ESPIG Annual Progress Report Template for Projects

Status: Accepted

Country
Somalia - Federal

Name of project this grant is contributing to
Somalia_ESPIG_08/03/2018

Grant ID
GPE0000390

Project ID (if applicable)
TBD

Grant Agent
CARE International

Grant Type
ESPIG

Approval Date
08/03/2018

Grant Effectiveness / Start Date
09/01/2018

Expected Closing Date
02/28/2023

Grant Amount
25,850,000 (USD)

Timeframe Examined in this report

From Date	To Date
08/31/2022	02/27/2023

Date of Report Submission
07/03/2023

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Highly Satisfactory (HS)

Previous Rating
NA

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

The project's evaluation results demonstrate that the design was aligned with the needs of the education sector in Somalia, confirming assumptions and priorities established in the Federal Government of Somalia's Education Sector Strategic Plan (ESSP) 2018-2020. The project's components were designed and subsequently adapted based on input from the Education Sector Committee, Education Donor Group, Federal Ministry of Education, Culture, and Higher Education (MOECHE), and Federal Member States' Ministries of Education (FMS MOEs), including from officials at decentralized levels.

Major barriers to increasing access to quality education in Somalia included the cost of education and the limited ability of community/public schools to expand enrolment without financial support; historic exclusion of girls and subgroups of children (pastoralists, with disabilities, internally displaced/ IDPs, minorities) from education; high student teacher ratio; low ratio of textbooks to students; limited capacity for participatory school governance; limited number of qualified teachers; limited provision of and capacity to deliver in-service teacher training responsive to learning gaps; and inadequate school infrastructure. The ESPIG project used evidence-based approaches to enhance learning and retention, while also reaching marginalized groups through tailored efforts.

The project's endline survey demonstrates that the project was able to:

• Increase the average school enrolment from 354.7 students per school to 543.9 students per school in the schools receiving capitation grants.

• Reduced inequalities in enrolment:

• Increased girls' enrolment by 4 percentage points in Grade 1 and 3.2 percentage points in Grade 2.

• Increased the proportion of IDP students from 15% at baseline to 22% at endline.

• Increased the proportion of schools reporting enrolment of children with disabilities from 77% at baseline to 89% at endline.

• Strengthen participatory governance in schools to boost access and quality, with an increase of 17 percentage points in the proportion of Community Education Committees (CECs) promoting enrolment of out-of-school children (OOSCs); 33 percentage points in the proportion of CECs paying teachers' salaries; 9 percentage points in the proportion tracking student attendance; and 16 percentage points in the proportion tracking teacher attendance. The project supported the MOECHE to develop a CEC training package.

• Increased the average reading comprehension score by 5 percentage points in 2021-2022. Students attending schools receiving capitation grants provided by the project had significantly higher literacy and numeracy scores, despite the increase in enrolment numbers.

• The ESPIG project established better coordination with privately managed schools, key actors, and the private sector to ensure complementarity of efforts and leverage existing capacities and investment. The project supported the MOECHE to develop and approve a private school policy to strengthen regulation.

• The ESPIG project strengthened government actors' capacities to respond and meet education needs at the federal, regional and district levels through improved monitoring systems at regional and quality assurance offices; capacity building of the ministries staff at Federal and FMS levels; and strengthening EMIS functionality and efficiency (with annual EMIS reports published in 2020 and 2021).

The program participants (children, teachers, headteachers, CECs, ministry officials) have reported that the activities met their needs and priorities. This is evidenced through qualitative findings at the endline evaluation.

1. Students

Students have reported that the increased availability of teaching and learning materials and teacher training has improved their learning. "The school is far better this year because teachers who teach here now are qualified. They explain the lessons well, they dictate the lesson well, and they make us understand the lesson. Two years ago, the teachers were not qualified. They used to beat us if we made a noise. But the current teachers do not beat us or use any physical punishment. Now I feel I have developed a love for learning. For example, this year I have not missed any classes, I always come to school since I understand the lessons. My mom always encourages me to go to school and tells me the benefits of education. This is different from the previous years where I missed several classes." Student in Jubaland. These views are consistent with quantitative results showing that the participation in teacher training and capitation grants is a predictor of improved learning outcomes for students.

2. Teachers and Headteachers

The head of schools have reported an increase in the availability of functional toilets and handwashing facilities for students while teacher training has led to higher levels of teaching confidence and improved student outcomes. "I changed my way of teaching over the past three years. When I started teaching, I did not have confidence in myself, but after gaining experience and getting an opportunity from the teacher training institute I am now confident in teaching. I learned how to make it easy for my students to understand the lesson using teaching learning aids. Before I joined the teacher training institute, I could not manage classes and I would get tired and confused. I had the knowledge, but I had poor methodology of delivering the lessons. I can now deliver the lessons in understandable manner in a friendly class." Teacher in Southwest State. The provision of gender-responsive and inclusive capitation grants to schools following CEC training represents one of the strengths of the program model. It enabled schools to utilize the funding to meet their most urgent priorities. These priorities ranged from supporting students' fees and teacher and non-teaching staff salaries; purchasing learning materials; infrastructure improvements; purchasing furniture, equipment, and hygiene supplies; and paying for utilities. A teacher in Hirshabelle stated, "Yes, I am aware that the school received a grant from the GPE and CARE project, we were able to spend the money on the schools' biggest needs, including teacher salaries."

3. CECs

Due to the training provided by the program, CECs have reported that they are better prepared to manage the schools and undertake activities addressing child protection issues, improving school infrastructure, and paying student fees. "The CEC were the ones who managed the funds we received from the CARE project in terms of repairing school chairs and desks as well as addressing the needs of the school. The CEC were very motivated, and they were constantly monitoring student and teacher attendance as well as monitoring the performance of the teachers. They were also able to address the complaints of parents regarding teachers." – CEC Member in Galmudug

"There is an absolute change in how the CECs work and involve school improvements compared to the past 3 years. For example, in the past, CECs only existed in certain schools and not in rural areas but now it is mandatory for every school to have a CEC. They have been trained, they advocate school improvements, and they work with the school principals to solve conflicts between teachers and students and parents as well." MOE Representative, Hirshabelle.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Increased equitable access to quality primary education for out-of-	Highly Satisfactory (HS)	

school children

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:

Through the provision of school capitation grants to 622 schools (616 schools in cohort one plus 6 replacements in cohort 2), the ESPIG project improved access to education for an estimated 104,647 children and expanded school capacity for new enrolment by 53%:
-Increased average enrolment per school from 354.7 students per school to 543.9 at endline in schools receiving grants. The additional enrolment includes students whose fees were supported by the program and overall increase in student numbers due to expanded school capacity.

-In 2021, third-party monitoring results showed that in 369 sampled schools, a total of 22,258 students were enrolled through the first tranche of capitation grants (average 60/ school compared to a target of 40/school). The overall enrolment through the first tranche was estimated to be 37,137 students.
- In 2022, third-party monitoring results showed that in 184 sampled schools, a total of 19,736 students were enrolled through the second tranche of capitation grants (average 107 / school compared to a target of 40/school). The overall enrolment through the second tranche is estimated as 67,510.

In addition, the program disbursed scholarships to 5,000 children (50.4% female) from marginalized communities and extremely poor families, enrolled in 156 schools receiving capitation grants.
The improved school infrastructure through grants has reduced the average number of students per classroom from 58.7 to 50.4, despite additional enrolment.

The project co-developed a CEC training package with the MOECHE, drawing upon the evidence from best practices from previous projects, and trained a total of 4,235 CEC members (1,815 female) in 616 schools. At the endline, the proportion of CECs promoting OOSC enrolment had increased by 17 percentage points; paying teacher salaries, by 33 percentage points; tracking student attendance, by 9 percentage points; and tracking teacher attendance, by 16 percentage points. Overall, 91% of the head teachers reported that schools had become generally safe for students during the last two years with 75.5% referencing support from the CECs to specific student groups and 49.6% referencing the implementation of the code of conduct as improving the school safety.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Enhanced quality of primary education	Highly Satisfactory (HS)	

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:

The ESPIG project procured and distributed 148,584 sets of seven subjects' textbooks (total of 1,040,088 textbooks) and 102,134 teacher guides aligned with the new national curriculum. At the project's midline, the student: textbook ratio had declined from 11.2 to 6.8, despite the increased enrolment and loss of textbooks during COVID-19 closures. During the endline survey, 83.9% of the sampled primary schools reported having received textbooks. Overall, 80.3% of teachers reported that they had greater access to teaching and materials than at the onset of the project.

The project developed an in-service teacher training package in partnership with MOECHE teacher training specialists and the Somali National University (SNU), aligned with the new primary school curriculum and responsive to learning gaps observed in sub-national assessments. The training uses a blended approach, combining in-person sessions with remote learning through pre-loaded tablet content, and in-person coaching. The project partnered with five teacher training institutes to train 2,000 teachers (321 female). At the final evaluation, 68% of the teachers were receiving training compared to 34% at the midline. Overall, 97.5% of the teachers reported that they are feeling well equipped to teach the new national curriculum.

The program supported the MOECHE, and FMS MOEs to construct and equip a new Teacher Training Institute (TTI) in Beledweyne and rehabilitated/equipped two TTIs in Jubaland (Kismayo) and Banadir (Gaheyr). The TTI in Beledweyne is expected to train additional 300 teacher per year for pre-service training and special needs school with capacity to enroll 50 children with special needs while prioritizing enrollment of female teachers and those from rural areas. It is also expected that Gaheyr and Kismayo Teacher Training Colleges will train 800 teacher candidates per year (400 each). These two TTIs are currently operational with each currently offering training to 400 teachers. The MOECHE is planning to fully operationalize Beledweyne TTI when it finalizes the ongoing recruitment of 3,000 teachers. The TTI is one of the institutions the Ministry intends to engage in training the new teachers for six months.

The project conducted two sub-national learning assessments in 2021 and 2022, tracking longitudinally a representative school sample to assess trends in early grade learning outcomes. The national learning assessments used EGRA and EGMA to assess literacy and numeracy outcomes among grade 1-4 students. Findings indicate that key interventions funded by the GPE, including capitation grants, teacher training, head teacher training, and WASH infrastructure improvements predict improved literacy and numeracy scores. The results were disaggregated by sex, location, and disability status.

Component / Objective	**Level of Progress this Reporting Period 2**	**Previous Rating**
Enhanced capacity at Federal and Member State levels	Highly Satisfactory (HS)	

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:
• The proportion of schools receiving monitoring visits increased from 66% at the baseline (during the previous three months) to 82% at the midline/endline (during the previous month), with 90% receiving a visit during the previous year. The logistical support provided by the program and the payment of salaries to 14 Regional Education Officers (REOs) and 14 Quality Assurance Officers (QAOs) enabled further support to schools. Nonetheless, on average, CEC members perceived a decrease in government support, which may be related to insecurity preventing regular visits in some locations.
• To improve working conditions at the MOECHE and FMS MOEs, the program constructed a reinforced perimeter wall with CCTV cameras and spotlights for MOECHE; the project procured 11 vehicles for MOECHE (3) and two for each of the FMS MOEs for routine operations in order to improve school monitoring and supervision. Additionally, the project procured two minibuses for use by Gaheyr TTI. and rehabilitated and furnished the offices of Jubaland State Ministry of Education, providing equipment, including computers and printers. In addition, the program equipped and operationalized the EMIS center at the MOECHE.
• The project supported MOECHE and FMS MOEs with monitoring and support visits to schools supported by the grant in order to track and assess the outcomes under each component and how those have impacted the situation of target schools.
• Using the reallocated budget from Baardheere TTI and in response to the Education Sector COVID-19 response plan, the project supported procurement and distribution of PPEs including masks, face shields, hand sanitizers for students and teachers and digital thermometers. The project also supported 616 schools with construction of water storage tanks and 100 schools with handwashing stations.
• Overall, 28 education officers (7% female) have received training through the program on policies and improved practices, however limited financial support by the MoECHE has limited their work. The dependency on external funding for staff salaries and logistics reduces the ability to implement improved practices.
• EMIS efficiency has improved, with annual reports issued in 2020-2021, and is increasingly utilized as a source of information on school-level data. The EMIS Policy was developed and validated. Nonetheless, limited resources and coverage, the lack of individual student-level data and the limited number of trained personnel for EMIS continue to limit its efficiency.
• Funded two Joint Review of the Education Sector meetings in 2019 and 2021 and contributed funds for the development of the Education Sector Analysis (ESA) and Education Sector Strategic Plan (ESSP).

Component / Objective	**Level of Progress this Reporting Period 2**	**Previous Rating**
Program monitoring, accountability and communication	Highly Satisfactory (HS)	

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:
• Project updates and results from monitoring activities were shared with sector partners through the ESC. Studies conducted by the program (School Profile, baseline) were used to inform the 2021 Education Sector Analysis.
• Feedback, Complaint, and Response Mechanism (FCRM) was rolled out in December 2021, with 61 FMS MOEs and MOECHE staff (55 male and 6 female) trained on its use.
• The program co-hosted a National Education Learning Event with the MOECHE in Mogadishu to foster exchanges on successful approaches and evidence of best practices on boosting access and retention in Somalia.

The program has successfully conducted baseline, midline and endline evaluations, and the first school mapping profile in Somalia.

Progress on the variable part

Variable Part Reporting Template

From   **To**

Dimension	Level of Progress this Reporting Period	Previous Rating	
Equity		NA	

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Actual Amount Utilized (in (USD) for Reporting Period	Proportion (%) of actual amount utilized to the planned allocation for the reporting period	Cumulative Amount Utilized (in (USD) for Reporting Period	Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Dimension	Level of Progress this Reporting Period	Previous Rating	
Learning		NA	

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Actual Amount Utilized (in (USD) for Reporting Period	Proportion (%) of actual amount utilized to the planned allocation for the reporting period	Cumulative Amount Utilized (in (USD) for Reporting Period	Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Dimension	Level of Progress this Reporting Period	Previous Rating	
Efficiency		NA	

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Actual Amount Utilized (in (USD) for Reporting Period	Proportion (%) of actual amount utilized to the planned allocation for the reporting period	Cumulative Amount Utilized (in (USD) for Reporting Period	Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Lessons, innovative/promising practices

Key lessons learned from the ESPIG project during it is implementation phase as highlighted in the midline survey include:

• Component 1: Equitable access to primary education

o High effectiveness of the capitation grants associated to (1) prior investment in participatory governance through CECs; and (2) gender-responsive and inclusive guidelines.

o CECs played a critical role in strengthening accountability and quality, contributing to (1) 209% achievement of the capitation grants' enrolment target and (2) 99.5% of all schools receiving grants complying with guidelines. A strong oversight framework has also contributed to this result.

o Further investment is necessary to achieve gender parity, including a substantial increase in the female teaching workforce and targeted efforts to address traditional gender norms.

o While enrolment has increased, high absenteeism – including due to drought and insecurity - affects student learning and retention, requiring additional investment in safety nets and remedial learning.

• Component 2: Quality of primary education.

o The provision of textbooks and teacher guides had a positive impact on student learning. Further investment is required in replacement, particularly due to losses during COVID-19 and closures related to insecurity.

o Capitation grants had an impact on learning outcomes, not only on access: attending a school receiving capitation grants was found to be a predictor of higher literacy and numeracy scores in sub-national learning assessments.

• Component 3: Education system capacity

o The frequency of school monitoring visits increased but continued to be hampered by resource limitations and external factors, such as COVID-19 and security concerns.

o EMIS is increasingly utilized as a source of information on school-level data but further investment in data quality and coverage expansion is required. Furthermore, the system requires additional investment to transition into individual student tracking.

• Component 4: Framework for programme monitoring, accountability, and communication

o Relevant stakeholders are not aware of the findings emerging from the comprehensive and inclusive monitoring system set up by the program, despite regular information sharing via ESC. Further investment in a MOECHE-led learning exchange mechanism is necessary.

Key recommendations highlighted in the endline survey include:

o To increase enrolments effectively and sustainably, further efforts must remain tied to investments in infrastructure and teachers.

o The continued renewal and updating of textbooks for all learners should be ensured in cases when schools are closed, and many students will take textbooks to their homes to help facilitate remote learning.

o Although teacher training is positively impacting teacher performance with vast majority of key informants interviewed all pointing to teachers in their schools having increased confidence and performance after receiving training, there is need to expand and replicate the training.

o During temporary school closure as a result of COVID-19, drought and security related issues which led to student dropout and reduced enrolment, an increased focus should be placed on retainment or re-enrolment of students, especially those from marginalized groups.

• Successful practices undertaken by the project included:

o The process for disbursement and use of capitation grants increased equitable school access and enabled participatory governance bodies (CECs) to amplify their activities to boost access at community level. The grants have also contributed to improving the learning environment in targeted schools. The 2022 learning assessment indicated that attending a school receiving capitation grants was a predictor of improved literacy and numeracy outcomes.

o The provision of grants with a focus on inclusion (through implementation guidelines) is also linked to increased student diversity with the proportion of children from minority groups nearly doubling in targeted locations.

o CECs play a highly critical role at each school, supporting school management, governance, and accountability, while creating a link with communities to advocate for and be engaged in efforts to promote inclusive education.

o The engagement of REOs and QAOs to undertake routine school supervision, monitoring and supporting teachers as well as headteachers led to enhancing mentorship programs for head teachers, teachers,

and other school staff by strengthening their capacity for effective school management and classroom instruction; oversight of curriculum implementation; use of textbooks; school attendance; engagement between CECs and the schools and CEC performance.

• Innovative interventions

o At the start of the program implementation, the disbursement modality for funds allocated to the MoECHE/FMS was changed from using a commercial bank account held by the MOECHE to using the Treasury Single Account (TSA) held by the Ministry of Finance (MOF) in compliance with the conditions agreed with the GPE and following the advice provided by the Financial Governance Committee chaired by the FGS Minister of Finance as part of an innovative intervention to enhance transparency and accountability. This change was endorsed by the ESC in April 2019 and was approved by the GPE in April 2019. A tripartite agreement was signed by the Ministry of Finance, the MOECHE and CARE agreeing on the processes for transfer and use of the funds. The use of the TSA strengthened Ministry capacity to use this modality and improved compliance.

Impact stories

Community Educational Committee (CEC)

"There is an absolute change in how the CECs work and involve school improvements compared to the past 3 years. For example, in the past, CECs only existed in certain schools and not in rural areas but now it is mandatory for every school to have a CEC. They have been trained, they advocate for school improvements, and they work with the school principals to solve conflicts between teachers and students and parents as well." MOE Representative, Hirshabelle State of Somalia.

Establishment of Community Education Committees (CEC) in Somalia, is one of the major strengths of the education system especially for the primary sector. The CECs are made up of community members, local elders and teachers forming the lowest level of governance at school level and are crucial to oversee the day-to-day operations of the school in a community. They support schools through monitoring of student and teacher attendance, conduct community mobilization and awareness of the importance of education to increase enrollment, liaising with religious leaders and other individuals of influence in the community, and providing material support to the school through fundraising exercises. Additionally, they resolve any issues at school between teachers, parents and children mitigating any potential conflict.

The Ministry of Education, Culture and Higher Education (MOECHE) aims to improve primary education management by strengthening the quality assurance department and investing in community education committees. This was commited under the National Education Sector Strategic Plan (2022-2026) . To support this initiative, the Education Sector Program Implementation Grant (ESPIG) in partnership with MOECHE increased equitable access to quality primary education for 104,647 out-of-school children. The program, funded by the GPE, successfully , mapped and delivered CEC trainings while identifying needs and gaps in school management capacity. A total of 4,235 CEC members (1,815 (42.9%) female) were trained on community mobilization, school capitation grants and the need for alignment of grant use with priority areas of school improvement plans,which aimed to enhancing enrolment and retention of marginalized children.
As a direct result, CECs report that they are better prepared to manage the schools and undertake activities addressing child protection issues, improving school infrastructure, and paying student fees. With 91% of the head teachers reporting that schools have become generally safe for students, with 75.5% referencing support from the CECs to specific student groups and 49.6% referencing the implementation of the code of conduct as improving the school safety . Fatuma Hassan* one of the CEC members of Galgaduud school in Guriel district, says "After establishing the committee, we received training and thereafter developed the School Improvement Plan (SIP). We conduct mobilization campaigns targeting children from marginalized communities including children from low-income families to boost enrollment. In addition, we manage conflicts within and outside the school that might affect learning".

Education Management Information System (EMIS)

"I leave office when I am tired, stressed (from organizing files manually) and hardly finding a time to relax with my family" says Abdi* a headteacher in one of the GPE – ESPIG supported schools.

Abdi, a headteacher in one of the GPE supported schools in Somalia, heads to his workstation every day to be greeted by a mammoth of paperwork on his desk, where he is required to sort and organize the

school filling system manually. This is a time-consuming activity and bound to several human errors. Time which could be used for teaching, school supervision and quality checks. His wish was to have this process automated in a system that will be user friendly and he can be trained in using it. This would improve the data collection process, provide easier storage and retrieval of student and teacher information, save valuable time, improve the quality of data, and to a larger extent improve the quality of his work-life balance!

The centralized Education Management Information System (EMIS) is a comprehensive information system designed to collect, store, manage, and analyze data related to education. The system is managed by education administrators, collecting and assessing data at the school, disctrict, and regional level to improve education quality, identify areas for improvement, and ensure efficient resource allocation for educational institutions and systems. Scalled in 2016 by the Ministry of Education, Culture and Higher Education (MOECHE) the EMIS collects and analyzes data from schools on an annual basis. The system, from inception had several challenges to conceptualize and ensure the system is effectively utilized. Persistent challenges included lack of individual student-level data, gaps in capturing data on out-of-school children(the only data sources on out-of-school children are population estimates derived from current enrolment data and project-level studies).

The GPE funded Education Sector Program Grant (ESPIG) sought to enhance capacity at Federal and Member State levels to manage, monitor and regulate the education sector as one of its outcome areas. Through this, the program has made significant investment to operationalize EMIS centers through rehabilitation work , conducting reviews on the system capacity and data audits in order to improve the system (management and data analysis, across the MOECHE and FMS MOEs). In addition, the program developed additional functions which will show the overview of the national examination results for grades 8 and 12. Furthermore, the program supported 14 EMIS staff both at FMS MOEs and MOECHE level with monthly salaries to oversee the smooth running of the system. Through the program, a national EMIS policy was developed, validated, and disseminated to all FMS and other education stakeholders.

All primary schools located in the Federal Member States and Banaadir region are registered in the EMIS . At the onset, EMIS was restricted to cover only formal primary and secondary education, and now expanded coverage to include ABE and early childhood with their respective indicators. Teachers like Abdi, have been trained on the system to effectively and correctly capture and upload student data. To date, all levels of MOEs can access the system and can easily track enrollment, attendance, completion rates, learning assessments, institution, teacher and student profiles. This information is useful to measure overall reach, quality and decision making at the MOE.

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

#	File Name	Document Type	Description
1	01 Addressing Gender and Inclusion Gaps in Access to Education in Somalia.pdf	Knowledge Product	01 Addressing Gender and Inclusion Gaps in Access to Education in Somalia
2	02 CARE ESPIG Baseline.pdf	Results Framework	02 CARE ESPIG Baseline
2	03 CARE ESPIG Endline.pdf	Results Framework	03 CARE ESPIG Endline
2	04 CARE ESPIG Midline.pdf	Results Framework	04 CARE ESPIG Midline
2	05 Early Grade Assessment Report 2021.pdf	Knowledge Product	05 Early Grade Assessment Report 2021
2	06 Early Grade Assessment Report 2022.pdf	Knowledge Product	05 Early Grade Assessment Report 2022
2	07 GPE-Impact of CEC Training_Final.docx	Variable Part Confirmation	07 GPE-Impact of CEC Training_Final
	08 GPE-Impact on EMIS Final.docx	Variable Part Confirmation	08 GPE-Impact on EMIS Final

2	09 JRES Aide Mémoire.pdf	Knowledge Product	09 JRES Aide Mémoire
2	09 JRES Aide Mémoire.pdf	Knowledge Product	09 JRES Aide Mémoire
2	10 Press Release for Launch of the Second Phase of School Capitation Grants.pdf	Knowledge Product	10 Press Release for Launch of the Second Phase of School Capitation Grants
2	11 Review of EMIS Procedure.pdf	Knowledge Product	11 Review of EMIS Procedure
2	12 Video Links.docx	Knowledge Product	Video
2	ESPIG-CARE Interim Year 5 Sep 1 2022 - Feb 28 2023 Financial Report.xlsx	Results Framework	ESPIG-CARE Interim Year 5 Sep 1 2022 - Feb 28 2023 Financial Report

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
25,888,000	25,490,780	98.47	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
1,764,125	1,366,906

Explanation for underspending or overspending in excess of 10%

The $397,219 balance will be used to cover remaining requested six months no cost extension period which is mainly focused to complete the in-service teacher training (sub-component 2.5) ongiong in the five states.

As part of the implementation mechanism for the teacher training component, a tripartite agreement was signed between CARE, the Federal Government of Somalia (FGS) Ministry of Education, Culture, and Higher Education (MOECHE), and the Federal Member States (FMS) Ministries of Education (MoEs) to work together to deliver the teacher training. This agreement also spelt out the roles of MOECHE, the FMS MOEs, and CARE. After the close of the ESPIG, it was agreed that the MOECHE together with each FMS MOEs would take over the teacher training with CARE providing remote monitoring support until August 31, 2023.

To support the teacher training, CARE issued a service contract to five teacher institutes: Gaheyr Teacher Training Institute, Galmudug Teachers Education College, Hirshabelle Teachers Training Institute, Jubaland Teacher Training College, and Southwest Teacher Training Institute. It was agreed that CARE would pay an advance of 50% of the in-service teacher training budget to the above-mentioned institutes once they provided financial support documents and reports of delivery of the first training module with a plan to accrue the remaining 50% until the completion of in-service teacher training. CARE was able to disburse 50% before February 28, 2023, to the above-mentioned institutions. However, the remaining 50% needs to be disbursed but now falls outside the eligibility period of the project since the project end date was February 28, 2023.

Therefore, CARE requested a No-Cost Extension of the project to allow it to disburse the final tranche of the funds to the FMS/TTIs to successfully complete the in-service teacher training.

Management Performance

Level of Management Performance
Satisfactory (S)

Previous Rating
NA

Detailed Description
The ESPIG project has implemented its planned subcomponents as agreed with the Secretariat and ESC. Results have exceeded targets under Component 1. Annual audits did not have major findings or indicated material weaknesses, demonstrating efficient financial management. The grant agent exercised its fiduciary responsibility in overseeing all the funds transferred to implementing partners. However, challenges relating to COVID-19, political instability, and cases of insecurity led to delays in the implementation of some of the major activities, including the teacher training component and construction of TTIs. This eventually led to the project in collaboration with MoECHE requesting for a no-cost extension to ensure successful completion of the in-service teacher training component.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?
No

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?
Highly Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
CARE	Cooperative for Assistance and Relief Everywhere
CEC	Community Education Committee
DEO	District Education Officer
EGMA	Early Grade Mathematics Assessment

EGRA	Early Grade Reading Assessment
ESPIG	Education Sector Program Implementation Grant
FMS	Federal Member States
IDP	Internally Displaced Person/ People
JRES	Joint Review of the Education Sector
MOECHE	Ministry of Education, Culture and Higher Education (Federal)
MOE	Ministry of Education (state-level)
MOU	Memorandum of Understanding
REO	Regional Education Officer
QAO	Quality Assurance Officer
SIP	School Improvement Plan
TTI	Teacher Training Institute

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%.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.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	1)…Number of textbooks distributed.	1,040,088	0	148,584 sets of seven subject textbooks were distributed (a total of 1,040,088) between Nov 2019-February 2020).
2	2)…Number of teachers guide distributed.	102,134	0	Teachers guide for all subjects distributed simultaneously with the student textbooks.

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	1)…Number of teachers trained.	2,000	0	2,000 teachers (321 female and 1679 male) selected by the program and both the federal and state MOEs have completed the first phase of the teacher training module, the second module will be completed in September 2023.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	1)…Number of classrooms constructed.	0	0	Not applicable.
2	2)…Number of classrooms rehabilitated.	0	0	Not applicable.

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the cumulative 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 so far. 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. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. 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 uses their own methods for counting beneficiary children/other students.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant.

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project so far:		387,087			387,087	
Of which, girls:		172,664			172,664	
Of which, children with a disability (optional):						
Of which, refugee children (optional):						
Of which, internally displaced children (optional):						
Of which, out-of-school children, in school age (optional):						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):						

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. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

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

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.