System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Somalia, Federal Republic of - Somaliland	GPE0016421	SCG	04/01/2024

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
2,015,494 (USD)	**From Date**	**To Date**	06/25/2026
	03/31/2025	03/30/2026	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Highly Satisfactory (HS)	Satisfactory (S)

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

During the reporting period, the System Capacity Grant (SCG) recorded substantial progress across the capacity-strengthening areas reviewed in the report. A key achievement was the continued placement and active engagement of the Finance Technical Advisor within the Ministry of Education and Science (MoES). The Advisor worked closely with MoES senior leadership, the central finance team, Save the Children as Grant Agent, implementing partners, and the Somaliland National College of Education (SLNCTE) finance team. This embedded support helped consolidate institutional capacity, strengthen financial systems, and reinforce MoES ownership of improved financial management practices.

The Finance Technical Advisor, supported by a dedicated finance support team, delivered structured technical assistance in financial planning, budgeting, implementation, monitoring, and reporting. This support helped align financial management processes with national public financial management regulations, donor compliance requirements, and Save the Children financial procedures. As a result, the Ministry strengthened its capacity to manage donor-funded education resources more efficiently and transparently, with improved budget tracking, more timely financial reporting, and stronger accountability mechanisms across implementation structures.

The project also strengthened the capacity of the MoES and SLNCTE finance units through the development and rollout of standardized financial accountability tools and procedures. These tools were designed to improve financial tracking, reporting, compliance, and accountability across central, regional, and school levels. Targeted training for end users supported the practical application of the tools and contributed to greater consistency and efficiency in financial management processes within MoES structures.

A further accomplishment was the strengthening of Technical Working Groups (TWGs) and their strategic linkage with the Education Sector Committee. The Education in Emergencies Technical Working Group remained fully operational, while the Access, Quality, and Governance Technical Working Groups remained active throughout Year 2. These platforms supported regular technical dialogue, coordination, information sharing, and joint problem-solving. Through monthly meetings and project-supported facilitation, the TWGs became more predictable, inclusive, and institutionalized mechanisms for sector coordination and collective decision-making.

The project made important progress in financial capacity building at ministry, school, district, and community levels. A total of 40 MoES central and regional finance staff were trained on public financial management principles, including budgeting, financial monitoring, accountability, and financial reporting. In addition, 323 members of Community Education Committees (CECs) and District Education Committees were trained on effective school leadership and public financial management. This strengthened local oversight, transparency, accountability, and resource management within the education system.

Teacher education governance was also strengthened. The Teacher Education Department was established within MoES and supported through the placement of a Technical Advisor. The project also supported the department with office furniture and equipment to improve its operational capacity. The department is now better positioned to manage teacher workforce issues, support the identification of qualified teachers, map qualification gaps, and define priority pathways for teacher upgrading and continuous professional development.

The project achieved strong results in school leadership development. A total of 355 head teachers and deputy head teachers, including 87 women, were trained on schomanagement, financial management, and basic accounting procedures. This training improved the capacity of school leaders to oversee school administration, planning, resource utilization, financial accountability, and implementation of school priorities. The activity complemented wider program investments in infrastructure, learning materials, teacher support, and school governance.

The Early Childhood Education (ECE) centers also benefited from targeted capacity strengthening. The project trained 116 ECE center head teachers and deputy head teachers, including 26 female participants, on management, leadership, planning, and supervision of ECE center activities. The training strengthened practical competencies in center administration, day-to-day management, teacher support, accountability, and coordination. The participation of female leaders also supported the program’s commitment to gender-responsive leadership development and inclusive representation in education management.

Quality assurance and supervision systems were reinforced through training and operational support. Two Quality Assurance and School Supervision (QASS) trainings on the Competency-Based Curriculum (CBC) were successfully conducted in Maroodi Jeh and Awdal regions, reaching 68 MoES-nominated participants. These trainings strengthened participants’ capacity in school monitoring, supervision, curriculum implementation support, and quality assurance aligned with the new curriculum framework. In addition, the project provided quarterly financial support to enable QASSOs, Regional Education Officers (REOs), and District Education Officers (DEOs) to conduct school visits, mentoring, supervision, and quality assurance activities.

The project also responded effectively to conflict-related disruption in Erigavo District by providing monthly allowances of $150 USD for five consecutive months to 181 conflict-affected male teachers. This time-bound support helped stabilize income, retain trained teachers, prevent prolonged school closures, and support continuity and early recovery of teaching and learning in affected schools. The intervention protected previous investments in teacher training, teacher education reform, and workforce planning while demonstrating the project's adaptive management capacity.

Operational capacity for quality assurance was further strengthened through the procurement and distribution of essential office furniture to QAS offices at the MoES central level, Sanaag Regional Education Office, Erigavo District Education Office, and Godmo-biyo-cas District Education Office. This created more functional workspaces and improved the ability of QAS staff to conduct school inspections, manage data reporting, coordinate with district education stakeholders, and contribute to evidence-based decision-making.

Another major achievement was the project's support to the 8th Annual Joint Review of the Education Sector (JRES). The project provided logistical and technical support to MoES to organize the review in January 2025. The event brought together more than 120 participants from MoES central departments, REOs, the European Union, FCDO, the GPE Secretariat, UN agencies, INGOs, and LNGOs. The review strengthened sector dialogue, joint accountability, information sharing, and assessment of education sector progress in access, quality, governance, and financing.

The project also continued to strengthen national, regional, and school-level data and information systems. Support to EMIS across all six regions improved the use of education data for evidence-based planning, monitoring, and decision-making. MoES regional officials conducted school visits to support head teachers in accurate data collection and reporting. The activity improved communication and data-sharing networks between schools, districts, and regional authorities, reduced data discrepancies, and contributed to the publication and use of the Education Management Information System (EMIS) report during the JRES process.

Finally, the project successfully trained 101 participants, including 46 female participants, from CECs and District Education Committees on effective school leadership and school-level finance management. The training covered school leadership, public finance management, accountability, school improvement planning, and financial stewardship. This strengthened community-based governance, planning, oversight, and transparent use of school resources.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Highly Satisfactory (HS)	Satisfactory (S)

Detailed Description:

3.1.1.2 Procure furniture and equipment for the gender and teacher education departments including Regional Gender Unit of the MoES

During the first year of the reporting period, the MoES undertook a major institutional reform by establishing the Gender Department and the Teacher Education Department as stand-alone entities within its governance structure. These departments were created in response to key commitments under the GPE Partnership Compact and had not previously existed within the Ministry's organizational framework. Their establishment marked a significant milestone in advancing gender mainstreaming and strengthening teacher development systems across Somaliland.

Building on this achievement, the current reporting period focused on operationalizing the newly established departments through targeted support provided under the SCG. The project facilitated the provision of essential materials and equipment at both central and regional levels to ensure that the Gender and Teacher Education Departments were adequately resourced to effectively fulfill their mandates. Support included the procurement and distribution of office furniture and ICT equipment, which enabled the establishment of functional workspaces and strengthened the departments' capacity for coordination,

communication, documentation, and day-to-day management. This support extended beyond MoES headquarters to all REOs, ensuring that regional Gender Units and Teacher Education focal structures were similarly equipped.

The decentralized provision of resources strengthened vertical coordination between central and regional levels and enhanced the operational capacity of sub-national structures to implement gender-responsive planning, oversee teacher education functions, and conduct monitoring activities. As a result, both departments are now better positioned to consistently deliver on their mandates across the education system.

The intervention has led to a notable improvement in operational readiness and institutional functionality. Offices that previously lacked basic infrastructure are now fully equipped, enabling staff to effectively carry out core functions such as planning, reporting, coordination, data management, and stakeholder engagement in a more structured and efficient manner. This has contributed to increased staff productivity, enhanced institutional visibility, and strengthened the legitimacy of both departments within MoES and across the wider education sector.

Overall, this activity has directly contributed to strengthening institutional capacity within MoES in line with the objectives of the SCG and the GPE Partnership Compact. By establishing and equipping the Gender and Teacher Education Departments at both central and regional levels, the project has laid a solid foundation for sustained gender-responsive policy implementation, improved oversight of teacher development, and more effective system-wide education planning and reform implementation

3.1.1.3. Support functionality of the regional gender focal points both regional and central
The project continued to provide monthly allowances ($50 per month for each focal person) to all 11 Regional Gender Focal Persons, enabling them to effectively undertake regular field monitoring, coordination, reporting, and follow-up activities beyond their core MoES responsibilities. This support strengthened communication and coordination between central and regional levels, facilitated the timely identification of gender-related challenges within schools and communities, and ensured that field-level feedback informed central planning and decision-making processes. Their active engagement also enhanced MoES visibility, responsiveness, and accountability on gender issues at both regional and community levels.

Overall, the activity generated significant positive outcomes in strengthening MoES institutional capacity for gender mainstreaming and gender-responsive education planning. Continued support to the Gender Department and its regional structures improved coordination, monitoring, and implementation of gender-responsive interventions across the education system. As a result, the Ministry is now better positioned to address gender-related barriers to education, promote girls' participation and retention, and advance inclusive and equitable education policies in line with the objectives of the GPE Partnership Compact and the System Capacity Grant.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 2: Mobilize coordinated action and financing to enable transformative change	Highly Satisfactory (HS)	Satisfactory (S)

Detailed Description:
3.4.2.1: Embedding Public finance specialist to the MoES

The project supported and the recruitment and place of a senior technical advisor to the MoES for Somaliland. The embedded Finance Technical Advisor within the MoES remained fully engaged throughout the Year 2 reporting period. The Advisor continued to provide hands-on technical support to the Ministry's finance function, working closely with MoES senior leadership, the central finance team, Save the Children as the Grant Agent, implementing partners, and the SLNCTE finance team. The continuity of this embedded support played a critical role in consolidating institutional capacity, strengthening financial

systems, and reinforcing MoES ownership of improved financial management practices.

During the reporting period, the Finance Technical Advisor, supported by a dedicated finance support team, delivered structured and sustained technical assistance across key areas of public financial management, including financial planning, budgeting, implementation, monitoring, and reporting. The support focused on aligning financial management processes with national PFM regulations, donor compliance requirements, and SCI financial procedures, while promoting greater efficiency, transparency, accountability, and value for money in the management of GPE resources.

The intervention contributed significantly to strengthening the Ministry's financial management capacity and improving compliance with donor and national financial standards. Enhanced coordination and oversight mechanisms supported more timely financial reporting, improved budget tracking, and strengthened accountability across project implementation structures. As a result, MoES is now better positioned to effectively manage donor-funded resources, support coordinated financing for education sector reforms, and sustain improved financial governance practices in line with the objectives of the GPE Partnership Compact and the System Capacity Grant.

3.4.2.2. Enhance the capacity of MoES and SLNCTE finance unit

As part of the SCG support to strengthen public financial management (PFM) within the education sector, the Finance Technical Advisor embedded within the MoES successfully led the implementation of a comprehensive capacity-strengthening initiative aimed at improving financial accountability, transparency, and oversight mechanisms across central, regional, and school levels. The activity was implemented in close collaboration with the MoES Finance Department and focused on strengthening institutional systems and building the capacity of key education stakeholders to effectively manage and account for education resources.

During the reporting period, the Finance Technical Advisor supported the development and rollout of standardized financial accountability tools and procedures to strengthen financial management practices within the Ministry. These tools were designed to improve financial tracking, reporting, accountability, and compliance with both national PFM regulations and donor requirements. To ensure effective utilization of the newly introduced systems, targeted training sessions were conducted for end users, focusing on the practical application of the tools, financial reporting procedures, and accountability mechanisms. This contributed to improved consistency and efficiency in financial management processes across MoES structures.

3.3.4: Improve the overall functionality of TWGs meeting and linking with the ESC

During the second year of the project period, the project continued to strengthen the functionality of TWGs and enhance their strategic linkages with the Education Sector Committee (ESC) as part of broader efforts to improve sector coordination, policy dialogue, and collaborative education planning. This activity built on the coordination and sector dialogue mechanisms established and revitalized during Year 1, in alignment with the Somaliland GPE Partnership Compact and the priorities outlined in the Education Sector Plan.

Throughout the reporting period, the Education in Emergencies (EiE) Technical Working Group remained fully operational, continuing to serve as a critical coordination platform for stakeholders involved in education service delivery in fragile and emergency contexts. In addition, the Access, Quality, and Governance TWGs—reactivated during Year 1 following a period of inactivity—remained active and functional throughout Year 2. These TWGs are aligned with the three core pillars of the Education Sector Plan and the GPE Partnership Compact, namely equitable access to education, improved quality of learning outcomes, and strengthened governance and system management.

All TWGs convened regular monthly meetings, providing structured and consistent platforms for technical dialogue, coordination, information sharing, and joint problem-solving within their respective thematic areas. To support their effective functioning, the project provided continuous technical facilitation and logistical assistance, including support for meeting planning, agenda development, documentation, action tracking, and coordination of follow-up activities. This support enabled sustained participation by MoES technical departments, implementing partners, and development partners, and contributed to institutionalizing predictable, inclusive, and well-functioning sector coordination mechanisms. As a result, collaboration, alignment, and collective decision-making across the education sector were significantly strengthened, enhancing the Ministry's ability to coordinate and implement sector-wide education reforms more effectively.

3.4.1.1. Conduct an assessment on the gaps of MoES financial systems and capitation guidelines
The implementation of this activity was concluded in the first year of the project period. Please refer the first-year report.

3.4.1.2 Develop, print and disseminate of school capitation grant guidelines to the target schools
The implementation of this activity was concluded in the first year of the project period. Please refer the first-year report.

3.4.2.3. Train MoES relevant staff on the MoES financial systems, accountability and capitation guidelines
The project supported the strengthening of financial management systems and capacities for MoES staff at both central and regional levels. A total of 47 (16 female) MoES central and regional finance staff were trained on key public financial management principles, including budgeting, financial monitoring, accountability, and financial reporting processes. The training enhanced the capacity of finance teams to effectively oversee, monitor, and account for the utilization of school capitation grants and other education resources.

In addition, 323 (92 female) members of CECs and District Education Committees (DEDCs) received training on effective school leadership and public financial management. The training improved participants' understanding of financial oversight, transparency, accountability, and resource management at the school and community levels, thereby strengthening local governance and accountability structures within the education system.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Highly Satisfactory (HS)	Satisfactory (S)

Detailed Description:
3.3.1 Develop Teacher competency framework, teacher Education Policy and use them to revise teacher education curriculum.
The activity was completed in the first year of the project period.

3.1.3.1 Conduct capacity assessment of the SLNCE and develop capacity development plan for the college
This activity has been completed in year one. Please refer the first annual report for more information.

3.1.3.2 Establishment of the teacher education department and deployment of a technical specialist.
The MoES established a Teacher Education Department and appointed its directorate to strengthen the governance and coordination of teacher education. The project supported the MoES through the placement of a Technical Advisor to enhance the department's functionality and contribute to the development of Somaliland's teacher education system. Additionally, the project supported the department through the procurement of the necessary office furniture and equipment to ensure its effective operation.

The department's core mandate includes managing the teaching workforce, supporting the identification of qualified teachers, mapping qualification gaps, and defining priority pathways for teacher upgrading and continuous professional development. This initiative contributed to the transition from fragmented teacher management practices toward a more structured, standards-based system for teacher education, deployment, and oversight.

3.2.1.1 Train 350 head teachers and their deputies on school management, financial management and basic accounting procedures.

The program successfully completed training for head teachers and deputy head teachers on school management, financial management, and basic accounting procedures. A total of 355 participants, including 87 women, benefited from the training. The activity was designed to strengthen the leadership and management capacities of school leaders, enabling them to more effectively oversee school administration, planning, resource utilization, and accountability at the school level.

The training focused on practical competencies required for effective school leadership, including school management, financial management, and basic accounting procedures. This support was particularly important because strengthened leadership at the school level contributes to improved organization of teaching and learning, more efficient use of available resources, and more effective implementation of school priorities. It also complemented broader program investments in infrastructure, learning materials, teacher support, and school governance.

3.2.1.2 Train 116 ECE center head teachers and their deputies on Management, Leadership, Planning and Supervision of ECE center activities.
The project successfully delivered management and leadership training for 116 ECE center head teachers and deputy head teachers, including 26 female participants. The training aimed to strengthen school-level leadership and improve the management, planning, supervision, and coordination of ECE center activities. Participants were equipped with practical competencies in center administration, day-to-day management, and teacher support, enabling them to better oversee ECE operations and improve the organization of learning environments for young children.

This intervention contributed to strengthening education managerial capacity within the ECE sub-sector by promoting more effective planning, accountability, and consistency in service delivery. The inclusion of female leaders also supported the program's commitment to gender-responsive leadership development and inclusive representation in education management. Overall, the activity was completed successfully and represents important progress toward improving leadership, supervision, and the quality of early childhood education services in the target areas.

3.2.1.3 Train Regional and District education officers on leadership on education management, planning, leadership, data collection and analysis and supporting EMIS units and gender mainstreaming
This activity was successfully completed in the first year of the project period.

3.2.2.1 Conduct Professional training for the regional QAS Officers (140 QAO and other relevant staff)
This activity was completed and reported in the first year of the project period.

3.2.2.3 Train QAS on the new curriculum to enhance their school level supervisions.
Two Quality Assurance and School Supervision trainings on the CBC were successfully conducted in the Maroodi Jeh and Awdal regions. The trainings aimed to strengthen the capacity of MoES personnel, particularly staff within the Quality Assurance Department, in school monitoring and supervision practices aligned with the new curriculum framework. The sessions focused on enhancing participants' understanding of the CBC and equipping them with the practical skills required to effectively support, monitor, and supervise schools during the curriculum implementation process.

A total of 68 MoES-nominated participants attended the trainings, including 27 participants from Awdal Region and 41 participants from Maroodi Jeh Region. Through the trainings, Quality Assurance staff gained improved competencies in school monitoring, supervision, and quality assurance processes. Participants also developed a stronger understanding of the new curriculum framework, enabling them to provide more effective guidance and oversight at the school level. The activity contributes to strengthening institutional capacity within the MoES and supports the broader objective of improving the quality and effectiveness of education delivery through enhanced school supervision and accountability mechanisms.

3.2.3.1 Provide Quarterly supervision support for QASSO officers at the regional level.
The SCG project continued to support the regular monitoring and supervision activities conducted by the MoES and REOs. This support enabled frequent school visits and school-based guidance for head teachers and teachers by REOs and Central Quality Assurance Officers (QASOs).

Specifically, the project provided quarterly financial support of $5,000 USD to the MoES. During this reporting period, the grant agency transferred payments for four quarters to the MoES bank account through

SGA. These funds enabled QASOs, REOs, and District Education Officers (DEOs) to visit schools and provide mentoring, supervision, and quality assurance support.

3.2.3.2 Provision of monthly allowance to the male teachers affected conflicts in Erigavo District.
During the reporting period, the SCG project provided monthly allowances of $150 USD for five consecutive months to 181 conflict-affected male teachers in Erigavo District. This emergency income stabilization support was introduced to reduce the immediate economic impact of the conflict, retain trained teachers, prevent prolonged school closures, and support the continuity and early recovery of teaching and learning in affected schools. By stabilizing the teaching workforce during the crisis, the intervention helped conflict-affected communities resume basic education services as security conditions improved, while also protecting previous GPE investments in teacher training, teacher education reform, and workforce planning.

Although the allowance activity was not originally included as a separate budget line in the approved project budget, it was introduced in response to a formal request from the MoES. The activity was financed through a minor realignment of existing approved budget lines, in line with GPE minor budget revision procedures, and all required internal approvals and documentation processes were followed to ensure transparency, compliance, and accountability. The intervention was closely coordinated with MoES senior management and implemented as a time-bound, targeted recovery measure. The support strengthened the resilience of the education system in Erigavo District and demonstrated how emergency response measures and SCG system-strengthening investments can complement each other by addressing immediate shocks while sustaining long-term education reform outcomes.

3.2.3.3: Procure and supply appropriate equipment and furniture to QAS offices.
The program facilitated the procurement and distribution of essential office furniture to Quality Assurance and Supervision (QAS) offices at the MoES central level, Sanaag Regional Education Office, Erigavo District Education Office, and Godmo-biyo-cas District Education Office. This support aimed to equip QAS offices with appropriate furnishings and establish functional workspaces that support effective supervision, monitoring, and coordination.

By providing the necessary furniture, the program enhanced the operational efficiency of QAS offices and strengthened their capacity to carry out critical quality assurance functions, including school inspections, data reporting, and collaboration with district education stakeholders. Ensuring that QAS officers have the required physical infrastructure to perform their duties efficiently contributes to improved oversight, greater accountability, and stronger evidence-based decision-making across the education system.

3.1.2 Conduct regular Annual Joint Education Sector reviews.
The project provided logistical and technical support to the Ministry of Education and Science (MoES) to organize and conduct the 8th Annual JRES in Somaliland. The JRES was held at the Serana Hotel in January 2025 and was chaired by the Minister of Education, Hon. Ismail Yusuf, together with the Director General of MoES.

The main objectives of the JRES were to facilitate information sharing among education sector partners, discuss key challenges, review sector performance in relation to access, quality, governance, and financing, present the draft findings of the JRES Synthesis Report, and contribute to the evaluation of the Education Sector Strategic Plan (ESSP) 2022–2026. The review focused particularly on ESSP achievements and implementation progress during 2023 and 2024.

The event brought together more than 120 participants, including representatives from MoES central departments, REOs, the European Union, the Foreign, Commonwealth and Development Office (FCDO), the GPE Secretariat, UN agencies, INGOs, and LNGOs involved in the education sector. Their participation strengthened sector dialogue, coordination, and joint accountability around education priorities.

The resulting JRES Synthesis Report provided a comprehensive analysis of key achievements, persistent gaps, and systemic challenges facing the education sector over the two-year review period. It highlighted progress in areas such as modest enrolment gains, improved data availability through EMIS, strengthened policy development, and enhanced coordination mechanisms. At the same time, the report identified major bottlenecks, including low participation at ECE and secondary levels, inequities affecting girls and marginalized groups, teacher qualification gaps, financing constraints, and uneven enforcement of quality assurance standards

3.3.3: Supporting, national, regional and school level data and information systems to increase use of evidence in decision making, including EMIS and other administrative data.
During the second year of the SCG project, the MoES received continued support to strengthen data and information systems at regional and school levels across all six regions. This EMIS support aimed to improve the use of the EMIS and administrative data for evidence-based planning, monitoring, and decision-making.

MoES regional officials conducted school visits to strengthen the capacity of school leaders, particularly head teachers, to collect and report accurate education data. The support also improved communication channels and data-sharing networks between schools and education authorities at district and regional levels. As a result, head teachers gained the knowledge and tools needed to submit accurate and consistent EMIS data, reducing discrepancies and improving the reliability of education statistics. The intervention helped bridge information gaps and foster a more coordinated decision-making environment within the education system. The EMIS report was subsequently published and used to assess ESSP achievements for 2023/24 during the most recent JRES conference.

3.3.2: Develop/Review MOES policies, strategies and Guidelines.
The development and revision of the National Education Policy, Teacher Education Policy and guidelines were completed and reported in the first year of the project period.

3.4.2.4 Train school CECs and DECs in matters relating to effective school leadership including School level finance management.
The project successfully completed training for 101 participants, including 46 female participants, on effective school leadership and school-level finance management. The training targeted members of CECs and District Education Committees to strengthen their capacity to support school governance, planning, oversight, and transparent resource management.

The training covered key areas including school leadership, public finance management, accountability, school improvement planning, and financial stewardship. Through these sessions, participants improved their understanding of their roles and responsibilities in school governance, resource oversight, and support to school-level planning and management.

The activity contributed to strengthening community-based education governance by equipping committee members with the knowledge and skills needed to promote transparency, accountability, and effective use of school resources. It also complemented broader program interventions related to School Improvement Plans, school financing, and education system strengthening.

Lessons, innovative/promising practices

Nothing to report this reporting period.

Impact stories

This is the first interim report and may not be applicable at this early stage. We will share impact stories in the second reporting period.

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

#	File Name	Document Type	Description
1	Results Framework SCG _ April 2025 - May 2026 Reporting Period Second Draft.docx	Results Framework	Results Framework

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

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
1,343,662	1,243,686	92.56	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
671,831

Total Expenditure for the Current Reporting Period
693,675

Management Performance

Level of management performance
Highly Satisfactory (HS)

Detailed Description
Save the Children, as the grant agent for the GPE STG, GEA, and SCG programs, has established a comprehensive and robust project management system to ensure the effective and efficient implementation of grant activities. A dedicated Consortium Program Manager oversees the overall implementation process, providing strategic leadership and ensuring strong coordination among all stakeholders and consortium partners involved in the program.

A well-structured and highly coordinated project implementation team manages the day-to-day operations of the grant, ensuring the timely execution of planned activities. Key stakeholders and consortium partners actively participate in joint planning processes and regular review and coordination meetings. These engagements provide an important platform for identifying implementation challenges, addressing operational gaps, and agreeing on timely corrective actions to enhance program performance.

In addition, the grant is supported by designated focal points and technical specialists in education, finance, procurement, monitoring, evaluation, accountability, and learning (MEAL). These specialists play a critical role in ensuring quality delivery, compliance, accountability, and alignment with grant objectives. Financial disbursements to consortium partners are made in installments, with subsequent payments contingent upon the complete and satisfactory liquidation of previous advances, in accordance with the terms and conditions of the sub-award agreements.

The grant implementation process is guided by a comprehensive and regularly updated implementation plan covering all consortium partners, as well as a detailed MEAL framework, procurement plan, and

internal reporting mechanisms. Overall grant management and monitoring are conducted in strict adherence to Save the Children's internal policies and procedures, which are fully aligned with the rules and regulations of the GPE.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Likely

Detailed Description

The proposed revision primarily relates to the extension of the service period for the Technical Advisors (TAs), whose current budget allocation has nearly been exhausted. The extension seeks to utilize funds originally allocated for the quarterly supervision of QASSO officers and support to regional gender focal points in order to cover the additional budget required for the continued engagement of the TAs.

Annexes

Annex 1: List of Acronyms

Acronym	Description
MoES	Ministry of Education and Science
SLNCTE	Somaliland National College of Teacher Education
ESC	Education Sector Committee
TVET	Technical and Vocational Education and Training
QASO	Quality Assurance and Standards Officer
CEC	Community Education Committee
TWG	Technical Working Group
EMIS	Education Management Information System
QAO	Quality Assurance Officer
DEO	District Education Officer
REO	Regional Education Officer

MEAL	Monitoring, Evaluation, Analysis and Learning
EiE	Education in Emergencies
ToR	Terms of Reference
JRES	Joint Review of the Education Sector
PFM	Public Finance Management
CBC	Competency-Based Curriculum

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

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

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