

ESPIG

Annual Progress Report Template for Projects



**GLOBAL PARTNERSHIP FOR EDUCATION
SOMALILAND EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT (ESPIG)**

**ANNUAL PROGRESS REPORT
1 JULY 2021 to 30 JUNE 2022**

OVERVIEW

Country:	Republic of Somaliland
Name of project this ESPIG is contributing to:	Somaliland Education Sector plan Implementation Grant
Grant ID (if applicable):	Not Applicable
Grant agent:	Save the Children
Grant effectiveness/start date:	7/1/2018
Grant amount (original commitment):	USD 24,616,000
Timeframe examined in this report (from: month, day, year, to: month, day, year):	1 July 2021 to 30 June 2022
Date of report submission:	7/31/2022

LIST OF ACRONYMS

AWD	Acute Watery Diarrhea
CEC	Community Education Committee
CSG	Child Safeguarding
DCP	Developing Country Partner
DEO	District Education Office
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
GA	Grant Agent
GFS	Girl Friendly Space
KAP	Knowledge, Attitude and Participation
LEG/ESC	Local Education Group/Education Sector Committee
MoE&S	Ministry of Education and Science
MOU	Memorandum of Understanding
NLA	National Learning Assessment
NFIs	Non-Food Items
MCA	Maximum Country Allocation
PFA	Psychological First Aid
QAS	Quality Assurance and Standards
REO	Regional Education Office
SC	Save the Children
SIG	School Improvement Grant
SIP	School Improvement Plan
TLS	Temporary Learning Spaces

I. IMPLEMENTATION PROGRESS

I.1 Overall project progress this reporting period

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

Overall progress this reporting period:
Satisfactory

Describe:

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

(i) Major accomplishments

The program improved the enrollment and access to 39,644 (17,590 or 44% girls) new children joining grade one for the first time through program support. This includes 617 (285 girls) children with disabilities. The program also supported a total of 62,441 (26,896 or 43% girls) children in 270 supported primary education schools (grade 1-8). This also includes 1,249 (315 girls) children with disabilities. The program overachieved its target of supporting 53,700 children, which can be attributed to construction of the new additional classrooms and rehabilitation of the existing classrooms followed by the national and community-based enrollment campaigns conducted in the supported schools. The enrolment of girls increased significantly since the program started due to the additional girls supported, including the construction of the girl friendly spaces, provision of sanitary kits and scholarships provided by the program. However, their proportion with boys was relatively less in upper primary grades (6, 7 and 8) which needs special attention by conducting household level enrollment campaigns for the school age girls in the remaining period of the program to see further improvement.

The program supported the Ministry of Education and Science (MoE&S) in institutionalization of the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA) as the National Learning Assessment Tools for early primary education grade levels. So far, the program supported MoE&S in conducting three national level assessments using the tools. The first assessment was conducted in April 2019, the second assessment in October 2020 and the third assessment in April 2022.

According to the findings from the second EGRA/EGMA assessment, the overall the letter sound fluency for the students improved from 80.7 correct letter sound per minute (clspm) in 2019 to 104.1 clspm in 2020. The assessment also indicates the average addition score improved from 7.7 clspm in 2019 to 8.8 clspm in 2020. In addition, the average subtraction score improved from 5.0 clspm to 6.8 clspm in 2019 and 2020 respectively. The analysis of the third assessment will be presented in the final grant report.

The program jointly with a European Union-supported program established a new Education Management Information System (EMIS) system for the MoE&S which is now functional and producing education data for planning and decision making. Both programs helped the system to be functional after four years of not having a relevant and functional EMIS and hence lack of education data for planning and decision making. The GPE Program also supported the capacity building of EMIS staff at all levels, data collection, entry and analysis including the production of EMIS books.

The program supported the establishment of a functional National College of Teacher Education (NCTE), which is training primary education teachers in a diploma program for both in-service and pre-service teachers. The program is

also supporting the expansion of the college through construction of female dormitories, multiple purpose hall, kitchen and canteen, laboratory and library. The construction is ongoing and will be finalized by August 2022.

The program supported the MoE&S in the development of the Early Childhood Education (ECE) policy including the development of the Somaliland ECE curriculum for 3-5-year-old children. The ECE teacher training curriculum was also developed and validated. The curriculum is currently in use for the training of ECE teachers at the Somaliland NCTE. The ECE teacher training is ongoing and will end in November 2022.

The program supported the revision of the National Alternative Basic Education (ABE) curriculum which was endorsed and is in use. The revision was based on the outcome-based framework endorsed in 2015.

(ii) Implementation challenges or delays

The review of the formal education curriculum was delayed due to waiting for the end of the outcome-based curriculum pilot phase, which was supposed to end in the 2021/2022 school year (June 2022). The review process will start at the beginning of the new school year in August 2022.

The COVID-19 pandemic in 2020 delayed the production of the 2019/2020 school year EMIS report, which was conducted in the 2020/2021 school year. This means one year of school information and data was missed. This was compensated in the 2020/2021 school year data by conducting a comprehensive assessment for the two years' data.

Similarly, the second national learning assessment that was planned in April 2020 was delayed due to COVID-19 and school closures. The assessment was conducted in October 2020 which delayed the timely undertaking of the third assessment in April 2021. The third assessment was conducted in April 2022.

(iii) Factors that led to any upgrade/downgrade in the progress rating above

No change to the progress rating.

(iv) Whether any progress was made in mitigating previous reporting periods' challenges or delays (if any)

The turnover of senior management of MoE&S Deputy Minister, Director General and a few departmental directors was a key issue. Program activities were delayed until the new staff were fully onboard. Frequent communication, meetings and updates, organizing briefing sessions and sharing of relevant information and document on regular basis were some of the strategies used to bring the new team on board and to be fully informed. This worked well and the team is now fully onboard.

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

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

Not Applicable

I.2 Project progress by component/objective

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

- Progress ratings, by component/objective.¹
- Brief narrative on key activities undertaken and deliverables completed, by component/objective.

See the updates in Annex 2

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

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

If applicable, describe:

- (i) How well the Variable Part (VP) **strategies** have been and/or are on track to be implemented and whether **targets** have been and/or are on track to be reached within agreed timelines.
- (ii) How and when **verification** has been conducted for targets (expected to be) achieved during the reporting period.

In addition, please fill in the **VP Reporting Template** in Annex 3. In case of questions, the Secretariat may contact you within 6 weeks after receipt of the template. You may also submit the **Results Framework for the VP**, if there is one. Lastly, attach **documentation** of the explicit confirmation that VP targets have been reached to allow (partial) disbursement (e.g., independent verification agent's report, document for validation of results by GA and/or LEG).

Not Applicable

I.4 Lessons, innovative/promising practices

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

Save the Children and MoE&S are currently piloting and implementing ECE in Somaliland focused on linking ECE with public primary schools. ECE used to be a private business with private schools and this approach is new and being piloted. The program supported the development of the institutional framework such as the National ECE Policy, Minimum Standards, and ECE Curriculum including the teacher training curriculum. The framework is now institutionalized and in place guiding the implementation of ECE in Somaliland. The program supported the establishment of 15 ECE Centers across the different regions. Currently 665 (315 female) children are enrolled and attending the 15 ECE Centers.

I.5 Impact stories

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

See attached Case Stories

I.6 Tangible outputs and knowledge products

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

II. FINANCIAL REPORTING AND GRANT MANAGEMENT

II.1 Financial reporting on GPE grant

Financial absorption rate

Provide a financial absorption rate based on **cumulative expenditure**² expressed as a percentage of the approved budget³ and a rating.

Financial absorption rate: 90.83%

Level of financial absorption: On Track⁴

If the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

[Click here to enter text.](#)

² **'Expenditure'** refers to the amount paid out by implementing partners or grant agents to third parties for services performed or goods delivered. It should not include commitments, which refers to the amount that implementing partners or grant agents have an obligation to pay based on signed contracts and following satisfactory contract performance.

³ **Approved budget** refers to the version of the budget that has been approved by the GPE Board (or relevant committee/Secretariat in their delegated authorities) or the revised version of the budget that have been duly approved in accordance with the provisions for revisions specified in the ESPIG policy.

⁴ **Off track** – cumulative absorption rate is less than 75%. **Slightly behind** – cumulative absorption rate is greater than or equal to 75% but less than 90%. **On track** – cumulative absorption rate is greater than or equal to 90%.

Budget variance analysis for the current reporting period		
Indicate below:		
(i) Total approved budget for the current reporting period	(ii) Total expenditure for the current reporting period	(iii) Explanation for underspending or overspending in excess of 10%
Click here to enter number.	Click here to enter number.	Click here to enter text.

II.2 Management performance

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

Level of management performance:
Satisfactory⁵

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

Program implementation has been gradually and progressively improving including spending trend and status despite the allocations of additional funding at various times (\$12m MCA and \$4.92m addition to the MCA). The deliverables of the program are many and huge such as construction activities and teacher training program and other school based activities including capacity building for MoE&S. The various program components such as construction and teacher training have been implemented well by the MoE&S and Teacher Training College through proper planning and timely and continuous support by Save the Children. The COVID-19 outbreak affected school level implementation activities during early 2021. This has been addressed through re-planning and delivering of school based support through remote and distance learning. Construction was also given the priority since schools were closed for almost five months. So the proper planning and provision of continuous support including monitoring and supervision of program activities contributed to better program management. Drought has also affected some of the program supported schools and interrupted learning in the severely affected target areas. This has been addressed through reprogramming and amending the program activities and budget to address the impact by planning and providing trucked water, school feeding programs and other related activities.

II.3 Revisions to the grant

This reporting period:

This period, have there been any **revisions**⁶ to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

In the next 12 months:

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

Unlikely⁷

⁵ **Highly Unsatisfactory** - Major shortcomings in grant performance management can limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. **Unsatisfactory** - Significant shortcomings in grant performance management can limit or jeopardize the achievement of one or more grant outputs and a resolution is uncertain. **Moderately Unsatisfactory** - Moderate shortcomings in grant performance management can limit or jeopardize the achievement of one or more grant outputs but a resolution is likely. **Moderately Satisfactory** - Grant performance management is supporting the grant to achieve most of its major outputs efficiently with moderate shortcomings. **Satisfactory** - Grant performance management is supporting the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. **Highly Satisfactory** - Grant performance management is supporting the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.

⁶ Revisions to the project are regulated by the Policy on Education Sector Program Implementation Grants (<https://www.globalpartnership.org/sites/default/files/document/file/2021-09-gpe-policy-education-sector-program-implementation-grants.pdf>). The policy describes the approval process for different types of revisions. Mentioning a revision in the implementation report doesn't exonerate from following due process.

⁷ **Highly Unlikely** - A request for revision is extremely unlikely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. **Unlikely** - A request for revision is unlikely to be submitted to the GPE Board or Secretariat for their approval in the next few 12 months. **Moderately Unlikely** - A request for revision is somewhat unlikely to be submitted to the GPE Board or

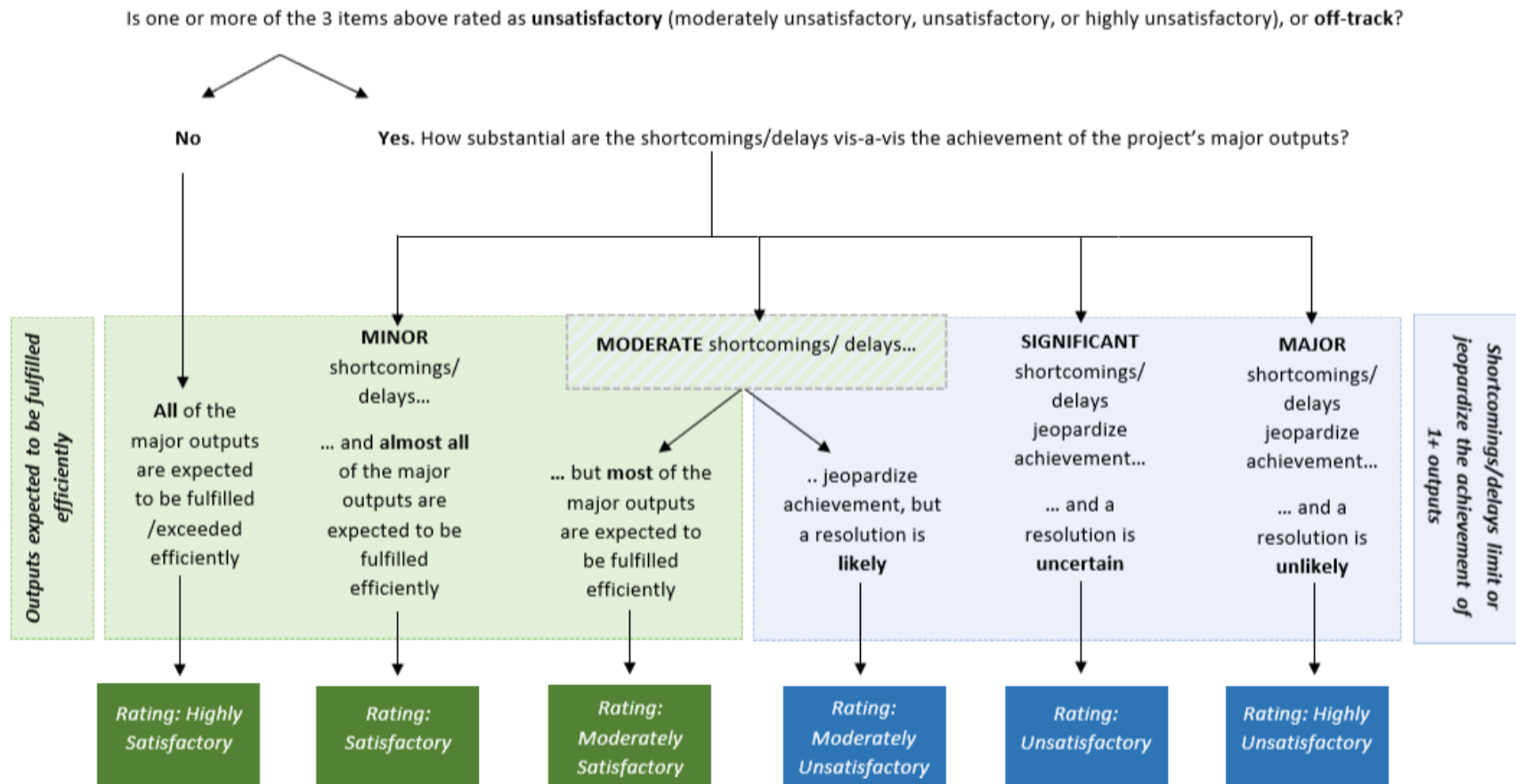
If yes, please describe them below.	If 'Moderately Likely' or above, please explain below.
Click here to enter text.	Click here to enter text.
III. MONITORING DATA	
III.1 Results framework indicator data	
<p>Provide the complete project's Results Framework in a separate annex or as an attachment. The Results Framework should include:</p> <ul style="list-style-type: none"> ✓ Milestone, end-target, and baseline indicator values, by objective and component/subcomponent. ✓ Revised target values (if the original target value(s) were formally revised due to restructuring or changes during implementation). ✓ Status on the achievement against target values for the current year. ✓ Reasons for any underachievement//overachievement of indicators this reporting period. 	
III.2 Global numbers data	
<p>Provide in Annex 4 the data related to GPE's three global numbers for this reporting period:</p> <ul style="list-style-type: none"> ✓ Textbooks purchased and distributed ✓ Teachers trained ✓ Classrooms built or rehabilitated 	
III.3 Beneficiary children data	
<p>Provide in Annex 5 the data related to the number of children who directly: participated in project activities, received project-supported incentives or services, or benefited from project interventions this reporting period. If such data is not available, please explain the reasons why in the comment section in Annex 5.</p> <p>Also provide in the Annex the relevant disaggregated values by subgroups at a minimum by sex. If appropriate and available, provide disaggregated values by varied subgroups (children with a disability, refugee children, internally displaced children, out-of-school children, and children from marginalized ethno-cultural/ linguistic minorities) and by education level.</p>	

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

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

DURING IMPLEMENTATION - The rating for **Overall Level of Progress** should reflect the current status and take the following 3 items into account:

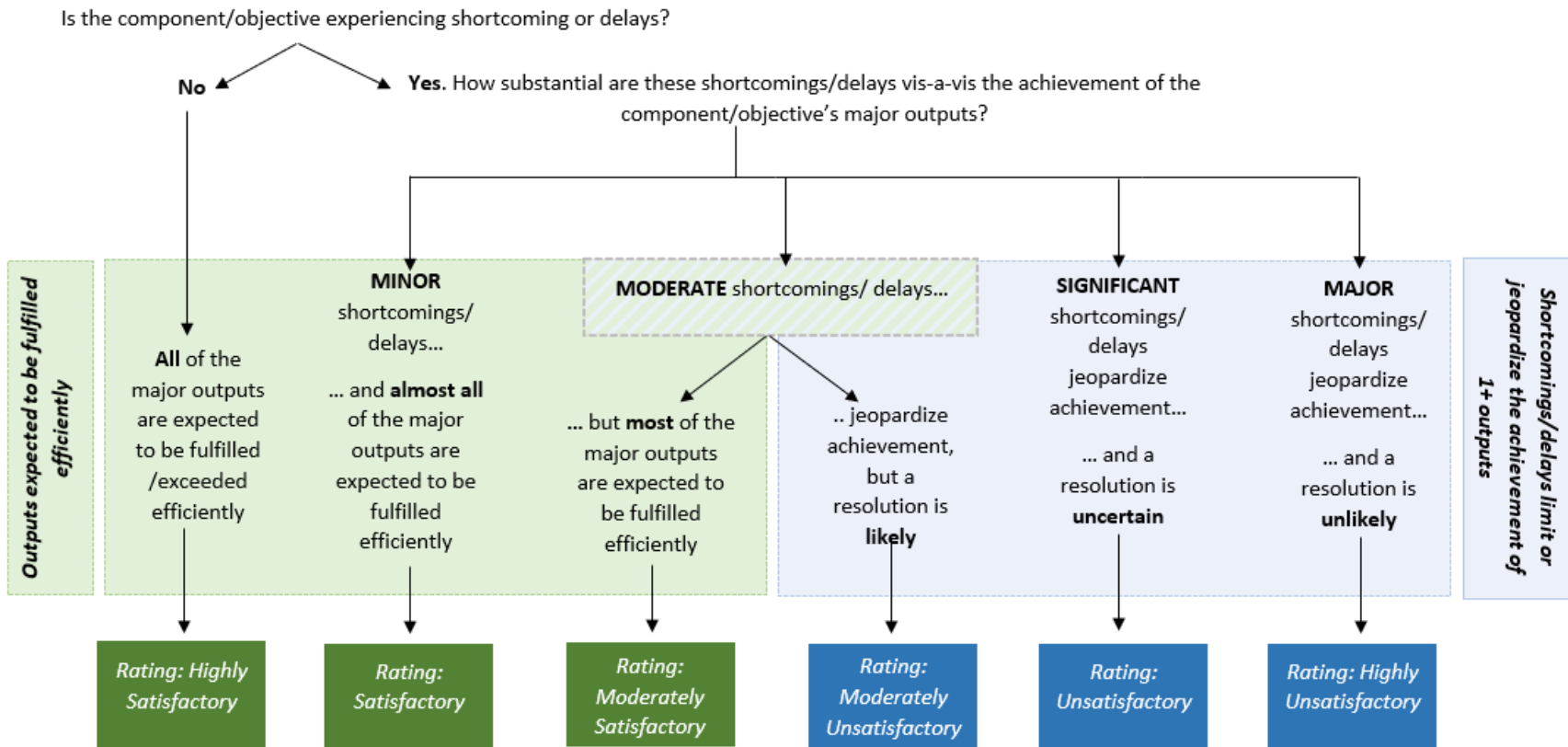
- Component-level ratings and variable part progress (both included in this report)
- Level of financial absorption (included in this report)
- Management performance rating (included in this report; comprises: project and financial management, procurement, monitoring/evaluation, financial reporting requirements, any other compliance requirements)



(ii) Component/objective-level progress ratings

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

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



Annex 2: Project Implementation Progress, by Component/Objective

Implementation of the components/objectives of the project this reporting period

Select a rating to assess the **level of progress for each of the project's components/objectives**, in implementing the scheduled activities and fulfilling the project's planned outputs during this reporting period. Also, briefly describe the **key activities undertaken and deliverables completed**.

Component/objective	Level of progress this reporting period:	Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:																	
<p>Name of component/objective 1: Access and Equity: Enrolment in primary schools supported under the GPE increase by 20% over their baselines, with 50% girls</p>	<p>Satisfactory</p>	<p>Output 1.1. Increased enrolment of girls and boys in primary school, particularly girls, children with disabilities, and minority groups.</p> <p>The below key activities were implemented under this output during the reporting period. The activities are related to increased access of children to early childhood and primary education through expansion and improved learning environments, safe back to school campaigns and awareness to better hygiene and sanitation practices. These key activities include construction and rehabilitation of classrooms and Water Sanitation and Hygiene (WASH) facilities, carrying out safe back to school campaigns and conducting awareness raising sessions.</p> <p>1.1.1. Learning Space Construction and Rehabilitation:</p> <p>The program contributed to children's access to basic education and quality learning environment through construction, rehabilitation and furnishing of classrooms and WASH facilities. The established and improved school infrastructure contributed to expanded and improved learning spaces for the enrolment of newly intake of 39,644 (17,590 female) children who joined the supported schools in the last four academic years.</p> <p>The below table summarizes the overall status of the school infrastructure activities against the planned target.</p> <p><i>Table 1: Implementation status of planned school infrastructure facilities</i></p> <table border="1" data-bbox="850 1117 1936 1448"> <thead> <tr> <th data-bbox="850 1117 1583 1243" rowspan="2">School Facilities</th> <th colspan="2" data-bbox="1583 1117 1936 1166">Primary Schools</th> </tr> <tr> <th data-bbox="1583 1166 1753 1243">Target Plan</th> <th data-bbox="1753 1166 1936 1243">Completed</th> </tr> </thead> <tbody> <tr> <td data-bbox="850 1243 1583 1292">Construction of new classrooms</td> <td data-bbox="1583 1243 1753 1292">160</td> <td data-bbox="1753 1243 1936 1292">160</td> </tr> <tr> <td data-bbox="850 1292 1583 1341">Rehabilitation of existing classrooms</td> <td data-bbox="1583 1292 1753 1341">100</td> <td data-bbox="1753 1292 1936 1341">100</td> </tr> <tr> <td data-bbox="850 1341 1583 1390">Construction of New WASH Facilities</td> <td data-bbox="1583 1341 1753 1390">39</td> <td data-bbox="1753 1341 1936 1390">39</td> </tr> <tr> <td data-bbox="850 1390 1583 1448">Rehabilitation of existing WASH Facilities</td> <td data-bbox="1583 1390 1753 1448">39</td> <td data-bbox="1753 1390 1936 1448">39</td> </tr> </tbody> </table>	School Facilities	Primary Schools		Target Plan	Completed	Construction of new classrooms	160	160	Rehabilitation of existing classrooms	100	100	Construction of New WASH Facilities	39	39	Rehabilitation of existing WASH Facilities	39	39
School Facilities	Primary Schools																		
	Target Plan	Completed																	
Construction of new classrooms	160	160																	
Rehabilitation of existing classrooms	100	100																	
Construction of New WASH Facilities	39	39																	
Rehabilitation of existing WASH Facilities	39	39																	

Construction of Girl Friendly Space	21	21
Rehabilitation of existing Friendly Space	27	27
Construction of ECE classroom (2 classroom per center)	30	30

1.1.1.1. Assessment of identified schools for construction/rehabilitation of classrooms and WASH facilities:

The Ministry of Education and Science (MoE&S) and Save the Children jointly conducted school infrastructure needs assessment in all the primary school across the regions. The initial assessment was conducted in 2018 and another the second assessment was done during the MCA approval in 2020. Save the Children and MoE&S also conducted additional and similar needs assessment in April 2022 in 120 selected schools affected by drought and other emergencies and identified infrastructure support gaps and needs. The gaps and needs will be supported through the recently established program restructuring and realignment budget for emergency response within the program budget. The 270 primary schools currently supported by the project were identified through these assessments. The findings and analysis informed the development and establishment of specific bill of quantities for school infrastructure support and processed their procurement process.

1.1.1.2. Construction of additional new classrooms including Alternative Basic Education (ABE):

The program completed the construction of 160 new classrooms in 85 primary schools during the implementation period. All newly constructed classrooms are currently in use by the children in the supported schools. Table 1 above indicates the construction and rehabilitation activities.

1.1.1.3. Rehabilitation of existing classrooms

The program supported the rehabilitation of 100 damaged classrooms in 68 supported schools in all the regions. The classrooms were handed over to the MOE/REOs and are currently functional.

1.1.1.4. Furnishing of additional and existing classrooms

The program furnished all the 160 new classrooms and 100 rehabilitated classrooms. 15 desks were placed in each of the classrooms which can accommodate maximum of 45 students. This is in line with MoE&S standard classroom 3:1 ratio.

1.1.1.5. Construction of additional WASH facilities

The program completed the construction of all the planned 39 WASH facilities in 40 selected target schools. This contributed to increased availability and improved hygiene and wellbeing of children amid the COVID-19 outbreak mainly in the overcrowded schools. The constructed WASH facilities include water storage facilities (i.e. water catchment barkad) and gender segregated twin latrines with handwashing facilities.

1.1.1.6. Rehabilitation of additional WASH facilities

The program also rehabilitated 39 existing WASH facilities in 42 selected target schools with damaged facilities that were not functional. The rehabilitated facilities included, water storage facilities, twin latrines and the handwashing facilities. The WASH facilities increase availability of functional facilities and supports children's safety and wellbeing by providing clean drinking water and enhanced sanitation and hygiene practice and safe school environment.

1.1.1.7. Conduct hygiene and Sanitation awareness

In the 2020/2021 school year, the program procured and distributed COVID-19 prevention materials (hand sanitizers, handwashing soap, face masks, etc.) to 120 target primary schools. The purpose help schools respond to the prevention and transmission of COVID-19 among school children. In addition, the program supported the MoE&S to conduct awareness raising sessions on COVID 19 prevention strategies integrated with the safe back to school campaigns conducted at the beginning and middle of school 2020/21 and 2021/2022 years. Similar awareness sessions will be conducted at the beginning of next academic year (2022/23) specifically in August 2022. The sessions improved awareness of the pandemic and better hygiene and sanitation practice among school communities including head teachers, teachers, students and community education committees. Other achievements were; children came back to schools safely and new school age children were enrolled in the schools.

1.1.1.8. Construction of two classrooms each, for 15 ECE centers

The program supported the MoE&S to established 15 public ECE centers across the regions. The program particularly supported the construction of 30 classrooms for 15 ECE centers (2 classrooms per center). Each classroom can accommodate 30 pre-school children (4 -5 years of age). The 15 ECE centers are linked to 15 public primary schools and are located in the six main regions of Somaliland. Public ECE centers linked to public primary schools are the first of this kind as existing ECE centers are separate from primary schools and are owned and managed by business people. The purpose of establishing the ECE in Somaliland is to enhance early readiness to learn at an early age and facilitate and to increase the smooth transition and enrolment to grade one after completion of two years of ECE in same school. Currently, **665 (315 female) children** are enrolled and attending in the 15 ECE centers.

		<p>1.1.1.9. Furnishing two classrooms for 15 ECE centres. The program furnished all the 15 established ECE centers with child-friendly, age- appropriate and suitable facilities for early age (4 – 5 years old) young children. Furniture includes round tables with six seats allowing children to interact closely, socialize and learn from each other. The program also supported the provision of relevant and appropriate teaching and learning materials based on the ECE curriculum. The materials will facilitate children’s learning through different methods including play and drawing contributing to the development of their cognitive and psychomotor development.</p> <p>1.1.2. National Back-to-School Campaign</p> <p>1.1.2.1. Development National Back-to-School Campaign Guidelines The MoE&S developed guidelines for the back-to-school campaign during Year 1 of the GPE program. The Guidelines were widely shared with other education actors for their use and guidance of all back-to-school campaigns and enabled the MoE&S to participate and monitor the process. As a part of the guidelines, the MoE&S developed COVID-19 protocols at school level and conducted safe back-to-school campaign and orientation of COVID-19 prevention strategies integrated with the regular back to school campaigns.</p> <p>1.1.2.2. Conduct joint and participatory back-to-school campaign At the beginning of each past academic year (2019/2020 – 2021/2022), the program team and MoE&S jointly conducted back to school campaigns on a regular basis in all the supported schools. The campaign’s aim was to boost children’s enrolment in primary schools by creating improved awareness of local community members to send their children to school. Since program start, Save the Children and MoE&S jointly visited schools (with fewer enrolment) and conducted joint-participatory back to school campaign sessions. During these campaigns, Save the Children and MoE&S engaged Community Education Committees (CECs), head teachers, village elders and women to orient the local parents so school age children are enrolled in school. Since the COVID-19 pandemic outbreak, campaign sessions integrated both the regular back to school and safe back to school campaign with orientation of COVID-19 prevention protocols and distribution of COVID-19 material. The program conducted integrated safe back to school messages encompassing safe back to school campaign for the 2020/2021 and 2021/2022 academic years.</p> <p>1.1.2.3. Comprehensive assessment/study on constraints of children’s access to Education in Somaliland.</p>
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MoE&S plans to conduct a national level accessibility survey of education in Somaliland with the support of all education partners to understand the main barriers and challenges children are facing in accessing education. The program provided financial contributions to this survey together with other education partners including UNICEF. A joint team including MoE&S and education partners is working on the survey preparation and launch. The survey will develop comprehensive prevalence and profiles of the school age population in Somaliland and particularly the out-of-school children using consistent and innovative statistical methods. The survey findings will be used to implement sound appropriate strategies that will address the issue of low school enrolment in basic education.

Output 1.2: Girls attending GPE supported schools benefit from affirmative action

1.2.1. Establishment of Girl Friendly Spaces

1.2.1.1. Construction of New Girl Friendly Space:

The construction of girl friendly spaces (GFS) is intended to improve the learning environment for girls so that they feel safe staying in school whenever they face challenges related to their health and they also use it as meeting place for discussing their own issues relating to education and learning. Save the Children and MoE&S completed the construction of 21 new GFS in 21 primary schools and the rehabilitation of 27 existing GFS in 27 primary schools during the period of the ESPIG program implementation. All 48 GFS are now functional and are currently used by schoolgirls during school hours.

1.2.1.3 Furnishing of girl friendly space with materials and equipment:

The program furnished 31 (21 new and 10 rehabilitated) GFS during program implementation. In addition, the program supported the provision of sanitary kits and COVID-19 material to further improve the hygiene and safety of the GFS users. The GFS help girls in the upper primary education (grades 5-8) to feel comfortable enough to stay in school when they encounter challenges related to their health, hygiene and sanitation and this contributed much to the retention of girls in schools.

1.2.2. Training of Girl Friendly Space Facilitators

1.2.2.1. Provide initial training for girl friendly space facilitators on GFS Management, CP, CSG and Positive Disciplining.

MoE&S staff provided initial and refresher training for all the 48 (all female) GFS facilitators in 48 supported schools during the implementation period. The training has helped GFS facilitators (women teachers) to improve their skills in basic support such as psychosocial and health including personal hygiene and sanitation. The teachers also distributed sanitary kits to

the girls in the GFS and provided guidance on their proper use. The facilitators also organised girls in clubs and the girls discussed their own issues related to their safety, participation and learning in school.

1.2.2.3 Provide incentives for girl friendly space facilitators:

The program provided monthly incentives of 60 USD to the 36 GFS facilitators. Incentives began at program start and will continue until the grant ends. Facilitators provide advice, information and the proper use of GFS facilities in schools. The incentive is paid to the female teachers to compensate them for taking on the additional responsibility and to motivate them to increase accountability and quality of service for the girls visiting the GFS. The facilitators ensure girls have access to quality counselling and support. GFS facilitators report to school head teachers on GFS use, priorities/needs, challenges and recommendations for better GFS operation.

1.2.2.4 Conduct monitoring visits on the functionality and use of the Girl Friendly Space.

This activity was completed in the previous years. Please refer the previous program reports.

1.2.3. Provision of Scholarships for vulnerable children, particularly girls

1.2.3.2. Provide scholarship for selected girls and boys

The program continued supporting the 5,800 girl students receiving scholarship packages that included student uniforms, learning materials and sanitary kits. All the girls were successfully retained and continued their education without any dropout.

Output 1.3: Vulnerable girls and boys in the drought affected locations have continued access to formal primary education through provision of WASH and feeding support to formal schools

This output was not part of the original program plan. It was added as the result of program restructuring and amendment to mitigate and respond to the effects of drought. The program supported the following key response activities.

1.3.1. Conduct technical assessment of school WASH facilities affected by the drought:

Save the Children and MoE&S jointly conducted a technical assessment in April 2022 to identify gaps in WASH facilities in the 116 schools affected by drought. This infrastructure needs assessment informed the selection of 36 schools for a WASH facility intervention and developed specific bill of quantities for the 36 schools. The procurement process was under way and the intervention will start in July 2022.

1.3.2. Rehabilitation and provision of school water storage (provide portable water tanks, and rehabilitate existing water storage system)

The procurement and bidding process for the improving WASH facilities in 36 drought-affected schools is ongoing. The selection of the suppliers/contractors and start of the rehabilitation work will start in July – August 2022. The following specific work will be implemented in the 36 schools based on the infrastructure assessment.

- Rehabilitation of underground water barked in 3 schools
- Rehabilitation of roof catchment barked in 10 schools
- Rehabilitation of latrines in 30 schools
- Construction of new twin latrines in 2 schools
- Provision of new steel water tank for 3 schools

1.3.3. Distribution of trucked potable water to the schools.

The program provided clean water to 116 drought-affected schools through emergency water trucking for two months during May and June 2022 as part of drought response to keep children in school and complete their schooling in 2021/22 scholastic year. Each school received 40 barrels (200 liters per barrel) of water per month. Water trucking will resume in August 2022 when schools start operating in the new scholastic year. 11,279 (4,395 female) children who were studying in the supported schools benefited from the water and stayed in schools during this difficult time. Water was a priority as noted during the baseline assessment for drought response and the ESC members agreed water trucking to be the most immediate interventions for the affected schools.

1.3.4 Procurement and distribution of food items for supplementary school feeding program in coordination with WFP.

This activity is not yet started. The feeding program will start in August 2022 when schools reopen after the June-July vacation. Procurement started in July. Water trucking started earlier because of the dire need for potable water.

1.3.5 Procurement and distribution of cooking equipment to the schools.

The program supported procurement of cooking equipment (pots, spoons, plates and utensils) for 120 schools across the regions. The cooking equipment will be used for cooking and preparing the supplementary school feeding program in coordination with MoE&S and other education partners. The equipment is ready and will be distributed to the target schools by the end of July 2022.

1.3.6 Management, coordination, supervision and mobilization of MoE&S.

		<p>The program supported the MoE&S to take a lead role in coordinating, supervising and mobilizing the drought response actions across the regions. Funds for travel and logistics were provided to MoE&S staff to monitor and supervise the drought affected schools and ensure response actions are effective and reached the right target groups. The Minister nominated the Director General and three department directors to be responsible for the regular monitoring, supervision and coordination of drought response activities.</p>									
<p>Name of component/objective 2: Quality and Learning Outcomes: Pedagogical skills of primary school and ECE teachers (25% women) improved through professional training and certification.</p>	<p>Satisfactory</p>	<p>Output 2.1 Girls and boys attend GPE supported school, which meet minimum standards</p> <p>2.1.1. Distribution of educational materials:</p> <p>2.1.1.1 Procurement and distribution of textbooks (classroom sets)</p> <p>The program provided the MoE&S funds for the provision of textbooks for primary schools in the regions. So far, the program supported the procurement and distribution of 602,000 copies of textbooks consisting of seven primary school subjects to 270 rural primary schools. Total of 86,000 school children (49% female) benefited from the distributed textbooks. The follow up monitoring visit to sampled schools revealed the current students' textbook ratio in the monitored schools is 1:1 ratio.</p> <p>2.1.1.2 Procurement and distribution of age appropriate reading books for classrooms:</p> <p>The MoE&S provided simple reading books for the primary school children in the regions. During the program implementation period, 59,324 copies of reading books were procured and distributed to all the supported 270 primary schools. The books will improve children's reading habits while in school and at home. These books contain stories about Somali community way of life, environment, riddles, entertainment stories, quizzes, songs, traditional drama and plays. Schools manage the use of the reading books through a borrowing mechanism.</p> <p>2.1.1.3 Procurement and distribution of recreational materials to schools:</p> <p>The program supported the procurement and distribution of 40,948 recreational kits to 140 supported schools in the six main regions of Somaliland during the last academic years (2019/20 – 2021/22). The recreational kits included footballs, nets, pumps, volley balls, Frisbees, sponge balls, football dress, football shoes kipping ropes, and metal boxes. Total of 40,948 (17,954 girls) students benefited from the distributed recreational kits. The kits are expected to improve the learning environment by increasing socialization of the children while playing with others. The table below has the list of the recreational items.</p> <table border="1" data-bbox="848 1325 1940 1442"> <thead> <tr> <th></th> <th>Items</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Football (Size 5)</td> <td>249</td> </tr> <tr> <td>2</td> <td>Football goal net</td> <td>186</td> </tr> </tbody> </table>		Items	Quantity	1	Football (Size 5)	249	2	Football goal net	186
	Items	Quantity									
1	Football (Size 5)	249									
2	Football goal net	186									

3	Football Pump	83
4	Professional Volleyballs	83
5	Volleyball Net	83
6	Frisbees	332
7	Sponge Balls	215
8	Football Dress - for football club (12 students per team)	1992
9	Football Shoes - for football club (12 students per team)	1992
10	Skipping Ropes	830
11	Metal Box	83

2.1.1.4 Procurement and distribution of solar lamps for girls and boys in grades 7 and 8 in rural schools

Solar lamps were bought and distributed to help rural children read during the night while at home to improve their preparation and academic performance for the school and national examinations. The program bought and distributed 6,825 solar lamps to 29 rural supported schools across the regions in the past four years. Total of 6,825 (50% girls) in upper primary grades (6, 7 and 8) who live in remote rural locations where electricity/solar power is quite limited received solar lamps. The solar lamps are easy-to-use and rechargeable with both sunlight and electricity. One solar lamp can serve four students in a reading group. This also provided peer learning opportunities at night for out-of-school siblings to engage in domestic chores or rearing livestock from their schooled siblings. This attracted more children, mainly girls, to join to the schools, which boosted the enrolment.

2.1.1.5: Procurement and distribution of teacher and management support materials for schools.

The program provided teaching supplies including registers, notebooks, pens, project information materials and office furniture to 30 (all female) schoolteachers and head teachers. The materials supported the teachers and head teachers to improve the service delivery at school level and thus contribute the improvement of learning outcome for the children in these schools.

2.1.1 Quality Learning Environment

2.1.2.1 Conduct Quality Learning Environment Assessment (QLE) on a yearly basis including a baseline assessment.

The fourth annual QLE assessment was conducted in October 2021 in 25 GPE-supported schools. The assessment objective was to assess the quality of improvement for the supported

schools from Year 1 (baseline) to this year. The focus was to check the number of schools that meet the education quality standards using QLE parameters which is based on four guiding principles for measuring the quality in the learning environment. The QLE guiding principles are emotional and psycho-social protection, physically safety, teaching methodology and community participants and support.

The findings indicate 81% of the GPE-supported schools meet the minimum quality standards. The baseline reported in Year 1 was 40%. The table below shows how the quality in the learning environment of the supported schools has changed over the last four academic years.

	2018/2019	2019/2020	2020/2021	2021/2022
Findings	40%	67%	71%	81%

2.1.2.2 Contribute to the support of grade 8 yearly national examination

Since the start in 2018/2019, the program contributed approximately 30% (\$122,100) of the Somaliland examination cost to the national examination budget for grade eight students annually. As example, 12,290 (8,858 girls) sat for the grade 8 national exam in 2020/2021 academic year and the project contributed \$112,100 to the overall costs of the examination process. In the last academic year 2021/2022, 22,925 (10,110 female) learners sat for the exam and the program contributed \$168,000 to the national examination costs.

2.1.2.3: Quarterly monitoring and observation visits to supported schools.

Save the Children and MoE&S conduct regular monthly school supervision visits. Supervision is expected to strengthen the supervisory functions at the regional level. Schools receive regular supervision feedback and regional authorities produce reports indicating school status. Regular reports inform the decisions on selection of teacher training, distribution plans, school improvement plans and grants and improved the overall implementation of the program at school level.

2.1.2 Conducting a national learning assessment

2.1.3.1 Develop National Learning Assessment Tool jointly with the MoE&S

Save the Children and MoE&S developed the national learning assessment in March 2019 which is now used to conduct the national learning assessments. For further information, please refer the first annual report submitted to GPE in July 2019.

2.1.3.2 Provide training for national learning assessment team on the learning tools and assessment methodology

MoE&S data collection teams were trained on the use of the assessment tools before they visited schools. The purpose was to ensure the data collectors/assessors fully understand the assessment tools and methodologies. The first comprehensive training was done in 2019 and two more refreshing trainings took place in December 2020 and in April 2022. As a result, the trained assessors completed the field assessment smoothly and limited technical challenge.

2.1.3.3 Conduct National Learning Assessment on yearly basis

Save the Children and MoE&S conducted the third national learning assessment (NLA) in April 2022. MoE&S visited 310 (25% of the total), (235 public and 75 private) primary schools and assessed 6,200 (50% girls) students. The NLA in the academic year 2021/2022 provided an opportunity to measure the trend in literacy and numeracy learning outcomes from 2019 to 2022. The assessment also provided an opportunity to develop benchmarks and targets in literacy and numeracy. The literacy outcomes measured as indicated by the Oral Reading Fluencies for 2019 and 2020 revealed the need for continued interventions to improve literacy interventions. The report preparation of the third NLA is ongoing and expected to be finalized by the consultant in August 2022.

2.1.3.4 Presentation of assessment results to inform teacher training and student learning methods and support

No report was presented since it was not yet final. The presentation is expected in August and report findings will be attached to the next progress report.

Activity 2.1.3.5: Train language and mathematics teachers on teaching language and mathematics

On a yearly basis, the program supported the MoE&S to conduct five days training for teachers on teaching language and mathematics after the NLA report is finalized and validated. In 2020 and 2021, 90 (30 female) teachers were trained. The training was based on the priorities and recommendations from the report findings. Since the report is not final, the training will be conducted in August 2022 and will be reported during the next reporting period.

2.1.3.6: Organize competition among schools on literacy and numeracy for motivation further enhancing of learning (2 competitions per region)

Twenty primary schools in Borama, Berbera and Hargeisa participated in the competition to enhance and encourage literacy and numeracy. MoE&S conducted intra-school competitions to encourage completion among schools and better preparation of schools and student learning. One hundred twenty (120) children (50% girls) came to the second round of the competition and competed at interschool level. MoE&S with GPE support rewarded the

winning school with the highest score. Similarly, Save the Children and MoE&S held students' competition of primary school children for the Eastern Regions. Twenty-two primary schools in Ainaba, Erigavo, Badhan, Buhodle, Sheikh and Las Anod participated in the competition. Two hundred twenty (220) children (50% girls) came to the fourth round of the competition and competed at interschool level. MoE&S with the support of GPE rewarded the winning school with the highest score during the competition.

Output 2.2 Teachers provided with pedagogical skills in literacy, gender sensitive teaching, and Social and Emotional Learning (SEL)

2.2.1 Provision of In-Service Teacher Training

2.2.1.1 Conduct Training of Trainers (Somaliland National College of Teacher Education (SNCTE)) on child-friendly pedagogies, assessment, gender sensitive education (UNGEI), and teacher code of conduct

The program supported the MoE&S to train twenty (20) professional teachers in December 2018 for the SNCTE to carry out the teacher training. For further information please refer the first annual report submitted in July 2019.

2.2.1.2 Conduct certificate training for selected teachers on child-friendly pedagogies, assessment, gender sensitive education (UNGEI), and teacher code of conduct through a 2-year primary teacher training program.

The program supports both pre-service and in-service training of teachers through SNCTE. Teachers who are in the system teaching primary schools (in all Somaliland regions) attend classes at SNCTE during the school breaks (January, June and July). While school operations are going on, SNCTE conducts mentoring and coaching at school level to ensure teachers are practicing the skills they learned enhancing their instructional delivery. 800 (280 female) teachers completed the in-service teacher training. As well, 1,070 (460 female) teachers are currently attending the in-service teacher training. By November 2022, 1,870 (740 female) from over 250 primary schools across the regions of Somaliland will be trained.

2.2.1.3: Identification and enrolment of teachers to undertake the two-year Primary Teacher Training program, in partnership with the MoE&S.

MoE&S, with Save the Children support, set out a selection criteria for pre-service admission. The pre-service program was announced nationally, and secondary school graduates were given an opportunity to apply. MoE&S selected 215 (86 female) students. SNCTE at MoE&S admitted the students and started the teaching learning process in October 2020.

2.2.1.4: Review and development of training materials (curriculum) for Special Needs Teacher training

Save the Children and MoE&S conducted a curriculum review of the in-service teacher training program. The curriculum review was necessary to improve the existing curriculum by making it align with the existing primary education curriculum. MoE&S added a special needs component to be part of the in-service teacher training program. The special needs component is expected to enhance the capacity of teachers to provide instructional delivery for children with special needs. MoE&S finalized the curriculum review and produced an updated curriculum framework, syllabi for eight subjects and training modules in 2021.

2.2.1.6: Organize trainings for the management team of Somaliland Teacher National Education College

The program conducted needs assessment to identify SNCTE's capacity. A capacity assessment report indicating capacity gaps and corresponding recommendations was compiled and shared. Using the recommendations, capacity building training was conducted for both the SNCTE team and teachers in July 2022. Thirty (5 female) participants benefited from the training on management, coordination and mentorship systems for the professional teacher trainings. The training helped SNCTE staff to conduct the pre-service and in-service teacher trainings smoothly.

2.2.1.7: Provide training to 215 pre-service teacher trainees

In October 2020, Save and MoE&S identified and selected 215 (86 female) students for pre-service teacher training program. The purpose of the pre-service teacher training was to increase the number of new and young teachers joining the teaching profession and increase number of female teachers in Somaliland primary schools. The training of the pre-service teachers officially started in October 2020. Currently, the pre-service trainees completed successfully three out of four semesters. In June 2022, students started the final (fourth) semester. They are expected to do a teaching practicum in October 2022 to test their skills with mentoring support from the college. The program is planning to hold the final graduation of the trainees in November 2022.

2.2.2 Finalization of Somaliland National College of Education

2.2.2.1 Procurement and distribution of furniture for the new Somaliland National College Teacher Education (administrative offices)

This activity is completed. Ten administrative offices were furnished in Year 1. Refer to the first annual report submitted in July 2019.

2.2.2.2 Procurement and distribution of furniture's for the new SL NCTE (10 classrooms)

10 classrooms were furnished in Year 1. See the first annual report submitted in July 2019.

2.2.2.3 Procurement and distribution of teaching and learning materials for teachers

Teaching and learning materials were provided in Year 1 and reported in July 2019.

2.2.2.4 Procurement and distribution of office and classroom electronic equipment

Electronic equipment were provided in Year 1 and reported in July 2019.

2.2.2.5 Official Launching of the SNCTE

Save the Children supported the official launching and opening of SNCTE in February 2019. See the first annual report submitted in July 2019.

2.2.2.6 - 10: Construction and Extension of SNCTE

MoE&S developed an ambitious architectural design for the construction and expansion of SNCTE. The design with the bill of quantities estimated a cost of 2.4 million USD. The program supported extension and construction of SNCTE by constructing female dormitories, multiple purpose hall, kitchen and canteen, laboratory and library. The construction is expected to be finalized by August 2022. All the available budget for the construction was used and there is a gap in furnishing. However, the program will provide all the required furniture to the SNCTE to address the gap before December 2022.

Output 2.3 Institutional framework of ECE sub-sector is developed

2.3.1 Research into integrated Early Childhood Education approaches

2.3.1.1 Study tour to neighboring countries with similar socio-cultural and religious populations.

Save the Children and MoE&S planned to visit and learn from the experience of neighboring countries on the management of ECE. However, the COVID-19 related travel restrictions delayed the exposure visit. The plan is to organize the visit in August 2022.

2.3.2 Development of Early Childhood Education policy and curriculum documents

2.3.2.1 Development and validation of Somaliland ECE Policy Framework and Minimum Standards, including Health and Safety.

The program supported the development of ECE Policy framework and minimum standards in 2019. MoE&S together with education partners endorsed the policy in early 2020. Refer to the second (July 2019-June 2020) and third (July 2020-June 2021) annual reports.

2.3.2.2 Development and Validation of Somaliland ECE Curriculum for 3-5-year-old and Teacher Training (6 Months)

The program supported the MoE&S to finalize the development of ECE curriculum for both (3 – 5 years old) children and teacher training courses for 6 months. The ECE and teacher training curricula were finalized in November 2021. Both curricula were shared with education stakeholders and validated for use and implementation at school level. The curricula are currently ready to use for the intended purpose.

2.3.2.3: Development of the ECE Text books and teacher’s guide

During this reporting period, MoE&S finalized the development of ECE textbooks by hiring a consultant who led the process. The development of ECE textbook for students (4-5 years old) for two years program is now finalized and ready to use. The textbooks contain ten subjects for the children (five subjects each year) and ten subjects for teacher guides (5 per year). The final textbooks are ready and will be printed and distributed to the ECE centers in August 2022.

2.3.2.4: Printing of curricular materials for ECE

The printing of the newly developed ECE curricula and textbooks is ongoing to be finalized and distributed to the ECE centers when the new academic year starts in August 2022.

Output 2.4: Girls and boys attend GPE supported ECE classes which meet minimum standards.

2.4.1.1: Provision of training for ECE Program Managers (MoE&S), Head Teachers, and CEC members on ECE Management, Orientation on the Somaliland ECE Curriculum, and an overview of Somaliland ECE Teacher Training Program.

The program supported the MoE&S to build the managerial capacity of the ECE unit staff and ECE head teachers. Forty-five (45) (35 females) MoE&S officials, head teachers and ECE center managers participated in the ECE training that introduced ECE policy, minimum standards and curriculum framework. The training enhanced the understanding of the ECE stakeholders and supported the ECE centers for smooth program implementation.

2.4.1.2: Provision of training for ECE teachers (In-Service) for the additional teachers including the new teachers

The program supported the provision of ECE professional in-service teacher training. Based on the available target schools and government ECE centers, the training accommodated 72

female teachers. The in-service training is ongoing and will be finalized by August 2022. The training is expected to contribute the availability of well-trained teachers for the public ECE centers in Somaliland and will cover subject matter knowledge and the learner-centered pedagogy. The ECE in-service training will end November 2022.

Output 2.5: Support to Curriculum development and standardization of curricular Materials

2.5.1: Review of the formal Primary Education curriculum after tested for five years (consultancy) guides

Not yet implemented and under discussion with MoE&S for the final decision. The review will start in August 2022.

2.5.2: Revision of primary school text books and development teacher

Not yet started since the MoE&S has not yet agreed internally on when to start and also the modality of the review. The plan is to start the process in August 2022.

2.5.3: Revision of ABE Curriculum based on the new learning outcome based primary school syllabus

The MoE&S reviewed the existing ABE curriculum framework with the intent to align the ABE curriculum with the formal primary curriculum which is an outcome and competency-based curriculum. The program hired a local consultant who led the process while the MoE&S nominated subject panelists who worked with the lead consultant throughout the review process. An updated ABE curriculum framework and syllabus is ready for use.

2.5.4: Revision of text books and teacher guides for the revised ABE Curriculum

The MoE&S also completed the review of ABE textbooks in line with the revised ABE curriculum. A group of experienced subject panelists carried out the review process of the ABE textbook by looking into the sequence of the content, methodology and instructional delivery. MoE&S finalized the review and produced an updated version of the ABE textbook in-line with current revised competency-based ABE curriculum framework and syllabus.

2.5.5: Printing and distribution of the revised ABE textbooks and teachers guide

The MoE&S printed and distributed 4,750 copies of the revised ABE textbooks. The printed textbooks were distributed to 40 ABE schools and 950 (40% girls) children who attend the ABE schools benefited. The plan is to distribute additional ABE textbooks at the beginning of the next academic year 2022/2023 to reach more children.

		<p>2.5.6: Provide operational Materials to the curriculum development Center The program supported the MoE&S to assess and identify the operational needs and priorities of the curriculum department to enhance its operational capacity. In response to the identified needs, the program provided desktop computers, printers and office furniture to the MoE&S Curriculum Department. The day-to-day operation for the department has improved and provided support during the preparation of the curriculum material for in-service and pre-service teacher education as well as the development of ECE and ABE textbooks.</p>
<p>Name of component/objective 3: Efficient and Effective Education System Established efficient, effective and functional monitoring system at MOEHS central and devolved levels (REO/DEO/school)</p>	<p>Satisfactory</p>	<p>Output 3.1: Quality Assurance and Standards System (QASS) Department services are functional and decentralized to devolved (REO/DEO) levels.</p> <p>3.1.1.1 Review of Quality and Standards Monitoring Checklist, in partnership with MoE&S The program supported the MoE&S in reviewing the existing quality assurance checklist for the primary education in January 2019 to align the checklist with the revised primary education curriculum, published and distributed to the public schools in the last academic year. For detailed information, please see the first annual report submitted in July 2019.</p> <p>3.1.1.2 Joint monitoring visits on quarterly basis conducted by REO/DEO/Regional QASSO, with recommendations and action points provided. Save the Children and MoE&S together conducted one joint monitoring field visit to the targeted schools. The joint monitoring exercises took place in January 2022 and a sample of 59-targeted schools for the project were monitored. The monitoring aim was to assess project progress towards the objectives and results against the set indicators and provide advice and recommendations where improvement and/or correction is needed. The monitoring exercise covered the six administrative regions of Somaliland. During the time, 59 schools which were monitored. The methodology employed was open and participative with the use of key informant interviews, focus group discussions, school observations and classroom observations. The data collection was completed, analyzed and interpreted objectively. According to the findings from the monitoring exercise, the general impression was that the project implementation process is on the right direction.</p> <p>3.1.1.3 Support to MoE&S in analysis and use of monitoring and supervision data to inform wider sector planning, learning, and guidance. (Incentive to eight MoE&S QASSOs) The program continued to support a team of eight technical staff from the quality assurance department who were mandated to strengthen the efficiency and effectiveness of MoE&S</p>

supervision and usage of monitoring data. The team leads all supervision field exercises and ensures the proper documentation of supervision activities. Specifically, the program provides monthly incentives of \$500 per person for the eight staff members. These MoE&S staff who are technical team have improved the quality of school supervision through regular school monitoring using the quality assurance checklist and the reporting mechanism from regional offices to the central MoE&S office.

3.1.1.4 Establish Regional EMIS Coordinators and provide support in coordinating data collection, posting and sending to the central EMIS Unit at MoE&S

The program continues to support the MoE&S by providing monthly incentives for thirteen (\$200 per person) regional staff who coordinate the EMIS data collection process. Save the Children through MoE&S, supported the provision of quarterly incentives for the thirteen staff. The team enhanced the regular update of the EMIS system and MOE&S benefited in terms of regional and district level reporting. Most importantly, the team improved submission of required reports based on request and updated the EiE data.

3.1.1.5 Refresher training for QASSOs on results-based monitoring and supervision

Thirty-four (10 female) MoE&S Quality Assurance Department officials benefited from the quality assurance standards training after the checklist was reviewed. For detailed informed, please refer to the first annual report submitted in July 2019.

Activity 3.1.1.6: Conduct supervision visits for the additional schools. (Strengthening the supervision to cover the increased scope and its institutionalization within the MoE&S)

Save the Children and MoE&S started to conduct monthly school supervision visits. The supervision was expected to be part of the strengthening of the supervisory functions at regional level. Schools received regular supervision feedback and regional authority received continuous reports indicating school status. Save the Children and the MoE&S received updated school information, recorded the needs/priorities and based on that revised implementation plans for immediate actions. The regular reports informed the decisions on selection of teacher training, distribution plans, school improvement plan and grants and finally improved the overall implementation of the program at school level.

Output 3.2 EMIS Unit is operationalized, functional and decentralized to devolved levels (REO/DEO/school)

3.2.1 Operationalization of Education Management Information Systems

3.2.1.1 Recruitment of a qualified, experienced statistician employed at the EMIS Unit. (Incentive for EMIS statistician)

The program supported the recruitment of qualified and experienced statistician at the EMIS unit of the MoE&S. The statistician supported the management of the EMIS software as the MoE&S collected the data from the schools in 2019, 2020 and 2021. The qualified statistician guided data entry, cleaning, analysis and reporting process. The statistician trained staff from the EMIS unit will take over his role as of May 2022. The process is ongoing and will fully take over during the beginning of the coming school year (August 2022)

3.2.1.2 Orientation and training for MoE&S officials on the use of new EMIS software

Save the Children supported the MoE&S to conduct an orientation training for 32 (14 women) EMIS staff from the regional offices in March 2019. The MoE&S EMIS staff improved and effectively contributed the EMIS data collection and production of EMIS statistics annual book.

3.2.1.3 Training for EMIS staff, MoE&S, and QASS on data collection, analysis, and interpretation

The program supported the MoE&S by providing an in-depth training for all Quality Assurance and EMIS staff in the regions who did not participate in the initial orientation training mentioned above. One training took place in June 2019 and the second in September 2020. The purpose was to ensure all staff participating in the EMIS data collection had the required and adequate understanding of the EMIS tools and software before going to the field. A total of 62 (18 female) EMIS officials from MoE&S center and REOs attended. Participants gained a deeper insight on how to use EMIS tools (both Somali and English translated versions) for data collection. The training beneficiaries' skills improved the EMIS procedure including data collection, analysis and timely reporting.

3.2.1.4 Conduct the Annual Joint Review of the Education Sector

The project supported the second Education Sector Annual Joint Review (JRES) to assess the performance of the education sector in 2018-2019 against the targets, milestones and action plan of the second Education Sector Strategic Plan (ESSP II, 2017-2021) towards improving equitable access to quality education in Somaliland. The review was conducted in November 2019. However, the following and subsequent joint reviews were not conducted because of COVID-19 and related lockdowns. The next JRES will be in December 2022.

3.2.1.5: Support further institutionalization of the EMIS within the MoE&S and decentralization to the Regions. (Consultancy and equipment)

The program supported the MoE&S to assess and identify the required equipment and furniture for the institutionalization of the EMIS unit at regional and district levels. As a part of the institutionalization process, Save the Children supported the provision of computers (all in-one), office tables, office chairs to twenty-one (21) electoral districts in 2021. The EMIS decentralization enhanced the EMIS data collection process whereby any district updated the EMIS data after the school and submission was online and immediate. This has improved the effectiveness and efficient EMIS process and shortened reporting time.

3.2.2 Training on Education Management Information Systems

3.2.2.1 Support to schools in collection and submission of EMIS data from all schools, annually. Printing of materials to schools

The program supported the overall process of EMIS annual data collection for the last three years. MoE&S prepared suitable and understandable data collection tools that can easily accumulate the required EMIS data for the purpose of informing education system. Save the Children supported tool printing for the last three years (2019 – 2021). The program is also planning support and will print the tools for the EMIS annual data collection in 2022.

3.2.2.1: Provide EMIS training to the school head teachers (7 trainings in six regions head teachers in the populated urban schools)

Each year the MoE&S conducts data collection for the production of the EMIS statistic book. For smooth data collection, MoE&S with program support conducted Head teacher training on EMIS tools and data procedures. Six hundred and ninety (690) (115 Females) head teachers, DEOs, REOs, EMIS focal person and other data collectors at regional level participated. MoE&S finalized the EMIS data collection for 2021. MoE&S is implementing data analysis, interpretation and reporting. Annual EMIS statistics book is expected to come out early August 2022.

Output 3.3 An effective disaster and emergency strategic plan developed and is operational

The activities under output 3.3 have not yet been implemented due to the recurrent closure of the schools as the result of the COVID-19 pandemic in the recent academic years. However, the initial assessment regarding the emerging situation in the education sector was conducted in this reporting period. In December 2021, a rapid assessment of drought impact on schools was conducted and as per the findings of the report, 76 schools were closed because of drought and also another 40 schools were closed because of classroom damage and lack of school teachers. As part of drought response, close to 1 million USD of GPE's main budget was realigned to provide water trucking, school feeding and rehabilitation of

		<p>WASH facilities for schools affected by drought as reported above under Output 1.3.</p> <p>3.4.1 Strengthening Community Education Committees (CECs)</p> <p>3.4.1.1 Conduct a rapid Knowledge, Attitudes, and Perceptions (KAP) assessment with CECs</p> <p>The program conducted the initial assessment on KAP with CEC members from target schools in May 2019 and this was reported in the first annual report. A second follow up KAP assessment will be in October 2022 and measure improvement between the two surveys.</p> <p>3.4.1.2 Support the establishment of a functioning CEC in schools where they do not exist or do not function</p> <p>The project supported regional and district education authorities in the establishment of CEC members in all the 270 supported schools using the normal MoE&S standard selection criteria. Each CEC consists of seven (3-5 females) members with a rigid structure. The CEC structure is composed of a chairperson, vice chairperson, treasurer, a secretary and 3 members. Head teachers take the role of CEC secretary. The CECs are well functioning and lead the overall education service for schools. The established CECs supported program implementation by participating in regular meetings, distributing school supplies, creating school improvement plans and overall school supervision and management.</p> <p>3.4.1.3 Training for CEC members on child protection (identification and referral), child safeguarding, school management, Disaster Risk Reduction and Emergency Response Planning, school improvement plan development</p> <p>The program trained 810 (364 female) members of the CECs in the 270 supported schools, at least 3 per school. The CECs members were trained on key topics including child safeguarding, school supervision, CEC roles and responsibilities, school improvement plan development, risk reduction and emergency response planning and procedure for conducting community mobilization and campaigns to enroll out-of-school children.</p> <p>3.4.1.4 Provision of School Improvement Grants to implement the School Improvement Plans (SIPs)</p> <p>Save the Children and MoE&S conducted school visits and supported the CECs in the development of SIPs. The program ensured that each school updates the SIP each year. The program provided school improvement grants to supplement and implement the SIP. The program provides grants (\$3,000 per schools) to 100 schools selected from the target schools with predetermined criteria.</p>
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		<p>Each school used the grants to implement school needs and priorities, which came out from the consultation meetings. The SI grant beneficiary schools implemented the SIP and covered the school needs.</p> <p>3.5.1.2: Review the structure of the Human Resource Department and relevant procedures and standards.</p> <p>Save the Children supported the Human Resource Management training for MoE&S staff at all levels (MoE&S center, REO and DEOs). 117 (30 female) staff participated in the training on HR management, staff performance and appraisal as per the Somaliland HR policy and procedures. MoE&S in collaboration with Somaliland Civil Service Commission successfully completed the training and it is expected to enhance the understanding of MoE&S and performance as well.</p>
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(Add or remove components/objectives as needed.)

Annex 3: Variable Part Reporting Template (During Implementation)

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

(Add or remove rows as needed.)

Annex 4: Global Numbers Reporting Template⁸

GPE Indicators	<u>Indicator name(s) as in the Program Document and Application Form</u>	<u>ACTUAL Number Achieved (during this reporting period)</u> • Please report the status in numbers, no percentages or ratios *For cofinanced project, please provide the number for the entire project. GPE Secretariat will prorate it in accordance with the proportion of GPE contribution to the entire project amount.	<u>Comments</u>
Textbooks purchased and distributed	1)	602,000	602,000 copies of primary education textbook were procured and distributed since the start of the program.
	2)...		
	3)...		
Teachers trained	1)	2,167 (908 female)	800 graduated and 1,367 are currently attending the trainings.
	2)...		
	3)...		
Classrooms built or rehabilitated	1) Construction of new classrooms	190	160 classrooms completed in the first three years

General Instructions:

- 1) Starting from FY21, only the actual Global Numbers achieved during a reporting period are required; No Annual targets will be requested onward.
- 2) If the ESPIG does not include any or all global number(s), insert 'not applicable' in the appropriate text box(es).
- 3) If an indicator is measured as a percentage, please provide the numeric values that were used to calculate the percentage. If these numbers are not available, please provide the percentage and make a note of it in the comments box

GPE's Definitions:

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

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

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

Note: if the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

			30 additional new classrooms in this reporting period
	2) Rehabilitation of classrooms	100	100 classroom rehabilitation was completed in the first three years of the project period
	3)...		

Beneficiary children data

Reporting period: from [Month/Year] to [Month/Year]

For this reporting period, provide the number of children (both in-school and out-of-school) who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions. Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and use their own methods for counting beneficiary children.⁹

NOTE:

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

	Pre-primary (optional)	Primary (optional)	Lower secondary (optional)	Total
Number of children who directly benefited from the project this reporting period:	665	62,441	0	63,106
Of which, girls:	315	26,896	0	27,211
Of which, children with a disability (optional):	0	1,249	0	1,249
Of which, refugee children (optional):	Enter number	Enter number	Enter number	Enter number
Of which, internally displaced children (optional):	Enter number	Enter number	Enter number	Enter number

⁹ Widely accepted definitions of these subgroups are provided for reference only, as we acknowledge that descriptions and criteria for measuring subgroups are context-dependent:

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

Of which, out-of-school children, in school age (optional):	Enter number	Enter number	Enter number	Enter number
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):	Enter number	Enter number	Enter number	Enter number
Provide any comments on beneficiary children, if needed. This could include for example: the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation, and reasons why data on beneficiary children is unavailable.				
Click here to enter text.				