

System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country Zimbabwe	Name of project this grant is contributing to Zimbabwe - STG + GEA	Grant ID GPE0000813	Project ID (if applicable) SC230456	
Grant Agent United Nations Children's Fund	Grant Type MLT-STG-GEA	Approval Date 07/28/2023	Grant Effectiveness / Start Date 09/01/2023	
Expected Closing Date 12/31/2026	Grant Amount 32,279,000 (USD)	Timeframe Examined in this report		Date of Report Submission 01/09/2025
		From Date 09/01/2023	To Date 08/31/2024	

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1 Satisfactory (S)	Previous Rating NA
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Detailed Description including factors that lead to an upgrade/downgrade in the rating

Major Accomplishments for System Transformation Grant

During its first year of implementation, the GPE System Transformation Grant (STG) has been instrumental in driving significant progress across multiple components of the Zimbabwe 2022-2026 Partnership Compact led by the Ministry of Primary and Secondary Education (MoPSE). The STG aims to transform education by addressing critical challenges in the education sector, particularly in disadvantaged and hard to reach communities.

The STG aims to improve the availability of teaching and learning materials, enhance WASH services, and safe infrastructure in disadvantaged schools, build climate-resilient capacity, and improve the quality and safety of the learning environment. Additionally, it provides School Improvement Grants (SIGs) for disadvantaged schools in rural settings, enhances access to foundational learning, and increases MoPSE and school leadership efficiency, contributing to a more resilient and equitable education system.

The following section highlights key achievements under each STG component. The achievements highlighted pertain to the Fixed Part that has already been received, while activities under the Variable Part are planned for 2025-2026. These accomplishments demonstrate the commitment of all stakeholders involved, ensuring continued progress in improving education for the most disadvantaged and vulnerable communities.

See more details in attachment.

Project Implementation Progress, by Component / Objective

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period 2	Previous Rating
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Improved functionality, protection, and safety of children in Schools No

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:

Component 1: Improved Functionality, Protection, and Safety of Children in Schools

This component is fundamental to the STGs commitment to creating a secure and supportive learning environment that promotes learners' academic and personal growth. By addressing critical areas such as infrastructure, child protection policies, and safety protocols, the grant aims to mitigate risks and enhance the overall well-being of the learners.

Initiatives under this component focus on upgrading school facilities to meet safety standards, implementing comprehensive child protection measures, and fostering a culture of safety and inclusivity within the school community. These efforts are vital in building a resilient education system that not only prioritizes academic excellence but also the physical and emotional security of every child.

Sub-component 1.1: Improved Availability of Teaching and Learning Materials, WASH Services and Safe Infrastructure in Marginalized Schools

This sub-component focuses on enhancing educational infrastructure and access by disbursing School Improvement Grants (SIGs) to disadvantaged schools, improving WASH facilities and water supply, facilitating school registration processes, and ensuring quality assurance through monitoring and independent verification.

Activity 1.1.1. Disburse Regular School Improvement Grants (SIGs) to 4,445 Disadvantaged Schools

The School Improvement Grant (SIG) Regular mechanism provides essential funding for marginalized schools, covering teaching and learning materials, as well as basic operational costs. This support has been particularly important during the 2023-2024 period, as the El Niño-induced drought has intensified financial challenges in disadvantaged communities. SIG Regular targets the most marginalized rural and special schools for children with disabilities. Schools with resource units face greater demands than those without, as they have to accommodate learners with special needs and ensure inclusive infrastructure for all learners. Additionally, schools located farther from the District Education Office (DEO) encounter multiple disadvantages, including higher transportation costs, hence the need to cushion them with allocations towards such costs. To address these challenges, the 2024 SIG Regular criteria was applied to determine the amounts of SIG allocated to schools. The criteria included income threshold average USD2,000 (USD30,000 for special needs schools), type of schools (primary and secondary satellite registered P3, S3), resource units, and distance from district office.

In 2024, the SIG Regular programme achieved nationwide coverage, reaching all 10 provinces and 59 districts out of the 72 in Zimbabwe. Notably, the SIG Regular programme reached a significant milestone by successfully disbursing funds to 2,799 schools in disadvantaged districts, out of the 2,800 targeted, benefiting 893,784 learners (445,340 girls and 448,444 boys).

Of this total, the GPE contribution supported 556,920 learners, including 277,238 girls and 279,682 boys. Among the 2,799 schools, 1,021 schools were funded by the Foreign, Commonwealth and Development Office (FCDO), including 25 special needs schools, benefiting a total of 2,925 pupils (1,303 girls and 1,622 boys).

Furthermore, the FCDO supported 240 schools with resource units tailored for students with special needs. An additional 1,778 schools received support through the GPE. Of these, 1,758 schools were allocated an additional US\$50 per school, specifically for schools located 50 km or more away from their district headquarters, to cover the extra logistical costs associated with distance. This additional funding reached 488,021 learners, including 244,320 boys and 243,701 girls.

This near-complete distribution underscores a strong commitment towards enhancing educational resources and infrastructure in some of the most underserved and hard-to-reach areas of the country. The programme's broad reach and targeted interventions aim to bridge educational disparities, particularly in rural and marginalized communities.

UNICEF is finalizing the list of schools set to receive the 2025 SIG Regular funding, with disbursements scheduled to begin in November 2024. This forward-looking approach prioritizes timely fund allocation, ensuring schools have the resources necessary to improve educational outcomes in alignment with the Ministry of Primary and Secondary Education (MoPSE) and the GPE strategic priorities. The combined support from GPE and FCDO exemplifies a complementary partnership that addresses immediate educational needs while fostering a sustainable foundation for ongoing educational development in

Zimbabwe's most vulnerable communities and schools.

Activity 1.1.2. Provide Piped Water in 30 P3 and S3 Schools in Drought Areas (30 FP and 30 VP).

The GPE STG piped water facility aims to provide water to schools in drought-affected areas through either borehole drilling and mechanization or by connecting schools to existing water facilities managed by other organizations.

During the reporting period, UNICEF, and its implementing partner World Vision (WV) commissioned a Rapid Assessment of the schools in distress and in dire need of water. From nearly 105 schools that had been listed by MoPSE, the rapid needs assessment report prioritized 32 schools in seven Districts, namely Nkayi, Hwange, Lupane (Matabeleland North), Mangwe (Matabeleland South), Mbire, Rushinga and Muzarabani (Mashonaland Central). From these, 30 schools were selected based on critical needs ranking in June 2024, and the prioritization was endorsed by MoPSE through the Permanent Secretary, following a review meeting between UNICEF, WV and MoPSE.

Project inception meetings were conducted for all the seven districts, represented by key stakeholders, including the District Water Supply and Sanitation Subcommittee (DWSSc) Chairpersons, District Schools Inspectors (DSIs), District Planning Officers, the Provincial Water Supply and Sanitation Committee (PWSSC) Chairpersons and the Provincial Education Directors (PEDs).

From the endorsed 32 prioritized schools, the project has commenced drilling of 30 productive boreholes at 30 project sites. Upon completion, this initiative will benefit 7, 500 learners under the Fixed Part (52 per cent girls and 48 per cent boys).

Activity 1.1.3. Facilitate Improved WASH Facilities through the Disbursement of SIG WASH for Water Supply to 120 P3 and S3 schools (90 for FP and 30 for VP)

During the reporting period, SIG WASH was successfully disbursed to all 90 targeted schools under the Fixed Part, benefitting 30,000 learners (15,900 girls and 14,100 boys). A SIG WASH Induction was conducted for 190 government personnel including 90 School Heads from the targeted schools, 29 DSIs and 29 District School WASH Coordinators from the targeted districts. The remaining 48 participants were drawn from various government departments supporting WASH in schools including the Ministry of Health and Child Care, District Water and Sanitation Committee (DWSC) representatives, Rural Infrastructural Development Agency (RIDA), Zimbabwe National Water Authority (ZINWA) representatives and District Development Fund (DDF) representatives to create sustainable working relations for WASH in schools.

To implement SIG WASH in schools, MoPSE and UNICEF follow a utilization criterion outlining eligible and ineligible items for funding, including provision of water services, borehole drilling, handwashing facility construction or repair, toilet construction or repair, and environmental cleaning inclusive of handwashing hygiene practices. Schools are guided by these utilization criteria and expenditure is subject to approval by DSI and the DWSSC.

Currently, all 90 schools are at different levels of utilization and implementation in accordance with their School Development Plans. They are in various stages of improving access to essential WASH services, including drilling boreholes, water point rehabilitation, water storage and harvesting systems and installing sanitation facilities based on their specific needs. These improvements will enhance the health and hygiene environment for all the students and staff in the beneficiary schools.

Activity 1.1.4. Facilitate Registration of Schools through the Disbursement of Complementary SIG to 250 Satellite Primary and Secondary Schools

The complementary SIG funding targets the most disadvantaged schools that are financially constrained and often unable to cover travel expenses, where required. Involvement of local leadership helps to encourage parents to contribute in multiple ways towards the implementation of interventions. In 2024, the focus is on helping satellite schools to achieve registration status. Satellite schools are unregistered but authorized institutions, established during the Zimbabwe land reform process, and are affiliated with a registered mother school for administrative purposes. They serve rural, remote, and resettlement areas, addressing long distance travel concerns for children. The satellite schools are not registered because they do not meet the minimum standards for registration. To improve access to education, the GPE STG is supporting the provision of SIG Complementary funds to 250 satellite schools (US\$5,000 each), assisting them in meeting the minimum standards for registration.

The process of supporting the targeted 250 schools with complementary funding has been lengthy due to the lack of an existing database at MoPSE for satellite schools requiring registration support. To address this, UNICEF Zimbabwe engaged a consultant to conduct a secondary data review and needs assessments across a sample of the 250 schools to determine the gaps related to their registration status.

Identifying and meeting the needs of these schools was crucial, and this process underscored the importance of prioritizing registration of satellite schools. As a result, a database is now available at MOPSE level, and 297 satellite schools have been registered between August 2023 to October 2024.

To date, UNICEF has supported 242 schools across eight provinces which comprise of 31 districts, disbursing US\$5,000 to each school to support the satellite school development plans, ensuring they meet the minimum standards for registration. MoPSE is currently preparing to share a paysheet with the remaining 8 satellite schools for processing the funds. Additionally, to strengthen SIG Complementary implementation, UNICEF and MoPSE will induct the 250 beneficiary schools on SIG Complementary, with plans to complete this exercise in November 2024. The SIG Complementary is expected to benefit approximately 59, 493 learners (29, 271 girls and 30, 222 boys).

Activity 1.1.5. Monitoring and Verification/Quality Assurance for Wash in Schools (Piped Water and SIG Wash)

SIG monitoring and verification activities are currently underway, focusing on quality assurance for WASH initiatives in schools, including both piped water and SIG WASH components. These initial monitoring efforts are being conducted by RIDA in collaboration with DSIs in all the 29 beneficiary districts spread across all 10 provinces, to ensure high standards and accountability at the district level. The monitoring exercise by the Head Office personnel has not yet commenced.

For SIG Regular, an independent verification agency has commenced fieldwork, with enumerators actively collecting and verifying data directly from schools. This verification process is essential for ensuring the accuracy and reliability of reported data, risk management, supporting effective decision making and resource allocation. The final report, expected by the end of December 2024, will provide detailed insights and findings from the verification process, marking an important step in upholding and enhancing school functionality standards across the education sector.

Activity 1.1.6. Conduct Independent Verification/Quality Assurance for SIGs Regular and Complementary

The independent verification agency has commenced its work, with enumerators conducting SIG verification in the field. The enumerators are checking various aspects of the SIG implementation, including the proper use of funds, the condition of educational materials, and the status of infrastructure improvements. Their findings will provide a comprehensive overview of the effectiveness and impact of the grants. The final report, compiling all data and insights gathered during this verification process, is expected to be completed by the end of December 2024. This report will be instrumental in supporting effective decision-making and resource allocation, ensuring that the grants achieve their intended outcomes and contribute to the overall improvement of the education system.

As part of the complementary efforts between FCDO and the GPE, FCDO supported the SIG Expenditure Analysis (2018-2023), conducted in June 2024. This assessment aimed to evaluate SIG effectiveness, school functionality and outcomes. The methodology included an online survey of 146 schools and field visits to 16 schools across nine districts (Guruve, Shamva, Bindura, Hwedza, Chikomba, Beitbridge, Bulawayo Central, and Mazowe). The draft report is under review and will inform future funding mechanisms and programme implementation for improved impact on teaching and learning outcomes.

Activity 1.1.7. Monitoring of SIG implementation

The SIG programme is being implemented by UNICEF in collaboration with MoPSE. The core mandate of the SIG is to provide adequate, well targeted funding to financially constrained schools. The aim of the grant is to cover non-personnel and non-capital resource demands in schools to meet basic school functionality. Regular SIG utilization monitoring provides an opportunity to engage with the beneficiaries, verify compliance and gain feedback on the impact of SIG as well as identifying areas of improvement for strengthening the programme.

The SIG Regular co-funded by the GPE and FCDO, benefits from the complementarity between FCDO and GPE and monitoring is led by the MoPSE Grants Management Team. During the reporting period, the team conducted 138 SIG monitoring visits. Key findings from monitoring visits indicate that the SIG has effectively bridged the financial gap resulting from low payment of fees by parents/guardians. Below are some of the key findings from the monitoring visits:

- Monitored schools now have access to essential resources such as school furniture, as well as teaching and learning materials.
- The pupil furniture ratios have improved to an extent that Grade 6 and 7 visited schools have ratios of 1:1. Prior to SIG implementation, learners in the less resourced schools would sit on the floor due to lack of furniture. However, this has been resolved, thanks to SIG.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period 2	Previous Rating
Enhanced Foundational Literacy and Numeracy for	No	Satisfactory (S)	

All girls and boys

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:

Component 2. Enhanced Foundational Literacy and Numeracy for All Girls and Boys

Sub-component 2.1. Improved Access to Foundational Learning

Activity 2.1.1. Train 27,833 Infant Teachers in Foundational Learning

This initiative, implemented by UNESCO, focuses on equipping teachers with modern, effective methods for teaching literacy and numeracy. The training provides teachers with essential tools and skills, empowering them to engage parents within their communities to foster a supportive learning environment. This approach is designed to transform traditional teaching practices by incorporating the latest impactful methods, including teaching handwriting, reading, and spelling skills (THRASS).

Significant progress was made, and key milestones were reached during the reporting period. With UNESCO's support, MoPSE finalized a fully costed implementation plan, establishing a clear, structured approach to the training process. Initial inception meetings were conducted, attended by 28 participants (15 female and 13 male) including three THRASS focal points from each province (infant schools inspector and two teachers), four lead officers (two female and two male) in the department of Primary and Secondary Non-formal Education including the Director in charge of Primary Education. A lead consultant was successfully onboarded to guide the project. Comprehensive toolkits and training manuals were developed, reviewed, and validated, providing a solid foundation for effective implementation. As part of the rollout, sensitization, and training sessions for THRASS provincial leads were conducted, equipping them with the knowledge and skills needed to champion these new methodologies. A total of 40 participants (60 per cent female and 40 per cent male) from 10 provinces attended the training of trainers, targeting three THRASS leads, one infant schools' inspector, and two teachers per province to drive provincial THRASS teacher professional development activities. Additionally, pilot training sessions were held at the provincial level, resulting in 1,000 teachers being trained in foundational learning methodologies. These sessions achieved a 95 per cent female and 5 per cent male participation rate showing that most of the infant primary teachers are predominantly female.

Activity 2.1.2. Sensitize 86,302 Parents and Caregivers on Foundational Learning

This activity is under Save the Children, Zimbabwe. While the signing of the agreement (Programme Document) took longer than expected due to the migration of the partner from Save the Children UK to Save the Children Italia ETS, the Programme Document was signed by both parties on 08 October 2024, however, this activity is planned for 2025 after the foundational learning materials are procured and available.

Activity 2.1.3. Conduct the Zimbabwe Early Learning Assessment (ZELA)

The ZELA is an early grade assessment done as a pilot at the end of Grade 2 to assess literacy and numeracy proficiency. Ten per cent of schools are sampled in all provinces using a purposive multistage sampling. For the year 2024, the assessments findings will provide valuable insights into the effectiveness of the early learning programme, identifying areas that need improvement to ensure all students achieve foundational learning competencies. The Early Learning Assessment administration is currently underway and the preparatory stages of item development, development of and pilot testing of instruments have been done, tested, and completed, ensuring their effectiveness and reliability. The sample is drawn from all the 10 provinces. A scanner is being procured to enhance the MoPSE data collection and processing as currently MoPSE relies on scanner machines at the Zimbabwe School Examination Council (ZIMSEC) which often prioritizes national examination processes often leading to delayed analysis of ZELA scripts. The scanner is used to scan the tests eliminating the need for manual data entry.

Activity 2.1.4. Procure and distribute 705,150 teaching and learning materials for foundational Learning.

This activity is under Save the Children and the partner is currently working with MoPSE and other implementing partners to finalize procurement. According to the plan the foundational learning materials will be available quarter two, 2025.

Activity 2.1.5. Provide Assistive Teaching and Learning Materials to 31,500 Children with Disabilities (CWDs).

The procurement of assistive teaching and learning devices for students with physical disabilities is progressing in earnest with active discussions ongoing around the solicitation and specifications of items with potential suppliers, ensuring each device meets the required standards and addresses the specific needs of children with special learning requirements. This process includes procuring adapted teaching and

learning materials essential for fostering an inclusive and supportive educational environment. In collaboration with UNICEF, MoPSE has finalized specifications and UNICEF is engaging suppliers for various items such as embossers, projectors, braille paper, wheelchair tires, heavy-duty printers, and hard drives before finalizing the list of items to be ordered. It is planned that procurement will take place in the first and second quarter of 2025. This thorough, multi-stakeholder approach ensures that the devices and materials procured are of the right specification, quality, and effectively support the educational needs of students with physical disabilities, underscoring a strong commitment to inclusive education.

However, procurement of the devices for physical disabilities constitutes only 20 per cent of the total budget for this activity with 80 per cent being earmarked for adaptation of teaching and learning materials for learning disability given the high numbers of non-readers among children in the system generally. This is evidenced in the ZELA 2022 results showing that 77.1 per cent of pupils were found to be performing at grade level or above in English (20.1 per cent above, 57.0 per cent at grade level) and an overall national pass rate for grade 7 at 45.18 per cent while the overall ordinary level pass rate was at 30.13 per cent in 2023 according to the EMIS 2023.

Activity 2.1.6. Provide Technical Support for the Competence-Based Curriculum Review.

In partnership with UNESCO, support has been provided for the review of Zimbabwe's competency-based curriculum, resulting in the development of the Heritage-Based Curriculum (HBC). UNICEF provided financial support to MoPSE for three consultants who reviewed the curriculum and drafted the report. Additionally, UNICEF provided technical support for the syllabi review and is also contributing to the advocacy and communication efforts for popularization of the new curriculum. The HBC recognizes the tangible and intangible natural endowments such as social and historical legacy, beliefs, languages, land, flora, fauna, water, minerals, and cultural values that are passed down from one generation to the next and the need to build its human capital around these assets. The underlying principle under the HBC is an education system that produces goods and services useful to the economy, based on heritage and conscious of the environment through producing learners with relevant competencies such as skills, knowledge, values, attitudes, and dispositions that are key to national development. During the reporting period, the curriculum initiative has made substantial progress, with several key accomplishments. Notably, the curriculum review narrative report was successfully validated, ensuring its accuracy and relevance. Additionally, the review and compilation of the revised curriculum framework have been completed, culminating in a comprehensive draft framework. This draft was subsequently validated, confirming its alignment with national educational goals and standards. These achievements mark important steps toward implementing a curriculum that integrates Zimbabwe's cultural heritage with modern competencies, fostering an educational model that is both relevant and sustainable for future generations. The development of the learning area syllabuses and assessment framework for the HBC is currently underway. Once finalized, MoPSE plans to conduct a comprehensive teacher training programme to ensure educators are well-equipped to implement the new curriculum effectively. This large-scale training initiative will be crucial in aligning teaching practices with the goals of the HBC, fostering an educational approach that integrates local heritage with competency-based learning.

Activity 2.1.7. Training for ECD Teachers on Basic Parenting Skills

The initiative to train Early Childhood Development (ECD) teachers on basic parenting skills was initially proposed by MoPSE. However, after careful review, MoPSE revised the activity to align more closely with its mandate, as the Ministry was primarily concerned with the development of ECD teachers themselves. Other partners in the sector could address the concerns pertaining to parents. With that understanding, MoPSE will conduct a trainer of trainers (ToT) workshop for early learning teachers, targeting school inspectors and school heads. The aim is for the knowledge and skills acquired by the trained ToTs to be cascaded to teachers in their respective districts, focusing on the effective delivery of early learning, particularly on basic ECD skills such as nurturing and care, school readiness, parenting and monitoring and evaluation of foundational learning. The ToT will target all infant school inspectors and 72 selected school heads from the districts, as well as 10 provincial infant school inspectors. The training is expected to be completed by the end of November 2024.

Activity 2.1.8. Complete the Early Learning Development Standards under the Zimbabwe Early Learning Policy

Following the launch of the Zimbabwe Early Learning Policy in February 2024, MoPSE is planning to institutionalize some of the pilots that have been implemented in the country, including the Early Learning Development Standards. The completion of the Early Learning Development Standards is in progress. MoPSE has requested for funds to finalize this initiative by the end of the year.

Activity 2.1.9. Procure and Distribute Positive Discipline Materials

UNICEF is supporting MoPSE in strengthening school-based disciplinary policies through provision of materials on positive discipline, and the training teachers and school leaders. This aligns with the Education Amendment Act 2020, outlawing corporal punishment in schools and MoPSE's commitment to the Safe to Learn Initiative. In May 2024, a joint dialogue between MoPSE Learner Welfare and Psychological Services (LePS), Save the Children, UNICEF, and key stakeholders, including Teacher Unions, was held under the GPE SCG

Output 1 activity: Development of school-based disciplinary policies, materials on positive discipline, and the training of teachers and school leaders. Key elements of the activity were unpacked, emphasizing MoPSE’s instructional leadership and pupil safeguarding in schools. Participants identified gaps in existing practices and received updates on the Teaching Professions Council and implications for the Code of Ethics on positive discipline in schools. Importantly, the dialogue highlighted teachers’ experiences, challenges, and training needs related to ethical conduct and pupil safeguarding within the context of alternative discipline. The dialogue concluded with the sharing of insights from partners such as Save the Children, World Vision and Plan International, who shared their diverse approaches to positive discipline/alternative discipline/teacher code of ethics in pupil safeguarding. There are ongoing discussions between MoPSE, UNICEF and Save the Children to streamline key activities that speak to identifying streams of influence to anchor this initiative.

Sub-Component 2.2. Digital Skills of Teachers Enhanced

Activity 2.2.1. Solarize and Improve Equipment at Government of Zimbabwe’s Radio Studio - Curriculum Development and Technical Services (CDTS)

The expired GPE Education Sector Programme Implementation Grant (ESPIG) supported the equipping of MoPSE’s Production Studio for Radio and TV lessons, providing a valuable resource for producing and broadcasting educational programmes at a significantly reduced cost while expanding their reach. Previously, the use of the public broadcaster Zimbabwe Broadcasting Cooperation (ZBC) studios proved to be costly, underscoring the need for a dedicated in-house facility.

However, two primary challenges persist, specifically, unreliable electricity supply and lack of internet connectivity. To address these, the GPE (STG) includes provisions for solar energy installation to ensure a consistent power supply, while MoPSE will secure internet connectivity with support from government internet providers. A contractor has been identified and installation has started. Additionally, the Multiplier will offer supplementary funding for the installation of air conditioning to maintain a temperature-controlled environment, protecting studio equipment from overheating and extending its usability. During the reporting period, significant progress was made, including completion of bid solicitation and awards for the solarization of MoPSE studios and the contracting process is being finalized.

In Year 1, CAMFED and MoPSE collaborated in the review of existing life skills materials, ahead of the design and dissemination of a new national curriculum.

CAMFED participated in the Life Skills Technical Working Group, which conducted a scoping exercise to review existing materials, including CAMFED’s My Better World curriculum, and carried out school visits. One of the key findings was the limited provision for Life Skills education at Form 4.

The Curriculum Development and Technical Services (CDTS) department are now leading the in the development of agreed supplementary materials for Form 4 to complement the Life Skills curriculum embedded in the new national, heritage-based curriculum. CAMFED will review the supplementary materials once finalized, collaborate with the CDTS to harmonize new materials with the national curriculum and support the dissemination of materials in partner schools.

A total of 1,090 young women have been trained as Peer Educators to work across all 1,090 partner schools. Peer Educators (PE) are young women who graduated from school and have experienced similar challenges faced by the children in need of support in their community. PEs have received training in how to deliver life skills sessions, giving children the confidence and resilience to thrive in school, as well as working with Teacher Mentors to provide psycho-social support to those at high risk of dropping out of education.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period 2	Previous Rating
Enhanced Education sector Equity-focused Leadership	No	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:

Component 3. Enhance Education Sector Equity-Focused Leadership

Sub-component 3.1. Enhanced Efficiency and Effectiveness of Government of Zimbabwe and School Leadership

Activity 3.1.1. Pilot the Implementation of the Early Warning System (EWS) for Mitigating School Dropouts and Quality Assurance Review in 100 Schools. (Scaling and implementation will be done under the GEA).

MoPSE, with UNICEF's support, has developed an Early Warning System (EWS) to identify at-risk students and provide customized interventions to prevent dropouts and enhance school retention. Built on the principle of early action, the EWS utilizes two key tools: "An Early Warning System for Preventing School Dropout in Zimbabwe" and "An Interactive Self-Learning Handbook for School Dropout in Zimbabwe." This collaborative effort engages various MoPSE departments, including Curriculum Development and Technical Services, Primary, Secondary and Non-Formal Education, Psychological Services, and Strategy, Policy Planning, Research and Statistics. The EWS aims to support schools, education authorities, and stakeholders in Zimbabwe in identifying and addressing students' specific needs, ensuring timely and effective support for retention and re-admission.

The EWS was successfully piloted in 103 schools across five districts, namely Lupane (Matabeleland North), Makonde (Mashonaland West), Mbire (Mashonaland Central), Gokwe North (Midlands), and Gwanda (Matabeleland South). This surpassed the targeted 100 due to a request from Lupane District to include three additional schools that had been flagged as high risk. The primary objective was to identify learners at risk of dropping out, enabling timely interventions to support their continued education. Preliminary results indicate that, from the 103 schools piloted, 76 per cent against a target of 50 per cent of the schools, improved school retention (i.e. 76 per cent registered a decrease in dropouts, while 2 per cent maintained their enrolment).

By the end of the EWS pilot in July 2024 (end of 2024 term 2), it had realized an overall enrollment of 24,307, an increase from 22,960 before the EWS implementation. This translates to a 5.9 per cent (1,347) increase in enrollments, including 788 girls and 559 boys.

The key enablers to the successful implementation of the EWS was the technical support from UNICEF, MoPSE and other partners which appealed to social, cultural, and behavioural elements and human capital development in the system during the pilot period, as the EWS became internalized and institutionalized within MoPSE. Through this initiative, supervision and monitoring capacity by the system ensured robust implementation in schools. What stood out the most was the rapport created among key school stakeholders in the pilot which will need to be nurtured into the scaling phase. Other key enablers for the EWS pilot included the teachers'/educators' willingness to fully comprehend the factors that put vulnerable pupils at greater risk of dropping out and addressing these. This included the infusion into the system, positive communication with pupils and families using a structured "case management" process to support pupils at risk and address the aggravating factors that lead to dropouts.

A comprehensive Technical Report developed by UNICEF and MoPSE detailing the methodology of the pilot, the processes involved, and the outcomes observed will be attached as an Annex. This report provides valuable insights and recommendations for scaling and implementing the system under the Girls' Education Accelerator (GEA) by CAMFED. This initiative underscores the programme's commitment to reduce school dropout rates and enhancing the quality of education through proactive and data-driven approaches.

Activity 3.1.2. Train 852 Teachers on Gender-Based Pedagogy on STEAM/STEM

This activity is planned for implementation under the Variable Part in 2025.

Activity 3.1.3. Strengthen Advocacy, Evidence Sharing and Partnership for Increased Investment in Early Learning

This activity will be implemented in 2025.

Activity 3.1.4. Implement Selected Recommendations of 2021 Holistic Organizational Development (HOD) plan. - Training on Human Resources Management Information System (HRMIS)

The Holistic Organization Development plan 2019-2024 recommended MoPSE to develop a database for non-teaching staff, as obtaining their personal information was difficult during the HOD assignment. MoPSE's Human Resources department sometimes indicated that such information could only be obtained from Public Service Commission. Consequently, MoPSE organized to train HR staff on capturing staff data under the Human Resource Management Information System (HRMIS). UNICEF facilitated a training programme for 26 Human Resources Officers (16 females and 10 males) from the Head Office and 10 provinces on the HRMIS, with sessions held in Bulawayo and Masvingo. This training represents a significant step in MoPSE's commitment to digitizing its human resource functions, enhancing the efficiency, accuracy, and overall streamlining of data capture and management processes. By equipping these Education Officers with vital skills and knowledge, the initiative aims to improve the effectiveness and responsiveness of human resources operations, contributing to a more modern and agile administrative framework.

Moving forward, integrating MoPSE's various Management Information Systems—including the Education Management Information System (EMIS), Teacher Development Information System (TDIS), and School Improvement Grant Management Information System (SIGMIS)—will be essential. Such integration will foster a unified digital infrastructure that enhances data sharing and facilitates informed decision-making across departments. This approach not only advances administrative modernization but also aligns with the broader objective of developing a more efficient, interconnected management system across MoPSE, ultimately reinforcing service delivery, and supporting improved educational outcomes.

Activity 3.1.5. Strengthen process for internal controls in MoPSE

This activity will be implemented in 2025.

Sub-component 3.2. Effective Grants Implementation Management

Activity 3.2.1. Monitor STG and SCG implementation (Joint Monitoring Visits)

Following a commitment to ensuring accountability and quality control as guided by the GPE STG programme document, UNICEF has made significant strides in supporting the periodic conduct of the joint monitoring visits (JMV) in which MoPSE, alongside its stakeholders and donor agencies conduct joint monitoring missions in hard-to-reach areas. During the period under review, UNICEF supported the updating of the JMV monitoring tool to streamline it and enhance its focus on issues related not only to governance in schools but also to school functionality, infrastructure, WASH in schools, school feeding, school performance in national examinations, school's uptake of blended learning and non-formal education.

Following the update of the JMV tool, MoPSE has digitalized information collection using tablets for data collection. To date, three JMV's (out of a target of three) have been conducted - one per school term - monitoring and assessing school functionality, infrastructure, governance, and inspections by district, provincial and head office levels. Additionally, the JMV's evaluated the availability of WASH and school feeding programmes in schools. Recommendations from the JMV's were presented in the Education Coordinating Group (ECG) quarterly meetings, yielding action points including capacity development of MoPSE to effectively plan, organize and conduct the JMV's.

Key lessons from the JMV's include:

- o The importance of holistic school inspections by the districts to help ensure schools are functioning at minimum standards.
- o The need to track the challenges facing non-readers thereby enabling children to be supported to grow and develop their reading skills.
- o The absence of suggestion boxes at some schools deprives children of a mechanism for reporting abuse in any form.
- o A confirmation of how the GPE and other donor supported programmes such as SIG have transformed education. Notably, satellite schools have benefitted from various forms of SIG, leading to substantial infrastructural development.

Activity 3.2.2. Produce/Disseminate Communication and Visibility Products/Materials

UNICEF successfully carried out the Back-to-School Campaign, designed to ensure that learners are re-engaged and back in school at the start of the academic year. This initiative highlights the commitment to supporting education continuity, especially in challenging contexts. In addition, the visibility of GPE funding was prominently showcased through the planning and execution of World Children's Day, which served as a platform to highlight key achievements and further mobilize support for education.

A good example of the impact of this funding is the Story of Ellen, an ECD teacher, whose work exemplifies the significance of Foundational Learning. Her dedication to nurturing young minds underscores the transformative effect that targeted investments in early education can have on learners' futures, ensuring they have a strong foundation for their educational journey. The Story of Ellen has been advertised on UNICEF Zimbabwe website but also globally through the Global Partnership for Education website.

Activity 3.2.3. Conduct Independent Verification of the Variable Part

The purpose of this activity is to provide technical assistance to MoPSE to conduct independent verification - of the GPE STG Variable Part indicators, which were initially verified by the Education Coalition of Zimbabwe (ECOZI). This is based on recommendations made by both the GPE Secretariat and the Coordinating Agency (FCDO). The activity is underway and is expected to be completed by latest 31 December 2024.

Activity 3.2.4. Final Evaluation of the STG, GEA and SCG Implementation

Activity to be undertaken in the last quarter of the implementation in 2026.

Implementation challenges and delays

1. Delays in the signing of agreements with partners- specifically ECOZI, World Vision and Save the Children. There were delays in the piped water supply programme, which resulted from the required due processes where UNICEF and World Vision had to commission a Rapid Assessment of the schools in distress and in dire need of water prior to implementation. Additionally, the prioritization of the 30 disadvantaged schools across seven districts required endorsement from the Permanent Secretary of MoPSE, as well as validation from other government entities responsible for overseeing WASH provisions in schools. These processes extended the timeline, contributing to delays in finalizing the agreements/programme documents.

Similar delays were experienced in the procurement of foundational teaching and learning materials, specifically THRASS materials, and positive discipline materials expected to be implemented in collaboration with Save the Children. The bulk of the procurement was assigned to Save the Children Italia ETS, but significant delays arose due to delays in signing the Programme Document. Further delays were also caused by the change of Save the Children Zimbabwe's parent organization from UK to Italy. The Programme Document has now been signed and Save the Children will implement the programme over two years. Their procurement plan is ready and has an approved and vetted supplier data base to expedite the procurement process. The THRASS materials procurement is single sourced from suppliers preferred by MoPSE. UNICEF is working closely with Save the Children to monitor this process and support Save the Children to ensure compliance and timely delivery.

2. The delayed release of the 2023 EMIS data significantly affected various education-related decisions and activities, including the development of the Education Sector Performance Report. This delay was primarily caused by the late release of the new census age projections by the Zimbabwe Statistics Agency (ZIMSTATS) and internal delays within MoPSE. As a result, the Joint Sector Review process was delayed, hindering timely evaluations, strategic planning, and resource allocation critical for advancing sector goals and addressing emerging needs within the education system. MoPSE requires support to establish a mechanism for access to real time data generated directly from schools and districts.

3. MoPSE is facing competing priorities requiring simultaneous attention, particularly due to the demands of the Heritage-based Curriculum development and related activities. This situation complicates resource allocation and effective focus on each activity. Additionally, there have been difficulties in securing dates for implementing key activities such as the procurement of assistive devices and adapted materials for children with disabilities, as well as the delays in progress towards the school financing policy.

CAMFED is working with MoPSE to integrate the collection of data on children receiving bursary support into the national data collection system through EMIS, alongside data on children receiving support in primary school through the Basic Education Assistance Module (BEAM). CAMFED and MoPSE discussed how this could be integrated into the ED46 data tool for data collection in 2025. CAMFED will follow up with MoPSE in Year 2 to review progress on revised data collection tools before data tools are reviewed by partners. Alongside updated national data tools, CAMFED has also worked with MoPSE to incorporate monitoring of GEA activities within the national joint monitoring visits.

Under the GEA, eight Provincial Resource Teams have been established, comprised of provincial representatives from education, social services, and local government. Their goal is to build the capacity of 35 partner districts and School Based Committees (SBCs). The Resources Teams will provide additional support to new districts which do not have the network of local CAMFED Association chapters. In these

districts, Resource Teams will oversee the launch and monitoring of CAMFED programmes and assist Core Facilitators in training Peer Educators.

Termly monitoring was undertaken by CDCs in Term 1 and both CDCs and Provincial Resource Teams in Term 2. Joint Monitoring visits with MoPSE representatives have taken place termly with a GPE specific visit taking place in May, attended by the visiting Senior Country Operations Officer.

In Year 2, CAMFED will collaborate with CDC and District Committee representatives to support schools in collecting and analyzing, enabling them to identify and respond to local dropout trends. CAMFED will also work with UNICEF collaboratively design training for MoPSE officials on the same topic under the STG.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period 2	Previous Rating
Grant agent direct costs (part of allocation), including for supervision, country office, etc.:	No	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

For the System Transformation Grant (STG) and Multiplier, UNICEF follows strict internal financial procedures, including daily tracking and monitoring of grant utilization to ensure alignment with financial planning, budgeting, and expenditure tracking. This approach, closely coordinated with the GPE, ensures efficient use of financial resources and compliance with donor conditionalities, while aligning with set objectives and expected outcomes. Funds disbursed to implementing partners are managed according to the Harmonized Approach to Cash Transfers (HACT) framework, incorporating programmatic visits and financial spot-checks to verify that funded activities are progressing as planned.

UNICEF's robust risk management procedures include a compliance monitoring framework that is regularly updated to identify and address compliance issues, ensuring prompt corrective actions and safeguarding of the funding. The inception of the STG, marked by the GPE launch and rollout in November 2023, was critical for establishing foundational processes. Key areas of transparency, financial planning, communication, procurement planning, social and environmental safeguards, monitoring and evaluation, implementation, and fiduciary management were outlined to support the grant's effective implementation.

In terms of procurement management, UNICEF's Supply Section provides end-to-end support for acquiring consultancy services and other resources, adhering to organizational procurement principles and guidelines to ensure transparency and efficiency. To support the implementation of both the STG and Girls Education Accelerator (GEA) grants, UNICEF collaborates closely with partners like ECOZI, Save the Children, World Vision, UNESCO, and CAMFED. A GPE Implementation Committee meeting is held every two months to maintain alignment among these implementing partners.

Collaboration with the Government, particularly with MoPSE occurs through the quarterly GPE TEACH Steering Committee meetings, chaired by the Permanent Secretary, to address grant-related decisions and revisions. Additionally, UNICEF holds monthly bilateral meetings with the Permanent Secretary to monitor progress, complemented by regular meetings between technical staff, including chief directors and directors.

The Education Coordination Group (ECG) plays a vital oversight role and serves as the apex body for policy dialogue within the education sector. Through its leadership, the ECG ensures alignment among sector stakeholders, providing strategic guidance and fostering collaboration to address key educational challenges and priorities. This platform enables continuous dialogue and coordination, ensuring that initiatives like the STG and Multiplier are integrated effectively within the broader education policy framework, thereby supporting sustainable progress in the sector.

One of the main challenges has been coordinating key meetings with MoPSE, particularly the GPE TEACH Steering Committee and the Education Coordination Group (ECG). To address this, an ECG Secretariat has been established, under SCG funding, to strengthen MoPSE's capacity for effective coordination. Regular meetings among UNICEF, the FCDO, and the ECG Secretariat further support ongoing engagement and strategy discussions with MoPSE to address these challenges and enhance grant implementation.

Progress on the Girls' Education Accelerator funding (if any)

The GEA funding directly addresses the gender-related barriers to education faced by girls in Zimbabwe. The bursary selection process targets those facing the most significant barriers to education, including intersecting barriers such as gender, disability, and household poverty, particularly those in the poorest and remote rural districts. By providing financial support to cover school and examination fees, school uniforms, and other education materials, the bursary packages help prevent girls from dropping out of school due to financial constraints. Additionally, the bursary provides sanitary pads, enabling girls to attend school with confidence, even during menstruation.

Peer Educators provide My Better World sessions and information on sexual and reproductive health, helping girls build their confidence and agency to advocate for themselves in the classroom and at home. Peer Educators work with Guidance and Counseling teachers to support girls at risk of dropping out of school, including those leaving school due to early marriage or pregnancy. Peer Educators facilitate the return of young mothers to school by liaising between the school, parents, and the wider community. They clarify the re-enrolment process, help young women overcome stigma associated with being a young parent in school, and mobilize community philanthropy to provide financial and material support, such as nappies and baby clothes.

CAMFED and UNICEF have collaborated to ensure that integration between the GEA and STG initiatives. Both grant agents participate in six-weekly Implementation Committee meetings with other partners. ECOZI, UNICEF, Save the Children, World Vision, and MoPSE participate in the GPE-TEACH steering committee. Additionally, CAMFED and UNICEF have organized national joint-monitoring visits, including the visit of GPE Senior Country Operations Officer in May 2024.

Through regular meetings and bilateral ones, grant agents have maintained communication regarding the pilot of the Early Warning System for girls' drop out, ensuring that lessons learned during the pilot phase can be integrated into CAMFED's nationwide rollout in year two. The programmes are complementary in providing material support for children in school. UNICEF provides support to lower-primary learners through the STG, while CAMFED provides support to upper-primary and secondary learners through the GEA. Similarly, in supporting children with disabilities, UNICEF provides support for teachers to adapt classrooms and teaching methodologies, while CAMFED provides bursaries, assessment and treatment access, assistive devices for learners.

Lessons, innovative/promising practices

i. Early Warning System for preventing drop outs

The joint EWS monitoring exercise conducted by MoPSE, CAMFED and UNICEF revealed that the pilot was implemented in 103 schools, surpassing the targeted 100 due to a request from Lupane District to include three additional schools that had been flagged as high-risk. Out of the 103 schools, 76 per cent registered an increase in enrolment by the end of the second term, while 2 per cent maintained their enrolment, and 22 per cent registered a decline in enrolment. These results indicate that the EWS has been more effective in retention and readmission, providing a solid foundation for reducing dropout out rates. The key enablers to the successful implementation of the EWS include its alignment with social, cultural, and behavioral elements, as well as human capital development. During the pilot period the EWS was internalized and institutionalized within MoPSE, enhancing supervision and monitoring capacities. This effectiveness will be further tested during the scaling phase, which allows for more time than the pilot period. Importantly, strong relationships have been established among key stakeholders in the pilot schools, which must be nurtured and maintained moving forward.

Other key takeaways from the EWS pilot included the teachers'/educators' willingness to better understand the factors leading to increased dropout risks for vulnerable pupils and to address these issues effectively. This involved implementing structured "case management" processes to facilitate positive communication with pupils and their families, supporting at risk pupils, and tackling aggravating factors. The commitment within the school system, coupled with the community involvement (including parents, school development committee, and traditional leadership), fostered a collaborative environment. This partnership was crucial in effectively implementing the EWS's preventive and responsive tools and strategies of the EWS, ultimately helping pupils continue and complete their education. The pilot also underscored the need for sustainable solutions to mitigate school dropouts. Continued efforts are necessary to ensure that learners identified for reintegration are retained in school and receive necessary support, including access to textbooks, adequate teacher contact time, and appropriate social safety nets. As expressed by one District School Inspector (DSI):

"The programme managed to retain the learners, but questions persist regarding how the schools are going to sustain the returning students, have schools created acceptance behaviour in other learners and has the education system defined salient benefits of returning to school in view of other societal and economic streams of influence in communities". Mr. T. Chitimira – DSI Mbire

ii. Procurement of ICT devices for the solarized schools

UNICEF's procurement systems and Long-Term Agreement (LTA) contracts enabled the acquisition of ICT gadgets at reduced prices, resulting in the procurement of more devices than originally planned. Additionally, UNICEF assisted MoPSE in obtaining approval for their Letter of Eligibility from Microsoft allowing the procurement of the Windows operating system at a reduced price.

iii. Registration of satellite schools.

The implementation of results-based financing has yielded significant improvements within MoPSE. Historically, MoPSE registered approximately 20 satellite schools annually. The process of identifying satellite schools to benefit from complementary funding faced numerous challenges due to the lack of a reliable and authentic database. Without accurate records, it was difficult to determine the schools eligible for

funding, leading to potential oversights and inefficiencies. This absence of reliable data hindered the ability to make informed decisions, complicating the allocation of resources and ultimately affecting the effectiveness of the funding initiative.

However, with support from UNICEF toward disbursing the SIG complementary, MoPSE successfully developed a database and registered 297 schools within a year from November 2023 to October 2024 (UNICEF will support 250 schools only). This noteworthy achievement underscores the effectiveness of results-based financing and the trigger 1 (USD 2.5 million) has been unlocked.

To ensure sustainability and expansion of these successful practices, it is imperative to maintain momentum, enabling all satellite schools to undergo transformation and achieve full registration. By continuing to leverage results-based financing, and other proactive practices, MoPSE can further enhance educational opportunities, thereby fostering a more inclusive and equitable education system for all students.

Impact stories

Two Human Interest Stories were developed and can be accessed through the link below:

1. Ellen's Story: Zimbabwe :

In partnership with GPE, UNICEF spotlights ECD teacher Ellen Gava, whose childhood passion for teaching has grown into a fulfilling career. Despite the challenge of managing a large class of 37 young learners, she embraces each day with dedication, using an engaging, play-based approach to create a warm and dynamic learning environment. Her inspiring story on UNICEF's website and GPE's Zimbabwe:

A teacher's inspiring dedication to early childhood education | Stories of change | Global Partnership for Education

<https://www.unicef.org/zimbabwe/stories/zimbabwe-teachers-inspiring-dedication-early-childhood-education>

2. Zimbabwean Schools Reviving Childrens Dreams

Gandangula Primary School in Lupane has transformed from makeshift classrooms to a fully equipped facility with nine furnished classrooms, an early childhood centre, and a computer lab. Thanks to the Government of Zimbabwe, UNICEF, GPE, and the Education Development Fund, this transformation, which benefits 375 students, has been made possible. GPE funding transforms a Zimbabwean school, reviving children's dreams | UNICEF Zimbabwe

<https://www.unicef.org/zimbabwe/stories/gpe-funding-transforms-zimbabwean-school-reviving-childrens-dreams>

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

#	File Name	Document Type	Description
1	Zimbabwe STG Progress Report with Results Framework_Nov 2024 - Copy.docx	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
30,520,680	6,686,211.88	21.91	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 signing of the Programme Document for SAVE the Children was delayed due the partner’s internal processes including its migration from Save the Children UK to Save the Children Italia ETS. Furthermore, World Vision’s implementation of activities encountered delays due to the time required for UNICEF to secure a waiver that would allow the implementing partner to proceed with the Piped Water Scheme construction. World Vision was also given a significant amount of funding for borehole drilling and mechanization to supply water piped water to schools. Finally, it is worth mentioning that the agreements with implementing partners are fully committed but are disbursed on a quarterly basis. In addition, with the private suppliers, the amounts in the contracts is fully committed but the actual expenditures occurs only when each deliverable is completed. This is why the financial absorption in the first year looks not on track.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

30,520,680

Total Expenditure for the Current Reporting Period

6,686,211.88

Explanation for underspending or overspending in excess of 10%

The 22.8 per cent utilization rate is below the expected utilization, however, this is against a 3-year grant budget Some underspending resulted from delays in finalizing critical agreements with partners. Additionally, multiple ongoing processes have funds committed amounting to USD 2,760,121.99 which will be disbursed upon the deliverables.

Management Performance

Level of Management Performance

Satisfactory (S)

Previous Rating

NA

Detailed Description

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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
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Annex 2: Global Numbers Reporting Template

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

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

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

GPE Indicators				
Textbooks purchased and distributed				
#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments

1	1)Output Indicator 5.1.1- Number of teaching and learning materials provided	0	100	Study Guides packaged were purchased within the reporting period and distributed to district centres, but not yet to schools. Delivery to schools is anticipated to be completed by the end of December 2024
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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	Number of teachers trained on foundational learning pedagogies.	1,000	100	Teachers were trained on Foundational Learning from all the 10 Provinces
2	Number of teachers trained in the use of digital learning tools	0	100	To be conducted by the variable part (2025)
3	Number of Guidance and Counselling teachers trained/supported	1,049	100	Of the 1,090 teachers invited to Guidance and Counselling training, 41 teachers were not able to join the training on the planned date leading to a shortfall for this indicator. The remaining 41 teachers will be trained in Year 2.

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				

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 other donors, enter 40% in "% 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		38,495	10,670		49,165	100
Of which, girls		25,912	8,445		34,347	100
Of which, children with a disability (optional)			701		701	100
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)			1,524		1,524	100
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	Comments
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		Target	Actual	(optional for cofinanced grants)	
Indicator name 4.1.1 Number of girls benefiting from monetary and nonmonetary incentives to enroll in/stay in school, disaggregated by disability	n/a	9,146, of which 500 living with disability	9,146 (of which 701 living with disability)	100	Of the 701 students with disabilities, 468 have received assessments for disability-specific support including provision of glasses, hearing aids and wheelchairs. Thirty-two children will receive assessments in Year 2. The 201 children with disabilities identified above the Year 1 target were identified through the Washington group survey questions included in CAMFED's bursary induction process. They will continue to receive bursary support and will be referred to psychological services and special Needs services within their school
Date					

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name Output Indicator 4.4.1 Number of beneficiaries (disaggregated by sex and type) benefiting from programs that intend to prevent early marriage and/or early pregnancy	n/a	Female: 129,274 Male: 118,810 Total: 248,084	Female: 153,608 Male: 146,816 Total: 300,424	100	More beneficiaries were reached by programmes intending to prevent early marriage and pregnancy, due to school enrolment in partner schools being higher than estimated at proposal stage.
Date					

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name Outcome Indicator 4.5 Number of schools that implement strategies, policies or programs to retain or reintegrate pregnant girls or teenage mothers in schools as a	260 of our 1,090 schools (23.9%)	n/a	n/a		Following CAMFED's baseline analysis, Year 1, Year 2 and Year 3 targets have now been set as planned. Given the delay in launching GEA

result of the program

activities, including support grants for schools to assist young mothers re-enrolling, no target was set for Year 1. CAMFED will share data on progress within our Year 2 annual report.

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.