



# **PUNTLAND STATE OF SOMALIA**

## **Ministry of Education and Higher Education**

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**Education Sector Programme Implementation  
Grant (ESPIG) Program document**

**Additional Maximum Country Allocation (MCA)**

**Global Partnership for Education (GPE)  
Programme Document 2020-2023**

**22 August 2019**

## FOREWORD

The Ministry of Education and Higher Education of Puntland State of Somalia is pleased to hereby present the Additional Maximum Country Allocation (MCA) for Puntland for the Education Sector Program Implementation Grant, for the continuation of the implementation of the GPE ESPIG Programme Document (2020-2023). The purpose of the additional funds is to support the continuation of the programme 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), including one and a half years of GPE implementation, as well as the evolving sector programming context in Puntland. The GPE Additional MCA programme document comprises three key components, namely: Prioritising quality teaching and children's learning outcomes, promoting access and equity in education for the most socially excluded children, Strengthening Institutional Systems 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 programme document 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 as it is aligned with the Goal 4 of the President's Manifesto to forming quality community services to the community such as education, health, enhancement of the quality on water, electricity, with emphasis on public private partnership. With the election of President, Said Abdullahi Deni, an educator and a local leader to serve a five- year term from January 2019, there is renewed commitment and indications that, besides security, reconciliation, the economy, infrastructure, and healthcare, education will be key sector for the new government as a tool to change minds and hearts of the new generation of Puntlanders.

The Additional Maximum Country Allocation is timely, as it comes at a time the new government embarks in implementing its vision for the education sector in Puntland. 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. Similarly, we appreciate the efforts of the GPE Staff at the Ministry of Education, for the commitment and dedication to the development of the GPE Programme Document, and the

Education Sector Partners (ESC) for their insight and expertise in the review of Programme Document, which brings forth many thoughtful and innovative approaches to delivering education in a challenging context.

We would also like to thank the Education Donor Group (EDG) and including UNICEF and other stakeholders who contributed to the development of this programme document. Their contribution is essential to the success of Puntland's education system.

We look forward to seeing the changes and advancement of the well-being of the children and the people of Puntland through access to quality, equitable and a renewed education system for Puntland.

Warm regards,

Hon. Abdullahi Mohamed Hassan  
Minister for Education and Higher Education  
Puntland State of Somalia

## ACKNOWLEDGEMENTS

This document is the product of intensive, consultations and collaboration amongst all key stakeholders in the Education Sector in Puntland State of Somalia, under the leadership of the Ministry of Education. Particularly notable were the efforts Ministry of Education Directors and the GPE Technical Advisors, and other Officials. For a list of the larger network of education partners, see annex with list of the ESC members.

- **MoEHE:** Mohamed Ali Farah, Director General, Abdullahi Ahmed Mohamud Director of Programmes, TVET&TEU, Asma Abdulkadir Mohamed, Director of Policy and Planning, Maryan Jama Hussein, Director of Formal Education, Mahad Olad Mohamed, Director of Admin and Finance, Ahmed Mohamud Warsame, Director of PNEB, Abdullahi Hirsi Isse, Director of Human Resource, Abdulkadir Yusuf Nur, Director of Quality Assurance, Jama Abdi Bulshalle, EMIS Coordinator, Faisal Abdi Mumin MOEHE GPE Focal Point, Dr. Mohamed Abdi Aden, Technical Advisor for PP, Yasin Jama Omar, Technical Advisor for Operations.
- **Education Donor Group:** Mohamed Sabul, European Union (EU); Louis Olivier (EEAS-NAIROBI); Ousman Abdulahi Ali, World Bank; Sandra Barton, DFID; Kevin Smith, Chief of Social Services USAID; Rina Dhalla, Education Officer, USAID; Zeinab Adam, Education Cannot Wait.
- **UNICEF Somalia:** Werner Schultink, Representative, Jesper Moller, Deputy Representative, Phuong T. Nguyen, Chief of Education, John Ekaju, Education Specialist, GPE Manager, Abdiweli, Education Specialist, Fatuma Ali Hasan, Education Officer, Said Mohammed Hassan, Education Officer, Jeremy Shusterman, Chief, Planning Monitoring and Evaluation.
- **UNICEF Eastern and Southern Africa Regional Office:** Abhiyan Jung Rana, Regional Adviser, Tizie Maphalala, Education Specialist; Yacouba Djibo Abdou Education Specialist, Regional Office.
- **UNICEF New York:** Atif Rafique, Education Specialist, Reiko Okumura, Public Partnership Specialist.

## 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
ECW-MYP	Education Cannot Wait-Multi-Year Program
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

## TABLE OF CONTENTS

<b>FOREWORD</b> .....	<b>2</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>4</b>
<b>ACRONYMS</b> .....	<b>5</b>
<b>1. INTRODUCTION</b> .....	<b>8</b>
2.1 National Context .....	17
2.2 Puntland Education Sector .....	21
2.3 Education in Emergency .....	23
2.4 Education Sector Partners and Coordination Mechanisms .....	26
2.5 Education Financing .....	27
<b>3. PROGRAMME RATIONALE, DESIGN AND KEY SUCCESS FACTORS</b>	<b>28</b>
3.1 Programme Rationale and Design .....	28
3.2 Key Success Factors.....	31
4.1 Component 1: Prioritising Quality Teaching and Children’s Learning Outcomes ..	33
4.2 Component 2: Promoting Equity in Education for the Most Socially Excluded Children .....	39
4.3 Component 3: Effective and Accountable Education Systems .....	43
<b>5. SUSTAINABILITY PLAN</b> .....	<b>55</b>
<b>6. RISK AND MITIGATION STRATEGIES</b> .....	<b>57</b>
<b>7. PROGRAMME IMPLEMENTATION AND MANAGEMENT</b> .....	<b>58</b>
<b>8. MONITORING AND EVALUATION STRATEGY</b> .....	<b>61</b>
Reference.....	63
Annex 1: Implementation Plan for the Additional Maximum Country Allocation .....	64
Annex 2: Results Framework .....	72
Annex 3: Budget (USD).....	76
Annex 4: Development partners and contributions to education sector in Puntland...	79

## 1. INTRODUCTION

This Programme Document supports the application of the Puntland State of Somalia to access the Additional Maximum Country Allocation (MCA) funds (US\$8.83) allocated by the Global Partnership for Education (GPE) to Puntland Ministry of Education and Higher Education. The Programme Document) was developed in a consultative and participatory manner, with the leadership of the Ministry of Education and supported by UNICEF in close collaboration Education Sector Committee partners, the Education Development Partners, with guidance from the GPE Country Technical leads between, September 2018, and June 2019.

With the closure of the first generation of the GPE grant to Somalia (2013-2016), the Puntland State of Somalia was awarded a new three-year programme Education Sector Programme Implementation Grant (ESPIG) of US\$5.6 million on August 25, 2017, to be implemented from 2017 to 2020, by the Global Partnership for Education after the endorsement of the new Education Sector Strategic Plan (ESSP) 2017-2021 by the Education Sector Committee (ESC). The Puntland Ministry of Education and Higher Education in conjunction with UNICEF as the Grant Agent together with the European Union, who is the Coordinating Agency commenced the implementation of the ESPIG on 01 October 2017, and this grant will end on 30 September 2020.

The Global Partnership for Education has been an ardent supporter of Education Sector in Somalia, and 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 the country 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 (ESSPs) were developed, approved and endorsed for all three regions in 2012, with UNICEF acting as the Grant Agent (GA) for the three implementation grants. Since the completion of the first GPE programme in 2016, the three ministries have received the second GPE grants of US\$5.6 million for Puntland, US\$9.6 million for Somaliland and US\$17.9 million for FGS respectively as stated above, with UNICEF as the Grant Agent for the Puntland programme whilst the EU is the Coordinating Agency.

Therefore, with these catalytic funds, the Ministry of Education and Higher Education (MoEHE) in Puntland has achieved significant progress. In August 2018, GPE allocated an additional Maximum Country Allocation (MCA) grant totalling to \$51.8M to Somalia with the Puntland State of Somalia receiving \$8.83 million as part of the Additional MCA. The Additional MCA is intended to expand the ongoing GPE ESPIG programme activities and include additional activities to complement the ongoing ESPIG programme activities and contribute towards the wider ESSP priorities.



## **Justification for the priority areas for the Additional MCA**

The Additional MCA for the Puntland State of Somalia is anchored on the current ESPIG being implemented by MOEHE and UNICEF as a Grant Agent while deepening the scope of the current interventions. The Additional MCA is based on the Education Sector Analysis (ESA) findings and the priorities of the ESSP 2017-2021, while looking at what has already been planned and being implemented under the current ESPIG 2017-2020. 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 Additional MCA builds on the current GPE programme (2017-2020) utilising lessons learned to adapt the programme to achieve the planned results more effectively. The Additional MCA programme retains the three ESPIG output areas related to 1) improving the quality of education, 2) improving equity and access and 3) increasing the effectiveness of the education system. The Mission of the GPE Country Lead, in January 2019, to: (i) monitor the implementation of the current Education Sector Program Implementation Grants (ESPIG); and to (ii) facilitate the application processes for the additional maximum country allocation available for Puntland, Somaliland and Federal Government of Somalia (FGS) was important for the development of the Additional MCA document, which was prepared as part of the Education Sector Programme Development Grant (ESPDG) application package for Puntland for the 2017-2020 is presented as part of the Additional MCA application package with proposed adjustments to the programme up to 2023. 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 complementary yet independent of contributions by other development partners (USAID, European Union (EU), World Bank, UNICEF, etc.) in 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. 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. Therefore, the Government of Puntland is committed to the Sustainable Development Goals (SDG) – particularly SDG4 (ensuring inclusive and quality education for all and promoting lifelong learning) to which this PD contributes.

The MoEHE with the support of the Education Sector Committee (ESC) and the Education Donor Group (EDG) 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 continue to be instrumental in the implementation of the GPE programme.

## Linkages of the Additional MCA to the ESPIG 2017-2020 and the ESSP 2017-2021

The GPE Additional MCA grant for the Puntland State of Somalia is intended to expand the scope of the current ESPIG being implemented by UNICEF, focusing on the new priority interventions within the key objectives of the Puntland ESSP is to provide quality education to all children of Puntland from pre-primary up to Grade 6 through an efficient, inclusive and equitable education system. To achieve this, the programme has three high-level outcomes pertaining to quality; access and equity; and effective and accountable education systems, respectively. This therefore means, the Additional MCA is aligned to the key components of the current ESPIG, and the two programmes are aligned to the Puntland ESSP (2017-2021) priorities of the MoE&HE based on the Four Education Sector Priorities identified during the 2016 Education Sector Analysis that were central in the development of the ESSP.

<b>ESPIG 2017-2020 and Additional MCA 2020-2023</b>	<b>ESSP 2017-2021</b>
1. Prioritising quality teaching and children's learning outcomes 2. Promoting access and equity in education for the most socially excluded children 3. Strengthening Institutional Systems	1. Increase access and equity to education opportunities 2. Improve the quality of education and learning outcomes 3. Enhance efficiency of the education system 4. Strengthen systems and administration

This Additional MCA Programme Document incorporates recommendations from the GPE Technical Missions, the ESC and Education Donor Group (EDG) feedback and the UNICEF Regional and Headquarters to the issues of concern, aimed at delivering better results for the vulnerable children of Puntland, to attain equitable access to quality education that will lead them to a better future.

The Additional MCA Programme Document is structured around the following: Original, current, ongoing, completed or discontinued priorities/activities. Presents the following:

- Original/Current outputs in the GPE grant 2017-2020. These are the activities that were funded under the original ESPIG proposal that was submitted to GPE in 2016/2017.
- Modifications, including proposed discontinuation and inclusion in the Additional MCA 2020-2023. These comprise ongoing activities whose targets have been refined or inclusion of strategic activities that were previously omitted.
- New/Additional interventions for the MCA 2020-2023. These are new and crucial activities that the Ministry would like to include in the Additional MCA that are critical.

The Matrix in the following page shows presents a table highlighting the linkages between the Additional MCA and ESPIG with: additional, ongoing, completed or discontinued activities for ease of reference.

The Programme Document comprises the following sections:

- Programme Context
- Programme Rationale, Design and Key Success Factors
- Programme Components
- Sustainability Plan
- Risk and Mitigation Strategies
- Programme Implementation and Management
- Monitoring and Evaluation Strategy

The Programme Document contains annexes which are submitted as separate documents.

**MATRIX FOR LINKAGES BETWEEN THE ADDITIONAL MCA AND ESPIG WITH: ADDITIONAL, ONGOING, COMPLETED OR DISCONTINUED ACTIVITIES**

**COMPONENT 1: PRIORITISING QUALITY TEACHING AND CHILDREN'S LEARNING OUTCOMES**

The objective of this component is to improve learning outcomes for primary students.

<b><u>ESPIG/GPE grant 2017-2020 (current)</u></b>	<b><u>Notes and Status: Ongoing/Completed</u></b>	<b><u>Additional GPE MCA for 2020-2023 (proposed)</u></b>	<b><u>Notes and Status Discontinued</u></b>
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	1.1 Completed	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.	1.1 Discontinued
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 On-going and to be continued with modified targets under the new Additional MCA.	1.2 400 practicing primary teachers (100 per cent from rural teachers) complete in-service training and receive certification to support continuous quality improvement of learning in classrooms	1.2 Continued from formerly output 1.2 with modified targets
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 On-going (to be completed in 2020 under current GPE grant).	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 Discontinued (pre-service teacher training will be supported by WWI phase III project funded by EU)
1.4 270 primary head teachers (50 per cent from rural areas) complete training in school management and instructional	1.4 On-going and to be		1.4 Continued with

<p>leadership to promote effective service delivery at the school level and quality of learning in classroom.</p>	<p>continued with modified targets under the new Additional MCA.</p>	<p>1.4 150 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</p>	<p>modified targets</p>
<p>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.</p>	<p><b>1.5</b> On-going with approved targets of 64 textbooks and teachers guides for lower primary (Grade 1-4)</p>	<p>1.5 64 (32 textbooks and 32 teacher guides) developed, printed and distributed for upper primary schools to strengthen the relevance of learning materials and quality learning for children in classrooms</p> <p>1.6 Teachers' profession test developed and implemented</p> <p>1.7 Garowe Teachers' Education College (GTEC) rehabilitated and 2 teachers' resources centres established and functionalized</p> <p>1.8 Evidence generation monitoring and verification on quality of teaching and learning outcomes</p>	<p>1.5 Continued and expanded with GPE and other development partners</p> <p>1.6 New output</p> <p>1.7 New output</p> <p>1.8 New output</p>

**MATRIX FOR LINKAGES BETWEEN THE ADDITIONAL MCA AND ESPIG WITH: ADDITIONAL, ONGOING, COMPLETED OR DISCONTINUED PRIORITIES/ACTIVITIES.**

**COMPONENT 2: PROMOTING ACCESS AND EQUITY IN EDUCATION FOR THE MOST SOCIALLY EXCLUDED CHILDREN**

The objective of this component is to improve access to education for children in rural areas and, disadvantaged and vulnerable groups. This component has been modified to include 'access'.

<b><u>ESPIG/GPE grant 2017-2020 (current)</u></b>	<b><u>Notes and Status</u></b>	<b><u>Additional GPE MCA for 2020-2023 (proposed)</u></b>	<b><u>Notes and Status</u></b>
<p>2.1 Selected 2,650 pupils receive primary school financial support and are attending schools</p> <p>2.2 Selected 2,650 pupils receive primary school financial support and are attending schools</p>	<p>2.1 On-going and to be continued with same targets under the new Additional MCA</p> <p>2.2 On-going (merged with 2.1)</p>	<p>2.1 Selected 2,650 pupils receive primary school financial support and are attending schools</p> <p>2.2 5 new primary schools, 20 additional primary school classrooms with 5 early childhood classrooms and 3 girls' friendly spaces constructed</p> <p>2.3 Education awareness campaigns/ events among government institutions, teachers, CECs and community on enrolment increase, gender sensitivity, child rights and protection conducted annually</p>	<p>2.1 Maintained/merged (2.1 and 2.2 of current grant)</p> <p>2.2 New Output</p> <p>2.3 New Output</p>

**MATRIX FOR LINKAGES BETWEEN THE ADDITIONAL MCA AND ESPIG WITH: ADDITIONAL, ONGOING, COMPLETED OR DISCONTINUED PRIORITIES/ACTIVITIES.**

**COMPONENT 3: EFFECTIVE AND ACCOUNTABLE EDUCATION SYSTEMS**

The objective is to strengthen institutional systems for better service delivery

<b><u>ESPIG/GPE grant 2017-2020 (current)</u></b>	<b><u>Notes and Status Ongoing/</u></b>	<b><u>Additional GPE MCA for 2020-2023 (proposed)</u></b>	<b><u>Notes and Status</u></b>
3.1 Education Management Information System (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 On-going and to be continued with modified targets under the new Additional MCA	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 Continued
3.2 Annual examinations for primary year eight conducted, marked and results announced and utilized to improve teaching practices and children's learning outcomes	3.2 On-going and to be continued with modified targets under the new Additional MCA	3.2 Annual examinations for primary year eight conducted, marked and results announced and utilized to improve teaching practices and children's learning outcomes	3.2 Continued
3.3 MLA assessments (literacy and numeracy) are undertaken annually for year three primary with results utilised to improve	3.3 On-going to 2020 (after 2020 will focus EGRA and EGMA)	3.3 MLA assessments (literacy and numeracy) are undertaken annually for year three primary with results	3.3 Discontinued (replaced by new output 3.6)

<p>teaching and learning in classrooms</p> <p>3.4 Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery</p> <p>3.5 MoEHE sector management capacity improved through embedded technical advisors.</p>	<p>3.4 On-going</p> <p>3.5 On-going</p>	<p>utilised to improve teaching and learning in classrooms</p> <p>3.4 Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery</p> <p>3.5 MoEHE sector management capacity improved through embedded technical advisors</p> <p>3.6 Conduct Early Grade Reading Assessment/ Early Grade Maths Assessment (EGRA/EGMA)</p>	<p>3.4 Continued</p> <p>3.5 Continued</p> <p>3.6 New output</p>
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## 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 5<sup>th</sup> 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 be 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 8<sup>th</sup> 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 injected a renewed sense of hope across the country, which many have hailed as a turning point for the country.

In February 2019, the political dynamics changed with the election of Said Abdullahi Deni on January 08, 2019 as the new President of Puntland State of Somalia, who replaced President Abdiweli Mohamed Ali Gaas who led Puntland since 2014. President Said Abdullahi Mohamed Deni, will be President of Puntland State for the next five years. He has taken over a State which represents a regional state in post-conflict recovery context. Somalia in general 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)<sup>1</sup>. 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,<sup>2</sup> 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. These are some of the priorities that are highlighted in the Goal 4 of the Manifesto of the new President, for quality community services to the community such as education, health, enhancement of the quality on water, electricity, with particular emphasis on public private partnership.

***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 educations 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.*** The Federal Government reached a huge national milestone in the development and implementation of the National

Development Plan I (NDP) for the period of 2017–2019. As the NDP nears its end, there are some strategic lessons that can be drawn from it which form the foundation upon which the NDP 9 is built. In its meeting held on 5th May 2019 in Garowe, Puntland, the National Development Council (NDC) assessed and decided the three main national priorities of the NDP-9 for the next five years (2020-2024) to be Inclusive Politics, Security and Rule of Law, and Economic Development (NDP 9, 2019). The NDP will strive towards simplification and consolidation of existing frameworks and mechanisms, and with Recovery and Resilience Framework (RRF), Roadmaps, Aid Policy and architecture and National Reconciliation Framework very visible in the path towards sustainable development. The identification of four distinct target groups that deserve special attention, namely; rural communities, youth, women and disabled groups; all of whom are characterized as vulnerable groups is a key feature of the NDP. 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. This continues to inform programming in Puntland State of Somalia.

**Demographics.** The total Somali population was estimated at 12.3 million<sup>1</sup> of which 42 per cent live in urban areas and 23per cent in rural areas<sup>3</sup>. Nomadic populations accounted for 26 per cent of the total population while IDPs made up 9per cent of the total population. Male and females are almost evenly distributed at 51 per cent and 49per cent respectively. Approximately 46per cent of the total population are under the age of 15 while 75per 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 was a figure roughly consistent with EMIS data generated by education ministries between 2013-2016. 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 5per 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 2013<sup>4</sup>. 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.

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<sup>1</sup> UNFPA, 2014

Overall, approximately 51 per cent of the total population live below the poverty line<sup>5</sup>. Puntland's GDP was estimated at US\$ 2.24 billion in 2011<sup>6</sup>. 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 annually<sup>4</sup>. 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 vending<sup>4</sup>. 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.*** According to UNOCHA's Somalia Drought Impact Response Plan (DIRP) indicates that the prolonged 2016/2017 drought destroyed livelihoods and displaced almost one million Somalis - but also triggered a massive and successful scale up in humanitarian response to avert famine-severe climatic conditions, combined with other persistent drivers of humanitarian crisis, armed conflict, protracted and continued displacement and a spike in evictions of internally displaced persons are again pushing Somalia towards a major humanitarian emergency. Somalia is experiencing the negative impact of abnormally performing Gu' rains (April–June) which follow a poor 2018 Deyr season (October- December), and unusually dry conditions during the 2019 Jilaal season (Jan-Mar). Except the 2018 Gu', every rainy season since late 2015 has been below average, leading to increased vulnerability and decreased coping ability. The 2019 Gu' is the second consecutive below-average rainy season, in a country still recovering from the prolonged drought in 2016-17. The 2019 Gu' started late throughout the country and in most areas resulted in cumulative below-average rainfall. At the same time, in some parts of the country heavy rains received in a short period resulted in flooding and significant damage to planted crops, land and other resources critical for agriculture and livestock production. While the rains in late May and early June eased drought

conditions, improved water availability and supported the livestock sector to some extent, they will not be sufficient for sustainable agricultural production.

In Puntland, poor rains over the past three seasons have resulted in drought conditions, the drying of surface water sources, increase in the price of water and food items, and a fall in livestock prices. Recurring drought, poor living conditions of protracted IDPs, as well as the conflict in Sool region, have decimated communities' income and livelihood opportunities in the region, and deeply eroded their ability to resist the shocks. According to Puntland's Humanitarian Affairs and Disaster Management Agency (HADMA, 2019) report, the areas that are worst-affected by drought are Nugal Valley, Sool Plateau, Dharoor Valley and the coastal areas lying between Gara'ad and Bargal as well as Northern Inland Pastoral livelihood zones and coastal communities of Bari, Karkar Sanag, Sool and Nugal regions of Puntland. In addition, the report demonstrates that the impact of localized flash floods in Nugaal, Bari and Sanaag regions affected the livelihoods of an estimated 2,000 families. The flash floods resulted in the death of 15 people and a loss of thousands of herds for 1,265 pastoral families who were already affected by the recent drought in Puntland. Meanwhile, the impact of the drought persists in many parts of Puntland including coastal settlements of Eyl, Banderbeyla, IskuShuban, Alula and Qandala are among worst affected areas.

Therefore, 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 scarcest. In 2006 the adult literacy rate in Somalia was 37.8 per cent with men's literacy rates being almost twice that of women at approximately 49.7 per cent and 25.8 per cent respectively.

The Puntland ESSP was developed through a consultative process guided by the MoEHE. The ESSP 2017 – 2021 encompasses six sub sectors, identifies

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 (HE). 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. Joint Education Sector Reviews (JRES) are held annually and the plan is to be held on November 26-27, 2019.

The Puntland Education Statistics Yearbook 2016/17 indicates that the total enrolment in primary education including Integrated Quranic Schools (IQS) stands at 143,546 students, which is an increase of approximately 43 per cent from the enrolment numbers in 2011/12. 66.1 per cent of the total students enrolled are in lower primary while 33.9 per cent are in upper primary. The overall primary Gross Enrolment Rate (GER) increased from 41 per cent in 2011/12 to 58.2 per cent in 2016/17. The Net Enrolment Rate (NER) at the primary level was 48.4 per cent in 2016/17. The last school census in Puntland was for 2016 to 2017. The 2017-2018 census was delayed, as there were delays in the development of the new EMIS software. The data collection, entry and analysis are now completed at the regional level, while the central Ministry is coordinating and monitoring data for all the regions. The new EMIS will generate data for the school census. Additionally, data for 2018-2019 census report will be ready in time – as the data collection is completed and data entry and analysis is scheduled to take place in Sept/Oct. The censuses data will be produced 'back to back' in 2019.

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 under-valuing of education for girls, compounded by economic factors. The gender parity index was 0.81 in 2016/17; further highlighting girls are marginalised when it comes to accessing education. Female students

made up 44.6 per cent of the total enrolment of students in 2016/17. There are no significant variations in the percentages of female enrolment across urban and rural areas with 45 per cent female enrolment in urban areas whilst it is 44 per cent enrolment in rural areas. In terms of overall rural-urban enrolment distribution, of those enrolled in school a total of 50.8 per cent of students enrolled are in urban areas while 49.2 per cent of students are in rural areas. Besides, these figures show that there is no significant difference between rural and urban enrolments. 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 2016/17 reports a total of 653 (3,281 classrooms) primary schools. The pupil-classroom ratio for primary education was 44:1 in 2016/17. Enrolment in government-managed primary schools represents 83 per cent of the total enrolment while 17 per cent of the total enrolment is in non-government-managed schools. Community managed schools are often considered government-managed schools.

The number of primary school teachers in Puntland has increased slightly from 3,113 in 2012/13 to 4,310 in 2016/17. 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 662 (15 per cent) in comparison to 3,648 male teachers in 2016/17. Much work is to be done to achieve gender parity in the teacher work force. The share of teachers in urban areas is 50 per cent while the other 50 per cent of teachers are in rural areas and the number of female teachers is high in rural areas. The overall pupil-teacher ratio was 33:1 in 2016/17 for formal primary including IQS. However, this figure conceals glaring regional variances ranging from 40:1 in Nugal to 27:1 in Sanag region.

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 9,631 students in 2018 of which 41 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. While, remaining 60 percent of examination cost is covered by the Government of Puntland and communities.

### **2.3 Education in Emergency**

Education in Emergencies (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 MOEHE with Education Cluster partners<sup>2</sup> through the Education Cannot Wait (ECW) fund supported the prolonged drought affected schools during 2017/2018. The first window of ECW fund enabled the retention of a total of 8,833 students (4,151 girls and 4,682 boys) who were on the brink of dropping out of school and new enrolments of 3,344 students (1,816 girls) in drought affected schools of Nugal, Karkar and Mudug regions. The programme also supported teachers and CECs training, incentives, psychosocial support, construction of temporary learning spaces, water trucking, supplementary school feeding, as well as teaching and learning materials. Overall, the ECW fund reinforced the importance of a fully integrated approach to EiE response. Bringing children back to school, accommodating displaced out-of-school children, and retaining girls and boys in education requires multiple inputs. In addition to key education interventions, water trucking, school feeding and DRR activities helped to ensure that children's basic needs are met within the learning environment, helping to prevent drop-outs and retaining students at a time when access to water and food is limited. In this way, schools are utilized as vital community platforms where children's basic needs can be met, and in turn the disruption to children's learning during the crisis is minimized. The scale of needs in drought affected areas however far outweighs the funding and resources available to respond. In order to ensure that a generation of drought-affected children don't miss out on learning, much more support is needed.

MOEHE EiE Unit with the support of education cluster partners have carried out various localized drought assessments on education facilities in relation with effect of drought. These assessments were carried out in all regions of Puntland including Nugal, Mudug, Sool, Ayn, Gardafu, Bari, Haylaan, Karkar and Sanag. It was noted that 103 primary schools with total enrolment of

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<sup>2</sup> Relief International, Save the Children International and NRC



11,813 were severely affected. In addition, 24 of these schools were closed due to lack of water and other livelihood support due to drought. More than 2,000 children with 60 teachers were enrolled in the closed schools. Not only was learning disrupted, but parents could no longer continue paying monthly schools fees for their children was sole resource of teachers' income. Therefore, once communities/parents are unable to pay schools fees due to debilitated income sources, this will have direct effect on school functioning and teachers abandon teaching to look for alternative means of survival. In addition to above, another 76 schools enrolling 10,207 children and 322 teachers are at risk of stage to be closed very soon-if not prevented. Extremely hit regions/districts include Karkar, Mudug and Sool regions. Overall, there were 71 drought affected schools that received support from the 2019 SHF funding. 15,027 (7,092 girls) attend these 71 schools. RI, TASS and NRC are implementing SHF funded EiE interventions in Puntland.

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 in rural areas across all the nine regions of Puntland are most in need of emergency support.

Aside from the drought, education in Puntland has also been affected by the armed conflict in Tukaraq and Dhumeey of Sool region in 2018. In Tukaraq, fighting broke out in May 2018 resulting in the displacement of more than 30,000 people and the closure of 5 schools. Overall, the conflicts in Tukaraq and Dhumay resulted in the drop out of approximately 1,500 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. The Ministry decided to not to apply for the accelerating funds to address the impacts of the drought. At the time of submission of this programme document, Education Cannot Wait-Multi-Year Program (ECW-MYP) has mobilized an additional annual support of US\$1.89 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 emergency crises.

## **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 previously provided information to the wider ESC that coordinates donor support for Somalia and is based in Nairobi, Kenya. The key partners in the education sector in Puntland are Adventist Development and Relief Agency (ADRA), Africa Educational Trust (AET), CARE, Department for International Development (DFID), European Union (EU), Mercy Corps, Norwegian Refugee Council (NRC), Qatar Foundation, Relief International, Save the Children, UNESCO, UNICEF, USAID, World Food Programme (WFP), World Vision and GPE.

At the end of 2018, the Nairobi ESC was deactivated, and all meetings will happen in Somalia, Puntland and Somaliland. The key donors for Somalia established an information Education Donor Group (EDG), based in Nairobi comprising the EU, USAID, The World Bank, ECW, DFID, GPE and the Norwegian Embassy continue appraising projects and programmes, and on the developments in the country. UNICEF participates in these meetings as a bi-lateral partner.

## 2.5 Education Financing

Currently domestic investment in education is low. The share of the Puntland Government budget allocation to the education sector is steadily increasing from 5.7 per cent in 2016 to 7.5 per cent in 2018. The Cabinet and Parliament of Puntland endorsed 2019 budget without any changes of the previous year's budget, which allocates same amount for the education sector. However, the Government of Puntland is committed to increase the 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. On the other hand, 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	2019
Education as a percentage of the National budget	5.9 per cent	5.7 per cent	7 per cent	7.5 per cent	7.5 per cent
Education Sector Plan cost	US\$28.8 million	US\$28.8 million	US\$65.66 million	US\$72.21 million	76.2 million
External Funding	US\$5 million	US\$5.25 million	US\$9.6 million	US\$ To be confirmed	US\$ To be confirmed
GPE funding	US\$700,000	US\$700,000	US\$1.9 million	US\$1.9 million	1.8 million
GPE support as per cent of external funding	14 per cent	13 per cent	19 per cent	US\$ To be confirmed	US\$ To be confirmed
Funding gap (excluding GPE support)	US\$4.8 million	US\$2.5 million	US\$30.1 million	US\$ To be confirmed	US\$ To be confirmed

### **3. PROGRAMME RATIONALE, DESIGN AND KEY SUCCESS FACTORS**

This Additional MCA which is proposed to be implemented during (2020-2023) will build and complement the ongoing GPE Programme 2017-2020. Programme structure remains the same unchanged but adjustments are proposed in line with lessons learned since the implementation of the Education Sector Strategic Plan (ESSP) 2012-2016 and the current ESSP 2017-2021, including one and a half years of GPE/ ESPIG implementation, as well as the sector programming context in Puntland.

#### **3.1 Programme Rationale and Design**

The proposed Additional MCA programme aims to address several of the identified key priorities in the ESA2016 and ESSP 2017-2021. The programme is built on three key 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.

#### **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 programme is the improvement of student learning outcomes through increased numbers of certified teachers, with increased in-service support to improve learning in classrooms. To demonstrate that primary students in Puntland are achieving learning outcomes, they must achieve pass rates in the national assessment, Measuring Learning Achievement (MLA), administered in grades three and six, for literacy in Somali language and Math. For students to achieve requisite proficiency in Math, Language and other subjects the government will train more teachers enabling them to obtain appropriate certification and demonstrating skills in child-centred pedagogy. It is MOEHE's intention is to attain an inflow of 270 head teachers and 1,131 teachers (975 in-service; and 156 pre-service in three years); realising a cadre of teachers trained on the appropriate child-centred 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 component 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 International institute of Educational Planning (IIEP) guidance materials to support children affected by emergency and crisis. This component will thus contribute towards the larger quality and learning targets in the ESSP as well as improved effectiveness of education service delivery at the school level.

Achievement of results in this component are linked to Component 3 in that the results of students who participate in the MLA will be compared with those students who are in classrooms where teachers have benefited from in-service and pre-service training. Mentoring and monitoring of trained teacher has been initiated since the first cycle of teacher training who completed the course in 2018.

**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 areas where a substantial proportion of disadvantaged children reside, 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. Improving the education of these two disparate groups creates the space for these children to claim their right to education. The GPE programme for Puntland has provided primary school fee scholarships managed through school-community mechanisms and has benefited 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 has provided 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 have leveraged other resources to contribute to this ESSP priority thereby additional rural and disadvantaged children overcome financial barriers contributing to achievement of key equity indicators for the sector. Thus, MOEHE will continue to improve access to education by increasing the number of children receiving scholarships and other financial support to attend school including girls from poor families.

### **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 has 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 with 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 and reliable annual examinations; conducting Measuring Learning Achievement (MLA) assessments; conducting routine supervision (school and administrative); and strengthening the capacity of the Ministry to deliver quality education in Puntland for all school-aged children.

In addition, the departments of MOEHE should have capacity and the appropriate 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 for decision-making; 97 per cent of students pass Puntland Primary Leaving Certificate examinations; 50 per cent of Grades Three and Six students achieve minimum competencies in 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 paying close attention to the seven quality standards being adhered to by the schools; and 7 Education Departments out of nine achieving Education Sector Quality Benchmarks.

The MoEHE will utilize EMIS data, examination results, MLA results and routine supervision visits to provide feedback to the school level to improve teachers' performance and student learning outcomes; as well as strengthening 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 Ministry of Finance, the Accountant General's Office and the Directorate of Budgets. This will ensure that the Public Financial Management Systems (PFM) within the government will enhance budget credibility, transparency, and financial reporting. 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'. Puntland recently completed the Teacher Absenteeism study. Some of the findings were that 'a variety of teacher tasks do not appear to be standardized and often vary from school to school' while other forms of monitoring include 'inquiries that are not related to learning in the classroom nor student performance'. In some instances, the visits include classroom observations and talking to teachers directly about their practices (UNICEF Innocenti 2019). This study provides evidence on potential association between teacher supervision and inspection, and students' MLA test scores.

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 with consideration to leveraging additional government and donor investments to create mutually reinforcing synergies to support achievement of the overall priorities and development objectives of the 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.

### **3.2 Key Success Factors**

The Government of Puntland and the MoEHE remain committed to education as a priority focus area in the Puntland Development Plan. The Government is committed to increasing the national budget to 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, development partners' commitment to the ESSP is essential to mobilise additional resources to complement government efforts in education service delivery. Most importantly 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. In view of progress achieved and lessons learned over the past one and a half years of GPE Programme implementation, some programmatic adjustments are proposed for this extended Additional MCA period. As well, 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/content 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 in 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 teacher is certified after having 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 continue working 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 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 Peace building, Education and Advocacy Programme to ensure that teacher-training materials and curriculum are conflict sensitive and geared toward promoting equity and inclusion.

**Output 1.1:** 400 practicing primary teachers (100 per cent from rural teachers) complete in-service training and receive certification to support continuous quality improvement of learning in classrooms.

**Under Output 1.1** teacher training (pre-service and in-service) continues since 2017. Out of a total of 149 pre-service trainees, 71 have successfully completed their course and graduated at GTEC, while 78 have successfully completed year one of the Diploma in Primary Teacher Education, seven of whom two were female dropped out in cohort one. In addition, 650 in-service teachers of which 66 were female teachers have successfully completed their training course at GTEC. There was a remarkable improvement demonstrated by these teachers on subject knowledge (e.g. maths, science and Somali language) and pedagogical skills. The in-service training was for one-year duration, with teachers obtaining a primary teaching diploma. The selection process of cohort three of in-service teachers is in progress.

Under the Additional MCA, it is proposed to increase the number of teacher trainees to 400 practicing primary teachers (100 per cent from rural teachers) complete in-service training and receive certification to support continuous quality improvement of learning in classrooms. The focus will be on female teachers so that they can support the Ministry strategy to increase the number of girls in school. Furthermore, the results of the MLA will provide additional information on the quality of teaching and learning. The most effective training models ensure that teachers are supported to practice the newly acquired pedagogical skills. Therefore, coaching and mentoring as well as monitoring will begin immediately after training. An additional feature of the Additional MCA will be improving the teacher database so that information on teacher mobility are included and monitored, and a robust system is in place for future use by the Ministry as a long-term strategy.

**Key Activities:**

- 1.1.1 In-service teacher training (tuition fee for 400 teachers)
- 1.1.2 In-service teacher training (living allowance for 400 teachers)
- 1.1.3 Rural in-service teachers transportation (4 trips per teacher)
- 1.1.5 Updating of teachers' profile database

**Output 1.2:** 150 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

*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 as well as on-the-job mentoring and supervision and standards will be benchmarked to be 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 colleges and 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 offer teacher-training programmes. 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. It is acknowledged that 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 particularly abysmal; while, the gender disparity data indicates that only 14 per cent of the total primary teacher population are female. 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.

**Key Activities:**

- 1.2.1 Training of 150 head teachers (tuition fees)
- 1.2.2 Training of 150 head teachers (living allowance)
- 1.2.3 Rural primary head teachers' transportation
- 1.2.4 Urban primary head teachers' transportation

**Output 1.3:** 64 (32 textbooks and 32 teacher guides) developed, printed and distributed for upper primary schools to strengthen the relevance of learning materials and quality learning for children in classrooms.

**Under output 1.3** teaching and learning materials will be developed to support the new curriculum. The textbooks and teachers' guides will be printed locally and distributed to primary schools to support effective teaching and learning in schools. Teachers will also be trained on the effective use of these new materials.

Key Activities:

- 1.3.1 Print lower primary (grade 1-4) textbooks and teacher guides
- 1.3.2 Distribute lower primary textbooks and teacher guides
- 1.3.3 Develop upper primary (grade 5-8) textbooks and teacher guides
- 1.3.4 Print upper primary textbooks and teacher guides
- 1.3.5 Distribute textbooks and teacher guides
- 1.3.6 Conduct induction training workshops for primary school teachers on the newly developed textbooks and teacher guides

**Output 1.4** Teachers' profession test developed and implemented

**Under output 1.4** professional standards for teachers, including for subject matter specialisations, will be developed and used to ensure teachers acquire minimum acceptable proficiencies. This will facilitate a gradual professionalisation of the teaching force in Puntland primary schools.

**Key Activities**

- 1.4.1 Develop guideline for teachers' profession test
- 1.4.2 Prepare setting of profession test for 8 subjects (Somali language, Mathematics, Science, Islamic Studies and Arabic, Social Studies, ICT and English language)
- 1.4.3 Moderate developed teachers' profession test for all subjects
- 1.4.4 Translate developed teachers' profession test
- 1.4.5 Pilot teachers' profession test for teachers in 5 districts
- 1.4.6 Supervision for conducting the test
- 1.4.7 Oversight by test supervisors
- 1.4.8 Marking of teachers' profession test
- 1.4.9 Panellists for teachers' profession test
- 1.4.10 Reporting and analysis of teachers' profession test

**Output 1.5** Garowe Teachers' Education College (GTEC) rehabilitated and 2 teachers' resources centres established and functional

**Under output 1.5** the main teachers' college in Puntland, the Garowe Teachers Education College will be rehabilitated to ensure provision of quality training services. In addition, resource centres will be established in different parts of the country to facilitate continuous professional development and model good practice standards which may be further replicated.

### **Key Activities**

1.5.1 Rehabilitate Garowe Teacher Education College (GTEC)

1.5.2 Construct and equip two (2) teachers' resource centres

### **Output 1.6** Curriculum development centre constructed

**Under output 1.6** Puntland's curriculum development centre will be constructed to facilitate the work of the curriculum department. A new competency-based curriculum has been developed and textbooks for primary level are being drafted. As the system is strengthened, there is need to ensure a centralised and functioning curriculum department, adequately equipped to enable staff to perform the centre's functions which drive learning within the sector.

### **Key Activities:**

1.6.1 Construct and equip curriculum development centre

### **Output 1.7** Evidence generation, monitoring and verification on quality of teaching and learning outcomes

**Under output 1.7** regular and systematic monitoring activities will be undertaken to document implementation progress and to assess the changes resulting from the programme. Systematic knowledge management will be undertaken to capture all learning within the programme, contribute to the sector's evidence base and inform decision making. There are a number of monitoring tools that were developed jointly by the Ministry of Education and Higher Education, Puntland State of Somalia for the Global Partnership for Education UNICEF, through the GPE grant, as a generic framework for administrative monitoring and evaluation of GPE training interventions, which include the: Monitoring tool for Head-teachers Training, Monitoring tool for Mentoring, and the Monitoring tool for Scholarships.

### **Key Activities**

1.7.1 Monitoring and follow up of activities related to quality of teaching and learning outcome

## 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 are 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 negative impact on girls, disabled children, IDPs and rural children. Current enrolment data show that the total enrolment is comprised of 55.4 per cent male and 44.6 per cent female pupils. Data also show that the total enrolment is made up of 49.2 per cent rural children and 50.8 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 Additional MCA GPE programme will build on the current GPE programme of 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 evidence emerging from implementation has shown the benefits of scholarship especially of the poor and vulnerable and disadvantaged children in the rural areas of the Puntland. 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 its strategic plans, and the Additional MCA will contribute to this Government priority. In addition to the 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 were given to girls and children from rural areas. These criteria were further refined through extensive consultation with CECs, REOs, DEOs, parents and school head teachers to ensure effectiveness of the awarding criteria and were endorsed by the ESC.

The CECs are based at the local level and support effective school management and 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 beneficiaries 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 continue 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, the DFID 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 programmes for primary and secondary teachers as well as promoting child-friendly learning environments. Hence, in this programme, the Ministry will utilize and build upon the existing mechanisms 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 programme will provide teaching and learning materials for the children such as textbooks, foster conducive learning environments, provide supplementary books and promote 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.**

**Under output 2.1** The selection criteria for beneficiaries of scholarship (school fee) was established and scholarships were allocated to ensure Regional distribution/allocation was completed. CECs were consulted on the selection of disadvantaged families for these children to receive scholarships. Of the 2,650 pupils 1,325 girls, 1325 boys received the school grant. These children were provided with learning materials and schools fees were transferred for a total of nine months to the beneficiary families. To date, the Ministry has successfully transferred the financial support directly to the parents/guardians of these. The financial support is dedicated to paying school fees for these children from poor households. In order to ensure successful implementation and verification of attendance and recipients of scholarship fees for the 2,650 children enrolled, the ministry has undertaken follow-up and directly contacted the parents and head teachers randomly. This was to double check and confirms that money is received by the needed families to pay school fees of their children. In the new Additional MCA, these vulnerable children will be supported to complete the cycle of education as this strategy has a direct impact on the children. The key activities as outlined will entail the transfer of scholarships to the selected families on a termly basis; purchase and distribution of learning materials, quarterly monitoring visits to verify impact of scholarships.

**Key Activities:**

- 2.1.1 Transfer the scholarships to the selected families on a term basis.
- 2.1.2 Purchase and distribute learning materials for 2,650 pupils receiving scholarships (500 textbooks are reserved for disabled students only)
- 2.1.3 Quarterly monitoring visits to verify impact of scholarships

**Output 2.2 5 new primary schools, 20 additional primary school classrooms with 5 early childhood classrooms and 5 girls friendly spaces constructed**

**Under output 2.2** Construction of additional classrooms will be undertaken to increase the capacity of schools to service surrounding communities. A needs assessment will be conducted by government and partners and results used to determine the location of new classrooms as well the girl friendly spaces. These spaces will serve to promote girls access, retention and progression, girl friendly spaces will be constructed which will include facilities for menstrual hygiene management for adolescent girls. The construction works will include permanent buildings and structures. The construction services will require planning, designing, procuring and implementing of construction works, such as site assessment (e.g. soil testing, geotechnical investigations, etc.), market surveys, prequalification exercises, development of construction documents (e.g. drawings, structural calculations, technical specifications, bill of quantities, costs estimates, etc.), bid evaluations, quality

assurance or project management. Therefore, a Construction Engineer will be recruited and based in the MoEHE to oversee these construction works and will build capacity for construction and related procurement processes within the MoEHE. The Ministry will sign contracts with contractors to ensure that adherence to the prescribed quality standards.

### **Key Activities**

2.2.1 Construct 20 additional classrooms (5 classrooms for early childhood)

2.2.2 Construct 3 girls friendly spaces

2.2.4 Provide and distribute sanitary kits to 1,000 girls in rural and urban poor areas

### **Output 2.3 Education awareness campaigns/events among government institutions, teachers, CECs and community on enrolment increase, gender sensitivity, child rights and protection conducted annually**

*Under output 2.3* sensitization campaigns directed at a range of education stakeholders from parents, communities to government stakeholders and institutions will be conducted periodically to inform them about key issues/barriers to education and their roles in mitigating these factors. Recognizing the need for awareness raising among children and communities and education officials pertaining to the goals of the education Ministry, UNICEF and partners will undertake awareness raising campaigns for capacity building of children and communities through awareness raising to enhance their comprehension on the value of education, its benefits for girls, boys and communities and thus boost school enrolments. Evidence shows that children are the best change agents at both home and in the communities hence the Additional MCA will work through this proposal seeks to engage children and reach communities through them. The strategies that will be used for the annual education awareness campaigns/events among government institutions, teachers, CECs and community on issues such as enrolment increase, gender sensitivity, child rights and protection conducted annually will include stories from the beneficiaries and model community members and airing of key events through the media including TV and radio.

### **Key Activities**

2.3.1 Increase awareness campaigns/events to increase enrolment

## **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 strengthen capacities of sector professionals, 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: (a) EMIS, (b) Examinations, (c) MLA, (d) Supervision mechanisms, (e) Administration and management that are essential pre-requisite for effective and efficient education service delivery.

**The first second area targeted under institutional system strengthening is Education Management Information System.** 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. However, some gaps in the EMIS system were evident. The Education Sector Analysis (ESA) findings showed that the EMIS has been successfully implemented in the MoEHE with notable progress. 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 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”.

In this regard, through the GPE grant, the MoEHE contracted FRR IT Services ([www.frrd.com](http://www.frrd.com)) to design, develop, and install a computer-based education management information system (EMIS) software. The EMIS will facilitate the collection of quality data that is vital to the formulation of sound policies and promoting equity in education, with the focus on decentralization of the EMIS system to regions. With the new EMIS, the decentralisation of the system is underway, and will be decentralised to the seven (7) zones and the approach will be as follows: 1) data collection at school level; 2) data verification and cleaning in the regions; 3) data entry and correction of errors in the regions; 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 decentralization system of EMIS to the regions is supporting the Ministry to collect data through an integrated EMIS system that captures data on EiE

and marginalized groups (IDPs, minorities, and pastoral children). Furthermore, 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. That will allow 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 examinations.** The Puntland Centralized Examination Board oversees and sets the annual 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 severe drought in 2017, the Government of Puntland shifted much 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 was costed at approximately US\$ 600,000 in 2017, with projected costs increases based on the analysis of enrolment against actual enrolment in 2018 and 2019 examinations which stood at \$647,853. Progressive costs of annual examinations are assumed to increase at a constant rate of 10% per annum.

Year	2018/2019	2020	2021	2022	2023
<b>Students</b>	15,647	17,525	19,627	21,983	24,621
<b>Cost in (\$)<sup>3</sup></b>	647,853 <sup>4</sup>	712,638	783,902	862,292	948,521

### Funding the exams through various strands 2019-2023

	Year 18/19	Year 19/20	Year 20/21	Year 21/22	Year 18/19
Estimated cost of examinations	\$697,853.00	\$762,638.00	\$833,902.00	\$912,292.00	\$998,521.00
Government Contribution	\$160,000.00	\$164,800.00	\$169,744.00	\$174,836.32	\$180,081.41
Projected Community Contribution	\$246,348.00	\$264,864.00	\$295,356.00	\$329,328.00	\$367,404.00

<sup>3</sup> Cost extrapolated with an increase in cost of 10% per annum

<sup>4</sup> Actual cost of 2018 examinations.

Total Government & Community Contribution	\$406,348.00	\$429,664.00	\$465,100.00	\$504,164.32	\$547,485.41
GPE Support to examinations	\$99,049.50	\$198,380.00	\$198,380.00	\$198,380.00	\$198,380.00
EU Support to examinations	\$139,453.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total actual cost</b>	<b>\$644,850.50</b>	<b>\$628,044.00</b>	<b>\$663,480.00</b>	<b>\$702,544.32</b>	<b>\$745,865.41</b>
Expected deficit	(\$53,002.50)	(\$134,594.00)	(\$170,422.00)	(\$209,747.68)	(\$252,655.59)

MoEHE and AET 2019 Analysis of Examination Funding Sustainability in Puntland.

The data in the table shows progressive community contributions to examinations. It can be argued that the collection trend of examination fees in Puntland has been entrenched and hence a reliable source of funding for examinations.

Puntland State of Somalia has been a beneficiary of the European Union funding in primary and secondary leaving examinations. However, with the impending end of the EU in 2019, there will be gaps in the conduct of examinations. The Additional MCA grant offers a cushion for the gaps; however, the allocation is not sufficient, and cannot be fully financed by domestic resources, which the government has committed to realizing by the end of this new GPE grant period.

**The third area of the institutional strengthening is the Measuring Learning Achievement (MLA).** 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 most current MLA for a sample 45 schools, giving approximately 1,790 – 4% of total enrolment to assess the cognitive domains in Somali and Mathematics (Grade 2 & Grade 6) findings show that pupils performed well in literacy, but low in numeracy.

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 bi-annually. The MLA results will provide critical information for

improving teaching and learning strategies to focus on those areas where children continue to experience challenges in achieving desired levels of competence.

**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 to improve the effectiveness of education service delivery.

**The fifth focus area under Component 3 is targeted capacity development of Ministry staff, including in financial management, and financial reporting.** 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.

**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.

**Under output 3.1** The Additional MCA grant will facilitate improved data gathering, storage and use at the school, district and regional levels.

In the first GPE programme grant of 2012-2016, the Ministry Utilised Pineapple Software, which belongs to and is controlled by individual and private consultant based in Australia who did not allow the Ministry to access, operate, upgrade or modify the system without permission. This resulted in the Ministry incurring excessive recurrent costs in operationalization of this system, thus creating negative consequences in recruiting and training of ToTs, REOs/DEOs, head teachers, notwithstanding transportation costs involved in deploying and implementation of the system. Therefore, in achieving long-term sustainability, the GPE programme supported the development of new EMIS software, which has been customised for Puntland MoEHE. It is more affordable, sustainable, user friendly and easily serviceable for EMIS. Under the EMIS sub-component, the Ministry set up the new EMIS decentralized software, and have completed the software deployment including the creation of login page, region-wise dashboard, user management and questionnaire for data collection. The EMIS system has set up the application architecture design, and database architecture design, and created databases and tables with template acceptance, application security module (users/roles/permissions) and hardware infrastructure. To-date, installation is completed, with tasks such as analysing and designing the data is underway. By the end of September 2019, the entire work will be completed and then stakeholders will be engaged for discussions on the new EMIS database.

Under the Additional MCA, the MoEHE will be supported to consolidate this system to better coordinate and communicate with the district and regional levels, ensuring that data is transferred from the school level to the central level, at 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 provides 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 an emphasis on girls, rural children and children from other marginalised groups. EMIS technical officers support the EMIS coordinator. In addition, the MoEHE has nine EMIS technical officers (50 per cent female) based at the regional level. The regional EMIS technical officers work directly with head teachers in the regions and districts on data collection, entry and analysis. They 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.

In terms of financing, the amount budgeted for EMIS under Component 3 will be exclusively supported by the 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.

### **Key Activities Output 3.1:**

- 3.1.2 Database maintenance cost for the Ministry.
- 3.1.3 Train central, regional and district level staff on the new system
- 3.1.4 Training for staff on data collection, advanced Excel, SPSS, data processing, analysis and verification
- 3.1.5 EMIS tools printing
- 3.1.6 Printing and publication of EMIS year book
- 3.1.7 Training of Trainers (TOT) training
- 3.1.8 Data collection and data verification at regional and district level
- 3.1.9 Coordination and monitoring of EMIS activities
- 3.1.10 Data entry and validation workshop
- 3.1.11 EMIS data validation workshop
- 3.1.12 Data dissemination and utilisation training
- 3.1.13 Incentives for nine regional EMIS technical officers
- 3.1.14 Incentives for one EMIS coordinator based at the central level
- 3.1.15 Incentives for one EMIS officer based at the central level
- 3.1.16 Maintenance of EMIS hardware (servers, network instrument, VPN system/Atenas)
- 3.1.17 Train primary school head teacher on EMIS tools
- 3.1.18 Train EMIS central, regional and district staff on data verification and analysis
- 3.1.19 Monitoring data entry on regional bases
- 3.1.20 Pilot decentralized EMIS at district and school levels. (9 districts with 5 schools each -maximum 45)

**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.

**Under Output 3.2** MoEHE will continue support and deployment of the annual Puntland Centralized Examination in primary year eight with the Additional MCA grant. The Puntland Centralized Examination Board estimated that a total of 9,631 (female: 3,935) grade 8 pupils were registered to sit primary school leavers' examination in May 2019. A total of 127 supervisors, 445 invigilators and 120 security personnel were required to facilitate the process in 2017, 2018 and 2019. 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. 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.

The following steps will be taken to improve pupils' learning achievements: 1) benchmark Puntland Centralized Examination in comparison to neighbouring countries; 2) administer yearly MLAs; 3) conduct 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.

The government has many competing priorities and examinations are not adequately funded. The Additional MCA will support the stabilisation of the examinations component, related to exam markers training, support exam marking, coding and result analysis, data collection on students' data, development of an exams databank, with the procurement of equipment, developing and harmonize existing exam policy, regulation, code of conduct and examination sustainability strategy, support exam setting, moderation, translation, transport costs, exam consumables/stationary materials, exam printing and packaging, support maintenance cost for question bank, web registration/website and support exam staff through training and education development as outlined below:

**Key Activities:**

- 3.2.1 Examination markers training
- 3.2.2 Support exam marking, coding and result analysis over the three years
- 3.2.3 Data collection activity students' (12235) students data over the three years
- 3.2.4 Exams databank development costs

- 3.2.5 Procurement of the Server Dell Power Edge T630, Xenon, i7 quad core, 3 bays for 3 SAS-Hard drive, 2 TB of RAM, Redundant Power Supply
- 3.2.6 Develop and harmonize existing exam policy, regulation, code of conduct and examination sustainability strategy
- 3.2.7 Support examination setting for grade 8 primary school
- 3.2.8 Moderation cost of setting grade 8 primary school exams
- 3.2.9 Translate grade 8 primary school examination
- 3.2.10 Transport cost for non-resident examination setters
- 3.2.11 Exam consumables/stationary materials
- 3.2.12 Support exam printing and packaging
- 3.2.13 Support maintenance cost for question bank, web registration/website
- 3.2.14 Support exam staff through training and education development

**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.

**Under output 3.3,** The MoEHE conducts the MLA supported by the Director of QAD, in cooperation with the Curriculum Department, and the Examination Board and Puntland Educationists. Under the Additional MCA, the Ministry will continue 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 performance. 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 2020, 2021, 2022 and 2023) 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. In the current phase of the MLA 1,906 (1,032 boys; 874 girls) pupils were selected from forty-eight schools, in accordance with a number proportionate to 5% of the total population of Grade Two and Grade Six in primary pupils of Puntland. While for the EGMA, the number of pupils who participated were 610 (56% boys and 44% girls, proportionately distributed among the five zones. The pupils scored high in the number recognition category, 88% scored between 16 -20 out of 20 maximum score, while others at 8% scored

relatively at the next high score of 11 to 15 out the maximum 20. The rest 4% of the pupils scored below 10.

The findings show that the teaching that happens in the schools does not necessarily address Mathematics skills in depth. The pupils who participated in the study scored better in Somali language literacy when compared their proficiency in Mathematics. The Grade Two EGRA and Grade Six Somali language literacy were seemingly much easier for pupils compared to the combined corresponding participants of EGMA for Grade Two and Grade Six numeracy test. This is consistent with the traditional characterization of mathematics in Puntland schools as a difficult subject, such that some pupils give up on Mathematics early on in their schooling. Even so, the Somali language literacy results were not particularly high. These Mathematics and Somali language results were similar to the results of the pre-test, where fewer pupils and schools were involved.

An issue of concern that emerged from the study was the number of children who are older children in non-age appropriate levels i.e. children were assigned to grades which were not at their levels. The overall percentage of the pupils who were older than the required age group is 46%. The issue of the older pupils is important in that it might have negative consequences in the classroom in terms of the learning-teaching situation, and or the interactions between the pupils. Also, in terms of gender, the data indicates that the achievements of girls and boys are not very different. However, it is only in the zero score percentages that a difference is apparent in that girls had less zero scores in both, EGRA-Literacy and EGMA-Numeracy.

Overall, the study found that the Taskforces, Steering Committees, Regional Supervisors, and assessors performed well in their respective tasks and gained the essential experience for future MLA studies.

**Key Activities:**

3.3.1 MLA assessments are developed and undertaken annually in year 3 and 6 in primary

3.3.2 Conduct Early Grade Reading Assessment/ Early Grade Mathematics Assessment (EGRA/EGMA)

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

**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 of 58 schools on an annual basis by regional and district level staff. During the current GPE grant, the Ministry conducted school inspection and supervision missions in two regions of Bari and Gardafu targeting a total of 68 schools. During the inspection exercises the supervisors met with children receiving scholarships and their parents. Through this process gaps were documented and areas for additional support identified. Under the Additional MCA, 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. The key activities include central, regional and district level staff who will be trained on conducting routine supervision and inspection of schools, revision and translation of quality assurance policy and tools and providing ToT school supervisors/inspectors train based on newly developed policies as outlined below.

**Key Activities:**

- 3.4.1 Central, regional and district level staff trained on conducting routine supervision and inspection of schools
- 3.4.2 District and regional level staff conduct routine inspection of sample schools
- 3.4.4 Revise/translate quality assurance policy and tools
- 3.4.5 Provide ToT school supervisors/inspectors train based on newly developed policies and tools.

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

**Under Output 3.5** Initially, the EU had been supported the Ministry's system strengthening through technical assistance in different domains specifically at central level. Throughout its support, the Ministry benefited a lot in terms of setting up organizational policies, procedures and systems which were adopted and executed at central level. However, the technical assistance support of EU phased out in 2016, while there were still a significant capacity gaps at regional and district levels. This means that, there are notable capacity gaps including limited human resource capacity and the need for cascading of centrally available organizational policies and systems into the lower levels which are crucial for successful implementation of decentralized education service delivery.

In regard to the above capacity gaps at local levels, the Ministry has prioritized that the new Additional MCA to continue and increase the technical

assistance support required by the Ministry to leverage results and build systemic capacity in many areas which are key for ESPIG, ESSP implementation and sector development goals. The focus will be on capacity development enabling the MoEHE to carry out its essential functions.

Currently, three technical advisors are embedded into the MoEHE in the departments of Admin, Finance and HROD (Institutional Development), Policy and Planning and Quality Assurance ensuring the successful implementation of the programme. These TAs have been instrumental in implementation of the current GPE programme. Additionally, a Construction Engineer and Examinations TA will be recruited to support the construction works and examinations at the Ministry. The technical advisors will address the capacity gaps in the Ministry at regional and district levels, and support to strength decentralization strategy through transfer of knowledge/skills, provide coaching and mentoring to departmental directors, REOs and DEOs to successfully plan, coordinate, implement and monitor ESPIG interventions across all the regions. The specific objectives of the technical advisors will be to: 1) strength the capacity of the Ministry across all levels 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. The programme will also support the internal audit of the Ministry to enhance control mechanisms, financial management and auditing procedures to increase accountability and transparency.

**Key Activities:**

- 3.5.1 Technical advisors (1 TA in institutional development, 1 TA in policy & planning, 1 TA in quality assurance)
- 3.5.2 Recruit one Construction Engineer
- 3.5.3 Recruit one senior technical expert for examinations
- 3.5.4 Maintenance of existing automated financial management system (software)
- 3.5.5 Internal Auditor (1 IA internal audit unit)
- 3.5.6 Develop and operationalize MoEHE procurement procedures and asset management guidelines
- 3.5.8 Strengthen MoEHE finance and accounting, HR and administration systems through trainings of staff across the levels

## 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 climate change. This means that more of Government funds are then allocated towards dealing with urgent humanitarian situations. 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 2019 national budget, which allocates 7.5 per cent towards education. The presidential elections conducted in January 2019, and the cabinet was announced on 11 February 2019. The new Government has also committed to increasing the education budget, as a proportion of the national budget, to a percent yet to be determined while advocacy will continue 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. 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
<b>General Risks</b>	
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.
Lack of human resource capacity to with stand the demands of decentralization of education at regional and district level	Establish a staggered roadmap to roll out the existing policies, procedures and systems at central into regional and district levels with focus on: (i) sufficient guidance and oversight by the MOEHE Headquarter; (ii) development of quality control measures and indicators to be achieved by different levels; (iii) provision of corresponding resources; and (iv) enhance the capacity of regional and district staff through on-job training, knowledge and skill transfer.
<b>Programme Specific Risks</b>	
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 at regional and district levels 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 lacks 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.
Teacher-training does not result in improved learning outcomes.	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.

## 7. PROGRAMME IMPLEMENTATION AND MANAGEMENT

The Additional MCA programme (2020-2023) 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 current GPE grant (2017-2020). All activities under the GPE programme built upon existing local capacities within the MoEHE. The UNICEF Country Office has worked exclusively through the MoEHE to implement the activities in the previous and current programme. 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 Additional MCA programme 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 to increase access to education for 2,650 pupils from marginalised groups. In Component 2, the Ministry will use the money transfer operator Dahabshiil 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 Dahabshiil, 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 Office in Mogadishu. 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 continue to implement the GPE programme with support provided by UNICEF as the Grant Agent. The MoEHE has a steering committee that oversees the overall programme implementation and one of the technical advisors acts as 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 are 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 comprises 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.

Terms of Reference guide the committee's work and the committee meets monthly. Progress updates will be provided to the education partners through the ESC meetings on a quarterly basis.

## **Grant Agent (GA)**

As the GA, UNICEF works with the MoEHE on grant application processes, disburses GPE transferred funds to the MoEHE and provides fiduciary oversight. UNICEF also provides 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 works 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 also works 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 provides further administrative support. In addition, the UNICEF team based in the UNICEF Somalia Office in Mogadishu 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 uses 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. The current assessment of all the field offices is underway. A Puntland specific Financial Audit was conducted in 2019 and the results will be available once the office-wide exercise is completed.

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**

EU is the Coordinating Agency for the GPE programme in Puntland. As the coordinating agency, EU 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 continue to 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 Mogadishu 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 Mogadishu based team. UNICEF zonal staff will also provide routine reporting to the education team based in Mogadishu. 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 appointed 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 also provides 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 1: Implementation Plan for the Additional Maximum Country Allocation

PUNTLAND STATE OF SOMALIA																	
Ministry of Education and Higher Education																	
Additional Maximum Country Allocation (MCA) Global Partnership for Education - 2020-2023																	
ESPIG Programme Implementation Plan																	
	Targets	Y1 (2020)				Y2 (2021)				Y3 (2022)				Y4 (2023)			
PROGRAMME COMPONENTS		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>1</b>	<b>COMPONENT 1: PRIORITISING QUALITY TEACHING AND CHILDREN'S LEARNING OUTCOMES</b>																
<b>1.1</b>	<b>400 practicing primary teachers (100 per cent from rural teachers) complete in-service training and receive certification to support continuous quality improvement of learning in classrooms</b>																
1.1.1	In-service teacher training fee	400 teachers															
1.1.2	In-service teacher training (living allowance)	400 teachers															
1.1.3	Rural in-service teachers transportation	400 teachers															
1.1.5	Updating of teachers profile database	Annually															
<b>1.2</b>	<b>150 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</b>																
1.4.2	Training of 150 head teachers (tuition fees)	150 HTs															
1.4.3	Training of 150 head teachers (living allowance)	150 HTs															
1.4.4	Rural primary head teachers transportation	75 HTs															
1.4.5	Urban primary head teachers transportation	75 HTs															
<b>1.3</b>	<b>64 (32 textbooks and 32 teacher guides) developed, printed and distributed for upper primary schools to strengthen the relevance of learning materials and quality learning for children in classrooms</b>																
1.3.1	Print lower primary (grade 1-4) textbooks and teacher guides	486,469 textbooks															



1.3.2	Distribute lower primary textbooks and teacher guides	1 time																	
1.3.3	Develop upper primary (grade 5-8) textbooks and teacher guides	1 time																	
1.3.4	Print upper primary textbooks and teacher guides	390,126 textbooks																	
1.3.5	Distribute textbooks and teacher guides	1 time																	
1.3.6	Conduct induction training workshops for primary school teachers on the newly developed textbooks and teacher guides	36 training events																	
<b>1.4</b>	<b>Teachers' profession test developed and implemented</b>																		
1.4.1	Develop guideline for teachers' profession test	1 guideline																	
1.4.2	Prepare setting of profession test for 8 subjects (Somali language, Maths, Science, Islamic Studies and Arabic, Social Studies, ICT and English language)	16 teachers																	
1.4.3	Moderate developed teachers' profession test for all subjects	8																	
1.4.4	Translate developed teachers' profession test	6																	
1.4.5	Pilot teachers' profession test for teachers in 5 districts (25 invigilators)	25																	
1.4.6	Transport cost for supervision teams conducting the test (5 vehicle in 5days)	5																	
1.4.7	DSA for teachers' profession test supervisors (10 supervisors in 4 days)	10																	
1.4.8	Marking of teachers' profession test (500 papers of eight subjects)	4000																	
1.4.9	Panellist for teachers' profession test	3																	

1.4.10	Reporting and analysis of teachers' profession test	1																	
<b>Sub-total output 1.4</b>																			
<b>1.5</b>	<b>Garowe Teachers' Education College (GTEC) rehabilitated and 2 teachers' resources centres established and functionalized</b>																		
1.5.1	Rehabilitate Garowe Teacher Education College (GTEC)	Rehab																	
1.5.2	Construct and equip 2 teachers' resource centres	2 resource centres																	
<b>1.6</b>	<b>1 curriculum development centre constructed</b>																		
1.6.1	Construct and equip curriculum development centre	1 centre																	
<b>1.7</b>	<b>Evidence generation monitoring and verification on quality of teaching and learning outcomes</b>																		
1.7.1	Monitoring and follow up of activities related to quality of teaching and learning outcome	4 monitoring visits																	
<b>2</b>	<b>COMPONENT 2: PROMOTING ACCESS AND EQUITY IN EDUCATION FOR THE MOST SOCIALLY EXCLUDED CHILDREN</b>																		
<b>2.1</b>	<b>Selected 2,650 pupils receive primary school financial support and are attending schools</b>																		
2.1.1	Transfer the scholarships to the selected families on a term basis.	2,650 pupils																	
2.1.3	Purchase and distribute learning materials for 2,650 pupils receiving scholarships (500 textbooks are reserved for disabled students only)	2,650 pupils																	
2.1.5	Quarterly monitoring visits to verify impact of scholarships	1																	
<b>2.2</b>	<b>36 classrooms constructed of which 5 classrooms are allocated for early childhood education and 3 girls friendly spaces</b>																		
2.2.1	Construct 36 additional classrooms (5 classrooms for early childhoods)	36																	
2.2.2	Construct 3 girls friendly spaces	3																	
2.2.3	Provide and distribute sanitary kits to 1,000 girls in rural and urban poor areas	1,000 kits																	
<b>2.3</b>	<b>Education awareness campaigns/events among government institutions, teachers, CECs and community on enrolment increase, gender sensitivity, child rights and protection conducted annually</b>																		



3.1.15	Incentives for one EMIS officer based at the central level (1 person for 34 months)	1 person																	
3.1.16	Maintenance of EMIS hardware (servers, network instrument, VPN system/Atenas)	1																	
3.1.17	Train primary school head teacher on EMIS tools	1																	
3.1.18	Train EMIS central, regional and district staff on data verification and analysis	1																	
3.1.19	Monitoring data entry on regional bases	2																	
3.1.20	Pilot decentralized EMIS at district and school levels (9 districts with 5 schools each -maximum 45)	1																	
<b>Sub-total output 3.1</b>																			
<b>3.2</b>	<b>Annual examinations for primary year 8 conducted, marked and results announced and utilized to improve teaching practices and children's learning outcomes</b>																		
3.2.1	Exam markers training (200 persons x 2 days per year x 3 years)	240																	
3.2.2	Support exam marking, coding and result analysis (97,880 scripts for 3 years - 2020-23)	97,880																	
3.2.3	Data collection activity (12235) students data @ US\$ 2 x 1 day per year x 3 years)	12,235																	
3.2.4	Exams databank development costs	3																	
3.2.5	Server Dell Power Edge T630, Xenon, i7 quad core, 3 bays for 3 SAS-Hard drive, 2 TB of RAM, Redundant Power Supply	1 time																	
3.2.6	Develop and harmonize existing exam policy, regulation, code of conduct and examination suitability strategy	1 workshop																	





5.1	Routine programme monitoring and reporting		■	■	■	■	■	■	■	■	■	■	■	■	■	■
5.2	Evaluations		■													■

## Annex 2: Results Framework

RESULTS FRAMEWORK: GPE PROGRAMME FOR PUNTLAND (2020 – 2023)	
Goal	Indicators
Improved quality of education and access for all in Puntland	GER; MLA assessment; annual primary exam

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

#### Outcome 1: Improved learning outcomes for primary students

Outcome Indicators	Baseline 2018/2019	Target					MOV	Geo. Focus	Responsible
		2019-2020	2020-2021	2021-2022	2022-2023	Overall			
Percentage of trained primary teachers utilizing child centred pedagogy in class to improve child participation and quality of education	650	Total: 325 (24 percent of 1,375 teachers)	Total: 134 (10 percent of 1,375 teachers)	Total: 133 (10 percent of 1,375 teachers)	Total: 133 (10 percent of 1,375 teachers)	Total: 1,375 (100 percent of 1,375 teachers trained) ( <i>Cumulative</i> )	EMIS Data/teacher profile data & Practicing Teacher Certification Supervision reports	State and Regional levels	MoEHE, teacher training institutes/universities
Percentage of trained primary head teachers utilizing school management and institutional leadership	TBD	75 percent	80 percent	85 percent	85 percent	85 percent	School inspection and supervision report M&E report	State and regional levels	QAS, teacher training institutes/universities
Percentage of learners participating in MLA in Grade 3 and Grade 6 attaining MLA Standards in Literacy and Numeracy <sup>5</sup> ( <i>Disaggregated by gender and region</i> )	30 per cent	30 per cent	35 per cent	40 per cent	40 per cent	40 per cent	MLA assessments report	State and regional levels	MoEHE
Percentage of learners achieving minimum reading and maths benchmarks in Grade 2 and 3	30 percent	30 percent	35 percent	40 percent	40 percent	40 percent	EGRA and EGMA reports	State and regional	QAS
Percentage of learners achieving a pass rate in annual primary examination ( <i>Disaggregated by gender and region</i> )	96 percent	97 percent	98 percent	98 percent	98 percent	98 percent	National primary examination results EMIS data	State and regional levels	MoEHE

#### 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 Indicators	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	Overall	MOV	Geo. Focus	Responsible
Ratio of pupils to certified teachers	1:67	1:67	1:60	1:55	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	Nil	Nil	Nil	64 (82 percent)	64 (82 percent)	128 (82 percent)	EMIS Supervision reports Project evaluation reports	State and Regional levels	MoEHE
Number of teacher training policy, gender mainstreaming 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>	<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: 400 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	2019-2020	2020-2021	2021-2022	2022-2023	Overall	MOV	Geo. Focus	Responsible
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<sup>5</sup> MLA Assessments (Literacy and Numeracy) to be conducted annually



Number of teachers completing in-service training and certified by MOEHE (disaggregated by sex and location)	975	Total: 134 Male: 94 Female: 40 (30%)	Total: 133 Male: 93 Female: 40 (30%)	Total: 133 Male: 93 Female: 40 (30%)	0	Total: 400 Male: 280 Female: 120 (30%) Rural: 400	MOEHE Teacher data base MOEHE Certification Register	State and regional levels	MoEHE, teacher training institutes/universities
<b>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</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of teachers completing pre-service training and receiving certification (disaggregated by sex and region).	Total: 71 Male: 42 Female: 29	Total: 78 Male: 46 Female: 32	0	0	0	Total: 149 Male: 88 Female: 61	Teacher data base MOEHE certification and register	State	MoEHE, teacher training institutes/universities
<b>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</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
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.	270	Total: 50 Rural: 25 Urban: 25	Total: 50 Rural: 25 Urban: 25	Total: 50 Rural: 25 Urban: 25	0	Total: 270 + 150 = 420 Rural: Urban:	QA supervisions and inspection documents	State and regional levels	MoEHE, teacher training institutes
<b>Output 1.5: Development of 64 textbooks and 64 teaching guides for subjects including ICT in primary school to strengthen the relevance of learning materials and quality learning for children in classrooms</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of textbooks and teachers guides for lower primary (grade 1-4) printed and distributed to schools	0	463,304	23,165	0	0	486,469	Book Distribution Records Delivery Forms EMIS Report Supervision Reports	All regions in Puntland	MoEHE
Number of textbooks and teaching guides of upper primary grades developed.	32 lower primary textbooks prototypes in 8 titles for four grades (1-4)	32 lower Primary textbooks in 8 titles for four grades (1-4) developed and 486,469 (463,304+23,165) printed.	32 Upper Primary textbooks developed and 350,890 printed	39,236 textbooks and revised	0	64 (32 lower and 32 Upper primary textbooks in 8 titles grade 1-8 textbooks developed, and 876,595 printed	Textbooks and teaching guides MoEHE reports	State and regional levels	MoEHE
Number of textbooks and teachers guides for upper primary printed and distributed to schools	0	0	350,890	39,236	0	390,126	Book Distribution Records Delivery Forms EMIS Report Supervision Reports	All regions in Puntland	MoEHE
<b>Component 2: Promoting Equity in Education for the Most Socially Excluded Children</b>									
<b>Outcome2: Improved equitable access to primary education for 2,650 children in rural areas and children from disadvantaged groups</b>									
<b>Outcome Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Percentage enrolment disaggregated by gender in primary school	Boys: 50 percent Girls: 50 percent	Boys: 50 percent Girls: 50 percent	Boys: 50 percent Girls: 50 percent	Boys: 50 percent Girls: 50 percent		Boys: 50 percent Girls: 50 percent	EMIS data Verification reports	State and regional levels	MoEHE, REOs, DEOs, CECs
Percentage of primary school dropout rate disaggregated by gender	Total: 9.3 Male: 9.5 Female: 9.1	Total: 9.3 Male: 9.5 Female: 9.1	Total: 8.7 Male: 8.7 Female: 8.6	Total: 8.3 Male: 8.5 Female: 8.1		Total: 8.9 Male: 9.1 Female: 8.7	EMIS data	State and regional	MoEHE, REOs, DEOs, CECs

Number of rural primary pupils enrolled	66,335	83,563	90,248	97,468		Total increase of rural enrolment: 31,133	EMIS data	State and regional	MoEHE
Number of urban primary pupils enrolled	89,780	103,932	109,128	114,585		Total increase of urban enrolment: 24,805	EMIS data	State and regional	MoEHE
<b>Output 2.1: Selected 2,650 pupils receive primary school financial support and are attending schools</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of children receiving school fee scholarships and are attending school	Total:2,650 Boys: 1,325 Girls: 1,325 Rural: 2,150 CWD: 500	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 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	2,650 Boys: 1,325 Girls: 1,325 Rural: 2,150 CWD: 500	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 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
<b>Output 2.2: Construct 36 additional classrooms (5 classrooms for early childhoods)</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of primary classrooms constructed and equipped	0	18	18	0	0	36 classrooms (Cumulative)	Technical Construction Reports M&E Reports	State and regional levels	MOEHE, REOs,
<b>Component 3: Effective and Accountable Education Systems</b>									
<b>Outcome 3: Strengthened institutional systems for effective and accountable service delivery</b>									
<b>Outcome Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Effective and accurate EMIS data corresponding to ESSP (2017-2021) indicators on educational institutions is available and updated annually.	TBD <sup>6</sup>	92 percent	95 percent	95 percent	95 percent	95 percent	EMIS data	State and regional level	MoEHE
Number of financial reports published by MoEHE	0	1 financial report published	1 financial report published	1 financial report published	1 financial report published	Total: 4 reports (1 report published annually)	Financial documents MoEHE reports	State and regional levels	MoEHE
<b>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</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of regions having decentralized EMIS	0 <sup>7</sup>	2 Regions (Cumulative)	5 Regions (Cumulative)	7 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	88 percent	90 percent	95 percent	95 percent	95 percent	EMIS data	State and region	MoEHE, REOs and

<sup>6</sup> Determination of indicators corresponding to ESSP in EMIS currently underway

<sup>7</sup> Decentralised EMIS initiated in current ESPIG but desired quality not yet achieved

								s	DEOs
Number of EMIS staff and head teachers trainings conducted	3	2 trainings for EMIS staff and head teachers training	1 training for EMIS staff and head teachers training	1 training for EMIS staff and head teachers refresher training	0	Total: 4 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	95 percent	MoEHE reports Supply distribution reports	State and regions	MoEHE, REOs and DEOs
<b>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</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Percentage of primary school students passing <sup>8</sup> the Puntland Primary Leaving Certificate (PPLC) examinations	9,330 Students sitting PPLC (95 percent pass rate)	10,263 Students sitting PLPC (97 per cent pass rate)	11,289 Students Sitting PPLC (97 percent pass rate)	12,148 Students Sitting PLPC (97 percent pass rate)	13,363 Students Sitting PLPC (97 percent pass rate)	13,363 Students sitting PPLC (97percent pass rate)	Examinations documents and reports EMIS	State and regional levels	MoEHE
<b>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</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of EGMA and EGRA assessments developed	0	1	0	0	0	1	MLA assessment	State and regional levels	MoEHE
Number of EGMA and EGRA conducted	0	1	1	1	0	3	MLA Reports	State and regional levels	MoEHE
Percentage of G2 and G3 pupils assessed through EGMA and EGRA	0	5 percent	5 percent	5 percent	0	5 percent	MLA Report	State and regional levels	MoEHE
<b>Output 3.4: Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Percentage of schools achieving improved test scores at Grade 3 and Grade 6 attributable to support supervision and inspection by MOEHE	TBD	17 percent	20 percent	23 percent	26 percent	26 percent Cumulative	Supervision Reports	State and regional levels	MoEHE, REOs, DEOs
<b>Output 3.5: MoEHE sector management capacity improved through embedded technical advisors</b>									
<b>Output Indicators</b>	<b>Baseline</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Overall</b>	<b>MOV</b>	<b>Geo. Focus</b>	<b>Responsible</b>
Number of Education Departments achieving Education Sector Quality Benchmarks (ESQB) <sup>9</sup> e.g. Finance / Time, personnel. Quality	Finance system	ESQB	5 (56 percent) Cumulative	7 (78 percent) Cumulative	7 (78 percent Cumulative)	7 (78 percent) Cumulative	MoEHE Annual Audit Report	State	Director General
Number of staff that complete master's level in Educational Planning through scholarship		2	0	0	0	2 staff members	MoEHE reports Staff Certificate	State	MoEHE

<sup>8</sup> Attaining at least an average mean score of 50 per cent  
<sup>9</sup>MOEHE to develop the ESQB by 1<sup>st</sup> quarter of 2018

### Annex 3: Budget (USD)

	PROGRAMME COMPONENTS	Unit	Quantity	Unit Cost (USD)	Frequency	Total Cost (USD)	% of Total Cost
<b>1</b>	<b>COMPONENT 1: PRIORITISING QUALITY TEACHING AND CHILDREN'S LEARNING OUTCOMES</b>						
<b>1.1</b>	<b>400 practicing primary teachers (100 per cent from rural teachers) complete in-service training and receive certification to support continuous quality improvement of learning in classrooms</b>						
1.1.1	In-service teacher training (tuition fee)	Person	400	\$50.00	4	\$80,000.00	
1.1.2	In-service teacher training (living allowance)	Person	400	\$15.00	90	\$540,000.00	
1.1.3	Rural in-service teachers transportation (\$60*650)	Person	400	\$60.00	4	\$96,000.00	
1.1.5	Updating of teachers' profile database	Activity	1	\$41,500.00	3	\$124,500.00	
	<b>Sub-total output 1.1</b>					<b>\$840,500.00</b>	
<b>1.2</b>	<b>150 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</b>						
1.4.2	Training of 150 head teachers (tuition fees)	Person	150	\$50.00	2	\$15,000.00	
1.4.3	Training of 150 head teachers (living allowance)	Person	150	\$15.00	30	\$67,500.00	
1.4.4	Rural primary head teachers transportation (\$60*180)	Person	75	\$60.00	2	\$9,000.00	
1.4.5	Urban primary head teachers transportation (\$50*180)	Person	75	\$50.00	2	\$7,500.00	
	<b>Sub-total output 1.2</b>					<b>\$99,000.00</b>	
<b>1.3</b>	<b>64 (32 textbooks and 32 teachers' guides) developed, printed and distributed for upper primary schools to strengthen the relevance of learning materials and quality learning for children in classrooms</b>						
1.3.1	Print lower primary (grade 1-4) textbooks and teacher guides	Activity	486,469	\$1.00	1	\$486,469.00	
1.3.2	Distribute lower primary textbooks and teacher guides	Activity	1	\$30,000.00	1	\$30,000.00	
1.3.3	Develop upper primary (grade 5-8) textbooks and teacher guides	Activity	1	\$319,680.00	1	\$319,680.00	
1.3.4	Print upper primary textbooks and teacher guides	Activity	390,126	\$1.00	1	\$390,126.00	
1.3.5	Distribute textbooks and teacher guides	Activity	1	\$30,000.00	1	\$30,000.00	
1.3.6	Conduct induction training workshops for primary school teachers on the newly developed textbooks and teacher guides	Activity	36	\$200.00	10	\$72,000.00	
	<b>Sub-total output 1.3</b>					<b>\$1,328,275.00</b>	
<b>1.4</b>	<b>Teachers' profession test developed and implemented</b>						
1.4.1	Develop guideline for teachers' profession test (1 consultant*\$150/per day in 60 days)	Person	1	\$150.00	60	\$9,000.00	32.2%
1.4.2	Prepare setting of profession test for 8 subjects (Somali language, Maths, Science, Islamic Studies and Arabic, Social Studies, ICT and English language) (16 teachers*\$40/per day in 10 days)	Person	16	\$40.00	10	\$6,400.00	
1.4.3	Moderate developed teachers' profession test for all subjects (8 teachers*\$50/per day in 10 days)	Person	8	\$50.00	10	\$4,000.00	
1.4.4	Translate developed teachers' profession test (6 teachers*\$40/per day in 10 days)	Person	6	\$40.00	10	\$2,400.00	
1.4.5	Pilot teachers' profession test for teachers in 5 districts (25 invigilators)	Person	25	\$30.00	8	\$6,000.00	
1.4.6	Transport cost for supervision teams conducting the test (5 vehicle*\$100/day in 5 days)	Activity	5	\$100.00	20	\$10,000.00	
1.4.7	DSA for teachers' profession test supervisors (10 supervisors*\$50/day in 4 days)	Person	10	\$50.00	16	\$8,000.00	
1.4.8	Marking of teachers' profession test (500 papers*\$1/paper of eight subjects)	Activity	4000	\$1.00	1	\$4,000.00	
1.4.9	Panellist for teachers' profession test	Person	3	\$50.00	40	\$6,000.00	
1.4.10	Reporting and analysis of teachers' profession test	Person	1	\$90.00	60	\$5,400.00	
	<b>Sub-total output 1.4</b>					<b>\$61,200.00</b>	
<b>1.5</b>	<b>Garowe Teachers' Education College (GTEC) rehabilitated and 2 teachers' resources centres established and functionalized</b>						
1.5.1	Rehabilitate GTEC	Activity	1	\$30,000.00	1	\$30,000.00	
1.5.2	Construct and equip 2 teachers' resource centre	Activity	2	\$100,000.00	1	\$200,000.00	
	<b>Sub-total output 1.5</b>					<b>\$230,000.00</b>	
<b>1.6</b>	<b>1 curriculum development centre constructed</b>						
1.6.1	Construct and equip curriculum development centre	Activity	1	\$200,000.00	1	\$200,000.00	
	<b>Sub-total output 1.6</b>					<b>\$200,000.00</b>	
<b>1.7</b>	<b>Evidence generation monitoring and verification on quality of teaching and learning outcomes</b>						
1.7.1	Monitoring and follow up of activities related to quality of teaching and learning outcome	Activity	1	\$20,000.00	4	\$80,000.00	
	<b>Sub-total output 1.7</b>					<b>\$80,000.00</b>	
	<b>SUB-TOTAL COMPONENT 1</b>					<b>\$2,838,975.00</b>	
<b>2</b>	<b>COMPONENT 2: PROMOTING ACCESS AND EQUITY IN EDUCATION FOR THE MOST SOCIALLY EXCLUDED CHILDREN</b>						
<b>2.1</b>	<b>Selected 2,650 pupils receive primary school financial support and are attending schools</b>						
2.1.1	Transfer the scholarships to families of beneficiaries on a term basis.	Person	2,650	\$100.00	3	\$795,000.00	18.0%
2.1.3	Purchase and distribute learning materials for 2,650 pupils receiving scholarships (500 textbooks are reserved for disabled students only)	Set	2,650	\$30.00	3	\$238,500.00	
2.1.5	Quarterly monitoring visits to verify impact of scholarships	Activity	1	\$30,000.00	3	\$90,000.00	
	<b>Sub-total output 2.1</b>					<b>\$1,123,500.00</b>	
<b>2.2</b>	<b>5 new primary schools, 20 additional primary school classrooms with 5 early childhood classrooms and 5 girls friendly spaces constructed</b>						



2.2.1	Construct 20 additional classrooms (5 classrooms for early childhood)	Activity	36	\$9,000.00	1	\$324,000.00	
2.2.2	Construct 3 girls friendly spaces	Activity	3	\$20,000.00	1	\$60,000.00	
2.2.3	Provide and distribute sanitary kits to 1000 girls in rural and urban poor areas	Person	1,000	\$15.00	4	\$60,000.00	
	<b>Sub-total output 2.2</b>					<b>\$444,000.00</b>	
<b>2.3</b>	<b>Education awareness campaigns/events among government institutions, teachers, CECs and community on enrolment increase, gender sensitivity, child rights and protection conducted annually</b>						
2.3.1	Increase awareness campaigns/events to increase enrolment	Activity	1	\$5,000.00	4	\$20,000.00	
	<b>Sub-total output 2.3</b>					<b>\$20,000.00</b>	
	<b>SUB-TOTAL COMPONENT 2</b>					<b>\$1,587,500.00</b>	
<b>3</b>	<b>COMPONENT 3: EFFECTIVE AND ACCOUNTABLE EDUCATION SYSTEMS</b>						
<b>3.1</b>	<b>EMIS is decentralised, expanded, with data collected, processed, analysed and disseminated to support effective quality assurance and continuous improvement on key education performance indicators</b>						
3.1.2	Database maintenance cost (60 days maintenance over 3 years x 200 per day)	Person	1	\$200.00	60	\$12,000.00	
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	\$4,900.00	2	\$9,800.00	
3.1.4	Training for staff on data collection, advanced Excel, SPSS, data processing, analysis and verification	Activity	1	\$4,000.00	3	\$12,000.00	
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	\$5.00	3	\$7,500.00	
3.1.7	TOT training	Activity	1	\$3,500.00	3	\$10,500.00	
3.1.8	Data collection and data verification at regional and district level	Activity	1	\$18,535.00	3	\$55,605.00	
3.1.9	Coordination and monitoring of EMIS activities	Activity	1	\$2,480.00	3	\$7,440.00	
3.1.10	Data entry and validation workshop	Activity	1	\$7,000.00	3	\$21,000.00	
3.1.11	EMIS data validation workshop	Activity	1	\$5,845.00	3	\$17,535.00	
3.1.12	Data dissemination and utilisation training	Activity	1	\$4,309.00	3	\$12,927.00	
3.1.13	Incentives for regional EMIS technical officers (9 persons @ US\$ 350 per month for 34 months)	Person	9	\$350.00	39	\$122,850.00	
3.1.14	Incentives for one EMIS coordinator based at the central level (1 person @ US\$ 900 per month for 34 months)	Persons	1	\$900.00	39	\$35,100.00	
3.1.15	Incentives for one EMIS officer based at the central level (1 person @ US\$ 500 per month for 34 months)	Person	1	\$500.00	39	\$19,500.00	
3.1.16	Maintenance of EMIS hardware (servers, network instrument, VPN system/Atenas)	Activity	1	\$21,000.00	1	\$21,000.00	
3.1.17	Train primary school head teacher on EMIS tools	Person	1	\$50,000.00	1	\$50,000.00	
3.1.18	Train EMIS central, regional and district staff on data verification and analysis	Person	1	\$18,600.00	1	\$18,600.00	
3.1.19	Monitoring data entry on regional bases	Person	2	\$160.00	20	\$6,400.00	
3.1.20	Pilot decentralized EMIS at district and school levels (9 districts with 5 schools each -maximum 45)	Activity	1	\$50,000.00	1	\$50,000.00	
	<b>Sub-total output 3.1</b>					<b>\$494,797.00</b>	
<b>3.2</b>	<b>Annual examinations for primary year 8 conducted, marked and results announced and utilized to improve teaching practices and children's learning outcomes</b>						
3.2.1	Exam markers training (200 persons @ US\$ 25 x 2 days per year x 3 years)	Person	240	\$25.00	6	\$36,000.00	
3.2.2	Support exam marking, coding and result analysis (97,880 scripts*US\$ 0.5 per paper for 3 years - 2020-23)	Person	97,880	\$0.50	4	\$195,760.00	
3.2.3	Data collection activity (12235) students data @ US\$ 2 x 1 day per year x 3 years)	Person	12,235	\$2.00	4	\$97,880.00	
3.2.4	Exams databank development costs	Activity	100	\$450.00	3	\$135,000.00	
3.2.5	Server Dell Power Edge T630, Xenon, i7 quad core, 3 bays for 3 SAS-Hard drive, 2 TB of RAM, Redundant Power Supply	Activity	1	\$5,000.00	1	\$5,000.00	
3.2.6	Develop and harmonize existing exam policy, regulation, code of conduct and examination sustainability strategy	Person	1	\$150.00	60	\$9,000.00	
3.2.7	Support exam setting for grade 8 primary school	Person	16	\$40.00	24	\$15,360.00	
3.2.8	Moderation cost of setting grade 8 primary school exams	Person	8	\$50.00	24	\$9,600.00	
3.2.9	Translate grade 8 primary school exam	Person	6	\$40.00	24	\$5,760.00	
3.2.10	Transport cost for non-resident exam setters	Person	13	\$40.00	8	\$4,160.00	
3.2.11	Exam consumables/stationary materials	Person	1	\$30,000.00	4	\$120,000.00	
3.2.12	Support exam printing and packaging	Person	1	\$20,000.00	4	\$80,000.00	
3.2.13	Support maintenance cost for question bank, web registration/website	Activity	1	\$5,000.00	4	\$20,000.00	
3.2.14	Support exam staff through training and education development	Activity	1	\$15,000.00	4	\$60,000.00	
	<b>Sub-total output 3.2</b>					<b>\$793,520.00</b>	
<b>3.3</b>	<b>MLA assessments (literacy and numeracy) are undertaken annually for primary year 3 with results utilised to improve teaching and learning in classrooms</b>						
3.3.1	MLA assessments are developed and undertaken annually in year 3 and 6 in primary	Activity	1	\$48,000.00	1	\$48,000.00	
3.3.2	Conduct Early Grade Reading Assessment/ Early Grade Maths Assessment (EGRA/EGMA)	Activity	1	\$80,000.00	4	\$320,000.00	
	<b>Sub-total output 3.3</b>					<b>\$368,000.00</b>	
<b>3.4</b>	<b>Inspection and supervision is conducted routinely by regional and district staff to strengthen quality assurance systems and effective service delivery</b>						
3.4.1	Central, regional and district level staff trained on	Person	60	\$100.00	6	\$36,000.00	

29.9%

	conducting routine supervision and inspection of schools						
3.4.2	District and regional level staff conduct routine inspection of sample schools	School	60	\$600.00	4	\$144,000.00	
3.4.4	Revise/translate quality assurance policy and tools	Activity	1	\$20,000.00	1	\$20,000.00	
3.4.5	Provide ToT school supervisors/inspectors train based on newly developed policies and tools	Activity	1	\$10,000.00	1	\$10,000.00	
	<b>Sub-total output 3.4</b>					<b>\$210,000.00</b>	
<b>3.5</b>	<b>MoEHE sector management capacity improved through embedded technical advisors</b>						
3.5.1	Technical Advisors (1 TA in teacher's department, 1 TA in policy & planning, 1 TA in quality assurance)	Person	3	\$3,000.00	39	\$351,000.00	
3.5.2	Recruit one Construction Engineer	Person	1	\$1,800.00	48	\$86,400.00	
3.5.3	Recruit one senior technical expert for examinations	Person	1	\$3,000.00	48	\$144,000.00	
3.5.4	Maintenance of existing automated financial management system (software)	Activity	1	\$2,000.00	3	\$6,000.00	
3.5.5	Technical Advisors (1 TA in internal audit unit)	Person	1	\$2,000.00	39	\$78,000.00	
3.5.6	Develop and operationalize MoEHE procurement procedures and asset management guidelines	Activity	1	\$15,000.00	1	\$15,000.00	
3.5.7	Strengthen MoEHE finance and accounting, HR and administration systems through trainings of staff across the levels	Activity	1	\$21,000.00	1	\$21,000.00	
3.5.8	Purchase two vehicles for supervision and school inspection	Activity	2	\$38,000.00	1	\$76,000.00	
	<b>Sub-total output 3.5</b>					<b>\$777,400.00</b>	
	<i>Bank transfer charges (1.5%)</i>	lumpsum				\$39,655.76	
	<b>SUB-TOTAL COMPONENT 3</b>					<b>\$2,643,717.00</b>	
<b>4</b>	<b>PROGRAMME SUPPORT</b>						
4.1	Programme Technical cost (staff costs, capacity building, administration, technical support etc)	Lumpsum				\$1,370,005.00	18.0%
4.2	Advocacy, Policy and External communication	Lumpsum				\$ 37,603.00	
4.3	Operational cost (operations, procurement, security etc)	Lumpsum				\$ 180,493.00	
	<b>SUB-TOTAL PROGRAMME SUPPORT</b>					<b>\$1,588,101.00</b>	
<b>5</b>	<b>MONITORING AND EVALUATION</b>						
5.1	Routine programme monitoring and reporting	Lumpsum				\$140,000.00	1.9%
5.2	Evaluations	Lumpsum				\$35,000.00	
	<b>SUB-TOTAL M&amp;E</b>					<b>\$175,000.00</b>	
	<b>TOTAL GPE PROGRAMME COST</b>					<b>8,830,000.00</b>	

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

#	Development Partners	Specific area of work/intervention (past and the future)	Extent <sup>10</sup> of their contribution	Alignment to GPE Programme
1	European Union	<ul style="list-style-type: none"> <li>• Sector Wide</li> </ul>	High	<ul style="list-style-type: none"> <li>• Teacher training</li> <li>• EMIS</li> <li>• Supervision,</li> <li>• Fee scholarships,</li> <li>• Examinations,</li> <li>• Capacity building support</li> <li>• Curriculum development</li> </ul>
2	USAID	<ul style="list-style-type: none"> <li>• Youth, Pastoralist Education,</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Pastoralist education,</li> </ul>
3	DFID	<ul style="list-style-type: none"> <li>• Girls Education</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Fee scholarships,</li> </ul>
4	Qatar Foundation	<ul style="list-style-type: none"> <li>• Teacher training,</li> <li>• Construction of permanent/temporary classroom in coastal areas</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Teacher-training,</li> </ul>
5	World Bank	<ul style="list-style-type: none"> <li>• Teacher Incentives</li> </ul>	Medium	
6	NORAD	<ul style="list-style-type: none"> <li>• Child protection</li> <li>• Teacher-training</li> <li>• Teacher incentives</li> <li>• Classroom construction</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Teacher-training</li> <li>• Pupil learning assessments</li> </ul>
7	UNICEF	<ul style="list-style-type: none"> <li>• Pastoralist Education</li> <li>• Youth Education</li> <li>• Education in Emergency</li> <li>• Capacity building and system strengthening</li> <li>• Teacher training</li> <li>• CEC and CtC trainings</li> <li>• School construction and rehabilitation works</li> </ul>	High	<ul style="list-style-type: none"> <li>• Teacher training</li> <li>• Capacity building and system strengthening</li> </ul>

<sup>10</sup> The extent of contribution is being assessed on level of funding and/or impact