Accelerated Funding Grant Progress Report Template

Status: Accepted

Country Ukraine	**Name of project this grant is contributing to** Ukraine - MLT AF (April 24, 2023)	**Grant ID** GPE0016254	**Project ID (if applicable)** SC230227
Grant Agent United Nations Children's Fund	**Grant Type** MLT	**Approval Date** 04/24/2023	**Grant Effectiveness / Start Date** 06/01/2023
Expected Closing Date 05/31/2025	**Grant Amount** 25,550,000 (USD)	**Timeframe Examined in this report** **From Date** 05/31/2023 **To Date** 05/30/2024	**Date of Report Submission** 08/30/2024

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]
Satisfactory (S)

Previous Rating
NA

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

During the reporting period 255,047 children (124,729 girls and 130,318 boys) in the eastern and southern regions of Ukraine were reached with learning recovery interventions – representing 73% of the full programme target. All programme components are on track to achieve the full output targets project, with a minor delay at the onset of the programme in relation to establishment of Digital Learning Centres which has since been addressed. The delays with the distribution of devices and printing of textbooks were successfully addressed in the first year of implementation and no impact is expected for Year 2.

Implementation of the Components/Objectives of the Project this Reporting Period

Component / Objective
Access to distance and blended learning opportunities

Level of Progress this Reporting Period [2]
Satisfactory (S)

Previous Rating

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:

Within Component 1 (Digital Devices and Learning) UNICEF established 39 Digital Learning Centers (DLCs) in Kharkiv, Sumy, Donetsk, Dnipro, Odesa, Mykolayiv and Kherson regions. DLCs allow children without access to devices at home to use digital learning equipment within safe education spaces and therein continue their online learning. Within the DLC's, students are able to access their online classes, download learning materials, charge individual devices as well as receive tutoring and catch-up support from DLC teachers in mathematics and Ukrainian language. DLCs also provide psychosocial support to children as well as mine risk education. During the 2023/2024 school year, 11,942 unique children (48% girls) benefitted from services provided in DLCs. DLCs remain operational during summer months focusing on supporting children with addressing learning losses.

To reach children without access to any form of in-person learning, UNICEF procured and distributed 9,720 digital learning devices (87% of the target) along with essential accessories (mouse, headset, bag) in Kharkiv, Dnipro, Zaporizhya, Mykolayiv and Chernihiv regions. This represents 11% of all digital learning devices distributed by UNICEF to school children in 2023-2024. The identification of children requiring individual digital devices was agreed and coordinated with the MoES, informed by data on vulnerable children from each region. Children from vulnerable groups, including internally displaced children, children from low-income families, orphaned children, children with disabilities, and children from large families have been prioritized. Devices were delivered to primary and secondary schools, who registered these within asset management systems and then provided devices to children on a loan basis. The distribution of devices was accompanied by teacher capacity strengthening on the use of technology in remote teaching and allowing for more interactive and engaging learning processes online. As of 31 May 2024, a total of 8,015 teachers (71% of the programme target), of which 91 per cent female, successfully completed training.

The initial monitoring of the distribution of devices indicates these were well-received, with 99.8 per cent of surveyed parents expressing confidence that the devices contribute to their children's academic success. Furthermore, a majority of parents whose children received devices from UNICEF expressed high satisfaction with them, with 99.7 per cent of surveyed parents responding that they were either "rather satisfied" or "completely satisfied" with the devices.?. In September 2024, UNICEF will undertake an independent and comprehensive assessment of the status of digital device provisioning using a three-level framework (input, process, and early results). At the input level, the key objective is to assess the quality and usefulness of devices as per intended purpose. The process level assessment will focus on issues relating to effectiveness of the distribution protocols and adherence to the distribution protocols for equitable distribution of devices support structures within schools to manage devices or troubleshoot issues faced by children or teachers, and the adequacy of training provided to teachers to maximize device utilization. At the early results level, the key objective will be to measure the immediate and early results such as use of devices by children for online education.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Catch-up education	Satisfactory (S)	

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

The focus of the programme's Component 2 (Catch-up education), is to ensure children most directly impacted by the war have access to remedial education to recover learning gaps stemming from 4 years of disrupted schooling. Within this reporting period, UNICEF trained 20,734 teachers (96% female) in conducting formative learning assessments in their classrooms and to design and implement learning recovery interventions. Students identified at risk of falling behind were referred to remedial classes implemented in partnership with six local CSOs (Spivdiia, Fishing Club of Ukraine, Association of Innovative and Digital Education, Light of Hope, Teach 4 Ukraine and Go Global NGO).

The remedial education programmes use various formats and curricula content, drawing on the local NGO partners' respective evidence-based models. All interventions prioritize systematic participation, targeting students in need of academic support. A critical aspect of the programme's strategy is the evaluation and monitoring of these initiatives, which includes pre- and post-testing, as well as collecting feedback from children, educators, and parents. Within the remedial education intervention undertaken by Teach for Ukraine (TFU) for example, 57.7% of children perceived their knowledge to have increased as a result of the tutorial support received. Pre- and post-test results from this remedial education intervention showed knowledge increases for 53.5% of students in mathematics and 59% of students in Ukrainian language.

To enhance coordination across learning recovery programming in the country, UNICEF and the Ministry of Education and Science (MoES) developed guidelines for catch-up and remedial education interventions, focusing on vulnerable groups, providing various modalities and defining the role of formative learning assessments. To further enhance these interventions, UNICEF is supporting the State Service for Education Quality in conducting a nationwide learning loss assessment in mathematics and Ukrainian language among children in 6th and 8th grades with results expected to be released in September 2024.

Through this programme component, UNICEF reached 237,289 children, including 49 % girls and 51 % boys, (79% of the target) with remedial education interventions, of which 29,949 directly reached though their involvement in Student Learning Support Centers and an estimated 207,340 students benefitting from teachers trained through this programme.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Access to education materials and learning tools	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:

To improve access to both printed and digital learning materials (Component 3. Education Materials and Learning Tools), UNICEF supported the printing and distribution of 6th grade Geography textbooks to an estimated 419,208 girls and boys (representing 100% of all 6th grade children currently residing within Ukraine) as well as a full set of all subject textbooks for 2,208 6th grade children with visual impairments. All textbooks were reviewed by UNICEF in terms of compliance with UNICEF core values and as per UNICEF's Guidelines for Reviewing Teaching and Learning Materials. Following a request from the MoES and in agreement with the GPE, UNICEF contributed to the royalty fees of 1,013,210 textbooks (6th grade Computer Science and 5th grade Arts) which enabled EU financing for procurement, and which are scheduled to be delivered to Ukraine before the start of the 2024/25 school year.

In recognition of the 600,000 primary and secondary school students relying exclusively on online schooling platforms, the programme supported the delivery of 884 lessons of digital learning content within the All-Ukrainian School Online (AUSO) platform. Another 634 lessons are currently under development for the AUSO repository. Number of children reached with this component exceeds the initial target by 49% since on request of the MoES covers all children across Ukraine and not just in eastern and southern regions as initially planned.

Continued Relevance

Detailed Description

Entering a third year of war, Ukraine's education system faces growing challenges, and which have closely followed two years of COVID-19 related interruptions. There remain considerable differences in quality and access to education services across regions of Ukraine. As of May 2024, over 1.8 million (or 48%) school age children remained reliant on remote learning and participated in exclusively online or blended forms of schooling.

The Research Damage and Needs Assessment (RDNA) 3, issued in May 2024, notes that 13% of all education infrastructure has been damaged, and with total losses to the sector estimated at US$6.4 billion. Reconstruction and restoration of in-person education are estimated to require US$5.4 billion over 2024-2027 and US$8.5 billion from 2027 to 2034. Further, the PISA-2022 results, highlighted how Ukrainian schoolchildren lag behind their peers in OECD countries in both mathematics and reading competencies.

More recently, energy infrastructure in Ukraine has been severely affected by targeted attacks and which are impacting on the availability of electricity. Frequent power cuts are expected to affect access to education in the coming academic year, especially those children who depend on the use of technology to access their schooling. UNICEF analysis indicates that school year class schedules could be directly affected by electricity and heating shortages between 2.4 to 6.4 hours daily. Consequently, on average, a student may lose an estimated 31 to 81 educational hours per month, with those learning exclusively online being the most affected.

Given the challenges posed by security threats, accumulated learning losses, education disruptions due to power cuts and a heavy reliance on technology to access education - all components of the GPE funded programme remain relevant as of this report date.

Standout Grant Practices, Emerging Lessons, Stories and Products

Detailed Description

Successful practices, innovative interventions, or emerging lesson:

An innovative approach introduced through this grant is that of engaging university students and recent graduates from pedagogical higher education facilities into the design and delivery of remedial and catch-up programmes. The StudMentor Program, implemented in partnership with Teach 4 Ukraine, has engaged 163 volunteer mentors who facilitate online tutorial classes for small groups of children in various subjects. These mentors participate in an initial training programme and subsequently receive ongoing support while delivering sessions to students. The StudMentor Program initially received 535 applications from university students and graduates, and from which 163 mentors (25 male, 138 female) were selected and trained. These mentors began catch-up classes with over 400 children, covering subjects such as

English, Ukrainian, mathematics, biology, chemistry, physics, and geography. To further build the volunteers' capacity and ensure the sustainability and scalability of this mentorship approach, an online course "How to become a mentor for school children" has been developed and is available on the government's main online education platform.

Over this reporting period UNICEF supported the modification of the All-Ukrainian School Online platform, adding a virtual space for NGOs and schools to establish their own online catch-up groups and conduct sessions with children. This initiative has sought to respond to the challenges faced by NGOs that previously relied on smaller, less efficient online platforms for conducting remedial education sessions, and which led to difficulties in registration, communication, and delivery. Launching this functional module on the national platform is enabling local NGOs to use a well-known governmental platform for free, ensuring effective registration, communication, and participation of children in online catch-up sessions.

Visibility and Communication Materials:

UNICEF made its utmost efforts to ensure that the support of Global Partnership for Education and impact of this partnership were fully and visibly acknowledged, through various means, such as human-interest stories, and social media platform (website, Facebook, and Twitter).

During the reporting period the following human-interest stories, press releases and social media posts were published for each of the GPE programme components.

Catch-up education
Human-interest stories on catch-up education and Digital Learning Centers:
Human-interest story 1: Catch-up lessons lend Ukrainian students a lifeline
- Full story available on website - https://www.unicef.org/ukraine/en/stories/catch-up-lessons-lend-students-a-lifeline
- Twitter post - https://twitter.com/UNICEF_UA/status/1696169473810604262
- Facebook post (in Ukrainian) https://www.facebook.com/UNICEFUkraine/posts/pfbid0wgg2aQ1WeaCKp2Xk1iXcVCvP6QJo4Q22sG6pxk1XEFixnw2TT6QcKqEczxGkFKnQl
Human-interest story 2: Children renew love for learning at Digital Learning Centre
- Full story available on the website - https://www.unicef.org/ukraine/en/stories/children-renew-love-for-learning
- Twitter post - https://twitter.com/UNICEF_UA/status/1747159320033185855
- Facebook post (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid02aJtTKQt6SPhKBMydNM56Bj5StKSBSFXGSqmP6yh46h38GUk4kE1kBjtSXHZGp7zfl
Human-interest story 3: New learning centres offer children safe place to study
- Full story available on the website - https://www.unicef.org/ukraine/en/stories/learning-centres-offer-children-safe-place
- Facebook post (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0uYb76GE4ZmHg4aK4UZHUpbYSLfFrBCcY11PuTJj5KGeQnziqXED31Guw8Yfmxu8Hl
Human-interest story 4: Ukraine's Digital Learning Centres help children catch up on classes
- Full story available on the website - https://www.unicef.org/ukraine/en/stories/digital-learning-centres-help-children-catch-up-on-classes
- Twitter post - https://twitter.com/UNICEF_UA/status/1787374990486073500
- Facebook post (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0Rz2QRZsX5U4XU6tsLs5mgqLLyFpu5us5ykj5F8NtdyhZP7L6mwSgsa89db4ZkNLtl
Human-interest story 5: Ukrainian children return to learning amid air strikes
- Full story available on the website - https://www.unicef.org/ukraine/en/stories/children-return-to-learning-amid-air-strikes
- Twitter post - https://twitter.com/UNICEF_UA/status/1788868518621929926
- Facebook post 1 (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0cJ4Uy5igMBgrd2EVQFrpJ26y6Y2HSCQX5WSZj4JLqDzaG16HJH23kdTg5J8BaqwJl
- Facebook post 2 (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0dnmx6BBEg3ddcSU8DfGB7vBSkvrqT6zZYGDDFfE7xwWt45QGZ317P9bT6jc6ZnaLl
Social media posts:
Catch-up lessons in Kharkiv, Zaporizhzhia, Kherson, Dnipro regions of Ukraine
- Facebook post 1 - https://www.facebook.com/UNICEFUkraine/posts/pfbid02xWPLePf9FGYk3pJvD57hU5b9jWGpQf6KnH2nWbTKAfFv7SUoCEWbDZHAM4HW3JLbl

- Facebook post 2 - https://www.facebook.com/UNICEFUkraine/posts/pfbid034r15PoV4XGhNFBBUqhsmXVhSB2ibQq258FkfwEQE7A6ERWFcwZsvYL2z5vPRwNWol
- Facebook post 3 - https://www.facebook.com/watch/?v=246640521454328
- Twitter post - https://twitter.com/UNICEF_UA/status/1698561529069932746

Launch of 16 digital learning centers in Odesa, Mykolaiv and Kherson regions of Ukraine
- Facebook post - https://www.facebook.com/UNICEFUkraine/posts/pfbid0pGmXcUrKN4g8hyYVfQsnB6rsEkUeTrqPEavdD8U9BUtdEjqbg9s81RKzdnABEqrSl

Digital Devices and Learning
Press releases on procurement and delivery of laptops provided temporarily to displaced children, children with disabilities, children from low-income families or children deprived of parental care, and children with other vulnerabilities:
Press release 1: Procurement and delivery of 3600 laptops for children Kharkiv oblast
- Press release on the website - https://www.unicef.org/ukraine/en/press-releases/unicef-delivers-further-laptops-to-students
- Twitter post - https://twitter.com/MunirMammadzade/status/1758269421238337711
- Facebook post (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0ps6nhu7FbGR6vqQxuaSNfGxfdF8YZtTpoxDJjEbQtQZaF9rPkWEokcMMfmwZb6Rbl
Press release 2: Procurement and delivery of 39,000 laptops for Ukrainian schoolchildren in 8 oblasts of Ukraine
- Press release on the website - https://www.unicef.org/ukraine/en/press-releases/unicef-delivers-another-39000-laptops
- Twitter Post - https://twitter.com/UNICEF_UA/status/1779833539535482891
- Facebook post (in Ukrainian) - https://www.facebook.com/UNICEFUkraine/posts/pfbid0sFsV9J9D4pnifqTx5vNvxbsWfzwothiPFSvRDds2aGAWhHZxk5g5exkkvdNM4Ba8l

Education Materials and Learning Tools
Social media:
Printing of 500 000 textbooks with support of GPE
- Facebook post - https://www.facebook.com/UNICEFUkraine/posts/pfbid0b1eaNJuAomtvCJzGBigDpSu72Q2aLKZhzTzMf2ZdttQ3sUpQLtMcY29Y7HjDCUo3l
- Facebook post 2 - https://www.facebook.com/UNICEFUkraine/posts/pfbid02SAMRKsjJy8SYUWdfnLioYWQwA8ysTpWVrDHDdV56Hn5uwSCH4kmvdn5ZX5NZCBuLl
- Twitter post - https://twitter.com/UNICEF_UA/status/1691736554711228620
Distance learning lesson for teachers, developed with a support of GPE
- Facebook post - https://www.facebook.com/watch/?v=1510656496162825
A detailed report on visibility and communications materials with photos is available in the separate Annex attached.

Knowledge products (evaluations, rapid studies):

Key knowledge products produced within the GPE funded action are:
• Learning loss assessment in mathematics and Ukrainian language among 6th and 8th grade students conducted by the State Service for Education Quality between April and June 2024. Results are expected to be published by October 2024.
• Assessment report on the role of digital learning devices in responding to education needs in Ukraine. Comprehensive monitoring of the distribution of devices is planned for fall 2024 and is going to use a three-levels approach (input, process, and early results levels).

Coordination

Detailed Description

Coordination during implementation of the project was ensured through the use of established coordination mechanisms, specifically the Ukraine Education Cluster (co-led by UNICEF and Save the Children) and the Education Sector Working Group (chaired by the MOES and co-chaired by the Government of Finland and UNICEF). In conjunction with UNESCO, UNICEF provides updates on progress of the GPE financed interventions, targets reached and challenges faced in these forums.

To ensure coordination and complementarity between grant agents and alignment with the MOES, five meetings specific to the GPE grant implementation were held in Year 1 of implementation with participation of the MoES, UNESCO and UNICEF. These meetings proved instrumental for tracking progress against key indicators and operational coordination, specifically for Component 1 (Digital Devices and Learning) which is being implemented by both grant agents.

For coordination of individual programme components, specific mechanisms and tools were established to ensure resources are used in an effective and efficient manner to achieve maximum results for children. For coordination of procurement and distribution of digital devices, the MOES introduced a public dashboard that collects the number of devices delivered to each school from across multiple partners, including UNICEF. UNICEF worked closely with the Departments of Education in targeted regions to ensure the dashboard is populated promptly with accurate data.

For coordination of learning recovery interventions, the Education Cluster has established a dedicated working group on remedial education which is co-chaired by UUNICEF, and which allow for information exchange on programming modalities and lessons learned.

The printing and distribution of learning materials was done in close coordination with the MoES Institute of Education Content Modernization (IECM) which is the responsible Government body for procurement of learning materials.

Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	GPE Result Matrix SC230227.docx	Results Framework	
2	ANNEX 1 Visibility and Communication Materials SC230227.pdf	Knowledge Product	Visibility and Communication materials with photos

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
14,338,000	10,215,074.13	71.24	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.

UNICEF utilized a total of 10,215,074.13 (without adding additional USD 3,415.15 for hard commitments and recovery cost) or 94.3% of the approved budget for the Year 1 (10 831 663,50) and is on track with the level of financial absorption.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
10,831,663.5

Total Expenditure for the Current Reporting Period
10,215,074.13

Management Performance

Level of Management Performance
Satisfactory (S)

Previous Rating
NA

Detailed Description

Management performance of the grant during implementation is rated as Satisfactory.

Prior to the war in February 2022, UNICEF's staffing presence in Ukraine was 91 staff. In line with the country office's scale up which began at the onset of the war, UNICEF currently has 319 staff of whom 109 are in field offices. These positions perform functions across a range of job specializations, both in programs and operations, in support of UNICEF's humanitarian response and the United Nations Transitional Framework (UNTF) in Ukraine. UNICEF is prioritizing a decentralized structure, with strengthened field office presence, to strengthen strategic and operational partnerships with local authorities to contribute to the planning and monitoring of interventions.

UNICEF works closely with United Nations agencies, the government, and humanitarian partners under the inter-agency framework. Along the frontlines, where intense and sustained fighting and access constraints remain, UNICEF is a member of the Humanitarian Operations Planning Cell and participates in inter-agency humanitarian convoys which it coordinates. UNICEF leads/co-leads the Water, Sanitation and Hygiene (WASH) and Education Clusters, Child Protection Area of Responsibility, the Social Protection Sub-Group under the Cash Working Group and the Nutrition Technical Working Group and Maternal Child Health Care Sub-Group under the Health Cluster. The coordination of the grant intervention has been a collaborative effort, bringing together governmental bodies, institutions, local municipalities, and NGOs to deliver targeted support and resources. UNICEF support aligns with the Ministry of Education and Science planning frameworks.

UNICEF applies Accountability to Affected Population (AAP) principles across its programming and makes an "active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organizations seek to assist." UNICEF utilizes its grievance and redressal mechanisms (GRM) to monitor programming and gather feedback from populations reached to shape implementation.

UNICEF ensures recipients of supplies are informed on service provision through two-way communications and feedback complaint mechanisms. Through its regular monitoring tools, including Post Distribution Monitoring (PDM), third-part monitoring (TPM) visits and monitoring visits by staff, UNICEF verifies that the provision of supplies are as intended and gathers feedback to inform current and future programming.

UNICEF continues to assess and monitor the security situation in Ukraine to mitigate against interruptions or suspensions in programming. UNICEF, through its Security Management Team, collaborates closely with the UN Department of Security and Safety (UNDSS) to ensure the continued safety of staff members, partners implementing activities and so that access is maintained. In areas where access is a challenge, UNICEF, in partnership with the United Nations Country Team, is channeling supplies through interagency humanitarian convoys and working closely with national and local authorities. Together with the Humanitarian Country Team, UNICEF continues to advocate for unimpeded humanitarian access across the most affected areas.
UNICEF is prioritizing the selection and identification of local partners on the ground with presence and capacity to increase the efficiency, scale, and suitability of service provision to affected local populations. Furthermore, UNICEF continues to scale its partnerships with local authorities to facilitate continued access and smooth implementation.

Supplies are partially procured offshore. UNICEF enlists its Supply Division, based in Copenhagen, for the identification of suppliers with the capacity to respond at scale, selected following necessary due diligence processes.

Revisions to the grant

Detailed Description

No revisions during the reporting period were made and no revisions are planned in the next six months.

Annexes

Annex 1: List of Acronyms

Acronym	Description
AUSO	All Ukrainian School Online
CwD	Children with Disabilities
DLC	Digital Learning Centre
ESWG	Education Sector Working Group
GPE	Global Partnership for Education
IECM	Institute of Education Content Modernization
MOES	Ministry of Education and Science
NUS	New Ukrainian School
PCA	Programme Cooperation Agreement
SSFA	Small-Scale Funding Agreement
UNICEF	United Nations Children's Fund
UNDSS	UN Department of Security and Safety
PDM	Post Distribution Monitoring
TPM	Third-part Monitoring
GRM	Grievance and Redressal Mechanisms

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	# of textbooks purchased and distributed	541,021	100	UNICEF printed and distributed 541,021 copies of textbooks reaching an estimated 419,208 children (Girls: 201,220; Boys: 217,988; CwD: 2,208)

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	# of teachers trained	28,749	100	96% of all trained teachers are female

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments

Annex 3: Cumulative Beneficiary Children Reporting Template

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

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

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children/other students who directly benefited from the project over the entire duration of the project		128,460	126,587		255,047	100
Of which, female		62,945	61,784		124,729	100
Of which, children/other students with a disability (optional)		1,112	1,096		2,208	100
Of which, refugee children/other students (optional)						
Of which, internally displaced children/other students (optional)						
Of which, out-of-school children (optional)						
Of which, children/other students from marginalized ethno-cultural/ linguistic						

minorities: specify which ones (optional)

Provide any comments on beneficiary children/students, 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/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

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.