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)
Grenada	Grenada-EOI0000054	GPE0014908	

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Caribbean Development Bank	MLT	01/08/2025	02/01/2025

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
12/30/2028	5,000,000 (USD)	01/31/2025	01/31/2026	05/14/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]	Previous Rating
Moderately Unsatisfactory (MU)	NA

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

Project implementation was delayed in part by our agency's internal review process with the Board of Directors/Governors, particularly because we are a newly appointed grant agent. During this period, we collaborated with the country team to ensure that the necessary human resources were in place to support implementation. To help offset the delayed start, we advanced activities originally planned for the second year, and 40% of the activities to be implemented in year one are currently underway.

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period.

The Caribbean Development Bank (CDB) and the country/project management team have set up monthly implementation progress meetings to monitor progress and address any procurement bottlenecks and financial/disbursement delays, as part of the planned approach to overcome the delay. The team has leveraged its strong partnership by engaging ministry officials as needed to implement specific activities, successfully facilitating the implementation of activities slated for year two.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component 1: Advancing mainstreaming of inclusive classrooms across basic education and enhanced quality of services for learners with SEND	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:
The procurement process has initiated several key activities, including training in Health and Family-Life Education (HFLE) with a focus on addressing Gender-Based Violence (GBV). It has also supported the procurement of resources to establish numeracy and literacy corners, create sensory resource rooms in schools, and furnish and equip the Victoria Special Education School. During this reporting period, development of the Early Childhood Development (ECD) checklist and the reading screening tool also commenced, and plans are underway to design a public relations campaign for the ECD and Early Identification System (EIS). Collectively, these efforts account for approximately 43% of the component's activities initiated in the first year. The component remains on track to achieve its milestones, with all targeted schools expected to be equipped with the necessary resources by Year Two. Additionally, the first cohort of teachers is anticipated to have improved capacity to support diverse learners by that same period.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component 2: Enhance the quality of services for early learners	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:
Sixty per cent (60%) of the component's major activities are currently in the procurement stage. These activities include acquiring indoor and outdoor equipment for early childhood schools. Capacity-building efforts are also underway: eight officers are engaged in evidence-based training, and thirty (30) early childhood practitioners are enrolled in the UWI Certificate Course in Early Childhood Care and Development. Notably, these capacity-building initiatives were originally scheduled for Year Two but are already in progress. This progress indicates that the component is well on track to achieve its intended outputs, with twenty-five per cent (25%) of the targeted schools expected to have learning equipment in place by Year Two. Additionally, the costed parental engagement plan and advisory mechanism is expected to be in place by year two, since the Officer to support this process has been identified and engaged.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
??Component Three: Strengthening Support and accountability mechanisms for effective leadership and teaching and learning across basic education ?	Moderately Unsatisfactory (MU)	

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:
The activities for these components will be undertaken during quarters three and four of 2026. The country team has already begun preparatory engagement through consultations/discussions with the Permanent Secretary, Head of Curriculum, and the Planning Unit on the development of standing operating procedures and the digitisation/automation of processes, the Education Management Information System (EMIS), and the 360-degree appraisal system. These activities are pending, awaiting directives from the MOE leadership team. However, the procurement process for these activities is expected to be initiated by the end of October.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Project Management	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:
Despite the delayed start, the Institutional Strengthening Coordinator, with the support of the Project Coordinator, has hit the ground running by rapidly mobilising resources, strengthening stakeholder coordination, and prioritising critical implementation activities. Through proactive leadership and strategic partnerships, the project is now well on its way toward achieving its intended outputs, outcomes and milestones.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Physical contingency	No Rating Available	

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:

NA

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Price contingency	No Rating Available	

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:

NA

Lessons, innovative/promising practices

The project team highlighted "maintaining a strong and collaborative working relationship with the Grant Agent; being able to foster effective collaboration and communication among project team members and ministry officers, which ensures cohesive implementation; they implemented structured progress update meetings" as successful practices.

Impact stories

None, during this reporting period.

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

#	File Name	Document Type	Description
1	Copy of RF Spreadsheet Template - GEEP Phase II (BD 120 20) Add2 - May 8 2026.xlsx	Results Framework	

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
1,500,000	40,444.53	2.7	Off Track

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

The procurement process has commenced for most of the year-one activities, contributing to the more timely utilisation of financial resources. These include, but are not limited to, accelerating procurement processes and closely monitoring project activities to address bottlenecks efficiently.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
1,500,000

Total Expenditure for the Current Reporting Period
40,444.53

Explanation for underspending or overspending in excess of 10%
Due to the delayed implementation.

Management Performance

Level of Management Performance
Moderately Satisfactory (MS)

Previous Rating
NA

Detailed Description
Management performance during the reporting period demonstrated responsiveness despite the late start, maintaining close oversight of activities, thereby initiating the procurement process and making proactive decisions.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?
No

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

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		0	0	

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		0	0	

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		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						
Of which, girls						
Of which, children with a disability (optional)						
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)						

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.

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.