

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Bolivia	GPE0000920	SCG	06/01/2023
Grant Amount	Timeframe Examined in this Report		Date of Report Submission
1,100,000 (USD)	From Date	To Date	09/01/2025
	06/25/2024	06/29/2025	

Area(s) and activity group(s) covered by grant

- Window 1: Strengthen gender-responsive planning and policy development for system-wide impact**
- System diagnostics, compact development and education sector analyses
 - Gender-responsive sector planning, including operational planning and budgeting
 - Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
 - Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions
- Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale**
- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
 - Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
 - Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period 1	Previous Rating
Moderately Satisfactory (MS)	Moderately Satisfactory (MS)

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

UNICEF, as the managing agency, in collaboration with the Bolivian Ministry of Education, is currently implementing the project "Strengthening Institutional Capacities for the Formulation, Implementation, and Evaluation of Education Policies," which runs from June 1, 2023, to December 31, 2025 (including an extension of the closing date, initially scheduled for June 30, 2025).

The following are some of the major achievements within the framework of the grant's activities and results.

Within the first component, "Strengthening Medium-Term Strategic Planning Processes," one of the most important achievements was the creation of a vision of the future of education in Bolivia through 2030, a participatory process based on diagnostic studies of the sector. This vision will be consolidated in a plan that represents all stakeholders in the sector, articulated at the subnational level, and aligned with the

Sustainable Development Goals (SDGs).

In the second component, the Education Sector's information systems are currently in the process of consolidation, and the digital architecture for migrating to a microservices system is being designed. This will allow for the integration of the Ministry's new information system modules (Teacher Training, Alternative Education, Higher Education) and organized by type: operational, managerial, and policy, as well as by management level: central, departmental, district, and by school. Likewise, the information and system to guarantee the interoperability between different systems have been developed; that is, the system was structured based on modular educational information subsystems, the results of which will be detailed in Annex 2.

Given the administrative and bureaucratic burden involved in implementing various public policy actions within the framework of the current procedural structure, a significant investment is required from the limited resources available, both in terms of time and personnel. Within component three, standardization and optimization of processes related to operational management of sectoral policies was initiated to ensure the quality of interventions without compromising compliance with the results established in public policies for the benefit of the education system and key educational stakeholders such as teachers and students.

Finally, within component four, which is geared towards strengthening institutional capacity, there have been some delays in implementation. Despite the advances in the first component, many of its products are yet to be finalized; these elements are intended to act as core content for technical staff training sessions, at both the central and departmental levels of the Education System. Public policy management requires specific skills, ranging from information management to managerial competencies. Therefore, during the remaining period (until the grant closes), the design and implementation of training courses is planned for authorities and technical staff of the Ministry of Education and the Departmental Education Directorates. These courses will be delivered both in person and virtually. However, the educational materials (physical and digital) and the interactive software application will be incorporated into future training processes, ensuring that authorities and staff acquire solid competencies in educational planning and public management in education.

As previously reported, when the funds became available in mid-2023, it was impossible to begin implementation because the planning phase with the Ministry of Education had closed and the 2023 work plans were already in full swing. As a result, the development of the GPE work plan set the start of activities for 2024. In this regard, following the signature of the 2024 Work Plan between UNICEF and the Ministry of Education, the funds were transferred, thus initiating implementation within the framework of the proposed activities and outcomes. However, during that year, the National Education Congress was held, taking a significant toll on the planning staff within the education sector at all levels. This represented an opportunity and a milestone for the education sector, but unfortunately, it had a negative impact on the pace of implementation of the GPE grant, as the Ministry of Education's highest priority was this major educational event.

This slowing of project implementation created a significant challenge for 2025 activities. A 2025 work plan was established in advance and signed by UNICEF and the Ministry of Education in December of 2024. This allowed activity implementation to begin in February of this year, and the planned activities have continued despite recent presidential elections and impending changes in government in November. As a mitigation measure, during this reporting period, a request was made for an extension of the grant closing date, initially scheduled for June 30, 2025. This request was accepted, and the grant was extended through December 31, 2025.

Grant Implementation Progress, by Grant Window		
Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	Moderately Satisfactory (MS)
Detailed Description:		

COMPONENT 1: Strengthening medium-term strategic planning processes

1.1. Education Sector Plan through 2030, including the preparation of a participatory sectoral assessment.

The subsystem and educational level assessments have been developed within the framework of the Plurinational Education Congress. The assessment and results of the Plurinational Education Congress are being systematized.

The evaluation of the 2021-2025 five-year period has been completed, based on the 2021-2025 PDES indicators and the sectoral assessment, within the framework established by Law No. 777.

Based on the diagnosis prepared within the framework of the Plurinational Education Congress, the assessment was strengthened in accordance with the methodological guidelines for the formulation of medium-term plans, integrating educational indicators and articulating the structure of the strategic framework for the Education Sector, including the overall goal, which is the right to a high-quality education. The diagnostic document also incorporates the main proposals, demands, and projections emerging from the Plurinational Education Congress, serving as key inputs guiding decision-making, the design of public policies, and strategic planning for the sector.

The Facilitating Factors Questionnaire and the Preliminary Proposal for the Country Compact (Partnership Pact) are available and will contribute to achieving priority reform in the Regular Education System, as well as helping to analyze when the conditions will be favorable for the transformation of the system.

1.2. Strategic territorial management system for the Education Sector, designed and implemented.

A planning management tool was developed so that Departmental Education Directorates (DDE) and District Education Directorates can adjust their Institutional Management Projects (PGI), ensuring alignment with sectoral policy and management based on statistics and indicators. A methodological guide for its use is also available. The scope of these tools will be extended to the level of school authorities. Regulations are being drafted for ministerial resolution, approval, and implementation.

The preparation of the document "Methodological-Conceptual Guidelines for Planning in the Education Sector" is in its final stages. This document constitutes an essential tool for guiding and articulating long-, medium-, and short-term strategic sectoral planning, considering the different stakeholders in the sector and ensuring the effectiveness and comprehensiveness of actions.

Regarding the adjustment of the PGIs, the Departmental Education Directorates (DDE) have been provided with the necessary input for this process, and work is currently underway to improve the "Methodological Guide for the Adjustment of the PGIs," which seeks to standardize criteria and procedures for each territorial level. This adjustment is being made considering the feedback obtained from users through workshops in each of the nine departments.

1.3. Overview document on progress in the implementation of the Education Law prepared.

Working documents used to debate and analyze educational policy guidelines for the Plurinational Education System during the Plurinational Education Congress.

The conclusions document of the Plurinational Education Congress is available, strengthening the educational information system and condensing educational policy proposals to produce evidence that will aid appropriate decision-making.

The Bolivia SDG4 Educational Atlas is still being developed. This teaching tool will provide historical, geographic, and other information through maps, graphs, and illustrations to facilitate the understanding of

thematic concepts in a visual and structured manner. This will assist in the analysis of the educational situation and, consequently, in decision-making at each management level.

1.4. A system for monitoring, control, and evaluation of planning at all levels (linked to the Ministry of Planning and Development's (MPD) system, with a module for monitoring sectoral and multisectoral policies and international cooperation interventions) has been developed and implemented.

A theoretical and methodological document was developed to define the strategic framework for the Education Sector, which integrates the various products related to strategic planning. Based on this document, the conceptual design of the planning monitoring and control system will be carried out.

The strategic framework for the Education Sector is in place, and will be part of the methodological guidelines for planning.

The strategic planning matrix for the education sector is currently being developed.

Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Moderately Satisfactory (MS)	Moderately Satisfactory (MS)

Detailed Description:

COMPONENT 2: Consolidation of the Education Sector's Educational Information Systems

2.1. Modular information subsystem for regular education designed, developed, and implemented.

First version of the Pre-Feasibility Study for the Digitization of Handwritten Student Records.

Proposed framework and model based on Artificial Intelligence (AI) constructed for establishing governmental indicators for reading and writing in the education system, through the evaluation of texts produced by students.

Initial design of the AI-based model for predicting school dropouts.

Web report of students who do not attend classes designed, developed, and implemented; weekly reports are currently generated.

2.2. Modular information subsystem for Higher Education and Vocational Training designed, developed, and implemented.

The first proposal for educational indicators for Matrix A of the Technical and Technological Training and Artistic Training areas has been published, along with a glossary of terms and educational trajectories.

Diagnostics by subsystem and educational area have been developed within the framework of the Plurinational Education Congress.

Working documents are available, which were used to debate and analyze educational policy guidelines for the Plurinational Education System during the Plurinational Education Congress.

A glossary of terminological definitions, in its agreed version, is subject to updating during the indicator formulation process.

Student trajectory flows for the educational field constructed as a guide for formulating indicators.

Initial proposal for student statuses (final, intermediate, and transitional) developed.

A matrix of agreed-upon indicators for the field constructed.

Diagnosis of the administrative record completed.

2.3. Modular information subsystem for Alternative and Special Education designed, developed, and implemented.

Glossary of terminological definitions in its agreed-upon version, subject to updating during the indicator formulation process.

List of acronyms developed.

Student trajectory flows for the field developed as a guide for formulating indicators.

Initial proposal for student statuses (final, intermediate, and transitional) developed.

Dictionary with initial syntax for statuses developed, allowing for testing.

Matrix of agreed-upon indicators for the field developed.

2.4 Technological structure of the Ministry of Education improved.

The server acquisition process was not completed because the purchase could not be formalized with any company due to the impact of the current economic situation in Bolivia (shortages and high dollar exchange rates). Together with the technical team, the technical specifications for the purchase of a server appropriate for the current economic situation were redrafted, and approval was sought from the relevant authorities. This technological equipment is very important, as it will improve the capacity of the Ministry of Education's data center, where information from the various modular information subsystems and information generated by the various computer applications will be stored and managed.

Supplies and accessories such as desktop computers and laptops were purchased to support the activities of the General Directorate of Planning (DGP) staff.

2.5 Ministry of Education achievement information system designed, developed, and implemented.

Development of operating system - Digital Baccalaureate Diploma project.

* Creation of a frontend demo for generating diploma templates and exporting them to PDF and JPG formats.

* Creation of an unattended worker for batch exporting and storing diploma templates.

* Creation of a data query backend for diploma generation.

COMPONENT 3: Standardization and optimization of processes related to operational management and sectoral policies

3.1. Consolidated Administrative Management System, which includes the automation of the various administrative processes for the execution of interventions (bonuses, Olympics, etc.).

Eight procedures comprising the "Juancito Pinto" Bonus delivery process were identified, and operational optimizations that reduce manual activities were proposed.

Diagnosis of the current situation for the design of an Educational Quality Management Model.

Optimized and standardized procedure for high school diploma issuance.

Actions were carried out to coordinate, review, and optimize key Ministry of Education procedures, including:

- Procedures for issuing the "Juancito Pinto" Bonus, applying a digital signature through the "Document Management" system provided by the Agency for the Development a Bolivian Information Society (ADSIB), which is the entity responsible for the exclusive registration of Internet domains with the extension assigned to Bolivia (.bo) and its different categories.
- Procedure for the Issuance and Awarding of Digital High School Diplomas with a Digital Signature, coordinating the design of the procedure that allows for the automation and development of the computer system for application at different levels, from the Central level to the Educational Units.
- Analysis, review, and layout of the Annual Operating Plan (AOP) Formulation Procedure, based on a survey of activities carried out by the participants in the procedure.
- Evaluation and improvement of contracting procedures in their various forms: "Minor," "ANPE," "Public Tender," "Disaster/Emergency," and "Direct Contracting of Goods, Services, Consulting, and Actions."
- Design of the procedure for the "Issuance of Digital High School Diploma Certification" through the implementation of a customer service platform, integration with a payment gateway, and implementation of digital signatures.
- Coordination for the delivery of the SIAP System to 13 of the 19 entities under the supervision of the Ministry of Education.
- Review of the procedures for the "Registration and Monitoring of Public Investment Projects or Programs" and "Modification of Public Investment Projects or Programs."

Actions were carried out to optimize and systematize the Ministry of Education's administrative processes, including:

- Simulation testing of the "Juancito Pinto" Bonus management and delivery process using digital signatures in the test environment of the ADSIB Document Management system.
- Transcription and adaptation of the "Manual of Processes and Procedures for the Management and Delivery of the "Juancito Pinto" Bonus (8 procedures), according to the formats required by the Ministry of Education.
- Mapping, analysis, and layout of current and optimized procedures for the "Registration, Monitoring, and Modification of Public Investment Projects or Programs," with the goal of improving operating times and simplifying steps.
- Preparation of technical reports on reducing bureaucracy actions, providing ongoing assistance and ensuring compliance with ministerial guidelines.

Progress was made in the development of technological tools for the implementation of optimized procedures, including:

- Configuration adjustments, source code analysis, integration testing, and validation for the transfer of the SIAP System to 13 of the 19 entities under the supervision of the Ministry of Education, based on delivery records.

- Coordination and development of the operating system for issuing high school diplomas with digital signatures, including the installation of the digital signature module on a test server and the configuration of automated scripts for efficient deployments.
- Creation of an intermediary service to securely channel digital signature requests to the "Jacubitus" system.
- Technical coordination with ADSIB to ensure the proper integration of the Document Management Service (DMS).
- Preparation of technical specifications for the acquisition of a server that meets the current requirements of ongoing projects.

The optimized procedure for the "Issuance and Awarding of Digital Baccalaureate Diplomas with Digital Signatures" was documented. The project was approved and coordinated. The process for mass digital signatures was optimized. Authorization was processed for its implementation in 2025. The process for signing the Interinstitutional Agreement with ADSIB to integrate digital signatures into the Ministry of Education's operations was completed.

Together, these activities will strengthen operational efficiency, transparency, and the digitalization of administrative processes at the Ministry of Education.

3.2. Operational and administrative processes and procedures for prioritized interventions have been reviewed, updated, and optimized.

The Affidavit was analyzed, structured, and designed, ensuring that all information was correctly presented in the final PDF, considering special cases such as long names or atypical text, and designing tables, locations, and text styles to ensure a clear, organized, and functional format.

The technical module of the Digital Baccalaureate Diploma was developed and configured, adapting an existing project to enable efficient digital issuance. The PDF format was designed, defining the content structure and ensuring automatic generation of the diploma based on the student's data.

The operating system for the Digital Baccalaureate Diploma was developed, including Docker installation and configuration of the testing environment, requirements analysis and validation, navigation and interface design in Figma, CI/CD implementation with GitLab, frontend and backend adaptation, frontend layout based on the prototype, and development of the interface for the School Director role with the dashboard and corresponding functionalities.

Administrative and operational procedures were mapped and analyzed, including the "Issuance of Certified Photocopies" and "Digital Certification of High School Diplomas," as well as the development of a project for implementation in the Departmental Education Directorates.

The procedures for "Minor Contracting," "National Support for Production and Employment (ANPE)," "Public Tendering," "Disaster or Emergency Contracting," and "Direct Contracting of Goods, Services, Consulting, and Actions" were designed and optimized.

COMPONENT 4: Strengthening Institutional Capacities

4.1 Capacity-building program for educational planning and public policy management in the Ministry of Education and Departmental and District Education Directorates, developed and implemented.

No progress was made. The achievement of this output depends on the implementation of the outputs within component 1, strategic planning, which will become training content for Plurinational Education System personnel, both at the central and departmental levels.

Significant progress was made in the implementation of the Work Plan, despite external difficulties such as rising prices for imported goods, which delayed the process of acquiring key equipment, such as the server and other technological components necessary to achieve products in accordance with the project guidelines. The education diagnostics conducted within the framework of the Plurinational Congress on Education show that one of the main challenges facing the education system is the weakness in students' reading and writing skills. Therefore, addressing this problem through the use of Artificial Intelligence (AI) is considered innovative and a priority. This is done by providing students with free self-learning tools that will allow them to improve their skills and reduce the educational gap. This will also allow teachers to rethink their curriculum planning and revise their teaching strategies based on the learning needs of each student. Another important innovation is the introduction of AI into educational management. The development of AI-based educational technology will help sustainably address the structural needs of the Bolivian education system. Additionally, an early warning module for dropouts and educational gaps is being developed.

Impact stories

The work so far has been largely dedicated to the creation of products that will be useful to improve planning processes but have not yet reached the final intended users. Impact stories are therefore not available yet.

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

#	File Name	Document Type	Description
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
1,177,000	972,308.37	82.61	Slightly Behind

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.

It is important to mention that the reported implementation level of 82.6% is the one shown in UNICEF's financial system as of June 30th and is therefore marked as "slightly behind." This 82.6% primarily represents the disbursement UNICEF made to the Ministry of Education; however, this does not imply that the Ministry of Education has used all of these funds.

There are implementation delays in two areas: the first is related to the purchase of the server within component three. The economic situation in Bolivia, including supply shortages and high dollar exchange rates, has had a negative impact on the purchase of this server, since the initial amount budgeted will not be sufficient for a server with the initially defined technical specifications. A compromise is being made, seeking a balance between the current cost and a server suitable for the anticipated analysis, systematization, and data processing needs. On the other hand, there is a delay in the implementation of the training of technical staff of the Plurinational Education System, both at the central level and across the departmental education directorates. The program is awaiting the completion of the products of component one, which will become the content of the training courses.

It is important to mention that, in addition to the economic situation, Bolivia is currently in the midst of a presidential election year, which took place in mid-August. The results lead to a runoff election, which will take place in October, and which does not include a candidate from the current ruling party. This implies an imminent change of government and a transition that runs the risk of truncating several administrative processes if they are not concluded before early November. Additionally, the Ministry of Economy and Finance issued an instruction after the first round of elections requesting a transition closure. In this situation, members of the technical and managerial staff of the ministry, who have been leading the implementation of the GPE grant, are limited to closing ongoing processes and unable to initiate new ones. In order to mitigate the risks associated with this transition, a return of unused funds from the Ministry of Education to UNICEF has been agreed upon.

The Ministry will only have access to GPE funds that it is absolutely certain it can use because they are linked to already signed contracts or commitments. This will result in a setback in the implementation level from 82.6% to approximately 50%. Although these events fall outside the implementation cutoff date for this report, UNICEF considers it essential to inform the GPE secretariat of this situation, which will in turn require an extension of the grant.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
1,177,000	972,308.37

Explanation for underspending or overspending in excess of 10%

Management Performance

Level of management performance

Moderately Satisfactory (MS)

Detailed Description

The registration process for cooperation funds, so that they are reflected in the state budget, according to current Bolivian law, entails a significant bureaucratic burden. During 2024 and 2025, this risk was mitigated by ensuring that the Ministry's Work Plan, including the activities financed by the GPE, was included in the submission of the Ministry of Education's reformulated AOP to the Ministry of Economy and Finance.

The aforementioned economic situation has undoubtedly had a negative impact on the management of the grant, creating difficulties in the procurement processes for both the Ministry of Education and UNICEF, especially for purchases of imported items, where suppliers were unable to maintain quotes for more than a couple of days or a week at best. The political situation and the presidential elections were the latest obstacles to continuing with the grant's implementation.

Spot checks, micro-assessments, and audits are carried out continuously by UNICEF's control processes. In the most recent exercises, the Ministry of Education verified proper management of resources and compliance with established standards and government regulations.

The overall assessment of the administration was generally positive, although perhaps a bit ambitious considering the Ministry's historical absorption capacity. The Ministry of Education strongly insisted on implementing all funds through transfers. However, a combination of transfers to the Ministry of Education and implementation by UNICEF would have been a better option.

Revisions to the grant

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

Yes

Detailed Description

An extension of the grant for six months, through 31st December 2025, was requested, with the endorsement of the Local Education Group in March 2025. The extension was approved by the GPE secretariat.

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

Highly Likely

Detailed Description

Following the presidential elections held in mid-August, a second round of voting will take place in mid-October. The ruling party, Movimiento Al Socialismo (MAS) will not be part of the second round, which marks the end of 20 years in power. As a result, regardless of who wins the second round, there will be an imminent change within the government, effective in November. However, instructions within the current government make any further implementation of the project virtually impossible, technically bringing the grant to a halt as of September. Changes will be more or less abrupt depending on the winners, but it is highly unlikely that even the technical staff will continue in their current positions. In this complicated political scenario, UNICEF will need to work with the new authorities through their transition period, explaining the background of the project and the objectives that were outlined, and determining whether the new government will move ahead with the project as it stands or with adjustments. The time frame summary will likely be as follows: an inactive period between September and November, negotiations with the new authorities in November and December, and the creation of a new Work Plan between January and March. This will leave nine months to implement the remaining portion of the grant, for which UNICEF expects that a further extension of 12 months will be required.

Annexes

Annex 1: List of Acronyms

Acronym	Description
1 Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays 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 or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays. 2 Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays. 3 tooltip	