

Education Sector Program Implementation Grant Completion Report Template

Status: Accepted

Country Vanuatu	Name of project this grant is contributing to Vanuatu ESPIG and Multiplier (December 4, 2020)	Grant ID GPE0000610	Project ID (if applicable) 03602851
Grant Agent Save the Children Australia	Grant Type MLT-ESPIG	Grant Approval Date 12/08/2020	Grant Effectiveness / Start Date 04/01/2021
Grant Closing Date 06/30/2024	Grant Amount 3,000,204 (USD)	Date of Report Submission 07/10/2025	

Project Implementation

Assessment of Project Implementation: Relevance

Overall Relevance

Level Of OverAll Relevance 1

High

Detailed Description

The project remained highly relevant during its life cycle. The Pacific Islands Literacy and Numeracy Assessment (2021) and Vanuatu Standardised Test of Achievement (2021) both found persistent issues with primary literacy outcomes. Children with disabilities from early childhood care and education (ECCE) centres and primary schools required improved inclusive education services. National plans and priorities, including the 2023 Joint Sector Review, reinforced the relevance of the project.

Beneficiaries' Views on Relevance

Detailed Description

Project beneficiaries were surveyed during the endline study. Children, principals and teachers were strongly positive about the new junior primary classroom libraries (but wanted more copies of the reading books). Teachers had generally positive opinions on the value of the Provincial Inclusive Education Coordinator (PIEC) support visits.

Assessment of Project Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

High

Detailed Description

Component 1 exceeded all the outcome indicator targets, including the reading-book-to-student ratio (baseline 1.78 v endline 3.02) and the share of children reporting daily reading at school in both ECCE (baseline 72% v endline 93%) and junior primary (baseline 64% v endline 78%). The component also exceeded its output targets (target 98,580 v actual 138,987). All ECCE centres and primary schools received classroom libraries, even in the more remote provinces which have generally poorer literacy results. The Ministry also distributed 7,696 posters, 3,200 SD cards, and library guides. The reading books were also made available in three national languages, accessible formats and on the free Bloom Reader app: <https://bloombibrary.org/Vanuatu-Literacy-Nasara>. Component 1 efficacy is rated as HIGH.

Component 2 targeted the most vulnerable students in the education system. The activities exceeded the outcome target and all-but-one of the output targets. By the end of 2023, more children with disabilities were receiving two or more services (baseline 14% v endline 38%). The PIECs had exceeded the target for school visits to ECCE centres (target 80% v actual 90%) and almost met the target for primary school visits (target 80% v actual 70%). In total, 377 ECCE centres and 324 primary schools received at least one support visit in 2023 with 2,183 teachers receiving training (target 986 v actual 2,183). The new Inclusive Education Resource Centre (IERC) was completed on June 28, 2024 and officially opened on 27th November 2024. In total, 11,606 students with disabilities were reported (38% female): 89% received screening, 34% received adapted teaching and/or curriculum, and 28% received an Individual Education Plan. Whilst there is much to do in terms of improving the referral and specialist services systems, the project was a significant change and reached most schools. Component 2 efficacy is rated as HIGH.

After a no-cost extension, Component 3 exceeded the output targets for courses approved (target 20 v actual 26), teacher trainers mentored (target 30 v actual 36) and student teachers trained (target 150 v actual 427). Two international (specializing in Inclusive Education and Mathematics/Physics) and two local lecturers (specializing in Science and Biology/Earth Science) were recruited and supported colleagues to develop detailed workplans. New courses in inclusive education, mathematics, science, biology, chemistry, earth science and language have been finalized, approved and will be used from 2025. The new ECCE unit building was opened in 2024. Due to challenges with data collection, the outcome indicators on the proportion of teacher trainers and student teachers meeting minimum skills and knowledge were not reported. Although it is plausible there would be an improvement in lecturer and student teacher skills and knowledge because of the activities and outputs, the efficacy rating can only be rated as MODEST.

Efficacy by Component/Objective

Component / Objective	Level of Achievement (Outcome Level) at End of Grant 3
Produce and distribute reading books	High

Brief narrative on key achievements and challenges, by component/objective
??Exceeded outcome and output targets. All 469 ECCE centres and 338 primary schools received junior primary classroom libraries. ?

Component / Objective	Level of Achievement (Outcome Level) at End of Grant 3
Strengthen inclusive education	High

Brief narrative on key achievements and challenges, by component/objective
?Exceeded outcome target and all-but-one output targets. Conducted support visits to 90% of ECCE centres and 70% of primary schools, identified 11,606 students with disabilities, screened 89% of these students and supported teachers to write Individual Education Plans for 21% of students. The project also opened the new national IERC (albeit later than planned). During implementation, the outcome target was increased to two services (from one service originally) and by the end of 2023 38% of students received two or more services (compared to 14% at baseline).

Component / Objective	Level of Achievement (Outcome Level) at End of Grant 3
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Strengthen pre-service teacher training

Substantial

Brief narrative on key achievements and challenges, by component/objective

??The component exceeded its output targets for the number of revised and approved courses, number of teacher trainers mentored, and number of student teachers trained. The new ECCE training classroom was opened. The component encountered delays in the first year of implementation due to: i) the amalgamation of the old Vanuatu Institute of Teacher Education into the new National University of Vanuatu; and ii) slower than expected recruitment of specialist lecturers due to changes in needs from the institution. Furthermore, the outcome indicators on lecturer and student teacher skills were not successfully collected at baseline or endline. Although it is plausible that the mentoring had an impact on beneficiary skills and knowledge, the lack of robust data reduces the component rating.?

lii) The initial target for ECCE teacher enrollment was 50; however, at the time, the School of Education had only enrolled 15 students, resulting in 15 ECCE teachers being trained.

Component / Objective

Level of Achievement (Outcome Level) at End of Grant 3

Program management, monitoring, evaluation and learning

High

Brief narrative on key achievements and challenges, by component/objective

Key achievements

- The primary activities were undertaken and their impact on achieving the planned project outputs and outcomes

- Continuous improvements to the PM and MEL frameworks have played a vital role in the successful completion of the project within the project period, including the no-cost extension. The key outcomes include the successful recruitment of the PSU team, effective collaboration among government agencies and partners, and strengthened MoET operations through clearer reporting structures and improved working relationships, including with activity managers and steering committees.

- Steering Committee meetings were conducted to enable activity managers to review their individual implementation plans and budgets, ensuring alignment within a whole-of-project perspective.

- The implementation approach prioritized local leadership, allowing MoET to take ownership of activity execution in alignment with its business plans and strategic goals.

- Strengthened partnerships between MoET and key stakeholders led to the establishment and opening of Vanuatu's first Inclusive Education Resource Centre at SOE. This achievement is further supported by the newly developed Bachelor in Inclusive Education program, which is scheduled for implementation in 2025

- Financial management was handled exceptionally well, ensuring all key activities were successfully delivered within the allocated budget.

- The MEL framework was effectively implemented, culminating in the successful completion of the project's lessons learned documentation and Endline report.

- Save the Children's monthly Grant Management Committee meetings provided a constructive platform to identify and address key program risks, facilitating discussions on solutions to support the PSU team and Activity Managers in their implementation efforts.

- No breaches of the Safeguarding policy (Child Safeguarding and PSEAH) were reported during the project period.

Challenges

Despite the achievements, several challenges arose during the ESPIG program's implementation:

- Leadership transitions in key positions, particularly among activity managers across different components, disrupted communication flows and slowed down activity implementation.
- A cyber-attack on the Vanuatu government’s IT systems in November 2022 severely impacted email services, intranet access, and online databases across government departments, causing significant delays in communication and processing.
- GA acknowledges delays in reporting (narrative, financial, and audit) due to factors such as government instability, system outages, natural disasters, internal leadership transitions, lengthy approval processes and to name a few.
- The recruitment process for program support staff faced delays due to extended approval timelines.
- Changes in governance and implementation process due to the transfer of the Vanuatu Institute of Teacher Education to NUV School of Education required new ways of working to be established, which also slowly efforts in the MEL endline reporting.

Contribution to system progress (including the variable part)

Detailed Description

The project contributed significantly to sector-level progress. Firstly, for the first time, the Ministry of Education and Training (MoET) has a graded library of ECCE and junior primary reading books aligned with the national curriculum. This library is available for free to parents, teachers and students, and includes translations and accessible versions. Supported by the project, the Ministry also prepared the new national Vanuatu Sign Language dictionary and new Inclusive Education and Training Policy 2025-2030. Students in the target grades have significantly higher access to reading books, are reading more frequently, and more likely to be read to by their teacher, likely leading to better reading outcomes.

Secondly, the project proved the effectiveness of inclusive education outreach services. There was an increase in capacity to provide inclusive education services, including the adoption of screening tools and Individual Education Plan templates and introducing many teachers to these tools. For the first time, the Ministry had a database of students identified as having disabilities, and the new Education Management Information System will take this work forward. Through component 3, the National University of Vanuatu (NUV) introduced the first bachelor’s degree in inclusive education, a long-term pathway to increasing the number of specialist teachers. An inclusive education campaign video was uploaded to social media as part of the campaign to change attitudes towards children living with disabilities and their right to education.

Finally, the systematic improvements to the foundational teacher training courses will have multiyear impact on the quality of education. The student teachers will be better prepared to teach, be familiar with the classroom libraries, have the reading books digitally, and be already introduced to the core concepts and tools for inclusive education.

Other Effects

Detailed Description

The Ministry is concerned about the gender differences in reading outcomes (an issue which worsens as the boys get older). Girls were more likely to report they read the previous day, and this will need further attention. The project data provides additional insight for the Ministry and partners. More positively, despite not being a specific intervention, the project was able to increase the frequency of reading at home for

ECCE (baseline 55% v endline 65%) but not at junior primary which has fed into the design of the System Transformation Grant project.

The endline also found one unintended negative impact. Vanuatu has a strong culture of mother tongue education. In the endline, more ECCE children reported reading in Bislama and fewer in their mother tongue, due to the ECCE classroom libraries being distributed in Bislama. The share of children who reported that the reading book they read the previous day was in a local language fell from 35% to 9%. The policy response would be to i) produce reading books with page space for teachers to manually add a home language translation; ii) support further translations with the help of Bible translation organisations using the digital versions in the Bloom library; and iii) clearly communicating to teachers that they need to translate the reading books into the children's mother tongue. Future classroom library projects should plan for – and mitigate – this negative consequence of centralized book production.

Conditions Affecting the Project

Detailed Description

The conditions which facilitated project implementation include: i) a strong local book production partner (Summer Institute of Linguistics); ii) technical assistance from the grant agent and Program Support Unit; and iii) strong culture of monitoring and evaluation at MoET.

The conditions which inhibited project implementation include: i) collapse of the national airline; ii) lengthy teachers' strike; iii) amalgamation of the Vanuatu Institute for Teacher Education into the National University of Vanuatu and the changing needs and leadership of the institution; and iv) difficulty implementing the baseline and endline data collection on lecturers' skills and student teachers' skills and knowledge. The project was able to mitigate the effects of COVID-19 and natural disasters, including Cyclones Judy and Kevin which caused a six-month state of emergency.

The project was also able to cope with the changes in the Program Support Unit personnel, although the grant agent had to increase support for critical tasks and implement weekly check-ins. The grant agent was able to establish a sub-grant agreement with the university to improve component implementation.

The tools for the component 3 outcome were produced but the data was never collected successfully due to timing (e.g., practicum and examinations) as a lower priority from the institution. The relationship between the Ministry and the newly independent university also required navigation, with a lack of ownership and unclear responsibilities in the early phases of the program. This was resolved by the end of 2022.

The project was able to mitigate the known risk of slow procurement for the reading books by additional support from the grant agent, but less so with the construction of the IERC which required additional budget and a design better resistant to geological and weather-related hazards.

One risk identified in the project design was the future status of the PIECs. Despite advocacy from GPE, the grant agent and other partners, the Ministry was not able to add the PIECs to the public sector payroll at the end of the project due to the no-hiring cap imposed across the government in response to the country's worsening economic conditions. The Ministry has been unable to hire any new staff, despite the growth in student enrolment, despite the proven effectiveness of these new provincial positions.

Lessons and Recommendations, Successful Practices and Innovative Interventions

Detailed Description

The endline report and lessons learned reflection workshop identified a wide range of recommendations for future projects. These include:

1. Sufficient resources for communication with schools and teachers. Some schools did not know the classroom libraries were coming, or how they were supposed to use them (e.g., daily). Furthermore, some

principals did not understand the role of the PIECs (and their own school's responsibilities to improve inclusive education).

2. Teachers need more support in how to use the reading books effectively. The project did not include an in-service activity, but the inclusion of school-based in-service would have helped library utilization. An outreach model (for example, PIECs) is cost-effective and can reach most schools to deliver training and support. However, the government must commit to the positions if these are to be sustainable.

3. Junior primary classroom libraries were distributed more widely in the school, reducing the number of available books in the targeted grades. When the whole school lacks reading books, any new books may be spread out across other classes. This approach by schools should be anticipated in future projects.

4. Providing ECCE books in Bislama may negatively impact the frequency of reading in the children's mother tongue (see 2.4).

5. A component coordinator from the Ministry (or at the university) would have improved the implementation of component 3. Future work at the university needs to implement strategies to improve monitoring and evaluation, perhaps using a third party monitor.

Impact Stories

Detailed Description

IERC opening: https://www.dailypost.vu/news/first-inclusive-education-resource-centre-and-inclusive-education-training-policy-launched/article_67082a5c-bfe3-5632-b8e9-ac49f137037b.html

The following are brief case studies of children with disabilities who have benefited from the program:

Waiwai is an 8-year-old girl who has experience learning challenge especially in recognizing colors & recognizing numbers and also encounter communication challenge. She withdrew from school because teachers lacked the necessary skills and knowledge in IE to support her. However, after Waiwai's teacher received training from Malampa PIEC, on how to identify and support a child with a disability using screening tools and IEP, the teacher instantly understood how he could assist Waiwai better. And so, the teacher made arrangements and took Waiwai back to school and gave Waiwai the support she needed. Following is a quote from Waiwai's teacher:

"With the help of using the IEP and screening tools has had a significant impact on the life of Waiwai who had been rejected by her teachers many times in schools. Today Waiwai is happy to come to school and continue to learn, following her IEP."

Another story is from Steline Tarisong, an 18-year-old girl, exemplifies resilience and determination. After a life-altering accident—falling from a mandarin tree and dislocating her lower limb—Steline now relies on a wheelchair for mobility. Despite this challenge, her intellect and passion for education shine brightly. Steline's journey has been one of perseverance. During the COVID-19 pandemic, she was forced to leave school. However, through the support of the ESPIG program, her education was facilitated, and she is now excelling in Grade 9 at Malapoa School. She is an ambitious student who dreams of pursuing a double major in Inclusive Education and Accounting. Her passion for advocacy and storytelling is evident. Steline shared her inspiring story in a five-minute parents' behavior change video, campaign for inclusive education. Her words resonated deeply, highlighting the importance of inclusion and support for children with disabilities. Steline is vocal, self-assured, and deeply committed to helping others. She firmly believes in her ability to achieve any goal she sets her mind to and aspires to empower children with disabilities to realize their dreams. Her story is a testament to the transformative power of education and the unyielding spirit of young leaders.

Multiplier Cofinancing

Cofinancing (in US\$/€) expected to be mobilized at design	Cofinancing (in US\$/€) actually mobilized	If the cofinancing wasn't mobilized fully, provide reasons why
3,000,000	3,000,000	Not applicable.

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Efficiency 4

High

Timeliness

Detailed Description

Donor approval came on 14 December 2020 and project activities commenced 01 April 2021. This time to commence was used to draft contracts, recruit the PSU, and establish the needed accounts. No delays to commence activities.

Detailed Description

Recruitment and deployment of PIECs and technical advisers for the university were major causes of delays. For example, the PIECs only began conducting school support visits in August 2022 almost a year later than planned. Future projects should begin recruitment prior to effectiveness.

The release of funds for PIEC activities was lengthy, often delaying support visits to schools. After funds were utilized, the verification process involved the provincial education office finance officer, the MoET Finance Unit, and the Department of Finance, causing a 3–4-week delay before PIECs received their next allocation. Furthermore, the PIECs were often assigned other work by their managers.

Under component 3, the construction of the IERC/ECCE building faced significant delays due to internal procedural bottlenecks. These included prolonged finalization of the building design, obtaining government certification for procurement, and lengthy consultation processes involving key stakeholders for the design of an accessible facility. The MoET Facilities team's involvement in disaster response and recovery activities further delayed documentation preparation. The absence of the component 3 Coordinator compounded the delays.

Regarding cross-cutting issues, broader challenges also affected program implementation. Changes in government leadership and shifts in ministerial portfolios at the MoET executive level created additional pressures. Cyclones Kevin and Judy in March 2023 prompted a six-month State of Emergency, diverting resources and attention toward disaster response in affected provinces. Although the State of Emergency ended in September 2023, Cyclone Lola in October triggered renewed disaster response efforts, including travel bans and resource reallocation, further delaying program activities.

Grant Costs

Detailed Description

Key outputs Budget – LTD (USD) Actual – LTD (USD) Comments

Reading book 220,949.04 171,206.84 Primary - ECCE and Digital Books

School support visit 40,714.28 22,651.05 Operational costs - IE coordinators and school outreach

IERC construction & equipment 192,714.29 228,834.6 IERC and ECCE Building. Additional works required

Baseline/endline study 73,828.77 63,413.74 Include all MEAL activities

Teacher training specialist salary 301,208.99 326,962.92 Additional cost due to travelling costs for international lecturers

PIEC salary 196,856.99 245,338.03

The grant costs outlined for the key outputs represent the total expenditures incurred over the project's duration. Unit costs cannot be determined, as payments were made across different components and varied, except for fixed costs such as salaries.

Alignment and Harmonization

Detailed Description

The project collaborated closely with the Vanuatu Australia Education Support Program which is funded by the Government of Australia.

The project used government systems for financial management and procurement.

Partnerships

Detailed Description

Successful partnership with the Summer Institute of Linguistics and use of the Bloom global digital library and Bloom Reader app. The project has close relationships with local disabled persons organisations during implementation.

Use of Data and Evidence for Improvement

Detailed Description

The project contributed to the Joint Sector Review process and shared reports from M&E activities including the baseline report, distribution report, post-distribution monitoring report, and endline report. The project established a database of students with disabilities and collected and reported monthly data from the school support visits. The project was able to strengthen the use of KoboToolbox for data collection, including purchasing a license and conducting training for key officers.

The M&E Plan, tools and results framework were used extensively for components 1 and 2. The monitoring and evaluation of component 3 was limited to the output level (discussed previously).

Use of GPE Processes

Detailed Description

GPE processes were used throughout the grant's implementation, in line with Implementation Grants Policy. Specifically, all Program Revisions were completed in line with the policy, providing full visibility of any changes/issues to the LEG.

Sustainability and Grant Management

Sustainability

Detailed Description

The project's sustainability rating is SUBSTANTIAL.

In component 1, 74% of teachers reported they used the classroom libraries most or every day. The physical books are expected to last five years. The digital and accessible versions will be available for the foreseeable future and can be easily and freely downloaded, shared, reprinted and translated. These books are available in English, French and Bislama translations, with audio and large print versions.

In component 2, the Ministry was not allowed to add the PIECs to the payroll so the support visits to schools – although effective – have not continued. The Ministry has expressed a desire to continue inclusive education support when the economic conditions allow it. The tools, policy, sign language dictionary, new courses and use of the IERC will continue beyond the project.

In component 3, the new approved units and courses and ECCE training classroom will continue to be used beyond the life of the project.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

0

Detailed Description

Not applicable.

Management Performance

Level of Management Performance 5

Satisfactory (S)

Detailed Description

??The financial management of the grant has been satisfactory, supported by robust processes such as monthly Grant Management Committee meetings, which ensured close monitoring of expenditures and adherence to the approved budget. This enabled us to avoid over- or under-spending while also identifying cost-savings opportunities during implementation. These savings allowed us to effectively navigate a six-month no-cost extension, ensuring the continuation and completion of activities without financial strain. However, challenges arose in the timeliness of audit reporting. The requirement for all financial audits to be processed through the Auditor General's Office introduced delays, creating a bottleneck in the audit process. While this did not affect the financial integrity of the grant, it caused reporting delays and increased administrative pressure.?

Cofinancing (not related to the Multiplier)

Detailed Description

Not applicable.

Document Attachments

Tangible Outputs, Knowledge Products, and Results Framework

#	File Name	Document Type	Description
1	VAN GPE ESPIG Results Framework - Updated - 250211.xlsx	Results Framework	Results Framework
2	VAN GPE ESPIG C1 & C2 Endline Final Report - 241216 (1).pdf	Evaluation Report	Endline Final Report
2	VAN GPE ESPIG Lessons Learned Summary Report - 241216 (1).pdf	Evaluation Report	Lessons Learned Summary Report
2	VAN GPE ESPIG Completion Report - Final - 250218.docx	Knowledge Product	Completion Report in the Offline Template

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.

Annexes

Annex 1: List of Acronyms

Acronym	Description
CDU	Curriculum Development Unit
DFAT	Department of Foreign Affairs and Trade (Australia)
ECCE	Early Child Care and Education
EPSC	ESPIG Program Steering Committee
GoV	Government of Vanuatu
IEP	Individual Education Plan
IE	Inclusive Education
IERC	Inclusive Education Resource Centre
IPB	Implementation Plan and Budget
KG1	Morning Kindergarten (children aged 4 years)
KG2	Afternoon Kindergarten (children aged 5 years)
MEAL	Monitoring, Evaluation, Accountability and Learning
MoET	Ministry of Education and Training
NDMO	National Disaster Management Office
NUV	National University of Vanuatu
PIEC	Provincial Inclusive Education Coordinators
POM	Program Operations Manual
PRN	Program Revision Notification
PSU	Program Support Unit
SCA	Save the Children Australia
SOE	School of Education
SIL	Summer Institute of Linguistics
TOR	Terms of Reference
TC	Tropical Cyclone

VQA	Vanuatu Qualifications Authority
VITE	Vanuatu Institute of Teacher Education
VESP	Vanuatu Education Support System

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	Reading Books Distributed	138,987	100	Under Component 1, the Curriculum Development Unit (CDU) produced 150 new reading books for Early Childhood Care and Education (ECCE; 60 titles) and junior primary (Years 1-3; 90 titles). In 2023, 469 ECCE centres and 338 primary schools received classroom library boxes with a total of 138,987 physical books. The reading books were in Bislama (98,656 books), English (26,195 books), and French (14,136 books) and made available in digital and audio formats on SD cards (410 distributed), an online digital library (www.bloomlibrary.org/Vanuatu-Literacy-Nasara), and via the free Bloom Reader app.

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 in inclusive education, by sex and sub-sector	2,183	100	<p>Training in inclusive education.</p> <p>Total: 2183</p> <p>Male: 525</p> <p>Female: 1658</p> <p>ECCE total: 643</p> <p>Male: 86</p> <p>Female: 557</p> <p>Primary total: 1540</p> <p>Male: 439</p> <p>Female: 1101??</p>
2	Number of student teachers trained by sex, sub-sector, qualification and module	427	100	<p>Pre-service teacher education</p> <p>Total: 427</p> <p>Male: 126</p> <p>Female: 301</p> <p>Primary total: 195</p> <p>Male: 60</p> <p>Female: 135</p>

Secondary total: 232

Male: 66

Female: 166?

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of IERCs operational	1	100	1 classroom in the IERC/ECCE Center
2	ECCE unit operational	1	100	1 classroom in the IERC/ECCE Center

Annex 3: Variable Part Reporting Template (During Implementation)

No Data Available

Annex 4: Cumulative Beneficiary Children / Other Students 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 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:	7,875	28,214			36,089	100
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Of which, girls:	3,843	13,437			17,280	100
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Of which, children with a disability (optional):	2,359	8,633	614		11,606	100
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Of which, refugee children (optional):						
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Of which, internally displaced children (optional):						
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Of which, out-of-school children, in school age (optional):						
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Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):						
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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 High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-There were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

2 High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible- The project barely achieved or did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its objectives (intended outcomes).

3 The scale is as follows: Negligible – The component/objective did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its intended outcomes. Modest – The component/objective partly achieved (or is expected to partly achieve) its intended outcomes. Substantial – The component/objective almost fully achieved its intended outcomes or is likely to do so. High – The component/objective exceeded or fully achieved its intended outcomes or is likely to do so.

4 High-Efficiency exceeded expectations. Substantial- Efficiency was what would be expected in the sector. Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared to both the benefits (if any) and with recognized norms in the sector.

5 Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more grant outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more grant outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more grant outputs, but issues were resolved during the

grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.