Global Partnership for Education



Photo by Hana Yoshimoto, Puntland

Progress Report
submitted on behalf of the
Puntland Education Sector Committee

May 2015

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1. ACRONYMS

CEC	Community Education Committee
DEO	District Education Officer
DG	Director General
EMIS	Education Management Information System
ESC	Education Sector Committee
GPE	Global Partnership for Education
ICT	Information Communication Technology
JRES	Join Review of the Education Sector
M&E	Monitoring and Evaluation
MOEHE	Ministry of Education and Higher Education
REO	Regional Education Officer
SCOTT	Strengthening Capacity of Teacher Training
TIMS	Teacher Information Management System
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development

2. PROGRAMME SUMMARY

Donor name:	**Global Partnership for Education**
Assisted country:	**Somalia (State of Puntland)**
PBA reference:	**SM130321**
Total contribution:	US$ 1,396,989
Programmable amount: Tranche 1 – US$ 685,597 Tranche 2 – US$ 620,015	US$ 1,305,612
Funds utilised:	US$ 623,867
Total balance of funds:	US$ 437,377
Period covered by report:	April 2014 – March 2015
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***** *This figure is a provisional amount. Official expenditure figures will be provided by the UNICEF Comptroller after the closure of 2015 accounts. More details can be found in the enclosed Financial Utilization Report.*

3. EXECUTIVE SUMMARY

Following a slow start of programme activities and a three month delay reported on in the first progress report, implementation has picked up and is progressing well.

A total of 330 formal primary school teachers (plus 58 female teachers) received monthly incentive payments equivalent to US$ 60 from September 2013 to August 2014. From the second academic year in September 2014, the number of teachers receiving incentives increased to 600 (plus 58 female teachers). In order to improve the quality of service delivery, the Ministry of Education and Higher Education (MOEHE) and UNICEF are considering the use of an electronic mobile phone system to pay teacher incentives, rather than using a funds transfer company, as per current practice.

The planned training of female teachers from remote/pastoralist areas started during the reporting period; two tailor-made trainings for 58 female teachers were successfully conducted in June and December 2014. The training sessions were followed by mentoring and monitoring missions aimed at assessing whether the teachers were applying the new knowledge and skills gained and evaluating ways of improving subsequent trainings.

Despite funding limitations, a Monitoring and Evaluation Officer position within the MOEHE was created to support monitoring of teachers and schools under the GPE programme.

The key activities carried out during the reporting period are listed below against respective timeline of implementation.

2014	April	**Development of female teacher training modules**
	May	**Payment of monthly incentives**
	June	**First female teacher face-to-face training**
	July	**Payment of monthly incentives**
	August	**Additional teachers selected and confirmed for Year 2**
	September	**Payment of monthly incentives**
	October	**First female teacher mentoring/monitoring visit**
	November	**Payment of monthly incentives**
	December	**Second female teacher face-to-face training**
2015	January	
	February	**Second female teacher mentoring/monitoring visit**

4. RESULTS and ACHIEVEMENTS

Progress is reported below against the components indicated in the proposal. A detailed comparative analysis of planned versus achieved targets, as outlined in the Results Framework, will be provided in the next report, following revision of some of the indicators, planned in collaboration with the Education Sector Committee (ESC) and MOEHE.

4.1 Component 1: Teacher Salary Payment System

GPE funding will assist the MOEHE in Puntland in their effort to provide a sustainable solution to the issue of inefficiencies in the current system for teacher remuneration by providing the necessary technical input for developing a salary payment mechanism.

4.1.1 Incentive Payments

From September 2013 to the end of the academic year in August 2014, the selected 330 teachers (74 female) received monthly incentives equivalent to US$ 60, inclusive of a US$ 0.50 transfer fee, paid by MOEHE through Dahabshiil[1]. In order to mitigate the risk of delays in payment, bulk incentive payments were processed, as opposed to monthly payments. However, alternative solutions are being considered.

4.1.2 Selection of Additional Teachers

In August 2014, in line with the GPE Programme Document, a Teacher Selection Committee was established to identify 270 additional teachers, thus bringing the total number of teachers for the second academic year (September 2014 – August 2015) to 600. The process was conducted in a transparent manner, following the Action Plan detailed below. Data from the Teacher Management Information System (TIMS) and the Education Management Information System (EMIS) was used.

[1]Dahabshiil is an international funds transfer company - http://en.wikipedia.org/wiki/Dahabshiil

Action Plan

S/N	Timeframe	Activity description	Location	Responsible
1	20 Aug 2014	• Director General (DG) nominates the Selection Committee • Committee Meeting • Prepare selection criteria for the new teachers	Garowe	DG, Committee
2	21 Aug 2014	• Determine allocation of the 270 new teachers by region and by district	Garowe	Committee
3	24 Aug 2014	• Send the determined allocation to the Regional Education Officers (REO) as well as the selection criteria • Send Selection Form to the REOs • Send list of teachers to the respective REOs using TIMS and EMIS	Through email and hard copy	Committee
4	25 Aug 2014	• REOs fill the forms and select the teachers starting 26-08-2014—03/09/2014 (8 days) • REOs return the Selection Form to Committee	All Regions in Puntland	REO, District Education Officers (DEO)
5	04 Sep 2014	• Documents verified through TIMS and EMIS	Garowe	Committee
6	07 Sep 2014	• Committee reports to the DG and submits the final list of 270 teachers	Garowe	Committee
7	07 Sep 2014	• DG approves and submits the final list to UNICEF	Garowe	DG

Following completion of the recruitment process for the additional teachers, since September 2014 a total of 600 teachers have been receiving incentive payments.

In order to mitigate the risk of inaccurate payments, UNICEF conducts random phone calls on a quarterly basis to spot check teacher identities, validate the list submitted by MOEHE and confirm funds receipt.

Further details on the criteria for selection of teachers can be found in *Annex 1*.

Challenges and Solutions

The monthly teacher incentive was set at US$ 60 based on the Financial Simulation conducted in December 2013 under the Plan Development Grant. However, it is proving to be low in terms of attracting and retaining teachers. Requests to increase the amount were put forward by the MOEHE and numerous discussions were held on the matter. While recognising that US$ 60 per month for public school teachers is low, compared to over US$ 200 for private school teachers, it was agreed to maintain the current amount, considering that MOEHE will absorb all GPE-funded teachers at programme end.

Monitoring efforts revealed challenges in paying teacher incentives through Dahabshiil; in order to collect the money, teachers need to physically visit a Dahabshiil branch. While this is not an issue for teachers in urban areas, those in remote rural areas need to travel to the nearest town/city to access Dahabshiil incurring transport costs, which plays against the initial objective of incentive payments.

In a bid to overcome the issue, MOEHE and UNICEF are looking into the option of using an electronic mobile phone system to pay teacher incentives. This method will not only enable teachers in rural areas to receive incentives without incurring additional transportation costs, it will also significantly reduce the level of administrative processing by MOEHE. No change is expected in terms of transfer costs, as mobile companies also charge transfer fees (maximum 5 per cent of the transfer amount).

4.2 Component 2: Female Teachers Trained and Deployed to Pastoralist Areas

In order to respond to the issues of teacher recruitment and retention in rural and pastoral communities and to promote gender equality (both teachers and girl students) in these communities, GPE funding will support the MOEHE to select 60 additional female teachers who are already working in remote pastoralist areas or who would be willing to be deployed to these areas.

4.2.1 Development of Female Teacher Training Modules

The reporting period saw significant progress in the development of a 'tailor-made' in-service teacher training for 58[2] female teachers. Based on the Concept Note developed, MOEHE, Garowe Teacher Education College (GTEC) and UNICEF collaborated in developing new modules to add to the existing Strengthening Capacity of Teacher Training (SCOTT) materials, extensively used by GTEC and other training programmes. The targeted teachers, and Education Sector Committee (ESC) members, were consulted on the topics to be added to the existing training module. This consultation process, unique to the GPE programme, also aimed at increasing the level of motivation to participate in the training programme.

About GTEC

Garowe Teacher Education College, opened in 2005 and managed by a Board of Governors nominated by the MOEHE, offers both pre-service and in-service teacher education courses, as well as short courses. Since its inception, the college has trained more than 1,300 teachers (pre-service and in-service) and has provided short courses for approximately 1,000 teachers and head teachers. The college aims to improve access and participation to quality primary and secondary education in Somalia.

The followed modules were added to the SCOTT package:

1) Information Communication Technology (ICT)
2) Multi-Grade Teaching and Developing Local Teaching Materials
3) Early Childhood Education and Links to Primary Education
4) Teaching and Technology (Use of Microsoft Word and Power Point)
5) Special Needs and Inclusive Education
6) Cross-cutting Issues: Child Protection, HIV, Reproductive Health, Child and Girl Friendly Spaces

Further details on the training curriculum are documented in *Annexes 2, 3, 4 and 5*.

4.2.2 Female Teacher Training

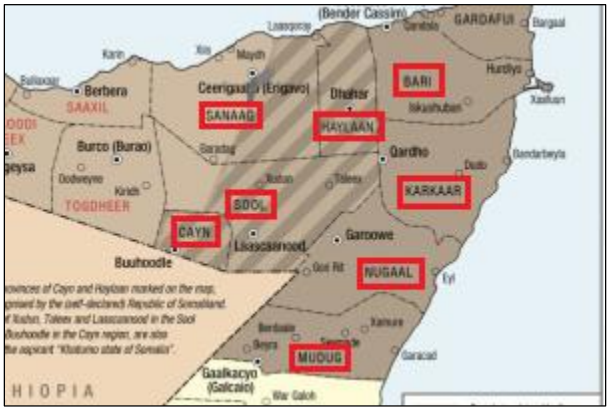
The training programme was designed around the school holiday schedule as follows:

- First face-to-face teaching June 2014 (two weeks)
- Second face-to-face teaching December 2014 - January 2015 (two weeks)
- Third face-to-face teaching June 2015 (two weeks)
- Fourth face-to-face teaching December 2015 – January 2016 (two weeks)

Due to funding limitations, the duration of the training was reduced from 23 to 14 days to ensure four facilitators could conduct the training. The programme includes mentoring and monitoring sessions by a team comprising GTEC, MOEHE, and UNICEF after each training session. Upon successful completion of the training, teachers will receive a diploma in Teaching Methodology.

[2] The initial target of 60 female teachers was reduced; a comparison against the list of teachers trained under the Girls' Education Challenge programme revealed that four teachers were included in both lists. In consultation with GPE, they were excluded from this training and two more teachers were added to the list to fill the gap.

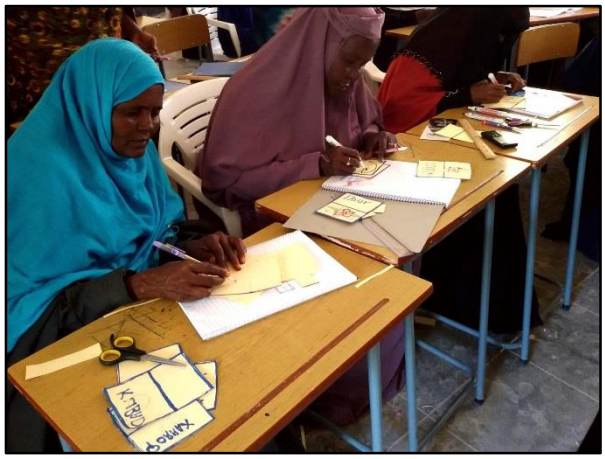
The table below details the regional breakdown[3] of the trainees:



Region	Number	%
Bari	13	22.41
Nugaal	13	22.41
Mudug	11	18
Karkar	6	97
Sool	5	10.34
Sanaag	5	8.62
Haylaan	3	8.62
Cayn	2	5.17
TOTAL	**58**	**3.45**

The first training session, conducted between 15 and 28 June 2014, was launched by the Principal of GTEC during an opening ceremony; in addition to appreciating MOEHE and UNICEF, the Principal provided participants with an overview of the courses, the GTEC facilities, rules and regulations, accommodation, meals and transportation. The training comprised a morning and an evening shift, for a total of eight hours per day in the classroom and computer lab. This first phase of training covered the following courses:

- General Teaching Methodology
- Child Development and Concept of Learning
- Educational Measurement and Evaluation
- Introduction to Computers



A participatory training approach was employed. The trainers first determined the trainees' experiences and expectations; learning about effective ways of teaching primary students with limited resources ranked highest amongst the expectations. The trainers used various teaching methodologies ranging from lectures, group discussions, question and answer sessions to role plays and practical sessions. Furthermore, group and individual assignments were provided and at the end of every module, trainees were requested to apply the skills learned to their day-to-day tasks.

In line with the prevailing policy in Puntland mandating Somali as the language of instruction for in-service training, all training modules were translated into Somali.

[3] The designations or maps employed do not imply the expression of any opinion by UNICEF concerning the legal status of any country, territory, city or concerning the delimitation of its frontiers or boundaries.

Pre and post training evaluation was carried out to guide the trainers on areas for improvement. Feedback revealed concepts taught were being grasped and participants were happy with the teaching methodology.



At the end of the face-to-face teaching, trainees sat for a final exam. Results are recorded at GTEC.

Lessons learnt from this first training include:

- Trainees were found to have varied profiles in terms of qualifications, teaching experience, age; some trainees had recently graduated either from local universities or secondary schools and had one year or less working experience, while others had been serving as teachers for many years.
- Medical expenses were not included in the training budget, therefore GTEC incurred costs to support six trainees who fell ill during the course.
- The lack of childcare arrangements negatively affected attendance; some teachers had to be replaced while others opted to stay in Garowe town with relatives and friends who could look after their children while they were at the training.
- Having to identify replacement teachers contributed to the high number of latecomers - only 32, out of 58 trainees, attended the first day of the training. Although GTEC offered catch up classes, it was not sufficient to capture the lessons in depth. Replacement/back-up teachers should be identified by head teachers and REOs prior to the start of the training.

The second face-to-face training, conducted between 27 December 2014 and 10 January 2015, comprised three shifts for a total of eight hours per day and covered the following courses:



- Early Childhood Education
- Multi-Grade Teaching and Developing Teaching Materials
- Basic ICT: PowerPoint
- Social Studies Teaching Methodology

A total of 49, out of 58 teachers, attended the training – most of the absentees stated pregnancy and recent childbirth as reasons for being unable to attend. GTEC will provide materials and special classes to these teachers in the next face-to-face training. The courses were facilitated by four different instructors and time for each course was allocated according to the weight and importance of the subject matter. In order to achieve effective learning, GTEC applied a number of strategies, including practical sessions, demos and group and individual work on how to develop teaching aids and materials.

The second phase of the female teacher training was highly participatory, with interesting discussions surrounding the role and responsibility of female teachers in increasing girls' enrolment and creating an environment conducive to girls' education.

The following lessons learnt, in addition to those listed under the training above, were drawn:

- Different school break schedules resulted in the training being planned for late in the month.
- Solutions to support teachers who could not attend the second phase of the training need to be considered and implemented.

4.2.3 Female Teacher Mentoring and Monitoring

Following the first teacher training in June 2014, a mentoring and monitoring trip was conducted in mid-October to the Nugaal region. The team, comprising MOEHE, GTEC and UNICEF visited villages in Dan Gorayo, Eyl and Godobjiran. While the initial plan was to meet seven teachers trained under the GPE programme, the team only met five due to heavy rains and impassable roads. The team looked into different areas that form teaching competencies including:

- Quality of preparation (scheme of work, lesson plans and teaching/learning materials);
- Teaching methodology (language, questioning techniques, child participation, checking students' work, clear and simple blackboard work, use of teaching aids);
- Class management (teacher/student punctuality, teacher ability to shift from one idea to another, positive disciplining, time management, teacher/student interaction, confidence and teachers' auditory levels);
- Content competency (ability of teacher to demonstrate sound knowledge and application, answer questions from students and meet their expectations);
- Gender sensitivity i.e. girl-friendly approach included in lesson plans and in teaching.

In general, teachers were found to deliver lessons and manage their students well. Where weaknesses were identified, on the spot mentoring sessions were held by the GTEC Education Officer. Areas requiring further support were documented for the next training.

Another mentoring and monitoring trip took place in February 2015, following completion of the second face-to-face training. Similarly to the first trip, MOEHE, GTEC, and UNICEF visited nine teachers in Karkar, Sanaag and Haylaan regions. Key findings were:

- Eight out of the nine teachers attended both trainings. The shortfalls of the teacher who had attended only one training stood out; classes were held without scheme of work and lesson plans.
- Five out of the nine teachers demonstrated very high levels of teaching and one in particular was assessed as being exceptionally good in all aspects of teaching from lesson planning to class management and ICT skills. The teacher confirmed that the training equipped her with new skills and was eager to continue learning. On the other hand, one of the teachers was rated poor in all aspects of teaching from preparedness and class management to knowledge of the subject matters. The teacher demonstrated strong willingness to improve performance.

Although mentoring was not included in the budget, making it difficult to monitor the application of knowledge gained by all the teachers in 37 locations, the missions revealed the importance of continuous follow-up, mentorship and guidance for the teachers. Travel costs will thus need to be taken into account for the next phase. It was furthermore observed that inexperienced/junior teachers could benefit from regular coaching from experienced/senior teachers.

In line with mission findings, GTEC agreed to provide extra classes for the teachers who missed out on the second phase of the training for valid reasons by staying on five extra days during the June 2015 session. During the next training, GTEC will also include group work where experienced teachers will pair up with junior teachers to cultivate knowledge sharing. High performing teachers will serve as team leaders to facilitate the group work.

4.2.4 MOEHE Monitoring and Evaluation

Following a request by the MOEHE to create a position to monitor and evaluate the status of GPE-funded activities and coordinate with other ongoing programmes, numerous discussions and consultations were held between MOEHE and UNICEF. Eventually, the ESC endorsed the decision to fund a M&E Officer to focus on the GPE programme.

Terms of reference and a reporting/management agreement were developed and a staff member assigned to commence in July 2014. The M&E Officer proved instrumental in the selection and validation of 270 teachers to be added to the incentive payment scheme; the REOs provided the list of teachers, however, significant follow-up was required by the newly appointed M&E Officer to validate the information and fill in information gaps prior to processing the payments. The M&E Officer also identified 13 teachers who were replaced from the original list of 330 teachers and participated in the consultative meetings with GTEC and UNICEF to develop the female teacher training programme, as well as the mentoring and monitoring trips undertaken after the training sessions. Furthermore, a GPE-specific monitoring checklist was developed for regular monitoring.

Additional information on the roles and responsibilities and activities undertaken by the M&E Officer is included in *Annexes 6* and *7*.

Joint Review of the Education Sector (JRES) 2015

Between 15 and 16 March 2015, Puntland conducted the second JRES in Garowe, following the one held in February 2014. The event was well attended with more than 80 participants, including the President of Puntland, Abdiweli Mohamed Ali Gaas, as well as the Minister of Education from the Federal Government of Somalia, Khadar Bashir-Ali with her 10 member delegation. The Minister of Education, Ali Haji Warsame, opened the event with high vigor, welcoming the donors, development partners and guests. The Ministers of Education for Puntland and the Federal Government both emphasized the need to strengthen collaboration and relationships to improve Somali education. MOEHE highlighted their great appreciation toward donors, including GPE, as well as partners for the continuous partnerships and efforts in boosting the sector to the next level.

The JRES consultant presented a concise review and analysis of results, drawn from the most updated education data from EMIS. Participants also engaged in fruitful group discussions on access, quality, financial management and special needs education. Discussion points were well synthesized and will form the basis for the development of the 2015 Action Plan.

Overall, the review was a great success highlighting MOEHE's thorough preparation for the event and high level of commitment in delivering its agenda.

5. MONITORING and EVALUATION

Programme monitoring has been significantly strengthened over the last year through:

- Increased school monitoring trips to monitor teacher attendance.
- UNICEF is piloting Real-Time Monitoring whereby pupil and teacher attendance is collected from Head Teachers and Community Education Committees (CEC) through mobile phones via text messaging. This information is then linked to the master list of beneficiaries for incentive payments.
- Through its own funds, UNICEF hired a consultant to strengthen monitoring of the GPE programme. The Somali-speaking consultant spent considerable time in the field assisting the MOEHE, as well as UNICEF staff, in monitoring. The consultant also played a key role in improving communication between partners and contributed to mitigating risks by enhancing status monitoring of each activity.

- The creation of a M&E Officer post in MOEHE has increased the level of monitoring by the Ministry, contributing to the validation process of programme implementation.
- Third-party monitoring was conducted by Sahan Institute in June 2014. Visits were made to ~150 teachers (out of a total of 300) at their schools. Key findings include:

    - All but one of the teachers were legitimate, hence no flags were raised on possible inaccurate incentive payments.
    - Teacher attendance was difficult to accurately assess because the spreadsheet shared by the third-party team did not clearly indicate which schools were open, and which were closed, at the time of the visit.
    - Student attendance stood at 90 per cent for schools that were open, with varying boy to girl ratio (e.g. Grade 4 classroom in Caluula Primary School: 33 boys; 28 girls versus Grade 4 classroom in Owr Boogeys School in Sool region: 30 boys; 15 girls.
    - In addition to the GPE-supported incentive of US$ 60/month, teachers receive funds from MOEHE and voluntary payments by parents. Parental contributions often exceed the GPE/MOEHE combined amount.

The overall programme continues to be monitored by UNICEF on two levels; through on-the-ground monitoring by field-based staff who visit MOEHE on a daily-basis, as well as through frequent visits to Garowe by the Programme Manager based in Nairobi. Random phone calls to the teachers for monitoring incentive receipts and school attendance are conducted on a quarterly basis. However, UNICEF field-based staff are currently working with partner organizations to set up a teacher attendance monitoring system. The monitoring of female teachers is embedded within the female teacher training programme.

6. KEY PARTNERSHIPS and INTERAGENCY COLLABORATION

The Coordinating Agency for the programme in 2014 was the U.S. Agency for International Development (USAID) that will continue in this role in 2015. UNICEF and USAID communicate closely on various issues, such as changes in the initial plan, and in terms of improving the overall effectiveness and efficiency of the programme. The status of GPE programme implementation remains a default item on the monthly ESC meeting agenda and partners are kept up to date on activity status.

The MOEHE recognises the importance of coordinating with other donor programmes and ministry activities especially on teacher and school monitoring. Efforts will be made to promote closer communication and joint monitoring activities amongst ESC members.

7. FUTURE WORKPLAN

No	Previous/ current activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15											
							O	N	D	J	F	M	A	M	J	J	A	S
Component 1: Teacher Salary Payment Systems Strengthened																		
1.1	**Development of teacher salary payment framework**																	
	TIMS database of secondary & primary teachers		1. Updating/upgrading TIMS (GIZ/BACKUP grant)	Dir of Teachers & Programmes with support from UNICEF														
1.2	**Support salary payment of $60 for 870 (50% female) primary school teachers**																	
		Number of total and new teachers on MOEHE payroll	**Payment of 656 eligible teachers.** MOEHE pays teachers quarterly via mobile phone transfers and provides Dahabshiil transactions documents to UNICEF. Liquidation & finance reports at the end of each tranche.	Dir of Finance, HR	Harmonise with ADRA	$237,600												
		% of teachers in cohort paid on time as monitored through mobile phone transactions	Bank to immediately notify Dir. Of Finance when teachers collect pay each month.	Bank, Dir of Finance														
		Percentage of teachers in cohort on time, as monitored by Quality Assurance & M&E officers.	Monitoring of teachers attendance through school registers and QA supervision reports. Provide examples of documentation & reports to UNICEF.	HTs, DEO, RES, Director QAS														
			Teacher attendance registers monitored (performance indicator) by CECs, DEOs and REOs.	HTs,CECs DEOS														
			Pay deduction system for teacher absenteeism (MOEHE to provide documentation as evidence of process in operation)	QAS & DEOs														
			Monitoring by MOE at all levels with UNICEF support (see separate M & E framework)	MOEHE UNICEF		$28,600												
2	**Component 2: Teacher Training and Provision of salaries for female teachers in rural and pastoralist areas**																	
2.1	**Salary payment of 56 female teachers in pastoralist areas.**																	
		No of additional female teachers registered on MoE payroll	Payment of 56 female teachers in pastoralist areas.	HR +														

No	Previous/ current activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15											
							O	N	D	J	F	M	A	M	J	J	A	S
	Girl friendly spaces;	**No of female teachers graduating from in-service teacher training**	MOEHE funding for in-service training costs to GTEC (tuition fees per year for 60 students– includes 2 x 14 days face to face - January & Jun each year).	MOEHE (TEU) GTEC	CARE WWI	$33k/ year 60 female teachers (incl. 2 x 14 days residential course)												
		No of female teachers retained after deployment to pastoralist areas	Actions to retain teachers in remote schools: • Ongoing professional development programme • Opportunities to network with other RA teachers • Regular supervision & support visits by QA and REOs • Additional grant to schools for extra equipment & teaching materials															
2.2	**In service teacher training tailored to the needs of female teachers in pastoralist areas (flexible timetables, multi-grade teaching and use of simple technologies e.g interactive radio instruction**																	
	Management of Maturation Process GECPD	**No. of additional female teachers graduating from in-service teacher training**	Fee to college will include developing additional in-service training modules that provide female teachers with the skills to work with pastoralist children, their families and communities. Modules might include : • Community development/mobilization skills • understanding changes related to coming of age • developing flexible timetables and delivery • Using local materials for teaching aids/improving teaching & learning environment • productive health education/ FGM • Teaching disaster risk reduction/ preparedness skills; providing psychosocial support • Creating girl friendly spaces • Use of multi-media/ communications technology to support remote learning Budget for developing these extra modules?	MOEHE/ GTEC														
			GTEC to carry out review of in-service training course	MOEHE/GTEC														