OVERVIEW

Country:	Bhutan
Name of project this ESPIG is contributing to:	Education Sector Program Implementation Grant
Grant ID (if applicable):	Click to enter text.
Grant agent:	Save the Children USA
Grant effectiveness/start date:[2]	10/1/2018
Grant amount (original commitment):	$ 2,500,000
Timeframe examined in this report (from: month, day, year, to: month, day, year):	01.01.2021-12.31.2021
Date of report submission:	3/10/2022

PURPOSE AND INSTRUCTIONS

Purpose

This ESPIG Annual Progress Report seeks to:
- ✓ Assess and report on the **performance progress and achievements of the ESPIG for this reporting period**, to inform improvements in the implementation of the ESPIG to ensure that its intended aims are fulfilled.
- ✓ Share **lessons** to improve the ESPIG activities and priorities.
- ✓ Ensure **accountability** and **transparency** of the grant and its commitments.

Instructions

This template is to be completed by the grant agent, after consultation with the government and local education group. As per GPE's [ESPIG policy and guidelines](), the grant agent completes an ESPIG implementation progress report on a yearly basis. The 1st annual progress report should be submitted no later than 15 months from the grant start/effectiveness date. The 2nd annual progress report should be submitted 12 months after the submission of the 1st progress report. The 3rd annual progress report should be submitted another 12 months after submission of the 2nd progress report. And so forth.

The full report package consists of the following **deliverables**:
- ✓ Completed template (present form, including relevant annexes).
- ✓ Results framework and Variable Part data.
- ✓ Tangible outputs and knowledge products generated with ESPIG support, or stories of impact.
- ✓ Documentation of the explicit confirmation for Variable Part targets that have been reached this reporting period.

For co-financed grants, note that some sections in this template are about the entire project co-financed by GPE and other donor(s) and other sections are about the portion of the project that is financed by GPE's ESPIG. The term 'project' is used in the former case and 'grant' is used in the latter case.

Text should be concise and clear. You may add annexes if you wish to only display key text in the report. Overlapping contents may be referenced cross-sectionally to avoid repetitions. It is encouraged to think of the questions as an interdependent whole to build the project's story line. Some questions are self-reflective in nature and will necessitate using judgement inferred from triangulated quantitative/qualitative information and logical explanations.

---

[1] This template is for grants which employ project-type modalities, such as those categorized as 'stand-alone' (funding is solely from GPE) or 'project-pooled' (funding comes from GPE and other donor(s) to support a common project). For sector-pooled or budget support grants, please use another template (link to be added-currently not available).

[2] "Effectiveness" (start) date is considered as the date when the grant implementation has effectively started, marked by the occurrence of an event defined in the grant application.

Present evidence and data **disaggregated** by varied subgroups (at a minimum by sex, and by any other groups as feasible). Include a **gender and equity lens** in the narratives, as much as feasible. Evidence and findings should be placed back into the **national/sub-national context** of the country at the time of the review, for better unpacking the information.

The report should be submitted via email to **gpe_grant_submission@globalpartnership.org**, copying the coordinating agency and the GPE Secretariat country team lead. Following submission, the grant agent may be contacted by GPE Secretariat for additional information or clarification. The final report will be **publicly disclosed** after submission and review by the GPE Secretariat. Please reach out to your GPE Secretariat primary contact in case of questions.

LIST OF ACRONYMS

Please insert the list of acronyms used in this report, if any.

ACER	Australian Council for Educational Research
BCSEA	Bhutan Council for School Examinations and Assessment
BHU	Basic Health Unit
CA	Coordinating Agency
DEO	District Education Officers
ECCD	Early Childhood Care and Development
ECCD and SEN	Early Childhood Care and Development & Special Education Needs
EMO	Education Monitoring Officer
ESCM	Education Sector Coordination Meeting
ESPIG	Education Sector Program Implementation Grant
GA	Grant Agent
GNHC	Gross National Happiness Commission
GPE	Global Partnership for Education
ITA	International Technical Agency
LEG	Local Education Group
MCA	Maximum Country Allocation
MoE	Ministry of Education
NEA	National Education Assessment
NEAF	National Education Assessment Framework
NER	Net Enrollment Rate
ORC	Outreach Clinic
PCU	Program Coordination Unit
PPD	Policy and Planning Division
RGoB	Royal Government of Bhutan
SCUSA	Save the Children USA
SCI	Save the Children International
SEN	Special Education Needs
TEO	Thromde/ Municipality Education Officer
ToT	Training of Trainer
UNICEF	United Nation Children's Fund
USD	United States Dollar

I. IMPLEMENTATION PROGRESS

I.1 Overall project progress this reporting period

Choose a rating to indicate the **overall level of progress** this reporting period toward achieving the project's objective(s), taking into consideration: the progress of the individual project components/objectives and variable part, level of financial absorption, and management performance (i.e. project and financial management, procurement, monitoring/evaluation, financial reporting requirements, any other compliance requirements)	*Overall progress this reporting period*: Moderately Satisfactory[3]

Describe:

    (i)   Major **accomplishments** this reporting period.
    (ii) **Implementation challenges** or **delays** the project experienced this reporting period; the **reasons** behind these issues; how (well) these have been mitigated thus far; and what remains to be done by whom and by when to address the challenges.
    (iii) **Factors** that led to any upgrade/downgrade in the progress rating above, compared with the previous reporting period (if any).[4]
    (iv) Whether any progress was made in mitigating **previous reporting periods' challenges or delays** (if any).

i.   Major Accomplishments:
- Completion of 67 Early Childhood Care and Development (ECCD) Centers in 2021.
- A 120 in-service ECCD facilitators were enrolled in the 3-year Diploma course. Sixty (60) ECCD facilitators completed the 3-year Diploma course; the remaining 60 facilitators have completed Year 2 and will complete their third year in November 2022.
- The National Education Assessment (NEA) for Grade III was successfully conducted.

ii. Implementation Challenges or Delays:
a. Due to school closures in 2020, the NEA was postponed until 2021. The ESCM endorsed the change during the sixth meeting on July 23, 2020. The pilot and real National Education Assessments (NEA) were successfully conducted in 2021, and the finalization of the NEA report will now be completed in 2022. Based on this, the Grant Agent, LEG/ESCM reviewed the ESPIG grant, and agreed on the extension process. The LEG/ESCM endorsed extension and revised activity timeline was submitted to GPE. SC received formal approval on December 10, 2021. The grant end date is now December 31, 2022.

b. Basic training of facilitators could not be conducted for the facilitators of the 3rd and 4th Year. The ECCD and Special Education Needs (SEN) Division could not implement this activity as planned since the Human Resource Division of the MoE had not yet received formal approval for recruitment of ECCD facilitators from the Royal Civil Service Commission (RCSC). Approval is pending and discussions between MoE and RCSC are ongoing. The RCSC approval as of this report is still pending. This has resulted in 91 of the 182 centers

---

[3] See in **Annex 1** a decision tree to help determine an overall rating for implementation progress. Also, the scale is as follows: ***Highly Unsatisfactory* -** The grant has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. ***Unsatisfactory* -** The grant has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. ***Moderately Unsatisfactory*** - The grant has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely ***Moderately Satisfactory*** - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings. ***Satisfactory*** - The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings. ***Highly Satisfactory*** - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.

[4] Factors may include but are not limited to: **Grant management** (management arrangements, roles and responsibilities, etc.). **Grant supervision (**provided supervision during the implementation, including timely and proactive identification of issues and actions taken to address them, etc.). **Factors related to capacity** (institutional and organizational capacities, human resources related capacities and other issues that impact capacity, etc.)**. Financial management/Fiduciary Issues** (adequate procurement, financing, budgeting, and financial management mechanisms in place following the grant agents policies and procedures, etc.). **M&E** (quality of M&E arrangements, including M&E design, implementation, and utilization to inform grant management and decision making; issues related to data availability, etc.)**. Coordination, partnership and participatory processes** (principal project partners, their roles and engagement; information on frequency and reasons for consultations with the local education group during grant implementation, etc.). **External factors, factors beyond grant agent's control and unforeseen circumstances** (macroeconomic changes, conflict and instability, natural disasters, changes in government commitment and leadership, issues related to governance and politics, unforeseen technical and logistical difficulties, changes in project scope, etc.). **Any other challenges and constraints, and factors** contributing to problems or success in grant implementation.

supported by the ESPIG operating in 2021. The alternative modes used by a few of the centers was to place non-formal education instructors in completed centers until the recruited facilitators can be trained and placed at the centers.

c. The COVID-19 pandemic made it difficult to conduct on-site monitoring of the ECCD center construction/ renovation. Due to the school closures in 2020, the NEA for Grade III was postponed until 2021 and the subsequent finalization of the NEA report was postponed to 2022. Restrictions in movement due to COVID-19 resulted in the postponement or adaptation of activities such as the use of virtual modes.

For projects with an overall rating of 'Moderately Unsatisfactory" or below this reporting period:

Describe **priority actions planned for the following reporting period** to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period.

Click to enter text.

I.2 Project progress by component/objective

Provide in Annex 2 information on the **level of implementation progress for each project component/objective** this reporting period:

- Progress ratings, by component/objective.[5]
- Brief narrative on key activities undertaken and deliverables completed, by component/objective.

I.3 Progress on the variable part (if any)

If applicable, describe:

(i)   How well the Variable Part (VP) **strategies** have been and/or are on track to be implemented and whether **targets** have been and/or are on track to be reached within agreed timelines.

(ii)   How and when **verification** has been conducted for targets (expected to be) achieved during the reporting period.

In addition, please fill in the **VP Reporting Template** in Annex 3. In case of questions, the Secretariat may contact you within 6 weeks after receipt of the template. You may also submit the **Results Framework for the VP**, if there is one.

Lastly, attach **documentation** of the explicit confirmation that VP targets have been reached to allow (partial) disbursement (e.g., independent verification agent's report, document for validation of results by GA and/or LEG).

N/A

I.4 Lessons, innovative/promising practices

Indicate any emerging **lessons, successful practices**, **innovative interventions**, or **lesson,** in relation to the implementation of the grant/project during this reporting period.

1. Despite COVID-19 imposed lockdown and movement restrictions, the ECCD center construction/renovation for 2021 was completed on time. This is due to the district administration office's commissioning the work to community contractors and identifying structures that required minor rehabilitation. The completion of more ECCD centers than the targeted number was possible due to local government ownership and selection of sites needing minor renovation. Local government budget allocation in some districts and contribution of free community labor also helped reduce the construction/ rehabilitation cost.

2. An ECCD center construction/renovation status update template was developed for remote monitoring and shared with district and municipality education of all 20 districts, and four municipalities. Two rounds of information were collected to ascertain completion of the ECCD centers.

3. Remote capacity building for the Bhutan Council for School Examinations and Assessment (BCSEA) staff on the development of test items for SEN students was conducted by the University Sains Malaysia. Similarly, the Australian Council for Education Research (India) provided remote technical assistance to the BCSEA to build

---

[5] See in **Annex 1** a decision tree to help determine component/objective-level implementation progress ratings.

knowledge and skills required for completing all of the processes from NEAF development to conducting the NEA for Grade III.

I.5 Impact stories

This reporting period, have you identified any **stories of impact** of the project on beneficiaries which you would like to share with the GPE Secretariat communications team? If so, provide below or as an attachment. These stories will be featured on GPE communications materials and platforms, with attribution to the provider.

N/A

I.6 Tangible outputs and knowledge products

Attach the **tangible outputs and knowledge products** (e.g., evaluations, pilots, studies, etc.) generated through the support of the grant. Also, attach any **photos, videos, advocacy posters**, etc. as relevant, that can be showcased in GPE stories or blogs.

Attachment 1. Knowledge products and pictures
The folder contains the following:
  a. Pictures (this folder contains pictures form the pilot and real NEA)
  b. Knowledge products (this folder contains four documents that were developed for the pilot and real NEA, namely, (i) Final Test Administrator's Script for Pilot NEA 15.04.2021; (ii) Final Test Administrator's Manual for Pilot NEA 15.04.2021: (iii) Final-NEA-coding principles and guidelines-06-05-2021 and (iv) Final-Sampling Guidelines for NEA-Bhutan
  c. Video on the real NEA developed by BCSEA

II. FINANCIAL REPORTING AND GRANT MANAGEMENT

II.1 Financial reporting on GPE grant

| **Financial absorption rate**
Provide a financial absorption rate based on **cumulative expenditure**[6] expressed as a percentage of the approved budget[7] and a rating. | *Financial absorption rate:* 83% |
| | *Level of financial absorption:* Slightly Behind[8] |

If 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.

The grant end date was extended by nine months (until December 31, 2022).
In Component 1, the activities delayed in 2021 were basic training of ECCD facilitators, monitoring of centers by both the ECCD officials and the PPD (PMU) due to movement restrictions and in some part, the establishment of ECCD centers in the southern districts due to the pandemic restrictions.
In Component 2, the major shift of the NEA pilot and the real NEA both planned for 2020 but due to school closures moved to 2021. It is one of the major reasons for the underspent budget. While the expected change was communicated to GPE, due to the unpredictable nature of the pandemic and probability of school closures continuing in 2021, the formal application for extension was deferred to after Quarter 2 of 2022, and the situation based on if the pilot NEA could be conducted or not.

The partners have submitted realistic 2022 work plans, but some of the activities that include travel within the country

---

[6] '**Expenditure**' refers to the amount paid out by implementing partners or grant agents to third parties for services performed or goods delivered. It should not include commitments, which refers to the amount that implementing partners or grant agents have an obligation to pay based on signed contracts and following satisfactory contract performance.

[7] **Approved budget** refers to the version of the budget that has been approved by the GPE Board (or relevant committee/Secretariat in their delegated authorities) or the revised version of the budget that have been duly approved in accordance with the provisions for revisions specified in the ESPIG policy.

[8] **Off track** – cumulative absorption rate is less than 75%. **Slightly behind** – cumulative absorption rate is greater than or equal to 75% but less than 90%. **On track** – cumulative absorption rate is greater than or equal to 90%.

and trainings will still be impacted if the pandemic gets worse. To counter this and to plan efficiently for any unforeseen risks, SC will be developing and maintaining an adaptation plan with both components and tracking the activities closely.

Detailed activity explanations, and reasons for delays along with 2022 plan are in Attachment 2. Rationale for Extension.

Expenditures and budget are in Attachment 2.1. Standard Donor Financial Report.

Budget variance analysis for the current reporting period
Indicate below:

(i) Total approved budget for the current reporting period	(ii) Total expenditure for the current reporting period	(iii) Explanation for underspending or overspending in excess of 10%
USD 945,989.00	USD 516,750	The underspending for the year was due to delays in some of the activities such as trainings, meetings and monitoring due to movement restrictions and frequent lock downs. Another reason was some major activities were conducted at the close of the year such as center completion (Mostly in the affected southern areas) that are still ongoing and the conduct of the real NEA.

II.2 Management performance

Provide a rating to indicate the performance of the grant during implementation in terms of its **management** this reporting period. This includes financial, procurement, social/environmental safeguards, implementation arrangements, and other fiduciary management duties.	*Level of management performance:* Moderately Satisfactory[9]

Explain below how these management arrangements/duties have affected, positively or negatively, the implementation of the grant and its progress toward achieving results/outcomes. Note any management-related issues or shortcomings during the period under review, and how these have been/are being remediated. Why or why not?

NA

II.3 Revisions to the grant

This reporting period:	*In the next 12 months:*
This period, have there been any **revisions**[10] to the grant other than those submitted to the GPE Board or Secretariat for their approval?	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?

---

[9] *Highly Unsatisfactory* - Major shortcomings in grant performance management can limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. *Unsatisfactory* - Significant shortcomings in grant performance management can limit or jeopardize the achievement of one or more grant outputs and a resolution is uncertain. *Moderately Unsatisfactory* - Moderate shortcomings in grant performance management can limit or jeopardize the achievement of one or more grant outputs but a resolution is likely. *Moderately Satisfactory* – Grant performance management is supporting the grant to achieve most of its major outputs efficiently with moderate shortcomings. *Satisfactory* – Grant performance management is supporting the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. *Highly Satisfactory* – Grant performance management is supporting the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.

[10] Revisions to the project are regulated by the Policy on Education Sector Program Implementation Grants (https://www.globalpartnership.org/sites/default/files/document/file/2021-09-gpe-policy-education-sector-program-implementation-grants.pdf). The policy describes the approval process for different types of revisions. Mentioning a revision in the implementation report doesn't exonerate from following due process.

No	Unlikely[11]
If yes, please describe them below.	If 'Moderately Likely' or above, please explain below.
Click here to enter text.	Click here to enter text.

III. MONITORING DATA

III.1 Results framework indicator data

Provide the complete project's **Results Framework** in a separate annex or as an attachment. The Results Framework should include:
- ✓ Milestone, end-target, and baseline indicator values, by objective and component/subcomponent.
- ✓ Revised target values (if the original target value(s) were formally revised due to restructuring or changes during implementation).
- ✓ Status on the achievement against target values for the current year.
- ✓ Reasons for any underachievement//overachievement of indicators this reporting period.

Attachment 3. Results Framework

III.2 Global numbers data

Provide in Annex 4 the data related to GPE's **three global numbers** for this reporting period:
- ✓ Textbooks purchased and distributed
- ✓ Teachers trained
- ✓ Classrooms built or rehabilitated

III.3 Beneficiary children data

Provide in Annex 5 the data related to the number of children who **<u>directly:</u> participated in project activities, received project-supported incentives or services, or benefited from project interventions** this reporting period. If such data is not available, please explain the reasons why in the comment section in Annex 5.
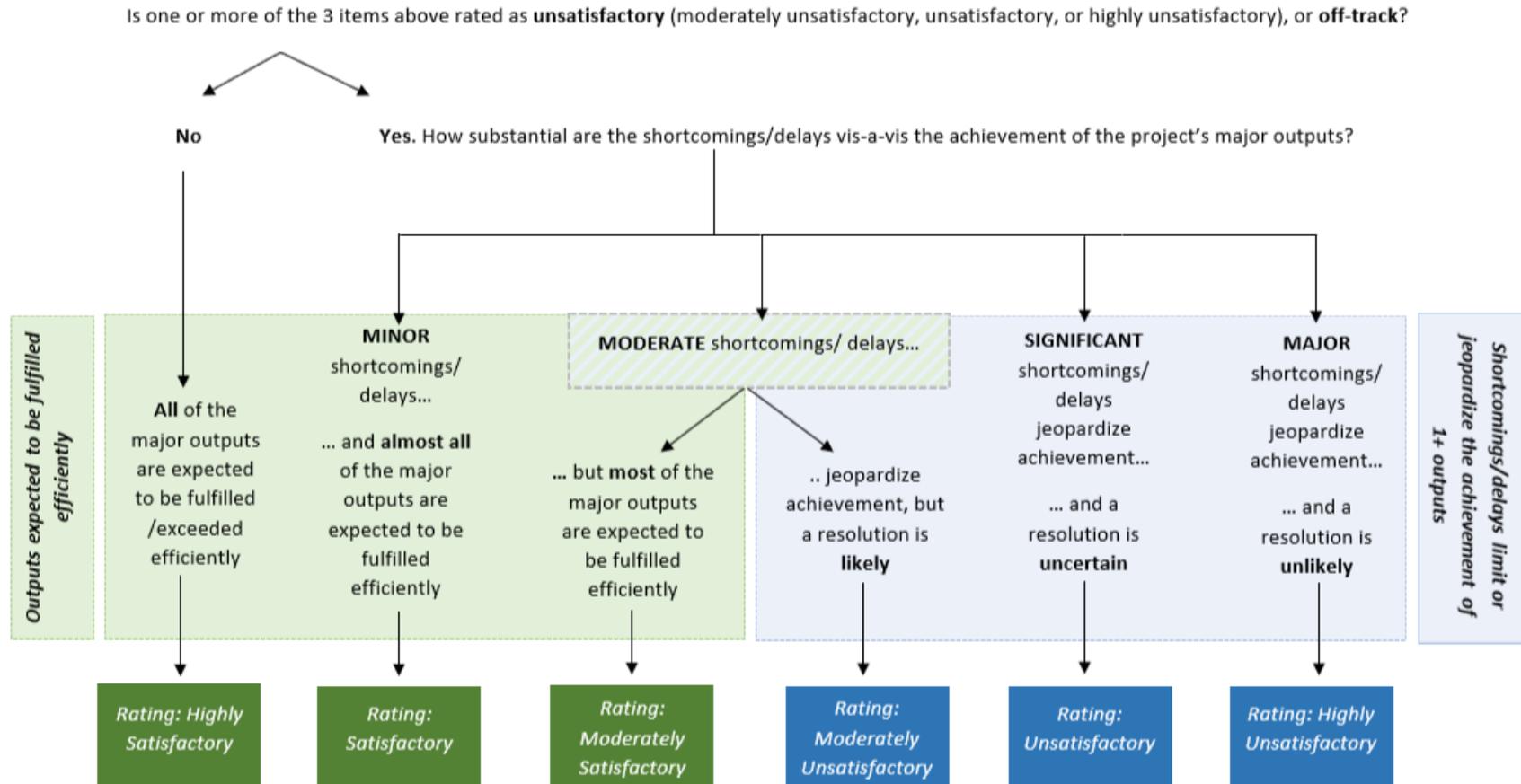
Also provide in the Annex the relevant disaggregated values by subgroups **at a minimum by sex.** If appropriate and available, provide disaggregated values by varied subgroups (children with a disability, refugee children, internally displaced children, out-of-school children, and children from marginalized ethno-cultural/ linguistic minorities) and by education level.

---

[11] ***Highly Unlikely*** – A request for revision is extremely unlikely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. ***Unlikely*** – A request for revision is unlikely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. ***Moderately Unlikely*** – A request for revision is somewhat unlikely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. ***Moderately Likely*** – A request for revision is somewhat likely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. ***Likely*** – A request for revision is likely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. ***Extremely Likely*** – A request for revision is extremely likely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months.

Annex 1: Decision Trees for <u>Overall</u> Progress Rating and <u>Component/Objective-level</u> Progress Ratings

DURING IMPLEMENTATION - The rating for **Overall Level of Progress** should reflect the current status and take the following 3 items into account:
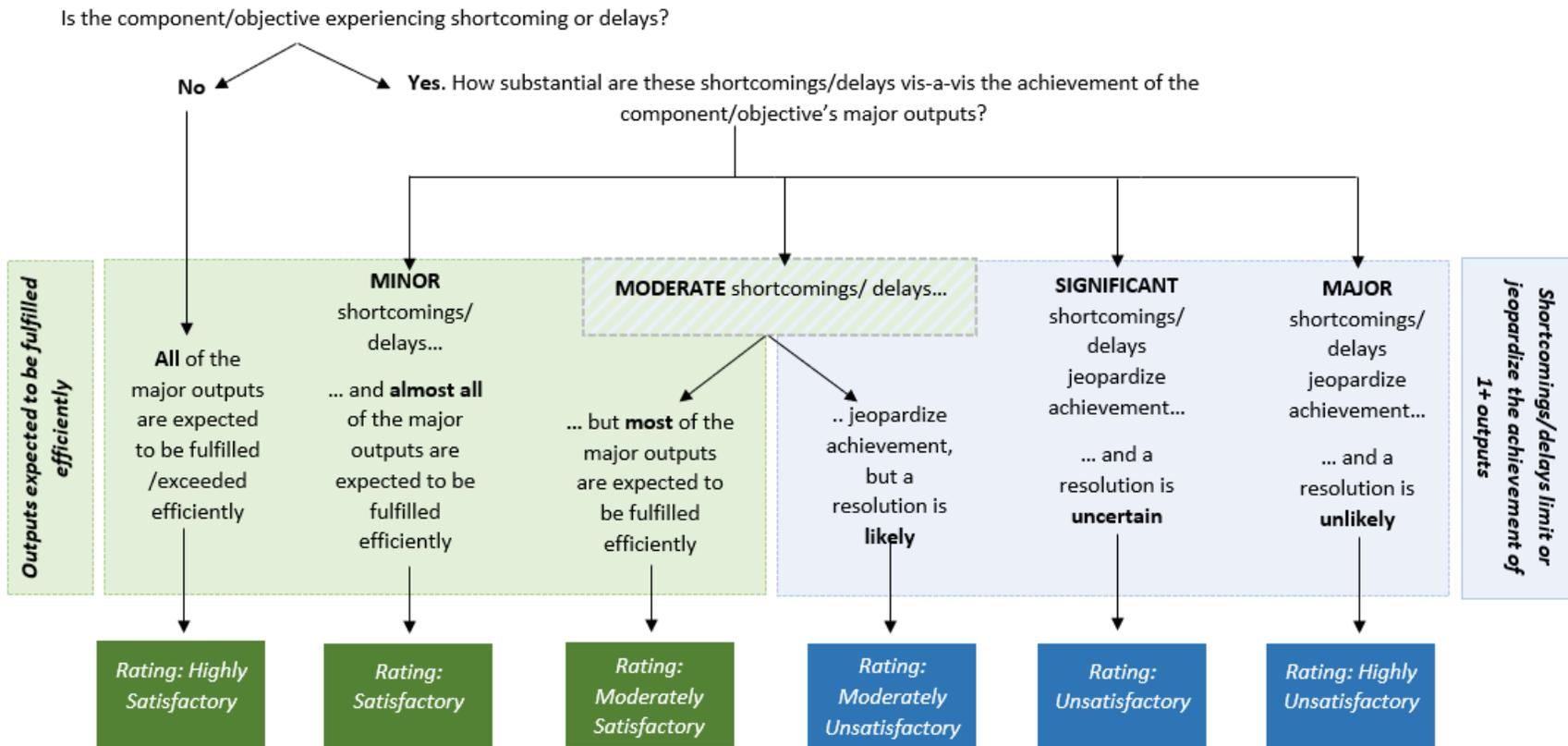- Component-level ratings and variable part progress (both included in this report)
- Level of financial absorption (included in this report)
- Management performance rating (included in this report; comprises: project and financial management, procurement, monitoring/evaluation, financial reporting requirements, any other compliance requirements)

Is one or more of the 3 items above rated as **unsatisfactory** (moderately unsatisfactory, unsatisfactory, or highly unsatisfactory), or **off-track**?

No

Yes. How substantial are the shortcomings/delays vis-a-vis the achievement of the project's major outputs?

Outputs expected to be fulfilled efficiently

Shortcomings/delays limit or jeopardize the achievement of 1+ outputs

MINOR shortcomings/ delays…

MODERATE shortcomings/ delays…

SIGNIFICANT shortcomings/ delays jeopardize achievement…

MAJOR shortcomings/ delays jeopardize achievement…

All of the major outputs are expected to be fulfilled /exceeded efficiently

… and **almost all** of the major outputs are expected to be fulfilled efficiently

… but **most** of the major outputs are expected to be fulfilled efficiently

.. jeopardize achievement, but a resolution is **likely**

… and a resolution is **uncertain**

… and a resolution is **unlikely**

Rating: Highly Satisfactory

Rating: Satisfactory

Rating: Moderately Satisfactory

Rating: Moderately Unsatisfactory

Rating: Unsatisfactory

Rating: Highly Unsatisfactory

(ii) Component/objective-level progress ratings

DURING IMPLEMENTATION - *The ratings for **Progress by Component/Objective** should reflect the current status of the grant's components/objectives as follows:*

- A separate progress rating is given to each component/objective of the grant.
- In case of grant revision, the rating should reflect the status of component after revision.
- The thinking pathway for establishing the component-level ratings is: (1) whether the component/objective is experiencing any shortcoming or delays; then (2) the extent to which these shortcomings/delays, if any, are jeopardizing the achievement of the component/objective's major outputs; and lastly, (3) the likelihood of resolution.
- Note that component/objective-level ratings are subsequently used to determine the rating for overall progress, for the reporting period.

Is the component/objective experiencing shortcoming or delays?

No ← → **Yes**. How substantial are these shortcomings/delays vis-a-vis the achievement of the component/objective's major outputs?

Outputs expected to be fulfilled efficiently

MINOR shortcomings/ delays…

MODERATE shortcomings/ delays…

SIGNIFICANT shortcomings/ delays jeopardize achievement…

MAJOR shortcomings/ delays jeopardize achievement…

Shortcomings/delays limit or jeopardize the achievement of 1+ outputs

All of the major outputs are expected to be fulfilled /exceeded efficiently

… and **almost all** of the major outputs are expected to be fulfilled efficiently

… but **most** of the major outputs are expected to be fulfilled efficiently

.. jeopardize achievement, but a resolution is **likely**

… and a resolution is **uncertain**

… and a resolution is **unlikely**

Rating: Highly Satisfactory

Rating: Satisfactory

Rating: Moderately Satisfactory

Rating: Moderately Unsatisfactory

Rating: Unsatisfactory

Rating: Highly Unsatisfactory

Annex 2: Project Implementation Progress, by Component/Objective

Implementation of the components/objectives of the project this reporting period		
Select a rating[12] to assess the **level of progress for each of the project's components/objectives,** in implementing the scheduled activities and fulfilling the project's planned outputs during this reporting period. Also briefly describe the **key activities undertaken and deliverables completed.**		
Component/objective	Level of progress this reporting period:	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:
Name of component/objective 1: Improve Access to and Quality of ECCD/ Enhance access and equity to ECCD program for children aged 3-5 (36-71 months)	Moderately Satisfactory	182 centers have been completed as of 2021 (34 centers in Year 1, 81 centers in Year 2 and 67 centers in Year 3). Of the 182 centers, 76 are new construction and 106 are renovations of existing structures. Of the 106 renovated centers, 40 were existing school structures, 25 were existing ORCs, 2 were existing BHUs, 25 were existing community structures and 14 were other existing structures). 109 centers provided information on access. The attached table has the categorization details. Seven are in Urban areas; 16 in semi-urban; 42 in rural; 30 in remote and 14 in difficult categories of accessibility. The information on center status was collected through email correspondence, which was a good test for virtual information collection. The first virtual information collection sheet was distributed in May via email and with constant follow up, the data was received by July-August. The sheet was updated using information received and was emailed for updates in September and with follow up, the information was received by late December and some in January and February. The plan for the GA based on the lessons from the virtual/email data collection is to use telephone, Zoom calls and physical visits (when allowed and possible) in 2022. The data validation and finalization of the status sheet will continued in 2022. Attachment 4: Remote Monitoring ECCD Status Sheet

---

[12] See in **Annex 1** a decision tree to help determine implementation progress ratings at the component/objective level. Also, the scale is as follows: ***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.

		91 ESPIG-supported ECCD centers were operational in 2021. 1,607 (796 boys and 807 girls) children were enrolled in the centers in 2021.
Name of component/objective 2: Improve Access to and Quality of ECCD/ Enhance quality of ECCD program.	Moderately Satisfactory	120 in-service ECCD facilitators were enrolled in the diploma program. They were identified by the District Education Officers/Thromde/ Municipality Education Officer (DEOs/TEOs) on merit basis using existing eligibility criteria. 60 have completed the 3-year course as of November 2021. 60 remaining facilitators will complete their course in November 2022. Two forms of assessments are in the program, continuous assessment and semester end examinations. To pass a module a student must obtain a minimum of 50% overall on both the continuous assessment and semester end examination. However, students must obtain a minimum of 40% each in continuous assessment and semester end examinations to pass or be promoted to the next semester. The program strengths are reflected in the modules: they are practical, relevant, hands-on, and require the facilitators to plan, execute and reflect on the activities thereby promoting reflective practices among facilitators. The college found ways to monitor and provide face-to-face support to the ECCD diploma students while they practice in their centers. All facilitators supported by the project passed and have been promoted to the next semester. To monitor and ensure quality of the diploma program, an external examiner with relevant work experience and knowledge was appointed. The external examiner appointed for the term 2020-2022 is Ms. Thinley Wangmo, proprietor of Shari ECCD Centre. She evaluated the semester plan and module delivery during the academic year by observing the classroom sessions, reviewing student work and observing assessments in progress. She checked to ensure the semester end-examination papers were set according to the contents covered, the answer scripts and final marks moderated among the module tutors. After completion of the assessment, Ms. Wangmo wrote and submitted a report with recommendations to the college for follow up. There were no major findings from the external examiners assessment for January 2021- January 2022. Based on her report, recommendations included enhancement in quality, change in focus of some modules, increase in duration of the residential course and inclusion of some modules in earlier sessions than is being provided. The findings/ observations and recommendations are in Attachment 5: External Examiners Report.

| Name of component/objective 3: Enhance National Assessment System to Improve Learning Outcomes | Satisfactory | ACER India continued supporting the BCSEA to build capacities at national and sub-national levels for effective NEAF implementation. Due to the COVID-19 pandemic, the officials could not come to Bhutan for face-to -face support but they provided TA remotely. The agreement with ACER India is extended until October 31, 2022. Details of the points of amendment and the discussion on the changes are Attachment 6: In-house Minutes of Meeting

ACER India continued supporting the BCSEA by conducting the pilot and real/ main NEA. Attached are the quarterly reports submitted by ACER India.
Attachment 7. ACER Quarterly report No. 9
Attachment 7.1. ACER Quarterly report No. 10
Attachment 7.2. ACER Quarterly report No. 11

A list of the trainings conducted in 2021 is provided below along with attachments of the reports:
- From May 3-7, 2021, a training on proof reading, panelling and finalization of cognitive instruments, background questionnaires, model answers and coding/marking scheme for pilot NEA survey. Five officials attended. Training objectives and decisions are in Attachment 8: Workshop Report 3-7 May 2021

- From May 13-20, 2021, a training on the development of sampling manual for NEA second stage. Objectives and the sampling exercise step-by-step guidelines are in Attachment 9: Workshop Report 13-20 May 2021

- From June 1-4, 2021, National Education assessment (pilot and real) conducted for Grade III Training of Trainers. Sixteen test administrators participated. Training objectives included orienting, familiarizing and equipping the Test Administrators on how to conduct the pilot NEA Survey with the two tools: i) Test Administrator's Manual and ii) Test Script manual, so uniform test conditions would be applied across all the sample schools. 45 schools were sampled from 8 districts and approximately 20-25 (equal number of boys and girls) children in Grade 4 from each school were in the sample group from each school. The BCSEA conducted a half day meeting to collect the observations from the test administrators and to document the lessons. The half-day meeting minutes are in Attachment 10: Minutes of 30 June meeting

 From September 1-10, 2021, a 10-day Item Coding and Data Punching |

| | | workshop. Twenty-one officials from AMD, SED, ICT and an IT consultant participated of which 7 were female and 14 were male. Workshop objectives and outcomes are in Attachment 11: Data Coding Workshop Report

From October 11-12, 2021, a 2-day virtual national capacity-building workshop on the development of test items for students with special educational needs at the Royal Thimphu College. 27 participants from BCSEA, MOE, teachers from SEN schools participated of which 10 were female and 17 were male. Training details are in Attachment 12: Report for National Capacity Building for SEN in NEA System.

From November 18-19, 2021, to prepare for the nationwide NEA, the BCSEA trained Test Administrators. The face-to-face training took place from November 15-17 while the virtual training was November 18-19. 100 Test Administrators participated. Training objectives were to build the capacity of participants in administrating the main NEA survey in the sampled schools following the principles and processes and steps detailed in the Test Administrator's Manual and the Test Administrator's Script. From November 25 – December 15, 2021, the BCSEA conducted the real/ main National Education Assessment for Grade III. The NEA was conducted in 20 dzongkhags and four municipalities, 184 schools (including schools with SEN programs) with a representative sample of 4,685 students (including students with disabilities) from Grade III were administered the NEA.
Attachment 13. Finalization of test instruments for Dzongkha and Background Questionnaires
Attachment 14. Test Administrators Training Report
Attachment 15. Report on Conduct of the real NEA Nov. – Dec. 2021 |
| Name of component/objective 4: Click here to enter text. | Select a rating. | Click here to enter text. |

(Add or remove components/objectives as needed.)

Annex 3: Variable Part Reporting Template (During Implementation)

Reporting period: from [Month/Year] to [Month/Year]								
Indicator	**Baseline**	**Target for reporting period**	**Achievement for reporting period**	**Disbursement for reporting period**		**Cumulative disbursement**		**Evidence of achievements* (e.g., independent verification report) and request for payout** * please note such evidence in this table and attach relevant documents
				Actual amount disbursed (in US$ / €)	**Proportion (%) of actual amount disbursed to the planned allocation for the reporting period**	**Actual amount disbursed (in US$ / €)**	**Proportion (%) of cumulative amount disbursed to the total allocation for the given VP indicator**	
[Equity] Level of progress this reporting period: Select a rating.								
1)…								
2)…								
3)…								
[Learning] Level of progress this reporting period: Select a rating.								
1)…								
2)…								
3)…								
[Efficiency] Level of progress this reporting period: Select a rating.								
1)…								
2)…								
3)…								

(Add or remove rows as needed.)

Annex 4: Global Numbers Reporting Template[13]

GPE Indicators	Indicator name(s) as in the Program Document and Application Form	ACTUAL Number Achieved (during this reporting period) • Please report the status in numbers, no percentages or ratios *For cofinanced project, please provide the number for the entire project. GPE Secretariat will prorate it in accordance with the proportion of GPE contribution to the entire project amount.	Comments
Textbooks purchased and distributed	1) N/A		
Teachers trained	1) Number of ECCD facilitators enrolled in 3-year ECCD diploma program	60	60 ECCD in-service facilitators have completed the 3-year diploma course in November 2021, the remaining 60 ECCD facilitators will complete the course in November 2022
Classrooms built or rehabilitated	1) Number of ECCD Centers established	67	Cumulative achievement for the whole grant period including reporting period is 182 centers. During 2021, (Jan-Dec) 67 centers were completed. Each center would have one classroom where facilitators hold ECCD programs.

Annex 5: Beneficiary Children Reporting Template

Beneficiary children data

General Instructions:

1) Starting from FY21, only the actual Global Numbers achieved during a reporting period are required; No Annual targets will be requested onward.

2) If the ESPIG does not include any or all global number(s), insert 'not applicable' in the appropriate text box(es).

3) If an indicator is measured as a percentage, please provide the **numeric values** that were used to calculate the percentage. If these numbers are not available, please provide the percentage and make a note of it in the comments box

GPE's Definitions:

Textbooks purchased and distributed. This indicator tracks the number of school textbooks that were purchased and distributed through GPE's ESPIGs during a reporting period. "Textbooks" are books designed for instructing pupils in specific subject areas, including books described as 'learning material.' They exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides/kits). In cases where books are designated both as books for use by teachers and as books designed for instructing pupils, the books will be considered textbooks for the purpose of this indicator. The data refer to textbooks that have been "distributed" to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks can include textbooks in stock but not currently in use by pupils.

Teachers trained. This indicator tracks the number of teachers who received and completed formal training, according to national standards through GPE's ESPIGs during the reporting period. "Teachers" comprise professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel. "Training" refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively.

Classrooms built or rehabilitated. This indicator tracks the number of classrooms that were built and/or rehabilitated through GPE's ESPIGs during the reporting period. In the context of this indicator, "Classrooms" comprise rooms in which teaching and learning activities can take place. They are semi-permanent or permanent physical structures and may or may not be located in a school. The term 'rehabilitated' may be interpreted differently in different contexts and may be subject to different standards. Therefore, judgement will be exercised to ascertain whether or not a rehabilitated structure (class, school building, etc.) is in accordance with national or other standards that are acceptable and to the satisfaction of the implementing entity. In general, this term means that the structure (class, building, etc.) has been renovated, either fully or partially, implying that the structure is brought up to code.

Note: 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.

Reporting period: from [January 2021] to [December 2021]				

For this reporting period, provide the 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**. **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. 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 use their own methods for counting beneficiary children.[14]

NOTE:
If the ESPIG is co-financed, enter the numbers for the entire project.

	Pre-primary (optional)	Primary (optional)	Lower secondary (optional)	**Total**
Number of children who directly benefited from the project this reporting period:	1,607	5,585	Enter number	7,192
Of which, girls:	807	2,793	Enter number	3,600
Of which, children with a disability (optional):	Enter number	22	Enter number	22
Of which, refugee children (optional):	Enter number	Enter number	Enter number	Enter number
Of which, internally displaced children (optional):	Enter number	Enter number	Enter number	Enter number
Of which, out-of-school children, in school age (optional):	Enter number	Enter number	Enter number	Enter number
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):	Enter number	Enter number	Enter number	Enter number

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.

In the Bhutanese Education System, pre-primary children are those who are enrolled in formal schooling. The GPE Project targeted children 3-5 years of age enrolled in ECCD centers reaching 1,607 (796 boys and 807 girls) children. Since there is no separate column for ECCD age beneficiary, the ECCD aged beneficiaries have been added in the pre-primary column.

---

[14] Widely accepted definitions of these subgroups are provided for reference only, as we acknowledge that descriptions and criteria for measuring subgroups are context-dependent: **Girls**: School-age female child and adolescents. **Children with a disability**: Children with impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. **Refugee children**: School-age children who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. **Internally displaced children**: who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. **Out-of-school children**: School-aged children who are not enrolled in or attending schools. OOSC encompass both dropouts and children who have never attended school. This second group can either be late entrants, or children who will never attend school. **Children from marginalized ethno-cultural/linguistic minorities**: School-age children from a group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess linguistic characteristics differing from those of the rest of the population; from a group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic characteristics differing from those of the rest of the population.