

# ESPIG Annual Progress Report Template for Projects

Status: Accepted

<b>Country</b> Tajikistan	<b>Name of project this grant is contributing to</b> Tajikistan (multiplier)	<b>Grant ID</b> GPE0000352	<b>Project ID (if applicable)</b> TJK1025
<b>Grant Agent</b> Islamic Development Bank	<b>Grant Type</b> MLT	<b>Approval Date</b> 01/17/2020	<b>Grant Effectiveness / Start Date</b> 08/11/2020
<b>Expected Closing Date</b> 08/11/2024	<b>Grant Amount</b> 10,000,000 (USD)	<b>Timeframe Examined in this report</b> <b>From Date</b> 11/11/2022	<b>Date of Report Submission</b> 07/02/2024
		<b>To Date</b> 01/10/2024	

## Implementation Progress

### Overall Project Progress this Reporting Period

#### Overall Progress this Reporting Period <sup>1</sup>

Moderately Satisfactory (MS)

#### Previous Rating

Satisfactory (S)

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

This report has been generated from the ISR submitted on 11- January, 2024. The ISR was submitted offline by the Grant agent.

Link to report: [https://worldbankgroup.sharepoint.com/:w:/r/teams/GPEMonitoringFunction-WBGroup/\\_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B9cf412c2-3152-4567-97a1-ad1cf33d3d2d%7D&wdOrigin=TEAMS-WEB.teams\\_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1718745954595&web=1](https://worldbankgroup.sharepoint.com/:w:/r/teams/GPEMonitoringFunction-WBGroup/_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B9cf412c2-3152-4567-97a1-ad1cf33d3d2d%7D&wdOrigin=TEAMS-WEB.teams_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1718745954595&web=1)

### Project Implementation Progress, by Component / Objective

#### Component / Objective

Enhancing access to quality education facilities

#### Level of Progress this Reporting Period <sup>2</sup>

Moderately Satisfactory (MS)

#### Previous Rating

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:

1) The construction of 13 schools have been completed. The completed schools are located mostly in Khatlon region, 1 in Dushanbe and 1 in Tursunzoda. Out of 13, 3 schools were constructed using GPE funds fully, 7 – with IsDB, 1 from government funds and 2 schools were constructed with a combination of GPE/ISDB funds. These schools have the capacity to enroll 4288 students in 188 classrooms in one shift. The 10 schools which have been put into operation by the MoES are already enrolling 6361 students, including 2362 girls. All schools have adequate WASH facilities, running water, and meet disability accessibility standards. All schools regardless, whether these are entire school buildings or only an additional building to school, include 1 preschool classroom and science rooms with adequate lab equipment and resources needed for physics, chemistry and biology. For more detailed information on the schools see Annex 1 and Pictures.

2) As of Nov. 2023, most of the procurement activities for civil works, school equipment/furniture and consultancy services have been completed, and the procurement of IT equipment for the EMIS component is at advanced stages.

3) Construction of 13 more schools and one district education department building are at advanced stage and will be completed until end of December 2023. The civil works for the rest of facilities are still ongoing at different stages of progress. Most of the planned schools are well progressed to be completed within the planned timeframe. However, there are also several schools under construction located in remote mountainous areas, the completion of which is delayed due to additional challenges, such as missing access roads, lack of water, and lack of electricity.

Most of the procurement activities for civil works, school equipment/furniture and consultancy services have been completed. 13 schools have been completed and 10 schools are already operational from mid-October 2023. Other contracts are ongoing with various level of progress.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Improving Competency Based Education	Moderately Satisfactory (MS)	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:**

The level of progress rating is calculated by using the average of the ratings provided in the ISR shown below:

Curriculum and TLMS: Moderately Satisfactory

Teacher in-service and Pre-service Development : Moderately Satisfactory

Inclusive Education : Satisfactory

Learning Assessment: Satisfactory

In the previous, years, the project has invested resources and time in building the capacity of national experts and MoES key affiliated institutions to revise their current approaches to key areas of CBE reform implementation. In this reporting period, tangible products and mechanisms have been finalized and piloting initiated to generate evidence for institutionalization.

1) Two sets of TLMS have been developed and a pilot initiated in September 2023. While initially, the project aimed at development of one set of TLMS, it has been able to develop two sets of TLMS for Tajik Language and Mathematics without additional cost. The MoES considers this as a major achievement, as these TLMS will be the first set of materials developed fully in line with CBE requirements and best international practices since the launch of the reform. The approach adopted by the team differs significantly from the current textbooks, providing teachers and students with comprehensive set of materials, including Teacher Guide, Textbook and Student Workbook. The TLMS have embedded formative assessment practices, differentiated tasks and suggestions for summative assessment. It is expected that these TLMS will have a major impact on changing teacher practices at school level contributing to improvement of students’ learning outcomes.

2) Approach to TLM development. In close collaboration with Academy of Education, the project has introduced a new approach to TLM development, which requires all TLMS to use established frameworks, align with inclusive education requirements and have the same approach to competency development – through Progression Model. Moreover, all drafted TLMS have to undergo a process of testing, piloting and finalization. This is a new approach which is highly appreciated by the MoES, as until now textbook development and publishing has been missing clear steps. Currently, project drafted TLMS are undergoing a full cycle of piloting in 30 selected schools initiated in September 2023 and will be finalized in April-May 2024 to be available to schools in academic year of 2024-2025. The MOES is currently discussing mechanisms for sustainable printing of the TLMS developed within the project and institutionalization of the modeled approaches and frameworks to sustain them. Other development partners engaged in the development of TLMS are requested to follow similar approaches.

3) Curriculum for Tajik and Math for grade 5 have been revised. It must be noted that the revision of curricula standards and programs was ongoing in parallel with development of TLMS following a similar rigorous process. To sustain the developed approaches on inclusive education, supplementary materials, such as Universal Design for Learning guidelines and checklists on Inclusive Pedagogy were developed to ensure all other curricula and TLM developed are inclusive of all children’s needs.

4) Baseline report has been extensively discussed with key stakeholders to understand the current challenges schools are facing in relation to integration of CBE practices. Midline study has been conducted and report finalized to see the level of change after the launch of the project interventions, including use of new TLMs, mentors' support to teachers, teacher practices and use of formative assessment. The midline also highlighted areas of interventions which need to be improved/changed. For more details, refer to Midline study report (referenced in RF).

5) Continuous professional learning methodology has been finalized and all mentoring tools (planning, lesson observation and feedback in the form of diaries) updated. As a result of this intervention, 60 mentors (including 48 women) and 160 teachers (including 115 women) in targeted schools were engaged in continuous learning process through workshops, ongoing support from international and national consultants. The midline study carried out during the reporting period showed a significant difference from the baseline data: mentors have started noticing more teacher practices that had an impact on students' learning, i.e. how they interacted with students, if they had tasks that encouraged thinking and analysis, which was not the case before the project interventions.

5) A blended course for mentors based on CBE practices is finalized and being piloted. To sustain and scale the approach, CPL tools are further transformed into eight-week blended learning course replacing the outdated course for methodologists in the RIITT.

6) Blended courses on Universal Design for Learning and Formative assessment practices have been finalized and are being piloted. It is expected that these courses will greatly contribute to improving teachers' practices on addressing different children's needs, including those with special education needs.

7) At pre-service level, a series of blended courses have been finalized: a student-teacher training package (three modules) on the CBE, five modules on foundations of blended learning (on-line learning) and "Hello, Moodle" (a course for student-teachers on how to use the Learning and Management System) is developed. All modules have been tested and are currently being piloted in 4 universities of Tajikistan with 35 faculty members (including 16 women) and 88 student-teachers (including 71 women).

8) Formative assessment practices have been fully embedded in the curriculum and TLMs with specific tasks and samples that teachers could use. In addition to this, a blended course on Formative Assessment has been finalized and is being piloted now at in-service and pre-service levels.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Upgrading/modernization of the Education Management Information System	Satisfactory (S)	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:**

An institutional consultancy was recruited to support the MoES in modernization of the EMIS. The following achievements can be highlighted:

- Finalized specification for equipment required for modernization of the EMIS and its pilot in schools (including servers and computers)
- Finalized parameters of the Dashboards / Information Panels which will be produced to allow schools and policy-makers take decisions based on evidence and data.
- The modules of the EMIS have been modernized and translated in three languages (Tajik, Russian and English)
- EMIS stands were updated, including at the technological site in RCIT;

Currently, a pilot of modernized EMIS has been initiated in two districts of the country, which will provide feedback on the relevancy of parameters.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Support for project implementation	Satisfactory (S)	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:

Specifications for equipment required for modernization of the EMIS and its pilot in schools (including servers and computers) have been finalized. Parameters of the Dashboards / Information Panels which will be produced to allow schools and policy-makers take decisions based on evidence and data have been agreed upon with the MoES. The modules of the EMIS have been modernized and translated in three languages (Tajik, Russian and English). EMIS stands were updated, including at the technological site in RCIT; All activities of this component are in line with the project plan

### Progress on the variable part

Stretch Indicator 1 (Quality): Development/approval of a “Common Framework for Learning Assessment”

Has been achieved in 2020 and attached funding disbursed

Stretch Indicator 2 (Efficiency) : Improved accountability in target districts through annual district and school dashboards (datasheets) disseminated to all stakeholders (internal and external)

The MoES has taken steps towards the achievement of this indicator, by designing datasheets based on EMIS data and distributing them to 604 schools in 10 districts in 2 pilot regions. Currently, they are using various MoES and district level platforms to raise the awareness of the key stakeholders on the dashboards and their use. Meetings are held at various levels to discuss the findings of the dashboards and understand their implications for the district and school specifically. Additionally, works under EMIS component are ongoing and additional dashboards and capacity buildings are planned.

Challenges: The delay in initiating the EMIS component caused a serious delay in implementation of this indicator, as it was expected that dashboards will be developed as part of this project.

As of November 2023, verification process was finalized and report drafted. Presentation was made to LEG on the achievement of the indicator and no comments were received. (Package and verification report attached in Annex 4)

Stretch Indicator 3 (Equity): Improved equity in the access to adequate instructional time by development/approval of strategy for elimination of triple-shift schools at national level and reduction of triple-shift schools by 50% in DRS region by 2022. In December 2022, the MoES endorsed an Action Plan on Eradication of the Triple Shift Schools. In October 2023, MoES presented to LEG a detailed report based on the latest EMIS data which demonstrates that the indicator has been fully achieved. According to this report, number of triple shift schools in RRP has decreased by 50%. In addition to this, the MoES has committed in its Action Plan to eradicate the remaining triple shift schools across the country until 2026 through use of different funding sources (mostly local). In early November 2023, a presentation was made to LEG on achievement of the indicator. No serious challenges were encountered in the implementation of this indicator. Currently, verification of the achievement of the indicator has been completed and the final report is being drafted. (Verification report and the MoES package are in Annex 4)

It is important to note, that the process of achievement of all Stretch Indicators have been extensively discussed in LEG meetings a number of times and LEG feedback obtained at different stages of progress towards achievement

### Variable Part Reporting Template

**From**

2022-01-01T00:00:00.000Z

**To**

2022-12-31T00:00:00.000Z

Dimension	Level of Progress this Reporting Period	Previous Rating	
Equity	No Rating Available	NA	
Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
1	Development/adoption of a Common Framework for Learning Assessment (CFLA) in order to accelerate the progress towards	The CFLA adopted by the MoES and validated by LEG.	All VP targets have been fully met and disbursed

improved learning outcome

<b>Actual Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of actual amount utilized to the planned allocation for the reporting period</b>	<b>Cumulative Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.</b>
0	0	0	0

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

Improved equity in the access to adequate instructional time by development/approval of strategy for elimination of triple-shift schools at national level and reduction of triple-shift schools by 50% in DRS region by 2022. In December 2022, the MoES endorsed an Action Plan on Eradication of the Triple Shift Schools. In October 2023, MoES presented to LEG a detailed report based on the latest EMIS data which demonstrates that the indicator has been fully achieved. According to this report, number of triple shift schools in RRP has decreased by 50%. In addition to this, the MoES has committed in its Action Plan to eradicate the remaining triple shift schools across the country until 2026 through use of different funding sources (mostly local). In early November 2023, a presentation was made to LEG on achievement of the indicator. No serious challenges were encountered in the implementation of this indicator. Currently, verification of the achievement of the indicator has been completed and the final report is being drafted. (Verification report and the MoES package are in Annex 4)

It is important to note, that the process of achievement of all Stretch Indicators have been extensively discussed in LEG meetings a number of times and LEG feedback obtained at different stages of progress towards achievement

<b>Indicator</b>	<b>Baseline</b>	<b>Target for Reporting period</b>	<b>Achievement for Reporting Period</b>
2	Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders	All schools of 2 selected districts in each of the five provinces receive dashboards. Dissemination meetings held on yearly basis	All VP targets have been fully met and disbursed.
<b>Actual Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of actual amount utilized to the planned allocation for the reporting period</b>	<b>Cumulative Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.</b>
0	0	0	0

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

<b>Indicator</b>	<b>Baseline</b>	<b>Target for Reporting period</b>	<b>Achievement for Reporting Period</b>
3	Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS become double shift.	Target: A national strategy for elimination of Triple-shift schools developed/adopted and 25 triple shift schools in DRS become double shift	All VP targets have been fully met and disbursed

<b>Actual Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of actual amount utilized to the planned allocation for the reporting</b>	<b>Cumulative Amount Utilized (in USD) for Reporting Period</b>	<b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP</b>
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0

period

0

indicator.

0

0

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Dimension

Level of Progress this Reporting Period

Previous Rating

Learning

No Rating Available

NA

Indicator

Baseline

Target for Reporting period

Achievement for Reporting Period

All VP targets have been fully met and disbursed

Actual Amount Utilized (in (USD) for Reporting Period

Proportion (%) of actual amount utilized to the planned allocation for the reporting period

Cumulative Amount Utilized (in (USD) for Reporting Period

Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Dimension

Level of Progress this Reporting Period

Previous Rating

Efficiency

No Rating Available

NA

Indicator

Baseline

Target for Reporting period

Achievement for Reporting Period

All VP targets have been fully met and disbursed

Actual Amount Utilized (in (USD) for Reporting Period

Proportion (%) of actual amount utilized to the planned allocation for the reporting period

Cumulative Amount Utilized (in (USD) for Reporting Period

Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Improved accountability in target districts through annual district and school dashboards (datasheets) disseminated to all stakeholders (internal and external)

The MoES has taken steps towards the achievement of this indicator, by designing datasheets based on EMIS data and distributing them to 604 schools in 10 districts in 2 pilot regions. Currently, they are using various MoES and district level platforms to raise the awareness of the key stakeholders on the dashboards and their use. Meetings are held at various levels to discuss the findings of the dashboards and understand their implications for the district and school specifically. Additionally, works under EMIS component are ongoing and additional dashboards and capacity buildings are planned.

Challenges: The delay in initiating the EMIS component caused a serious delay in implementation of this indicator, as it was expected that dashboards will be developed as part of this project.

As of November 2023, verification process was finalized and report drafted. Presentation was made to LEG on the achievement of the indicator and no comments were received. (Package and verification report attached in Annex 4)

**Lessons, innovative/promising practices**

?During the reporting period, the following challenges were encountered, and lessons learnt (some of them are not specific to this reporting period, but were persistent throughout the project implementation period):

1. Variability in construction locations and their conditions, such as remoteness and road conditions, lack of running water and electricity, local government’s support had an impact on timely completion of construction works causing delays in approved planned for Component 1. This challenge persisted throughout the project implementation period, including during the reporting period. It is suggested that these variabilities are taken into account during the Design works stage and all necessary adjustments and risks are well reflected in project implementation plan.

2. Capacity of stakeholders engaged in implementation of all components of the project remains low and requires a lot of investment and time to be improved. Supervision Consultant, PMU, Construction companies hired as contractors - all lacked capacity to perform their duties, as well as follow through IsDB requirements for procurement, contracting, disbursement, monitoring and reporting. UNICEF has also reported low capacity at MoES affiliated agencies to implement CBE related activities. As the project has moved away from a project type intervention to institutional changes promoting an evidence-based reform implementation, building the capacity of key decision makers has taken considerable time, thus causing delays in implementation of some activities.

3. Despite investments in CBE, it appeared that many products offered to the system by other projects which have invested in CBE have not been sustained within the system, therefore the ISDB/GPE project had to start some activities from very initial stages: for instance, to develop CBE aligned TLMs, the expert team started from development of frameworks, intensive capacity building of authors on CBE, formative assessment, inclusive education, and only then proceed to development of TLMs. This has caused delays in finalization of key products on time (such as TLMs).

4. Getting buy-in at the technical level has been successful thanks to the implementation modality via WGs attached to responsible affiliated institutions. On the other hand, the project acknowledges that there is a lack of systematic communication between the technical level (MoES affiliated agencies) and the MoES senior leadership (e.g., Deputy Ministers) and central apparatus. One of the key reasons for this is high turnover of the MoES leadership during the past years, it has been a challenge to organize a steering committee headed by the First Deputy Minister on a regular basis. Reactivating the steering committee at the MoES is envisaged to channel the tangible results of the pilots in 30 schools to the decision makers at the MoES. In addition, a series of round tables dedicated to each sub-component of the project will be organized to show case the results of the project.

5. The project has initiated work on transforming the teacher preparation and professional development through introducing blended learning a) to reach as many teachers as possible with lower costs and b) to provide self-paced quality learning opportunities for teachers. However, there is a lack of technical capacity to support online learning, ranging from digital content development, pedagogy for blended learning, to the ICT capacity to manipulate ICT equipment. The MoES is committed to expand schools’ access to internet and equipment which will allow for projects’ modeled learning platforms and resources, including EMIS to be scaled to all schools.

6. Due to changes in UNICEF leadership and UNICEF’s combined role in the project as implementing and coordinating agency, engagement of LEG in discussion of project products and proposed models for reforms has not been significant. Coordination mechanisms between various partners at technical level, including with MoES central apparatus have been weak during the reporting period. As a solution, UNICEF has discussed with LEG partners the possibility to step down from coordinating agency’s role. Currently, ISDB is closely in contact with the EU (new coordinating agency) and MoES on establishing more effective coordination mechanisms between major projects (EU, USAID, WB and ADB) at technical level.

## Impact stories

Not available

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

#	File Name	Document Type	Description
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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
20,000,000	14,547,100	72.74	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 following delays have been faced by the project during the implementation period:

1. Delays in completion of construction contracts – due to remoteness of locations, road accessibility, extreme weather conditions (unusual for the location cold winters)
2. Delays in reporting in the Stretch Indicator 2 and 3 of the VP and disbursement of VP funds for printing of textbooks.

#### Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
20,000,000	14,547,100

#### Explanation for underspending or overspending in excess of 10%

Some planned disbursements to the contractors were delayed due to implementation delays.

### Management Performance

Level of Management Performance	Previous Rating
Satisfactory (S)	Satisfactory (S)

#### Detailed Description

Comments from the ISR:

Financial management:

Financial management of the project was satisfactory from PMU and UNICEF side. Detailed monitoring of financial expenditure was carried out on a quarterly basis, ensuring planned targets are met. Financial report is provided in Annex 4.

Procurement management

Procurement of construction works and equipment under the grant was on track as per planned procurement plan, closely monitored by ISDB. UNICEF, Tajikistan used UN procurement regulations to recruit



international and national consultants and printing services for pilot schools.

One of the key issues/challenges during the reporting period has been procurement plan for printing of TLMs within the project. As mentioned above, the project has planned development of one set of TLMs and currently, it is finalizing two sets of TLMs. Moreover, the approach proposed by the project significantly differs from the existing Textbooks and includes a Teacher Guide, textbook and student workbook. Therefore, the following will have to be considered during the procurement of new TLMs:

1. Are project allocated funds (within VP) sufficient to print two sets of materials for all students of grade 5. If not, would MoES be able to allocate funds for printing of the second set?
2. While TG and textbook could be used several years in row as is the case with current textbooks, student workbooks will have to be reprinted on an annual basis. Will MoES be willing to take responsibility for reprinting Student Workbooks to ensure sustainability.
3. The new textbooks are for grade 5 only. Would this mean that in grade 6 students will go back to old textbooks? While phase 2 of the Project will develop and print TLMs for other grades, this will take time and the TLMs for grade 6 will not be ready for printing for the academic year 2025-2026.

These questions have been raised with the MoES and pending decisions.

#### Social/Environmental Safeguards

As per ISDB policy social/environmental safeguards were taken into account during project design phase and integrated in each construction design works. During the reporting period specifically, the following actions contributed towards social empowerment:

- Strong involvement in decision-making by all key partners within Component 2. Testing, piloting and creating feedback loops from key stakeholders at school level contributed to creating positive trends in engaging stakeholders at school level in decision-making processes.
- Gender disaggregated data is collected across all components. Predominance of women in teaching profession is evident from the data. Their engagement and capacity building has contributed to their empowerment.

#### Monitoring and supervision

An annual ISDB mission traveled to Tajikistan in October 2023 to monitor the status of implementation of the project and understand the progress against approved planned. As a result a detailed PIASR report was finalized with inputs from all key stakeholders Key challenges, delays and their causes were identified and appropriate measures taken.

## 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
CBE	Competency Based Education
EMIS	Educational Management Information System

ITTI	Institute for In-service Teacher Training
JSR	Joint Sector Review
KPI	Key Performance Indicators
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Science
MTEAP	Medium-Term Education Action Plan
NSED	National Strategy for Education Development

## Annex 2: Global Numbers Reporting Template

Provide the data related to GPE’s three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

**Note:** For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant’s financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%.if the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

### GPE Indicators

#### Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of materials available	0	0	TLMs will be finalized and printed in 2024

### GPE Indicators

#### Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	1) Number of teachers completing training (supportive supervision model)	160	22	Current values as of Jan 2024 are 160. Previous values from FY22-FY23 are 0.  % attributed to the grant = 10,000,000 (grant amount) / 46,000,000 (total project cost) = 22%  160 teachers have received 40 hours of training?
2	Number of teachers trained on inclusive education	0		The course has been developed and will be piloted from January 2024.

### GPE Indicators

#### Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of classrooms built	178	22	Current values as of Jan 2024 are 178. Previous values from FY22-FY23 are 0.  % attributed to the grant = 10,000,000 (grant amount) / 46,000,000 (total project cost) = 22%  Current values from Note: Including one preschool classroom, labs for science subjects and one computer lab

## Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the cumulative number of children (both in school and out of school) 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 and up to the end of this reporting period. 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.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant."

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project so far:					9,361	22
Of which, girls:					3,400	22
Of which, children with a disability (optional):					27	22
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 project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation, and reasons why data on beneficiary children is unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

Beneficiary numbers for FY24 = the cumulative number achieved after the inception of GPE2025.

a) Number of children who directly benefited from the project this reporting period  
Current values as of Jan 2024 are 9,361. Previous values from FY22-FY23 are 0. Hence, values for FY 24 are 9,361.

b) Number of children who directly benefited from the project this reporting period (female)  
Current values as of Jan 2024 are 3,400. Previous values from FY22-FY23 are 0. Hence, values for FY 24 are 3,400.

c) Number of students (with a disability) benefitted from the program  
Current values as of Jan 2024 are 27. Previous values from FY22-FY23 are 0. Hence, values for FY 24 are 27.

% attributed to the grant = 10,000,000 (grant amount) / 46,000,000 (total project cost) = 22%

Other indicators for refugee, IDP, OOSC and ethno-cultural/linguistic minorities were not available in this ISR.

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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.