

Global Partnership for Education



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Secondary school students participate at the launch of the GPE grant in Garowe, Puntland.

**Puntland State of Somalia (Global Partnership for Education)
Education Sector Program Implementation Grant (ESPIG)**

October 25, 2017 - September 24, 2018

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Acronyms/List of abbreviations

CECs	Community Education Committees
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
JRES	Joint Review of the Education Sector
MCA	Maximum Country Allocation
MLA	Monitoring of Learning Achievement
MoEHE	Ministry of Education and Higher Education
PD	GPE Program Document
QA	Quality Assurance
SDG	Sustainable Development Goal
TAs	Technical Advisors
TEU	Teacher's Education Unit
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Summary of Program	
Country	Somalia-Puntland State of Somalia
Name of Program	Education Sector Program Implementation Grant (ESPIG)
Reporting period	October 25, 2017 - September 24, 2018
GA's Program ID	SC170513
Name of Grant Agent	United National Children's Fund (UNICEF)
Program amount	US\$ 5.6 Million
Revised Amount	N/A
Funds Received (including Agent Fee)	US\$ 2,462,816.95
Disbursed ¹ Amount (Programmable)	US\$1,683,572.28
Program approval date	August 25, 2017
Program effectiveness/start date ²	October 1, 2017
Program closing date	October 24, 2020
Revised program closing date	N/A

¹ Note: "Disbursement" refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

² Official date in line with approval letter. Program effectiveness (start) date is considered as the date when the program implementation has effectively started, marked by the occurrence of an event defined in the grant application, 25 October.

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1. Program Implementation Progress

1-1. Program Overview

The GPE program aims to address several of the identified key priorities in the Education Sector Analysis (ESA) 2016 and Education Sector Strategic Plan (ESSP) 2017-2021. The program is built on three key components.

The GPE program has three fundamental components: promoting equity in education for the most socially excluded children, prioritizing quality teaching and children's learning outcomes and effective and accountable education systems. The program puts forward the following three objectives, which are in line with the ESSP 2017 – 2021 of Ministry of Education and Higher Education (MoEHE).

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

Teachers are an essential link to improving student learning. One of the core focuses of the GPE program is the improvement of student learning outcomes through increasing the numbers of certified teachers, with increased in-service support to improve continuous learning of children in classrooms. To demonstrate achieving learning outcomes, primary students in Puntland must achieve pass rates in Monitoring of Learning Achievement (MLA) for literacy in Somali and Math in grades three and six. For students to achieve pass marks in Math, Language and other subjects, the government needs to train more teachers, and certify the teachers are using child-centered teaching. It is the MoEHE's intention is to attain an inflow of 270 head teachers and 1,131 teachers (975 in-service and 156 pre-service in three years) are trained on the appropriate child-centered and gender sensitive pedagogy into the school system to improve the learning.

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

Financial barriers such as school fees, insufficient supplies in schools, cost of textbooks and lack of school feeding and learning materials combined with poverty are the reasons children drop out of school in Puntland. In rural in Puntland, which includes a substantial proportion of disadvantaged populations, children do not have the same opportunities to access school as their counterparts in urban areas. Rural areas include vast land masses with sparse populations, nomads, pastoralist communities and/or small towns in coastal areas. To improve accesses in these hard to reach areas, the GPE program provides primary school fee scholarships managed through community based school mechanisms to 2,650 children from marginalized groups such as rural children, girls, IDPs and disabled children.

Component 3: Effective and Accountable Education Systems

Since the Puntland State of Somalia was established in 1998, the number of primary schools have increased significantly resulting in a considerable increase in the enrolment of primary school children. While these strides in access were achieved, strengthening of the MoEHE's capacity has not kept up. A further focus of the program is strengthening the MoEHE's institutional systems to enable better and more effective education service delivery. This includes improving the collection, management and oversight of education data, conducting valid annual examinations, conducting MLA assessments, conducting routine supervision and strengthening the capacity of the Ministry to deliver quality education in Puntland for to all children.

In addition, the departments of MOEHE should have capacity and the right Education Sector Quality Benchmarks (ESQB) in finance, quality and personnel improvement. Thus, the intention of MOEHE is to decentralize 70 per cent activities of Education Management Information System (EMIS) to the regional

level, 7 out of 9 regions will use EMIS, 97 per cent of students pass Puntland Primary Leaving Certificate examinations, 50 per cent of grade three and six students pass Puntland MLA Standards in Literacy and Numeracy (Disaggregated by gender), 30 per cent of schools whose students achieve improved test scores attributable to supervision and inspection by MOEHE and 7 Education Departments out of nine achieving Education Sector Quality Benchmarks.

The MoEHE will utilize EMIS data, examination results, MLA assessment results and routine supervision visits to provide feedback to the school level ensuring improved teachers performance and student learning outcomes and strengthen the quality assurance role played by the MoEHE. Accountability mechanisms will also be strengthened in this component through the establishment of integrated financial management system (working closely with the World Bank) that will enable the MoEHE to publish in depth financial inputs and outputs of each department as well as publish annual auditing reports. The basic theory of change underpinning this component is that 'if the systems are strengthened then this would lead MoEHE to take more of the leadership role of the sector ensuring effective education service delivery'.

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

There were no program revisions that took place during the Reporting period. There were some emerging issues that will be addressed in the second year of the programme including sufficient budgeting for the monitoring activities, as well as costing for some interventions like the textbook development. The new additional Maximum Country Allocation (MCA) of US\$8.83million has provided an opportunity to revisit some of the budgets and targets that were not costed in the GPE grant and align with the ESSP 2017-2020.

1-3. Overall progress



The Minister of Education During the Launch of the GPE grant in 2017.

The GPE grant for Puntland State of Somalia was officially launched on 23 October 2017, and the ceremony was officiated by His Excellency, the Minister of Education. UNICEF welcomed awarding of the three-year US\$5.6 million grant by the Global Partnership for Education (GPE) which is implemented by the Ministry of Education, with UNICEF as the Grant Agent in collaboration with the European Union as the Coordinating Agency. UNICEF worked with the Ministry of Education, the Education Sectoral Partners and GPE to develop the second ESSP. UNICEF was a proactive partner throughout the implementation of this program during the first year, with the following three priority issues, namely:

- 1: Prioritizing quality teaching and children's learning outcomes;
- 2: Promoting equity in education for the most socially excluded children; and
- 3: Effective and accountable education systems.

After one year of implementation and through effective program management with the leadership of the Chief of Education, and GPE program manager, in close collaboration with the DG of the Ministry together with the Directors, the financial management, procurement, monitoring and evaluation was satisfactorily implemented, and the actual disbursement vis-à-vis planned disbursement was commensurate with the planned tasks. The GPE grant was fully aligned to the Government of Puntland's priorities.

The insufficient allocation of the textbooks budget is an issue, and hence, it was not possible to get the right caliber of the technical consultants to undertake the textbook development. This was a challenge,

which impacted the realization of all the priorities outlined. However, with the new MCA, the component will be costed more effectively to produce quality textbooks.

Similarly, the allocation for monitoring and evaluation was inadequate, and this was a key recommendation in the annual review of the program. The priorities going forward will include mobilizing the Ministry to ensure that the reforms and decentralized of education governance and management systems is consolidated, as well as to strengthen the realization of the sectoral results. This will entail working with school children, teachers, parents, communities and leaders in collaboration with national, regional and district representatives across Puntland to support the GPE program. The government has a deliberate policy of improving the quality of education. The development of textbooks for primary schools will be the core of implementation in the 2018/2019 and second year of implementation to develop high-quality textbooks for primary schools, from Grade 1 to 8, to actualize this vision of the government.

Overall rating of the Grant was: Satisfactory (S)

Overall progress in Program implementation

Rating from Previous Reporting Period³

- Highly Satisfactory (HS)
- Satisfactory (S)
- Moderately Satisfactory (MS)
- Moderately Unsatisfactory (MU)
- Unsatisfactory (U)
- Highly Unsatisfactory (HU)

Rating for Current Reporting Period

- Highly Satisfactory (HS)
- Satisfactory (S)
- Moderately Satisfactory (MS)
- Moderately Unsatisfactory (MU)
- Unsatisfactory (U)
- Highly Unsatisfactory (HU)

1-4. Progress per component/sub-component

Describe major progress made during the reporting period vis-à-vis outcomes and outputs planned for the reporting period per component/sub-component. Describe main activities undertaken and their achievements.

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

Pre-service and in-service teacher training policies, manuals and curriculum based on the national curriculum framework developed and distributed for use by teacher training institutions

No	Planned Activity	Results achieved	Status
1	Review pre-service and in-service teacher training policy, manuals and curriculum	<ul style="list-style-type: none"> • Terms of Reference (ToR) was developed and approved. • Consultant was hired. • Teacher training policy, manual and curriculum reviewed, validated, approved and disseminated. 	Completed

³ This does not apply for a new Program

2	Conduct impact assessment on teachers	<ul style="list-style-type: none"> ToR was developed and approved. Consultant was hired. Impact assessment on teachers was carried out. 	Completed
3	Train 78 of 156 new pre-service primary teachers	<ul style="list-style-type: none"> Teachers selection criteria was approved. Regional distribution/allocation. Selected the institution to implement pre-service teacher training program. Trained commenced in early October. 71 out of 78 planned pre-service trainees completed year one primary teachers training program. 	Completed Target: 70% 91%
4	Train practicing primary teachers (in-service teachers)	<ul style="list-style-type: none"> Teachers' selection criteria were approved. Regional distribution/allocation completed. Selected the institution to implement in-service teacher training program. First batch (325) of 975 in-service teachers attended and completed one-year training program in two phases in December 2017 - January 2018 and June-July 2018. 	Completed Target: 70% 86%
5	Upgrade and update teachers profile database	<ul style="list-style-type: none"> ToR were developed and approved. ICT consultant was hired. Data collection forms revised and printed Modification of the software in line with the required features completed. Data collection, analysis and entry was completed. 	Completed
6	Development of head teachers training manual	<ul style="list-style-type: none"> Review of existing training manuals. Consultation with key stakeholders in the development of new manual. Validation and approval of the manual. 	Completed
7	Train 90 primary school head teachers on school management and instructional leadership	<ul style="list-style-type: none"> Regional allocation/distribution and identification of head teachers into the regions. 	Ongoing

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

No	Planned Activity	Results achieved	Status
1	Select 2,650 pupils receive primary school financial support and are attending schools	<ul style="list-style-type: none"> • Selection criteria for beneficiaries of scholarship (school fee) was established. • Regional distribution/allocation was completed. • Consulted with CECs on the selection of disadvantaged families. • Selected families of the children receiving the scholarship. • Learning materials were purchased and distributed to pupils. • Transfer of school fees for nine months to the selected families. 	Completed
2	Conduct quarterly random checkup calls to schools to verify attendance of children	<ul style="list-style-type: none"> • 40 per cent (1,060 pupils) of the total beneficiary pupils were contacted and check in attendance in schools. • Follow-up monitoring was conducted. 	Completed

COMPONENT 3: EFFECTIVE AND ACCOUNTABLE EDUCATION SYSTEMS

Recruited 9 EMIS Staff. The Ministry developed TORs for the software development. The successful company is developing the software.

No	Planned Activity	Results achieved	Status
1	Expand and decentralize EMIS	<ul style="list-style-type: none"> • Recruited nine regional EMIS technical officers (2 female). • Developed a plan for the replacement of EMIS software (detailed specifications and requirements of new software). • Hired a consultancy firm to develop new EMIS software. • EMIS system development – on-going. 	Completed
2	Support annual examinations for primary year 8 conducted, marked and results announced	<ul style="list-style-type: none"> • 9,631 (female: 3,935) of grade 8 pupils were registered for the 2017/2018 annual examination. • Grade 8 exam was successfully conducted, marked and results announced. 	Completed
3	Examination board capacity building	<ul style="list-style-type: none"> • A study tour plan was prepared, however due to Ministry priorities, the plan was postponed. 	Postponed

4	Conduct school inspection and supervision missions	<ul style="list-style-type: none"> A training workshop for regional supervisors was conducted. School supervision and inspection was conducted in four regions (Bari, Gardafui, Karkar and Nugal). 	Completed
5	Strengthen the Ministry's technical capacity to deliver education sector services	<ul style="list-style-type: none"> ToRs and contracts for four technical advisors (TAs) were completed and the TAs were hired and are embedded in the Ministry. 	Completed
6	Train Ministry staff on financial management	<ul style="list-style-type: none"> Staff from central and regional levels were trained on financial management and logistics administration. 	Completed
7	Training of regional level EMIS staff on new system	<ul style="list-style-type: none"> Training of regional level EMIS staff is subject to the completion of the EMIS software development and the decentralization exercise. 	Constrained

1-5 Progress on Results Framework and Corporate Results

The cooperate data will be generated for the Joint Review of Education Sector (JRES). The presidential elections for Puntland State of Somalia will be held in January 2019, hence it is deemed appropriate to delay the JRES until after the elections. The Fifth Joint Review of the Education Sector will be in March 2019, and will review recommendation of the fourth JRES held in Garowe, Puntland on January 16 - 17 2018 on the theme: "Effective Resource Mobilization for Equitable Quality Education For All Learners", and review the sector in its entirety and come up with priorities for 2018/2019.

1-6. Program Disbursement

ITEM DISCRIPTION	ACTUAL	TOTAL
Equitable access to quality Education-GPE	357,604.80	357,604.80
GPE Program Quarter 1 budget	225,240.00	225,240.00
EDU GPE Head teacher training MLA asses	76,303.00	76,303.00
MOEHE salary for 3 senior technical adv	15,550.00	15,550.00
MOEHE salaries and incentives for technical Adv	77,750.00	77,750.00
EDU GPE TAs salaries and ESC costs	46,650.00	46,650.00
Promote Equity in Education	159,990.00	159,990.00
EDUCATION PRO	5,365.00	5,365.00
EDUCATION PRO	5,192.00	5,192.00
EDUCATION PRO	2,237.48	2,238.00
EDUCATION PRO	5,060.85	5,060.85
GPE ACTIVITIES FOR Q 3	112,694.80	112,694.80
GPE ACTIVITIES FOR Q 3	164,469.00	164,469.00
MOEHE TECHNICAL ADVISORS SALARY	46,650.00	46,650.00
Equitable access to quality Education-GPE	145,093.10	145,093.10
	1,300,757.45	1,300,757.45

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

UNICEF organized training sessions for the new Finance Direct to manage the GPE grant. There is no audit requirement for the GPE during the quarter, however, UNICEF underwent an office audit during the reporting period in October 2018. The Audit Report for the country office is being written, and a summary of findings will be made public. At the programmatic level, UNICEF will continue to provide fiduciary support to the GPE program.

1-8. Status of Progress on Previously Raised Issues

The GPE Country Lead for the Puntland GPE grant visited Kenya and held several meetings with the Somalia partners based in Nairobi. The GPE Country Lead had bi-lateral meetings with the Director General (DG) Puntland State, and UNICEF (Chief of Education and GPE Manager) in Nairobi as a mission was not possible. There were several issues that were discussed. This section provides a status of the actions that UNICEF is undertaking to address these issues. They include the following:

1. School fees and scholarships for vulnerable children

School fees (at US\$10 to US\$15 per month per child) remain the main impediment for enrolment causing more than half of school-aged children to be out of school. In the medium term, it should be assessed how different interventions (including payment of teacher salaries, distribution of manuals and provision of scholarships) are helping to reduce the burden on households, and increasing enrolment. The ministry came up with the criteria for selection and support for vulnerable children who would benefit from school fees. School fees have been paid for the past one year, and progress status will be reviewed during the review of GPE.

UNICEF noted that the processes and criteria for identification of beneficiaries was satisfactory, however there were several issues such as the challenging terrain where these vulnerable students are domiciled, and the heavily unfunded departments and offices of the The District Education Officers (DEOs) and Regional Education Officers (REOs) to reach these remote locations which impacted on the effective and efficient management of school fees and scholarships for the vulnerable children. The decentralized structures are not yet robust enough to undertake the rigorous tracking of students. The support is still heavily reliant on the Director of Education in Garowe, who manages the scholarships at the central-level. The allocation for monitoring activities for the scholarship under the GPE grant is inadequate vis-a-vis the cost of administration. As part of systems building and support for reforms, further work, including technical assistance will be required to ensure rigorous data collection through REOs, DEO and the Education Management Information System, Annual School Census, overtime. These multiple approaches will enable the Ministry to take full charge and will use the data emerging from these visits to improve their planning. There are many recommendations from the Year One Review that will be taken forward to improve on this area.

2. Flexible Learning Pathways

The Ministry of Education had made plans for alternative approaches to education (including the use of Koranic schools, flexible learning time, alternative education through mobile schools, develop relevant, context responsive curriculum that contributes to social cohesion and peace, provide more life skills that adequately address the pastoral lifestyle needs, etc.) but specific details of the plans were lacking earlier in 2018.

UNICEF supported the Ministry in developing the strategy for Non-Formal Education and its implementation through the directorate of Non-Formal Education. To-date, the MoEHE together with educational partners have succeeded to establish ABE program and implemented in both rural and urban

areas across the region, and are using the alternative basic education (ABE) curriculum (level 1 up to Level 3). ABE teachers are selected and trained (in-services and induction trainings) and capacity building efforts are being made to enhance the capacity of Community Education Committees (CECs), REOs and Regional supervisors. Several challenges with the ABE programme remain including the alignment of ABE curriculum with the newly approved curriculum framework, targeting the right age, as well as the limited dedicated ABE teachers, inadequate incentives for teachers and the fact that most of ABE teachers are unqualified as they do not get certified trainings, shortage of educational materials and facilities, few female teachers, ABE centers for learners with special needs and limited funds for monitoring and evaluation for ABE program. Further dialogue with partners will continue to address these bottlenecks.

3. Domestic Financing

Puntland's public expenditure to education increased in 2018 to 8 per cent overall from 7 per cent in 2017. The Secretariat requests an update on government commitment to increasing its contribution to the payment of teacher salaries in 2018.

UNICEF worked with the Ministry of Education to fulfil this important commitment by the Government. The dialogue and coordination between the Ministry of Education and the Ministry of Finance to increase the funding to the education sector has been productive and there are indications of an increase of the education sector allocations. The MoEHE confirmed an increase of annual budget from 7 per cent to 8 per cent in 2018 and the analysis of the utilization will be prepared for the JRES in 2019. The dates will be agreed in consultation with the GPE Country Lead. The dates are proposed to take place in March 2019 after the elections in Puntland State of Somalia.

4. In-service Teacher Training

The selection of the first batch of teachers to be trained, as well as of the children to receive scholarships progressed earlier in 2018 and the in-service teacher training was scheduled to begin. During the preparation of the grant, it was indicated that the link between the teacher training and stronger teaching practices was not clearly established in Puntland and the Secretariat recommended an assessment of the in-service teacher training and specifically an analysis of strengths and weaknesses of the existing pre- and in-service training in general.

In consultation with the Ministry of Education, UNICEF agreed that the course for teachers who missed or dropped out of the training will be run in January 2019. The funds that were not expended were refunded to UNICEF, and these funds will be allocated to the Ministry once there is a clear plan for the January intake.

5. Linkages between EMIS, Teacher Database, Teacher Payroll and FMIS system

A previous GPE Secretariat mission encouraged the strengthening or establishment of linkages between EMIS, teacher database, teacher payroll and FMIS system. The Secretariat requested an update.

UNICEF confirmed that the Ministry has made progress in the development of the software for EMIS. This will be preceded by training. The Federal Government of Somalia (FGS) counterpart and Director of Policy and Budget was invited to Puntland to partake in this important discussion on EMIS. The details and actions are included in the Report of the Year One Review held in October 2018. This is a bold step that the Ministry has undertaken and will yield positive results.

6. Joint Review of the Education Sector

Finalization of the 2016/2017 implementation report, as well as the JRES report – including detail on actual budget expenditure figures.

UNICEF confirmed that the Ministry shared the JRES Report with the partners. It was circulated to the ESC members for comment before finalising. The fourth JRES in Puntland, was held in Garowe, Puntland, on January 16 - 17 2018 on the theme: “Effective Resource Mobilization for Equitable Quality Education for All Learners”. The Ministry is proposing to conduct the Fifth Joint Review of Education Sector in March 2019, after the elections. The theme and the key issues will be discussed with GPE, EU, UNICEF and the Ministry of Education. It is proposed to have all the key actors for a strategic discussion on the sector performance and identification of priorities of the GPE.

2. Reporting on the variable part (if applicable)

Equity: The GPE grant addresses the system disparities in access in the remote areas especially for girls and other vulnerable children.

Efficiency: Improves the efficiency of teacher through the training (i.e. to reduce the disparity in pupil-teacher ratios).

Learning outcomes: Component designed to improve learning outcomes with MLA for students achieving literacy or numeracy standards.

3. Key Partnerships and Interagency Collaboration

Puntland has established its own Ministry of Education, with laws, policies and an Education Sector Strategic Plan (ESSP). The ESCs which brings together the government, development partners and civil society is operating effectively. The ESC makes regular updates of the Puntland GPE implementation as well as the status of the ESSP, against which the targets of all education

development are assessed. These plans are comprehensive and were the basis for the successful applications for Global Partnership for Education (GPE) funding.

The Education Sector Committee (ESC), related education working groups, the Education Cluster, co-chaired by UNICEF, and the MoE in Puntland are convened monthly, with ad hoc meetings if needed.

4. Lessons Learned

GPE Program design: There were challenges experienced during implementation of the GPE grant as some elements of the program were not properly designed and costed. Most notably, monitoring and the verification of scholarship, the development of textbooks and the training of teacher (both preservice and in-service). The unit costs for teachers' trainees was not calculated properly, and many teachers rejected the amount of money given and threatened to protest. The teachers were counselled by the Ministry and accepted the amount to participate in the program. Overall, this partly contributed to the drop out, as the low stipend was not sufficient to cover accommodation and the living costs in Garowe. The under costing of these critical elements impacted the program implementation. While developing the GPE ESPIG, it is important to make realistic costs, to avoid implementation bottlenecks. In case there is a funding shortage, then the targets should be set realistically so that the available funds can cover the cost of the prioritized items. There is an opportunity with the new MCA where a realistic budget will be designed based on the lessons learned.

Monitoring is essential to ensure results are verified and validated: The monitoring budget was not sufficient for verification of scholarships or to supervise the conduct of examinations. The DEOs and REOs could not sufficiently monitor and verify these program results. For instance, about 15,000 children registered for examinations, however the resources to monitor were inadequate. Efforts were taken to increase the CECs role, but this remains a challenge. The target beneficiaries are scattered in remote areas, and the cost of sending scholarships to these areas is high and getting the same to the beneficiaries is a challenge. In fact, Dahabshiil Bank is not available in some locations, therefore a budget must be done accurately. The use of the money transfer is another opportunity that the Ministry is considering after a final verification system.

Partners are not aligning with ESSP priorities: Despite ESSP and the ESA/ESSP (2017-20210) in place, there are still some discrepancies with the partner funding to the sector. The Ministry recommends all donors and implementing partners to align their support to priorities and targets reflected in these valuable documents.

5. Knowledge Product

Conducting examinations is very expensive undertaking. The Ministry has put the costs incurred for examinations at a staggering US\$40,000 for each exam period. The Ministry sends out several exam administrators to every district and region to collect student Information, including but not limited to: student's contact information, school information, student's new image and other relevant information. Because of the shortage of funds, this collection of student's information has come under strain. In this regard, the Ministry has come up with cost effective e-solutions to resolve the issue and cut down costs of examinations.

The Ministry developed the e-solutions with the Exam Registration System (ERS), which is a cloud based solution that will solve the above-mentioned challenges. The ERS system will be consolidated and rolled out during the second year of operations. The benefits of ERS include:

- No need to send any exam registrar, thus saving lot of money;
- No need to buy expensive servers and software licenses;
- No need to recruit server administrator;
- No need to worry about security (both physical and otherwise);
- No need to worry about theft or fire etc.;
- No need to worry about crashed hardware or performance issue;
- System can be updated or trouble-shooting done remotely;
- New features can be added remotely;
- Maintenance will be conducted remotely; and
- Solution can be accessed from anywhere, anytime (all you need is an internet).

6. Future Work Plan

The Future Work Plan will build on achievements, partnerships and the lessons learned during the Second Year of GPE ESPIG. The key issues around the monitoring for the GPE programme implementation, as well as a review of the budgets for the examinations, and the scholarship allocations, which were under estimated will be reviewed. The challenges experienced in terms of funds transfer was addressed with the bank accounts and the 2018/19 workplan has been prepared. With the additional MCA allocation there are opportunities to do better.

EXPRESSION OF THANKS

UNICEF expresses sincere gratitude to GPE for the generous contribution which was utilized to provide the much-needed services to the children of Puntland. UNICEF, in partnership with the Government of Puntland State of Somalia and the ESC members, remains committed to deliver quality services to the most vulnerable communities in Puntland.

Annex I: Results Framework (Please attach RF when you submit the report)

Annex II: Standard Financial Report (Please attach standardized financial report, if any, when you submit the report)

For your reference, the following blank templates are attached to this template:

1. Blank template for global numbers
2. Blank template for variable part reporting

Rating System

Overall Program implementation progress: Rate the overall implementation of the Program based on:

1. The progress of the individual Program components
2. The implementation arrangements -- Program management and coordination, financial management, procurement, and monitoring and evaluation (M&E)
3. Rate of actual disbursements compared with planned disbursements.

The overall Program implementation progress rating should reflect the current status of the program. The rating needs to strike a balance between recent progress and overall progress. A common mistake to avoid is that recent progress carries too much weight. Thus, as long as progress is made in the past reporting period, the rating is upgraded, even though the overall progress is still lagging significantly. Upgrading should be based on concrete evidence of improvement instead of expectations and promises.

If unsatisfactory performance of one or more of the above three factors is jeopardizing the timely or efficient achievement of any of the program's major outputs, then the rating should be MU, U, or HU.

Rating Definition

Highly Satisfactory (HS)	The Program is expected to achieve or exceed all the major outputs efficiently without significant shortcomings.
Satisfactory (S)	The Program is expected to achieve almost all its major outputs efficiently with only minor shortcomings.
Moderately Satisfactory (MS)	The Program is expected to achieve most of its major outputs efficiently with moderate shortcomings.
Moderately Unsatisfactory (MU)	The Program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely.
Unsatisfactory (U)	The Program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.
Highly Unsatisfactory (HU)	The Program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.