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)
Indonesia	Indonesia-EOI0000130	GPE0014985	03603896

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Save the Children Australia	MLT	09/26/2024	10/01/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
06/30/2028	24,273,202 (USD)	09/30/2024	12/30/2025	04/01/2026

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

(i) Major Accomplishments

Major accomplishments under this section includes both operational and programmatic aspects that are considered fundamental and crucial to the setup of the program implementation.

1. Partnerships with Implementing Partners established. KREASI competitively selected Implementing Partners (IPs) to lead activities across eight districts in four provinces. From 83 applications, 24 organizations were shortlisted based on their legal status, technical capacity, and experience managing large-scale education programs. Seven IPs, one of which covers two districts, were ultimately appointed to strengthen local ownership and sustainability. All IPs were provided capacity building in program approaches, donor compliance, reporting, financial management and fraud prevention, logistics and procurement, safeguarding, GEDSI, MEAL, communications and advocacy.

2. Communications plan and workflow system established. A structured communications system was developed to support reporting, accountability, donor visibility, and knowledge dissemination. This includes a KREASI website, YouTube channel and Instagram profile, as well as regular webinars inviting speakers from national and sub-national levels to present on local best practices. We have also participated in national and sub-national exhibitions and workshops. Between April and December 2025 we shared monthly bulletins to Mitra Pendidikan Indonesia / the Local Education Group (MPI/LEG), which are also featured on the KREASI website

3. MEAL plan and systems established. A MEAL foundation was put in place, including indicator definitions, monitoring tools, and data collection mechanisms to ensure consistent performance tracking. These systems underpin the Baseline Study and the Performance Management System (DevResults).

4. Baseline Study conducted. A Baseline Consultant was recruited, research questions formulated, samples defined, instruments developed, and ethical clearance secured. By the end of 2025, data collection was completed and initial findings discussed. This baseline study provides an evidence base for the KREASI program across eight districts. covering pre-primary and primary education and using a mixed-methods design. Pre-school students (n=523) were assessed using the International Development and Early Learning Assessment (IDELA) tool across four developmental domains (motor, literacy, numeracy, and executive function), while primary schoolstudents (n=1,338) were assessed across literacy, numeracy, and character competencies. Teachers and principals completed structured questionnaires to capture

information on curriculum implementation, training exposure, teaching practices, school leadership, inclusion, and child protection systems. Dissemination of the Final reports (Baseline, GEDSI, and Climate Change) was conducted 26 February 2026, and all products can be found here: https://indonesia-kreasi.or.id/en/publication/kreasi-baseline-study-report.

5. District education ecosystems strengthened. As a core program principle, KREASI strengthens district ecosystems. Stakeholders in each district were mapped, and early engagement secured strong buy-in from district leadership — including Bupati, Bappeda, Education Offices (Disdik), and Regional MoRA Offices (Kanwil Agama). This engagement resulted in office space allocation, a collaborative school selection process, and district commitment to education system improvements. Activities began with engagement sessions and reflection workshops to identify systemic challenges to student foundational learning.

6. Teacher and principal training delivered (Cohort 1). KREASI delivered training to 4,637 teachers and 813 principals on topics of curriculum development, catch-up clubs, digital learning, climate change education and data-driven planning. These efforts directly reached 11,839 students as well as engaging 1,431 government staff and 615 community members. In Year 2, training packages will be delivered through more structured guidance and expanded post-training mentoring and coaching.

(ii) Implementation Challenges

1. Learning curve of Implementing Partners. Working with seven IPs across eight districts — each with varying capacities and institutional backgrounds — presented challenges. Some partners required additional technical assistance and more time to deliver activities, contributing to delays in Results Framework achievements. Differences in capacity for compliance and reporting standards also meant that some activities were not properly recorded in the monitoring system. Although contracts began in December 2024, a six-month inception phase (including staff recruitment) meant that full implementation only commenced in April 2025.

2. High number of activities created administrative burden. The breadth of program activities placed significant administrative and reporting demands on both the KREASI team and our IPs, contributing to delays in implementation. Many activities associated with activity indicators were delivered separately (one-by-one), rather than grouped appropriately - limiting coherence, effectiveness, and sustainability. The absence of consolidated technical guidelines and standardized modules further compounded these challenges.

3. Government transition required strategic adjustment. There are change at national and local levels required renewed coordination with key stakeholders. Program activities were adjusted to align with updated government education priorities, such as experiential learning for teachers. These changes are captured in the Program Revision Request currently under review by the GPE Secretariat and will be implemented from Year 2.

(iii) Factors Leading to Progress Rating Adjustment

As this is the first annual report, the statements under this section signify the factors that may improve the future progress rating.

1. Variations in partner implementation capacity. Differences in capacity among IPs affected the pace and consistency of activity delivery. While consolidated technical guidelines will be provided in Year 2, implementation quality and preparation timelines will remain dependent on each partner’s ability to interpret and operationalize guidance effectively.

2. Monitoring and reporting coordination gaps. Delays in achieving activity indicators were partly driven by inconsistent adherence to monthly monitoring timelines and Means of Verification (MoV) standards. In some cases, activities were implemented but not fully documented in line with reporting requirements. The quality and readiness of IP staff and the clear task division amongst their staff influenced the timeliness and quality of reporting. Partners will be offered MEAL refresher training at the onset of Year Two, and the DevResults templates are also being designed for ease of use and to clarify data submission deadlines for partners.

3. Data validation workload in the national team. The KREASI MEAL team’s capacity to validate data affected reporting timelines, particularly given the need for detailed, manual MoV verification. The project’s new DevResults Performance Dashboard is expected to improve tracking efficiency; however, comprehensive validation will continue to require systematic review.

(iv) Mitigation

1. Improving partnership performance. Regular online and in-person coordination meetings have been conducted to address programmatic and operational issues, and the grant operational guidelines revised based on partner feedback. Performance reviews found that several partners adapted quickly, while those newer to development programming required additional time and support. Targeted group and individual coaching is now being provided, particularly in areas such as MEAL and organizational management. In Year Two, we are offering technical package guidance with more detail, accompanied by training-of-trainers, to improve partner performance.

2. Program design adjustment. To improve effectiveness and efficiency, Save the Children has initiated a Program Design Adjustment for Year 2 onwards. This includes consolidating activities into structured packages to assist with sequencing of implementation, and reporting. The revision process engaged Implementing Partners, MPI/LEG members, and government stakeholders. The KREASI organigram is also being revised at both the national and sub-national levels to ensure efficient ways of working.
3. Strengthening government engagement and ownership. The Program Adjustment aligns more closely with current government priorities. Starting in Year 2, government stakeholders will have real-time access to implementation progress through a performance dashboard, and joint monitoring visits are planned to reinforce ownership and accountability.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Curriculum & Assessment Outcome: Improved policies and practices for equitable preschool and primary curriculum, learning materials, and assessment for foundational skills at national and subnational levels	Satisfactory (S)	

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:
(For details about % of achievement by output and activity indicator please refer to annex 2 and annex 8)
Progress toward Outcome 1: Curriculum and Assessment
Outcome 1 aims to improve policies and practices related to equitable early childhood and elementary curricula, learning, and assessment of foundational skills at national and sub-national levels. Activities under this outcome focus on strengthening curriculum implementation, assessment practices, and access to learning materials in order to support diverse learners in developing foundational literacy and numeracy skills. Interventions target schools, teachers, and students through capacity building on the national curriculum, provision of learning materials integrated with GEDSI and climate change, and improved teacher capacity to assess and respond to student learning needs.
Output 1.1 Promoting inclusive teaching strategies with assessments and remedial support
KREASI promotes differentiated instruction, classroom-based assessment, and remedial support at the school level. A total of 1,915 teachers were trained to strengthen their capacity in differentiated learning, and 197 types of literacy and numeracy materials were distributed to supported schools. While teachers do report applying assessment practices in classrooms after their training, the quality of their skills application as reported by school principals was uneven, due to limited provision of post-training mentoring. This limitation is primarily due to KREASI Year 1 focus on teacher training approaches at district level with dissemination to other school groups (community learning), while KREASI Year 2 will focus on teacher group capacity buildings with follow-up mentoring as packaged under Teachers Professional Development.
Teachers reached by the program began developing simple literacy and numeracy teaching aids using locally available materials, enabling contextual and innovative practices in the classroom.
District-level initiatives expanded access to reading materials. For example:
• 5,093 levelled children’s story books were distributed in Pesisir Barat.
• 6,890 levelled children’s story books were distributed in Morotai.
• In Halmahera Utara, training on local non-textbook development results in 20 storybook titles (600 copies produced) and literacy-numeracy games in collaboration with the APE Game Lab.
The Catch-Up Club (CuC) model has been particularly effective in providing remedial support. Using a play-based approach to strengthening literacy, numeracy, and socio-emotional skills, 300 CuC groups were established and supported 1,506 students in Year 1. The CuC addressed critical foundational gaps of students in underdeveloped and remote districts including Nias Utara, Nias Selatan, Morotai, and Halmahera Utara. Local governments formally endorsed CuC implementation through district decrees.
To support the government’s policy of 13 Years of Compulsory Education (Ministerial Regulation No. 13/2025), KREASI focused on pre-school enrollment. The project also conducted 15 campaigns promoting pre-school enrollment to parents of young children, emphasizing the benefit of early childhood education for later learning in primary school. Campaigns reached 667 adults and 167 children. Future efforts will aim to translate community awareness about pre-school education into district-level policies supporting pre-school enrollment and primary school support for transitions from early childhood education.

Output 1.2 Supporting district offices to implement curriculum and assessment reforms

Activities aim to strengthen district capacity to implement curriculum reforms. In 2025, 216 schools reported revising support to implement the National Curriculum, and 143 target schools conducted curriculum gap analyses to improve the relevance of their classroom practices.

GEDSI capacity building was implemented at district and school levels, particularly in disadvantaged regions classified as 3T (frontier, remote, disadvantaged). This started with training of partner staff, and translated into training materials (see GEDSI section for more detail). Universal Design for Learning (UDL) principles were used to support inclusive education, and a total of 182 accessible literacy and numeracy materials were developed, reaching 85 schools in Year 1.

KREASI also assisted teachers and schools to integrate climate change education in their curricula. Training reached 243 teachers and teacher supervisors, 56 principals, and 20 government staff (319). Forty-seven schools were supported to implement climate education through lesson plans incorporating local climate issues (adaptation, mitigation, impacts). Schools also launched green initiatives such as composting, tree planting, waste sorting, and energy conservation. Four districts reported schools with active implementation of climate initiatives.

Output 1.3 Advocating for the National Curriculum to improve learning outcomes

Activities under this output focus on district-level advocacy for national curriculum adoption and improved policy implementation. Fifteen district-level trainings strengthened policy development capacity, resulting in 11 education policies or good practice products.

The ecosystem of education stakeholders were organized into consortia in all eight districts. In total, these networks engaged 248 participants from government and civil society. Each Consortia identified priorities for district-specific initiatives to improve foundational learning, with initiatives undertaken including:

• Mobile libraries (Morotai)
• Literacy Villages (Ketapang)
• Village literacy models (Tanggamus)
• Inclusive school development (Kayong Utara)
• Disability mapping (Halmahera Utara)
• Climate-aware school models
• Leadership strengthening through principal training and supervision reforms

Going forward, consortia are being positioned to play a stronger role in formal district planning and budgeting processes such as Musrenbang.

Overall Progress

Overall, Year 1 progress towards Outcome 1 is considered satisfactory, with an 87.5% achievement against planned targets. This reflects significant progress in strengthening curriculum reform, promoting inclusive practices, and advancing foundational learning support at the district level.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Teaching Practices Outcome: Improved policies and practices for equitable teaching of foundational skills in targeted districts	Satisfactory (S)	

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:

Progress toward Outcome 2: Teaching Practices

Improvements in curriculum and assessment systems only translate into better learning outcomes when reflected in classroom teaching practices. Curriculum sets learning expectations, and assessment provides diagnostic information; however, meaningful change occurs when teachers use this information to adapt instruction to student needs.

Indonesian education policy emphasizes strengthening foundational literacy and numeracy and using assessment results diagnostically. Without shifts in pedagogy, policies risk remaining procedural rather than transformative for literacy, numeracy, and character development. Experience shows that the challenge is not lack of training, but limited practical support. Teachers often understand concepts during training, but struggle to apply them consistently in the classroom. Therefore, professional development must move beyond one-off training toward continuous cycles of learning, practice, reflection, and improvement.

To address these challenges, in Year 1 KREASI focused on promoting differentiated pedagogy learning, strategies strengthening literacy and numeracy modules, enhancing teacher learning communities, and

building district-level capacity to institutionalize teacher quality reforms.

Output 2.1 Promoting differentiated teaching at district level

KREASI activities support for differentiated learning strategies and strengthening literacy, numeracy, and PAUD–SD transition modules in both teacher training institutions (TTI / LPTK), and via training among in-service teachers. KREASI reached 1,680 in-service teachers directly with training. We also partnered with 11 LPTK to integrate learning materials for primary school level, and 10 LPTK on pre-school materials. Efforts with LPTK focused on module development, while integration of materials into pre-service teacher programs is expected to expand in 2026 and beyond. Workshops and joint monitoring activities were conducted with LPTKs to integrate differentiated learning, literacy, numeracy, and transition approaches into teacher education.

Output 2.2 Enhancing online teacher development platforms

The program worked to strengthen teachers' capacity to develop and access learning materials. In 2025, 246 learning resources were produced to support teachers in improved classroom practice. Digital skills training reached 1,028 teachers, enabling them to access government learning platforms such as Ruang GTK and apply basic ICT skills in teaching.

Output 2.3 Strengthening teacher learning communities (KKG)

Teacher learning communities, including those mandated by the government (KKG), play a central role in driving teaching reforms. KREASI engaged with 88 teacher learning communities to strengthen their members practices in literacy, numeracy, and ECE. Of these, 48 were newly formed or revitalized through KREASI support. In addition, 61 of those learning communities received technical support to strengthen peer-based professional development.

Local implementing partners, in collaboration with regional governments, issued formal decrees to institutionalize KKG structures, with at least 26 decrees expected by the end of 2025.

Output 2.4 Building DEO and MoRA capacity to sustain reforms

Sustainable improvements in teaching practices require system-level support. KREASI supported 11 district-level advocacy meetings involving 441 district education office staff, Ministry of Religious Affairs staff, supervisors, and teachers. Meetings focused on best practices to strengthen literacy, numeracy, and ECE training systems and related budget planning.

Evidence-based recommendations for Sustainable Capacity Development of Educators and Education Personnel were developed and discussed with district authorities. In the Tanggamus district, local government officials (Bappeda, Setda, and BPKD) expressed commitment to increasing budget allocations for teacher capacity development in 2026.

Key challenges remain:

• Limited access to budget data from Education Offices and MoRA regional offices.

• National education budget cuts, which constrain fiscal space for districts (on average at least 60% of district education budgets are allocated from national level funds).

Overall Progress

Outcome 2 achieved an average completion rate above 87.5%, resulting in a satisfactory performance rating. Constraints in this outcome area will require that KREASI conduct continued joint advocacy and strengthened engagement with district authorities to ensure continued support for teachers already trained by the project.

Component / Objective	**Level of Progress this Reporting Period [2]**	**Previous Rating**
Educational Leadership Outcome: Improved policies and practices for equitable and effective leadership of teaching and learning in targeted districts.	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:

Progress toward Outcome 3: School Leadership

Education reforms in Indonesia increasingly position principals as instructional leaders rather than administrative managers. While curriculum and assessment systems provide a framework for learning outcomes, their impact depends on principals' ability to translate policy into classroom practice through academic supervision, mentoring, and data-informed decision-making.

Strong leadership improves student outcomes by influencing teachers' pedagogical choices: what is taught, how it is taught, and how struggling students are supported. However, many principals still prioritize administrative compliance over instructional leadership. New tools such as the Education Report Card (Rapor Pendidikan) are often treated as external evaluations rather than instruments to assist internal planning. When such assessment data is used to guide adjustments to the curricula and classroom instruction, school leadership can bridge curriculum policy and classroom improvement.

Organizational structures in many schools remain hierarchical, limiting open pedagogical discussion and shared problem-solving. Initiatives related to GEDSI and climate education are affected, and often

driven by mandates and implemented as separate programs rather than embedded within everyday teaching and learning. Strengthened instructional leadership would enable principals to integrate policy priorities such as GEDSI and climate into their curriculum, assessment, and classroom practices—ensuring improvements in learning quality are both equitable and sustained.

KREASI's Outcome 3 therefore aims to strengthen principals' capacity to lead equitable, inclusive, and effective learning processes, transforming the role from administrative manager to proactive instructional learning leader. The approach combines capacity building and mentoring for principals, supervisors, and district officials, focusing on instructional supervision, data-driven school management, strategic partnerships, and inclusive governance.

Output 3.1 Supporting principals' instructional leadership

Activities under this output strengthen instructional leadership among SD/MI principals and local education officials. Training reached 545 principals (173% of target) and 249 school supervisors and district officials (211% of target), demonstrating strong demand and engagement of this component.

At the school level, principals documented 26 best practices (160% of target, indicator 3.1.1b), reflecting emerging implementation of differentiated learning support, improved literacy instruction, and more collaborative school cultures. However, relative to the number trained, implementation of instructional leadership practices remains uneven. Ongoing peer mentoring and support from district officials, practical instruments, and stronger integration with teacher performance management systems are needed to ensure sustainable change.

Output 3.2 Strengthening KKKS for collaborative leadership

KREASI leverages Principal Working Group (KKKS) as a platform for peer learning and knowledge sharing. Engagement in these forums exceeded targets in Year 1, with 164 experts involved (413% of target). Research activities also exceeded targets by 38%, and shared good practices exceeded targets by 75%.

These results demonstrate strengthened collaboration and evidence-based dialogue at the school level. However, deeper and more sustained application within schools requires continued mentoring and integration of KKKS practices into routine leadership development.

Output 3.3 Supporting district officials in data-driven leadership

Activities under this output aim to strengthen supervisors' and district officials' capacity to use data for school policy and improvement. Participation exceeded targets across activities:

• 401 officials trained on Education Report Card data (+250%)

• 260 trained on performance evaluation (+13%)

• 303 trained on evidence-based practice (+89%)

Strong participation reflects high demand and engagement for this material at the district level. However, as with principal training, systematic follow-up—through supervision cycles and mentoring—is needed to ensure sustained application of material by principals in schools.

One indicator lagged behind (3.3.4 # of best practices shared at conferences, workshops, and publication media): only 10 documented best practices were published against a target of 16 (62% of target). Strengthening partnerships and expanding access to publication platforms will be prioritized to improve knowledge dissemination and scaling of effective leadership models.

Overall Progress

Overall, Year 1 progress towards Outcome 3 is considered moderately satisfactory, with activities achieving an average completion rate above 78.3%. Structured academic supervision and consistent data use were implemented in only a limited number of schools. Partner monitoring and school spot checks identified that while overall capacity improved, follow-through actions were uneven, highlighting the need for sustained mentoring and practical tools. Coaching will therefore be a stronger focus in Year 2.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Child Protection Outcome: Improved policies and practices for equitable child protection and prevention of harm in targeted districts	Satisfactory (S)	

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:

Progress toward Outcome 4: Child Protection

Outcome 4 aims to strengthen equitable school-based child protection policies and practices in target districts, contributing to safe, inclusive, and child-centered learning environments in school—essential for improving literacy and numeracy outcomes. The outcome focuses on strengthening school-level practices, applying a systems-strengthening approach based on a socio-ecological framework to work across three domains: (1) Structural (formal rules and mechanisms); (2) Institutional capacity and practice; and (3) Social norms and collective behavior.

Year 1 focused on institutional activation and foundation building, with schools serving as the primary entry point. Activities emphasized violence prevention, safe referral systems, case management, and integration of GEDSI principles into daily practice.

Year 1 achievements include:

• 190 TPPK/PPKS Task Forces activated (+58%)
• 607 members trained in regulations (+659%)
• 482 members trained in case management (+34%)
• 40 schools conducted campaigns about protection issues identified by TPPK such as bullying (+100%)
• 3,375 campaign participants (+238%)
• 24 Positive Discipline sessions (+140%)
• 28 schools adopted child protection policies (+40%)
• 23 villages with operational Integrated Community Based Child Protection committees (PATBM) (+53%)

These achievements indicate a high demand for child protection system strengthening. The significant over-achievements of training in regulations reflects a strong demand for clarity on roles and procedures. Expansion of school-based TPPK structures, case management training, campaigns, and community mechanisms demonstrates progress across structural, technical, and normative dimensions.

Output 4.1 Implementing child protection policies in schools

Activities under this output operationalize national regulations through the activation and mentoring of TPPK (school-based) and PPKS (district-level) structures. KREASI's focus has been on transcending compliance to achieve functional practice of child protection systems and referrals.

Schools demonstrate increased understanding of their obligations for violence prevention and referral procedures. The high demand for regulatory training (+659%) suggests schools seek deeper understanding of how to operationalize their mandates, rather than merely fulfilling administrative requirements. Case management training (+34%) strengthened technical capacity, although sustained mentoring is still needed to ensure consistent identification, referral and application of child best-interest principles.

Campaign participation (+238%) reflects progress in shifting social norms, and addressing the social acceptance of harsh discipline practices. Adoption of child protection policies by 28 schools suggests early internalization of new norms.

Key challenges include variations in school readiness, limited teacher time, and evolving policy dynamics.

Output 4.2 Strengthening protection through school, home, and community collaboration

KREASI applies a socio-ecological approach through Positive Discipline for teachers, Safe Families for parents, and strengthening integrated community-based child protection (PATBM).

Positive Discipline exceeded targets, indicating strong teacher interest in non-violent approaches. As overall targets for this material were relatively low, our plan is to integrate this topic materials into Teacher Professional Development in Year 2, so as to reach more teachers.

Activation of community-based protection mechanisms (PATBM) over-achieved targets (+53%), and was designed to link school-based protection mechanisms with village-level systems for enhanced sustainability. While an important community mechanism, we found that PATBM were reaching a much broader age range of children, and their effect on younger children (Grades 1-3) may be dissipated.

Meanwhile Safe Families targets were modest and slightly underachieved (-3%), reflecting the complexity of parent mobilization and the need for more flexible, community-based approaches.

As part of our Program Adaptation for Year 2, we intend to discontinue support for broader community-based child protection mechanisms in order to deepen and expand our reach for school-based mechanisms under Output 4.1.

Output 4.3 Strengthening governance at district and national levels

This output focuses on evidence-based advocacy, policy dialogue, and cross-sector coordination related to school-based child protection.

Twenty-nine advocacy meetings were hosted by the project's "Safe Schools" working group to discuss child protection issues such as digital protection, bullying and family-based violence (-9% of target), indicating steady progress in policy engagement on child protection. Meetings were attended by district officials from Safe School Working Group, TPPK school committee members and child protection service providers who are part of the referral system. Good practices from schools and communities have begun to inform policy dialogue. However, formal adoption of SOPs and referral systems remains in early stages, in part affected by changes in the policy at the national level creating uncertainty in districts.

Regional policy complexity and variable institutional capacity present ongoing challenges. Continued alignment with local government priorities and consistent advocacy will be essential to embed school-based

child protection mechanisms within planning and budgeting processes.

Overall Progress

Overall, Year 1 progress towards Outcome 4 is considered satisfactory, with an average completion rate above 91.3%. KREASI established a critical institutional foundation for school-based child protection. Moving forward, emphasis will shift from expansion to quality consolidation, systematic impact measurement, and formal policy institutionalization to ensure sustainability.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Improved Sector Coordination and Grant Management	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:

Cross-Cutting: District Ecosystem and Systems Strengthening

In each target district, KREASI mobilized an ecosystem of education stakeholders to focus on strengthening district-level systems to enable and accelerate children's foundational learning. KREASI's ecosystem strengthening work supports the policies, institutions, community structures, and leadership practices that are needed to sustain improvements in literacy, numeracy, inclusion, and child protection over time.

Across districts, KREASI ecosystems have worked to:

• Integrate foundational learning priorities into district planning and budgeting

• Strengthen school–community linkages to advance literacy and strengthen child protection

• Institutionalize inclusive and climate-responsive education practices

• Build leadership and regulatory frameworks that sustain reform

While it was positive that Ecosystem activities were driven by identified community needs and complement KREASI work, they were not always aligned with the project's Results Framework and therefore the project's direct support to them was limited over time.

Summary of District Ecosystem Achievements

District Key Ecosystem Actions System Results

Nias Utara ? Integrated KREASI priorities into local government (OPD) strategic plans

? Strengthened Children's Forums;

? Expanded literacy classrooms and PATBM through Village Funds

? Environmental campaigns. ? 46 officials engaged in planning;

? Literacy tools institutionalized in schools;

? PATBM decree and data mapping completed;

? Environmental initiatives embedded in 4 schools.

Nias Selatan ? Strengthened child protection governance through CRC-based training across 28 partner schools, reinforcing TPPK roles and referral systems. ? Knowledge scores increased (pre–post tests);

? 28 TPPK representatives trained;

? Stronger child-friendly school governance structures.

Tanggamus ? Developed Pekon Literacy model and village literacy networks;

? Strengthened literacy volunteers. ? NPP and Library Management Decrees issued;

? Weekly group study schedules for children established;

? Book asset handover;

? Literacy activities sustained without additional budget.

Pesisir Barat ? Reactivated TPPK;

? Strengthened teacher competencies through peer learning;

? Reinforced principal supervision;

? Developed PAUD–SD transition lesson plans. ? Improved teacher and principal competencies;
? Learning and supervision products documented;
? Renewed commitment to TPPK;
? Stronger collaboration and monitoring.
Ketapang ? Launched Literacy Village and five Community Reading Gardens;
? Drafted Regent Regulation incentivizing remote-area principals;
? Piloted Child-Friendly Schools in six schools. ? One Literacy Village launched;
? 5 operational TBM with NPP and management decrees;
? Draft Regent Regulation submitted;
? 6 SRA pilot schools established with SOPs and facilitators.
Kayong Utara ? Strengthened principal leadership through training and mentoring;
? Established Climate Change Education and Inclusive model schools;
? Issued Regent Decrees. ? 27 principals trained and monitored;
? Climate and inclusive school guidelines developed;
? 6 climate model schools integrated climate issues into VMTS and RKJM/RKAS;
? 6 inclusive schools ready to implement UDL;
? 4 Regent's Decrees issued.
Halmahera Utara ? Developed Reading Habit Guide;
? Established BCKS principal preparation;
? Activated Disability Forum and disability mapping;
? Formed Adiwiyata Team and green model schools. ? Reading Habit Guide finalized;
? BCKS needs mapping completed;
? Disability Forum decree issued with baseline data;
? 5 green model schools established.
Morotai ? Reactivated Mobile Library (MOPI);
? Established/rehabilitated seven village libraries;
? Strengthened Children's Forum and child-led advocacy;
? Secured local budget support. ? 25 MOPI services delivered reaching 400+ children;
? Village literacy competition conducted;
? Child marriage and bullying prevention outreach reached 120 participants;
? 44 active Working Group members (>70% attendance); district budget committed for Children's Forum.

Cross-Cutting: Gender Equality, Disability, and Social Inclusion (GEDSI)
KREASI integrates Gender Equality, Disability, and Social Inclusion (GEDSI) using a twin-track approach: mainstreaming inclusivity across all program components while implementing targeted interventions for children with disabilities and vulnerable groups. This ensures that inclusivity is embedded within the education system strengthening agenda and reinforced through focused actions.
In Year 1, KREASI provided introductory GEDSI training for 272 (72 males and 200 females) education stakeholders, including 142 (28 males and 114 female) teachers, 6 lecturers (4 males 2 females), 30 principals (12 males and 18 females), 13 regional education staff (5 males and 8 females), and 4 civil society representatives. Beyond awareness raising, 237 stakeholders were directly involved in developing and adapting Universal Design for Learning (UDL)-based teaching media, including 178 teachers (32 males and 146 females), 27 principals (9 males and 18 females), 10 lecturers (3 males and 7 females), 12

regional staff (5 males and 7 females), and 12 civil society representatives. These efforts demonstrate progress from conceptual understanding to practical application of inclusive teaching practices.

GEDSI Mainstreaming

A skills assessment was conducted of partner GEDSI officer skills, looking at skills in areas of gender quality, disability inclusion and social inclusion, including UDL. An in-person training was delivered to address knowledge and skills gaps, and provided in July 2025 to all partner staff (with the exception of Tanggamus). This was followed by a monthly GEDSI and child protection meeting in which partners discussed challenges and refresher material was provided.

GEDSI principles were embedded across all Year 1 modules and training materials through a content review using a GEDSI checker tool. The tool assessed three dimensions: gender equality, disability inclusion and accessibility, and social inclusion. The program's risk assessment tool, focused on safeguarding, also had GEDSI aspects integrated. Partners were required to use the checker to review training materials as well as books teaching aids, and learning materials. Feedback and technical assistance were provided to improve materials for curriculum and assessment, teaching practices, school leadership and child protection activities.

GEDSI Targeted Interventions

Under the child protection component, KREASI addressed gender dynamics of positive discipline, with training materials including how gender-based violence manifests, including bullying and classroom punishment.

To address accessibility of teaching and learning materials, KREASI developed UDL-based teaching media to ensure multiple means of engagement, representation, and action/expression. Teachers were involved in development of materials to reflect classroom realities; however, partners' classroom review of the use of these materials showed accessibility gaps in the classroom persisted. A complementary UDL checker was developed to ensure inclusive principles were reflected in teacher lesson plans (RPP), school planning documents (RKAS), and teaching materials. These two tools will be integrated into coaching tools in year two.

In Halmahera Utara, collaboration with APE Game Lab produced six UDL-based teaching products, including card games to assist with reading comprehension, and story books with local cultural representation, also published in Braille.

All eight districts initiated meetings to map the needs and district plans to establish a Disability Service Unit (ULD) as recommended by national law. The project identified 2 districts with a Disability Forum (Halmahera Utara and Nias Selatan), and 3 with the regulatory framework in place but no funding (Tanggamus, Pesisir Barat, Kayong Utara). KREASI is still endeavoring to learn and apply lessons from INOVASI about best practices in establishing a ULD, as they have been working on this for the past 1-2 years.

Two pilot disability screenings were conducted using the CFM-TV instrument (20 questions), analyzed with Washington Group cutoffs and categorized using the INOVASI Student Learning Profile (PBS). District dashboards in Halmahera Utara and Morotai covered 10–15 schools each and identified 66 students (41 boys and 25 girls) with initial indications of functional difficulties. These pilots highlight the need for strengthened referral pathways and advanced assessment systems and offer potential alignment with the Catch-Up Club (CuC) model.

Overall, Year 1 demonstrates progress in embedding inclusivity across systems while piloting targeted mechanisms to better identify and support children with disabilities. The next phase will focus on strengthening quality assurance for both screening and teaching practices and linking screening data to practical support mechanisms within schools.

Cross-Cutting: Climate Change Implementation

KREASI's strategy positions climate change education not as a stand-alone topic, but as integrated within curriculum and assessment alongside foundational skills such as literacy and numeracy. Climate content is aligned with character education and the Graduate Profile framework (P5), reflecting national curriculum priorities (BSKAP, 2024).

During Year 1, Climate Change Education (CCE) was implemented across all eight KREASI intervention districts, through capacity building at district level using project-based learning approaches, and implementation of school-based project learning addressing environmental and climate issues. CCE training reached 243 teachers, 56 principals, 20 regional staff, as well as 70 lecturers and 7 civil society representatives (396 trained in total). Following training, all districts initiated classroom and school-level implementation.

All districts made progress toward the initial target of five schools implementing climate change education. Three districts met the target—Nias Selatan, Tanggamus, and Ketapang, while Nias Utara approached the target with four schools implementing climate change education. Several districts exceeded expectations: Pesisir Barat and Kayong Utara reached six schools each, while Morotai and Halmahera Utara demonstrated the strongest expansion, each with eight schools implementing climate-integrated learning.

In Pesisir Barat, Nias Selatan, Ketapang and Kayong Utara, climate modules were developed in advance and implemented systematically over multiple weeks using project-based approaches. Classroom

lesson plans integrated local environmental issues and actively engaged students in problem-solving.
A notable example of engaging content comes from Nias Selatan, where teachers developed contextual materials using recycled waste from school environments. Given that unmanaged waste contributes significantly to local carbon emissions, students were guided to identify organic and non-organic waste, and design practical solutions. This demonstrates how climate literacy and action can be integrated into daily teaching practice.
Across districts, green initiatives—such as waste management, recycling, and school-based environmental projects—were incorporated into co-curricular programming. However, a key challenge remains limited post-training mentoring for teachers. While initial capacity building was strong, sustained coaching is needed to deepen instructional quality and ensure consistent classroom application.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Grant Agent Implementation Support Cost	Satisfactory (S)	

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:
GA implementation support costs expenditure on track as planned against the budget. GA has conducted several technical support and monitoring visits in country to support the KREASI country team.

Annex 8: Additional Comments
• Following the Program Design Adjustment & Review Process, it was concluded that the activities require refinement for the following reasons:
o Alignment with new government priorities. Recent shifts in government programs have discontinued the use of terms such as Merdeka Belajar, Kurikulum Merdeka, Portal Merdeka Mengajar (PMM), and Awan Penggerak. Therefore, the Results Framework must be adapted to align with the updated priorities and language.
o Optimization of activities. Several activities can be consolidated to promote a more effective and efficient use of resources. Additionally, introducing sub-task activities is necessary to provide clearer step-by-step guidance, making the processes easier for partners to understand and implement.
o Consolidating activities into training packages. Year 2 onward, training activities will be consolidated into training packages for more comprehensive quality interventions for teachers and school leaders. The training-of-trainer will support partners to contextualize materials to each district.
o Improved activity monitoring and data management. With seven local implementing partners working across eight districts and employing varied approaches, there is an urgent need to capture activities consistently through a real-time performance dashboard. This DevResultst dashboard should record data comprehensively and could provide different access levels to different stakeholders.
• No Cost Extension (NCE) period for 7 Local Implementing Partners working in 8 Districts/ Partners, are conducting activities under a contract extension from 12 December 2025 to 31 March 2026. This period is being used to complete remaining Year One activities than 4 out of 7 partners have not completed. During this time, the national KREASI team is recruiting package/module developer, and developing a talent pool of master trainers to support rollout in Cohort 2 schools.

Lessons, innovative/promising practices

• District-level systems strengthening achieved through collaboration, reflection, and co-design. This approach increased awareness among local education stakeholders of the interconnected nature of education challenges across sectors. It fostered multi-stakeholder collaboration and established a stronger foundation for coordinated problem-solving and decision-making to improve children's foundational skills and strengthen child protection systems.
• Catch-Up Clubs demonstrate early success. In Year 1, CuC supported 1,812 students, particularly those struggling in literacy and numeracy. The intervention improved assessment of student needs and strengthened social-emotional skills. Government endorsement through formal decrees for participating schools and facilitators reflects institutional support and potential sustainability.
• Strengthened coordination with key national education partners creates synergy. KREASI deepened collaboration with DFAT-INOVASI, UNICEF, and Tanoto Foundation to align efforts and enhance collective impact in a more systematic and effective manner.
• Quarterly Technical Working Group (TWG) enhances collaboration with DFAT-INOVASI. Meetings facilitated coordination, knowledge exchange, and joint planning. A joint workshop with INOVASI and UNICEF on Problem-Driven Iterative Adaptation (PDIA) in January 2025 marked an important step in initiating ecosystem activation in KREASI districts. The two programs signed an MOU which established

that KREASI would use the Student Learning Assessment (SLA) tool to collect baseline data and ensure INOVASI technical engagement in the study design and dissemination. Collaboration between KREASI and INOVASI has extended to ecosystem evaluation, positive deviance research, and disability inclusion. Joint field visits—including to INOVASI sites in Nusa Tenggara Barat—supported shared learning and monitoring.

• Harmonized engagement with UNICEF and MPI/LEG. KREASI actively participates in Quarterly Local Education Group (LEG) meetings, alongside UNICEF (current GPE System Capacity Grant (SCG) Grant Agent). The LEG has been an important forum to share progress and coordinate approaches. KREASI has contributed to capacity-building workshops funded by the SCG, and engaged in strategic discussions and feedback processes, including the Enabling Factor Analysis (EFA), Partnership Compact (PC), Preliminary Monitoring Questions (PMQ), Memo drafting, and Research Advisory Group (RAG) discussions on female school leadership and disability assessment.

Impact stories

Stories of Impact:
A Garage-Turned Preschool that Sparks Creativity in Children
Article: https://indonesia-kreasi.or.id/en/2025/11/a-garage-turned-preschool-that-sparks-creativity-in-children/
Please find the photo available at the link – additional photos will be made available once all individual consent forms are received from parents via the school:
https://www.contenthubsavethechildren.org/Share/rub814onugm22c83vq8040x8m7sp0o7j

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

#	File Name	Document Type	Description
1	IDN GPE Annaul Report 2025_Annex 7 Results Framework_Final 260331.xlsx	Results Framework	Completed RF
2	IDN GPE_Annual Report-Annex 2 Project Implementation Progress_260331.docx	Results Framework	Annex 2: Project Implementation Progress
2	IDN GPE_Annual Report-Tangible Outputs & Knowledge Products_260331.docx	Knowledge Product	
2	IDN GPE Annaul Report 2025_Annex 7 Results Framework_Final Updated 260429.xlsx	Results Framework	Updated result for Indicator 1.2.7

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
6,710,780	5,249,565.64	78.23	Slightly Behind

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.

Despite the challenges — including the absence of a formal inception phase, partner onboarding delays, internal recruitment gaps, and a shifting government landscape—Save the Children successfully increased spending, reaching a cumulative expenditure of USD 5,249,565 as of 31 December 2025. This reflects a 78% absorption rate against the Year 1 budget of USD 6,710,780 and 22% of the overall program budget.

To accelerate spending, the team implemented several key measures:

• Intensive Partner Mentoring: Following initial meetings, some partners requested close guidance to strengthen their financial reporting. Targeted mentoring was provided to address weaknesses and improve compliance.

• Finance Team Strengthening: With the finance team now fully staffed, including a new additional Finance Coordinator in Jakarta and two Finance Officers in North Sumatra and Lampung—the review process for partner financial reports has become faster and more thorough. This structure enables earlier identification and resolution of documentation gaps.

• Enhanced KREASI Finance Structure: Responsibilities previously shared between Save the Children Indonesia's national finance team and the KREASI team have been restructured to ensure stronger controls and clearer segregation of duties.

o Accounting and Transaction Management: The KREASI finance team now directly manages all accounting functions and transaction postings, with a clear division of roles between field teams and the main office.

o Financial Planning and Reporting: The team prepares forecasts and financial reports, leads monthly BVA meetings, and oversees financial planning for both internal and external stakeholders.

o Revised Payment System and Cashflow Planning: A dedicated bank account has been established for the KREASI program, with a revised payment system to better meet project cash needs. Direct payment processing through the KREASI team has reduced delays, particularly those caused by the previous once-a-week payment schedule.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

6,710,780

Total Expenditure for the Current Reporting Period

5,249,565.64

Explanation for underspending or overspending in excess of 10%

A major contributing factor was the capacity of some partners to fully implement, with difficulties faced in utilizing their allocated budgets effectively. As a result, partners were unable to spend according to the original plan. To address this, a No-Cost Extension was applied to all partners, serving both to accommodate the underspending and to provide a bridge into Year 2 program activities.

As well as the challenges outlined above, the program adjustment process also contributed to underspending in the latter part of this period. While local partners continued to implement, a large portion of Save the Children Indonesia's activities were temporarily put on hold to finalise the program adjustments. This adjustment period lasted from late October through the end of December 2025. During this time, the baseline continued as planned and several coordination meetings were held with partners to ensure a shared understanding of program direction for Year 2 and beyond.

Over the life of Year 1 however, the rate of expenditure steadily increased month on month, which is expected to continue throughout 2026 to bring overall expenditure in line with expected levels.

Management Performance

Level of Management Performance

Moderately Satisfactory (MS)

Previous Rating

NA

Detailed Description

During the reporting period (October 1, 2024 – December 31, 2025), KREASI operated within a complex and evolving environment. The broader national context—including general elections and delays in

national budget transfers—affected implementation sequencing.
The identification and onboarding of local implementing partners in Q4 2024 followed a deliberate, participatory process prioritizing alignment with program goals and long-term sustainability. While time-intensive, this approach established a strong foundation through early joint orientation and capacity-building. Most partner-led activities began in April 2025, following staff recruitment processes that extended through March, with turnover influenced by remote-area placements.
These factors contributed to a slower Year 1 burn rate. However, management decisions intentionally prioritized inception activities and system establishment over rapid disbursement, ensuring sound operational foundations. To strengthen implementation during this phase, the team clarified reporting lines and introduced more structured coordination mechanisms with partners. Additional provincial-level support from program, MEAL, and finance staff was deployed in August–September 2025 to reinforce field oversight and sustain progress. Coordination and partner performance continue to improve quarter by quarter.
KREASI remains adaptive and well positioned to accelerate delivery while maintaining quality and long-term impact. Pre-audit visits to partner district offices were also conducted in preparation for the external Year 1 audit scheduled for Q1 2026.

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?
Yes

Detailed Description
The Year 1 reporting timeline has changed from 1st October 2024 – 30th September 2025 to 1st October 2024 – 31st December 2025. This has been consulted and agreed upon with GPE Country Lead.

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?
Highly Likely

Detailed Description
At the time of the preparation of this report, Save the Children is preparing a request for a Program Adjustment based on Year 1 implementation lessons learned. The Program Adjustment aims for:
1. Alignment with updated government priorities
Following the change in government, the Ministry of Primary and Secondary Education (MoPSE) has adjusted its strategic direction. While foundational learning and teacher development remain priorities, earlier frameworks (e.g., Kurikulum Merdeka, PMM) are receiving less emphasis. A Program Adjustment will enable alignment of KREASI design and terminology with the evolving national agenda, strengthening ownership and sustainability. The newly introduced curriculum emphasizes Deep Learning and the development of 1,000 model schools—areas where development partners are expected to contribute. The introduction of Coding and Artificial Intelligence at upper grades has limited direct implications for KREASI, but reflects the broader policy shift that the program must acknowledge.
2. Strategic refinement of program structure and activity design
Implementation experience highlights opportunities to streamline and sequence activities under Outcomes 1 and 2 to improve coherence, operational efficiencies and partner coordination. Stronger integration of cross-cutting areas (e.g., GEDSI and climate resilience) would better reflect district-level implementation realities. A Program Adjustment will propose refinement of the activity structure, reduce fragmentation, improve partner clarity, and enhance efficiency—without altering the program's strategic intent—beginning in Year 2. Five activities that have proven operationally challenging or less effective will be dropped, and resources focused on expanding other activities to more schools.
3. Adjustments based on implementation complexity and district variation
Working with seven partners across eight districts has revealed differences in capacity, local readiness, and pace of delivery. Save the Children is reviewing project timelines, sequencing, and coordination mechanisms to ensure greater consistency in implementation. An integrated project management system—beyond current reliance on Google Drive and SharePoint—is being introduced to provide real-time data and analytics accessible to internal teams, partners, and selected stakeholders. Given the diverse backgrounds and capacities of implementing partners, there has been significant investment in partner capacity building and relationship management, particularly with Local Education Group members.

Annexes

Annex 1: List of Acronyms

Acronym	Description

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	1.1.2: # of materials delivered, created or reproduced Distribute teaching kits and materials to preschools and primary schools to support foundational literacy and numeracy skills, including teaching and learning resources, reading materials, and classroom assessment tools designed to meet diverse learning needs. The dissemination will make use of existing materials from MoPSE, MoRA, DFAT-INOVASI, and other relevant agencies, in collaboration with schools and district-level governments.	12,588	100	All 12,588 of the materials distributed and reported against this GPE Indicator are books and learning materials for use by teachers in the classroom to instruct children in literacy, and meet the GPE definition of a Textbook.

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	1.1.1 # of teachers trained, # of teachers implement foundational skills strategies in classroom Build the capacity of in-service and pre-service teachers in preschools and primary schools by providing training on equitable teaching methods, including differentiated instruction and foundational skills. This training will utilize existing learning materials from MoPSE, MoRA, DFAT-INOVASI, and other relevant agencies.	4,637	100	The 4,637 individuals reported against this GPE indicator are all teachers who meet the GPE definition. In addition, Indicator 3.1.3 "# of principals trained with instructional leadership" contributed an additional 813 Principles trained. Train current principals in INSPIRASI instructional leadership to enhance their ability to supervise the quality of teaching practices, with a focus on differentiated instruction, curriculum, and classroom-based assessment, using the Inspirasi School Leaders Coaching Academy model.

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	N/A	0	0	

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	1,203	10,636			11,839	
Of which, girls	577	5,096			5,673	
Of which, children with a disability (optional)	3	35			38	
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)	548	5,717			6,265	

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.

These children/students numbers are coming from the literacy promotion activities under the initiatives of the district ecosystem, campaign awareness during Education Day Celebration, including some of the books distribution activities, under Outcome 1 and 2.

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.