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)
Ethiopia	Ethiopia-EOI0000044	GPE0014898	SC240490

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	MLT	06/21/2024	06/01/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
12/15/2026	2,572,779 (USD)	05/31/2025	05/30/2026	08/31/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Moderately Satisfactory (MS)

Previous Rating
Moderately Satisfactory (MS)

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

(i)

During the reporting period from June 2025 to May 2026, the co-financed education recovery programme advanced implementation of education and water, sanitation and hygiene (WASH) investments in conflict-affected areas of Amhara and Tigray.

Under Output 1, substantial progress was achieved across both components of the co-financed programme. Across the 17 JICA-supported schools, major construction and rehabilitation works were substantially completed, with facilities formally handed over to government and school communities. The six Global Partnership for Education (GPE) Multiplier-supported schools reached an average construction progress of 68 per cent as of May 2026. Works include classrooms, menstrual hygiene management (MHM) facilities, sanitation, handwashing facilities, water systems and accessibility improvements. Detailed school-level progress is provided in Annex 6.

As of 31 May 2026, construction and rehabilitation activities in the six GPE Multiplier-supported schools had reached an overall completion rate of 68 per cent, comprising 67 per cent in Amhara and 70 per cent in Tigray. In Amhara, progress reached 74 per cent at Work Meda, 67 per cent at Geni Borie and 61 per cent at Chihera. In Tigray, progress reached 70 per cent at Harena, 70 per cent at Mai Mekden and 69 per cent at Samre. Major structural works had been completed at several sites, while roofing, plastering, rehabilitation, finishing and installation activities were progressing across the remaining works. The individual sites are scheduled for substantial completion by December 2026. These investments are expected to expand access to safer and more functional learning environments, while complementary WASH and accessibility improvements support more inclusive school environments.

Under Output 2, the intervention prioritized conflict-affected schools and sought to address barriers faced by girls and children with disabilities through gender-responsive WASH facilities, MHM spaces,

accessibility improvements and targeted community outreach. Social Behavioural Change (SBC) activities were implemented across all 23 project-supported schools in partnership with government counterparts and Imagine 1 Day (I1D). These interventions strengthened school-based and community mechanisms for enrolment and retention, WASH practices, child protection, gender-responsive practices and accountability. During the reporting period, 159 structured community dialogue sessions were conducted, contributing to the project's cumulative reach of 49,262 community members. These platforms enabled children, caregivers, teachers, traditional and community leaders and other stakeholders to discuss barriers to education and WASH, raise concerns, mobilize local resources and participate in monitoring and maintenance of project-supported services.

Community engagement also generated tangible contributions to the sustainability of project investments. Community contributions of approximately Ethiopian Birr 2.8 million complemented project investments by supporting school-level needs including teacher incentives, furniture, MHM facilities and school improvements, demonstrating local ownership and leveraging United Nations Children’s Fund (UNICEF)-supported infrastructure investments.

SBC interventions contributed to the re-enrolment of 1,922 out-of-school children, of whom 52 per cent were girls and approximately 9 per cent were children with disabilities. Parent-Teacher-Student Associations (PTSAs), school clubs and teachers trained on SBC supported back-to-learning campaigns through house-to-house visits and community outreach. They identified out-of-school children and worked with children and their parents to address barriers to re-enrolment, including children's workloads and access to scholastic materials. Community outreach and awareness activities also addressed barriers to girls' participation in education, including menstrual hygiene-related barriers. The project further supported actions that helped prevent five reported child marriages and supported the reintegration of 10 children affected by irregular migration through community engagement and case follow-up.

Accountability to Affected Populations (AAP) and community accountability mechanisms were also strengthened, with 105 feedback cases documented and responded to, including 70 in Amhara and 35 in Tigray. Monitoring and community feedback documented increased participation in school compound clearing, greater involvement of boys and traditional/community leaders in addressing menstruation-related taboos, and stronger community ownership of school and WASH infrastructure. Capacity-building activities further strengthened the knowledge and skills of teachers, administrators and students in interpersonal communication, community mobilization and AAP.

Implementation quality and oversight were supported through regular monitoring by UNICEF, government engineering teams, contractors and supervision consultants, complemented by monthly joint monitoring involving Regional Education Bureaus (REBs), Regional Water Bureaus (RWBs), woreda focal points, PTSAs and community representatives. These mechanisms supported quality assurance, identification and follow-up of implementation issues, and adaptive problem-solving, and were particularly important in maintaining implementation continuity in fragile and security-affected areas.

(ii)
The principal implementation challenge during the reporting period was the delayed start and subsequent acceleration of activities financed through the GPE Multiplier grant. The Multiplier component was closely linked to the JICA-supported project and therefore depended on the completion of needs assessments, contracting arrangements and the identification of additional schools. In Amhara, the needs assessments and contracting process was delayed by security volatility, while the selection of additional GPE Multiplier-supported schools required extensive consultations with national, regional and local counterparts. The selection process was finalized in September 2025, later than originally anticipated.

Following finalization of the preparatory processes, UNICEF accelerated the completion of assessments and bidding and contracting procedures in accordance with organizational rules and procedures. Contracts for all six Multiplier-supported schools were subsequently issued in January and February 2026. This enabled construction and rehabilitation activities to commence and progress during the reporting period. This indicates that the mitigation measures enabled substantial recovery in implementation following the delayed start, although the initial delay could not be fully recovered within the reporting period.

Implementation continued to be affected by external operating constraints, particularly insecurity and access limitations in parts of Amhara and Tigray, as well as fuel shortages, cement shortage, inflation and increased construction costs. These factors affected contractors’ ability to mobilize labour, transport materials and maintain planned construction schedules. Poor road conditions during the rainy season also

created logistical challenges at some locations. Security-related constraints affected labour mobilization and material delivery in individual sites, including Teleyayen school, supported by JICA.

UNICEF and its partners adopted several mitigation measures to sustain implementation. Regular coordination with regional and national security teams, government counterparts, local authorities, non-governmental organization (NGO) partners and school communities enabled continuous assessment of the operating environment and adaptive planning. Contractors were supported to procure cement directly from factories where appropriate, while UNICEF and government counterparts advocated with relevant regional and national authorities to facilitate access to fuel for critical construction activities. School-based community platforms further supported timely information-sharing, community engagement and local oversight and non-technical monitoring, helping to strengthen accountability and identify implementation issues at the community level.

Water supply and WASH in Schools (WinS) functionality at several completed schools also required additional measures after construction. In Amhara, UNICEF worked with the Amhara RWB to extend pipelines, connect schools to existing or alternative water sources, and install water storage and water points. In some schools, work to improve water connectivity remained outstanding after the main construction works had been completed. These activities are being finalized through coordination with the relevant RWBs and other counterparts, with outstanding works planned for completion in July 2026, except for the alternative water-source connection at Elala Dima, which is planned for completion in August 2026.

In Tigray, water access constraints at some schools were addressed through backup water storage, reservoirs and rainwater harvesting. Following the March 2026 reprogramming to expand WinS support to eight additional priority schools, implementation arrangements were also adapted to address cash-transfer restrictions. Responsibility was shifted from the RWB to UNICEF's construction unit, and the procurement process for the additional works was initiated. This adaptive management approach is intended to maintain implementation momentum while addressing institutional and fiduciary constraints.

UNICEF, contractors, supervision consultants and relevant government technical counterparts will continue joint monitoring to ensure that the six Multiplier-supported schools complete all major construction and rehabilitation works within the revised implementation timeline, while maintaining construction quality and compliance with approved standards. Major construction works are expected to reach substantial completion by December 2026, subject to continued access and security stability. This will be followed by the one-year Defect Liability Period (DLP), during which UNICEF, government counterparts and contractors will continue to monitor completed facilities and address any defects. Given the delayed start of the Multiplier component and the importance of covering the full DLP, UNICEF is consulting the Education Thematic Work Group (ETWG) on a proposed one-year No Cost Extension (NCE) aligned with the JICA-supported project. The proposed NCE would extend the Multiplier grant implementation period to 15 December 2027 without changes to the programme scope, results framework or theory of change.

(iii)
The overall implementation progress rating remains Moderately Satisfactory, unchanged from the previous reporting period.

The rating reflects significant progress in implementation of the GPE Multiplier-supported activities, alongside continued delays in the wider co-financed construction programme and low financial absorption during the reporting period. The six GPE Multiplier-supported schools reached an average construction and rehabilitation progress of 68 per cent by May 2026, following the issuance of contracts in January–February 2026.

The rating was therefore maintained at Moderately Satisfactory rather than upgraded to Satisfactory, as moderate implementation and financial constraints remain. A downgrade was not considered necessary because the principal constraints are being actively managed, the GPE-supported construction is progressing, and corrective actions and a proposed NCE provide a credible pathway to completion.

(iv)

The project made clear progress in addressing the principal challenges identified in the previous reporting period. In particular, the delayed selection of the additional GPE Multiplier-supported schools was resolved through consultations led by the Ministry of Education with regional and local counterparts. The selection of all six schools was finalized in September 2025, enabling procurement and contracting activities to proceed. Following the completion of the bidding process, contracts were issued in January and February 2026, allowing construction and rehabilitation to move into active implementation.

The project also made progress in addressing implementation and infrastructure-related challenges under the wider co-financed programme. The construction and rehabilitation of the GPE Multiplier-supported schools has been progressed at 68 per cent. In parallel, outstanding WASH and water-connectivity issues in schools supported through the wider JICA component were addressed through additional technical and coordination measures. In Tigray, rapid WinS assessments informed additional corrective measures, while monitoring also identified accessibility improvements for children with disabilities.

The project strengthened its coordination and monitoring mechanisms to address continuing contextual risks. Regular joint monitoring with government counterparts, engineering teams, supervision consultants, PTSAs, woreda focal points and communities enabled timely identification of implementation bottlenecks and supported adaptive responses. UNICEF also continued to coordinate closely with security teams and local authorities and to engage contractors and partners in addressing fuel, cement and transportation constraints.
Progress was also made in mitigating the social and community-related risks identified previously. The SBC component expanded community participation through structured dialogue, children's clubs, community review meetings and AAP mechanisms. These platforms strengthened transparency, supported local problem-solving and helped communities take greater ownership of school infrastructure and education and WASH services. The re-enrolment of 1,922 out-of-school children and the continued engagement of girls, children with disabilities, teachers, parents and community members demonstrate progress in translating infrastructure investments into broader improvements in access, participation and protective learning environments.

While significant progress has therefore been made in addressing previous delays, the project remains in a recovery phase for the GPE Multiplier-supported construction. Continued close monitoring, completion of outstanding construction and WinS works, sustained coordination with government and communities, and alignment of the grant implementation period with the co-financed JICA project and DLP will be essential to ensure that the remaining activities are completed to the required quality standards and that the intended results are fully achieved.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Education and WASH systems are strengthened to provide access to quality services for children and communities	Moderately Satisfactory (MS)	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:
Despite insecurity, access constraints, and economic challenges, UNICEF worked closely with government partners, contractors, and communities to sustain implementation. Construction and rehabilitation of six schools supported by GPE Multiplier progressed steadily, reaching an average completion rate of 68 per cent. Through regular supervision, joint monitoring, and coordinated problem-solving, substantial completion of construction and rehabilitation works had been achieved across 17 JICA-supported schools, with 168 classrooms completed. Strong government leadership and community engagement were key enablers. REBs and RWBs led planning, implementation, and supervision, while PTSAs and community members supported oversight and the maintenance of education and WASH facilities, strengthening the sustainability of project investments.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Caregivers and communities in selected zones in Amhara and Tigray regions practice key behaviors on WASH and education, such as using WASH and education facilities reconstructed	Satisfactory (S)	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 SBC project was implemented in all 23 supported schools in partnership with I1D, REBs, local authorities and communities. Key activities included strengthening 23 child-led clubs through mini media support and outreach on education, child protection, and WinS, as well as establishing school-based accountability mechanisms through community dialogues and review meetings. Overall, 49,262 community members were reached through 159 dialogue sessions, contributing to community mobilization and the re-enrolment of 1,922 out-of-school children.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Programme support (Travel)	Satisfactory (S)	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:
Field monitoring missions enabled UNICEF to verify implementation progress, identify construction and programme bottlenecks, provide timely technical follow-up, and strengthen coordination with government counterparts and implementing partners. This included travel by UNICEF staff from the Amhara and Tigray Field Offices, as well as monitoring missions by the UNICEF Country Office from Addis Ababa, to project implementation areas.

Overall, the travel support was used effectively to strengthen programme oversight, quality assurance and evidence-based follow-up of project implementation.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Programme Effectiveness	Satisfactory (S)	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:
UNICEF's comparative advantage was demonstrated through its ability to convene regional and woreda authorities, education and WASH technical teams, contractors, school communities and development partners around a common implementation framework. UNICEF's integrated approach combined education infrastructure with WASH in Schools, menstrual hygiene management, community engagement and accountability mechanisms, while maintaining technical and fiduciary oversight in a complex and volatile operating environment.

During the reporting period, activities under the Programme Effectiveness component focused on providing cross-cutting operational, financial, coordination and communications support to facilitate the effective implementation of the GPE Multiplier project. These activities strengthened the systems and capacities required to support programme implementation, coordination, accountability and visibility.

Operational and financial support contributed to effective programme implementation by ensuring that administrative, financial and operational processes were adequately supported and aligned with applicable UNICEF procedures and requirements. Emergency coordination support also helped maintain coordination and operational continuity in response to evolving needs and implementation challenges.

Communications support focused on documenting programme results, capturing beneficiary experiences and strengthening the visibility of the GPE partnership. During the reporting period, communications support contributed to the development of two photo essays and one article highlighting results and experiences from the JICA/GPE Multiplier-supported project. These products helped document achievements, showcase the contribution of GPE support, and communicate programme results and experiences to relevant stakeholders.

Overall, the activities under this component were implemented as planned and provided important enabling support to the broader programme. While the component does not directly generate the project's education and WASH results, its operational, financial, coordination and communications support helped create the conditions for effective implementation, monitoring, accountability and visibility of the project.

Lessons, innovative/promising practices

The implementation experience during the reporting period generated several lessons and promising practices that are relevant to the sustainability, effectiveness and adaptability of the project, particularly in

fragile and conflict-affected settings.

1. Community participation strengthened ownership, accountability and sustainability of investments.
A key lesson was that meaningful participation of school communities throughout implementation helped strengthen ownership of reconstructed and rehabilitated facilities. Rather than limiting community engagement to awareness raising, the project used school-based structures, including PTSAs, children's clubs, community dialogues and project review meetings, to involve communities in monitoring implementation, raising concerns and discussing the maintenance and use of facilities. During the reporting period, 159 structured community dialogue sessions were conducted, contributing to the project's cumulative reach of 49,262 community members. These platforms also supported AAP mechanisms, through which 105 feedback cases were documented and addressed. The experience demonstrated that embedding accountability and participation within existing community structures can strengthen transparency, improve responsiveness and create greater local ownership of infrastructure investments.

Sustainability is supported through formal handover of completed facilities to government and school communities, engagement of PTSAs and woreda-level structures in monitoring, government participation in technical oversight, and community contributions to school-level improvements. The use of government coordination and monitoring mechanisms is intended to strengthen local ownership beyond the grant period.

2. Combining infrastructure improvements with social and behavioural change interventions helped address both supply- and demand-side barriers.
The project demonstrated the value of implementing infrastructure and SBC interventions as complementary rather than stand-alone activities. Construction and rehabilitation provided improved physical environments for learning, sanitation, hygiene and menstrual hygiene management, while SBC activities supported communities, teachers, children and caregivers to understand, use and help sustain these services.

Community outreach also contributed to the re-enrolment of 1,922 out-of-school children, including 52 per cent girls and approximately 9 per cent children with disabilities. The combination of improved facilities, community engagement and behaviour-focused interventions helped address both supply-side and demand-side barriers to education and WASH services.

3. Engagement of trusted local leaders was an effective approach for addressing sensitive social and behavioural issues.
The project documented changes in attitudes and practices associated with community and leader engagement, including regular school compound clearing, increased involvement of boys and traditional/community leaders as change agents in addressing menstruation-related taboos, stronger community ownership of school and WASH infrastructure, and actions contributing to the prevention of five child marriages. Communities also contributed approximately Ethiopian Birr 2.8 million in cash towards priority school needs.

The experience suggests that behaviour change interventions are more likely to gain acceptance when influential local actors are engaged not only as messengers, but as active participants and change agents. Future implementation should therefore identify and engage trusted local leaders early and sustain their involvement throughout implementation.

4. Adaptive implementation and strong coordination were critical to maintaining progress in a fragile operating environment.
Implementation in Amhara and Tigray required continuous adaptation to insecurity, access constraints, fuel shortages, supply-chain disruptions and water-access challenges. Regular coordination among UNICEF, government counterparts, contractors, supervision consultants, local authorities and school communities enabled implementation bottlenecks to be identified and addressed in a timely manner. Practical adaptations included alternative approaches to school water connectivity, additional water storage and rainwater harvesting, as well as adjustments to procurement and construction arrangements in response to contextual constraints. The experience demonstrated that strong coordination, regular field monitoring visits and flexibility in implementation arrangements are essential to maintaining continuity and protecting the quality and sustainability of investments in fragile contexts.

Overall, the reporting period reinforced the importance of combining community ownership, behaviour change, responsive accountability and adaptive implementation with infrastructure investments. These lessons will inform the continued implementation of the Multiplier-supported schools and the approach to ensuring that completed facilities are used effectively, maintained by communities and sustained

beyond the project period.

Impact stories

During the reporting period, UNICEF published two photo essays and one article focusing on project-supported children in Tigray. Additionally, a human interest story from Amhara is currently under review and is expected to be published in the third quarter of 2026. UNICEF also ensured the visibility of GPE and JICA as donors on-site at all schools in Amhara and Tigray.

https://www.unicef.org/ethiopia/stories/rebuilding-schools-restoring-learning
https://www.unicef.org/ethiopia/stories/every-child-has-right-learn
https://www.unicef.org/ethiopia/stories/long-walk-brighter-future

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

#	File Name	Document Type	Description
1	SC240490 GPE Project Progress by School_24 August.docx	Results Framework	Results by school
2	SC240490 GPE Program Lessons Learned.pdf	Knowledge Product	Lessons Learned

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
2,572,873.53	671,768.11	26.11	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 relatively low cumulative liquidation rate reflects the delayed commencement of the GPE Multiplier-funded construction activities and the milestone-based payment arrangements for construction contracts. As of 31 May 2026, US$1.29 million was under hard commitment, representing approximately 50 per cent of the approved budget. Combined expenditure and hard commitments therefore represented approximately 76 per cent of the approved budget. The remaining balance is expected to be progressively liquidated as construction milestones are completed and payments are certified.

The delay in liquidation is mainly attributable to: (i) delays in issuing contracts for 13 schools in Amhara supported by the main JICA grant, due to insecurity on the ground during 2023–2024; and (ii) delays in finalizing the selection of an additional six schools to be supported by the Multiplier grant following consensus reached among regional and national counterparts and stakeholders. The selection process was finalized in September 2025, and the bidding process commenced in October 2025. Based on the outcome of the bidding process, all contracts were subsequently issued in January–February 2026.

Since then, steady progress has been made. As reported in Section 1.1, construction and rehabilitation activities supported by GPE Multiplier in the six additional schools (three in Amhara and three in Tigray) had reached an overall completion rate of 68 per cent as of May 2026, comprising 67 per cent progress in Amhara and 70 per cent in Tigray.

Payments are made in installments based on verified deliverables. As of 31 May 2026, the cumulative liquidated expenditure, excluding agency costs, amounts to USD 671,768.11 while an additional USD 1,289,342.82 has been hard committed and is expected to be liquidated during the second half of 2026.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
1,276,914.21

Total Expenditure for the Current Reporting Period
461,711.7

Explanation for underspending or overspending in excess of 10%
The relatively low cumulative liquidation rate reflects the delayed commencement of the GPE Multiplier-funded construction activities and the milestone-based payment arrangements for construction contracts. As of 31 May 2026, US$1.29 million was under hard commitment, representing approximately 50 per cent of the approved budget. Combined expenditure and hard commitments therefore represented approximately 76 per cent of the approved budget. The remaining balance is expected to be progressively liquidated as construction milestones are completed and payments are certified.

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Management Performance

Level of Management Performance
Moderately Satisfactory (MS)

Previous Rating
Moderately Satisfactory (MS)

Detailed Description
While the delayed initiation of construction affected implementation and financial absorption, the underlying procurement, financial management, monitoring and implementation arrangements remained compliant with UNICEF procedures. Following finalization of school selection, contracts were issued in January and February 2026 and implementation accelerated.

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?
Highly Likely

Detailed Description
UNICEF in consultation with ETWG plans to request a one-year NCE of the Multiplier grant aligned with the implementation and DLP requirements of the JICA-supported project “Improvement of Social Infrastructure in Amhara and Tigray Regions”, until 15 Dec 2027. The proposed NCE would provide the additional time required to complete the construction works, undertake the full one-year DLP and complete final quality assurance and reporting. The request is driven by the delayed start of implementation and the need to safeguard the quality and sustainability of the investments, rather than by a change in programme scope or results. The requested extension to 15 December 2027 is required to allow completion of the remaining construction works, formal handover, implementation of the applicable DLP, and final verification and closure of the grant.

No changes are proposed to the programme scope, results framework, or theory of change. The following are the major factors necessitating this NCE consideration:

Implementation realities
The Multiplier experienced a delayed start due to its dependency on the JICA/Japan project which faced the challenge of the delayed completion of the needs assessments and the contracting process caused by security volatility (completed in mid-2025 for Amhara), as well as the process of additional school selection which took longer than anticipated due to the need for extensive consultations with counterparts at all levels and finalized in September 2025. As of May 2026, construction progress across the six supported schools averaged 68 per cent, comprising 67 per cent in Amhara and 70 per cent in Tigray. Despite these delays, all major construction work is expected to reach substantial completion by December 2026 to be followed by the one-year DLP, provided that contextual conditions remain stable.

Risk considerations
Implementation continues to face significant external risks, particularly ongoing fuel shortages, which constrain contractor operations and hinder the timely transportation of construction materials. Additionally, persistent fragility and security challenges in Amhara and Tigray pose risks to both implementation timelines and site accessibility. Collectively, these factors may lead to further delays and could affect construction quality if not adequately mitigated.

Programme integrity
The one-year DLP remains a critical phase to ensure construction quality, sustainability of investments, and contractor accountability. Maintaining strong oversight during this period is particularly important in fragile contexts to ensure that defects are addressed and infrastructure standards are upheld.

Co-financing alignment
JICA approved a six-month NCE to 15 June 2027, while UNICEF is proposing to extend the GPE Multiplier grant to 15 December 2027 to allow completion of the construction and the full one-year DLP. Given the close linkage with the JICA project, it is essential to maintain alignment in implementation timelines.

Annexes

Annex 1: List of Acronyms

Acronym	Description

CC	Community Conversation
I1D	Imagine 1 Day
JICA	Japan International Cooperation Agency
KG	Kindergarten
MHM	Menstrual Hygiene Management
PTSA	Parent Teacher Student Association
PSEA	Prevention of Sexual Exploitation and Abuse
REB	Regional Education Bureau
RWB	Regional Education Bureau
SBC	Social and Behavioural Change
UNICEF	United Nations Children's Fund
WinS	Water, Sanitation and Hygiene in School

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	Number of classrooms built or rehabilitated:	168	27	The reported achievement of 168 classrooms represents the total achievement as of May 2026 under the JICA-financed project. In additional six schools supported by GPE Multiplier, 95 classrooms are being constructed (56) and rehabilitated (39) with average progress rate of 68 per cent as of May 2026. In those six schools supported by GPE Multiplier, two laboratories/libraries in Tigray being constructed/rehabilitated; 10 latrine blocks (seven in Amhara and three in Tigray), as well as four MHM rooms being constructed/rehabilitated. In those 17 schools supported by JICA, three administration rooms constructed and four rehabilitated in Amhara; Nine laboratories/libraries (seven rehabilitated in Amhara, one constructed and one rehabilitated in Tigray) constructed/rehabilitated; 34 latrine blocks (26 constructed in Amhara, four constructed and four rehabilitated in Tigray), as well as 16 MHM rooms constructed.

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					21,905	26
Of which, girls					11,036	26
Of which, children with a disability (optional)					602	26
Of which, refugee children (optional)						0
Of which, internally displaced children (optional)						3.1
Of which, out-of-school children, in school-age (optional)						3.1
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						0

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

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

UNICEF’s data disaggregation was limited to sex, region and disability status, while it didn't capture participants/beneficiaries by other subgroups. Overall, 2.75 per cent of those reached were people with disabilities including children/students.

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.