

Education Sector Program Implementation Grant Completion Report Template

Status: Accepted

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Project Implementation

Assessment of Project Implementation: Relevance

Overall Relevance

Level Of OverAll Relevance 1

High

Detailed Description

The Global Partnership for Education Programme (GPEP) provided generous investments to support the Puntland education sector through the Education Sector Programme Implementation Grant (ESPIG 2017-2020), and the additional Maximum Country Allocation (MCA 2020-2023) for the ESPIG. These funding envelopes focused on priority interventions of the five-year Puntland Education Sector Strategic Plans (ESSP) 2017-2021 which support quality education for all children of Puntland, from pre-primary through Grade 8, under an efficient, inclusive, and equitable education system. The GPEP provided scaled support to quality education services and learning opportunities in safe and protective environments for children, particularly in the more vulnerable areas of Puntland. Both allocations were organized around three principal components with similar outputs:

Component 1: Prioritizing quality teaching and children's learning outcomes.

Education Sector Programme Implementation Grant Outputs

? Development and distribution of pre-service and in-service teacher training polices, manuals and curriculum based on the national curriculum framework.

? Completion and certification of in-service training for 975 practicing primary teachers and 156 newly recruited primary teachers, with 50% of the participants being women from rural areas.

? Completion of training of school management and instructional leadership for 270 primary head teachers (50 % from rural areas).

? Development of 56 textbooks and 56 teaching guides for 7 core subjects in primary school.

Maximum Country Allocation Outputs

? Completion and certification of in-service training for 400 practicing primary teachers (100 per cent from rural teachers).

? Completion of training in school management and instructional leadership for 150 primary head teachers (50 per cent from rural areas).

- ? Development, print and distribution of 32 textbooks and 32 teacher guides for upper primary schools.
- ? Teachers' professional test (TPT) developed and administered to assess teacher competency in general pedagogy and assigned subject area.
- ? Rehabilitation of Garowe Teachers' Education College (GTEC) and establishment of two teachers' resources centres.
- ? Construction of a curriculum development centre.
- ? Organization of awareness campaigns and events to boost enrollment rates.

Component 2: Promoting equity in education for the most socially excluded children.

Education Sector Programme Implementation Grant Outputs

- ? Selection of 2,650 pupils to receive primary school financial support to attend schools.

Maximum Country Allocation Outputs

- ? Selection of 2,650 pupils to receive continued primary school financial support to attend schools.
- ? Construction of 5 new primary schools, 20 additional primary school classrooms with 5 early childhood classrooms and 5 girls friendly spaces.
- ? Education awareness campaigns/events among government institutions, teachers, CECs and community.

Component 3: Effective and accountable education systems.

Education Sector Programme Implementation Grant Outputs

- ? Education Management Information System (EMIS) is decentralized, expanded, with data collected, processed, analyzed, and disseminated to support effective quality assurance.
- ? Annual examinations for primary year 8 conducted, marked, and results announced and utilized.
- ? Measuring Learning Achievement (MLA) assessments for literacy and numeracy are undertaken annually for primary Grade 3.
- ? Inspection and supervision conducted routinely by regional and district staff to strengthen quality assurance systems.
- ? Ministry of Education and Higher Education (MoEHE) sector management capacity improved through embedded technical advisors.

Maximum Country Allocation Outputs

Same as ESPIG (above)

There were slight changes to the initial ESPIG programme design during the third year of implementation, from October 2019 to September 2020, but the three main ESPIG outcomes remained the same. However, at that time, GPE encouraged Puntland to consider modest restructuring of the ESPIG to address some of the COVID-19 pandemic-related challenges. In this regard, the MoEHE and UNICEF, in consultation with the Education Sector Committee (ESC), agreed to restructure specific activities to complement GPE COVID-19 accelerated funding provided under a separate GPE grant. After the ESC endorsed the restructured ESPIG activities, the Grant Agent (GA) also requested and received approval for restructuring and an extension up to 31 December 2020. The restructured ESPIG activities are detailed below:

1. The Purchase and distribution of learning materials was planned under the ESPIG to provide learning materials for vulnerable children throughout the program lifetime. These materials were provided in the previous two years. However, due to the COVID-19 pandemic, it was not possible to procure these items within the timelines for this particular year. (US\$ 79,500)
2. MLA assessments (literacy and numeracy) could not be conducted in year three (2020) of ESPIG due to the early school closure and the COVID-19 restrictions. The MCA also had allocations for MLA and, therefore, this activity was to be done once the situation improved. (US\$ 47,541)

3. The regional examinations board capacity building for MoEHE staff was particularly challenging given the COVID-related travel restrictions. The initial plan was to undertake benchmarking visits to neighborhood countries like Kenya, Ethiopia, and Uganda. This benchmarking exercise couldn't take place and, thus, the MoEHE assigned the Examinations Department staff to other tasks and reprogramming allowed for use towards COVID-19 related activities. (US\$ 12,000)

Also, during the third quarter of 2023, the MOEHE and UNICEF staff, in consultation with the Puntland Education Sector Committee (ESC), extensively reviewed the implementation status and remaining MCA resources and deemed it prudent to request a no cost extension (NCE) until June 30, 2024. The main rationale for the extension request stemmed from the following:

Delays due to the unanticipated necessity for extended quality assurance reviews, proofreading, and field testing of newly developed primary textbooks and teacher guides.

Strain on resources (personnel/time) in response to the drought emergency and Las Canood crisis.

Unanticipated complexity and time required to plan, develop, and administer MLA assessments and teacher training on recently distributed textbooks and teacher guides.

Although there were sufficient funds remaining in the MCA grant to carry out planned activities, some of the grant balance had to be reallocated to other activities. For instance, the EGRA/EGMA planned under Activity 3.3.2, aimed at assessing the literacy and numeracy skills of Grade 3 students, was intended to be integrated with and contribute to the unified EGRA/EGMA planned for all Federal Member States (FMS) during the 2023/2024 academic year. However, this unified EGRA/EGMA exercise, which was to use standardized tools and processes across all states, was not implemented as initially planned. On the other hand, the MLA (reading/mathematics) of Grade 3 and Grade 7 students, for which the tools and processes had already been developed and piloted, was successfully scaled up and implemented in May 2024.

Beneficiaries' Views on Relevance

Detailed Description

Although no dedicated beneficiary satisfaction survey was included in this program, key informants, headteachers, and teachers considered the GPEP project relevant. They highlighted that the programme effectively addressed local barriers to education, contributing to a steady increase in school enrolment and retention of primary students. This was achieved through initiatives such as school fee scholarships for the most marginalized children, the development and distribution of textbooks and teacher guides for Grade 1-8, and certification training for over 1,500 teachers and 420 head teachers.

The GPEP also significantly improved school infrastructure by constructing new classrooms and temporary learning spaces (TLS), complete with furniture and WASH facilities, as well as rehabilitating general school infrastructure to ensure a safe environment for children. Headteachers reported that school attendance improved as parents and community members gradually increased their support for formal school enrolment, following sensitization meetings organized by local Community Education Committees (CEC). Most importantly, the percentage of Grade 3 primary students meeting the benchmark for reading and mathematics competency, as measured by the Measuring Learning Achievement (MLA), increased from the 2020 baseline to the most recent MLA implemented in May 2024 (Literacy 76% / Numeracy 65.5%).

Assessment of Project Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

High

Detailed Description

The Puntland GPE ESPIG was designed to address key priorities outlined in the Education Sector Analysis (ESA) and the Education Sector Strategic Plan (ESSP) 2017-2021. The programme was premised on

these priorities and consisted of the three components and corresponding outputs detailed under the first section of this report (Overall Relevance). The GPE Maximum Country Allocation (MCA) built on ESPIG achievements and addressed additional priorities. However, the three components of the ESPIG and MCA were essentially identical and contributed to the overarching ESSP goal of strengthening effective education service delivery through improved access to, as well as quality and equity of education for, the most vulnerable groups in Puntland. The key barriers to expanding quality education services to all children addressed during the GPEP:

Gender parity Index (the Primary Gender Parity Index (GPI) was 0.81 at the beginning of the ESPIG and rose to 0.89 by the end of the programme. This suggests that GPEP, along with other partners’ programmes, steadily contributing to the improvement of gender parity in primary education.

Primary school infrastructure development – GPEP provided funding for 40 fully furnished classrooms with WASH facilities and three girls spaces. Guidelines for the construction of school facilities were also developed under the GPEP outlining: needs assessment and site selection; hazard risk assessment; development of Site Planning Application for school construction; design specifications; and facilities operation and maintenance.

Updated teaching and learning materials (TLM) – development, printing, and distribution of primary textbooks (grades 1-8) and teacher guides based on the new curriculum. This intervention also included induction training for 2,500 teachers upon initial distribution of 176,400 textbooks to Puntland primary schools. The MoEHE also completed the TLM policy and guidelines for the development, printing, distribution, and management of textbooks and other supplementary TLM published through the MoEHE.

Teacher management and professional development – the programme expanded the cadre of certified teachers in Puntland providing certification training to 156 pre-service candidates and 1,375 in-service candidates. GPEP also established a comprehensive teacher databases and teacher proficiency test (TPT) to support management of the primary level teaching force and inform teacher professional development needs.

Financial support to vulnerable students – a community managed scholarship scheme was developed that provided school fee support to 2,650 vulnerable children and implemented for the lifetime of the GPEP.

Emergency response - GPEP demonstrated adaptability to crises, including the COVID-19 pandemic, drought, and conflict by providing essential resources such as water, learning materials, and support to remote learning solutions. The programme also mobilized stakeholders to assess the COVID-19 and drought situations to mobilize ancillary support services and supplementary funding.

Despite the achievements of the Puntland GPEP, the nominal proportion of female educators and administrators remains a significant challenge and efforts must continue to engage more women in the education professions. These gender inequalities are found throughout the education system with females constituting only about 15 percent of the teaching force and many of them unqualified. The low proportion of female teachers in schools has a particularly strong correlation to diminishing girls’ enrollment and retention in upper primary and secondary education in Puntland. However, this trend is not unique to the education domain and mirrors the low female representation across the socio-economic and political spheres. Recruitment and training of more female teachers is an area which UNICEF, and increasingly state and federal education ministries, have prioritized.

Efficacy by Component/Objective

Component / Objective	Level of Achievement (Outcome Level) at End of Grant 3
Prioritising Quality Teaching and Children’s Learning Outcomes	High

Brief narrative on key achievements and challenges, by component/objective

The overall objective of Component 1 was to improve learning outcomes for primary students. Throughout the ESPIG/MCA programme, teachers were recognized as the essential link to improving student learning outcomes. Therefore, a core programme strategy was to increase the number of certified teachers and head-teachers through both pre- and in-service professional development support. The MoEHE provided the necessary professional development support to certify a cohort of 270 headteachers and 1,131 classroom teachers (975 in-service/156 pre-service) under the ESPIG and an additional 150 headteachers and 400 teachers under the MCA.

Unfortunately, the teacher workforce in Puntland is predominantly male, with only 15% female teachers, a trend that mirrors the broader teacher profile across Somalia. This low percentage of female teachers

may contribute to the decline in girls' enrollment and retention in upper primary and secondary education. However, these trends extend beyond education and reflect the broader lack of female representation in socio-economic and political spheres. Moving forward, UNICEF will continue to focus on the recruitment and training of more female teachers as a key area of support to MoEHE.

In 2022, a comprehensive profiling of the primary school teaching cadre was conducted across all primary schools within Puntland. Personal and professional information was collected from 6,000 active primary school teachers and an online interactive database system was established for regular updates. By the end of 2023, a total of 8,684 teachers (1,156 female) were registered as active in Puntland's schools and learning centers. Since teacher profiling is an ongoing process, the database will continue to change as new teachers are registered and others deactivated throughout each academic year. This automated teacher profile database enables the MoEHE to manage teacher development, deployment, and remuneration more effectively while reducing the risk of duplicate teacher payments from various funding sources and projects.

The Department of Teacher Training introduced the Teacher Proficiency Test (TPT) to evaluate teachers' knowledge and skills, improve the certification process, guide professional development, and enhance student outcomes. Despite progress in teacher certification in Puntland, TPT results reveal the need for additional support, especially with new textbooks and the expanded Early Childhood Education program. The MoEHE underscores the importance of systemic changes focused on continuous professional development and lifelong learning for educators.

During the GPEP, the MoEHE received technical support to develop, test, and distribute primary textbooks and teacher guides (Grades 1–8). A total of 194,950 textbooks and 16,800 teacher guides were distributed to 27,850 students (46% girls) in 17 towns and districts, focusing on low-income and IDP families. These materials translated the competency-based national curriculum into practical tools, enhancing teaching quality and learning outcomes.

The GPEP facilitated the construction of a new MoEHE Curriculum Development Center, comprehensive renovation of the Garowe Teacher Education College (GTEC), and establishment of two regional Teacher Resource Centers (TRCs) in Armo (Bari region) and Galkayo (Mudug region). These facilities, furnished before the 2023/24 academic year, enhance the MoEHE's capacity to improve teacher training and develop high-quality teaching and learning resources.

Component / Objective	Level of Achievement (Outcome Level) at End of Grant 3
Promoting Equity in Education for the Most Socially Excluded Children	High

Brief narrative on key achievements and challenges, by component/objective

Component 2 aimed to improve education access for children in rural areas and disadvantaged groups. In rural regions, including those inhabited by nomads and pastoralists, sparse populations over vast areas lead to unequal access to schools compared to urban areas. Barriers such as school fees, the cost of textbooks and supplies, inadequate learning materials, and limited school feeding services, compounded by familial poverty, contribute to high dropout rates. Enhancing education access and quality in these communities is essential to ensure all children can exercise their right to education.

This programme component covered school fee scholarships and learning materials for children from marginalized groups - including girls, rural children, internally displaced persons, and children with disabilities in remote and hard to reach areas. The construction of additional classroom space and WASH facilities under this component also improved education access in areas lacking sufficient education infrastructure. These activities constitute a valuable adjunct to the broader interventions of the ESSP in supporting the most vulnerable children to access primary education and transition to secondary education.

During GPEP, the MoEHE, in partnership with UNICEF, provided scholarships to 2,650 children (49% girls) to support school fees. This scholarship scheme, aimed at promoting equity, has improved access and enrollment for vulnerable and socially excluded children and has been extended to other education programs in Puntland. The beneficiaries are enrolled in schools across all regions and districts of Puntland. Fees are directly transferred to parents through financial institutions. To ensure the scholarships reach the intended students, MoEHE conducts quarterly monitoring, random monthly verification calls, and school visits to confirm attendance and proper transfer arrangements for students.

Under the GPEP, significant efforts were made to increase classroom space in project schools. By the end of 2021, preparatory activities for construction were completed, including site assessments, design development, Bills of Quantity (BoQs), and bid preparation. Despite a nearly 30% rise in construction material costs due to COVID-induced supply chain issues, MoEHE and UNICEF worked together to optimize the budget. Private construction companies completed 37 new classrooms, seven latrine blocks, and three girl-friendly spaces by the end of 2021. The GPE-MCA and EiE construction projects were combined into geographic lots for simultaneous execution, improving efficiency and reducing costs by considering geographical advantages and awarding bids based on value for money. This also minimized material and labor transportation costs and timeframes.

Centralized Exam beneficiaries Female Male Total
 Grade 8s 4,574 6,485 11,060
 Scholarship beneficiaries 1,323 1,323 2,650

Component / Objective **Level of Achievement (Outcome Level) at End of Grant 3**
 Effective and Accountable Education Systems High

Brief narrative on key achievements and challenges, by component/objective

Component 3 aimed to strengthen institutional systems for better service delivery. Since the establishment of Puntland in 1998, primary school numbers and enrollments have grown significantly, from 31,420 students in 1998 to 228,338 students in 2022/2023. However, the MoEHE’s capacity to manage and deliver education services has not consistently kept pace with this growth. As a result, the GPEP focused on strengthening the MoEHE’s institutional systems to improve service delivery.

This included enhancing the collection, management, and oversight of education data, conducting valid annual exams, performing Measuring Learning Achievement (MLA) assessments, and providing routine school and administrative supervision with feedback to schools. These efforts strengthened the MoEHE’s quality assurance role. The Education Management Information System (EMIS), exams, MLA, and school supervision were interconnected and contributed to the program’s goals of improving education quality, increasing equity and access for vulnerable groups, and strengthening education service delivery in Puntland. Additionally, various MoEHE departments received long-term technical support to improve Education Sector Quality Benchmarks (ESQB) in areas like finance, quality, and personnel.

Over the course of GPEP implementation, the MoEHE successfully decentralized 70 % of Education Management Information System (EMIS) activities to the regional level with all 9 regions using EMIS. Also, in the 2023-24 academic year, pass rates for the Puntland Primary Leaving Certificate examinations climbed to 97 %, and MLA results demonstrated improved reading and mathematics competency among Grade 3 and Grade 7 students. 7 out of 9 Education Departments achieved the prescribed Education Sector Quality Benchmarks with accountability mechanisms strengthened under this component by establishing an integrated financial management system. This ensures the Public Financial Management Systems within the government will enhance budget credibility, transparency, and financial reporting and enable the MoEHE to publish in-depth financial inputs and outputs of each department.

Contribution to system progress (including the variable part)

Detailed Description

Component 1: Prioritizing Quality Teaching and Children’s Learning Outcomes

The overall contribution of the GPEP to sector progress has been satisfactory despite the COVID-19 pandemic, state and federal election processes, the drought emergency, and the territorial dispute in Las Canood between Puntland and Somaliland.

A total of 975 in-service teachers (12% female) and 156 pre-service teachers (40% female) received certification training under the ESPIG (2017-2020) and an additional 400 in-service teachers (14% female)

received certification under the MCA. As noted earlier, expanding the recruitment of female teachers, and their retention and promotion is a priority. The GPEP also established and operationalized an online interactive Teacher Database profiling the primary school teaching staff across all Puntland schools enabling the MoEHE to manage teacher development, deployment, and remuneration more effectively. Stakeholders, including NGO partners, the Teacher Education Unit, Regional Education Coordinators, Teacher Database Administrators, and the Teacher Incentive Payment unit, were crucial in registering new teachers each year. Qualified data entry experts from the Regional Education Offices (REO) and MoEHE ensured accurate data entry and ongoing verification. By the final academic year of GPEP (2023-2024), a total of 8,684 teachers (1,156 female) were registered as active in Puntland schools and learning centers.

In 2022, as part of a strategic reform initiative, the Department of Teacher Training introduced a Teacher Proficiency Test (TPT) to assess teachers' knowledge in both subject content and pedagogy. The first round, conducted in 6 regions, tested 572 teachers across 8 subjects (Somali, English, ICT, Arabic, Islamic Studies, Science, Social Studies, and Mathematics). Building on lessons from this, a second round in 2023 involved 1,186 teachers (96 female) from primary schools across Puntland. Unlike the first round, teachers could select a single subject for proficiency testing alongside the pedagogical skills test. The results revealed that 44% of teachers failed their chosen subject test, while 24% passed the pedagogical skills test.

While pre- and in-service teacher certification has expanded in Puntland, the TPT results underscored the need for greater support beyond licensure. The MoEHE recognized the necessity for significant systemic changes to prioritize continuous professional development and lifelong learning opportunities for teachers and head teachers, including the following urgent actions:

- ? Support teachers with educational materials including textbooks, novels, e-books, and other online content.
- ? Provide online courses/classes, tutorials, educational apps to build knowledge, skills, and ICT literacy.
- ? Upgrade and harmonize pre-/in-service teacher professional development curricula used by various universities and colleges.
- ? Establish an online system through universities and other teacher training institutions to facilitate learning opportunities from the workplace.
- ? Preparation and recording of all professional development materials for online/offline use.
- ? Expansion of school-based observation, coaching, and mentoring to create, and strengthen, communities of practice.

The development of lower and upper primary school textbooks and teacher guides helped the MoEHE to translate a competency-based national curriculum framework into practical learning and teaching resources. The Puntland GTEC provided space and resources for the MoEHE to orchestrate this process over an approximately three-year period, which included: writing of subject texts; proof-reading and adaptation of feedback; editing and layout; content review for age-appropriateness, culture, context, gender-sensitivity; and translation of certain subjects (i.e., Mathematics, Social Studies, and Science) into other languages of instruction (Arabic and Somali). In 2023, the MoEHE printed 176,400 copies of the primary school textbooks which were subsequently distributed to 25,200 students (46 per cent girls) in 119 primary schools. This distribution of textbooks targeted locations with the highest proportion of children from low-income families or IDP families located in 17 towns/districts across Puntland. In addition, the MoEHE also printed and distributed 16,800 copies of corresponding teacher guides. Central and regional education authorities were engaged in real time monitoring of the distribution process to ensure resources reached the intended beneficiaries. In schools where the number of children enrolled exceeded the available allocation of textbooks, distribution teams introduced a textbook-sharing option applying a ratio appropriate to each situation. In 2024, GPEP supported a further printing and distribution of 18,550 textbooks to 2,650 scholarship students (49% girls) from the most vulnerable families. This cohort of scholarship students were enrolled in 304 schools in more than 30 districts across nine regions.

The introduction of new textbooks in Puntland schools posed a challenge for teachers who required support to effectively incorporate these new resources into their teaching practice. Therefore, a comprehensive induction training was introduced to equip teachers with the necessary foreknowledge and skills to successfully utilize the new textbooks once distributed and used consistently in the classroom. The Induction Training programme used a blended learning approach, combining in-person sessions with practical assignments with 10 teams of experienced trainers and subject matter experts involved in delivering the sessions. Collaborative platforms and communication channels were established to ensure effective coordination, supervision, and consistent attendance. The induction training ultimately benefited 2,500 primary teachers (31% of Puntland's total), organized into 5 clusters, who were then equipped to conduct cascade training within their respective clusters. Pre- and post-training assessments, feedback surveys, and classroom observations measured knowledge gains and textbook use. Continuous feedback enabled ongoing improvements. To ensure sustainability, a plan for ongoing professional

development was developed, including follow-up sessions, mentoring, and online communities of practice to foster collaboration among teachers.

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

The school scholarship scheme, consistently supporting education access for 2,650 vulnerable and socially excluded children, has been a key intervention each academic year under both the ESPIG and the MCA. Fees were directly transferred to the parents of eligible children through financial institutions. Scholarships were managed via Community Education Committees (CECs), with supervision from regional and district authorities to monitor attendance and engagement. Additionally, the GPEP provided free learning supplies for this cohort of students each year, including a supplementary distribution of 18,550 copies of the recently developed primary school textbooks during the 2023/2024 academic year.

The MCA portion of the GPEP significantly improved school infrastructure, with 37 new classrooms, seven latrine blocks, and three girl-friendly spaces built. Preparatory activities, including site assessments, design development, and tender preparation, were completed by the end of 2021. Despite a 30% increase in material costs due to COVID-related supply chain issues, the MoEHE and UNICEF optimized available funds to meet initial infrastructure goals. GPE-MCA and GPE-AF construction projects were combined into geographic lots for simultaneous execution, improving efficiency and reducing costs. These lots were tendered to pre-qualified bidders based on value for money and geographical advantages.

Component 3: Effective and Accountable Education Systems

Under the GPEP ESPIG, the Ministry created a state examination question databank to reduce the cost of annual exams and ensure broader coverage over time. The Puntland Examination Board (PEB) registered 11,059 Grade 8 candidates (6,485 boys and 4,574 girls) for the first ESPIG-supported exam at the end of the 2019/2020 academic year. Despite disruptions from COVID-19, the exams were successfully completed with GPEP support. The GPEP continued to support exam improvements through the ESPIG and MCA, including better exam preparation, distribution, administration, and security. By the end of the 2023/24 academic year MoEHE administered centralized exams to 14,236 grade 8 students (7,823 boys and 6,413 girls). This data showed significant growth in candidates and a slight improvement in gender balance; however, low performance in STEM subjects highlights the need for a strategy to improve teaching of these subjects in public schools.

The strengthening of the Education Management Information System (EMIS) remains a crucial element in improving the Puntland education sector planning. Throughout the lifespan of the GPEP, MoEHE successfully implemented the EMIS annual education census exercise and subsequently published and disseminated the Puntland Educational Statistical Yearbook. The publication provides a comprehensive overview of the education system, enabling informed decision-making and facilitating evidence-based planning and policy development. The annual EMIS scheme consists of series of activities starting from (a) printing EMIS tools and distributing them to all schools, (b) paper-form data collection from all learning facilities, (c) verifying correctness of collected data at Regional EMIS centers, (d) digitalizing the data from paper form to computerized data, (e) providing identification of data errors and returning it to respective schools, (f) Group review of data by regional EMIS coordinators for final analysis stage, (g) comprehensive data analysis (h) final validation of the analysis findings, and finally (i) print and dissemination of school yearbook. An online version of the report is subsequently posted to the MoEHE internet website and is publicly accessible.

In the final year of the GPEP, a Measuring Learning Achievement (MLA) assessment was administered to assess the reading and mathematics skills of 2,000 students in Grades 3 and 7 across five regions. The assessment sample was drawn from 28 GPEP-target schools and 22 schools not supported by GPEP. Overall, across all 50 sample schools, reading and mathematics proficiency was 76% and 67% respectively among Grade 3 students and 67% and 56% respectively among Grade 7 students.

The assessment also measured the magnitude of the difference between the performance of the GPE and non-GPE schools using Cohen's effect size formula (Cohen's d). For the interpretation of the effect size, a small size close to zero indicates there is little difference in the mean performance of the target and non-target schools and a large size indicates that target schools are performing better than non-target schools. The effect size value was categorized as follows:

Effect size score / Performance effect

0.10 Small

0.30 Medium

0.50 Large

Overall reading results show that the target school students performed better than non-target school schools. The effect sizes were 0.43 and 0.35 in grade 3 and grade 7 respectively. This indicated the medium impact difference of the intervention. In grade 3, the mean difference between the target, and non-target schools was 1.66 with a higher standard deviation in non-target schools, and in grade 7 the mean difference between the target and non-target schools was 1.62 with a higher standard deviation in non-target schools.

Overall mathematics results indicate that the performance of target school students was better than non-target school students. In grade 3, the effect size was 0.31 which is a medium performance effect, and in grade 7, the effect size was 0.20 which indicates a lower effect. In grade 3, the mean difference between the target, and non-target schools was 1.16 with a higher standard deviation in non-target schools, and in grade 7 the mean difference between the target and non-target schools was 0.79 with a higher standard deviation in non-target schools. Although the effect size in grade 7 indicated only a minimal performance gap between the school samples, the effect size in grade 3 indicated higher mathematics performance in GPEP supported schools than in non-target schools.

In 2024, the GPEP supported a MoEHE School Supervision Training based on newly developed/upgraded Quality assurance policy and tools for school supervision. Training was provided to 32 school supervisors/inspectors from all regions of Puntland and covered a wide range of topics related to school supervision, including:

- Purpose of school supervision
- Different types of school supervision
- Skills and knowledge needed for effective school supervision.
- How to conduct classroom observations
- How to provide feedback to teachers, Headteachers and other stakeholders
- How to work with teachers to improve their teaching

A follow-up supervision exercise focused on a sample of 90 schools, covering 16% of the teaching population (1,136 teachers) and 21% of students (46,817) in Puntland. The exercise focused on 8 core indicators aligned with MoEHE supervision guidelines. The following were the key findings from the inspection exercise:

Strengths

- Active Community Engagement - schools benefit significantly from the vibrant and supportive participation of their communities.
- Effective School Leadership - sound school management practices provide a stable, well-managed environment conducive to learning.
- Successful Curriculum Implementation - the availability of syllabi and textbooks significantly contributes to effective teaching and learning.
- Positive Learning Outcomes - Although not explicitly stated, the generally positive performance and presence of key resources suggest positive learning outcomes.

Areas for Improvement

Teacher Shortages - The lack of female teachers and qualified primary school teachers necessitates targeted recruitment and retention strategies to ensure a well-rounded and effective teaching force.

• Resource Constraints: Schools face challenges with limited legal and policy documents, inadequate infrastructure in some areas, and restricted access to health and nutrition services. Examples include reliance on rented buildings and multi-grade teaching due to classroom shortages. Addressing these issues requires strategic investments in infrastructure upgrades, essential resources, and health and nutrition programs.

• Technological Resource Scarcity - The identified lack of ICT equipment and science laboratories necessitates increased investment in these crucial areas to prepare students with the necessary skills for the digital age.

Other Effects

Detailed Description

The joint contracting of school construction under the MCA and the supplementary GPE-supported Education in Emergency program (2020-2022) within the Accelerated Funding (AF) framework enabled more efficient implementation. This approach combined MCA and AF-funded facilities into the same project lots, resulting in cost savings, especially during the COVID pandemic when material costs and transportation were high. The expanded school infrastructure positively impacted enrolment and provided additional space for afternoon sessions, such as ABE classes. However, to maintain sustained enrolment growth in both formal and ABE settings, continued support for teacher training, school grants, and teaching/learning materials is essential.

The GPEP provided a solid and timely foundation for GPE-supported Education in Emergency (EiE) AF funding (2020-2022) as well as dedicated COVID-19 (2020-2021) and drought response (2022-2023) funding. The EiE AF support to the MoEHE EiE unit, Education Preparedness Response training, and construction of a centrally located EiE warehouse facilitated more timely response to the rapidly evolving drought crisis. As early as the fourth quarter of 2021, the MoEHE had completed a rapid assessment and disseminated a report identifying 71 schools in need of immediate water trucking support. Building upon this support the GPE Drought Response funds were more quickly mobilized to ensure schools at risk of closing received essential operational support (WASH, school supplies, teacher incentives) to stay open throughout the drought. The dedicated COVID grant helped mobilize resources for safely reopening schools and funded the creation of the Learning Passport platform. This platform, along with its content, enabled students to continue their education online during the COVID-induced school closures.

While the GPEP and similar funding initiatives have provided direct funding and strengthened the capacity of ministries to implement high-value, high-profile programs, they have also led to increased expectations among some government leaders that all future donor funding should be channeled directly through the relevant ministry. This attitude can create challenges when donors require civil society involvement in their projects. To address this, UNICEF has consistently engaged with government officials at all levels, clarifying the differences in funding modalities and conditions, and negotiating partnership structures that align with these requirements while optimizing project outcomes.

Conditions Affecting the Project

Detailed Description

During implementation of the GPEP, the COVID-19 crisis did present challenges due to school closures, restrictions on group gatherings disrupting initial training plans, limited staff presence for some partners, and increased procurement costs, and supply-chain bottlenecks. However, the situation eventually stabilized late in 2021 to the extent that most COVID-related issues could be anticipated and addressed. Later, during the fourth quarter of 2021, the drought situation became an increasingly important priority for MoEHE, donors, and sector partners. The border dispute in the Las Canood area between Somaliland and Puntland was also a major distraction although, like the drought, it did not have a direct impact on GPEP schools. The other long-term external disruption has been the continuing political tensions between state and federal institutions on their respective understanding of and approaches to decentralization under a federal system.

However, internal factors did have a more direct impact on programme implementation during the lifetime of the GPEP. The unanticipated complexity and time required to plan and implement certain interventions such as the development of textbooks, creation and testing of supervision/inspection tools, and refinement of the MLA assessment necessitated a six-month no-cost extension to complete these and other dependent activities.

The national election process, which played out over the latter part of 2021 and early 2022, did create a major distraction, particularly among government officials across the country. The political instability during this period was most disruptive in Mogadishu due to frequent security lockdowns and travel restrictions for UNICEF national and international staff.

During implementation of the grant, the MOE/HE requested a greater role in the procurement and management of infrastructure works funded through the programme. This represented a significant portion of the overall programme budget and, therefore, required UNICEF, as grant agent, to ensure the MOE/HE remained compliant with its published procurement processes and procedures. Under the circumstances, UNICEF discouraged any tendency to rush procedures or reduce timelines at the expense of due diligence, transparency, and value for money. Although this approach did take more time, it resulted in a commendable job by the MOE/HE in contracting construction services and managing the various infrastructure projects.

The GPEP team identified key risks during development, including security, access, and clan dynamics. Mitigation strategies included risk-informed planning, emergency preparedness, and community engagement through local leaders and Community Education Committees (CECs), ensuring smoother implementation.

To streamline cash transfers, the Harmonized Approach to Cash Transfers (HACT) was adopted, with adjustments based on monitoring and audits. UNICEF, as the GPE Grant Agent, worked closely with the MoEHE to strengthen planning and fund management, and supported the MoEHE's request for a more visible role in procurement, ensuring transparency and quality.

The rapid onset of the drought was an unforeseen risk, but GPEP's design provided a strong foundation for the successful implementation of the GPE-supported Drought Response Programme.

Lessons and Recommendations, Successful Practices and Innovative Interventions

Detailed Description

Adoption of alternative learning opportunities: As the COVID-19 hit Somalia and Puntland schools were closed, the MoEHE and education partners, including UNICEF, developed and functionalized alternative learning platforms (i.e., child-friendly applications) for teachers to complete the 2019/2020 syllabus for grades 8 and 12 students so that they could eventually sit for the mandatory leaving examinations at those two grade levels. Subsequently, under the supplementary GPE-supported COVID grant, the MoEHE, with UNICEF technical support, adopted and customized the Learning Passport Platform for all grades.

Partners are aligning with ESSP priorities: Since the start of ESSP implementation in 2017, it has set a standard for alignment with the MoEHE and collaboration across education sector partners. The Puntland ESC actively mapped donors and partner activities, fostering greater harmonization. As a result, more education partners aligned their activities with key components of the GPEP, even in its developmental stages. The Ministry now encourages all donors and partners to align their support with the priorities and targets outlined in these documents.

Need for expanded teacher professional development support: As highlighted in progress under Component 1, MoEHE, together with all sector partners, must renew their commitment to enhancing professional development pathways for teachers and explore more innovative solutions to achieve this goal. This need has also been recognized as a key driver for both education and economic development in Africa over the coming decades, as emphasized in the African Union's emerging Continental Education Strategy for Africa (CESA) and the ongoing initiative, Transforming Education in Africa for the 21st Century.

TLM policies and guidelines: Although the development, printing, and distribution of the new primary textbooks and teaching guides has been a general success, the process highlighted the need for a definitive policy and/or set of guidelines governing the development, procurement, distribution, and management of teaching and learning materials (TLM). Key areas still requiring further explication include TLM publishing, procurement, book lifespan, loss/damage mitigation, system and TLM management, financing, and TLM capacity development and training needs. An existing draft set of guidelines for TLM draft was further improved in 2024, but still requires further refinement before finalization.

Use of government procurement systems: MoEHE's adoption of procurement responsibilities under GPEP-developed guidelines has been a valuable investment. With UNICEF's technical support and tailored HACT modalities like direct payment, MoEHE has shown increased transparency and accountability in implementing key interventions. This approach is now being applied to other initiatives, including the Joint Resilience Programme in Puntland.

Impact Stories

Detailed Description

Please refer to the links below.

[Brave beginnings - a young girl's school journey | UNICEF Somalia](#)

[A School Submerged in Nature's Wrath | UNICEF Somalia](#)

https://x.com/hashtag/Puntland?src=hashtag_click

<https://x.com/unicefsomalia/status/1751877847013110024>

<https://twitter.com/unicefsomalia/status/1744600809851982077>

<https://x.com/unicefsomalia/status/1739538523076665689>

<https://x.com/unicefsomalia/status/1738810400521535611>

<https://www.facebook.com/UnicefSomalia/posts/pfbid0F8Z53R74DqhPmMFCKxs13REhrjUJEp92dE5rU5LwjVBC6JCtGm4m9n7V3SGteeotl>

<https://www.facebook.com/UnicefSomalia/posts/pfbid02xUojxnBhnfrbkNjhodaf7wGhsEvWuY7pXiCTZMwfhtQh77n2RqG6qWsFXMYFJf5yl>

<https://www.instagram.com/p/C3HauLFsSSg/>

<https://www.instagram.com/reel/C2rTQr7NpLk/>

https://www.instagram.com/p/DDI1h2HtFqI/?img_index=1

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Efficiency 4

High

Timeliness

Detailed Description

The COVID-19 outbreak initially caused delays in the implementation of the ESPIG and MCA, due to school closures, restrictions on group gatherings, and disruptions to training activities and coordination meetings. However, these issues were largely addressed by rescheduling activities not dependent on others and utilizing online platforms more regularly. Furthermore, the modified procurement and construction management processes required additional time to enhance the capacity and transparency of the Ministry of Education and Higher Education. Despite these challenges, the overall progress of the program remained satisfactory.

Detailed Description

Beyond COVID-19 delays, the primary challenges to project implementation were the complexity and scale of construction tasks, compounded by the significant rise in material costs from planning to execution. Completing 40 classrooms and ministry buildings (1 Curriculum Development Center, 2 Teacher Resource Centers) within a year proved overly ambitious. These factors necessitated a no-cost extension of the MCA to accommodate the additional time required in Puntland's challenging context during 2021-2022.

Grant Costs

Detailed Description

Benchmarks

a) Permanent classroom: \$7,000

b) Set of classroom furniture: \$80

c) Latrines w/handwash facilities: \$1,560

The cost of construction materials increased by an average of 30 % from the planning phase in 2020 to the implementation phase in late 2021. The MoEHE, with support from UNICEF, conducted two market surveys – one in July 2021 and a second in October 2021. The surveys documented the rise in costs for basic construction materials coming through the principal Puntland port of Bossaso and used for items as listed under section (i) above. The increase was largely due to COVID-induced supply and logistics bottlenecks experienced globally.

Despite rising per-unit construction costs, cost-saving measures were vital to achieving targets and ensuring value for money. To optimize resources, the number of Temporary Learning Spaces (TLS) was reduced in favor of rehabilitating existing classrooms. GPE-MCA and GPE-EiE construction projects were merged into geographical lots for simultaneous execution, tendered to pre-qualified contractors based on value-for-money and geographic advantages to reduce transportation costs and time. This approach allowed MoEHE and UNICEF to mitigate inflation impacts while meeting project goals.

Alignment and Harmonization

Detailed Description

UNICEF collaborated closely with the local Education Cluster and MoEHE on the assessments that formed the basis for the program's initial planning. Regular updates on the program were shared with the Education Sector Committee (ESC) during scheduled meetings. The procurement modifications and the no-cost extension were thoroughly discussed and endorsed by both the Puntland and Federal Education Sector Committees, as well as the Education Donor Group. These processes were completed on time and did not negatively impact the implementation of the grant.

The main partners for this program were MoEHE at the state, regional, and district levels. Additionally, several high-value contracts were signed between MoEHE and private construction contractors, as well as consulting engineering firms, to enhance school infrastructure and WASH facilities under the GPEP. MoEHE, supported by UNICEF engineers and an embedded engineer within MoEHE, successfully contracted and managed several private contractors hired for construction work. Many of these contractors, along with independent third-party engineering consulting firms responsible for quality assurance, had previously been directly contracted by UNICEF and demonstrated their reliability as partners under MoEHE contracts.

Partnerships

Detailed Description

The Puntland MoEHE has a strong history of collaboration with development partners and donors, including UNICEF (ESPIG/MCA Grant Agent), the EU (Sector Coordinating Agency), USAID, the World Bank, Norway, Save the Children, the Somalia Education Cluster, GTEC, PDRC, and PUNTNEFA. These partners form the Education Sector Committee (ESC), facilitating coordination among the government, development partners, and civil society. Regular updates on GPE and ESSP implementation progress were shared through the ESC. Additionally, the Education Cluster, co-chaired by UNICEF and MoEHE, held monthly and ad hoc meetings to address sector priorities.

Use of Data and Evidence for Improvement

Detailed Description

The key guided documents for development of the GPEP interventions were the Education Sector Strategic Plan 2017-21 and the Education Sector Analysis 2021. During the life cycle of the project quarterly monitoring visits to schools and annual EMIS data provided opportunities to regularly gauge progress against the sector priorities embedded within the three GPE components such as: increasing primary enrolments; expanding access to national examinations; decentralization of EMIS processes to all nine regions of Puntland; increasing the number of certified teachers in Puntland primary schools. Monitoring reports and annual EMIS data has confirmed significant progress in all these areas.

Despite these successes, the series of Measuring Learning Achievement (MLA) assessments and Teacher Professional Test (TPT) were perhaps the most revealing. The three MLA assessments done during the lifespan of the GPEP indicate a positive trajectory in primary level reading and mathematics proficiency, particularly in GPEP supported schools. However, there is concern that as pupils move through the

primary cycle their reading and mathematics proficiency is not commensurate with their grade level. This trend has prompted the MoEHE to ensure specific induction training for teachers on all new textbooks.

Use of GPE Processes

Detailed Description

UNICEF, as Grant Agent, provided extensive technical and managerial support throughout GPEP's six-year implementation. Collaborating closely with MoEHE leadership and GPE-supported Technical Advisors, UNICEF facilitated efforts across policy, planning, quality assurance, and finance.

The partnership effectively navigated challenges during the MCA phase, including COVID-19, drought, and the Las Canood conflict, sustaining focus on GPEP priorities. However, with better preparation for bottlenecks and more frequent forecasting from 2020-2023, some delays and no-cost extensions could have been mitigated.

Despite these issues, the GPE MCA significantly strengthened MoEHE's systems, sector coordination, and alignment with Puntland's ESSP. These enhanced capacities position Puntland for sustained progress despite Somalia's ongoing political and economic challenges.

Sustainability and Grant Management

Sustainability

Detailed Description

Advancing education for the most vulnerable children is of strategic importance to the Puntland Government's commitment to ensuring all girls and boys, in and out of school, have access to education services. The GPE-AF programme was initially designed to link to the Puntland ESSP (2017-21). Thus, the main goal of the program has been to build the capacity of communities and institutions, so that education administration at all levels – central, state, community, and school - will be equipped and trained to sustain inclusive quality education beyond the program lifespan. During the planning stage of the program, sustainability was discussed thoroughly with the relevant Ministry of Education to ensure activities were designed to create sustainable systems and not just accomplish short-term objectives.

Despite challenges from COVID, drought, and conflict, the sustainability approach was maintained. UNICEF facilitated regular coordination between government entities, CSOs, and education stakeholders. The MoEHE played a crucial role in enhancing sustainability by strategically placing and training personnel and strengthening monitoring systems and education delivery indicators. The long-term goal is to improve indicators, data, and processes for more rigorous EMIS data collection and analysis. Regular reports and feedback from stakeholders and partners are shared with the MoEHE through the ESC and Working Groups to inform program designs and long-term policy and strategy development.

Although many schools enjoy a certain degree of government funding support, most schools were started and are owned by communities, which remain heavily involved through the Community Education Committee (CEC) mechanism. CECs involved in the GPEP have been quite receptive to contributing to beneficial education interventions and have a more mature sense of ownership. Even in communities where CECs are not quite as robust, the CEC remains best positioned to mobilize local resources and is motivated to improve schools for their own children.

The capacity-building of the MOE/HE as well as the new EiE unit and warehouse will support the MOE/HE to better plan, implement, and monitor emergency responses in crisis-prone locations. The programme has also shown that working closely through community mechanisms such as the CEC can bring local resources to bear and help deal with the OOSC dilemma. The success of cash transfers to retain teachers and ESCG school fee support to children from low-income families highlights the immediate utility of these initiatives, but also illuminates the critical need for the sector to fully address long-term teacher service conditions and education financing.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

143.9

Detailed Description

This nominal amount came back to the grant after a year-end review exercise just prior to grant expiry.

Management Performance

Level of Management Performance s

Satisfactory (S)

Detailed Description

As Grant Agent, and at request of the MoEHE, a grant modification was approved in June 2021 granting the Puntland MoEHE responsibility for procurement and management of construction services. The MoEHE used their own published policies and procedures, previously reviewed and revised under GPEP, to complete transparent tendering, technical review, and contracting with full support and compliance review by UNICEF staff. All financial transactions covered under these MoEHE construction and engineering consulting contracts were guided by the UNICEF HACT Direct Payment guidelines. This modality allowed for direct MoEHE contract management while providing for a UNICEF-controlled accountability gateway whereby all contract payments were ultimately concluded between UNICEF and the contracted vendor upon successful completion of contracted deliverables.

UNICEF ensured the smooth progress of construction projects under MoEHE management by adding two engineers to support the project-funded engineer within MoEHE. These engineers offered technical advice on assessment, design standards, and construction quality, while also reviewing delivery milestones before payments. Additionally, UNICEF introduced an online monitoring tool for the contracted engineering firms to provide independent quality assurance. The consulting firms also assisted MoEHE with bid evaluations and addressed technical questions from contractors during the tender process.

Cofinancing (not related to the Multiplier)

Detailed Description

not applicable

Document Attachments

Tangible Outputs, Knowledge Products, and Results Framework

#	File Name	Document Type	Description
1	Education Sector Analysis (ESA) 2021.pdf	Knowledge Product	Education Sector Analysis 2021
2	ESSP_2017-2021.pdf	Knowledge Product	Education Strategic Plan 2017-2021

2	MLA Report 2020.pdf	Evaluation Report	Periodic Reading and Mathematics Assessment grades 3 & 6
2	MLA Report_2022.pdf	Evaluation Report	Periodic Reading and Mathematics Assessment grades 3 & 6
2	MLA Report_2024.pdf	Evaluation Report	Periodic Reading and Mathematics Assessment grades 3 & 7
2	Teacher Proficiency Test Report_Dec 2021.docx	Evaluation Report	Evaluation of initial TPT (Dec. 2021)
2	ESPIG MCA_Results Framework.docx	Results Framework	GPEP Summary Results Framework (2017-2024)
2	Annex1b Global Numbers_Puntland.docx	Results Framework	Global results - Textbooks distributed, teachers trained, classrooms constructed
2	Puntland GPEP Evaluation Report 2017-2024.pdf	Evaluation Report	
2	2023-2024 EMIS Report.pdf	Knowledge Product	

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.

Annexes

Annex 1: List of Acronyms

Acronym	Description
ABE	Alternative Basic Education
CEC	Community Education Committee
DG	Director General
ESQB	Education Sector Quality Benchmarks
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESC	Education Sector Committee
ESPIG	Education Sector Plan Implementation Grant
ESSP	Education Sector Strategic Plan
EU	European Union

FGS	Federal Government of Somalia
GA	Grant Agent
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfers
IIEP	International Institute of Educational Planning
JRES	Joint Review of the Education Sector
MCA	Maximum Country Allocation
MLA	Monitoring of Learning Achievement
MoEHE	Ministry of Education and Higher Education
PD	Program Document
QA	Quality Assurance
SDG	Sustainable Development Goal
TAs	Technical Advisors
TEU	Teacher's Education Unit
TLM	Teaching/Learning Materials
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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
1	Textbooks distributed to primary level students	194,900	100	All sets of primary textbooks were distributed with corresponding teacher guides and benefited 27,850 children

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Pre-service and in-service certification training supported	1,531	100	156 pre-service certification (40% female) 1,375 in-service certification (13% female)

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of permanent classrooms constructed with furniture and WASH facilities	37	100	Note: Out of 15 schools where classrooms were constructed, water storage was also improved at 4 schools and latrine blocks provided at 7 schools.

% attributed to the grant = 5,600,000 (grant amount)/5,600,000 (total project cost) = 100%

Link to annex: https://worldbankgroup-my.sharepoint.com/:w:/r/personal/ssheshadri_global_partnership_org/_layouts/15/Doc.aspx?sourcedoc=%7B5C5229DC-523B-4124-AE40-FAC6ACAA7E82%7D&file=2023%20MCA_Annex1b%20Global%20Numbers_Puntland.docx&action=default&mobileredirect=true

Annex 3: Variable Part Reporting Template (During Implementation)

No Data Available

Annex 4: Cumulative Beneficiary Children / Other Students Reporting Template

Provide the cumulative number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), 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)
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Number of children who directly benefited from the project so far:

Of which, girls:						
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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/students, 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/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

1 High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-There were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

2 High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible- The project barely achieved or did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its objectives (intended outcomes).

3 The scale is as follows: Negligible – The component/objective did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its intended outcomes. Modest – The component/objective partly achieved (or is expected to partly achieve) its intended outcomes. Substantial – The component/objective almost fully achieved its intended outcomes or is likely to do so. High – The component/objective exceeded or fully achieved its intended outcomes or is likely to do so.

4 High-Efficiency exceeded expectations. Substantial- Efficiency was what would be expected in the sector. Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared to both the benefits (if any) and with recognized norms in the sector.

5 Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more grant outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more grant outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more grant outputs, but issues were resolved during the grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.