices and Learning

Within Component 1 (Digital Devices and Learning) UNICEF established 43 Digital Learning Centers (DLCs) in Kharkiv, Sumy, Donetsk, Dnipro, Odesa, Mykolayiv and Kherson regions. As noted in the progress report for the 1st year of implementation, 39 DLCs had been established by that point; the final number reflects the addition of four more centers during the second year of implementation. More DLCs were established and more beneficiaries were reached than initially planned, driven by ongoing disruptions to in-person learning in eastern and southern regions, along with strong demand from local education authorities. This expansion was made possible through cost-minimizing measures, including co-financing from local authorities and the repurposing of existing premises without major refurbishment. Additionally, UNICEF supported the initiative by providing digital learning devices procured from complementary funding sources, enabling the establishment of additional DLCs.

DLCs allow children without access to devices at home to use digital learning equipment within safe education spaces and therein continue their online learning. Within the DLC's, students are able to access their online classes, download learning materials, charge individual devices as well as receive tutoring and catch-up support from DLC teachers in mathematics and Ukrainian language. DLCs also provide psychosocial support to children as well as mine risk education. As stated in the progress report, 11,942 children had benefited from DLCs by mid-2024; this figure increased significantly to a total of 45,266 girls and boys accessing formal and non-formal education through DLCs during the 2023/2024 and 2024/2025 school years.

To reach children without access to any form of in-person learning, UNICEF procured and distributed 9,720 digital learning devices (87% of the target) along with essential accessories (mouse, headset, bag) in Kharkiv, Dnipro, Zaporizhya, Mykolayiv and Chernihiv regions. This accounts for 11% of all digital learning devices distributed by UNICEF to school children in 2023-2024. The identification of children requiring individual digital devices was agreed and coordinated with the MoES, informed by data on vulnerable children from each region. Children from vulnerable groups, including internally displaced children, children from low-income families, orphaned children, children with disabilities, and children from large families have been prioritized. Devices were delivered to primary and secondary schools, who registered these within asset management systems and then provided devices to children on a loan basis.

The distribution of devices was accompanied by teacher capacity strengthening on the use of technology in remote teaching and allowing for more interactive and engaging learning processes online. As of the final reporting period, a total of 13,218 teachers (117% of the programme target), of which 91 per cent female, successfully completed training. This reflects a notable increase since the first year's results, which recorded 8,015 teachers trained (71% of the target) by that time.

Component 2: Catch-up Education

Through this programme component, UNICEF reached 374,000 children (125% of the target) with remedial education interventions, of which 75,090 directly reached though remedial classes and an estimated 298,910 students benefitting from teachers trained through this programme. This represents a significant increase from the first progress report, which recorded 237,289 children reached (79% of the target) by that time.

UNICEF trained 29,891 teachers (95% female) in conducting formative learning assessments in their classrooms and to design and implement learning recovery interventions. This marks a 44% increase in teachers trained compared to the 20,734 reported previously. Students identified at risk of falling behind were referred to remedial classes implemented in partnership with seven civil society organizations (Spivdiia, Teach for Ukraine, Association of Innovative and Digital Education, Go Global, Fishing Club of Ukraine, SaveEd, Light of Hope).

The key components of UNICEF's remedial education programme, implemented with GPE funding, include the identification of learners who are falling behind and in need of academic support to catch up on their studies, conducting pre- and post-assessments to monitor progress and programme effectiveness, training and supporting teachers on how to deliver the learning programmes, and involving parents by guiding them on how to support their children at home. These elements of the catch-up and remedial education programmes comprehensively addressed the main needs of learners, applying a holistic approach.

As described in the first progress report, evaluation and monitoring remain core to the programme strategy. For example, within the intervention implemented by Teach for Ukraine, 53.5% of students showed improvement in mathematics and 59% in Ukrainian language, based on pre- and post-tests, while 57.7% of participating children perceived their knowledge to have improved.

Throughout the programme's implementation, many students faced extreme vulnerability due to frequent attacks, explosions, evacuations, and power outages. These challenges not only hindered their access to remedial education but also made it difficult for them to stay focused and engaged in their studies. In response, UNICEF and its implementing partners incorporated an MHPSS component into the programme, involving professional psychologists who provided guidance to teachers on how to better support students under such difficult conditions. This ensured that lesson content addressed both educational goals and psychosocial needs.

Teacher training was a vital component of the interventions. The training sessions covered key topics such as differentiated learning, inclusive teaching practices, gender-transformative pedagogy and MHPSS through learning. Methodologists provided ongoing supervision and mentorship to teachers delivering catch-up and remedial education classes, offering guidance on innovative approaches to support both learning and student well-being.

To enhance coordination across learning recovery programming in the country, UNICEF and the Ministry of Education and Science (MoES) developed guidelines for catch-up and remedial education interventions, focusing on vulnerable groups, providing various modalities and defining the role of formative learning assessments. To further enhance these interventions, UNICEF supported the State Service for Education Quality in conducting a nationwide learning loss assessment in mathematics and Ukrainian language among children in 6th and 8th grades that was used to inform the development of recommendations for national and subnational level education authorities on how to improve education quality and address learning losses in the current context.

Component 3: Access to Education Materials and Learning Tools

To improve access to both printed and digital learning materials under this component, UNICEF supported the printing and distribution of 6th grade Geography textbooks to an estimated 419,208 girls and boys (representing 100% of all 6th grade children currently residing within Ukraine) as well as a full set of all subject textbooks for 2,208 6th grade children with visual impairments.

All textbooks were reviewed by UNICEF in terms of compliance with UNICEF core values and as per UNICEF's Guidelines for Reviewing Teaching and Learning Materials. Following a request from the MoES and in agreement with the GPE, UNICEF contributed to the royalty fees of 1,013,210 textbooks (6th grade Computer Science and 5th grade Arts) which enabled EU financing for procurement, and which were delivered to Ukraine at the start of the 2024/25 school year.

In recognition of the 600,000 primary and secondary school students relying exclusively on online schooling platforms, the programme supported the delivery of 1,210 lessons of digital learning content hosted within the All-Ukrainian School Online (AUSO) platform. This represents an increase from the 884 lessons reported in the previous reporting period, with an additional 326 lessons developed during the final phase of implementation. The number of children reached with this component exceeds the initial target by 49%, as coverage was expanded beyond the eastern and southern regions to all children across Ukraine, in line with a request from the MoES.

Other effects

Detailed Description

Conditions which affected the project

Detailed Description

The project was shaped throughout by the volatile war context, which kept large numbers of children in blended or fully online learning and caused recurring security disruptions and power outages. These conditions validated the project's design around multiple learning pathways, including accessing education online with support of devices and Digital Learning Centres (DLCs), and attending remedial/catch up

education programmes in schools and learning centers.

Most of the risks identified during project design proved accurate, particularly those related to power outages, connectivity instability, security related disruptions, and the need for flexible learning modalities. The mitigation measures planned in the proposal were largely sufficient and effective once implementation began.

However, some risks emerged as more severe or less anticipated than expected. Attacks on energy infrastructure created prolonged and widespread power shortages, reducing instructional time more than foreseen and increasing reliance on DLCs as safe learning. The demand for human resources to deliver remedial support also exceeded initial assumptions, requiring mobilisation of university student mentors. Additionally, operational challenges such as caregiver reluctance to borrow school owned devices—due to unclear responsibility or fear of damage—were not highlighted in the proposal but affected uptake in some communities.

Standout practices, lessons, and recommendations, and products

Detailed Description

During the implementation of the GPE-funded programme, several successful practices and innovative interventions were introduced, contributing significantly to increased access to multiple learning pathways and learning recovery opportunities by conflict affected girls and boys, which are highlighted in the sections below.

Integration of MHPSS into remedial education programme

UNICEF aimed to design and deliver a comprehensive academic programme that addresses the complex needs of students living in war-affected regions. To achieve this, mental health and psychosocial support (MHPSS) was integrated into catch-up and remedial education activities. UNICEF and implementing partners adopted this approach recognizing that learning cannot take place effectively if children are struggling with fear, anxiety, or trauma. Through the integration of MHPSS principles into regular learning sessions, the programme helped students regain foundational academic skills and also supported their emotional well-being and resilience.

This integration created safe, supportive, and nurturing learning environments, which were especially critical in times of crisis. Teachers were trained to recognize signs of distress, use trauma-sensitive approaches, and promote a sense of belonging and safety in the classroom. As a result, students were better able to concentrate, engage with learning materials, and rebuild confidence in themselves and their future. For teachers, this holistic approach also reduced burnout and increased their capacity to support students both academically and emotionally, contributing to stronger, more compassionate learning communities.

Involvement of university students into delivery of remedial education

UNICEF assessed the scale of need for catch-up and remedial education and found that the number of learners requiring support, particularly in frontline areas, is extremely high. The limited availability of professional teachers for extracurricular remedial activities, coupled with high associated costs, created a gap in service delivery. To address this, an innovative solution was piloted with GPE funding: the engagement of volunteer mentors in the implementation of catch-up and remedial education programmes.

Volunteer mentors were selected from among highly motivated university students and recent graduates eager to support children’s learning recovery and contribute to national education efforts. This represents a major scale-up from the 163 mentors reported in the previous period, with the final total reaching 1,043 mentors selected from 2,956 applications. These mentors provided targeted academic support to children in need. Learners who participated in sessions with mentors showed improved learning outcomes and increased motivation.

In addition to its academic impact, the initiative helped promote a culture of academic volunteering among youth and was officially recognized by the Government of Ukraine. As of January 2025, a law was adopted allowing volunteer activities such as those implemented through this programme to count toward university academic credits, institutionalizing the role of volunteering in the country’s recovery and education reform.

Engaging students with disabilities and from vulnerable families

Throughout programme implementation, to reach the most vulnerable students UNICEF adopted a cross-sectoral approach, cooperating closely with social services to reach and involve these children. The

primary target groups included children with disabilities, those deprived of parental care, and children living in difficult life circumstances.

While the programme succeeded in engaging many vulnerable children, it also faced challenges. These children often required differentiated teaching strategies, both academically and psychologically, as well as tailored communication with parents and caregivers to raise awareness about the benefits of catch-up and remedial education. Educators needed additional skills to support children with behavioural difficulties and to manage potential conflicts in the remedial education classroom. In response, UNICEF and its implementing partners provided extra training and supervision for teachers, building their capacity to adapt teaching practices to the learning and emotional needs of vulnerable students. The involvement of psychologists, who were available to both students and teachers, further supported effective programme delivery.

Over the two-year period, UNICEF successfully reached 3,435 children with disabilities, including 848 children through the remedial education programme.
Visibility and Communication Materials

GPE communications assets were developed throughout the programme and are summarized in the separate annex. This includes a series of press releases, human-interest stories, and social media posts spanning all GPE-funded components.

Knowledge products

Key knowledge products produced within the GPE funded action are:

• Learning loss assessment in mathematics and Ukrainian language among 6th and 8th grade students conducted by the State Service for Education Quality between April and June 2024. Ukrainian version available: https://sqe.gov.ua/wp-content/uploads/2024/10/ZVIT_Test_uchni_6i8kl_SQE-may2024_pres09.10.2024web.pdf, English version/summary under development, while a machine translated version is attached.

• Assessment report on the provision and use of digital learning devices. Monitoring was initiated in 2024 and applies a three-level evaluation framework (input, process, early results). The report was funded by complementary funding sources to GPE. Report attached.

Assessment of Project Implementation: Efficiency

Overall efficiency

Efficiency 3
Substantial

Timeliness

At project start
The project did not experience delays at the start. All preparatory steps, including coordination with the Ministry of Education and Science, partner engagement, and procurement planning were completed within the expected timeframe. As a result, implementation commenced as planned on 1 June 2023.

During implementation

The project was implemented largely on schedule, with all major components delivered within the planned timeframe, allowing beneficiaries to begin receiving support as intended.

Minor delays in Year 1 of implementation, specifically in the establishment of Digital Learning Centres (DLCs) and the printing of textbooks, were mitigated through close coordination with the Ministry of Education and Science (MoES), early procurement planning, and cost-saving measures including co-financing and local contributions. By the second year of implementation, all activities were back on track, contributing to the overall satisfactory rating.

Grant costs

Detailed Description

The grant was delivered within the approved budget, achieving 100% financial absorption, with most unit costs for teacher training, textbook printing, and other core activities remaining broadly consistent with planned figures. The primary cost deviation occurred in two areas shaped by the crisis context: digital learning devices, where higher than anticipated unit costs reduced procurement volumes, and Digital Learning Centres (DLCs), where operational realities led to the establishment of more DLCs than originally planned—43 instead of 25—made possible through cost minimizing measures, including co financing from local authorities and repurposing of existing premises, which helped offset additional expenditures. Aside from the device unit cost variance, all cost changes were effectively managed, allowing the programme to meet or surpass most output targets while remaining fully within budget.

Coordination and partnerships

Detailed Description

All preparatory and implementation steps were coordinated with the Ministry of Education and Science and partners. Regular coordination with the Ministry of Education and Science, UNESCO, and the Education Sector Working Group enabled joint problem solving, including six dedicated GPE coordination meetings that helped address operational bottlenecks, and harmonize approaches across partners, specifically in procurement of digital learning devices.

Use of data and evidence for improvement

Detailed Description

The grant made use of monitoring data and evidence to guide implementation where applicable, drawing on pre and post training assessments, third party monitoring, field visits, and ongoing feedback mechanisms to adjust activities. These data informed improvements such as refining school level communication on device lending, adapting remedial education to revise timelines, and expanding DLC functions to deliver learning through play activities. Regular coordination with the Ministry of Education and Science, UNESCO, and the Education Sector Working Group enabled joint problem solving, including six dedicated GPE coordination meetings that helped address operational bottlenecks, and harmonize approaches across partners, specifically in procurement of digital learning devices.

Use of GPE processes

Detailed Description

GPE processes enabled timely implementation, which commenced as planned on 1 June 2023. Dedicated GPE coordination meetings helped address operational bottlenecks, and harmonize approaches across partners.

Resilience and Grant Management

Resilience and Build Back Better

Detailed Description

Grant Management and Use of Funds

Unspent funds

Amount of funds that were not spent by grant closing

0

Detailed Description

Not applicable.

Management performance

Level of Management Performance

Satisfactory (S)

Detailed Description

Prior to the war in February 2022, UNICEF's staffing presence in Ukraine was 91 staff. Over the programme implementation period, UNICEF's staffing increased to over 300 positions in Kyiv as well as six field offices (Dnipro, Kharkiv, Lviv, Odesa, Mykolaiv, Poltava). These positions performed functions across a range of job specializations, both in programs and operations, in support of UNICEF's humanitarian response and its Country Programme Document 2018-2024 and 2025-2029, in alignment first with the United Nations Transitional Framework (UNTF) and then the UN Sustainable Development Cooperation Framework (UNSCDF) 2025-2029. UNICEF has prioritized a decentralized structure, to strengthen strategic and operational partnerships with local authorities in the efficient and effective delivery of interventions.

In humanitarian action, UNICEF worked closely with United Nations agencies, the government, and humanitarian partners under the inter-agency framework of the Humanitarian & Needs Response Plan (HNRP). As a stakeholder of the humanitarian architecture in the country, UNICEF led the Water, Sanitation and Hygiene (WASH) Cluster and co-led the Education Cluster alongside Save the Children and led the Child Protection Area of Responsibility (CP AoR). UNICEF's double mandate across humanitarian action and development interventions made it a key partner in the transition of the cluster system to sustainable and government-owned coordination structures: to date, UNICEF co-chairs three Sectoral Working Groups (SWGs) alongside the Government of Ukraine and key development partners – Education with MOES and Finland; Social Protection with MOSP and UK FCDO; Water Supply and Sanitation (WSS) under Housing and Utilities with Ministry of Development and France.

Specifically to the implementation of the GPE-financed interventions, collaborative efforts were put in place, bringing together governmental bodies, institutions, local municipalities, and NGOs to deliver targeted support and resources.

UNICEF applied AAP principles across its programming and made an "active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organizations seek to assist." UNICEF utilized its grievance and redressal mechanisms (GRM) to monitor programming and gather feedback from populations reached to shape implementation.

UNICEF ensured recipients of supplies are informed on service provision through two-way communications and feedback complaint mechanisms. Through its regular monitoring tools, including Post Distribution Monitoring (PDM), third-part monitoring (TPM) visits and monitoring visits by UNICEF staff, UNICEF verified that the provision of supplies was carried out as intended and gathered feedback to inform current

and future programming. This monitoring system helped identify areas for improvement and strengthened overall accountability.

UNICEF continued to assess and monitor the security situation in Ukraine to mitigate against interruptions or suspensions in programming. Through its Security Management Team, UNICEF collaborated closely with the UN Department of Security and Safety (UNDSS) to ensure the continued safety of staff members, partners implementing activities and beneficiaries, and that access would be maintained.

UNICEF prioritized the selection and identification of local partners on the ground with presence and capacity to increase the efficiency, scale, and suitability of service provision to affected local populations. Furthermore, UNICEF scaled its partnerships with local authorities to facilitate continued access and smooth implementation.

Supplies were partially procured offshore. UNICEF enlisted its Supply Division, based in Copenhagen, for the identification of suppliers with the capacity to respond at scale, selected following necessary due diligence processes.

Document Attachments

#	File Name	Document Type	Description
1	GPE report on monitoring of devices.pdf	Knowledge Product	Monitoring of devices
2	GPE report on learning loss (ENG machine translated).pdf	Knowledge Product	Learning loss (ENG)
2	GPE Results Matrix.docx	Results Framework	Results matrix

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.

Annexes

Annex 1: List of Acronyms

Acronym	Description
MOES	Ministry of Education and Science of Ukraine
TPD	Teacher Professional Development
MHPSS TT	Mental Health and Psychosocial Support Task Team
WG	Working Group
IRC	Inclusive Resource Center
TTI	Teacher Training Institute

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
- Teachers trained
- Classrooms built or rehabilitated

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 (for entire project period)	% attributed to this grant (for cofinanced grants)	Comments
1	# of textbooks purchased and distributed	541,021	100	UNICEF printed and distributed 541,021 copies of textbooks reaching an estimated 419,208 children (Girls: 201,220; Boys: 217,988; CwD: 2,208)

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (for entire project period)	% attributed to this grant (for cofinanced grants)	Comments
1	# of teachers trained	42,536	100	94% of all trained teachers are female

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (for	% attributed to this grant (for	Comments

		entire project period)	cofinanced grants)	

1

Annex 3: Cumulative beneficiary children / other students 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,** over the entire duration of the grant. Also provide relevant disaggregated values by subgroups (at a minimum by sex, and by any other groups as feasible). Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end. 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 deploy their own approaches for counting beneficiary children/other students.

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 other donors, enter 40% in the "% attributed to this grant.

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Other (Optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children/other students who directly benefited from the project over the entire duration of the project		161,083	222,637		383,720	100
Of which, female		82,152	113,545		195,697	100
Of which, children/other students with a disability (optional)		1,442	1,993		3,435	100
Of which, refugee children/other students (optional)						
Of which, internally displaced children/other students (optional)						
Of which, out-of-school children (optional)						
Of which, children/other students from						

marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project 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/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

[1] High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, considering the evolution of the emergency. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-There were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, considering the evolution of the emergency. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, considering the evolution of the emergency. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, considering the evolution of the emergency. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

[2] High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest-The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible -The project barely achieved or did not achieve (minimal achievement, if any) its objectives (intended outcomes).

[3] High-Efficiency exceeded expectations. Substantial-Efficiency was what would be expected. Modest-Efficiency was below expectations. Negligible -Efficiency was very low.