



GLOBAL AND REGIONAL ACTIVITIES (GRA) PROGRAM

Annual Summary Portfolio Status Report as of June 30, 2016

Background and Purpose of the GRA Grants

The Global and Regional Activities (GRA) program was created in 2010 to support research, capacity building, knowledge development and sharing at the global, regional, and country levels. The GRA program and grants are complementary to country level support and grant financing from the Global Partnership for Education (GPE). In 2013, the GPE Board of Directors approved a total of **15 grants¹ in the amount of US\$31 million** (ref. BOD/2013/02-02 and BOD/2013/07-01) to address thematic and knowledge gap areas, identified through a consultative process with GPE's partners. The **thematic areas** of focus for grant activities are

- (i) **learning outcomes and education quality**
- (ii) **out-of-school children and equity**
- (iii) **education financing and systems building**

The GPE Secretariat monitors implementation progress of the GRA grants through review of **twice yearly narrative and financial progress reports**, submitted by grant recipients. These are based on a Result Agreement for each grant, and are prepared in accordance with guidance set out in the GRA Program Operational Manual. The Secretariat also conducts a limited number of **monitoring missions**, typically participating in regional or international events.

This annual status report captures overall implementation progress and key results as of **June 30, 2016**. A short executive summary, drawing on the detail provided in the five sections listed below, highlights key achievements during this implementation period and lessons learned

- Section 1 provides cumulative data on knowledge products produced across the portfolio
- Section 2 presents achievements and results for all grants across the three thematic areas
- Section 3 highlights new challenges identified across the portfolio
- Section 4 explains how GRA outputs are linking with the GPE business model
- Section 5 provides an overview of key information for the entire portfolio

¹ The 16th grant awarded to CICED for learning assessment and outcomes in Central Asia was cancelled in 2015.

Executive Summary

During this reporting period, GRA grant agents and their implementing partners, have continued to generate high quality outputs including technical guides, manuals and methodological tools; they have delivered successful seminars and practical workshops at regional and country levels, and developed robust reference documents and analytical working papers. At least 68 guidelines and methodological tools have been developed to date; over 40 regional and over 130 country level seminars and workshops have been organized, and over 160 reference documents and technical papers prepared. The GRA Team has collated and disseminated a full list of knowledge products developed with GPE's GRA funding.

The visibility of the GRA portfolio as a whole, and of individual grants, has increased over this reporting period. This is partly due to the advanced implementation progress of many grants, and increasing numbers of knowledge products being finalized, published and disseminated. It is also partly due to the efforts of the GRA team to establish and support a range of mechanisms for GPE Secretariat teams and GPE partners to become more aware of the grants and the knowledge products that have been developed across the three themes of learning, system strengthening and equity. Taken together these efforts have raised awareness and understanding of the GRA portfolio and offered opportunities to build linkages to GPE work at both country and global levels.

Over the reporting period the GRA team has encouraged and supported greater involvement of GPE Secretariat staff in GRA activities. This approach is building awareness and understanding of GRA activities and results and increasing the potential use of GRA knowledge products in country level dialogue. Country leads and technical specialists from the GPE Secretariat's thematic team (Planning, Systems and Financing; Equity, Gender Equality and Inclusion; and Teaching and Learning) have completed technical reviews of selected knowledge products; engaged in grant monitoring through participation in regional training events; represented GPE at grant knowledge product dissemination events and key international events; and identified potential linkages to country-level work.

In collaboration with communications colleagues in the GPE Secretariat, a range of media and communications events and materials have been developed and delivered during this reporting period. Blogs published on the GPE website have highlighted key themes and important deliverables under the GRA program under the following topics: national education accounts, school grants, education and health, early childhood care and education, school related gender based violence and child marriage. Going forward a series of webinars and BBLs are planned.

Monitoring missions are a vital part of the management of and technical support to grant agents and implementing partners. Over this reporting period, three monitoring missions were undertaken, for GRA 6 and 7 combined, during a regional workshop in Kenya; for GRA 12, participating in a national workshop for education and health, in Ethiopia; and for GRA 13, linked to a regional training workshop on community led assessments, in India.

Each GRA portfolio status report documents challenges and lessons learned and during this reporting period several new challenges have arisen and responses developed.

Based on the submission and processing of 8 requests for revision during this reporting period, 5 for time extensions and 3 linked to budget revisions, it became clear that a more standardized submission format and more comprehensive requests were required. Accordingly, the GRA Team prepared the 'Policy on Education Sector Program Implementation Grants: Application to Global and Regional Activities Grants', together with a standard revision template and step by step guidance for Grant Agents, thereby reducing the number of queries from Grant Agents and resulting in higher quality submissions. Any future knowledge and good practice exchange mechanism must strongly encourage Grant Agents to take into account implementation delays that can reasonably be anticipated when setting implementation periods, to reduce the need for no cost extension requests during implementation.

In order to strengthen collaboration and communications between the implementing partners and GPE work at the country-level, the GRA Team developed and disseminated a searchable database to all Grant Agents, their implementing partners and GPE Secretariat staff. The database provides information on: (i) every country each GRA grant is implementing activities in, and (ii) contact information for local implementing partners and Country Leads. Looking ahead to future similar mechanisms, a similar approach and the development of a database at an early stage in implementation of programs, could prove valuable.

During this reporting period, 5 grants have closed and guidance has been needed to ensure that grant agents account for and return unspent funds, in compliance with GPE policy. In response guidance is being developed by the GRA team, based on agency specific procedures, and it is expected that this guidance will be useful in the development of any future knowledge and good practice exchange structures.

Going forward, and as more knowledge products are developed, it is vital that Grant Agents and implementing partners continue to share the final products with the GRA Team in a timely manner, and communicate their dissemination strategies for these products. This will enable the GPE Secretariat and our partners to continue to promote and disseminate knowledge products widely. The aim will be to make robust knowledge products available at global, regional and country-levels, through formal and informal channels and social media, increasing the outreach and uptake of research findings, data and knowledge and good practice by GPE's developing country partners. In turn this will lead to stronger education sector analysis and planning, improved policy implementation and contribute to increased equity and learning.

Section 1: Cumulative outputs across the portfolio to date

GRA grant agents, and their implementing partners, continue to generate high quality outputs including technical guides, manuals and methodological tools; deliver successful seminars and practical workshops at regional and country levels and develop robust reference documents and analytical working papers. Further details are provided in section 2 below.

The table below provides an estimate of the number of items produced to date, including items described in the June 2016 individual progress reports.

Outputs/ Products	Cumulative to June 2015*	Cumulative to June 2016
1. Guidelines and methodological tools	31	68
2. Regional level seminars and workshops	26	42
3. Country level seminars and workshops	76	133
4. Other reference documents and papers	47	163

- revised updated figures, based on new methodology and detailed review of progress reports

During this reporting period (June 2015-June 2016), 5 grants closed:

Grant		Close Date
1	Development of methodologies to link reading assessments across regions and draw lessons regarding best early assessment practices	Dec 2015
3	ELAN Effectiveness of teaching and learning in bilingual context	Dec 2015
5	Education Financing: Development of methodologies to improve national reporting on financial flows	July 2016
6	Out-of-School Children: Closing the data gap	July 2016
7	Significant reduction in Out-of-school children	Dec 2015

Details on the achievements, results and knowledge products developed under these grants can be found in the following sections of the report. Section 2.1, for GRA 1 and 3, Section 2.2, for GRA 5 and Section 2.3 for GRA 6 and 7.

Section 2: Results across the three thematic areas

Section 2.1: Learning outcomes and education quality

GPE has awarded 7 grants of US\$17,300,283 to partners to undertake research, knowledge sharing and capacity development activities that seek to better understand and promote good practice in quality education. Projects within this grant category include activities undertaken by 10 different agencies in at least 53 countries. The projects' focus is on issues related to improving learning and teaching, evidence based innovative approaches, including curricula development, in order to improve early reading in multilingual contexts, Early Childhood Education and early grade literacy, learning assessments and oral reading assessment tools and on teachers' participation in sector dialogue including the Local Education Groups (LEGs). Four projects aim to pilot innovations and produce evidence based results to inform policy and practice on teaching reading in bilingual and multilingual contexts. All projects aim to inform improved sector policy analysis, planning and implementation around issues linked with education quality and teaching and learning.

Selected results from the seven projects in this category:

GRA 1 – High Quality Global Assessment Data (CLOSED)

Two activities were completed over the project implementation from September 2014 through to December 2015. Project 1: Good practices in oral assessments of reading and Project 2: Availability of large-scale assessments in GPE countries. Project 1: covered the following countries India, Pakistan, Kenya, Mali, Nigeria, Senegal, Somalia, Uganda, Zimbabwe, Honduras and Nicaragua. Project 2 included 53 beneficiary countries in total including Asia and the Pacific: 13 GPE countries, Sub Saharan Africa: 30 GPE countries, Latin America and the Caribbean: 4 GPE countries, Arab States: 3 GPE countries and Europe and North America: 3.

The Reading Assessment project launched a Catalogue of Learning Assessments² in April 2015, summarizing 57 assessments from 26 countries of whom 21 are GPE partners. An accompanying searchable database on Learning Assessments has been designed and launched. By the end of the implementation period, information on 153 national assessments and public examinations covering 62 countries of which 47 are GPE DCPs was included in the database.

The UIS has also produced, an E-Book “Understanding What Works in Oral Reading Assessments” which includes 24 articles written by 48 authors in 30 organizations, plus a short policy-oriented report with recommendations, printed in English, French and Spanish. The E-book and report will potentially play an important role in policy dialogue with countries to support the use of learning assessments as a tool to diagnose problems early and provide examples where they have been used to inform policies and targeted interventions for remedial action. Funds received from the Hewlett Foundation have supported publication and dissemination.

² http://www.uis.unesco.org/nada/en/index.php/catalogue/learning_assessments

A database³ with information on the participation of GPE countries in international and regional assessments has also been developed. Data on learning outcomes (average scores and proficiency levels) is available for 8 GPE countries in international assessments, and for 19 GPE countries in regional assessments. The international assessments included are: PISA, TIMSS and PIRLS and the regional assessments included are: PASEC, TERCE, and SACMEQ. The database can be used to produce data visualization products and communication tools to facilitate access to high-quality information about learning assessments, learning outcomes, methodologies, standards and guidelines, as well as data analytics in general. Data from the Database of learning assessments will potentially be used to produce indicators for monitoring the SDG 4.1 on learning outcomes, while other global indicators are being developed. Currently this is a unique source of reliable information on the learning assessments countries have/are conducting.

The UIS will extend the scope and geographical coverage of the database on learning assessments using funds received from the Hewlett Foundation and UK Department for International Development. The database will be the primary source of data to produce interim indicators, which could reflect: the types of learning skills that are being monitored, how learning levels are defined, etc. The UIS is also considering the development of other indicators that reflect: the readiness of countries to monitor learning outcomes globally; basic characteristics of student assessment; and access to educational data by different stakeholders such as teacher, partners, schools, ministries, etc.

GRA 2 – Learning Outcomes in Early Grade Reading

The project aims to produce and share knowledge on curriculum, teaching, learning materials and assessment in order to improve reading skills in early grades. Over and above the review of literature, methods and best practices at regional and international levels, the project focusses on field level analyses and capacity building activities in three pilot countries; i.e. Burkina Faso, Niger and Senegal.

In spite of the existence of a large body of research and international assessment programs to identify the critical determinants, drivers and enablers for primary school effectiveness and learning (i.e. ASER, EGRA, PASEC, SACMEQ), there are knowledge gaps regarding the coherence and consistency between curricular contents for reading in early grades, the content of textbooks and other learning materials, teacher training methods and curriculum, and teaching practices in classrooms. The project, therefore, responds to the demands and needs identified in the beneficiary countries to improve literacy, early reading skills and overall learning outcomes.

Across the three beneficiary countries, the project has significantly improved understanding of what it means to teach effectively and to improve student reading and learning achievement at the early grade levels. The key activities and outcomes are as follows: (i) 31 curriculum specialists trained and provided with early reading tools; and (ii) 1,300 teachers and teacher trainers have benefited from workshops where they have learned to translate curriculum development, reforms and other early reading pedagogical tools into improved classroom practices.

³ <http://www.uis.unesco.org/Education/Pages/learning-assessments-database.aspx>

GRA 3 – ELAN: Learning to read and write in African languages and in French in the context of bilingual primary education (CLOSED)

The focus of this program, which provided additional support to an ongoing program, is to produce knowledge on effective methodologies for learning to read and write in African languages and in French in a context of bilingual primary education, through the design, implementation and monitoring of pilot programs in selected countries. Its primary purpose is to promote and gradually introduce a bilingual curriculum at the primary level by carefully articulating a national language and the French language. As each country is linguistically unique, ELAN's objective is to support and customize the various countries' action plans in line with their own education policies.

Under the grant, a package of materials supporting the teaching of reading in national languages and in French have been developed and piloted in 8 African countries, Benin, Burkina Faso, Burundi, Cameroon, Congo DRC, Mali, Niger and Senegal. The first phase of the ELAN Program (Learning to read and write in African languages and in French in the context of bilingual primary education) has been successfully implemented, with pilot activities on reading and writing implemented in grades 1, 2 and 3 in eight countries. In total, 75 pilot schools were covered, including 3,750 students learning in 8 national languages.

The analysis of reading assessment results in pilot countries has provided evidence of the appropriateness of the selected methodologies and this has resulted in the use of the ELAN approach to inform policy dialogue at the country level. In addition, the grant agent, "Organisation Internationale de la Francophonie" (OIF) has well established links with the Conference of Ministers of Education of Francophone Countries or CONFEMEN, enabling it, through its over 70 francophone members, to exert strong leverage for results reporting and evidence-based policymaking at the country level.

The grant impacts have been strongest in the following areas: (i) reinforcement of the partnership between GPE and OIF (ii) reinforcement of South-South dialogue, collaboration and support by helping OIF reach out to Anglophone/regional Partners through Networks such as the Global Reading Network with USAID; and (iii) improvement OIF members' exposure, knowledge and understanding of alternative reading and literacy programs.

Three additional countries, Cote d'Ivoire, Guinea and Togo, have joined the Program and given the success of the grant activities, a financial agreement for ELAN is being finalized with partners

GRA 4 – OPERA: Observation of teaching practices in relation to pupil learning (CLOSED)

This Program is built around field research on the quality of teaching practices in selected GPE member countries. A video analysis tool for the observation of the teaching learning process was developed and applied in Burkina Faso classrooms, in order to identify and assess teaching profiles. Findings were correlated with the learning outcomes (PASEQ results) in the same countries and schools. The findings, publication and dissemination of the research results benefited countries involved in the Francophone Initiative Distance Learning Masters (IFADEM). In addition, this Program helped enhance both the initial and in-service teacher training and pedagogic supervision systems at numerous French-language universities across West Africa.

The grant resources have helped describe, explain and understand what happens in class, how teachers teach and help their pupils to learn, and how they implement education system reform, particularly in Sub-Saharan Africa. The observations were carried out in 45 schools, 90 classes (45 CP2 and 45 CM2), and 3 main subjects (French, arithmetic and early learning). A total of 270 observations were made across countries; with written transcriptions of classroom observations recorded on video. Based on the “Edgar Morin’s Feedback Principle,” the Program produced various training tools which were disseminated to eight beneficiary countries through IFADEM.

The grant agent, Agence Universitaire de la Francophonie (AUF), worked in partnership with Burkina Faso’s secondary education, higher education and scientific research ministry (MESSRS) and national education and literacy ministry (MENA) and with researchers from the universities of Nantes (France), Koudougou (Burkina Faso), and Dakar (Senegal). Professors from each university established a supervisory and evaluation Committee to strengthen regional collaboration and effective country application of tools.

The Program helped improve regional partnerships and good practices through its work and alignment with similar research and studies in Anglophone countries including the University of Virginia CLASS Tool Program. The project produced field research methodologies and materials that are being used to improve the quality of teaching practices in beneficiary countries. Tools developed and analyzed mainly in classrooms in Burkina Faso, are being used in Cote d’Ivoire, Niger, Senegal and Togo.

GRA 9 – Pacific Early Age Readiness and Learning (PEARL)

The PEARL Program is a three-year, \$8.5m regional program (2014–2017) managed by the World Bank, to support Pacific Island Countries and Papua New Guinea), to improve evidence-based policy and programming decisions around i) school readiness for early years and ii) early grade reading in primary schools.

Under the PEARL program, Tonga, Samoa and Tuvalu are now the 2nd, 3rd and 4th countries in the world (after Australia) to undertake a developmental census of children aged 3-5, using the Early Human Capability Index, providing rich community level data and identifying the key issues of child development. Through the survey data, schools, communities, donors and governments have access to solid evidence with which to plan services and allocate resources and the support required to increase and expand school readiness. The design, provision of starter kits, and implementation of community play based activities (CPBA) for 0-5’s in Tonga has witnessed increased parent, community, government and school support for CPBA, with parents reporting engaging in more play based activities with children at home

PEARL has also enabled the design and pilot of a reading program in grades 1 and 2 of primary education, drawing on the results of an Early Grade Reading Assessment (EGRA) in 2014. This has included the development of instructional materials, student workbooks, additional readers, and teachers training in reading instruction. In Tonga, regular teacher coaching is being implemented, and regular robust evaluation and monitoring arrangements have been put in place. The program’s mid-line analysis, Tonga EGRA Feb 2016, shows good results in children’s school readiness and reading ability.

In May 2016 two councils in Tonga responsible for early childhood education merged into a single Early Childhood Development and Education (ECDE) Advisory Council supported by the PEARL program. This includes key government agencies of Health, Education, Finance, Statistics, Internal Affairs, and Prime Minister’s Dept), together with representatives of non-government providers (church/community.

The Tuvalu, Early Human Capability Index (EHCI) survey was completed in 2016 by Ministry of Education, Youth and Sports (MEYS) across all communities in the country. Survey results have been analyzed and dissemination materials (maps and charts) developed and printed. MEYS developed and piloted Tuvalu Early Grade Reading Assessment (EGRA) to carry out a census of students in grades 1, 2 and 3 to measure basic reading and writing competences. A classroom observation tool is included in the set of instruments to collect information about classroom resources and basic instructional activities for early grade reading. In Samoa, the Ministry of Education, Sports and Culture (MESCC) developed, piloted and carried out an EHCI survey in mid-2016. In Kiribati MoE developed and piloted Kiribati EGRA in mid 2016 completing a census of students basic reading and writing competences in grades 1, 2 and 3. A classroom observation tool is included in the set of instruments to collect data on classroom resources, basic instructional activities for early grade reading and provide a picture of early grade reading competences.

GRA 10 – ‘Improving Teacher Support and Participation in Local Education Groups’

Under this \$1.98 million grant, UNESCO and Education International have implemented activities to:

- (i) enhance teacher organizations’ capacity to assess the current issues affecting teacher effectiveness in their respective local education systems,
- (ii) pursue dialogue within their membership and with local and national education representatives, and
- (iii) propose relevant teacher policy interventions within the Local Education Groups.

Activities have taken place in 11 GPE developing country partners (Congo Benin, DRC, Cote D’Ivoire, Gambia, Haiti, Liberia, Mali, Nepal, Sierra Leone, Senegal and Uganda). Project activities have included two rounds of national-level capacity development workshops. The second round of workshops took place in six countries building on the first round in 2015 in ten countries. Workshops have increased the capacity of teachers’ organizations and MoE staff to analyze issues on teacher management and human resources, and to exchange experiences and best practices.

Two surveys have been completed, one on teacher effectiveness and student achievements, and another on teachers’ knowledge and skills for their effective participation in social dialogue processes for education reform. The surveys have produced a large amount of knowledge that will be consolidated and shared in a final report. Research findings will be used to inform the design of country-specific innovative approaches for teacher training to promote qualification and engagement in social dialogue. During this reporting period, teacher organizations in Congo DRC, Cote D’Ivoire, and Uganda, have finalized policy position papers and/or research documents related to relevant teacher policy interventions.

GRA 13 – ‘Assessment Systems and Learning Outcomes’

Under this \$944,061 grant, UNESCO Asia-Pacific Regional Bureau for Education through the Network on Education Quality Monitoring in the Asia Pacific (NEQMAP), has implemented activities to support national capacities to improve learning through information sharing and South-South cooperation among countries in the Asia-Pacific region and enhanced knowledge and policies for improving learning in order to have strengthened and credible national systems to monitor student learning. Project activities have included regional and national capacity development workshops in all countries of the region, with focus on GPE developing country partners (Afghanistan, Bhutan, Cambodia, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, Papua New Guinea, Tajikistan, Timor-Leste and Vietnam).

During this reporting period, the last of four planned regional capacity development workshops on monitoring student learning, on the topic of “Analyzing and Understanding Learning Assessment for Evidence-Based Policy Making” was held from September 14-18 2015 in Bangkok. The workshop was part of a regional initiative “Learning Enablers in the Asia Pacific (LEAP)”, launched by UNESCO Bangkok, which aims to develop capacity of Member States in designing and implementing policies to improve learning, based on evidence. With funding from the grant, NEQMAP provided support to two additional regional workshops organized by member institutions: “PISA for Development” February 29-March 1 in Phnom Penh, Cambodia and “Introduction to Citizen-Led Assessment” June 4-7 in Aurangabad, India.

In addition, the NEQMAP Secretariat began focus on providing and mobilizing technical support to selected GPE partner countries in regard to strengthening their systems of learning assessment, including through policy review, technical assistance on test/questionnaire design and data analysis, and development of materials. Several national capacity development activities took place including Nepal (November 2015), Mongolia (late November/early December), and Bhutan (April 2016). Lastly, the knowledge portal was formally launched in autumn 2015 and can be accessed at <http://neqmap.unescobkk.org>. As of June 2016, there are over 200 documents available on the portal, including academic journal articles, research reports, technical reports from national and international assessment programs, assessment and/or curriculum frameworks, tools and working papers.

Section 2.2: Education financing and systems building

GPE has awarded 3 grants of US\$3,993,972 to 4 partners in support of research, the development of new methodologies and public tools, capacity development, and evidence-based advocacy around issues related to school grants and equity, national systems and financial flows including National Education Accounts (NEA), reporting on education outcomes through district and school profile cards. Overall, these three projects are being executed in at least 14 countries worldwide. Selected results from the three projects in this category:

GRA 5 – Methodologies to improve national reporting on financial flows (CLOSED)

This grant for US\$ 2,119,074 and managed by the UIS, had an overall objective to develop methodologies, and international expertise, on National Education Accounts (NEA). This has been achieved through completion of education financing mapping exercises compliant with national accounts systems, including setting up and testing of sustainable methods for collection, reporting and analysis of

- (i) budget allocations and government expenditures on education;
- (ii) private expenditures in education, including households; and
- (iii) external contributions to education

The project is divided in six streams, four of them to tackle specific challenges at country level, with the remaining two to provide technical expertise, and development of the core methodological guidelines. The grant, involving eight GPE countries, Guinea, Zimbabwe, Côte d’Ivoire, Vietnam, Lao PDR, Senegal, Nepal and Uganda, has enabled the development of tools to collect and analyze data on government expenditure on education in a way that can both inform sector planning and enable regular reporting at national level and internationally.

Research and analysis has focused primarily on areas of education financing that have traditionally had limited data coverage due to the absence of well-defined, standardized methodologies and comprehensive information systems. These include

- (i) Allocation of resources within the system in Guinea and Zimbabwe (IIEP-Pôle de Dakar);
- (ii) Household expenditures in Côte d'Ivoire and Vietnam (UIS);
- (iii) External resources in Lao PDR and Senegal (IIEP); and
- (iv) A comprehensive education finance information system built around the NEA approach in Nepal and Uganda (IIEP and UIS).

The program has supported the design and testing of several tools and systems to produce and monitor total education expenditure on an annual basis in 8 countries. The data produced is available to all partners for cross-national comparisons through the UIS Data Centre. Examples of policy impacts the program has generated include Côte d'Ivoire, where there was great interest in producing better education finance data at high levels of government due to the country's participation in the Millennium Challenge Corporation, and a presidential commitment to make basic education free and compulsory. In Uganda, the unit costs calculations will be used by the Ministry of Education to regulate the private schools fees. Income and expenditure estimates provided through the study will also inform the decision making process of the Ministry around whether or not to support private school tax reform. In Senegal, preliminary findings have been used to help redefine the criteria for 2015 school grant allocation.

GRA 8 – Improving equity through school grants

Under this grant of US\$ 996,829 managed by UNESCO IIEP, the main objective of the research is to explore and uncover the impact of grants provided to schools from the Ministry of Education, including on access, equity and quality. The goal is to improve design and implementation of school grants policies for greater equity and improved quality at school-level.

The program seeks to analyze the school grant policy by examining

- (i) the criteria and mechanisms of grant distribution;
- (ii) use of grants by school level stakeholders in different contexts;
- (iii) monitoring and control of the use of grants; and
- (iv) impact of the grants.

This applied research program, supported financially by UNICEF as well as GPE, is led by UNESCO/IIEP and is operating in 195 schools across Africa, Latin American and the Caribbean, and East Asia and the Pacific. GPE funding and support has focused on 81 beneficiary schools mostly in Francophone Africa, conducting robust field research and delivering a wide range of knowledge products, including 60 monographs and 8 final country reports; video dissemination of findings; panel discussions at numerous conferences, and the development of a series of technical tools and guidelines. Blog posts and a dedicated panel on school grants, during CIES 2016, provided an opportunity to share findings and new materials. The IIEP presentations via Slide Share attracted over 2,100 page views and the related tweets during the conference garnered 3,525 impressions.

GRA 14 – Data Must Speak

Under this \$878,069 grant, UNICEF is supporting community driven School Based Management (SBM), monitoring, and assessment of school performance by working with local government and community partners in Lao PDR, Madagascar, Nepal, Togo and Zambia, to generate report cards for local primary and secondary schools.

Under the initiative in-country partners clean and strengthen existing EMIS data with additional indicators on, for instance, data quality, equity, teacher and student attendance, receipt of educational materials, completion rates, and disaggregation of exam results by gender and grade. UNESCO-IIEP Pole de Dakar is a partner for the African countries and a pilot in Peru, using mobile phone technology, was added following a request from the UNICEF Innovation Program.

Activities over the reporting period include the development of an Equity Index with the Nepali team, two missions to Madagascar and Togo respectively, and four missions to Zambia. The composite Equity Index reflects district and sub-district level disparities in access, participation, and learning considering location, gender, caste, disability, wealth, and mother's education level. Feedback on the index and methodology has been sought during joint sector review processes and the index will be used to guide detailed planning and budget allocations at both the national and sub-national levels. Missions have been largely technical in focus: project management, developing composite indicators, feedback and training for local PTA members and school principals, workshops for government participants, and the computerization of score card development with EMIS data. Additionally, the government of Lao PDR requested an implementation delay in late 2015 which coincided with shifting priorities in the UNICEF country office; it was decided to replace Lao PDR with Philippines in May 2016 as the second DMS country in the region.

UNICEF is currently thinking through sustainability and seeking to disengage with starter countries in order to initiate in new countries; to date, 10 new countries have requested to be included in the initiative, a demand that UNICEF does not have the capacity to meet, even with additional headcount for DMS in the New York office starting in mid-November. The Hewlett Foundation has approved \$750,000 from July 2016-June 2018 to support an evaluation of DMS as well as a series of system level, community level, and knowledge-related activities over this timeframe. Discussions are also being held within UNICEF to include a series of community participation and SBM questions in the next round of MICS (Multiple Indicator Cluster Survey) countries, and a randomized control trial (RCT) on DMS is planned in Zambia with Hewlett funding. UNICEF is keen to disseminate lessons learned so far, possibly through the GPE webinar series. A monitoring mission by GPE will be undertaken in Q3 or Q3 of FY17.

Section 2.3: Out-of-school children (OOSC), access and equity

Five grants totaling US\$9,767,454 have been awarded to three partners (UNICEF, UIS and the World Bank) to undertake projects in over 60 countries across Africa, Asia, Latin America and the Middle East. The projects seek to enable a better understanding of the persistent challenges to access, the multiple barriers confronted by out-of-school children and ensuring equity for the most marginalized, including girls and children with disabilities. The grants are complementary in their scale and scope, focusing on developing conceptual frameworks and country level profiles, improving data collection and use, conducting detailed diagnostic work and thematic studies, preparing operational manuals to support country level analysis and planning. National capacity development and training is a feature of all projects. Four of the projects

are co-financed. All projects aim to offer systematic approaches to support better analysis, policy and planning and supporting evidence based advocacy around out of school children, access and equity issues. Selected results from the five projects in this category:

GRA 6 – Out-of-School Children (CLOSED)

Under this grant for US\$ 1,099,527 managed by UIS, the overall objective of the grant was to fill gaps in knowledge on OOSC in terms of measurement, methodology, and profiles; to strengthen data availability and quality for education policy makers; and to contribute to capacity development in national institutions to increase the effectiveness of interventions over the long term.

Grant activities were closely linked to the Global Initiative on Out-of-School Children (OOSCI), jointly launched by UNICEF and the UIS in 2010, to accelerate efforts towards the goal of universal primary education by 2015. The OOSCI has three clearly stated goals, linked to gathering more and better data on excluded children, understanding the causes and contributors to exclusion and supporting governments and ministries of education to put in place and implement policies and strategies that target and overcome exclusion. The three goals of OOSCI are to

- (1) develop comprehensive profiles of excluded children using, consistent, innovative statistical methods,
- (2) link these profiles to the barriers and bottlenecks that lead to exclusion, and
- (3) identify, promote and implement sound policies that address exclusion from a multi-sectorial perspective.

GPE funding for GRA 6 has enabled the UIS to dedicate more resources to the problem of OOSC, in more countries, in order to meet the first two of the three stated goals, whilst GPE funding for GRA 7 has supported accelerated progress towards the achievement of the third goal.

*All in school: The Global Initiative on Out-of-School Children*⁴, a highly regarded and influential global report on OOSC was launched at the Education World Forum and a new website⁵ on OOSC was launched. This website was launched by the UIS and UNICEF in 2015 and brings together all key products and information regarding the OOSC initiative. An operational manual for analysis of data on OOSC describing their methodological framework was developed; providing indicator definitions, setting out step by step instructions for the analysis of data, barriers and policies, and offering advice implementing the findings of an OOSC study through developing a country strategy and in education sector policy.

In terms of statistics, the program activities have led to improvements in the availability of data on OOSC, most importantly data on marginalized groups. Data were disseminated through national and regional OOSCI reports, a global report on OOSC, and websites of UIS and partner organizations. The improved availability of data is having a positive impact on evidence-based policy making, more efficient and better targeting and allocation of resources. Looking at the different regions in which OOSCI studies were completed, a strong impact of the work was felt in South Asia, where several countries are implementing the findings to reduce the number of OOSC. In East Asia and the Pacific, the UIS and UNICEF are working with countries that completed OOSCI studies and are using the findings to inform national education policies. In Timor-Leste, based on findings from an ongoing OOSCI study, policy makers have been alerted to drop out rates and data will be used to reduce drop-out rates. Countries like Cambodia and Lao PDR

⁴ <http://unesdoc.unesco.org/images/0023/002315/231511e.pdf>

⁵ <http://allinschool.org>

are working to strengthen alternative learning programmes for OOSC. At the regional level, the issue of OOSC was discussed in coordination meetings, for example those by the EFA Thematic Working Group.

Africa has been the most active region in terms of the number of national OOSCI studies, indicating the strong interest by national stakeholders in OOSC. OOSCI reports are used for advocacy and policy making: study recommendations have been shared with education policy makers in government, and in some cases reports have been launched at public forums with national education stakeholders to disseminate findings and discuss implementation of recommendations. For example, Zimbabwe plans to hold a public forum for education stakeholders to disseminate findings from its OOSCI study by the end of 2016.

The added focus on universal secondary education in the *2030 Agenda for Sustainable Development*, adopted by the UN General Assembly in September 2015, gives renewed relevance to the OOSCI framework, which can serve as a solid foundation for related work by the UIS, UNICEF and other organizations in the period leading up to 2030.

GRA 7 – Reduction in Out-of-School Children (CLOSED)

The GPE joined the OOSCI partnership in 2013, and provided a grant of \$3,284,900 to UNICEF as grant agent, to accelerate progress towards the three outcomes and related outputs listed in the results agreement (RA).

The Out of School Children Initiative (OOSCI) was launched in 2010 as a partnership between UNICEF and the UNESCO UIS, with the goal of making a substantial and sustainable reduction in the number of children out of school. OOSCI aims to ‘turn data into action’ by developing detailed ‘profiles’ of out-of-school children, identifying the barriers that are keeping (or pushing) them out of school, and proposing changes in partner government policies and strategies to address these barriers. It is this third goal that GRA 7 has addressed, ie the identification, promotion of and support to implement sound policies that address exclusion from a multi-sectorial perspective.

The grant from the GPE’s Global and Regional Activities programme has been instrumental in accelerating the progress of OOSCI, both in terms of the products and events that it has enabled, and in terms of the number of countries that have joined the partnership. These countries are now able to generate their own data on which children are out of school or in danger of dropping out and the barriers that are keeping or pushing children out of school, and to use this information to improve their education sector plans, policies and strategies. OOSCI is still growing strongly as more countries join the partnership. Over 20 OOSCI studies are in progress or planned to be launched during the coming months, 3 countries are currently updating an earlier OOSCI study, and use of the OOSCI monitoring framework is also spreading.

The first RA outcome is that partner countries have robust and sustainable processes for deriving profiles of children out of school and for analyzing the barriers that have led to their exclusion. Progress against this outcome is clearly seen from the large and growing number of countries that have a demonstrated capacity to conduct studies using the OOSCI methodology. OOSCI was initially joined by 26 countries and this has grown to 87, including 35 GPE DCPs. UNICEF has provided technical support directly to national teams conducting OOSCI studies, and has organized over 20 capacity building workshops at regional and country level. 37 OOSCI country studies have been completed, with 27 published so far. The grant has supported over 58 countries on OOSC surveys using the OOSC operational manual which provides a step

by step guide to conducting a country study. A framework for monitoring OOSC, including children with disabilities, has been developed together with an inclusive education teacher preparation toolkit. 14 countries have received technical support on inclusive education.

The second outcome in the RA is that partner countries identify effective policies and strategies for increasing the number of children who attend school regularly and complete at least primary and lower secondary education, mobilize necessary resources, and integrate these changes within education sector plans. There is extensive evidence from partner countries that OOSCI studies have contributed to more equitable and inclusive education sector plans. Selected examples follow.

In Ethiopia, the OOSCI study informed the 5th National Education Sector Development Plan 2016-2020, with an explicit commitment to the most disadvantaged and excluded children. The Government of Ethiopia has taken the following actions based on the study findings and recommendations: To reduce the high number of drop outs, a national campaign to bring children back to school has been conducted and 285,600 children brought back to school, 45% girls; To improve school participation of children of pastoralist and semi-pastoralist groups, 1,904 Alternative Basic Education Centers have been constructed, together with the introduction of mobile schools. Government has developed a Pastoralist Education Strategy and an operational manual on mobile schools; to support children engaged in economic and household work, learning materials have been provided to 14,000 girls and incentives to poor families to send their girls to school, resulting in re-enrolment of 47,500 out-of-school children.

In Vietnam the OOSCI provincial profiles have been published and informed the national guidelines for provincial education sector planning 2016-2020, ensuring technical support to 8 provinces to guide rights-based education. The study also led to the Prime Minister's Directive, in May 2015, on strengthening preschools and kindergarten classes in industrialized zones.

In Zambia, the following activities have been carried out in response to the findings and recommendations of the OOSCI study: The OOSC study findings informed the design of the World Bank project, 'Keeping Girls in School', particularly the link between social protection and education, to support girls who have dropped out of school to go back to school and complete school; The study led to strengthening implementation of re-entry policy through increased community sensitization, and guidance and counselling services, to support girls who have dropped out of school; study findings were used to support the development of early childhood education policy, establishment of early childhood education directorate within the Ministry of Education, and development of early childhood education curriculum and materials, including local languages, in order to strengthen the Government's response to improve access and quality of early childhood education; To improve the quality of education, as highlighted in the study, the Government developed and rolled out revised curriculum and also catch-up learning programs for out-of-school, over-aged children, focusing on literacy and numeracy.

Two important lessons learned from OOSCI are that the studies do not need to be published to have an impact and that regional events and reports are often very effective in influencing regional priorities that drive change at country level. For example, although the Bangladesh national OOSCI study has not been published, it has led to government giving more priority to the issue of out-of-school children, including providing alternative pathways to education. A Second Chance Education Division was created in 2014 under the Directorate of Primary Education with responsibility for implementing non-formal education with equivalency to formal education, for out-of-school children ages 8-14 years. Specific provisions and

budget for Second Chance Education are included in the Primary Education Development Programme 3 (PEDP3), the national education sector plan. In Sudan, the need for improvement in data collection and management was highlighted as part of OOSCI study and actions were implemented to strengthen EMIS. As a result the National EMIS has recently been converted from a paper-based to a computerized system and capacity development was included as part of the OOSCI work at country level.

The third outcome in the RA is greater international attention and understanding of children out of school and enhanced advocacy on this issue. UNICEF has produced and disseminated a variety of OOSCI advocacy products including two flagship publications, the OOSCI global report 'Fixing the Broken Promise of Education for All', and the OOSCI Operational Manual. These materials have been used extensively in UNICEF's advocacy efforts on out-of-school children, which has included 6 launch events with extensive social media coverage, presentations at 6 ministerial meetings and 4 academic conferences. This work has contributed to the global debate on education and to influencing donor priorities and rules.

In addition to these outcomes in the results agreement, OOSCI has also successfully provided a platform for broader innovations on access and inclusion. These include the development of a framework for monitoring out-of-school children, the related effort in a number of countries on combining the databases held by different government departments on out-of-school children, and work on inclusive education for children with disabilities. A report from South Asia compiling effective interventions aimed at addressing late entry, reducing dropout, and reaching out-of-school children has also been published providing all countries with a reference guide for what works to reduce exclusion from education

GRA 11 – Addressing Out of School Children Data and Policy Gaps

This GPE grant for US\$ 1,583,027 is managed by the World Bank, and seeks to address knowledge and capacity gaps in seven very broad thematic areas. During this reporting period a wide range of analysis and knowledge products, some linked directly to GPE developing countries, have been produced and disseminated. Examples include the following

Policy notes and briefings

- Extensive work on child marriage (funded jointly with the Gates Foundation and CIFF) with completion of multi-country briefs and country-specific briefs on impacts of child marriage, including on education and earnings
- Series of 12 notes on disability and education drafted and peer reviewed, including country case studies and a workshop on disability and education held in April 2016 (WB-IMF Spring meetings) with over 20 participants from multiple agencies.
- The completion of a series of policy notes for the Ministry of Education of Uganda, drawn from analysis of the Uganda education system and to be published in the World Bank SABER series. Completion of analysis of public and private provision of schooling in Uganda and public-private partnerships for secondary education; systematic diagnostic/benchmarking of costs of public provision of primary and secondary education using UIS and other costing data;
- Development of briefings for over 20 countries, using a UNESCO simulation tool to assess budget savings for Education Ministries from a reduction in population growth, as a result of better education for girls and ending child marriage

Journal articles and publications

- Articles in Journal of Human Development and Capabilities on ECD, and the Forum for Social Economics on out-of-school children with 6-7 articles to be included in each
- Completion of an edited volume on vulnerable girls in Niger discussing girls' education, child marriage, and potential interventions, combining quantitative and qualitative work.

Simulations and Estimations

- Estimation of benefits from education using wage regressions for 15 countries with simulations of earnings gains from a higher level of education;
- Simulations of Equity in Education model capacity building in 6 countries (Bolivia, Burkina Faso, Pakistan, Dominican Republic and Haiti) and completion of case studies for Bolivia, Burkina Faso, Pakistan (Balochistan), and Sao Tome & Principe, Dominican Republic and Haiti, with workshops held in two countries.
- New analysis is underway to comprehensively estimate the benefits from investing in girls' education, not only in terms of labor market and earnings, but also for health, nutrition, population, violence reduction, and decision-making/agency;

GRA 12 – Disability, Health and Education in support of Learning for All

This grant for US\$ 3,000,000, managed by the World Bank, is responding to a historical trend of limited or no inter-sectoral collaboration between various line ministries, particularly between ministries of health and education and aims to improve the capacity of ministries of education to plan jointly with ministries of health for integrated school health and nutrition programs, with an initial focus on vision screening and deworming.

During this reporting period, the implementing partners have produced an inception report which sets out the four individual country action plans for effective school-based interventions that can be implemented in response to impairments /disabilities in four GPE countries, Cambodia, Ethiopia, Ghana and Senegal. The Systems Approach for Better Education Results (SABER) diagnostic assessments that were completed for school health and school feeding in these countries, especially in Ghana, Senegal and Ethiopia have been instrumental to supporting better analysis and to enhance integration of interventions at national planning and local intervention levels.

Cambodia has completed the full pilot implementation. The intervention planning, training and delivery proceeded smoothly, with eye health assessments taking place following national deworming. Planning and orientation workshops for over 120 staff, including school directors, community representatives, Ministry of Health regional and local health center staff and NGOs. Hosted by Ministry of Education, Youth and Sports, the workshops enabled participants to share knowledge and discuss existing policy and programming in school health, vision screening, inclusive education (visual impairment focus) and deworming. Follow-up visits are planned to monitor compliance of children who have received spectacles.

In Ethiopia a national workshop brought together partners and government units to discuss how school health services can be implemented in an integrated and inclusive manner. Ministries of Education and Health took a lead role and government directors for school health improvement and resource mobilization units participated. Non-governmental staff were also strongly represented, including the Finnish government who are the LEG co-chairs, the World Bank, Save the Children and the World Food Program and a range of technical organizations in the fields of school health, deworming and eye health.

In Ghana grant related initiatives have been well received by the Special Education Department (SPED) of the Ghana Education Service. GES were planning a health screening pilot in another part of Ghana in the final quarter of 2016. Following strong engagement with project staff and SPED taking a key role in the national workshop it was agreed that SPED staff would add additional health screening to the grant pilot in Denkyembour region. This partnership integrates with existing GES priorities and expands the evidence base for teacher-led integrated health screening in schools. Participants at the workshop included representatives from Ministry of Health and Education at the national, regional and district levels. During the workshop it was agreed that the project guidelines would be integrated with existing guidance on health screening, to create a comprehensive nationally-specific tool.

During this reporting period several tools and operational and training manuals linked to school health, vision screening and deworming have been developed. These include

- The completion of tools for a survey to better understand the prevalence, policies, practice and financing for child eye health. The survey will estimate vision impairment, uncorrected refractive error, compliance and barriers to uptake of spectacles in children in 43 GPE partner countries;
- A draft deworming training Manual, for teachers and health workers, setting out the programmatic activities and preparations needed to support school deworming days;
- a draft of guidance for Vision Screening, offering guidance on the development of school eye health programs linked to accessible and affordable refraction and corrective services, to reduce avoidable visual loss in children;
- A draft Operational Guidance Manual on developing and implementing integrated Inclusive School Health programs, primarily for MOE and MOH staff at national, regional and district levels.

GRA 16 – School Related Gender Based Violence (SRGBV)

Under this grant for US\$800,000, UNICEF and UNICEF is working to promote a systematic approach to addressing SRGBV as part of education sector plans in selected countries, based on evidence in terms of ‘what works’ in particular country contexts. The project is operational in four focus countries (Cote D’Ivoire, Ethiopia, Togo and Zambia) selected on the criteria of being GPE-endorsed countries, plus prevalence, need and demand, and fragility.

During this implementation period a global literature review on SRGBV was peer-reviewed and finalized. The report is the most comprehensive and thorough review of SRGBV to date and includes analysis of evidence of both policies and practices and concludes that more robust evidence around ‘policy enactment’ is a critical gap. This is the driver for the grant, branded the “End Gender Violence in Schools Initiative” (EGVIS). The Global Literature Review was presented in several international workshops and conferences, as well as to the Global SRGBV Working group. Four country missions were completed during this reporting period and a portal set up for the EGVS Initiative has been launched. A Global Reference Group was established in April. The team collaborated with UNICEF to integrate SRGBV into the UNICEF Child Protection section and the ILO manual on Violence against Children. UNICEF’s measurement framework to assess SRGBV programming is being used to monitor the data emerging on SRGBV from the four participating countries. Implementation progress in focus countries progress has continued, albeit at a slower pace than originally anticipated.

In Cote d’Ivoire, policy dialogue and participatory action research design was initiated, including a stakeholder workshop and national scoping study. A national study on students’ wellbeing and safety

including SRGBV elements was launched. Training of government staff and civil society implementing partners was completed, to help participants understand SRGBV key concepts.

In Ethiopia, girls' education was included as a priority in the Fifth Education Sector Development plan, with a focus on reduction of SRGBV as an area of intervention to ensure promotion of girls' access to education and quality learning. The planned review of the Pastoral Education strategy to improve access for children in the pastoralist regions will address issues of school safety in remote areas. Two sub-national states conducted awareness creation activities on SRGBV and child marriage including discussions on contextually specific prevention mechanisms.

In Togo, 60 teachers were trained in the use of a new harmonized teacher training manual, including assessing change in teacher behavior. A policy dialogue workshop was conducted with over 60 representatives from national and regional levels in Government, civil society, academic and development partner organizations. National scoping study plans have been developed and launched.

In Zambia, a series of High Level Policy Dialogue meetings were conducted, under leadership of the MoGE, as well as a stakeholder workshop that included broad participation of national and district level representatives across sectors. Key stakeholders working on the Review of the Education Act and Policy were engaged in the EGVS country visits, and as a result, the Act and Policy have been revised to include more gender-sensitive measures with a view to ensuring a safe and protective learning environment in schools for all children. There is now recognition at policy level, through the engagement of the Gender Focal Point in MOGE, that SRGBV mitigation measures need to be included in the forthcoming Girls Education Strategy and Action Plan. Data collection and analysis activities are underway through the national scoping study.

Section 3: Key Challenges Identified Across the Portfolio

During this reporting period, the following new challenges were identified across the portfolio:

1) Requests for Revision vs Setting Realistic Implementation Timeframes

Between July 2015 and July 2016, 8 requests for revision proposals were processed. These are summarized in the table below and included 5 requests for extending implementation period and 3 for budget reallocation:

Grant	Duration (years)	Type of revision	Date approved
GRA 6	2	No cost extension of 11 months (minor)	August 2015
GRA 2	3	Reallocation of funds (non-minor)	August 2015 (Not approved)
GRA 10	2	Budget restructuring (non-minor)	Sept 2015
GRA 5	2.5	No-cost extension of 4 months (minor)	February 2016
GRA 4	3	No-cost extension of 3 months (minor)	February 2016
GRA 10	2	No-cost extension of 11 months (minor)	March 2016
GRA 8	3	No-cost extension of 6 months (minor)	March 2016
GRA 13	2	No-cost extension of 8 months and reallocation of budget (minor)	April 2016

Whilst in some cases, there was a delay in transfer of funds to the Grant Agent, and/or activities were officially launched after the anticipated start date set out in the Results Agreement, the high number of restructuring requests is an indication that longer implementation periods have almost universally been required. The additional time and resources needed by GPE Secretariat staff, including GRA team, GARC committee members and the CEO, to process grant restructuring requests, as per GPE Secretariat policy, has been significant. In addition, the need to process trust fund extensions in the case of two grants with World Bank as Grant Agent, has required significant time and persistence of both GPE and WB teams.

Future knowledge and good practice exchange mechanisms should strongly encourage Grant Agents to take into account implementation delays that can reasonably be anticipated, when setting implementation periods. These could include for example, initial transfer, receipt and release of funds; start up phases; ensuring trust fund end dates are in line with GPE grant agreement end dates; communications and reporting across multiple countries; risk of natural disasters; risks associated with the political economy and context; transfer of key counterparts.

2) Closing of Grants and Return of Unspent Funds

The closure of five grants during this reporting period, has led to the disclosure of unspent funds in final financial reports. The GRA team are working on a case by case basis with grant agents to clarify procedures and process transfer of unspent funds in a timely manner.

GPE policy requires the return of unspent funds, regardless of how small the amount is, and there is a need to issue guidance on how to account for and return such funds. The procedure for return of unspent funds are agency specific and guidance is being developed by the GRA team, based on experience with individual Grant Agents, as instances of unspent funds arise. It is expected that this

guidance will be useful in the development of any future knowledge and good practice exchange structures.

3) Need for detailed guidance for Grant Agents on Requests for Revision

With an increase in program revision requests over the reporting period, there has been a need for the GRA team to continue to provide email and phone support to Grant Agents on their restructuring requests, together with more detailed standardized guidance.

Accordingly, the GRA Team prepared the 'Policy on Education Sector Program Implementation Grants: Application to Global and Regional Activities Grants', which was formally approved in October 2015. In addition, the team developed and disseminated to grant agents a standard revision template together with detailed guidance, in order to increase the comprehensiveness and standardization of requests for revision. This has reduced the number of queries from Grant Agents and resulted in higher quality submissions.

4) Linking Grant Agents and Implementing Partners working in the same countries

In consulting with Grant Agents, implementing partners, Country Leads and LEG members, the GRA Team recognized that stakeholders were frequently unaware of other GRA grants being implemented in the same countries.

In order to strengthen collaboration and communications between the implementing partners and GPE work at the country-level, the GRA Team developed and disseminated a searchable database to all Grant Agents, their implementing partners and GPE Secretariat staff.

The database provides information on: (i) every country each GRA grant is implementing activities in, and (ii) contact information for local implementing partners and Country Leads. All parties were encouraged to share the information widely to support improved coordination and collaboration.

5) Access to Knowledge Products developed to support wider dissemination

During this reporting period, many new knowledge products were produced, including research, methodological guidelines, tools, databases, literature reviews, publications, etc. The GRA Team has established and aims to maintain a full list of knowledge products emerging from the GRA grant portfolio (link to the list) and has collaborated on several blogs promoting publications (see section 4 for more information).

As more products emerge, it is vital that Grant Agents continue to share the final products with the GRA Team in a timely manner, and communicate their dissemination strategies for these products. This will enable the GPE Secretariat to promote and disseminate knowledge products widely at global, regional and country-levels, through formal and informal channels and social media.

Section 4: Linking the GRA Outputs to GPE Assistance

The visibility of the GRA portfolio as a whole and of individual grants has increased over this reporting period. This is partly due to the advanced implementation progress of many grants and availability of increasing numbers of knowledge products being finalized, published and disseminated. It is also partly due to the efforts of the GRA team to establish and support a range of mechanisms for GPE Secretariat teams and GPE partners to become more aware of the grants and the numerous practical knowledge products that have been developed across the three themes of learning, system strengthening and equity. Taken together these efforts have raised awareness and understanding of the GRA portfolio and offered opportunities to build linkages to GPE work at both country and global levels. Examples include:

1) GPE Secretariat technical review of GRA knowledge products

The GPE Secretariat's three thematic cross-teams (Planning, Systems and Financing; Equity, Gender Equality and Inclusion; and Teaching and Learning) have been tasked with reviewing key knowledge products developed under selected GRA portfolio grants. These teams analyze the selected results of the GRA projects and identify potential linkages to country-level work.

During this period, selected knowledge products⁶ reviewed by teams and also publically disseminated and promoted through the partnership include:

- The policy brief '[Using large-scale assessments of students' learning to inform education policy: Insights from the Asia-Pacific region](#)' was published in Sept 2015 by UNESCO Bangkok. (GRA 13)
- The report '[Fixing the Broken Promise for Education for All: Findings from the Global Initiative on Out-of-School Children](#)' was published by UIS in January 2015 by UNESCO. This report was promoted on the GPE website through a blog written by the CTO Karen Mundy: <http://www.globalpartnership.org/blog/reducing-out-school-children-means-reaching-most-marginalized>. (GRA 6/GRA 7)
- The ebook '[Understanding what Works in Oral Reading Assessments](#)' was published by UIS in June 2016. This ebook was promoted on the GPE website through a joint blog written by Silvia Montoya, Karen Mundy and Pat Scheid: <http://www.globalpartnership.org/blog/understanding-what-works-oral-reading-assessments> (GRA 1)

2) GPE Secretariat Staff participation in GRA monitoring, workshops and events

Over the reporting period the GRA team has encouraged and supported the involvement of GPE staff, including Country Leads and technical specialists from SPP thematic teams, in selected GRA activities, to build greater awareness and understanding, increase the potential use of GRA knowledge products in country level dialogue, and in the development of GPE media and communications products.

⁶ Indicator 33 of the GPE Results Framework captures the GRA grant portfolio contribution to knowledge exchange and good practice by monitoring the "number of policy, technical, and/or other knowledge products developed and disseminated with funding or support from GPE".

This has included engagement in grant monitoring through participation in regional training events; technical review and inputs into tools and methodologies developed; grant knowledge product dissemination events; and representation of GPE at key international events.

Selected events are listed below:

- GRA 8 National Education Accounts - International technical workshop in April 2016 in France, organised by UIS and IIEP with technical teams from the 8 countries participating. GPE representatives from SPP and CST provided technical review and inputs into the UIS/IIEP/GPE methodology developed for NEA and discussed the second phase of the project to pursue further GPE investment into domestic financing and resources monitoring
- GRA 13 Learner Assessment for Instructional Progress – GPE SPP team member conducted monitoring mission for the grant in May 2016 in India, and participated in regional training on Community Led Assessments
- GRA Portfolio – The GRA team delivered a presentation and interactive session at the GPE Staff Retreat in January 2016, which served as the opportunity for the GPE Secretariat staff to have a comprehensive update on the status of the GRA portfolio, challenges and country impact, as well as discuss how to improve linkages between GRA outputs and GPE technical assistance and think about the future. (GPE Secretariat)

3) Development and participation in webinars, blogs and events

In collaboration with communications colleagues in the GPE Secretariat, a range of media and communications events and materials have been developed and delivered during this reporting period.

A series of webinars have been planned, for delivery in the next reporting period and blogs have been published on the GPE website have highlighted key themes and important deliverables under the GRA program under the following topics:

- Child Marriage
- Education and Health
- ECCE
- SRGBV: <http://www.globalpartnership.org/blog/ending-silence-and-violence-schools-call-action>
- National Education Accounts: <http://www.globalpartnership.org/blog/how-national-education-accounts-are-spurring-change>
- School grants: <http://www.globalpartnership.org/blog/how-do-school-grants-impact-equity>

Section 5: Overview of the GRA Grants (June 30, 2016)

GRA Project	Partner Organizations (Grant Agent and Implementing partners)	Geographic Focus	Documents	Start date	End date	Approved grant (USD)	Expenditure to June 30, 2016 (USD)
FOCUS AREA 1: LEARNING OUTCOMES							
GRA 1 - Development of methodologies to link reading assessments across regions and draw lessons regarding best early assessment practices	UIS Partner: Hewlett Foundation	53 GPE partner countries	Results Agreement	Sep-13	Dec-15 (CLOSED)	462,246	439,492
GRA 2 - Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment	UNESCO IBE Partner: University of Geneva	Niger, Senegal, Burkina Faso, + 1 other pending	Results Agreement	Nov-13	Jan-17	2,998,996	1,953,226 (cancellation of funds for South Sudan \$308,304)
GRA 3 - Effectiveness of teaching and learning in bilingual context (ELAN)	AFD Partner: OIF	Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon, Democratic Republic of Congo	Results Agreement	Jan-13	Dec-15 (CLOSED)	1,408,200	1,213,094
GRA 4 - Teaching and learning effectiveness for learning outcomes (OPEAR)	AFD Partner: Agence Universitaire de la Francophonie	Burkina Faso and the IFADEM African partner countries	Results Agreement	Jul-13	Sep-16 (CLOSED)	996,855	942,971
GRA 9 - Pacific Early Grade Readiness and Learning Program (PEARL)	World Bank	Tonga and Papua New Guinea, beneficiaries: all Pacific island countries	Results Agreement	Jul-14	Jul-17	8,505,075	2,407,191
GRA 10 - Delivering on strategic objective on teachers	UNESCO Partner: Education International	Cote d'Ivoire, DRC, Liberia, Sierra Leone, Benin, Mali, Senegal Uganda, Nepal, Haiti	Results Agreement	Oct-14	Apr-17	1,984,850	1,290, 892
GRA 13 - Learning Outcomes – Asia Region/ Learner assessment for instructional progress	UNESCO Asia-Pacific Regional Bureau for Education	Regional: Asia Pacific region	Results Agreement	Jun-14	Dec-16	944,061	552,078
CANCELLED: Central Asia Learning Outcomes – Students' reasoning Skills	CICED	Regional East Europe, Central Asia					

GRA Project	Partner Organizations (Grant Agent and Implementing partners)	Geographic Focus	Documents	Start date	End date	Approved grant	Expenditure to June 30, 2016
FOCUS AREA 2: EDUCATION FINANCING AND SYSTEMS BUILDING							
GRA 5 - Education Financing: Development of methodologies to improve national reporting on financial flows	UIS	Guinea, Zimbabwe, Cote d'Ivoire, Vietnam, Lao PDR, Nepal Uganda	Results Agreement	Sep-13	Jul-16 (CLOSED)	2,119,074	2,085,789
GRA 8 - Education Financing: School Grants	UNESCO IIEP	Africa, Latin America and the Caribbean, Honduras, Nicaragua	Results Agreement	Jul-13	Dec-16	996,829	720,233
GRA 14 - School Profiles: Systems Improvement	UNICEF Partners: IIEP, Pole de Dakar	Global; four countries have started: Laos, Madagascar, Togo, and Zambia	Results Agreement	Feb-14	Mar-17	878,069	327,237
FOCUS AREA 3: OUT-OF-SCHOOL CHILDREN, ACCESS AND EQUITY							
GRA 6 - Out-of-School Children: Closing the data gap	UIS Partners: UNICEF, World Bank, UNESCO	Global: Africa, Arab states, Asia, Latin America	Results Agreement	Sep-13	Jul-16 (CLOSED)	1,099,527	1,039,036
GRA 7 - Significant reduction in Out-of- school children	UNICEF Partners: UIS, national governments	Global: post-conflict and transitional countries	Results Agreement	Aug-13	Dec-15 (CLOSED)	3,284,900	3,249,774.44 provisional final
GRA 11 - Addressing the out-of-school children data and policy gaps	World Bank Partners: UNESCO, UNICEF, UIS, national governments	Global with a strong emphasis on GPE countries	Results Agreement	Mar-14	Aug-17	1,583,027	1,007.08
GRA 12 - Disability/health and education in support of learning for all	World Bank	Global: 15 GPE countries	Results Agreement	Aug-14	Jun-17	3,000,000	1,278,877
GRA 14 - Addressing school-related gender-based violence	UNICEF Partner: UNGEI	Togo, Cote d'Ivoire, Ethiopia Zambia	Results Agreement	Mar-14	Dec-17	800,000	740,720

Sources: GRA Grant applications files and semi-annual progress reports from the implementation agencies.

List of Acronyms

AFD	Agence Française de Développement
CICED	The Center for International Cooperation in Education Development
GPE	Global Partnership for Education
GRA	Global and Regional Activities
IBE	UNESCO International Bureau of Education
IIEP	UNESCO International Institute for Education Planning
OIF	Organisation Internationale de la Francophonie
OOSC	Out-of-school children
SRGBV	School-Related Gender Based Violence
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations International Children’s Fund
WB	World Bank