

ESPIG Annual Progress Report Template for Projects

Status: Accepted

Country Micronesia, Federated States of	Name of project this grant is contributing to Micronesia - ESPIG (February 9, 2021)	Grant ID GPE0000479	Project ID (if applicable)
Grant Agent United Nations Children's Fund	Grant Type ESPIG	Approval Date 02/09/2021	Grant Effectiveness / Start Date 11/01/2021
Expected Closing Date 11/01/2024	Grant Amount 2,500,000 (USD)	Timeframe Examined in this report	
		From Date 10/31/2021	To Date 01/30/2023
			Date of Report Submission 01/30/2023

Implementation Progress

Overall Project Progress this Reporting Period

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

??The early childhood education (ECE) programme of FSM with support from GPE through ESPIG is designed to ensure compulsory ECE is provided to all 5-year-old children. With the aim to implement compulsory ECE in 2024 August, the programme has made some key achievements during the reporting period, which include:

* ?development of detailed implementation plans and budgets for ECE programme at the national level and for each state which have been endorsed by the Government

* ?a bill to amend current compulsory education in FSM to include ECE has been submitted to FSM Congress for deliberation.

* ?a draft ECE policy to first be shared with the four state departments of education for their feedback and then undergo promulgation process,

* ?detailed infrastructure assessments for repair of ECE centres are currently underway with technical support from Department of Transportation, Communication and Infrastructure (DTC&I), estimated to be completed by April 2023 which will inform the scope of work, modality and bill of quantities for the repairs and technical assistance has been provided to NDOE to support effective implementation, monitoring and coordination of the ECE programme across the country. ?

Project Implementation Progress, by Component / Objective

Component / Objective Enabling Environment for Achieving 1-year Compulsory ECE in FSM	Level of Progress this Reporting Period ² Satisfactory (S)	Previous Rating
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Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

??The legislation to make ECE compulsory for all 5-year-old children was drafted and is currently under submission to Congress, although its tabling for approval has been pending since last year. A draft ECE

policy has been developed for consultations with SDOEs, and national and state level operational plans and budgets for implementation of ECE programme were developed and endorsed. ?

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Improved Equitable Access to ECE in FSM	Satisfactory (S)	
Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:		
Detailed infrastructure assessments for repair and construction of ECE classrooms and cooking spaces are underway, which will inform the scope of work, modality and bill of quantities. The infrastructure assessment was not planned initially but has been agreed as critical by Government and UNICEF to define the exact scope of work, modality and budgets for maximum safety, relevance and efficiency. The Government has confirmed a co-funding arrangement with OIA to leverage additional funds required to meet the construction and repair needs.		

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Improved Quality and Relevance of ECE in FSM	Moderately Satisfactory (MS)	
Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:		
A consultancy for the development of a national ECE curriculum framework and school readiness assessment tool has been advertised and contracting is expected in Q1 2023. NDOE has proposed to delay the proposed technical assistance for teacher training until the work on curriculum and school readiness assessments has been advanced and therefore is able to inform the teacher training. A Pacific Regional ECE curriculum review has been initiated under PacREF and is expected to inform the development of FSM's national ECE curriculum framework and school readiness assessment.		

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Improved Efficiency and Effectiveness of ECE in FSM	Moderately Satisfactory (MS)	
Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:		
A programme manager to support NDOE on the quality implementation of the ECE programme has been hired and is expected to contribute significantly to all the activities in this outcome area. NDOE had decided to wait on the implementation of the activities in this outcome until the programme manager was onboarded, which is now the case. The Government is now poised to start off these activities in the first quarter of 2023 with progress to be reported in the next reporting period.		

Lessons, innovative/promising practices

The detailed school-level information provided by each state during the development of the operational plans highlighted that there is a considerable need for infrastructure support, extending beyond the budget available through ESPIG at this time. Following discussion with NDOE and the (US Government) Office of Internal Affairs (OIA), it is understood that a co-funding arrangement with the Office of Internal Affairs would allow OIA to provide funding for school repairs and renovations in the FSM in addition to what is available in ESPIG. The Department of Finance and Administration has confirmed their concurrence to the co-funding through OIA.

Impact stories

The bulk of the activities are yet to be implemented and therefore stories of impact will be shared later in the next reporting period.

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

#	File Name	Document Type	Description
1	AIR_RF_31Jan2023.xlsx	Results Framework	Results Framework

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
2,500,000	40,293.76	1.61	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

?Financial absorption is not on track. The main reason for this has been delay in the implementation of some of the classroom repairs, which accounts for a significant amount of the disbursement planned in the reporting period. NDOE, in partnership with DTC&I, planned to take up the infrastructure assessment in early 2022 but this was stalled due to COVID and also because of the delay in Government's internal processes to prepare a clear memorandum of understanding through the Department of Justice to be signed between NDOE and DTC&I, which was a pre-requisite for the Government before initiating the infrastructure assessment. The infrastructure assessment will inform the scope of work/modality/bill of quantities which will then allow for the disbursement of funds for the actual work. However, the infrastructure assessments are currently underway and UNICEF and NDOE are providing maximum support to ensure completion by April 2023, which will enable Government to then quickly shift to starting the actual repairs, and accordingly to increase the absorption rate.

Furthermore, it was initially planned to charge relevant salary costs to cover TA to the programme starting from the beginning of the partnership. However, the slow start of the programme due to external circumstances (e.g. with the legislation on compulsory ECE delayed in Congress and the infrastructure assessment process also delayed) resulted in a realization that the TA needs would actually be much more significant later on. It was therefore decided to reserve funding from this specific grant for a time when the programmatic needs for TA were more significant.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
1,619,375	40,293.76

Explanation for underspending or overspending in excess of 10%

??The original Year 1 budget for GPE funds was 1,423,500 USD and relevant portion (25%) of Year 2 budget was 195,875 USD, for a total of 1,619,375 USD for 15 months.? The explanation is as per that for the low absorption rate as provided above.

Management Performance

Level of Management Performance

Moderately Satisfactory (MS)

Previous Rating

NA

Detailed Description

?NDOE taken the lead in the implementation of the program in partnership with the four State Departments of Education (SDOEs). All four SDOEs and NDOE, with technical support from UNICEF, have been actively engaged and fully involved in the development of the detailed operational plans and budgets for the implementation of the ECE programme. UNICEF, as the grant agent, has been managing the funds in alignment with the activities and budgets outlined in the ESPIG application, agreed by the NDoE and endorsed by the LEG. In line with the grant agent's role UNICEF has been engaging, managing and providing quality control to all aspects of grant implementation. Specifically during the reporting period, UNICEF brought on board a construction specialist who has been providing dedicated technical oversight and leadership to the infrastructure component. NDOE, DTC&I and SDOEs have greatly appreciated the support. The addition of the programme manager (FSM national) to the NDOE team made possible through the grant, has been a critical support to programme implementation. The programme manager is already on-board and is supporting to improve monitoring, coordination and communication as critical first step.

Some delays in programming and resulting low expenditure can be attributed to lengthy processes (e.g. to securing the MoU through the Department of Justice, recruitment of relevant and qualified TA) and to unavoidable extended absences of key staff within NDOE and UNICEF, but both parties have worked jointly to mitigate and resolve these. For example, the programme manager position had to be advertised twice to ensure qualified and most suitable national candidates apply, but finally resulted in a strong candidate now contracted and onboarded.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Moderately Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
ECE	Early Childhood Education
FSM	Federated States of Micronesia
DTC&I	Department of Transport, Communication and Infrastructure
NDOE	National Department of Education
SDOE	State Department of Education

Annex 2: Global Numbers Reporting Template

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

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

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

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of textbooks purchased and distributed	0	0	?This activity has not been undertaken yet, will be planned with NDOE if still relevant

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of teachers trained	0	0	The teacher trainings will be implemented once the teacher training modules are developed which are planned to be done through a consultancy following the development of ECE curriculum framework and school readiness assessment

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
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1 Number of classrooms built or rehabilitated

0

0

To be undertaken once the infrastructure assessments are complete and scope of work and modalities defined

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the cumulative number of children (both in school and out of school) who directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants). If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.

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

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
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Number of children who directly benefited from the project so far:

Of which, girls:

Of which, children with a disability (optional):

Of which, refugee children (optional):

Of which, internally displaced children (optional):

Of which, out-of-school children, in school age (optional):

Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):

Provide any comments on beneficiary children, if needed. This could include for example: the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation, and reasons why data on beneficiary children is unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

??This is not applicable at this stage and will captured and provided in later reporting for the grant.?

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.