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## Acronyms/List of Abbreviations

ABE	Alternative Basic Education
BoQ	Bill of Quantities
CtC	Child-to-Child
CWD	Children with Disabilities
CEC	Community Education Committee
ECW MYRP	Education Cannot Wait Multi-Year Resilience Plan
EiE	Education in Emergencies
ESC	Education Sector Committee
GPE-AF	Global Partnership for Education - Accelerated Funding
LEG	Local Education Group
MHH	Menstrual Health and Hygiene
MoEHE	Ministry of Education and Higher Education
MLA	Monitoring Learning Assessment
OOSC	Out of School Children
PSEA	Prevention of Sexual Exploitation and Abuse
SIP	School Improvement Plan
TLM	Teaching Learning Materials
HACT	(UNICEF) Harmonised Approach to Cash Transfer

Summary of Program	
Country	Somalia – Puntland
Name of Program	Equitable Access to Quality Education Services and Improved Learning Opportunities for Crisis-Affected Girls and Boys in
Reporting period (from: month, day year, to: month, day, year)	From 10/01/2020 - 10/31/2021
GA's Program ID	GPE-AF: SC200467
Name of Grant Agent	UNICEF
Program amount (original commitment)	\$US: 2,890,000.00
Revised Amount (where applicable)	\$US. N/A
Disbursed <sup>1</sup> Amount (during the reporting period)	\$US. 1,059,584.11
Disbursed Amount (cumulative)	\$US. 1,059,584.11
Program approval date	01 August 2020
Program effectiveness/start date	01 October 2020
Program closing date	01 February 2022
Revised program closing date	31 July 2022
Grant Agent Contact Details (Staff Names, Positions and Email/Phone addresses)	Emmanuelle Abrioux, Chief of Education UNICEF Somalia <a href="mailto:eabrioux@unicef.org">eabrioux@unicef.org</a> Tel: +252 617 277 776

<sup>1</sup> Note: “Disbursement” refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

## 1. Program Implementation Progress

### 1-1. Program Overview

The Global Partnership for Education - Accelerated Funding (GPE – AF) aims to enhance equitable access to quality education services and improve learning opportunities in safe and protective environments for crisis-affected girls and boys in Puntland. This Program takes the approach that education is a fundamental human right and a priority for the Puntland government based on two core principles: 1) the child's right to education, and 2) the child's need for protection. The envisaged results have been established in collaboration with the Somalia Education Cluster and are aligned with the priorities and contributing to the three outcome areas of the Education Cannot Wait Multi-Year Resilience Plan (ECW MYRP) for Puntland with cross-cutting issues on child protection as guided by 2019 Education and Child Protection Response Framework, gender inclusion and children with disabilities. The MYRP outcomes are:

- ✓ Ensure emergency and crisis-affected children and adolescents have access to safe and protective learning environment.
- ✓ Ensure vulnerable children and adolescents are engaged in lifesaving learning that promotes personal well-being and social cohesion.
- ✓ Strengthened capacity to deliver effective and coordinated education in emergencies preparedness and response within the education system.

The GPE-AF has contributed to the provision of equitable access to quality education services and improved learning opportunities in a safe and protective environment for crisis and conflict-affected girls and boys in Puntland. The GPE investment through the Accelerated Funding window has also supported the Puntland Ministry of Education and Higher Education (MoEHE) and school communities with the required financial resources needed to improve learning conditions in the schools, train more teachers and subsequently mobilize, enroll and retain children in schools, especially those affected by humanitarian crises. In addition, the AF has helped ensure schools are safer for girls and boys, including children with disabilities; improved school leadership; and, strengthened the MOEHE's and communities' capacity to provide inclusive education and response in emergencies. The promotion of protection, improvement of gender equality, and support to children with disabilities for more inclusive education underpins the intervention logic across the program.

### 1-2. Major changes to the Program (if any)

In September 2020, due to the Covid-19 outbreak and subsequent interruption of education sector activities, the previously approved GPE-AF implementation effective start date was modified from 1<sup>st</sup> August 2020 to 1<sup>st</sup> October 2020.

In June 2021, additional grant modification and no-cost extension requests were approved by the GPE Secretariat.

The procurement management modification provided for MoEHE procurement and management of selected goods and services. This modification is firmly guided by the UNICEF HACT system and MOEHE Procurement Policy and Management Procedures to allow for optimum MOEHE ownership and capacity building while ensuring transparent processes, limited risk, and quality results. UNICEF provides recommendations and technical support to MoEHE procurement and management practices and procedures through support from its education, HACT, and supply section personnel.

The **no-cost extension modification** was requested to maximize quality assurance and risk management under the procurement modification request as well as compensate for delays experienced due to the continuing COVID crisis in the country. Therefore, a six-month extension from February 1, 2022 until July 31, 2022 was requested and subsequently granted.

Beyond these AF grant modifications there has been no proposed modification of budget and workplan activities nor change in staff or operational costs.

### 1-3. Overall progress

#### Overall progress in Program implementation

Rating from Previous Reporting Period <b>N/A</b>	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

As noted, the COVID-19 outbreak caused delays in commencement and implementation of program activities. Also, the procurement modification has entailed additional time in effectively implementing MoEHE procurement processes in the interests of improving transparency and building capacity. Despite these delays, overall program progress has been satisfactory.

### 1-4. Progress per component/sub-component

#### **OUTCOME 1: Increased equitable access to education for all crisis-affected children and adolescents, including children and adolescents with disabilities**

This program outcome aims to ensure increased equitable access to education and learning opportunities and retention of learners. Through the implementation of program interventions, tangible progress was made in providing access to safe and protective learning environments to crisis-affected children and adolescent as well as expanding access opportunities for out of school children in target districts and communities. GPE-AF financial support allowed MOE/HE and partners to increase access to essential education services and ensure school-aged children and adolescents' access safe and protective education opportunities while at the same time preserving their safety,

dignity and wellbeing (physical, cognitive, social and emotional). More detailed progress updates are provided below:

### **Output 1.1: Crisis-affected children and adolescents have access to a safe and protective learning environment**

- ✚ **Provision of safe drinking water:** Provision of clean and safe drinking water to schoolchildren is believed to be an effective strategy in retaining children in schools and reducing the rate of absenteeism. A partner implemented water trucking scheme has been successful in reaching 7,000 schoolchildren (3,500 girls) living in vulnerable communities within drought-prone settlements/districts. Water trucking to needy children will continue in the next quarter as continued drought conditions are forecasted due to limited rainy season precipitation in most districts of Puntland.
- ✚ **Connectivity to permanent water source:** The GPE-AF grant has supported water supply system connections for 17 schools located in close proximity to permanent water sources in urban settlements of the defined program area. As a result of this intervention, 5,424 schoolchildren (2,531 girls) were enabled with access to a safe and permanent water supply. Access to and use of a piped/running water supply significantly reduces waterborne diseases as well as spread of the COVID-19 virus among schoolchildren who have improved access to handwashing with running water. At the same time, the presence of running water in schools increases improvement of personal hygiene of students in conformity with cultural and religious norms. It also enhances self-esteem, personal comfortability, and dignity of school children, particularly for adolescent girls who benefit from better menstruation management.
- ✚ **Installation of large capacity tanks for water storage:** The GPE-AF grant is supporting the procurement/installation of seventy 8000-liter PVC water storage tanks at 70 primary schools located in remote and drought prone areas. This intervention, when completed, will support retention of crisis-affected children and adolescents in schools, including those at risk of dropping out of school as well as girls at risk of early marriage and/or gender-based violence. The large capacity (8000 liter) capacity water tanks are being installed at schools where there is no regular/permeant water source. Under this scheme, trucked water from distant locations can better maintain consistent and efficient water storage over an extended period for the 14,728 children (6,585 girls) attending the 70 project schools.
- ✚ **Child-to-Child (CtC) club led hygiene promotion activities:** In the face of the life-threatening Covid-19 outbreak, improving hygiene in schools became a priority for increased COVID awareness, heightened protection of children against COVID-related illness, and better overall environmental conditions for a safer learning experience. Increased efforts were placed in hygiene promotion and positive behavior change related to health awareness and psychosocial support throughout all project target schools. To this end, extensive school-based hygiene promotion awareness activities were implemented through Child-to-Child clubs involving 900 CtC club members (50% girls) who, in turn, engaged more than 8,900 children (50% girls) across 60

schools. The GPE-AF supported interventions were likely a crucial instrument for minimizing COVID-19 virus spread among the school-aged population.

- ✚ **Menstrual Health and Hygiene (MHH):** GPE-AF supported interventions have increased inclusive education for adolescent girls by providing girls with Menstrual Health and Hygiene (MHH) education and services to address school absenteeism and dropout. The distribution of disposable dignity kits has enabled 1,500 adolescent girls to better address their menstrual hygiene management needs while attending school. The intervention has also ensured schools are more responsive to supporting children with disabilities (CWD) who are at increased risk not accessing or dropping out of school.
- ✚ **Rehabilitation/construction of additional permanent classrooms/temporary learning spaces:** The rehabilitation/construction of 38 permanent classrooms and 40 temporarily learning spaces including necessary furnishing and child friendly and inclusive WASH facilities has commenced and is ongoing. All preparatory activities have been completed including site assessment, development of designs & Bill of Quantities (BoQ), preparation of bid/tender documents and public adverts for local contractors. School construction work is expected to start shortly, and many facilities are targeted for use by mid-February 2022. The completion of learning spaces will significantly contribute to realizing the planned OOSC enrolment targets.

#### Output 1.2: Increased access to education for out of school children

- ✚ **Enrolment drives and awareness campaigns for OOSC across target regions:** GPE-AF support has helped government and communities promote equitable access to education and learning opportunities as well increase school retention of children, including girls. Community forum-led outreach activities have increased community sensitization and public responsiveness on the importance of inclusive education, children's rights, and violence-free learning environments thus providing the foundation for transformative behaviors. Successive and cascaded community dialogue forums, organized and conducted by implementing partners, have also been responsible for mobilizing maximum community participation in the project interventions.

Open community dialogues allow community members to discuss and identify context specific barriers that prevent girl-child participation in education. Likewise, community forum discussions provide a platform for community members to share experiences and explore approaches to overcoming the barriers to and mitigation of child abuse practices within the community. To specifically address access challenges for OOSC, communities and government authorities at different levels were engaged to address access to inclusive education for all children and adopt flexible and innovative approaches such as Alternative Basic Education (ABE).

During the reporting period, 1,860 (600 female/600 male; 300 female student/360 male student) participated in 60 community forum meetings. In addition to raising public education towards inclusive education and the rights of CWD to education, these community forums were engaged

in school enrollment drives for OOSC, particularly in economically vulnerable and crisis-affected communities. As a result of the multifaceted interventions implemented, partners reported OOSC enrollment of 3,650 (45% girls) children. It is intended that once GPE-AF planned permanent and temporary learning infrastructure is complete, that the project's targeted OOSC enrollment of 6,750 children (3,375 girls) will be fully achieved.

## **OUTCOME 2: Improved quality and learning outcome for crisis affected children**

The GPE AF program responds to the critical concerns of inequity in access to learning by employing strategies which will increase equitable access to education and learning opportunities and retention of learners. Focus is toward girls and children with disabilities to ensure they have access to education services ensuring a safe, protective, gender and disability sensitive learning environment for girls and boys. This is linked with the ongoing Government efforts to build robust education institutions for more sustained equitable access to education services.

Building localized institutions and systems linked to schools with engagement of school management committees and promotion of social accountability mechanisms will be key towards building resilience for sustainability. Emergency cash school grants have been effectively used in Somalia as a mechanism to address needs relevant to each school. The program uses school grants where necessary to address the needs of the most vulnerable children. The following outputs have been implemented under this component output:

### **Output 2.1: Improved learning outcomes for crisis affected children**

✚ **Teachers supported with monthly incentives for 12 months:** The selection of beneficiary teachers was based on the vulnerability level of the community, prioritizing teachers working in schools where communities are struggling to meet monthly school fees which, in part, provides a source for payment of teacher salaries. Under the program, 218 teachers (24 female) in the most remote and economically marginalized schools receive a \$100 monthly incentive. The GPE-AF teacher support incentive has proved to be the right support at the right time to prevent school closures and detrimental effects on learning outcomes in the most vulnerable communities.

### **Output 2.2: Children receive timely and adequate Teaching Learning Materials (TLM)**

✚ **Provision of learning/teaching education kits:** Recreational Kits were availed by 8,930 school-aged children (4,048 girls) in 60 GPE-AF supported primary schools (formal and non-formal), located in drought prone and geographically remote communities throughout Puntland. In addition, distribution of School In-Box kits to all GPE-AF supported schools will take place in November 2021.

## **OUTCOME 3: Education management systems are strengthened**

With GPE-AF support, UNICEF and implementing partners made substantial improvement in strengthening Community Education Committees (CECs) of target schools. Support has been



provided to central and regional level education authorities to improve the capacity to effectively manage, coordinate, and lead the Education in Emergencies (EiE) sub-sector.

### Output 3.1: Strengthen capacity of schools, local communities and Ministry of Education and Higher Education and Higher Education in preparedness, response, and recovery

- ✚ **EiE Technical Assistance (TA) embedded within the EiE unit at the Ministry of Education:** Embedded technical assistance provides capacity building support to the MoEHE Education in-Emergency (EiE) unit in more effectively leading sub-national Education Cluster coordination, EiE programs, and partner interventions. A one-year mid-level Technical Assistant post and the monthly incentive for an EiE unit director is supported under the GPE-AF.
- ✚ **MOEHE coordination, routine field monitoring & supervision:** During the peak of the COVID-19 epidemic, regular monthly meetings of the education cluster/EiE Technical Working Group were disrupted. As a result, only five out of the ten planned scheduled monthly coordination meetings during the reporting period were convened under the leadership of MOE/HE-EiE unit.

### Output 3.2: Building Resilience through system strengthening

- ✚ **Sensitization & trainings for teachers & CECs:** During the reporting period, 420 CEC members (168 female) from 60 primary schools were trained on the standard CEC training course content which includes: development and implementation of SIP (school improvement plans); basic accountancy for managing ESCG kits (school emergency cash grant); school sustainability; fund raising; and, advocacy for inclusive education with a focus on CWD. CEC training also highlighted managing of schools in time of crises to ensure that learning is not interrupted. The CEC on-job training is crucial as trained CEC members will be able to provide effective support to school management, including head teachers and teachers, as well as overall assistance in maintaining smooth school operations.

## 1-5 Progress on Results Framework and Corporate Results



Results Framework  
Status reviewed.docx

## 1-6. Program Disbursement

Describe program disbursement status per component/sub-component.

**Note:** “Disbursement” refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

**Note:** This section cannot be substituted with annexing a Funds Utilization Report (for UNICEF).

<b>COMPONENT</b>	<b>Incurred expense</b>	<b>Advances and Pre-payments</b>	<b>Cumulative expenditure</b>
Component 1 - Access	\$148,141.85	\$366,118.72	<b>\$514,260.57</b>
Component 2 - Quality	\$319,786.18	\$71,400.00	<b>\$391,186.18</b>
Component 3 - Systems	\$14,000.00	\$6,000.00	<b>\$20,000</b>
Program Support	\$112,246.81	\$0.00	<b>\$112,246.81</b>
Monitoring & Evaluation	\$21,890.55	\$0.00	<b>\$21,890.55</b>
<b>TOTAL</b>	<b>\$616,065.39</b>	<b>\$443,518.72</b>	<b>\$1,059,584.11</b>

### 1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

UNICEF and the MoEHE have conducted extensive bilateral consultations to plan for the procurement of supplies and the construction/rehabilitation of various education facilities funded under the GPE AF. One of the key outcomes from these meetings was an MoEHE request for a more visible and responsible government role in the procurement and management of selected goods and services. This request was made with a clear understanding that the procurement and management processes must remain transparent and quality standards maintained. Up until this point, the MoEHE had demonstrated steady progress towards taking on increased procurement responsibility through:

- Development of MOEHE procurement policy and management procedures
- Establishment of a functioning Tendering Committee under the chairmanship of the MoEHE Director General
- Successful dispersion of school grants and procurement/distribution of school uniforms through tendered contractors
- Maintenance of a low-risk rating under the UNICEF HACT system

Through a grant modification approved in June 2021, the MoEHE Puntland assumed responsibility for procurement of selected goods and specific construction services with the support and guidance of UNICEF. The MoEHE selects vendors and establishes contracts using their published policies and procedures. The selection and contracting is done through transparent tendering, rigorous technical review, and sound contracting with full technical support and compliance review by UNICEF staff.

All financial transactions covered under MoEHE contracts are now guided by the UNICEF HACT Direct Payment modality. This modality allows for direct MoEHE contract management while providing for a UNICEF-controlled accountability gateway whereby all contract payments will be concluded directly between UNICEF and the contracted vendor upon successful completion of contracted deliverables.

Another key consideration for construction and rehabilitation projects is the management of environmental and social safeguards. For MoEHE implemented projects under this modification, the Ministry has availed services of an engineering firm to assess, design and supervise the works. Part of assessment and design consultation is the provision of an Environmental and Social Management Framework (ESMF) report. This report articulates the social-environmental impacts for each project including recommendations and mitigation measures. The procedure is identical to that used under the UNICEF managed KfW education project and the Canada-funded UNdaunted project. Under such a framework the supervising engineering firm follows the recommendations of the report in collaboration with MoEHE and the community.

Finally, MoEHE and its contractors continue to adhere to Prevention of Sexual Exploitation and Abuse (PSEA) guidelines as required of all UNICEF partners and their subgrantees. Partners found deficient receive immediate support to strengthen their PSEA knowledge and compliance.

## 1-8. Status of Progress on Previously Raised Issues

The chief challenge has been to ensure the construction and school furnishing component, valued at approximately \$850,000, is delivered as per the project implementation time-line. This component is under direct management of both UNICEF and the MoEHE as articulated in the June 2021 grant modification with UNICEF infrastructure projects moving slightly faster than those currently under the MoEHE.

UNICEF has taken measures to maintain implementation momentum and timely progress of construction projects with the addition of two UNICEF engineers supporting the project-funded engineer embedded within the MoEHE. UNICEF engineers are in regular communication with the MoEHE engineer to provide regular technical advice and support and have reviewed the assessment and design reports of all projects in terms of standards and quality. They have also initiated an online monitoring tool, for the contracted consulting firm working on the program, which provides consistent monitoring across all construction contracts. The consulting firm has also been supporting MoEHE project processes, particularly technical evaluation of bids and responses to technical questions from contractors during tender briefing.

## 2. Key Partnerships and Interagency Collaboration

The project interfaces monthly with the Puntland Education Cluster although, as noted, during the severest intervals of the COVID-19 outbreak, cluster meetings were not as consistent as planned. The Puntland Education Sector Committee (ESC), which acts as the LEG, is regularly engaged with GPE matters including regular updates the AF project and all other GPE projects, during monthly meetings. The Puntland ESC has also been fully briefed and provided no-objection decisions on the AF no-cost extension and procurement modification in May 2021 as mandated under GPE governance guidelines.

### 3. Lessons Learned

Although cash grants to individual children was considered a worthy GPE-supported intervention, after thorough analysis the MoEHE and UNICEF determined that it was not the most efficient and effective model for increasing enrolments and sustaining attendance. A school grant model will be used instead which will empower CEC and school management to decide within a clear set of established guidelines the best use of funds in meeting these objectives.

### 4. Knowledge Product

Although postponed in 2021, a planned Monitoring Learning Assessment (MLA) for target MCA and AF schools will be implemented in February 2022 with \$30,000 contributed from the GPE-AF grant and \$46,000 from the GPE-MCA grant. Such assessments have been lacking in the sector and the MLA will provide valuable baseline learning data for GPE-supported schools and other supported schools. This is especially important as the new lower and upper primary textbooks will be phased in for use over 2022.

### 5. Future Work Plan

Prior to disbursement of \$180,000 in cash grants to sixty schools, CEC training on managing these cash grants is planned for Nov/Dec 2021. After completion of the training, actual disbursement of grants to eligible schools will be done during Jan/Feb 2022.

Under the construction component, the main challenge has been to ensure the construction and school furnishing component, valued at approximately \$850,000, stays on track. This component is under direct management of both UNICEF and the MoEHE as articulated in the 2021 grant modification. Although the MoEHE pre-qualification process prior to tendering was time consuming in comparison to the Limited Invitation to Bid (LITB) process utilized by UNICEF, the hiring of additional technical assistance by UNICEF has been instrumental in supporting MoEHE projects moving forward in a timely and transparent manner. The brick and mortar rehabilitation and construction of classrooms/TLS will commence shortly as planned.

Finally, an MLA is planned for February 2022 with GPE contributing to a larger effort. Initially postponed due to COVID-19 and subsequent postponement by the MoEHE due to extensive focus required in development of upper-primary textbooks, UNICEF has been actively advocating for

completion of the exercise. The advent of the new curriculum, through the use of new textbooks in 2022, highlights the importance of establishing a preliminary picture of the basic numeracy and literacy skills of a viable sample of students.

**Annex I: Results Framework**

**Annex II: Standard Financial Report**

## Global Numbers Template

Country Name: Somalia Puntland Project ID: GPE-AF SC200467						
GPE Indicator	Indicator (s) as reported in Progress Report	ACTUAL: Progress reporting against each indicator (non-cumulative)	TARGET: Annual target for reporting period (non-cumulative)	TARGET: Target for next reporting period (non-cumulative)	Determination of Target Please state clearly how the target was determined in a few sentences (e.g. target was pro-rated, discussed with government, determined by grant agent, etc....)	Overachievement/ Underachievement In case of overachievement/un derachievement or zero progress, please provide the reason; Additionally, if you have other comments about your results, please state them briefly
		• Please report the target in numbers; no percentages or ratios  • <u>Please report the status in numbers</u> ; no percentages or ratios	• Do not leave it blank; if not applicable, state clearly as n/a  • <u>Please report the target in numbers</u> ; no percentages or ratios	• Do not leave it blank; if not applicable, state clearly as n/a  • <u>Please report the target in numbers (non-cumulative); no percentages or ratio</u>		
Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants						
Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	Number of teachers trained on child-centred methodologies , teachers in crisis context, psychosocial (PSS) skills and PSS First Aid and knowledge of	0	200 (80 female)	200	Target discussed with government	The cohort of teachers was to for training during the 2021 school year, but due to no-cost grant extension and in further consultation with the MoEHE, training was rescheduled for the January 2022 school break

	referral pathways.					
Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	Number of permanent classrooms rehabilitated or constructed with child friendly and inclusive (incl. children with disabilities) WASH facilities and furnished	0	40	40	Target discussed with government	Construction processes have been delayed due to program procurement modification requested and subsequently approved in June 2021. Progress on rehabilitation and construction activities are expected to be completed within the revised grant timeframe.
	Number of temporary classrooms rehabilitated or constructed with child friendly and inclusive (incl. children with disabilities) WASH facilities and furnished	0	40	40	Target discussed with government	Construction processes have been delayed due to program procurement modification requested and subsequently approved in June 2021. Progress on rehabilitation and construction activities are expected to be completed within the revised grant timeframe.

