GPE Program Implementation Grant – Implementation Completion Report

At completion of the program, the Supervising Entity (or Managing Entity) submits to the GPE Secretariat: (i) a program completion report, as per SE or ME's internal processes, and (ii) the GPE Program Implementation Completion Report using the template provided below. The GPE Program Implementation Completion Report focuses on how GPE financing has contributed to increased education outcomes and to the GPE strategic goals and objectives as relevant. Both completion reports should be sent to the Secretariat Country Lead with copy to the Coordinating Agency which will circulate the report to the Local Education Group.

1. **Summary of Grant**

Beneficiary country - Somalia - State of Puntland
Supervising/Managing Entity - UNICEF
Total grant amount - US$2,247,000
Total amount disbursed at completion - US$2,243,263
Start date of grant – 1 June 2013
Revised start date of grant - N/A
Closing date of grant – 31 May 2016
Revised closing date – 31 October 2016

2. **Summary of Results – Global numbers**

	FY 2013			FY 2014			FY 2015			FY 2016		
	ECD	Pri	Sec	ECD	Pri	Sec	ECD	Pri	Sec	ECD	Pri	Sec
Number of schools built												
Number of teachers trained		0			58			54			51	
Number of textbooks distributed												
Number of boys/girls benefiting from GPE program		0			12,738			21,582			32,165	

3. **Summary of Results – Sector indicators** (taken from the program document)

At the time of writing the programme document, the indicators were not divided into the below criteria, however efforts have been made in Section 4 below to reference sector indicators.

	Baseline (date / source)	Current (date / source)	Target for program
Indicators on Access			
Indicators on Equity			
Indicators on Efficiency			
Indicators on Learning			
Indicators on Systems			

4. Summary of Results – Program results (taken from the program document)

Indicator	Baseline (date / source)	Current (date / source)	Target for program
Outcome Indicator [1] 1.1 Gross Enrolment Rate **(Access)**	(T) 41% (M) 46% (F) 37% Primary School Census 2011/12	(T) 57.9% (M) 63.8% (F) 51.8% Primary School Census 2015/16	(T) 77% (M) 84% (F) 65%
Outcome Indicator 1.2 Pupil Teacher Ratios **(Access)**	25:1 Primary School Census 2011/12	34:1 Primary School Census 2015/16	20:1
Outcome Indicator 1.3 Percentage of national budget allocated to education (including teacher salaries) **(Systems)**	3.5 % MOEHE Financial Reports 2013	5.18% MOEHE Quality Assurance Review (QAR) phase I - 2016	8%
Outcome Indicator 2.1 Number of female teachers in rural areas **(Access/Equity)**	260 Primary School Census 2011/12	247 Primary School Census 2015/16	Additional 60 females (320)
Outcome Indicator 2.2 Primary School Survival Rates to Grade 5, disaggregated by sex and location **(Access/Equity)**	(T) 54.6% (M) 56.2% (F) 52.6% Primary School Census 2011/12	(T) 56% (M) 57.8% (F) 53.8% Primary School Census 2015/16	(T) 60% (M) 61% (F) 58%
Output Indicator 1.1.1 Number of total teachers on MoE payroll **(Systems)**	281 (9%) MOEHE 2013/2014	851 (21%) MOEHE 2015/2016	77%
Output Indicator 1.1.2 Percentage of teachers paid on time **(Efficiency)**	N/A	100% for GPE funded teachers on a quarterly basis	100%
Output Indicator 2.1.1 Number of additional	0	159 (4%) MOEHE	(T) additional 60 teachers

[1] In 2015 the programme results framework was revised.

female teachers registered on the government payroll **(Systems)**	MOEHE Financial Reports; Primary School Census 2011	2015/2016	
Output Indicator 2.1.2 Number of additional female teachers graduating from in-service Teacher Training **(Systems/Equity)**	0 MOEHE Financial Reports; Primary School Census 2011/2012	51 MOEHE	(T) additional 60 teachers
Output Indicator 2.1.3 Percentage of certified female primary school teachers **(Systems/Equity)**	(F) 25% (qualified) Primary School Census 2011/2012	F) 53.4% (certified) (F) 51.3% (qualified) MOECHE	(F) 27%

5. **Description of program implementation and outcomes**[2]

Component		
Sub-component	Planned activities and targets	Actual activities and results
Teacher Salary Payments for teacher	Payment of US$60 per month for teacher incentive payments. The number of teachers increased each year – year 1: 330 teachers, year 2: 600 teachers and year 3: 870	Teachers received incentive payments for a full three years. A no-cost extension was submitted in the final year of the programme, requesting additional months to ensure that incentive payments could be paid for a full three years.
Salary payment for MOEHE M&E Officer and school monitoring	The MOEHE strongly requested the recruitment of an M&E officer, embedded in the Ministry to monitor GPE-funded activities.	The M&E officer supported the Ministry on a monthly basis and undertook school monitoring visits with GPE funds.

[2] More detail on results is provided in the accompanying narrative.

Component		
Sub-component	Planned activities and targets	Actual activities and results
Incentive payments for female teachers	60 female teachers who participated in the targeted training would receive incentive payments on a monthly basis	The initial target of 60[3] female teachers was reduced to 58 at the start of the programme. Upon expiration of the grant 51 teachers remained as some teachers unfortunately dropped out of the programme for personal reasons.
Teacher training for female teachers	60 female teachers would receive teacher training through the MOEHE in collaboration with the Garowe Teacher Education College (GTEC).	At the start of the training 58 teachers benefited from the training. The final training was attended by 51 teachers. Teachers participated in the Strengthening Capacity of Teacher Training (SCOTT) extensively used by GTEC, with the addition of the following modules to meet the professional development needs of the teachers: 1) Information Communication Technology (Introduction to using a PC) 2) Multi-grade Teaching and Developing Local Teaching Materials 3) Early Childhood Education and Links to Primary Education 4) Teaching and Technology (Usage of Microsoft Word and Power Point) 5) Special Needs and Inclusive Education 6) Cross-cutting Issues: Child Protection, HIV, Reproductive Health, Child Friendly and Girl Friendly Spaces

[3] The initial target of 60 female teachers was reduced; a comparison against the list of teachers trained under the 'Girls' Education Challenge' programme revealed teachers included in both lists. In consultation with GPE, the teachers that participated in this programme were excluded from the GPE funded training.

		The training programme was designed around the school holidays and was implemented in four phases between June 2014 and January 2016.

(If not already in the SE/ME's program completion report) If applicable, outline reasons for any major delays in disbursement and/or implementation and reasons why any targets or objectives were not achieved, related mitigation measures taken, and lessons learned or future recommendations. –

Included in the accompanying narrative report.

(If not already in the SE/ME's program completion report) Assess the outcomes of the program and outline its contribution to increased national education outcomes and to the GPE strategic goals and objectives as relevant.

Included in the accompanying narrative report.

(If not already in the SE/ME's program completion report) Assess the capacity of Developing Country Partner (DCP), noting any changes in capacity throughout the program implementation period. –

Included in the accompanying narrative report.

6. **Changes to the program**

(If not already in the SE/ME's program completion report) Briefly describe any changes from the approved program, its indicators and targets, scope or design, including implementation modality and arrangements. Attach an annex if necessary.

The programme was extended until 31 October 2016. The initial plan was to complete the programme on 31 May 2016. However, the MOEHE along with the Education Sector Committee (ESC) members requested, and the GPE approved, an extension of five months to 31 October 2016, for the following reasons:

- While programme implementation began in June 2013, payment of teacher incentives started in September 2013, in line with the start of the academic year. The extension thus allowed teachers to receive three full years of incentive payments.
- Despite the commitment to absorb payment of teacher salaries upon expiration of the programme, the administration was still constrained with insufficient funding to the sector irrespective of gains made with increasing budget allocations to the education sector. In 2014/2015, Puntland had an annual budget of about US$ 40 million with about 7 per cent of the budget going to the education sector. In reality, the actual government funding to the sector was limited to approximately 4.7 per cent of the overall government budget, though by 2016 this had reportedly increased to just over 5 per cent.

Component 1:

Addition of M&E Officer with accompanying budget for missions - Upon strong request by the MOEHE, a component was added to the GPE programme. As insufficient funding was budgeted for monitoring of activities, the MOEHE proposed covering for a new staff member at the MOEHE to focus on monitoring and evaluating the status of GPE-funded activities as well as to coordinate with other ongoing donor programmes. Thorough discussions were held between MOEHE and UNICEF as the Managing Entity along with the ESC Coordinator in mid-June 2014 in order to assess the merits of creating this position, eventually agreed to. The MOEHE shared this proposal with the ESC members for feedback and consultation. The adjustment was endorsed for implementation.

Component 2:

As mentioned above, the target of supporting 60 female teachers were reduced to 56 after comparing the teachers' list with Girls' Education Challenge programme. Four teachers were included in both lists, and after discussing with the implementation partner, Relief International, GPE agreed to remove the identified four teachers from the list. Two more teachers were added to the list in order to fill the gaps. Throughout the programme there was attrition of 4 additional teachers due to various personal reasons, resulting in the final number of 51 female teachers benefitting from training and receiving incentives.

(If not already in the SE/ME's program completion report) Briefly describe any additions or cancellations of program components that resulted in reallocation of
- less than 10 percent of grant amount.
- more than 10 percent of grant amount.

7. **Summary of Expenditure**

Component / sub-component	**Original budget**	**Actual expenditure**	**Variance**
Component 1: Teacher Salary Payment System	$1,333,875	1,314,940	**1%**
Component 2: Female Teachers Salary Payments and In-service Training			**26%**
Subcomponent 2.1: Incentive Payments	$129,600	$78,720	39%
Subcomponent 2.2: In-service Teacher Training	$99,000	$91,475	8%

Explain the reasons for any significant variations from the budget, and outline the amount of any closing balance (if applicable) to be repaid to GPE.

In Component 2, as previously reported, there were a number of delays related to starting the teacher training programme and subsequent payment of teacher incentives. The first round of teacher training was successfully implemented during a school break in 2014. Following this training, the female teachers who were part of the programme began to receive monthly incentives. These implementation delays had the greatest impact on a small funds surplus under this sub-component. Another contributing factor to

the small surplus was the attrition of female teachers throughout the programme. While this is minor in comparison, it is prudent to note.

Another small surplus under this component is related to the teacher training activities. The initial plan was costed at a slightly higher budget than what was actually required to implement this activity successfully.

The surpluses described above were reallocated to increasing the number of monitoring missions undertaken by UNICEF staff and to support costs to the office to strengthen result monitoring of GPE activities. All of the small funding surpluses were thus fully utilised to support implementation of the GPE programme and, as demonstrated by the ability to monitor positive gains across most output and activity indicators, strengthened result-monitoring of GPE activities.

8. **Partnership**

Briefly describe the involvement of country-level partners (ie. Local Education Group and others) in the implementation and monitoring of this program and the sector, noting the monitoring events that took place (such as supervision missions, joint sector reviews) and any changes in partnership (i.e. LEG composition or other partnership arrangements) during the program implementation period.

The ESC meets regularly both in Garowe and in Nairobi. The ESC was consulted and their endorsement sought on GPE-related activities and to strengthen broader sector coordination, including for example, the extension of the GPE programme and the preparatory work for the forthcoming GPE grant. The status of the GPE programme implementation was a default agenda item during the ESC meetings both in Garowe and Nairobi and partners were kept up-to-date on implementation and upcoming events related to GPE, partner activities and key priorities for the Ministry of Education.

At programme onset, the European Union (EU) served as the Coordinating Agency. The role was subsequently handed over to the U.S. Agency for International Development (USAID) from 2014 until the end of the programme in 2016.

UNICEF is grateful for the support from the EU, particularly during the grant application period and into the start of the programme. UNICEF is equally grateful for contributions and support from USAID and their involvement in key activities of the GPE programme across Somalia.

The MOEHE realises the importance of coordinating with other donor programmes and ministry activities especially on teacher and school monitoring. UNICEF will continue to advocate for strengthened communication, improved information sharing and joint monitoring of activities amongst ESC members with a view to strengthening overall sector coordination.

9. **Financing**

Briefly describe if additional financing has been secured to support another phase of the program. Note any significant changes in domestic and external financing of the sector during the program implementation period (ie. % of GDP to education budget, % of national budget allocated to education, etc. and the sources).

Discussions are under way with the World Bank to develop a programme of teacher incentive payments. At the time of writing this report, the programme and modalities for implementation were finalised and launched (early December).

Government contributions to the education sector doubled in 2014, however they experienced a slight decline in the years following. While the actual amounst allocated to the education sector have increased, the percentage of the allocation of the national budget has not, since the initial rise from 2013-2014. Government contributions are indicated below:

Year	Government Budget	Education Budget	Percentage of allocation
2013	US$39,277,341.00	US$1,360,903.50	3.5%
2014	US$40,904,260.00	US$2,915,563.44	7.13%
2015	US$68,489,088.00	US$4,020,956.00	5.87%
2016	US$70,118,311.00	US$4,007,433.00	5.18%

From the onset of the GPE programme there has been an increase in budget allocation to the education sector. While there have been some fluctuations in the percentage of the allocation, in real terms the budget has increased. The slight decrease from 2015 to 2016 is attributed to higher allocations by the Puntland Government to security and other emergency situations (droughts, cyclones etc).

10**. Knowledge management**

If knowledge products were produced from the program, briefly describe them and how they will be (or have been) disseminated and used to support program implementation, inform policy dialogue and initiate reform.

None were produced

If an evaluation will be (or has been) conducted, briefly describe the status of the evaluation and submit the report to the Secretariat when it is available.

Upon completion of the GPE programme, third party monitoring was undertaken to assess the impact of this training on teacher attendance, motivation and quality of teaching. The questions that were asked at school level and of the REOs pertained to receipt of incentives as teacher attendance is monitored by a REO that receives monthly salaries from GPE. At the time of writing this report, the report was not yet made available to UNICEF.