



PUNTLAND STATE OF SOMALIA

Ministry of Education and Higher Education

Global Partnership for Education Programme Document 2017-2020

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FOREWORD

The Ministry of Education and Higher Education of Puntland State of Somalia is pleased to hereby present the GPE Programme Document (2017-2020). The purpose of the programme is to address key priority areas that were identified by the Education Sector Analysis and Education Sector Strategic Plan (2017-2021) which are in line with the Puntland Development Plan (2014-2018). The program document comprises three key components that will improve the education system of Puntland State of Somalia. The programme identifies and examines various issues in Puntland education and offers insight and direction on possible changes and enhancements to the system.

We recognize that the process used to develop this program documents was a participatory and consultative approach that is designed to respond and meet the needs of learners and the community. We trust that this programme will assist in improving Puntland's education system to respond to the needs of present and future time.

We would like to thank the Global Partnership for Education for funding Puntland education sector in previous years and through the recently allocated grants to develop the Education Sector Analysis, Education Sector Strategic Plan as well as this program document. Similarly, we appreciate the consultant Dr. Faiza Hassan for her hard work and dedication to the development of the GPE Programme Document. Her insight and expertise has brought forward many thoughtful and novel approaches.

We would also like to thank our partners in Education Sector, including UNICEF and other stakeholders, who contributed to the development of this program document. Their contribution is essential to the success of Puntland's education system.

We look forward to the progress of Puntland's education system in order to assist our children to get access to quality education services as a fundamental right.

Warm regards,

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Minister for Education and Higher Education
Puntland State of Somalia

ACRONYMS

ABE	Alternative Basic Education
CA	Coordinating Agency
CERF	Central Emergency Response Fund
CWD	Children With Disability
DEO	District Education Officer
DFID	Department For International Development
ECE	Early Childhood Education
EiE	Education in Emergency
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
ESC	Education Sector Committee
ESQB	Education Sector Quality Benchmarks
EU	European Union
FGS	Federal Government of Somalia
GA	Grant Agent
GDP	Gross Domestic Product
GEC	Girls' Education Challenge
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GTEC	Garowe Teacher Education College
IDP	Internally Displaced Person
IIEP	International Institute of Education Planning
IQS	Integrated Quranic Schools
JRES	Joint Review of the Education Sector
MLA	Measuring Learning Achievement
NDP	National Development Plan
NER	Net Enrolment Rate
NFE	Non-Formal Education
PESS	Population Estimation Survey Somalia
PUST	Puntland University of Science and Technology
MOECHE	Ministry of Education, Culture and Higher Education
MoEHE	Ministry of Education and Higher Education
MOEHS	Ministry of Education and Higher Studies
M&E	Monitoring and Evaluation
ODA	Overseas Development Assistance
OECD	Organization for Economic Co-operation and Development
REO	Regional Education Officer
SCOTT	Strengthening Capacity of Teacher Training
SHF	Somalia Humanitarian Fund
TVET	Technical Vocational Education and Training

UNESCO United Nations Educational, Scientific and Cultural Organisation
UNICEF United Nations Children's Fund
USAID United States Agency for International Development

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1. INTRODUCTION

Somalia has been a Global Partnership for Education (GPE) partner since 2012. The Federal Government of Somalia (FGS) formally applied for GPE membership in July 2012. The membership was approved and a total of US\$ 14.5 million was allocated to Somalia for the period of 2013 – 2016. This was broken down across three education ministries as follows: US\$ 2.1 million for Puntland, US\$ 4.2 million for Somaliland and US\$ 8.2 million for FGS. Education Strategic Sector Plans (ESSP) were developed, approved and endorsed for all three regions in 2012, with UNICEF acting as the Grant Agent (GA) for three implementation grants.

In 2016, the Ministry of Education and Higher Education (MoEHE) in Puntland brought the implementation of its GPE grant (2013–2016) in a successful conclusion, which was divided into two components: 1) teacher incentive payments and 2) female teachers training. Under Component 1, the Ministry developed a teacher payment framework and paid incentives to 330 teachers in the first year, 600 teachers in the second year and 870 teachers in the third year. As a result, the number of formal primary schoolteachers on the government payroll increased gradually. During this period, there was also a steady increase in children's enrolment in education. While further investigation is required to determine the impact of GPE funds and the impact of other donors, GPE support appears to have contributed to gains made with children's access to education.

Under Component 2, a tailor-made in-service teacher-training programme was developed for female teachers working in pastoralist areas, which aimed to improve equitable outcomes for girls' education. During the grant period 51 female teachers were trained and successfully passed an examination to obtain a Diploma in Pedagogical Skills for Primary Teachers. In Somaliland, the GPE programme (2013-2016) supported the payment of incentives to 838 head teachers, 296 schoolteachers and 14 Regional Education Officers (REOs). The programme also supported the implementation of quality assurance frameworks, construction of a teacher-training institution and training of 53 female teachers in educational leadership and management in Somaliland. At the Federal Government level, the implementation grant (2013-2016) supported the development of a teacher-training system, development of teacher management system, payment of incentives to 1,324 teachers, head teachers and deputy head teachers, strengthening regional institutions, payment of monthly salaries for seven REOs and five supervisors and training of 722 new primary teachers.

This document has been prepared as part of the Education Sector Programme Development Grant (ESPDG) application package for Puntland for the next GPE grant period of 2017–2020. It lays out a comprehensive implementation plan, which is fully aligned with the Puntland ESSP 2017-2021 and strives to ensure that GPE-supported interventions are independent of contributions by other development partners (USAID, European Union (EU), World Bank, UNICEF, etc.) to leverage support of Puntland's ESSP 2017-2021. In this context, GPE funding

will fill specific funding and technical gaps in the implementation of the ESSP in Puntland in the coming three years. This will ensure that critical areas of equity and access, quality of education, and system strengthening are developed in a holistic and sustainable manner over the coming years. In addition, the Government of Puntland firmly believes that obtaining quality education is the foundation to improve the lives of its citizens and achieve sustainable development, reduce poverty and foster economic development. The Government of Puntland is committed to achieving the Sustainable Development Goals (SDG) – particularly SDG 4 (ensuring inclusive and quality education for all and promoting lifelong learning) to which this PD supports.

The MoEHE with the support of the Education Sector Committee (ESC) has played an integral role in the development of this programme document. Given the high level of Ministry ownership and participation of ESC members, these actors will be instrumental in the implementation of the GPE programme as it is laid out in this document. The MoEHE and the ESC have agreed that an ex-post approach is not feasible in Puntland due to: 1) the on-going fragile context of Puntland, 2) the need to further strengthen key institutional capacities to improve efficient and effective service delivery, 3) on-going political uncertainties as Somalia is still struggling to recover from years of conflict and crisis as new state institutions are still being consolidated, and 4) the financial uncertainties created by current global pressures and shifting political outlook which may negatively impact upon Overseas Development Assistance (ODA) to countries such as Somalia. Therefore, the MoEHE will request an ex-ante approach and present the application in a separate document to the Secretariat for approval.

UNICEF has been selected by the Ministry as the Grant Agent for the next phase of GPE programme in Puntland, with USAID continuing to act as the Coordinating Agency (CA) for the GPE programme across all of Somalia. The overarching goal of the programme is to improve the quality of education, promote equity and access for the most socially excluded children in Puntland, and to strengthen the capacity of the MoEHE to deliver effective and efficient education services. The proposed GPE programme (2017-2020) builds on the lessons learned from the implementation of the previous grant (2013-2016), which closed on 31 October 2016. It is expected that the proposed programme start in September 2017 and will be implemented along three key output areas related to 1) improving the quality of education, 2) improving equity and access and 3) increasing the effectiveness of the education system.

2. PROGRAMME CONTEXT

2.1 National Context

Since the fall of the Siyad Barre regime in 1991, Somalia experienced varying degrees of instability, conflict, crisis and access to social services such as education. Education was among the sectors most impacted by state failure in the early 1990s, with indicators related to enrolment and literacy experiencing massive declines. In the vacuum caused by state collapse, numerous non-state actors filled the 'education vacuum'. Often supported by private benefactors and non-government organizations, education was often of low quality due to fragmented curricula and teaching and learning materials brought from neighbouring (Kenya, Ethiopia) and Arab (Egypt, Saudi Arabia, Sudan and Yemen) countries, that reinforced social and economic inequities resulting in new forms of social exclusion, particularly for children from the poorest and most vulnerable households.

Political and administrative context. Puntland was formed as a semi-autonomous regional administration on 5th May 1998. Approximately 3.9 million people live in the region, the majority of whom are below the age of 30 and belong to the inhabitants and people who were displaced from other parts of the country due to civil war. The region has sustained political and administrative institutions, built the private sector, and increased social services – including education – using a grassroots approach to governance and development. It remains committed to being an integral part of a united Somalia under a federal system of governance

In 2012, a provisional constitution for the Federal Republic of Somalia was endorsed and Federal Government was elected. This marked the beginning of Somalia's transition away from being a highly fragile and conflict-affected state toward building a stable and secure country with effective state institutions able to deliver social services for all. While issues of fragility, weak state capacities, corruption, political instability and conflict hamper state-building efforts, the past four years have witnessed a marked shift in the political landscape of Somalia. There have been four new federal states created which include: Jubbaland State, South-West State, Galmudug State and Hirshabelle State. Together with Puntland State (and Somaliland), these four new states make up the new political landscape of Somalia. The mandate of the incumbent Federal Government ended in 2016 and elections were held in December 2016 to elect 275 new members of the Federal Parliament (lower house of the Parliament) and 51 members of the Federal Senate (upper house of Parliament). The Speaker of the Federal Parliament was elected in January 2017 and the elections process concluded on 8th February 2017 with the election of Mohamed Abdullahi Mohamed (commonly known as Farmaajo) as the President of the Federal Republic of Somalia. The election of the President was widely celebrated and welcomed by Somalis across the country and abroad. The election of the new president has injected a renewed sense of hope across the country, which many have hailed as a turning point for the country.

Today Puntland represents a regional state in post-conflict recovery but is still regarded as a highly fragile state and has been consistently ranked as such since the early 2000s by the Organization for Economic Cooperation and Development (OECD)¹. Socially excluded groups face the greatest inequities and obstacles to living in safe and resilient communities. Approximately 60 per cent of Somalia's population is made up of pastoral communities,² with the larger proportion falling into nomadic or semi-pastoralist categories, the majority of which live in rural and difficult to access areas where poverty is highest. There also remain significant pockets of urban poor in larger towns and cities as rural communities and internally displaced persons (IDPs) migrate in seek of jobs and better opportunities.

Education administration. Management of the education sector in Somalia is divided between the three main administrative units in the country, which are the Ministry of Education, Culture and Higher Education (MoECHE) in the FGS, the MoEHE in Puntland State and the Ministry of Education and Higher Studies (MoEHS) in Somaliland. The education sector continues to evolve with the formation of additional federal member states. In September 2016, the MoECHE signed a cooperation framework and a memorandum of understanding with the three newly formed regional ministries of education in Jubbaland, Galmudug and South-West federal states to provide a collaboration platform between the federal and regional states. In addition to these nascent state institutions, management of the education sector is also divided between public and private schools, many of which have been supported by external donors and beneficiaries and resulting in a highly fragmented and poorly regulated education sector with inconsistent quality standards; curriculum and learning materials.

National Development Plan. Over the past four years, a huge national milestone reached was the development of the National Development Plan (NDP) outlining the national development priorities for Somalia for the period of 2017–2019. This represents the first national NDP since 1986. The NDP consists of thirteen chapters outlining Somalia's short to medium term development priorities as well as providing an analysis of Somalia's current development status, challenges and opportunities. The NDP builds on the foundations laid by the New Deal Compact for Somalia, which had outlined national priorities for 2014–2016. The NDP is aligned with Puntland's second Five Year Development Plan (2014-2018), which presents the development priorities for all sectors in Puntland. Another milestone reached was the completion of the Population Estimation Survey for Somalia (PESS), which is the first extensive household sample survey carried out in Somalia for decades.

Demographics. The total Somali population was estimated at 12.3 million of which 42 per cent live in urban areas and 23 per cent in rural areas³. Nomadic populations accounted for 26 per cent of the total population while IDPs made up 9 per cent of the total population. Male and females are almost evenly distributed at 51 per cent and 49 per cent respectively. Approximately 46 per cent of the total population are under the age of 15 while 75 per cent are under the age of 30 years. Given Somalia's history over the past decades and absence of effective state services, it is also not surprising that the PESS identified a GER of roughly 30 per cent for the entire nation, which is a figure roughly consistent with EMIS data generated by education ministries over the past three years. The average size of a Somali household is

estimated at six persons per household. According to the PESS, approximately 47 per cent of the population in Puntland live in urban areas while eight per cent live in rural areas, 40 per cent are nomads and 5 per cent are IDPs.

Poverty and unemployment. Over two decades of conflict have left Somalia as one of the poorest countries in the world with a Gross Domestic Product (GDP) estimated at US\$ 5.4 billion in 2013⁴. Somalia's GDP per capita was estimated at US\$ 435. The 2016 High Frequency Survey carried out by the World Bank indicated that the percentage of the population living on less than US\$ 1.9 per day ranges from 35-71 per cent across different parts of the population. In urban areas (outside of Mogadishu) 40 per cent live under US\$ 1.9 per day, while in rural areas approximately 55 per cent live in poverty. Overall, approximately 51 per cent of the total population live below the poverty line⁵. Puntland's GDP was estimated at US\$ 2.24 billion in 2011⁶. Puntland's per capita GDP was estimated at US\$ 573. The majority of the revenues in Puntland come from customs and related taxes on international trade and accounted for 67 per cent of the total revenues in 2013.

Unemployment continues to be very high at 54 per cent nationally. Somali households rely heavily on remittances as the main source of income with an estimated US\$ 1.3 – US\$ 2.0 billion received in remittances annually⁴. The remittances account for 24–37 per cent of Somalia's GDP and for 80 per cent of investment in the country. The second greatest source of income after remittances is in the informal sector consisting mainly of street vending⁴. Somalia's main export is livestock followed by charcoal, fish, hides and skins. Akin to Somalia as a whole, Puntland's economy is heavily dependent on remittances and on commercial trade through its seaport in Bosaso. The economic foundation of Puntland is livestock and fisheries. The livestock sector continues to provide a livelihood for pastoralists and in fact accounts for a large proportion of overall GDP. Pastoralists used to make up a majority proportion of the Somali population. Their numbers, while still large, have steadily declined due to migration to urban areas so that today pastoralists comprise about a quarter of the total population – across Somalia as a whole. However in Puntland, pastoralists and agro-pastoralists still comprise around 48 per cent of the total population.

Humanitarian situation. Chronic vulnerability combined with weak state capacities to respond to emergency mean that the humanitarian situation in Somalia has ebbed and flowed over the years from 'high risk' to 'critical', all of which has negatively impacted upon development gains for education. An estimated 6.2 million people across the entire country are in need of assistance springing from drought, food insecurity, internal displacement, conflict, and returnees. This figure represents more than half of the Somali population. In the first quarter of 2017, there has been a sharp spike in the severity of need as the country is suffering from widespread drought following the failure of three consecutive rainy seasons, followed by a prolonged dry season, all of which have combined to create risk of a famine similar to that which had occurred in 2011/12. It is expected that drought will further exacerbate the food security and nutrition crisis and also undermine gains made in education over the past several years as tens of thousands of children will drop out of school and never return.

2.2 Puntland Education Sector

The protracted nature of fragility, vulnerability, conflict and crisis in Somalia has had a profound effect on the education system. The problem is compounded by humanitarian crisis; on-going insecurity; weak governance systems and limited capacities to deliver effective social services such as education, lack of teaching and learning materials; and lack of qualified teachers with qualified female teachers being the most scarce. The adult literacy rate in Somalia was 37.8 per cent in 2006. Approximately 49.7 per cent of adult males are literate compared to 25.8 per cent of adult females.

Puntland's education sector is composed of both state and non-state actors. The Puntland Education Statistics Yearbook 2015/16 indicates that the total enrolment in primary education including Integrated Quranic Schools (IQS) stands at 138,651 students, which is an increase of approximately 38 per cent from the enrolment numbers in 2011/12. 66 per cent of the total students enrolled are in lower primary while 33.6 per cent are in upper primary. The overall primary Gross Enrolment Rate (GER) increased from 41 per cent in 2011/12 to 57.9 per cent in 2015/16. The Net Enrolment Rate (NER) at the primary level was 46.8 per cent in 2015/16, which represents an increase from 37 per cent in 2011/12.

Numerous factors contribute to high dropout and low enrolment rates in education. Lack of schools, teachers, low quality of education, and limited outreach to rural areas. In addition, poverty forces many children to drop out of education, where the parents cannot afford to pay the fees for schools, or not enrol at all. Girls in particular are vulnerable as their situation is exacerbated by socio-cultural factors and cultural constraints underpinned by a general undervaluing of education for girls, compounded by economic factors. The gender parity index was 0.81 in 2015/16; further highlighting girls are marginalised when it comes to accessing education. Female students made up 44 per cent of the total enrolment of students in 2015/16. There are no significant variations in the percentages of female enrolment across urban and rural areas with 44.7 per cent female enrolment in urban areas and 43.8 per cent enrolment in rural areas – at least for those in school. In terms of overall rural-urban enrolment distribution, of those enrolled in school a total of 58.6 per cent of student enrolled are in urban areas while 41.4 per cent of students are in rural areas. However, these figures tend to mask massive inequities between rural and urban areas, with a primary GER in rural areas at 50 per cent compared to almost 60 per cent in urban areas and secondary GER of 5.4 per cent in rural areas compared to 21.2 per cent in urban areas. This is due to the fact that a higher percentage of Puntland's primary schools are situated in urban areas.

The Puntland Education Statistic Yearbook 2015/16 reports a total of 617 (3,155 classrooms) primary schools. The pupil-classroom ratio for primary education was 44:1 in 2015/16. The pupil textbook ratio was 7:1 for mathematics, 30:1 for English and 8:1 for Somali. Enrolment in government-managed primary schools represents 56.3 per cent of the total enrolment while 43.7 per cent of the total enrolment is in non-government-managed schools. Non-government-managed schools are often managed by the communities, non-governmental organisations or the private sector.

The number of primary school teachers in Puntland has increased slightly from 3,113 in 2012/13 to 4,012 in 2015/16. Over the past few years, the average annual growth rate for female teachers has been greater than male teachers in primary education, however the total number of female teachers stood at 560 (14 per cent) in comparison to 3,452 male teachers in 2015/16. Much work is to be done to achieve gender parity in the teacher work force. The share of teachers in urban areas is 56 per cent compared to 44 per cent of teachers in rural areas and the number of female teachers is evenly distributed between urban and rural areas with no discernible difference in the number of female teachers in either area. The overall pupil-teacher ratio was 35:1 in 2015/16 for formal primary including IQS. However this figure includes regional variations of 41:1 in Nugal to 28:1 in Ayn region. In Puntland, only 52 per cent of primary teachers are government certified.

The MoEHE conducts the Puntland Centralized Examination every year for primary year eight students and secondary form four students. The total number of students that sat for the primary year eight increased from 6,711 in 2014 to 7,820 students in 2016 of which 39 per cent were female students. The number of students registering to sit for the exam increases approximately by 10 per cent each year. The EU through Africa Educational Trust funds approximately 40 per cent of the examination cost. The Ministry aims to increase its contribution to examination financing as the education budget allocations increase.

2.3 Education in Emergency

Education in Emergency (EiE) is of increasing importance in Puntland. The Education Cluster emerged in 2006 and aims to meet the needs of conflict-affected populations across Somalia. While it continues to be one of the most underfunded Clusters, it plays a vital role in the coordination of education activities. In line with the objectives of the Humanitarian Sector, the objectives of the Education Cluster are focused towards more sustainable medium to long-term planning. The objectives of the Cluster are the following; i) Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment; ii) Ensure vulnerable children and youth are engaged in life-saving learning that promotes personal well-being and social cohesion; and iii) Strengthened capacity to deliver effective and coordinated education in emergencies preparedness and response within the education system.

The Government of Puntland issued an appeal to respond to the on-going severe drought in August 2016. Communities in Bari, Nugaal, Sool, Sanaag, Mudug and Karkaar regions have been adversely affected by the failure of three consecutive rainy seasons. The MoEHE has established the Education in Emergency Unit and continues to collect data on the effect of the drought on education through the REOs. Information from the REOs indicates that approximately 36 schools have closed and 19,647 pupils have dropped out of education as a direct result of the drought. Approximately, 15,992 out of the 19,647 have dropped out from schools operating in rural areas.

To respond to the increasingly dire situation caused by recent drought, more donors are providing funds to support education in emergency interventions – including water and cash grants to schools which can be used for school feeding. Schools located at rural areas across all the nine regions of Puntland are most in need for emergency support.

Aside from the drought, education in Puntland has also been affected by the two months of armed conflict in Galka'yo and Qandala. An Islamic State affiliated terror group took control of Qandala in October 2016. The Puntland Government launched an offensive and successfully re-captured Qandala in December 2016. In Galkayo, fighting broke out in October 2016 resulting in the displacement of more than 75,000 people and the closure of 14 schools. Galkayo city is on the border between Puntland State and the recently formed Galmudug State and is often the site of armed confrontation between the two states. Overall, the conflicts in Qandala and Galkayo resulted in the drop out of approximately 6,155 students from schools.

The MoEHE with support from UNICEF continues to respond to the situation and has carried out several interventions such as the provision of safe drinking water facilities to primary schools, school grants, teacher training and Community Education Committees (CECs) on methods of coping with emergency effects and motivating the teachers through the provision of incentives. The Education in Emergency Unit and the ESC continue to work on disaster management and preparedness and the development of contingency plans to mitigate the effects of the drought and conflict on education.

Going forward as drought effect materializes and impacts schooling, the MoEHE and its education partners will rate the severity of the drought in accordance with the three scenarios in Annex 5. In the eventuality of a drought, complementary support will be sought from all development partners. Such a complementary support from education partners could be in the form of provision of safe drinking water, school feeding, water storage facilities, incentives and training for teachers and establishment of temporary learning spaces. If deemed essential, GPE funds will be used for the drought in the form of scholarships, which will be continued as payment of school fees. At the time of submission of this programme document, UNICEF has mobilized an additional US\$1 million towards drought relief in Puntland alone. Other partners in the education sector are working to mobilize resources to ensure children continue to have safe spaces to learn and grow during this emergency.

2.4 Education Sector Partners and Coordination Mechanisms

The Education Sector in Puntland benefits from two complementary coordinating bodies – the Education Sector Committee (ESC) and the Education Cluster. The former was established in Garowe in 2008 and acts as a platform for information sharing and to support increased coordination of education partners to avoid duplication both in terms of technical and financial inputs. ESC meetings are held monthly and are chaired by the MoEHE and co-chaired by UNICEF. The members of the ESC are from the MoEHE, relevant line ministries, bilateral and multilateral organisations, international and local non-governmental organisations active in the education sector. The ESC in Puntland plays an important role in increasing the transparency and mutual accountability among all education partners. It plays a key role in achieving the

development and appraisal of the ESSP. The ESC also plays a key oversight role in the implementation and monitoring of the ESSP. The ESC in Puntland provides information to the wider ESC that coordinates donor support for Somalia and is based in Nairobi. The key partners in the education sector in Puntland are Relief International, Save the Children, Norwegian Refugee Council, UNICEF, Africa Educational Trust, CARE, World Food Programme, Adventist Development and Relief Agency, UNESCO, Mercy Corps and World Vision. The key education donors are USAID, the EU, the Department for International Development (DFID), Qatar Foundation, and GPE.

The third Joint Review of the Education Sector (JRES) was conducted in November 2016 and its recommendations fed into the Education Sector Analysis (ESA) and the Education Sector Strategic Plan (ESSP 2017–2021) development. The Puntland ESSP was developed through a consultative process guided by the MoEHE. The ESSP 2017 – 2021 identifies six sub sectors, four key priorities and two cross cutting thematic areas. The four education sector priorities as identified in the ESSP 2017 – 2021 are as follows:

- Increase access and equity to education opportunities;
- Improve the quality of education and learning outcomes;
- Enhance efficiency of the education system;
- Strengthen systems and administration.

The ESSP priorities are set out across the six subsectors of Early Childhood Education (ECE), primary education, secondary education, Alternative Basic Education (ABE), Non-formal Education (NFE), Technical Vocational Education and Training (TVET) and higher education. The two crosscutting thematic areas are EiE and child protection. The ESSP sets out clear goals and activities within each subsector. The plan also includes a financial plan and a monitoring and evaluation (M&E) framework. The GPE programme is fully aligned with the priorities set out in the ESSP.

2.5 Education Financing

Currently domestic investment in education is low. The share of the Puntland Government budget allocation to the education sector declined in the past two years from 7.13 per cent in 2014 to 5.18 per cent in 2015. However, the MoEHE actively sought to rectify this and restore the education budget to 7 per cent of the total budget. The Puntland Cabinet and Parliament endorsed the Puntland 2017 budget, which allocates seven per cent for the education sector. The Government of Puntland is committed to increasing the total education budget by one per cent annually. The share of the primary subsector (year 1-6) is 47.7 per cent of the education budget. Further to Government funding, the Puntland community contributes greatly to financing education. In addition to Government and community financing, education partners implement a variety of programmes that will help achieve the targets in the ESSP and provide a substantial amount of funding for the sector. Table 1 below shows the share of the education sector in the national budget, external funding and the support provided by GPE as a percentage of the external funding, and the total funding gap. Overall, there is a substantial gap

in the funding of the education sector and to reach the targets set in the ESSP 2017–2020, the MoEHE and the Puntland Government will need to find and mobilise new sources of revenue. Nevertheless, it is understood that key donors such as the European Union and USAID continue to prioritize education in Somalia and will be contributing to areas such as education for pastoralist children, system strengthening and teacher-training.

Table 1. Outline of education sector financing figures

Description	2015	2016	2017	2018
Education as a percentage of the National budget	5.9 per cent	5.2 per cent	7 per cent	8 per cent
Education Sector Plan cost	US\$28.8 million	US\$28.8 million	US\$65.66 million	US\$72.21 million
External Funding	US\$5 million	US\$5.25 million	US\$9.6 million	To be confirmed
GPE funding	US\$700,000	US\$700,000	US\$1.9 million	US\$1.9 million
GPE support as per cent of external funding	14 per cent	13 per cent	19 per cent	To be confirmed
Funding gap (excluding GPE support)	US\$4.8 million	US\$2.5 million	US\$30.1 million	To be confirmed

3. PROGRAMME RATIONALE, DESIGN AND KEY SUCCESS FACTORS

3.1 Programme Rationale and Design

The proposed GPE programme aims to address several of the identified key priorities in the ESA 2016 and ESSP 2017-2021. The programme is built on three key components as outlined below.

The GPE programme has three fundamental components: promoting equity in education for the most socially excluded children; prioritizing quality teaching and children's learning outcomes; and effective and accountable education systems. The programme puts forward the following three objectives, which are in line with the ESSP 2017 – 2021 of MoEHE:

Objective 1: Improved learning outcomes for primary students

Component 1: Prioritising Quality Teaching and Children's Learning Outcomes

Teachers are an essential link to improving student learning. One of the core focuses of the proposed GPE programme is the improvement of student learning outcomes through increasing the numbers of certified teachers, with increased in-service support to improve continuous learning of children in classrooms. To demonstrate that primary students in Puntland are achieving learning outcomes, they must achieve pass rates in MLA for literacy in Somali and Math in grades three and six. For students to achieve pass marks in Math, Language and other subjects the government should train more teachers with right certification that are adept at using child – centered pedagogy. It is MOEHE's intention is to attain an inflow of 270 head teachers and 1131 teachers (975 in-service; 156 pre-service in three years) who have been trained on the appropriate child-centered and gender sensitive pedagogy into the school system to improve the learning outcomes of 175,467 students in three years.

The basic theory of change underpinning this activity is that 'if teachers are better equipped to teach and are provided with regular follow up support, then learners will be provided with better guidance to achieve higher learning outcomes'. Critical technical support will also be provided to the Ministry to develop relevant education textbooks with simple-to-use teacher guides. This will translate the newly developed competency-based national curriculum framework into practical learning and teacher resources. Textbooks and learning guides will also incorporate learning components on safety, social cohesion and resilience drawing on UNESCO IIEP guidance materials to support children affected by emergency and crisis. This component will thus contribute towards the larger quality and learning targets set in the ESSP and improved effectiveness of education service delivery at the school level.

Achievement of results in this component are linked to Component 3 in that as part of monitoring of results on the GPE programme, the assessment results of students who partake in the MLA will be compared against the rest of the population for students who are in classrooms where teachers have benefited from training. This monitoring will begin after the first cycle of teacher training.

Objective 2: Improved access to education for children in rural areas and, disadvantaged and vulnerable groups

Component 2: Promoting Equity in Education for the Most Socially Excluded Children

Financial barriers such as school fees, insufficient supplies in schools, cost of textbooks and lack of school feeding and learning materials combined with poverty are among some of the more common reasons for children to drop out of school in Puntland. Specifically in rural in Puntland, children in these areas which include a substantial proportion of disadvantaged children do not have the same opportunities to access school as their counterparts in urban areas. Rural areas cover vast land mass with sparse populations including nomads and pastoralist communities or small towns in coastal areas. In improving the education of these two disparate it creates the space for their right to education. The proposed GPE programme for Puntland will provide primary school fee scholarships managed through community based school mechanisms to 2,650 children from marginalised groups such as rural children, girls, IDPs and disabled children.

In addition to providing scholarships through community mechanisms with funds transferred directly to beneficiaries via money transfer services in Somalia, the MoEHE will also provide learning materials for the 2,650 pupils receiving scholarships to support their achievement of improved learning outcomes. The basic theory of change underpinning this component is that 'if the financial barrier to education is removed, then pupils from the most socially excluded groups will enrol in schools and successfully complete primary education'. This component, together with the wider ESSP, will contribute towards addressing disparities in access to education and increase equity in primary education. GPE investments in this area will also be immediately leveraged by UNICEF funding (with expectation that other development partners will also contribute to this ESSP priority) to support additional rural and disadvantaged children overcome financial barriers and support the MoEHE achieve key equity indicators for the sector. Thus, MOEHE will ameliorate their situation through improving access to education by increasing the number of children receiving scholarships and other financial support to attend school including girls from poor families. It is MOEHE's intention to support 2,650 (50 per cent girls) children with scholarships from GPE funding.

Objective 3: Strengthened institutional systems for better service delivery

Component 3: Effective and Accountable Education Systems

Since the Puntland State of Somalia was established in 1998, the number of primary schools have increased significantly resulting in a considerable increase in the enrolment of primary school children. While these strides in access have been achieved, strengthening of the MoEHE's capacity has not kept up to this pace. A further focus of the programme is strengthening the MoEHE's institutional systems to enable better and more effective education service delivery. This includes improving the collection, management and oversight of education data; conducting valid annual examinations; conducting Measuring Learning Achievement (MLA) assessments; conducting routine supervision; and strengthening the capacity of the Ministry to deliver quality education in Puntland for to all children.

In addition, the departments of MOEHE should have capacity and the right Education Sector Quality Benchmarks (ESQB) in finance, quality and personnel improvement. Thus, the intention of MOEHE is to: decentralize 70 per cent activities of EMIS to the regional level; 7 out of 9 regions will use EMIS; 97 per cent of students pass Puntland Primary Leaving Certificate examinations; 50 per cent of Grades Three and Six students pass Puntland MLA Standards in Literacy and Numeracy (Disaggregated by gender), 30 per cent of schools whose students achieve improved test scores attributable to supervision and inspection by MOEHE; and 7 Education Departments out of nine achieving Education Sector Quality Benchmarks.

The MoEHE will utilize EMIS data, examination results, MLA assessment results and routine supervision visits to provide feedback to the school level ensuring improved teachers performance and student learning outcomes and strengthen the quality assurance role played by the MoEHE. Accountability mechanisms will also be strengthened in this component through the establishment of integrated financial management system (working closely with the World Bank) that will enable the MoEHE to publish in depth financial inputs and outputs of each department as well as publish annual auditing reports. The basic theory of change underpinning this component is that 'if the systems are strengthened then this would lead MoEHE to take more of the leadership role of the sector ensuring effective education service delivery'.

The three components are interlinked with each contributing to the overarching goal of the programme, which is to improve the quality of education, equity and access in education for the most socially excluded groups, and to strengthen effective education service delivery in Puntland. Moreover, the respective programme components have been developed in consideration of leveraging additional government and donor investments to create mutually reinforcing synergies to support achievement of the overall priorities and development objectives of the incoming ESSP. The objectives of each component are provided as outcomes and outputs. Each outcome and output is associated with specific indicators and data sources that are outlined in the Results Framework in Annex 2. The three components, outcomes and outputs are as follows:

Component 1: Prioritising Quality Teaching and Children's Learning Outcomes

Outcome 1: Improved learning outcomes for primary students.

- Output 1.1: Pre-service and in-service teacher-training policies, manuals and curriculum based on the national curriculum framework developed and distributed for use by teacher-training institutions;
- Output 1.2: 975 primary teachers complete in-service training and receive certification (50 per cent from rural areas) to support continuous quality improvement of learning in classrooms;
- Output 1.3: 156 new primary teachers (50 per cent female) from rural areas complete pre-service training and receive certification to promote equity and quality of learning for socially excluded children;
- Output 1.4: 270 primary head teachers (50 per cent from rural areas) complete training in school management and instructional leadership to promote effective service delivery at the school level and quality of learning in classroom;
- Output 1.5: Development of 56 textbooks and 56 teaching guides for seven core subjects in primary school to strengthen the relevance of learning materials and quality learning for children in classrooms.

Component 2: Promoting Equity in Education for the Most Socially Excluded Children

Outcome 2: Improved access to primary education for 2,650 children in rural areas and children from disadvantaged groups.

- Output 2.1: Selected students, 2,650 receive primary school financial support (e.g. in the form of scholarships to overcome financial barriers to access education via school-based mechanisms) and are attending schools.

Component 3: Effective and Accountable Education Systems

Outcome 3: Strengthening of institutional systems for better service delivery.

- Output 3.1: EMIS is decentralised, expanded, with data collected, processed, analysed and disseminated to support effective quality assurance and continuous improvement on key education performance indicators;
- Output 3.2: Annual examinations for primary year eight conducted, marked and results announced and utilized to improve teaching practices and children's learning outcomes;
- Output 3.3: MLA assessments (literacy and numeracy) are undertaken annually for year three primary with results utilised to improve teaching and learning in classrooms;
- Output 3.4: Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery;
- Output 3.5: MoEHE sector management capacity improved through embedded technical advisors.

3.2 Key Success Factors

The Government of Puntland and the MoEHE in particular remain committed to education as a priority focus area in the Puntland Development Plan. The Government remains committed to increasing the national budget share of the education sector by one per cent annually. The MoEHE has come a long way in its budgetary support of educational activities and remains committed to improving effectiveness and efficiency of the education system so that all children in Puntland have access to quality education. In addition, teachers, parents and the local communities remain the bedrock foundation upon which the Puntland education sector is built.

4. PROGRAMME COMPONENTS

The key components of the programme are presented in the section below. Each component is provided with a short situation analysis based on the findings of the ESA identifying specific challenges that the programme will address. The programme response with the outcomes, outputs and activities are provided for each component. Sustainability plans for all three components are provided in the final part of this section.

4.1 Component 1: Prioritising Quality Teaching and Children's Learning Outcomes

Situation Analysis

The ESA identified challenges in educational quality throughout the entire sector. The document highlighted low levels of instructional quality observed as part of the ESA field research. Many teachers in schools remained below government quality standards, lacking official certification, having insufficient knowledge on subject matter being taught (language, mathematics, science) and poor skills in using age appropriate pedagogy. As a result, Somali pupils at the primary level were found to be at least three years behind their international counterparts in key subjects (mathematics, science, language). One study indicated that as much as one third of year seven pupils might be functionally illiterate or innumerate. Evidence provided in the ESA also suggests that there may be significant inequities of learning outcomes for children in rural versus urban areas. There is a large gap in the achievement of rural children versus urban children and the gap widens in literacy and numeracy skills at the upper primary level. Much of the learning assessment data reviewed in the ESA is drawn from relatively small sample sizes, while in some cases assessments were based on donor funded interventions. Nevertheless, when compared to similar fragile and post-conflict countries, students in Puntland are somewhat comparable and, importantly, have demonstrated significant improvement over the years. In this light, recent gains in Puntland can be built upon and expanded by improving the quality of teaching and learning processes in both rural and urban areas.

Teachers are an essential link to the delivery of quality education and research has shown that there is a strong correlation between the level of qualifications held by the teaching force and learning outcomes. In Puntland, a certified teacher is a teacher that has undertaken at least two years of teacher-training. According to EMIS 2015/16 data, 52 per cent of the primary teaching force is certified. As teachers have the single biggest impact on children's learning, it is critical for Puntland to have better certified and better supported teachers. Moreover, 67 per cent of primary schools surveyed in the ESA had limited teaching and learning materials with some schools having a high pupil-textbook ratio of 7:1 for core subjects such as mathematics. The ESA and ESSP highlighted that the general lack of textbooks (and other learning materials particularly at early grade levels) poses a major barrier to improving educational quality and children's learning outcomes.

Programme Response

Outcome 1: Improved learning outcomes for primary students.

The MoEHE is committed to investing in and promoting teacher quality and ensuring that all teachers are appropriately trained and certified so that learning for children improves in classrooms. Under Component 1, the MoEHE will work with local teacher-training institutes and universities to strengthen the teacher-training system by reviewing, updating and approving the

primary teacher education policy as well as developing and harmonising various in-service and pre-service teacher-training curriculums and manuals. The MoEHE will first undertake an impact assessment of existing training materials in order to build on the teacher education policy and teacher education curriculum that was previously developed under the EU-funded Strengthening Capacity of Teacher-Training (SCOTT) programme and the curriculum framework developed under the Dutch-funded Peacebuilding, Education and Advocacy Programme to ensure that teacher-training materials and curriculum are conflict sensitive and geared toward promoting equity and inclusion.

In addition, teacher training (pre-service and in-service) institutions will employ different assessment methods and techniques of classroom assessment and its effective use to improve teaching and learning. Of particular priority to the Ministry is continuous assessments on both the content and skills taught during the training program. Also summative assessment will be administered at the end of each training period. Additionally, the results of the MLA will provide additional information on improvements of the quality of teaching. This monitoring will begin after teachers have participated in training to ensure they have sufficient time and opportunity to apply what they have learned to the classroom and that they have received support in the classroom from head teachers.

Output 1.1: Pre-service and in-service teacher-training policies, manuals and curriculum based on the national curriculum framework developed and distributed for use by teacher-training institutions.

Activities:

1. Conduct assessment on effectiveness of teaching and learning process before the teacher-training policy is reviewed.
2. Pre-service and in-service teacher-training policies and strategies reviewed, updated, approved and disseminated;
3. Pre-service and in-service teacher-training curriculums and manuals reviewed, updated, approved and disseminated;
4. Conduct impact assessment of previous training materials;
5. Review, update and approve primary teacher recruitment criteria.

Under output 1.2, the MoEHE will address the challenge of unqualified teachers through the implementation of an in-service teacher-training programme for 975 primary teachers (50 per cent from rural areas) throughout the lifetime of the GPE programme. The in-service training will be structured and offered to teachers on a part-time basis over a total duration of one year (per teacher), with teachers obtaining a primary teaching diploma at the end of the programme. The training will focus primarily on pedagogical and core subject knowledge (e.g. maths, science, language). In this context, the one-year in-service teacher-training comprise four months (December, January, June and July) of class attendance with on-job regular mentoring and supervision, will be undertaken which is equivalent to the two-year teacher certification programme in Puntland. Teachers will not automatically pass upon completion of the training but will need to pass an examination and meet the minimum standards set prior to receiving certification. In addition to subject knowledge and pedagogical skills, the training will also include modules on EiE; disaster risk reduction; water, sanitation and hygiene; psychological first aid and child protection as outlined in the ESSP and based on guidelines developed by UNESCO IIEP and UNICEF.

Local universities such as the Garowe Teacher Education College (GTEC), Red Sea University, East Africa University, Puntland University of Science and Technology (PUST) and other local universities will implement the teacher-trainings. The Ministry has certified and recognized these local universities for their expertise and capacity to accommodate the proposed number of teachers that are to be trained. Teachers based in rural areas will have a difficulty attending the in-service training on a part time basis over the duration of one year, therefore Component 1 will build on the lessons learned from the implementation of the previous GPE grant (2013-2016) where a tailor-made in-service teacher-training programme was developed for 51 female teachers working in pastoralist areas. The in-service training under output 1.2 will follow a similar implementation modality for rural teachers, where they will receive in-service training during term-break in the months of December, January, June and July enabling them to complete the same in-service training as the urban-based teachers in a way that is more suitable for them and ensures continuous improvement in classroom learning for children.

Target setting for the following outputs depends on ensuring quality, equity and access to teacher-training opportunities in different demographic areas. For instance, the Ministry focuses on rural areas with estimated 60 per cent of Puntland's population. However, only 44 per cent (6 per cent female) of the teacher population are deployed in rural areas. Whereas, the urban-rural disparities in achievement, teacher quality and resource availability are also particularly abysmal; while, the gender disparity data indicates that only 14 per cent of the total primary teacher population are female. Therefore, this demonstrates that female and rural populations are disadvantaged in terms of teacher availability in schools. To gradually ameliorate this disparity at the implementation stage, the Ministry will use its current pre-selection criteria and set others such as regional spread, approval from school CECs and other criteria that might be pertinent at the time of teacher selection. ESC partners will endorse teacher selection criteria.

The number of pre-service teachers from rural areas has increased for the last three years: in 2014, 51 out of 337 (15.13 per cent) were trained, 48 out of 237 (20.25 per cent) were trained in 2015, while, 74 out of 201 (37 per cent) were trained in 2016. A tracer study conducted by GTEC in 2016, found that 75 per cent of rural pre-service teachers were deployed in their rural areas. In a fragile context like Somalia and in particular Puntland State, the deployment rate of 75 per cent trained teachers into the rural communities shows the effectiveness of pre-service teacher-training programmes.

Output 1.2: 975 practicing primary teachers complete in-service training and receive certification (50 per cent from rural teachers) to support continuous quality improvement of learning in classrooms.

Activities:

1. Select local universities to implement in-service teacher-training programme;
2. Select teacher training participants on pre-developed selection criteria;
3. Conduct the in-service teacher training programme for 975 (325 teachers trained per year)
4. Provide certification to graduates of the in-service teacher training programme.
5. Update Teachers' profile database twice per year.

Under output 1.3, a pre-service training programme for a total of 156 new primary teachers (50 per cent female teachers) from rural areas will also be implemented throughout the 2017-2020 lifetime cycle of the GPE programme. The MoEHE will build on the existing expertise at the

local universities as they have implemented many cycles of pre-service teacher-training under the various education programmes. The standard pre-service training in Puntland is for one academic year on a fulltime basis. The academic year is spread out over four semesters. The rural based teachers will be offered the opportunity to attend the training at the GTEC, which has a dormitory that can accommodate up to 200 teachers at any time. Rural based teachers will have access to stay at the dormitories at the GTEC while completing their pre-service training.

Output 1.3: 156 new primary teachers (50 per cent female) from rural areas complete pre-service training and receive certification to promote equity and quality of learning for socially excluded children.

Activities:

1. Select local universities to implement pre-service teacher-training programme;
2. Select teachers training participants on pre-developed selection criteria;
3. Conduct the pre-service teacher training programme for 156 (52 teachers training per year);
4. Update Teachers' profile database once in a year.

In terms of female teachers, there are currently approximately 560 female teachers, which make up 14 per cent of the total teacher workforce. The MoEHE will ensure that all unqualified female teachers will undertake the in-service trainings and are certified under this component. The MoEHE will also ensure that a minimum of 50 per cent of the teachers receiving pre-service training under this component are female teachers.

Moreover, the programme will provide a small living and transportation allowance (for the duration of the trainings only) in addition to covering the tuition fees for the in-service and pre-service teacher-trainings. This is critical in that rural and female teachers are to be assured of access to this trainings, knowing that rural teachers have the extra burden of travelling great distances; while female teachers usually are averse to becoming teachers outside their respective setting or comfort zones. Building on the lessons learned from the implementation of the previous GPE grant (2013-2016), all teachers will be supported through monitoring and mentoring visits allowing the MoEHE and the Grant Agent to assess how the teacher-training programme is being implemented at the classroom level and, more importantly, to provide continuous professional development for teachers. The MoEHE will also utilize the monitoring tools developed during the implementation of the previous GPE programme (2013-2016). The MoEHE will also ensure that the practicing teachers' certification data is tracked in the teachers profile database and linked to EMIS.

In addition to teachers, research has shown that school leaders are critical to achieving quality teaching and improved pupil learning⁷. Under this component, a total of 270 primary head teachers (50 per cent rural) will be trained throughout the lifetime of the GPE programme in school management and instructional leadership. Local universities and teacher-training institutes will implement the trainings and together with MoEHE develop a head teachers training manual. The trainings will take place over the school term breaks (December, January, June, July) enabling rural teachers to travel to and participate in the trainings. The programme will also provide similar transportation allowance and small living allowance (for the duration of the trainings only) to head teachers to ensure rural head teachers are not disadvantaged and can attend the trainings together with their urban-based colleagues. Head teachers support is critical to enable school teachers to transfer the skills gained during teacher-trainings to the

classroom level and also to improve the overall management of schools so that they deliver effective education services for children. The aim of the head teachers training is to enable them to identify and promote quality instructional practices, mentor and provide on-going support of at least one hour per teacher (per week) to the teachers in their schools.

The focus of the training is to build the capacity of head teachers to support the teachers in many ways including: diagnosis in hiring teachers, classroom observation, demonstration of teaching and support teachers in preparation of scheme of works and lesson plan. In addition to the training, the regional and district education authorities will provide continuous support to the head teachers on development of school improvement plans, mentoring and supervision, and establishment of community education committees.

Output 1.4: 270 primary head teachers (50 per cent from rural areas) complete training in school management and instructional leadership to promote effective service delivery at the school level and quality of learning in classroom.

Activities:

1. Develop Head teachers training handbook;
2. Select primary head teachers according to pre-developed criteria;
3. Provide training for 270 head teachers (90 head teachers per year);
4. Provide mentoring support (by head teachers) to teachers (minimum one hour per week per teacher).

The availability of sufficient textbooks and learning resources has been highlighted in the ESSP as a necessary measure for effective learning and achieving improved learning outcomes. Therefore, the MoEHE will undertake the task of developing 56 textbooks and 56 teacher guides including components related to safety, social cohesion and resilience based on the competency based national curriculum framework for the seven core primary subjects for distribution to schools in Puntland. The Grant Agent will engage external consultants as a quality control measure to proofread and provide inputs into the developed textbooks and teacher guides ensuring they are 'conflict sensitive' and in line with the objectives of peace-building and inclusivity. Ministry officials will also be trained in these quality assurance processes to ensure that future learning materials developed by the Ministry adhere to the same quality standards for developing 'conflict sensitive' teaching and learning materials. The development of the textbooks has been programmed under GPE.

Output 1.5: Development of 56 textbooks and 56 teaching guides for 7 core subjects in primary school to strengthen the relevance of learning materials and quality learning for children in classrooms.

Activities:

1. Select relevant resources for textbook writing;
2. Recruit textbook writers/consultants for textbook and teacher guides development consultants;
3. Develop textbooks and teacher guides including components related to safety, social cohesion and resilience for 7 primary core subjects in line with the Puntland curriculum;
4. Conduct quality control of developed textbooks and teaching guides.

4.2 Component 2: Promoting Equity in Education for the Most Socially Excluded Children

Situation Analysis

Inequity of access to education remains a key issue in Puntland. Among other key barriers for children to access education (e.g. distance, lack of learning materials, discrimination toward minority clans, violence against children, teacher absenteeism, etc), the ESA noted financial barriers such as school fees are among the common reasons for children to drop out of school every year, which means that families without the financial means to pay school fees (or other hidden costs) are excluded from education. This has a particular negative impact on girls, disabled children, IDPs and rural children. Current enrolment data show that the total enrolment is comprised of 56 per cent male and 44 per cent female pupils. Data also show that the total enrolment is made up of 41.4 per cent rural children and 58.6 per cent urban children. Disabled children make up a very small proportion of students in primary school at 1.2 per cent.

Programme Response

Component 2 of the GPE programme will focus on tackling the issue of inequity through the provision of primary school financial support in the form of scholarships to overcome financial barriers to access education via school-based mechanisms for 2,650 pupils. The MoEHE aims to improve the access to education for rural children and children from disadvantaged backgrounds such as girls, pastoralists and disabled children. In addition to fee scholarships, the MoEHE will purchase and distribute learning materials for core subjects to 2,650 pupils receiving scholarships. A total of 500 special needs children out of the 2,650 will receive scholarships and learning materials.

The MoEHE, working in close collaboration with the CECs, established selection criteria for the award of the scholarships which include: 1) children without one or both parents and lacking support from relatives/guardians; 2) children belonging to minority/IDPs communities; 3) children with special needs; 4) children from poor families. Special considerations are given to girls and children from rural areas. This criteria will be further refined as necessary with extensive consultation with CECs, REOs, DEOs, parents and school head teachers to ensure effectiveness of the awarding criteria and endorsed by ESC.

The CECs are based at the local level and support effective school management and will have great insight into the most marginalised families in need of the financial support such as scholarships. The engagement of the CECs will also add a layer of monitoring this financial support scheme for students as they can flag issues during the roll out of the programme, mitigate community grievances through inclusive and transparent selection processes, wastage of resources for children, or other negative outcomes. Once the recipient children are identified by the MoEHE and the CEC, the MoEHE will transfer the financial support directly to the parents or guardians of the children using the mobile money transfer method – thus ensuring funds are received directly by households.

To avoid excessive transactional fees, the MoEHE will use the transaction mechanism (SAHAL, ZAAD and E-DAHAB and EVC Plus services) that guarantees lowest administration costs. Additionally, these service providers have greater scope and outreach most pertinent to teachers in rural areas. The scholarships will be transferred to parents/guardians on semester basis verified through money transfer logs/records from mobile money transfer providers.

Funds will be released prior to the beginning of the academic year, however further releases of funds in semester two will be contingent upon satisfactory school attendance, which means that each child receiving scholarships (or comparable support to overcome financial barriers) must have an attendance rate of 80 percent or above is to be reported on monthly bases by the head teachers and verified by REOs, District Education Officers (DEOs). The attendance reports will be submitted to the Ministry and the GA on quarterly bases.

Effective monitoring mechanisms will be put in place to ensure the scholarships and learning materials reach their intended targets. The MoEHE and the Grant Agent will conduct quarterly monitoring visits to verify the enrolment and attendance of the children receiving the scholarships. The Grant Agent will also conduct interviews with recipient households to verify parents/guardians receive funds and that funds have been used for their intended purpose. In areas where UNICEF staff lack access due to security risks or remoteness, UNICEF will engage third party monitors on an annual basis to verify the receipt of the scholarships and attendance of the children, as well as complete interviews with recipient parents/guardians. As the Grant Agent, UNICEF will also undertake random phone call checks to the families and schools of the children for monitoring purposes.

Overall, this component will contribute towards achieving the equity targets set in the ESSP. As outlined in the ESSP, the MoEHE will work to mobilise additional resources and work with partners on the ground to enrol an additional 30,000 pastoralist and rural children into primary education by 2021. Component 2 of the GPE programme will thus contribute towards achieving that target. Other donors such as the European Union, DFID, USAID and Qatar Foundation currently fund education programmes for pastoralist children and their contribution to the ESSP equity targets will be felt and improved as their programme are continued and expanded into the 2017 - 2020 grant cycle.

This GPE programme will be complementary to, and adapt the best practices and lessons learned from the ongoing support of donors. For example, the European Union (EU) funds *Waxbarashadu Waa Iftiin* (Education is Light) Project that contributes to sector-wide-approach in education. While, the USAID through Somali Youth Learners Initiative (SYLI) Programme mainly contributes to secondary education as well as support for training of secondary school teachers. Qatar Foundation similarly through Educate A Child (EAC) Project mainly focuses on construction of schools and enhancing access to education in coastal districts. On the other hand, DFID through Girls' Education Challenge (GEC) programme supports marginalised girls to receive bursaries, equipping them with education, life skills, and other orientation to pursue life opportunities as well as teacher-training for primary and secondary school and child-friendly learning environment. Hence, in this programme, the Ministry will utilize and build upon the existing mechanism and lessons learned from implementation of similar initiatives.

Despite the importance of access in promoting equity in education for marginalized children, quality plays significant role. The program will provide teaching and learning materials for the children such as textbooks, conducive learning environment, supplementary books and extra-curricular activities to enhance pupils' achievement and retention.

The GA will also strive to mobilise additional resources under its next Country Programme (developed in consultation with all ministries of education to ensure alignment to government development goals and strategies) 2018-2021, to ensure the targets set in the ESSP for reaching disadvantaged groups, are achieved.

Outcome 2: Improved equitable access to primary education for 2,650 children in rural areas and children from disadvantaged groups.

Output 2.1: Selected 2,650 pupils receive primary school financial support and are attending schools.

Activities:

1. Establish criteria for awarding the primary school financial support;
2. Train CECs on selection processes for disadvantaged children, establishing complaint mechanisms and conflict resolution procedures;
3. Select the families of the children receiving the scholarships according to the established criteria, and working closely with the CECs;
4. Transfer the scholarships/funding support to the selected families on a semester basis;
5. Purchase and distribute learning materials for 2,650 pupils receiving the scholarships (500 textbooks are reserved for disabled pupils only);
6. Conduct quarterly random telephone monitoring to schools to verify attendance of children;
7. Conduct quarterly monitoring visits to a sample of scholarship recipients to evaluate the impact and conduct interviews to verify usage by beneficiary households.

4.3 Component 3: Effective and Accountable Education Systems

Situation Analysis

Core MoEHE institutional systems have been selected for strengthening under Component 3 of the GPE programme. These are the EMIS, examination, quality assurance and staff capacity development.

This component brings together all the proposed targets of the GPE programme. As has been stated earlier, to enable provision of access to quality education to children and develop teachers' competence, a suitable institutional system is required to be in place. Therefore, this component is aimed at institutional capacity building of the ministry by strengthening systems such as EMIS, examinations, MLA, supervision mechanisms, administration and management that are essentially pre-requisite for effective and efficient education service delivery.

EMIS is a system that collects, processes, analyses, manages and disseminates the information necessary for educational planning and management. Since 2012, the EMIS in the MoEHE has been used to compile data on all registered education providers in Puntland. UNICEF has supported the MoEHE in the operationalization of EMIS and training of staff. Currently, the system documents data from the primary, secondary, NFE, higher education, special needs children and TVET subsectors.

The first area targeted under institutional systems is EMIS as quality data is vital to the formulation of sound policies and promoting equity in education, with the focus on decentralization of the EMIS system to regions in order to facilitate improved data gathering, storage and use at the school, district and regional level and ensure that data is used to improve effective education service delivery at school level and improve children's learning outcomes. The regions role in EMIS will be: 1) data collection at school level; 2) data verification and cleaning; 3) data entry and correction of errors; and 4) submission of data to

central level for analysis, validation publication and dissemination. All the activities in this section will be under the coordination of the EMIS unit at the Ministry.

The Education Sector Analysis (ESA) findings show that the EMIS has been successfully implemented in the MoEHE and signifies notable progress over past years when data was not available for conducting any credible analysis of the education sector. However, despite those successes there remains much scope to expand and improve upon the fledgling EMIS that has now operated for only three years. Also, ESA notes that “a number of areas remain unrecorded in EMIS data; data points that could prove helpful in undertaking evidence-based planning” and also that “there is limited data on the access and equity afforded to other marginalized and disadvantaged groups, and the data collected thus far within EMIS is insufficient for detailed analysis”.

To remedy the challenges facing EMIS in terms of aforementioned, the GPE programme will support decentralization to the regions while integrated EMIS system captures more data on EiEs and marginalized groups (IDPs, minorities, and pastoral children). Conversely, the EMIS will document quality-related outcomes such as teachers attrition rate, supervision reports as well as benchmarking MLA with Puntland Centralized Examination results, which will be centrally recorded and managed against EMIS data in a way that allows for meaningful analysis across individual schools, regions, demographic groups and other pertinent areas of interest. UNICEF will continue to mobilise additional resources to complement all EMIS activities under the GPE programme.

The second area targeted under institutional system strengthening is student examination. The Puntland Centralized Examination Board oversees and sets the yearly exams for primary year eight. The centralised exams process started in 2003 with the support of the EU, which financed 100 per cent of the total cost. In 2013, the MoEHE and the EU worked together to decrease the EU's contribution with the aim of reaching 70 per cent MoEHE financing from domestic resources by 2016. However, due to the outbreak of armed conflict in Galkayo and Qandala in 2016, as well as the on-going severe drought, the Government of Puntland shifted the majority of its resources to security and emergency response, which resulted in the MoEHE being unable to meet the intended target of financing 70 per cent of the annual examinations. As a result, the MoEHE incurred large debts and has been unable to finance the balance. The total cost for conducting the annual primary year eight examinations is approximately US\$ 600,000 per year. The European Union continues to be committed to provide US\$ 200,000 towards the total annual cost. Under Component 3 of the GPE programme, US\$ 113,049 (18.8 per cent of annual cost) per year has been budgeted towards the primary year eight examinations, while the MoEHE will cover 20 per cent and fees paid by the parents of pupils will cover the remaining amount of the total cost. The MoEHE aims to utilise the expected one per cent annual increase in the education budget to increase its share of financing the examinations from 20 per cent to 60 per cent by the end of the current GPE programme. Overall, while the original target of full government financing was not achieved, the year-to-year decrease in European Union funding for examinations demonstrates that progress toward that target was in fact made and, considering the fragile context in which the MoEHE operates, continued support is highly warranted to allow this important work to be fully financed by domestic resources, which the government has committed to realizing by the end of this new GPE Grant period.

One of the main highlights of the ESA with regards to examinations is the discrepancy between data from previous MLA assessments and annual examination results. The ESA notes that the 2014 MLA results for literacy showed that only 22.4 per cent of year seven students tested

achieved at least 60 per cent on standardised assessments. For mathematics, the 2014 MLA assessment showed that 99.8 per cent of year seven students scored less than 60 per cent and 91.8 per cent of students scored less than 40 per cent. The ESA also identified substantial challenges for year three students' reading and literacy skills. The ESA stated that around 30 per cent of year seven pupils maybe functionally illiterate. This puts the 96 per cent primary Puntland Centralized Examination pass rate into question. Therefore, through GPE funds, the MoEHE will be supported to conduct MLA assessments annually in year three in primary school. MLA results will provide critical information for improving teaching and learning strategies to focus on improving areas where children continue to experience challenge in achieve learning competencies in tested subject areas and thus contribute to improving the overall quality of education and children's learning outcomes. In addition to strengthening the examination system.

The fourth area targeted under this component is quality assurance. The quality assurance department has developed quality assurance and supervision documents, policies and strategies. These documents include the quality assurance and supervision manual, supervision and monitoring tools and standardised monitoring report format. These are in the process of implementation. The quality assurance services are decentralised to the regional level and in some cases to the district level. However the ESA found that there are irregular standards for monitoring and that the data collected by quality assurance officers are not collated and stored in a way that allows for meaningful system level analysis. Support to this area will thus help improve the quality of data gathered and ensure that data is used to identify education sector management weaknesses to address so as to improve the effectiveness of education service delivery.

The fifth focus area under Component 3 is targeted capacity development of Ministry staff, including in the area of financial management, financial reporting and accountability. Over the past few years, the capacity of MoEHE has developed substantially, however certain institutional challenges remain. The challenges identified in the ESA include a high turnover of staff and a shortage of qualified personnel at the central, regional and district levels. The MoEHE continues to rely heavily on external consultants and partners' expertise. To address these systemic weaknesses, GPE will support critical service delivery functions with additional technical assistance being embedded within the Ministry. This will also help strengthen MoEHE leadership and ownership over the GPE programme, as well as broader donor-funded activities in support of the ESSP.

Programme Response

Outcome 3: Strengthened institutional systems for effective and accountable service delivery.

Support under output 3.1 will facilitate improved data gathering, storage and use at the school, district and regional levels. Currently, the Ministry uses Pineapple Software, which belongs to and is controlled by individual private consultant based in Australia who does not allow any room for the Ministry to operate, upgrade or modify without his permission that has resulted in the Ministry incurring excessive recurrent costs in operationalization of this system. This created negative consequences in recruiting and training of ToTs, REOs/DEOs, head teachers and transportation costs per annum. Therefore, in achieving long-term sustainability, the programme will support development of new EMIS software, which is more affordable, sustainable, user friendly, and easily serviceable for EMIS. While the Ministry continues to conduct research, it is looking into UNESCO software, which is an open-source system that is

issued without conditions or restrictions. OpenEMIS is backed by a strong technical support team equipped to assist countries with all aspects of country implementation. The MoEHE and UNICEF will work in close partnership with UNESCO as they are currently working with the MoEHS in Somaliland to roll out this EMIS software, which is based upon technologies being used globally to support country monitoring on progress toward achieving SDG 4 indicators. The MoEHE and UNICEF will work with UNESCO to ensure that the software developed for Puntland is aligned with global tools and software developed by UNESCO.

Moreover, the Ministry envisions to decentralize EMIS into the regions by hiring regional based EMIS staff that will inherit functions performed at central level as a more sustainable and cost effective approach.

The MoEHE will be supported to better coordinate and communicate with the district and regional levels ensuring that data is transferred from the ground level to the MoEHE and that the data is used for decision making at all levels. Decentralising EMIS will mean that the routine workload of data collection, processing and data entry will be shifted to the district level enabling the central ministry to focus more on data analysis, identification of gaps, coordination and training of the regions and districts. The Ministry will carry out workshops and trainings for teachers to ensure the EMIS data feeds back to the school level to facilitate a greater level of ownership and recognition of the importance of the data. More importantly, this 'feedback loop' will ensure that data is used to improve effective education service delivery at school level and improve children's learning outcomes. The Ministry will also ensure that relevant data such as EMIS, examination results and MLA assessment results are available to schools in a timely manner.

Fundamental for continued EMIS success is an on-going capacity building process for staff at multiple levels to mitigate the consequences of staff turnover and to ensure existing staff acquire the new skills required as system requirements evolve. The MoEHE will provide incentives for one EMIS coordinator/technical adviser based at the central level overseeing all EMIS related activities and acting as a focal person at the MoEHE. The EMIS coordinator will ensure the MoEHE uses EMIS data to address gaps in equity, efficiency and learning outcomes with a particular emphasis on girls, rural children and children from other marginalised groups. An EMIS technical officer will provide support to the EMIS coordinator. In addition, the MoEHE will recruit nine EMIS technical officers (50 per cent female) based at the regional level. The regional EMIS technical officers will work directly with head teachers in the regions and districts on data collection, entry and analysis. They will serve as the first point of contact on all EMIS related matters for head teachers ensuring capacity is strengthened at the regional, district, and school levels. The MoEHE will ensure that the recruited EMIS technical staff at the central and regional levels will have the necessary educational background in information management and statistics.

In terms of financing, the amount budgeted for EMIS under Component 3 will be exclusively supported by GPE programme while the mobilisation of additional resources or the allocation of its own additional resources by the GA, UNICEF, will leverage support to EMIS decentralization to district and school levels in near future.

Output 3.1: EMIS is decentralised, expanded, with data collected, processed, analysed and disseminated to support effective quality assurance and continuous improvement on key education performance indicators.

Activities:

1. Develop a plan for the replacement of the current EMIS software including detailed specifications and requirements of new software aligned to global tools developed by UNESCO (OpenEMIS);
2. Identify, select and install new EMIS software;
3. Expand EMIS capacity to link with and capture essential data from other departments;
4. Update EMIS data collection tools;
5. Train relevant central, regional and district level staff on the new system;
6. Train relevant central, regional and district level staff on data collection tools, advanced Excel, SPSS, data processing, analysis, verification, utilization and dissemination;
7. Conduct training of trainers (TOT) training;
8. Conduct training of head teachers;
9. Collect, process and analyse data annually (by relevant regional and district level staff)
10. Verify and validate data annually (by central level staff)
11. Publish and disseminate data annually (by central level staff)
12. Develop and approve EMIS Decentralize Terms of Reference that captures the responsibility of regional and district levels responsibilities.
13. Assess, design system and purchase the necessary equipment for a decentralised EMIS at district, regional and central levels;
14. Decentralize and implement EMIS activities at district and regional levels;
15. Recruit nine regional EMIS technical officers (50 per cent female) and provide incentives;
16. Provide incentives for one EMIS technical coordinator and one EMIS technical officer based at the central level.

Output 3.2 MoEHE will support and deploy the annual Puntland Centralized Examination in primary year eight. The Puntland Centralized Examination Board estimates that a total of 9,330 year eight primary students will undertake the exam in May 2017. The board also estimates that a total of 127 supervisors, 445 invigilators and 120 security personnel will be required to facilitate the process in 2017. A total of US\$113,049 annually has been budgeted towards the cost of annual primary year eight examinations under this output and this complements the funds allocated towards the examination costs by the European Union, the MoEHE, and the community. The annual examination process is a costly exercise, however the MoEHE is firmly committed towards the reduction of the total cost over the long-term. A first step towards long-term sustainability is the establishment of the exam questions databank, which will contribute to simplify the process and reduce the yearly cost. The MoEHE will also conduct a feasibility assessment to explore innovative ways to reduce the overall cost of the process to achieve long-term sustainability. The feasibility study will explore several alternatives including the option of reducing the examination cost through decentralisation and shifting the primary year eight examination to the regional and district offices. The MoEHE will seek to adopt the feasibility study recommendations ensuring the long-term sustainability of the examination process. Over the lifetime of the GPE programme (2017-2020), the MoEHE aims to utilise the expected one per cent annual increase in the education budget as well as additional resources that will be mobilised to increase its share of financing the examinations from 20 per cent to 60 per cent, which combined with community-based financing would translate into full domestic financing for examinations.

However, ESA (2016), questioned the validity and appropriateness of examinations with regards to literacy rates. Therefore, to address these challenges the following steps will be taken to improve pupils' learning achievements: 1) benchmark Puntland Centralized Examination in comparison to neighbouring countries; 2) conduct yearly MLAs and; 3) regular mentoring support to teachers; and 4) compare pupils' learning achievement reports with Puntland Centralized Examination results. These series of activities are expected to improve pupils' performance and improve the quality of examinations in measuring pupils' real achievements.

Output 3.2: Annual examinations for primary year eight are conducted, marked and results announced and utilised for improving teaching practices and children's learning outcomes.

Activities:

1. Develop exam papers;
2. Print and package exam papers;
3. Select examination centres';
4. Register exam candidates;
5. Recruit and train invigilators and supervisors;
6. Conduct and marks exams conducted;
7. Announce and communicate exam results to head teachers;
8. Award certificates to successfully candidates;
9. Take corrective measures based on examinations results to improve teaching and learning Improve teaching and learning;
10. Develop a set of examination questions and model answers;
11. Establish the examination databank;
12. Conduct a feasibility assessment to explore innovative methods to reduce the overall cost of the process;
13. Implement recommendations from the feasibility assessment.

Under output 3.3, the MoEHE will select a partner or external body to develop and conduct the annual MLA assessments (in literacy and numeracy) for year three and six in primary with the aim of improving the learning assessment systems and obtaining additional insight into student achievement and related challenges where performance remains poor. The MoEHE will work with the CECs in the school selection process to achieve a balance between urban and rural schools for conducting MLAs. The MoEHE will ensure that approximately 50 per cent of the schools selected for the MLA assessments will be schools where the teachers receiving the GPE funded in-service training are based, while remaining schools act as a sort of 'control group' against which to compare. The MLA results can then provide insight into the impact of the in-service teacher-training on student learning outcomes compared to schools where no teacher is currently receiving in-service training. The MoEHE will establish a task force to analyse the MLA results (in 2018, 2019 and 2020) to take concrete actions that will improve teaching quality and student learning outcomes. The MLA results will be benchmarked with Puntland Centralized Examination results, provided to the relevant head teachers in a timely manner and will feed into the EMIS data.

Output 3.3: MLA assessments (literacy and numeracy) are undertaken annually for year three and six with results utilised to improve teaching and learning in classrooms.

Activities:

1. Select independent body/partner to conduct MLA;

2. Undertake MLA assessments annually in year three and six primary;
3. Take corrective action to improve teaching and learning based on MLA results;
4. Update MLA results into EMIS;
5. Instruct and communicate MLA results to all school head teachers to provide an insight into pupil achievement and teaching practice.

Under output 3.4, an annual supervision schedule will be set in collaboration between the Quality Assurance Department, education partners (in the ESC), REOs, DEOs and head teachers. The aim is to strengthen the supervision and inspection function so that it is conducted to a sample number of 58 schools on an annual basis by regional and district level staff. The schools selected for the GPE funded inspection and supervision activities will also be where teachers receiving GPE funded teacher-training are based. The REOs and DEOs will provide feedback to the head teachers and teachers that will allow them to take direct action to improve teaching quality and learning outcomes. Overall, the data collected will be recorded centrally and managed in an accessible database that is linked to EMIS allowing for meaningful analysis.

Output 3.4: Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery.

Activities:

1. Conduct regional and district level staff training on supervision and inspection of schools ;
2. Conduct district and regional level inspections on sample schools annually;
3. Provide updates on school inspection and supervision results to central level (by regional and district level staff);
4. Communicate inspection and supervision results to all head teachers to improve teaching quality.

Output 3.5 will focus on capacity development enabling the MoEHE to carry out its essential functions. Three technical advisors will be embedded into the MoEHE and will be based in the departments of Teacher-training, Policy and Planning and Quality Assurance ensuring the successful implementation of the programme. The technical advisors will address the capacity gaps in those departments, transfer knowledge/skills, and provide coaching and mentoring to staff within their units. The fourth technical advisor will be based in the internal audit unit supporting financial management and auditing procedures within the Ministry to increase its accountability and transparency. The specific objectives of the technical advisors will be to: 1) strength the capacity of the Ministry to effectively carry out policy planning, research and coordination; 2) develop and support implementation of quality assurance and standards; and 3) establish effective institutional management and administration. During the implementation of these activities, the TAs will be working with and imparting knowledge and skills to the relevant Ministry staff.

To further develop the capacity of staff at the MoEHE, scholarships in educational policy and planning at masters' level will be made available to two long-term staff members of the MoEHE. The MoEHE will obtain the commitment of the two staff to work at the MoEHE for a minimum of two years after the completion of their masters' programmes. In addition, the Admin and Finance Department will be supported in developing an automated financial management system leading to strengthened financial, compliance and accountability reporting. A suitable automated and integrated software will be identified, installed and maintained. Relevant staff

will be trained in the use and maintenance of the system. This will facilitate and ensure the effective financial management of the education sector where the Admin and Finance Department will be able to publish granular and in depth accounting and financial inputs and outputs of each Ministry department on bi-annual basis. This activity will be partly financed by UNICEF mobilising additional internal resources, with the MoEHE and UNICEF working closely with the World Bank in this area. Only 50 per cent of the total cost for the financial software has been budgeted for under the GPE programme.

Output 3.5: MoEHE sector management capacity improved through embedded technical advisors.

Activities:

1. Recruit and embed four technical advisors into the MoEHE;
2. Identify and make available master's level scholarships in educational policy and planning for two MoEHE staff;
3. Establish, automate and evaluate Finance and accounting systems in the MoEHE;
4. Train staff in the use of the financial management system with auditing and funds utilization reports produced annually beginning at the end of 2018.

5. SUSTAINABILITY PLAN

The MoEHE is committed to achieving long-term sustainability of all its activities. However, this has proven to be challenging as Puntland is part of the wider Somalia context, which continues to recover from years of state collapse. Government institutions, capacities and domestic financing mechanisms are still being consolidated and strengthened. The revenue base of the Government continues to be narrow. The Government spends the largest portion of its budget on security and the armed conflicts that erupted in 2016 caused the diversion of even more funds towards the security sector. Besides security, the humanitarian situation continues to deteriorate as a result of the failure of three consecutive rainy seasons and the resulting drought. This means that more of the Government funds will be allocated towards dealing with the urgent humanitarian situation. Despite all these challenges, the Government is currently working with the World Bank on revenue reform and remains committed to increasing its domestic revenue base, which will lead to an increased share toward education in the national budget. In the meantime, the Puntland Parliament approved the 2017 national budget, which allocates seven per cent towards education. The Government has also committed towards increasing the education budget as a proportion of the national budget by one per cent annually. Moreover, as government expenditure for teacher salaries increases under the Somali Recurrent Cost and Reform Financing Project with the World Bank, it seems logical that government expenditure on recurrent education costs will increase and, it is hoped, also increase allocations to the education sector budget over time. With this in mind, the MoEHE is acutely aware of the scarcity of resources and the need to allocate resources efficiently.

Aside from annually increasing recurrent expenditures on teacher salaries, the MoEHE's first strategy towards achieving long-term sustainability is the reduction of the total budget spent on recurrent costs such as EMIS, examination and quality assurance. The annual examination and supervision are costly exercises and the MoEHE is committed to exploring innovative ways to simplify and reduce the overall cost of these activities. As part of the GPE programme, the MoEHE will conduct a feasibility study looking at various ways of reducing the budget spent on the examination. The MoEHE will also undertake in-house exercises to assess how it can further reduce the costs of EMIS and the annual supervision and regional based EMIS technical officers recruited under this programme will be included into the government payroll. The MoEHE plans to utilize the anticipated increase in the yearly education budget towards fulfilling its commitments to payment of recurrent teacher salaries and bridging the gap in the costs of the recurrent activities to ensure sustainable domestic financing of core education sector management functions (EMIS, examination, supervision). Apart from having adequate financial resources, institutional sustainability is a vital goal for the MoEHE. Therefore, the Ministry will strive for the capacity to continue activities and in the long term for the government to take over the education expenditure without depending on external financial and technical support.

Parents and the local community remain the foundation upon which the Puntland education sector is built. The MoEHE will thus also explore ways to further engage parents and local communities to mobilise additional resources for education sector activities from the vibrant Somali private sector and the Somali Diaspora.

6. RISK AND MITIGATION STRATEGIES

The ESSP contains an entire section dedicated to the risks and challenges facing the education sector. The key risks relevant to the GPE programme together with mitigation strategies have been presented in table 2 below.

Table 2. Key risks and mitigation strategies

Risk Description	Mitigation Strategy
General Risks	
Outbreak of conflict or political unrest.	All parties in Somalia continue to be committed to the peaceful resolution of issues.
Natural disaster such as the current on-going drought negatively impacts access to education as families are displaced.	The education in emergency technical working group continues to work on disaster management and preparedness and work on the development of contingency plans. Through these contingency plans the MoEHE and will focus on immediate support to the most affected areas.
Government unable to mobilise additional revenue to increase the education budget.	To cope with the possibility of reduced donor support, the Government shall mobilize internal revenue while remaining committed to expanding the revenue base and is working with international partners such as the World Bank on revenue reform programmes. With the support of development partners, the MoEHE will continue to advocate with the Ministry of Finance to fulfil domestic financing commitments for the education sector, while at the same time securing commitments from development partners to finance programming that is aligned to key ESSP programmes and development targets.
Reduction of donor support to the education sector as a result of competing demands from other parts of the world.	The MoEHE will continue to lobby the Government to allocate more resources towards education. The MoEHE will also

	work to mobilise additional resources from non-traditional donors. The MoEHE is currently implementing a programme by Qatar Foundation (through UNICEF) and is hopeful of engaging more non-traditional donors. In addition, the MoEHE will actively work to engage the vibrant Somali private sector and the Somali Diaspora to mobilise resources for education sector activities.
Programme Specific Risks	
MoEHE unable to sustain the outcomes of the programme, in particular the cost of the annual examinations and EMIS.	The MoEHE will use additional government budget allocations to ensure all achievements of the programme are sustained over the long term.
Lack of human resource capacity within MoEHE to oversee the implementation of the programme as well as the implementation of the wider ESSP 2017 – 2021.	Four technical advisors will be embedded in the MoEHE to address capacity gaps and to support knowledge and skill transfer to the relevant staff members.
Scholarship/financial support for poor households do not reach intended targets or do not result in increased enrolment.	The CECs will support the MoEHE to oversee the scholarships process and UNICEF will conduct quarterly random phone call checks to the families and schools of the children receiving scholarships to monitor school attendance. UNICEF will also engage third party monitors for areas where staff lack access due to remoteness or security risks.
Development partners do not fully align funding support to government priorities with INGO and NGO partners implementing activities parallel to government priorities and strategies and outside of government leadership.	The MoEHE will ensure of its strong leadership role and coordination of all education sector partners through the ESC at the Puntland level. Through the ESC mechanism the MoEHE will ensure that all education implementing partners align their programmes to the priorities established in the ESSP 2017-2021. The MoEHE will also take an active role in engaging donors at the ESC at the Nairobi level to ensure that they also hold the implementing partners accountable to the full alignment of programmes towards government priorities as established in the ESSP 2017-2021.

<p>Teacher-training does not result in improved learning outcomes.</p>	<p>All teachers will be supported through monitoring and mentoring visits allowing the MoEHE and the Grant Agent to assess how the teacher-training programme is being implemented at the classroom level. Also, the MLA results will provide insight into the impact of the in-service teacher-training on student learning outcomes compared to schools where no teacher is currently receiving in-service training. This will support timely adjustments to teacher-training and in-service support to overcome challenges with improving student learning outcomes.</p>
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7. PROGRAMME IMPLEMENTATION AND MANAGEMENT

The GPE programme has been designed to reflect the MoEHE priorities set out in the ESSP 2017–2021 and builds on the lessons learned from the implementation of the previous grant (2013-2016), which closed on 31 October 2016. All activities under the previous GPE programme (2013-2016) built upon existing local capacities within the MoEHE. The UNICEF Country Office worked exclusively through the MoEHE to implement the activities in the previous programme (2013-2016). The benefits of this implementation modality were multifaceted – Ministry ownership and oversight of activities were increased and existing Ministry capacities were enhanced. Moreover, significant cost-savings were achieved by working through the Ministry and local NGOs and thus this maximized GPE funding allocations to activities to support the achievement of priorities in the previous ESSP. As such, the proposed GPE programme (2017-2020) will utilise the same implementation modality where the Grant Agent will work directly through the Ministry, strengthening national systems and capacities. The implementation plan in Annex 1 shows the activity breakdown, the implementation timeframe and the lead entity.

The MoEHE will work in close collaboration with local teacher-training institutes and universities to implement the pre-service, in-service teacher-training and head teacher-training activities in Component 1. In Component 2, the MoEHE will use their established financial systems to transfer student scholarships to parents/guardians using beneficiary selection mechanisms at school level in order to increase access to education for 2,650 pupils from marginalised groups. In Component 2, the Ministry will use the money transfer operator Dahabshiiil to transfer the scholarships/funding support to the parents of selected children, building on the lessons learned from the implementation of the previous GPE grant (2013-2016) where the MoEHE transferred the monthly teacher incentives through Dahabshiiil, which is the largest money transfer operator in Somalia. To reduce administrative costs, the MoEHE will transfer the scholarships on school semester basis rather than a monthly basis. In Component 3, the implementation of activities will be coordinated by the central Ministry and carried out in great part by regional and district level staff.

As the GA, UNICEF has been providing financial, as well as technical support, for education interventions in Puntland through a dedicated team, composed of four Garowe based staff and 10 education and operations staff based at the UNICEF Somalia Support Centre in Nairobi. In addition, technical support is readily available to Puntland from the UNICEF East and Southern Africa Regional Office in Nairobi, as well as from UNICEF Headquarters. UNICEF also regularly offers its field, country and regional office facilities in support of technical and coordination meetings and training opportunities, as well as the use of technology services to strengthen monitoring.

Ministerial Management

The MoEHE will implement the GPE programme with support provided by UNICEF as the Grant Agent. The MoEHE will establish a steering committee that oversees the overall programme implementation and appoint one of the technical advisors to act the focal person working within the Ministry to manage and oversee the overall implementation of the GPE programme. Key decisions related to the

implementation of the programme will be approved by the steering committee. The Director General and the UNICEF Puntland zonal head of education will co-chair the steering committee. The steering committee will comprise of the following:

Chair: Director General.

Co-Chair: UNICEF Puntland zonal head of education.

Members:

1. Director of Teacher-Training;
2. Director of Human Resources;
3. Director of Examinations;
4. Director of Policy and Planning;
5. Director of Quality Assurance;
6. Director of Admin and Finance;
7. GPE programme focal person;
8. UNICEF zonal education officer.

The committee will develop a Terms of Reference to guide its work. The committee will meet monthly for the first year of implementation and quarterly thereafter. Progress updates will be provided to the education partners through the ESC meetings on a quarterly basis.

Grant Agent

As the GA, UNICEF will work with the MoEHE on the grant application process, disburse GPE transferred funds to the MoEHE and provide fiduciary oversight. UNICEF will also provide technical support to the MoEHE to successfully manage the programme and establish effective monitoring and reporting mechanisms. On the ground, the UNICEF national education officer will work closely with the MoEHE team on a day-to-day basis providing technical support in the implementation of the programme and conducting routine monitoring. The UNICEF Puntland zonal education head of section will also work closely with the MoEHE and ESC to ensure the successful implementation of the programme and to ensure problems are dealt with as they arise. A programme assistant will provide further administrative support. In addition, the UNICEF team based in the UNICEF Somalia Support Centre in Nairobi will provide further technical support to the team in Puntland as and when required. This includes support from the Communication Section in project visibility, Operations and Supply and Logistics Sections in relation to procurement and support on monitoring and evaluation from the Planning, Monitoring and Evaluation Section.

UNICEF will use its established financial systems and procedures to ensure full transparency and accountability for all financial transactions. UNICEF Somalia adopted the HACT framework in July 2015. The framework was developed to help UNICEF obtain sufficient assurance on the proper utilisation of cash transfers to implementing partners. The framework includes capacity assessments, programmatic visits, financial spot checks and financial audits. Additionally, HACT calls for financial management capacity building of implementing partners.

Since the adoption of the HACT framework, UNICEF has been exclusively using the Funding Authorization and Certificate of Expenditures (FACE) form for partners to request, and report on cash disbursements. The universal adoption of the FACE form establishes a harmonised format across all programme sections for all implementing partners to request funds. UNICEF is currently in partnership with more than 100 civil society and government ministries implementing partners inside Somalia. Micro assessments have been completed and risk ratings assigned for all partners receiving more than US\$ 100,000 per year from UNICEF. The risk ratings are used, along with volume of cash transfers to partners, to determine the frequency and type of assurance activities.

In 2016, UNICEF carried out 81 financial spot checks and had financial audits on file for 95 partners. Upon completion of the assurance activities such as programmatic visits, UNICEF collates findings and recommendations and uses the analysis to identify capacity gaps and carry out capacity building of partners. Recurrent weaknesses are flagged and accorded special attention during capacity building activities.

Since the full rollout of HACT by UNICEF Somalia, financial management has been strengthened among UNICEF implementing partners. In overall terms, HACT aims to simplify procedures, reduce transaction costs, assess financial and programmatic management capacity, and identify the most appropriate cash transfer procedures, while mitigating risks associated with managing GPE funds in high risk programming environments such as Somalia.

Coordinating Agency

USAID is the coordinating agency for the GPE programme in Somalia. As the coordinating agency, USAID will play a facilitating role in implementing the guiding principles of the GPE programme as well as ensure harmonized support for mutual accountability and transparency across the partnership.

8. MONITORING AND EVALUATION STRATEGY

The Results Framework is built around the three key programme components, the outcomes and outputs of each component. Each outcome and output is linked to measurable indicators and data sources. A variety of data sources will be used to track and verify the progress of the programme as outlined in the Results Framework. The EMIS and teacher profile database will provide reliable baseline data to measure progress for many of the indicators. The EMIS data will provide the bulk of the data used in the indicators set in the results framework for Components 1, 2, and 3. The current EMIS system captures reliable data on pupils, teachers and schools in Puntland. Additional data will be captured through the planned expansion of the EMIS. Further to the data provided by EMIS and teacher profile database, the examination results, MLA assessment results, supervision visits and inspection documents will also provide reliable data sources for the indicators set in the results framework. Other data sources that will be utilised for tracking of progress and verification are Ministry reports, human resources documents, and training documents.

UNICEF will use its established monitoring systems to ensure high quality work is carried out in a timely manner. The Puntland zonal head of education section will take the overall responsibility for monitoring progress and reporting working closely with Puntland zonal education officers and the Nairobi based team. The UNICEF zonal team based in Puntland will conduct quarterly monitoring visits to project sites as well as conduct continuous coordination with the MoEHE. Throughout the implementation of the programme, an additional layer of monitoring and financial risk mitigation will take place in the form of quarterly random phone call checks and interviews of the families and schools of the children receiving scholarships for monitoring scholarship receipts and school attendance. The monitoring will be supplemented by frequent visits by the Chief of Education and the Nairobi based team. UNICEF zonal staff will also provide routine reporting to the education team based in Nairobi. In addition to the on the ground monitoring by UNICEF staff located in the Puntland zonal office, UNICEF will also contract and utilise third party monitoring for the programme activities in both mid-term and final evaluation. The third party will be an independent body/individual hired through competitive selection process. Furthermore, UNICEF will utilise its Knowledge Management system to generate and disseminate lessons learned and best practice to all programme stakeholders.

The Ministry will take the overall responsibility of the programme monitoring progress, evaluation and reporting, working closely with the Grant Agent. The MoEHE will appoint a dedicated M&E officer based in the Policy and Planning Department to support wider education sector governance and monitoring mechanisms and enable additional validation of the programme implementation. The MoEHE will also provide regular update on the status of activities and funds disbursed to the education sector partners through the ESC meetings. Overall, the monitoring of the GPE programme is incorporated into the government led monitoring mechanisms such as the annual JRES where the implementation of all programmes, financial commitments made by partners and the broader implementation of the ESSP are reviewed and monitored.

As the GA, UNICEF will submit timely reports in line with the standard GPE reporting process. In addition, UNICEF will copy the Secretariat on all programme related internal supervision reports prepared including financial progress reports. UNICEF will meet with the Secretariat at least once every six months to review the overall progress of the grant. It will inform the Secretariat of any delays or issues that may affect the quality and timing of the programme implementation. A final evaluation of the programme will be carried out upon completion of the implementation of the programme.

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Annex 2: Results Framework

RESULTS FRAMEWORK: GPE PROGRAMME FOR PUNTLAND (2017 – 2020)	
Goal	Indicators
Improved quality of education and access for all in Puntland	GER; MLA assessment; annual primary exam

Outcome 1: Improved learning outcomes for primary students								
Outcome Indicators	Baseline 2015/2016	Target				MOV	Geo. Focus	Responsible
		2017/2018	2018/2019	2019/2020	Overall			
Percentage of additionally trained primary teachers utilizing child centred pedagogy in class to improve child participation and quality of education	0 ¹	Total: 70 percent of 325 teachers	Total: 75 percent of 650 teachers (Cumulative)	Total: 80 percent of 975 teachers (Cumulative)	Total: 80 percent of 1,053 teachers (Cumulative)	EMIS Data/teacher profile data & Practicing Teacher Certification Supervision reports	State and Regional levels	MoEHE, teacher training institutes/ universities
Percentage of additionally trained primary head teachers utilizing school management and institutional leadership	0 ²	70 percent	75 percent	80 percent	80 percent (Cumulative)	School inspection and supervision report M&E report	State and regional level	QAS, teacher training institutes/ universities

¹ Baseline is set as 0 since the indicator is linked to teachers and head teachers who have participated in training through GPE funds.

² Please see above.

Percentage of learners participating in MLA in Grade 3 and Grade 6 attaining MLA Standards in Literacy and Numeracy ³ (<i>Disaggregated by gender and region</i>)	30 per cent	30 per cent	35 per cent	40 per cent	40 per cent (<i>Cumulative</i>)	MLA assessments report	State and regional levels	MoEHE
Percentage of learners achieving a pass rate ⁴ in annual primary examination (<i>Disaggregated by gender and region</i>)	TBD (presumed to be 96 percent) ⁵	Baseline to be established in 2017/2018	Target to be confirmed after establishment of baseline	Target to be confirmed after establishment of baseline	Target to be confirmed after establishment of baseline	National primary examination results EMIS data	State and regional levels	MoEHE
Teacher attrition rate ⁶	TBD	Baseline to be established in 2017/2018	Target to be confirmed after establishment of baseline	Target to be confirmed after establishment of baseline	Target to be confirmed after establishment of baseline	EMIS data QA supervision and inspection documents	State and regional levels	MoEHE
Output 1.1: Pre-service and in-service teacher training polices, manuals and curriculum based on the national curriculum framework developed and distributed for use by teacher training institutions								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Ratio of Certified teachers	1:67	1:67	1:60	1:55	1:55	EMIS Data/teacher profile data	State and Regional levels	MoEHE
Number of teachers who participated in the pre-service training who have been absorbed in the MoEHE	0	0	74 (95 percent)	74 (95 percent)	148 (95 percent)	EMIS Supervision reports Project evaluation	State and Regional levels	MoEHE

³ MLA Assessments (Literacy and Numeracy) to be conducted annually

⁴ Attaining at least an average mean score of 50 per cent.

⁵ MoEHE is moving to a more robust examination framework where international standards will be salient.

⁶ The teacher attrition rate is currently not captured in the EMIS data, however this is expected to be captured with the planned expansion of EMIS under GPE funds. This indicators will not be measures until year 2 of the programme.

						reports		
Number of teacher training policy, strategy and manuals developed/reviewed and utilized	2 documents are ready	2 TEPD developed	2 Training policy, strategy and manuals revised/updated	<i>Emphasis: implementation and utilization</i>	2 documents approved and utilized	Documents developed/revised	State and regional levels	MoEHE, teacher training institutes
Output 1.2: 975 practicing primary teachers complete in-service training and receive certification (50 per cent from rural teachers) to support continuous quality improvement of learning in classrooms								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of teachers completing in-service training and certified by MOEHE (disaggregated by sex and location)	0	Total: 325 Male: 216 Female: 109 Urban: 162 Rural: 163	Total: 325 Male: 216 Female: 109 Urban: 163 Rural: 162	Total: 325 Male: 218 Female: 107 Urban: 163 Rural: 162	Total: 975 Male: 650 Female: 325 Rural: 488 Urban: 487	MOEHE Teacher data base MOEHE Certification Register	State and regional levels	MoEHE, teacher training institutes/universities
Output 1.3: 156 Pre Service primary teachers (50 per cent female) from rural areas complete pre-service training and receive certification to promote equity and quality of learning for socially excluded children								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of teachers completing pre-service training and receiving certification (disaggregated by sex and region).	0	0	Total: 78 Male: 39 Female: 39 Rural: 78	Total: 78 Male: 39 Female: 39 Rural: 78	Total: 156 Male: 78 Female: 78 Rural: 156	Teacher data base MOEHE certification and register report	State	MoEHE, teacher training institutes/universities
Output 1.4: 270 primary head teachers (50 per cent from rural areas) complete training in school management and instructional leadership to promote effective service delivery at the school level and quality of learning in classroom								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of head teachers completing training in school management and instructional leadership and utilizing the knowledge and skills to improve quality of education in their schools.	0	Total: 90 Rural: 45 Urban: 45	Total: 90 Rural: 45 Urban: 45	Total: 90 Rural: 45 Urban: 45	Total: 270 Rural: 135 Urban: 135	QA supervisions and inspection documents	State and regional levels	MoEHE, teacher training institutes

Output 1.5: Development of 56 textbooks and 56 teaching guides for 7 core subjects in primary school to strengthen the relevance of learning materials and quality learning for children in classrooms								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of textbooks and teaching guides of core subjects (Maths, Science & Somali Language) across all grades developed.	0	56 textbooks developed	28 textbooks pilot tested and revised	28 textbooks and revised	56 textbooks developed, pilot tested	Textbooks and teaching guides MoEHE reports	State and regional levels	MoEHE
Component 2: Promoting Equity in Education for the Most Socially Excluded Children								
Outcome 2: Improved equitable access to primary education for 2,650 children in rural areas and children from disadvantaged groups								
Outcome Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Percentage enrolment disaggregated by gender in primary school	Boys: 56 percent Girls: 44 percent	Boys: 56 percent Girls: 44 percent	Boys: 55.5 percent Girls: 44.5 percent	Boys: 55 percent Girls: 45 percent	Boys: 55 percent Girls: 45 percent	EMIS data	State and regional levels	MoEHE, REOs, DEOs, CECs
Percentage of primary school dropout rate disaggregated by gender	Total: 9.4 Male: 9.5 Female: 9.1	Total: 9.4 Male: 9.5 Female: 9.1	Total: 8.7 Male: 8.7 Female: 8.6	Total: 8.4 Male: 8.5 Female: 8.1	Total: 8.4 Male: 8.5 Female: 8.1	EMIS data	State and regional levels	MoEHE, REOs, DEOs, CECs
Percentage urban-rural enrolment	41.4 percent rural enrolment 58.6 percent urban	42.4 percent rural enrolment 59 percent urban enrolment	43.1 percent rural enrolment 59.3 percent urban enrolment	43.4 percent rural enrolment 59.6 percent urban enrolment	43.4 percent rural enrolment 59.6 percent urban enrolment	EMIS data	State and regional levels	MoEHE, REOs, DEOs, CECs
Output 2.1: Selected 2,650 pupils receive primary school financial support and are attending schools								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible

Number of children receiving school fee scholarships and are attending school	0	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Females: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Supervision and inspection reports School attendance reports M&E reports	State and regional levels	MoEHE, REOs, DEOs, CECs
Number of children receiving learning materials	0	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Females: 1,325 Rural: 2,150 500 (CWD)	Total: 2,650 Male: 1,325 Female: 1,325 Rural: 2,150 500 (CWD)	Supervision and inspection reports M&E reports Supply distribution reports	State and regional levels	MoEHE, REOs, DEOs, CECs
Component 3: Effective and Accountable Education Systems								
Outcome 3: Strengthened institutional systems for effective and accountable service delivery								
Outcome Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Effective and accurate EMIS data corresponding to ESSP (2017-2021) indicators on educational institutions is available and updated annually.	TBD ⁷	90 percent	95 percent	100 percent	100 percent	EMIS data	State and regional level	MoEHE

⁷ EMIS will be expanded to include additional education indicators and it is based on this version of EMIS that progress will be measured.

Number of financial reports published by MoEHE	0	1 financial report published	1 financial report published	1 financial report published	Total: 3 reports (1 report published annually)	Financial documents MoEHE reports	State and regional levels	MoEHE
Output 3.1: EMIS is decentralised, expanded, with data collected, processed, analysed and disseminated to support effective quality assurance and continuous improvement on key education performance indicators								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of regions having decentralized EMIS	0	2 Regions (Cumulative)	5 Regions (Cumulative)	9 Regions (Cumulative)	9 Regions (Cumulative)	EMIS data MoEHE reports Project evaluation reports	State and regional levels	MoEHE, REOs, DEOs
Percentage of schools in Puntland tracked in EMIS	86 percent	90 percent	92 percent	95 percent	95 percent	EMIS data	State and regions	MoEHE, REOs and DEOs
Number of EMIS staff and head teachers trainings conducted	1	1 EMIS staff and head teachers training		1 EMIS staff and head teachers refresher training	Total: 2 EMIS trainings	Training records MoEHE reports	State and regions	MoEHE, REOs and DEOs
Percentage of primary schools receiving EMIS statistics yearbook	86 percent	90 percent	92 percent	95 percent	95 percent	MoEHE reports Supply distribution reports	State and regions	MoEHE, REOs and DEOs
Output 3.2: Annual examinations for primary year 8 conducted, marked and results announced and utilised to improve teaching practices and children's learning outcomes								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of primary school students sitting the Puntland Primary Leaving Certificate (PPLC) examinations	9,330 Students sitting PPLC	10,263 Students sitting PLPC	11,289 Students Sitting PPLC	12,148 Students Sitting PLPC	12,148 Students sitting PPLC	Examinations documents and reports EMIS data	State and regional levels	MoEHE

Output 3.3: MLA assessments (literacy and numeracy) are undertaken annually for primary year 3 and 6 with results utilised to improve teaching and learning in classrooms								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of MLA developed	0	1			1	MLA assessment	State and regional levels	MoEHE
Number of MLAs conducted	0	1	1	1	3	MLA Reports	State and regional levels	MoEHE
Percentage of G3 and 6 pupils that assessed through MLA	0	5 percent	5 percent	5 percent	5 percent	MLA Report	State and regional levels	MoEHE
Output 3.4: Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Percentage of schools achieving improved test scores at Grade 3 and Grade 6 attributable to support supervision and inspection by MOEHE	TBD ⁸	20 percent	25 percent	30 percent	30 percent Cumulative	MLA Reports	State and regional levels	MoEHE, REOs, DEOs
Output 3.5: MoEHE sector management capacity improved through embedded technical advisors								
Output Indicators	Baseline	2017/2018	2018/2019	2019/2020	Overall	MOV	Geo. Focus	Responsible
Number of Education Departments achieving Education Sector Quality Benchmarks (ESQB) ⁹ e.g. Finance / Time, personnel. Quality	TBD	ESQB	5 (56 percent) Cumulative	7 (78 percent) Cumulative	7 (78 percent) Cumulative	MoEHE Annual Audit Report	State	Director General
Number of staff that complete Masters level in Educational Planning through scholarship	0			2 staff members	2 staff members	MoEHE reports Staff Certificate	State	MoEHE

⁸ The baseline will be established following the first round of MLA and baseline scores established.

⁹ MOEHE to develop the ESQB by 1st quarter of 2018 and benchmarks to be established.

Annex 3: Budget (USD)

	PROGRAMME COMPONENTS	Unit	Quantity	Unit Cost (USD)	Frequency	Total Cost (USD)	% of Total Cost
1	COMPONENT 1: PRIORITISING QUALITY TEACHING AND CHILDREN'S LEARNING OUTCOMES						35.1%
1.1	Pre-service and in-service teacher training polices, manuals and curriculum based on the national curriculum framework developed and distributed for use by teacher training institutions						
1.1.1	In-service & pre-service teacher training policies, strategies, curriculum and manuals reviewed, updated and approved	Person	1	250	30	7,500.00	
1.1.2	Workshop for teacher training policies, strategies, curriculum and manuals review and approval	Activity	20	50	2	2,000.00	
1.1.3	Impact assessment on the teacher training package previously funded by GPE	Activity	1	21,000	1	21,000.00	
	<i>Sub-total output 1.1</i>					30,500.00	
1.2	975 practicing primary teachers complete in-service training and receive certification (50 per cent from rural teachers) to support continuous quality improvement of learning in classrooms						
1.2.1	In-service teacher training (tuition fee)	Person	975	210	1	204,750.00	
1.2.2	In-service teacher training (US\$ 150 living allowance)	Person	975	150	4	585,000.00	
1.2.3	Rural in-service teachers transportation	Person	489	60	2	58,680.00	

	(\$60*489)					
1.2.4	Urban in-service teachers transportation (\$50*486)	Person	486	50	2	48,600.00
1.2.5	Updating of teachers profile database	Activity	1	43,000	3	129,000.00
	<i>Sub-total output 1.2</i>					1,026,030.00
1.3	156 new primary teachers (50 per cent female) from rural areas complete pre-service training and receive certification to promote equity and quality of learning for socially excluded children					
1.3.1	Pre-service training (tuition fee)	Person	156	610	1	95,160.00
1.3.2	Pre-service training (US\$ 80 living allowance)	Person	156	80	18	224,640.00
1.3.3	Rural pre-service teachers transportation (\$60*156)	Person	156	60	4	37,440.00
	<i>Sub-total output 1.3</i>					357,240.00
1.4	270 primary head teachers (50 per cent from rural areas) complete training in school management and instructional leadership to promote effective service delivery at the school level and quality of learning in classroom					
1.4.1	Development of head teachers training manual	Person	1	220	20	4,400.00
1.4.2	Training of 270 head teachers (tuition fees)	Person	270	110	1	29,700.00
1.4.3	Training of 270 head teachers (US\$ 150 living allowance)	Person	270	150	2	81,000.00
1.4.4	Rural primary head teachers transportation (\$60*135)	Person	135	60	2	16,200.00
1.4.5	Urban primary head teachers transportation (\$50*135)	Person	135	50	2	13,500.00
	<i>Sub-total output 1.4</i>					144,800.00
1.5	Development of 56 textbooks and 56 teaching guides for seven core subjects in primary school to strengthen the relevance of learning materials and quality learning for children in classrooms					
1.5.1	Recruit textbook developing consultants	Lumpsum	80	102	45	367,200.00

1.5.2	Quality control activity (proof reading by external consultants)	Lumpsum	1	40,447	1	40,447.00	
	<i>Sub-total output 1.5</i>					407,647.00	
	SUB-TOTAL COMPONENT 1					1,966,217.00	
2	COMPONENT 2: PROMOTING EQUITY IN EDUCATION FOR THE MOST SOCIALLY EXCLUDED CHILDREN						17.3%
2.1	Selected 2,650 pupils receive primary school financial support and are attending schools						
2.1.1	Transfer the scholarships to the selected families on a term basis	Person	2,650	90	3	715,500.00	
2.1.2	Purchase and distribute learning materials for 2,650 pupils receiving scholarships (500 textbooks are reserved for disabled students only)	Set	2,650	90	1	238,500.00	
2.1.3	Quarterly monitoring visits to verify impact of scholarships	Activity	1	1,000	3	3,000.00	
	<i>Bank transfer charges (1.5%¹⁰)</i>	lumpsum				14,355.00	
	SUB-TOTAL COMPONENT 2					971,355.00	
3	COMPONENT 3: EFFECTIVE AND ACCOUNTABLE EDUCATION SYSTEMS						27.0%
3.1	EMIS is decentralised, expanded, with data collected, processed, analysed and disseminated to support effective quality assurance and continuous improvement on key education performance indicators						
3.1.1	Select and install new EMIS software	Person	1	310	30	9,300.00	
3.1.2	Database maintenance cost (60 days maintenance over 3 years x 200 per day)	Person	1	205	60	12,300.00	
3.1.3	Train central, regional and district level staff on the new system (1 Workshop in Y1 + 1 refresher workshop in Y3 @ 4,900 each)	Activity	1	5,000	2	10,000.00	
3.1.4	Training for staff on data collection, advanced Excel, SPSS, data processing,	Activity	1	4,500	3	13,500.00	

¹⁰ These charges are levied by financial institutions inside Somalia and are charged separately so as to ensure students receive the full scholarship.

	analysis and verification					
3.1.5	EMIS tools printing	Activity	2,400	0.70	3	5,040.00
3.1.6	Printing and publication of EMIS year book	Activity	500	5	3	7,500.00
3.1.7	TOT training	Activity	1	4,000	3	12,000.00
3.1.8	Data collection and data verification at regional and district level	Activity	1	19,000	3	57,000.00
3.1.9	Coordination activities	Activity	1	2,500	3	7,500.00
3.1.10	Data entry and validation workshop	Activity	1	7,200	3	21,600.00
3.1.11	EMIS data validation workshop	Activity	1	5,900	3	17,700.00
3.1.12	Data dissemination and utilisation training	Activity	1	4,400	3	13,200.00
3.1.13	Incentives for regional EMIS technical officers (9 persons @ US\$ 350 per month for 34 months)	Person	9	350	34	107,100.00
3.1.14	Incentives for one EMIS coordinator based at the central level (1 person @ US\$ 900 per month for 34 months)	Persons	1	900	34	30,600.00
3.1.15	Incentives for one EMIS officer based at the central level (1 person @ US\$ 500 per month for 34 months)	Person	1	500	34	17,000.00
3.1.16	Hire consultant to design decentralised system (1 person x 30 days @ US\$ 300 per day)	Person	1	300	30	9,000.00
3.1.17	Decentralised EMIS hardware (servers, network instrument, VPN system/Atenas)	Activity	1	42,000	1	42,000.00
3.1.18	Decentralised EMIS design of system, coding, installation, production of training manuals	Activity	1	56,000	1	56,000.00
	<i>Sub-total output 3.1</i>					448,340.00
3.2	Annual examinations for primary year 8 conducted, marked and results announced and utilized to					

improve teaching practices and children's learning outcomes						
3.2.1	Exam markers training (120 persons @ US\$ 25 x 2 days per year x 3 years)	Person	120	25	6	18,000.00
3.2.2	Exam marking costs (US\$ 0.45 per paper for 7 days per year x 3 years)	Person	9,330	0.45	21	88,168.50
3.2.3	Data collection activity (9,330) students data @ US\$ 2 x 1 day per year x 3 years)	Person	9,330	2	3	55,980.00
3.2.4	Examboard capacity building	Activity	1	4,200	3	12,600.00
3.2.5	Establish question bank system (software)	Activity	1	30,500	1	30,500.00
3.2.6	Exams databank development costs	Activity	100	460	3	138,000.00
	<i>Sub-total output 3.2</i>					343,248.50
3.3	MLA assessments (literacy and numeracy) are undertaken annually for primary year 3 with results utilised to improve teaching and learning in classrooms					
3.3.1	MLA assessments are developed and undertaken annually in year 3 and 6 in primary	Person	45	420	8	151,200.00
	<i>Sub-total output 3.3</i>					151,200.00
3.4	Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery					
3.4.1	District and regional level staff trained on conducting routine supervision and inspection of schools	Person	50	105	6	31,500.00
3.4.2	District and regional level staff conduct routine inspection of sample schools	School	58	500	3	87,000.00
	<i>Sub-total output 3.4</i>					118,500.00
3.5	MoEHE sector management capacity improved through embedded technical advisors					
3.5.1	Technical advisors (1 TA in teachers department, 1 TA in policy & planning, 1 TA in quality assurance)	Person	3	3,000	36	324,000.00

3.5.2	Technical advisors (1 TA in internal audit unit)	Person	1	2,000	36	72,000.00	
3.5.3	Scholarships for 2 staff to a neighbouring country (at masters level) (tuition fee and living costs)	Person	2	6,100	2	24,400.00	
3.5.4	Finance and accounting systems evaluated in the MoEHE, automated financial management system (software) set up and staff trained	Activity	1	30,860	1	30,860.00	
	<i>Sub-total output 3.5</i>					451,260.00	
	SUB-TOTAL COMPONENT 3					1,512,548.50	
4	PROGRAMME SUPPORT						
4.1	Programme support cost (staff costs, capacity building, administration, technical support etc)	Lumpsum				369,444.72	19.6%
4.2	UNICEF operational cost (operations, procurement, security etc)	Lumpsum				730,434.78	
	SUB-TOTAL PROGRAMME SUPPORT					1,099,879.50	
5	MONITORING AND EVALUATION						
5.1	Routine programme monitoring and reporting	Lumpsum				30,000.00	0.9%
5.2	Evaluations	Lumpsum				20,000.00	
	SUB-TOTAL M&E					50,000.00	
	TOTAL GPE PROGRAMME COST					5,600,000.00	
	PUNTLAND GPE ALLOCATION					5,600,000.00	

Annex 4: Development partners and their contributions to education sector in Puntland

#	Development Partners	Specific area of work/intervention (past and the future)	Extent ¹¹ of their contribution	Alignment to GPE Programme
1	European Union	<ul style="list-style-type: none"> • Sector Wide 	High	<ul style="list-style-type: none"> • Teacher training • EMIS • Supervision, • Fee scholarships, • Examinations, • Capacity building support • Curriculum development
2	USAID	<ul style="list-style-type: none"> • Youth, Pastoralist Education, 	Medium	<ul style="list-style-type: none"> • Pastoralist education,
3	DFID	<ul style="list-style-type: none"> • Girls Education 	Medium	<ul style="list-style-type: none"> • Fee scholarships,
4	Qatar Foundation	<ul style="list-style-type: none"> • Teacher training, • Construction of permanent/temporary classroom in coastal areas 	Medium	<ul style="list-style-type: none"> • Teacher-training,
5	World Bank	<ul style="list-style-type: none"> • Teacher Incentives 	Medium	
6	NORAD	<ul style="list-style-type: none"> • Child protection • Teacher-training • Teacher incentives • Classroom construction 	Medium	<ul style="list-style-type: none"> • Teacher-training • Pupil learning assessments
7	UNICEF	<ul style="list-style-type: none"> • Pastoralist Education • Youth Education • Education in Emergency • Capacity building and system strengthening • Teacher training 	High	<ul style="list-style-type: none"> • Teacher training • Capacity building and system strengthening

¹¹ The extent of contribution is being assessed on level of funding and/or impact

		<ul style="list-style-type: none">• CEC and CtC trainings• School construction and rehabilitation works		
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Annex 5: Case scenarios related to effects of the drought on programme implementation

Working assumptions:

1. In all scenarios, water scarcity, food insecurity, human migration and displacement remain prominent concerns.
2. Political stability and security in Puntland allows flow of international assistance for drought response activities.
3. Schools are points of convergence and response by different humanitarian agencies

The following scenarios are based on weather forecasts and predictions. The scenarios are broken down into '**best case**', '**most likely**' and '**worst case**' in order to inform the Ministry's response strategy. In Puntland, all the three scenarios are high possibilities with the worst-case scenario presenting massive loss of livelihoods, human life, displacement and exacerbating human suffering, some affected schools closing and children dropping out of school.

Most likely scenario

2017 *Gu* rains come but are below normal, spotty and scattered locations receive minimal rainfall, meaning that a number of households are unable to produce crops and rangelands are inadequate for immediate free range pasture/browse needs and grass-fodder harvest. Ongoing *La Nina* effects continues in the post *Gu* period. Food availability at the household level worsen compared to the post *deyr* period.

Because of reduced production and household purchasing power across all livelihoods, especially among the pastoral communities, the number of people in need rises. This is likely to affect many more households currently stressed to drift into crisis, emergency and famine situations over time. Food security trends continue to worsen through November, 2017 for pastoralist (livestock and fishing communities). Recovery activities are inadequate to reach and support households and schools in dire need as weather conditions remain cannot sustain existing livelihood systems. A large portion of the most vulnerable populations, including children in and out of school, will still need lifesaving and education support through November, 2017. Humanitarian access remains unstable with some interruptions in programming. Increased movement of people in search of better livelihood opportunities in urban centres and IDP areas particularly Bosaso, Garowe, Gardo and Galcayo is evident.

Health and Nutrition facilities are overwhelmed with the rise in malnutrition rates and Global Acute Malnutrition (GAM) rates already exceeding emergency thresholds. Due to global demand on nutrition supplies, pipeline problems result in periods of stock out in some facilities.

Sporadic outbreaks of livestock, zoonotic and human diseases occur due to overcrowding, inadequate and contaminated water. The humanitarian response focuses on the outbreak of human diseases that include communicable diseases with mixed levels of success. There is a high level of morbidity and mortality among livestock.

Livestock body mass and value depreciate due to the effects of the drought and loss of market in the Middle East. With about 60per cent of the population in Puntland relying on livestock for their livelihoods, such as loss further strains household income leading to an increase in household debt. Fundraising efforts are moderately successful with the needs outweighing the

available resources and funding streams. In Puntland, Bari, Karkaar, Mudug, Nugaal, Sanaag, Hay-laan and Sool regions are the most affected¹².

Education:

Schools continue operating, attendance drops and a few children drop out of school. However, the implementation of the GPE Programme is not affected and operations are normal in Puntland.

Worst case scenario

Most regions in Puntland did not receive rains during the 2016 *Deyr* rainfall season, leading to the current drought conditions and effects that include increase in reported cases of malnutrition. Due to the fragility of the context and food security indicators a deterioration into famine could occur very quickly.

The confidence on the *Gu* forecast will increase throughout March 2017 ahead of the scheduled onset towards early April. Currently, prices of local staples have already increased by as much as 40 per cent in some markets. In 2011 the markets saw an increase from 30-240 per cent on prices. Although local production and poor access to markets due to conflict led to the collapse of markets in 2011, another important factor in the market crisis at the time was the global food price crisis. Already, disease and diarrhoea outbreaks have caused morbidities and mortalities in Garowe – Shabelle IDP Camps and Shabelle School.

Malnutrition would breach emergency thresholds in most parts of Puntland. La Niña conditions continue to disrupt rainfall patterns into 2018 further heightening emergency needs throughout 2017. International funding remains inadequate (both in terms of value committed and release mechanisms) due to the situation in the Middle East, Horn of Africa countries, Yeman, and South Sudan. The global demand for funding humanitarian needs and competing interests remains highest. Consequently, in addition to other factors, the food insecure population will dramatically increase by the second quarter of 2017. Children in and out of school will be most affected.

Major, widespread, outbreaks of diseases such as cholera occur, with child morbidity and mortality increasing significantly. There is a significant impact on children especially those from the poorest households. Withholding institutions such as schools and IDP camps are most susceptible.

Humanitarian access to populations most affected (rural communities) is not guaranteed. Varying levels of risk aversion and knowledge of anti-terrorism laws among the humanitarian community emerge resulting in very inconsistent programming. Armed groups in Galgala mountain ranges and other parts of Puntland remain active and piracy re-emergences thus causing fear among development practitioners. However an increased level of dialogue and coordination with high level government officers and NGOs working in Puntland results in improved access.

Education:

Up to 30-40 per cent of schools close with up to 50 per cent of school children dropping out of school in affected areas. In some cases, especially in urban areas, schools are overcrowded by displaced communities and children from other schools. Teachers are also displaced and relocate to other urban centres. Implementation of the GPE programme at school level might be affected. Focus will be on drought response and office based activities including development of textbooks and strengthening systems at MOEHE.

Best case scenario

There would be adequate financial and material resources for distribution to households and schools affected by the drought. Joint assessments, mapping and coordination among stakeholders (government, development partners and communities) would enable an expansive reach, enhance efficiency in responding and avoid duplication. Communities affected, regardless of their location, would be readily reached with humanitarian responses. This would allow for emergency life-saving and education interventions, including the scaling up of necessary water trucking, school feeding programmes, provision of temporary learning spaces, teacher incentives, school supplies, School WASH (SWASH), limited disease outbreaks and ensuring market systems remain active and stable.

Education:

Schools operate at optimal levels. There is increase in attendance and children previously out of school access education.

Implementation of the GPE programme progresses as planned, joint monitoring is strengthened and results achieved.

¹ See OECD, *States of Fragility 2015: meeting Post-2015 Ambitions*, OECD Publishing, 2015.

² UNICEF, *Situation Analysis of Children in Somalia*, 2006. p. 7. Other sources place the figure as high as 60 per cent.

³ UNFPA, 2014. *Population Estimation Survey Somalia*.

⁴ UNICEF, 2016. *Situation Analysis of Children in Somalia*.

⁵ World Bank, 2016. *Somali High Frequency Survey Wave 1: Preliminary Results*.

⁶ Education Sector Strategic Plan, 2017-2021.

⁷ Burns, M. and Lawrie, J. (Eds.), 2015. *Where It's Needed Most: Quality Professional Development for All Teachers*. New York, NY: Inter-Agency Network for Education in Emergencies.