

Guidance on monitoring and evaluation of grants financed through the GPE COVID-19 Accelerated Funding window

Monitoring:

Grants are required to have costed monitoring plans and associated results frameworks.

Grant Agents will be required to fill quarterly and six-monthly surveys (Annex III) which will request information on implementation progress of grant components and reporting on the core indicators (as data becomes available). Responses to these surveys will be submitted through emails shared by the GPE Secretariat in advance of reporting deadlines (an example can be found in Annex III.C). The GPE Secretariat is also developing a template for grant completion reports. The completion report template and completion reporting timelines will be finalized in consultation with grant agents and shared on the GPE website.

Grant results frameworks must include the required core indicators in tables 1 and 2 below if any grant activities either directly support or contribute to the results measured by these indicators. Disaggregation by gender for these indicators is required (see Annex I), other disaggregation should be provided if data is available. The remaining illustrative indicators (Annex II) are not mandatory and can be adapted based on grant components. Other indicators may be included in the results framework. Grant Agents must specify means of verification to be used for each indicator in the results framework.

Table 1: Required core indicators for mitigation and response (if relevant)

No.	Theme	Indicator	Disaggregation (and units of reporting where needed)	Source (adapted using these references)
1	Access	(Core) Number of children (and % of children in the relevant age-group in the program area) in the program area supported with distance/home-based learning/tutoring programs	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/provinces/districts/rural/urban)	UNICEF COVID19 response (link)
2	Enabling environment	(Core) Number of children (and % of children in the relevant age-group in the program area) provided access to school meal and nutrition programs and/or hygiene and sanitation kits (including menstrual health management)	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/	USAID's COVID-19 and education: initial insights for

			provinces/ districts/rural/urban)	preparedness, planning and response (link)
3	Protection & well-being	(Core) Number of children (and % of children in the relevant age-group in the program area) provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	USAID's COVID-19 and education: initial insights for preparedness, planning and response (link)
4	Teachers	(Core) Number of teachers (and % of teachers in the program area) trained in using distance learning methods and/or provided materials to support distance learning	By gender, level of education taught, and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)

Table 2: Required core indicators for recovery (if relevant)

No.	Theme	Indicator	Disaggregation (and units of reporting where needed)	Source (adapted using these references)
1	Access	(Core) Number (and %) of children previously enrolled in grant-supported schools who return to school once the school system is reopened	By gender, household income, level of education, age group, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	Save the Children's COVID-19 Program Framework and Guidance and Companion Pieces (link)
2	Facilities & Services	(Core) Number (and % of schools in program area) of grant-supported schools reopened	Level of education, geographical zones (regions/ provinces/ districts/rural/urban)	World Bank Revitalizing Education Development in

				Sierra Leone (P133070)
3	Protection & Well-being	(Core) Number (and % of schools in program area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	Level of education, geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)
4	Teachers	(Core) Number (and %) of officials and teachers in grant-supported schools who return to school once the school system is reopened	By gender, level of education taught, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
5	Teachers	(Core) Number (and % of teachers in program area) of teachers trained to provide accelerated programs to mitigate loss of learning during school closure	By gender, level of education taught, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
6	Learning	(Core) Number (and % of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	NA

Learning from evidence approach

Grants documents are required to briefly describe (up to 2 pages) a learning from evidence approach and to cost associated activities. The purpose of this approach is to:

Objective I: learn continually from evidence and apply that learning adaptively to enhance program effectiveness; and
 Objective II: generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants.

The learning from evidence approach will specify how information on the types of populations reached and the relevance, efficiency and effectiveness of interventions will be collected, analyzed and used adaptively.

Grant agents will be surveyed on ongoing adaptive learning under Objective I in the quarterly surveys. Some topics under Objective II require evaluative assessment, which may be undertaken closer to grant completion. Therefore, comprehensive reporting on findings under Objective II will be required only at completion, in grant completion reports. Independent evaluation of grants is not required.

GPE recognizes the need for the learning from evidence approach to be adaptive in response to the fast-evolving situation. Decisions regarding changes to the learning from evidence approach that impact the Grant Agent's ability to meet Objectives I and II above should be communicated to the GPE Secretariat during regular implementation reporting.

Some illustrative questions that may be answered using information collected through the learning approach are listed below. Some questions (such as those on responsiveness to stakeholder needs) may be answered on an ongoing basis. Other questions, which are more evaluative in nature, may be addressed in grant completion reports. However, grant agents should plan for ongoing data collection to generate the evidence base needed to address these questions.

Relevance

The extent to which the grant met the needs of children whose education has been disrupted by the COVID-19 pandemic, particularly girls and the most marginalized children, and the extent to which it was aligned to developing country partners' COVID-19 response plans.

- Do grant stakeholders (children/teachers/caregivers/school leadership/education administrators etc.) feel the grant is meeting/met their needs? Why or why not?
- Were the interventions supported by the grant targeted at the areas and children most in need?
- Were the interventions supported by the grant (e.g. educational and instructional materials provided) perceived as meeting the specific needs of girls and the most marginalized children?

Effectiveness

The extent to which the grant achieved its objectives and how grant activities contributed to the achievement of those objectives.

Where feasible, grants are strongly encouraged to evaluate the extent to which grant activities mitigated the learning loss that may have resulted from the disruption to education systems. Where available, grants may leverage existing assessments as baselines (disaggregated by gender and other variables, as available).

- To what extent has the grant achieved its output and outcome targets?
- Did the grant address specific barriers to learning faced by girls and the most marginalized children due to COVID-19? How?
- To what extent did grant components mitigate learning loss that may have resulted from school closure due to COVID-19?
- What factors have inhibited or facilitated the achievement of grant goals, objectives, and expected results?
- Which programs/interventions (if different interventions are deployed) were comparatively more/less effective? Why?
- Did grant interventions improve the availability of data required to plan and implement sectoral responses to COVID-19? How?
- Did grant interventions support coordinated responses (between external funders, government, and other stakeholders) to COVID-19? How?
- Did grant interventions build government capacity to respond to COVID-19 and for future response and recovery efforts? How?

Efficiency

The extent to which grant resources (inputs) translated into intermediate results (outputs) and whether the same intermediate results could have been achieved with fewer resources.

- What was the speed of delivery of education services?
- Have grant components been delivered within the planned timeline? Why or why not?
- What were the unit costs of delivering the outputs? How do the unit/program costs compare across interventions in terms of reaching the beneficiaries (children/teachers/caregivers etc.)?

Annex I: Incorporating a gender lens in monitoring and evaluation

Girls are particularly vulnerable to disruptions in access and learning due to COVID-19. This annex provides guidance on incorporating a gender equity and equality lens in the monitoring and evaluation of COVID-19 accelerated financing grants.

Grant agents are required to disaggregate all relevant core indicators in Tables 1 and 2 above by gender in grant results frameworks.

The following guidance is illustrative. However, grant agents are strongly encouraged to incorporate the following elements in their monitoring and evaluation approach.

Monitoring indicators

All relevant results framework indicators should be disaggregated by gender if data is available. Further, the following indicators that measure the extent to which the specific barriers to learning faced by girls are addressed should be used if the grant contributes to addressing these barriers. Results frameworks should include clear, contextualized definitions of the terms used in these indicators and specify means of verification. Disaggregation by the categories specified should be reported if available.

Table AI.1 Illustrative indicators on gender equality

No.	Theme	Indicator	Disaggregation (and units of reporting where needed)	Source (adapted using these references)
1	Protection & Well-being	Number of grant-supported personnel (staff and volunteers) responding to COVID-19 emergency who are trained on gender-based violence – including ‘do no harm’ and risk mitigation/ protection from sexual exploitation and abuse (PSEA)/ safe and ethical handling, including of disclosures, and facilitating appropriate referrals for survivors	By gender and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF COVID19 response (link)
2	Protection & Well-being	Number of children and caregivers reached through formal or informal social protection mechanisms to mitigate gender-based violence in sector response	By children and caregivers, gender, level of education, household income, age, ethnicity, disability, and	Indicator created based on Save the Children COVID-

			geographical zones (regions/ provinces/ districts/rural/urban)	19 Gender Equality brief (link)
3	Protection & Well-being	Number of girls and boys reached through information and services on sexual and reproductive health	By level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	Indicator created based on Save the Children COVID- 19 Gender Equality brief (link)
4	Gender equality	Number of children reached through distance learning materials that include content on transformation of unequal gender norms	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
5	Gender equality	Number of girls, youth groups and community groups including women's rights organizations reached and supported to strengthen education response efforts	NA	Indicator created based on Save the Children COVID- 19 Gender Equality brief (link)
6	Gender equality	Number of girls and boys reached through sensitization programs on early marriage, early pregnancies and importance of continuing learning	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA

Learning from evidence approach

Grant agents should include activities to collect, analyze, and report the relevance and effectiveness of grants in addressing the specific barriers to learning faced by girls in their learning from evidence approaches. Grant agents should seek to address the following questions in grant completion reports.

Relevance

Were the interventions supported by the grant (e.g. educational and instructional materials provided) perceived as meeting the specific needs of girls?

Effectiveness

Did the grant address specific barriers to learning faced by girls and the most marginalized children due to COVID-19? How?

Annex 2: Illustrative indicators for grant results frameworks

Table All.1 Mitigation and response

No.	Theme	Indicator	Disaggregation (and units of reporting where needed)	Source (adapted using these references)
1	Access	(Core) Number (and % of children in the relevant age-group in the program area) of children supported with inclusive distance/home-based learning/tutoring programs	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF COVID19 response (link)
2	Access	Number of hours and types of radio/TV/online educational programs broadcasted	NA	World Bank Revitalizing Education Development In Sierra Leone (P133070)
3	Access	Number of radio stations/TV programs/ online platforms broadcasting emergency distance learning programs	NA	UNICEF Ebola response (link)
4	ECE	Number of pre-school children supported with distance/home-based learning	By gender, household income, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	WBG ECD COVID19
5	Enabling environment	(Core) Number of children (and % of children in the relevant age-group in the program area) provided access to school meal and nutrition programs and/or hygiene and sanitation kits (including menstrual health management)	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	USAID's COVID-19 and education: initial insights for preparedness, planning and response (link)

6	Protection & well-being	(Core) Number of children (and % of children in the relevant age-group in the program area) provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, issues related to unequal social norms	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	USAID's COVID-19 and education: initial insights for preparedness, planning and response (link)
7	Enabling environment	Number of households provided with radios/other distance learning equipment	By household income, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
8	Learning	Number of children provided with learning kits	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)
9	Learning	Number of children whose learning is assessed through learning assessments (including distance-based assessments) during school closure	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
10	Learning	Percentage of children assessed during school closure who meet relevant minimum learning standards	By gender, household income, level of education, age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
11	Learning	Number of parents and caregivers reached through mechanisms to inform parents and community leaders of distance learning content and teaching methods	By geographical zones (regions/ provinces/ districts/rural/urban)	INEE minimum standards
12	Protection & Well-being	Number of children without parental care provided with appropriate alternative childcare arrangements	By gender, household income, level of education,	UNICEF COVID19 response (link)

			age, ethnicity, disabilities, and geographical zones (regions/ provinces/ districts/rural/urban)	
13	Teachers	(Core) Number of teachers (and % of teachers in the program area) trained in using distance learning methods and/or provided materials to support distance learning	By gender, level of education taught, and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)
14	Teachers	Number of teachers trained in providing psychosocial support to children using distance methods	By gender, level of education taught, and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)
15	Community engagement	Appropriate mechanisms developed and used to inform parents and community leaders of distance learning content and teaching methods	Yes/No	NA
16	Gender equality	Number of girls and boys reached through sensitization programs on early marriage, early pregnancies and importance of continuing learning	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA

Table All.2 Recovery

No.	Theme	Indicator	Disaggregation (and units of reporting where needed)	Source (adapted using these references)
1	Access	(Core) Percentage of children previously enrolled in grant-supported schools who return to school once the school system is reopened	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	Save the Children's COVID-19 Program Framework and Guidance and Companion Pieces (link)
2	ECE	Early Childhood Education is included in grant-supported mass re-enrollment campaigns	Yes/No	WBG ECD COVID19
3	Education Policy - Planning & Implementation	Number of schools supported in the development of recovery and continuity plans	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	INEE Minimum Standards
4	Facilities & Services	(Core) Number (and % of schools in the program area) of grant-supported schools reopened	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	World Bank Revitalizing Education Development in Sierra Leone (P133070)
5	Facilities & Services	Number (and % of schools in program area) of grant-supported schools sanitized	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	World Bank Revitalizing Education Development in Sierra Leone (P133070)
6	Facilities & Service	Number of hand washing stations procured and distributed to schools	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	World Bank Revitalizing Education Development in

				Sierra Leone (P133070)
7	Facilities & Services	Number (and % of schools in the program area) of schools that received learning and other equipment to support continued learning upon reopening	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	NA
8	Facilities & Services	Number of grant-supported schools with gender- and disability-sensitive WASH facilities	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	INEE Minimum Standards
9	Learning	(Core) Number (and % of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
10	Learning	Percentage of children in grant-supported schools that meet relevant minimum learning standards	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
11	Learning / ECE	Number of children (and % of children in the program area) provided accelerated programs to mitigate loss of learning during school closure	By gender, level of education, household income, age, ethnicity, disability, and geographical zones (regions/ provinces/ districts/rural/urban)	NA
12	Protection & Well-being	(Core) Number (and percentage of schools in the program area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	Level of education and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF Ebola response (link)
13	Protection & Well-being	Number of households receiving conditional cash transfers to support children returning to school	Household income and geographical zones (regions/ provinces/ districts/rural/urban)	UNICEF COVID19 response (link)
14	Teachers	Number of teachers trained in minimum hygiene standards for prevention of COVID-19	By gender, level of education taught, and geographical	NA

			zones (regions/ provinces/ districts/rural/urban)	
15	Teachers	(Core) Percentage of officials and teachers in grant-supported schools who return to school once the school system is reopened	By gender, level of education and geographical zones (regions/ provinces/ districts/rural/urban)	NA
16	Teachers	(Core) Number (and % of teachers in program area) of teachers trained to provide accelerated programs to mitigate loss of learning during school closure	By gender, level of education and geographical zones (regions/ provinces/ districts/rural/urban)	NA

Annex III: Implementation progress surveys

AIII.A Brief quarterly survey

Background and instructions

The objective of this survey is to allow GPE to report on and learn from progress in the implementation of the “Program” to which the COVID-19 accelerated funding (AF) grant contributes. The “Program” is defined either as:

- A co-financed and/or pooled program, to which the COVID-19 AF grant contributes; or
- A stand-alone project financed by the COVID-19 AF grant

This survey is for completion by Grant Agents and is part of the mandatory reporting requirements of the COVID-19 AF window. Grant Agents are advised to consult with relevant in-country partners to obtain and verify the information in their survey responses, as needed.

Please submit the completed survey to the relevant GPE Secretariat Country Lead, with copy to the coordinating agency.

Submission date:

Background information

Country: Pre-filled by GPE Secretariat

Name of Program: Pre-filled by GPE Secretariat

Reporting period: Pre-filled by GPE Secretariat

GA’s Program ID (if any): Pre-filled by GPE Secretariat

Name of Grant Agent: Pre-filled by GPE Secretariat

Grant effectiveness date: Pre-filled by GPE Secretariat if previously provided

Disbursement

Cumulative amount disbursed (latest available information within reporting period; in US\$):

Implementation progress

Overall progress

Assess the overall progress in Program implementation by taking into consideration the progress of the individual program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement against planned disbursement.

Rating from Previous Reporting Period (pre-selected by GPE Secretariat)	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

If the rating has been upgraded/or downgraded since the previous reporting period, please briefly outline the main factors contributing to the upgrade/downgrade of the rating. If the program is new and the rating for current reporting period is MS, MU, U, or HU, outline the main factors contributing to such ratings. In case of downgrading, please describe mitigation measures that have been taken.

Progress per component

Describe major progress made during the reporting period against outcomes and outputs planned for the reporting period per grant component. Describe main activities undertaken and their achievements.

Impact stories

Have you identified any stories of impact of the program on beneficiaries which you would like to share with the GPE Secretariat communications team? These stories will be featured on our communications materials and platforms, with attribution to the provider.

Yes () No ()

Reporting on core indicators

Core indicator 1: (For e.g.) Number of children (and % of children in the relevant age-group in the program area) in the program area supported with distance/home-based learning/tutoring programs

	Baseline	Previous value reported	Current actual	End target
Date	(pre-filled)	(pre-filled)		(pre-filled)
Total	(pre-filled)	(pre-filled)		(pre-filled)
Disaggregation 1 (if applicable)	(pre-filled)	(pre-filled)		(pre-filled)
Disaggregation 2 (if applicable)	(pre-filled)	(pre-filled)		(pre-filled)

Core indicator 2:...

Etc.

Private Sector Engagement

Describe partnerships (financial/in-kind) developed with the private sector and foundations to support COVID-19 response and recovery efforts. Please include the main activities that were supported and the nature of support (directly or indirectly) you received from the private sector and foundations.

AIII.B Six-monthly surveys

The objective of this survey is to allow GPE to report on and learn from progress in the implementation of the “Program” to which the COVID-19 accelerated funding (AF) grant contributes. The “Program” is defined either as:

- A co-financed and/or pooled program, to which the COVID-19 AF grant contributes; or
- A stand-alone project financed by the COVID-19 AF grant

This survey is for completion by Grant Agents and is part of the mandatory reporting requirements of the COVID-19 AF window. Grant Agents are advised to consult with relevant in-country partners to obtain and verify the information in their survey responses, as needed.

Please submit the completed survey to the relevant GPE Secretariat Country Lead, with copy to the coordinating agency.

Submission date:

Background information

Country: Pre-filled by GPE Secretariat

Name of Program: Pre-filled by GPE Secretariat

Reporting period: Pre-filled by GPE Secretariat

GA's Program ID (if any): Pre-filled by GPE Secretariat

Name of Grant Agent: Pre-filled by GPE Secretariat

Grant effectiveness date: Pre-filled by GPE Secretariat if previously provided

Disbursement

Cumulative amount disbursed (latest available information within reporting period; in US\$):

Implementation progress

Changes to the Program (if any)

Briefly describe the program revisions that took place during this reporting period, specifying the nature and dates of approval of these revisions.

Overall progress

Assess the overall progress in Program implementation by taking into consideration the progress of the individual program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement against planned disbursement.

Rating from Previous Reporting Period (pre-selected by GPE Secretariat)	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

If the rating has been upgraded/or downgraded since the previous reporting period, please briefly outline the main factors contributing to the upgrade/downgrade of the rating. If the program is new and the rating for current reporting period is MS, MU, U, or HU, outline the main factors contributing to such ratings. In case of downgrading, please describe mitigation measures that have been taken.

Progress per component

Describe major progress made during the reporting period against outcomes and outputs planned for the reporting period per grant component. Describe main activities undertaken and their achievements.

Component 1: Name of component (pre-filled)

Progress status:

Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

Comments:

Component 2: Name of component (pre-filled)

Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS)
<input type="checkbox"/> Satisfactory (S)
<input type="checkbox"/> Moderately Satisfactory (MS)
<input type="checkbox"/> Moderately Unsatisfactory (MU)
<input type="checkbox"/> Unsatisfactory (U)
<input type="checkbox"/> Highly Unsatisfactory (HU)

Comments:

Etc.

Financial management, procurement, safeguards, and other fiduciary matters

Describe the performance of implementation from the standpoint of financial management, procurement, safeguards, and other fiduciary matters. Describe any issues or challenges related to program fiduciary oversight during the reporting period, such as program management/implementation arrangements, financial management, procurement, social and environmental safeguards monitoring and reporting and other fiduciary matters.

Status of progress on previously raised issues

Provide a status update on previously raised issues with program implementation, including the mitigation actions that have been taken to resolve previously raised issues from previous surveys. Describe the outcomes of these mitigation actions.

Lessons Learned

Describe any lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the Program.

Risks and risk mitigation

Provide an update on the risk assessment (e.g. with respect to vulnerable populations, fiduciary risk, implementation capacity etc.) contained in the program document and on risks identified in previous surveys.

- What proposed mitigation actions have been completed?
- Have any new risks been identified during program implementation?

- What mitigation actions are proposed for newly identified risks?

Impact stories

Have you identified any stories of impact of the program on beneficiaries which you would like to share with the GPE Secretariat communications team? These stories will be featured on our communications materials and platforms, with attribution to the provider.

Yes () No ()

Reporting on core indicators

Core indicator 1: Number of children (and % of children in the relevant age-group in the program area) in the program area supported with distance/home-based learning/tutoring programs

	Baseline	Previous value reported	Current actual	End target
Date	(pre-filled)	(pre-filled)		(pre-filled)
Total	(pre-filled)	(pre-filled)		(pre-filled)
Disaggregation 1 (if applicable)	(pre-filled)	(pre-filled)		(pre-filled)
Disaggregation 2 (if applicable)	(pre-filled)	(pre-filled)		(pre-filled)

Core indicator 2:...

Etc.

Private Sector Engagement (if applicable)

Describe partnerships (financial/in-kind) developed with the private sector and foundations to support COVID-19 response and recovery efforts. Please include the main activities that were supported and the nature of support (directly or indirectly) you received from the private sector and foundations.

AIII.C Example of progress survey deadlines

Duration of grant “X”: 19 June 2020 – 30 June 2021.

Report type	Reporting period	Expected date of submission by grant agent (1 month after)	Method of submission by grant agent
Quarterly survey	June 19 2020 – September 18 2020	October 18 2020 (with the option to be submitted no later than October 31 2020)	Submission via email: Survey will be emailed to grant agent
Six-monthly survey	Reporting on core indicators: September 19 2020 – December 18 2020 Reporting on implementation progress by component and risk and fiduciary issues: June 19 2020- December 18 2020	January 18 2021 (with the option to be submitted no later than January 31 2021)	Submission via email: Survey will be emailed to grant agent
Quarterly survey	December 19 2020 – March 18 2021	April 18 2021 (with the option to be submitted no later than April 30 2021)	Submission via email: Survey will be emailed to grant agent
Six-monthly survey	Reporting on core indicators: March 19 2021 – June 30 2021 Reporting on implementation progress by component and risk and fiduciary issues: December 19 2020- June 30 2021	July 18 2021 (with the option to be submitted no later than July 31 2021)	Submission via email: Survey will be emailed to grant agent
Completion report	Entire period	December 31 2021 (6 months after completion)	To GPE Secretariat’s country focal point