

Global Partnership for Education



Photo by UNICEF, Mogadishu 2013

Progress Report Submitted on behalf of the Federal Government of Somalia Education Sector Committee

November 2014

TABLE OF CONTENTS

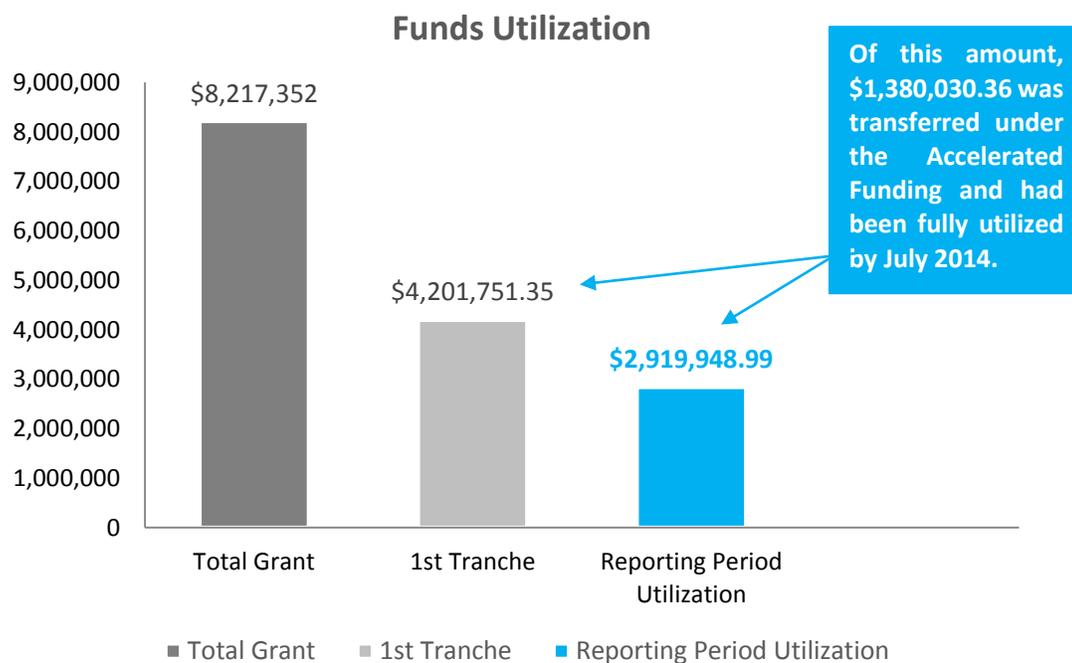
1. ACRONYMS	2
2. PROGRAMME SUMMARY	3
3. EXECUTIVE SUMMARY	4
4. KEY ACTIVITIES	6
5. RESULTS AND ACHIEVEMENTS DURING THE REPORTING PERIOD	
<u>Component 1: Teacher Training Systems</u>	
5.1 Accelerated Funding Grant	
5.1.1 Teacher Recruitment	6
5.1.2 Teacher Training	7
<u>Component 2: Teacher Management Systems</u>	
5.2 Teacher Incentive Payments	9
5.3 Teacher Information Management System (TIMS)	9
5.4 Cross-regional Financial Training	10
<u>Component 3: School Infrastructure</u>	
5.4 Additional classrooms and/or school facilities	10
<u>Component 4: Institutional Strengthening at Regional Level</u>	
5.5 REO Recruitment	11
5.6 REO Salary Payments	11
5.7 Lifted Budget through MOE Direct Payments	11
5.8 Supervisors	11
5.9 Recruitment of Supervisors	11
5.10 Supervisors Salary Payments	12
<u>Component 5: Quality Assurance</u>	
5.11 REO/Supervisor Job Descriptions	13
6. MONITORING & EVALUATION	
6.1 MOE School Monitoring	13
6.2 Third-party Monitoring	14
7. KEY PARTNERSHIPS AND INTERAGENCY COLLABORATION	15

1. ACRONYMS

CA	Coordinating Agency
CEC	Community Education Committee
CfBT	CfBT Education Trust
DANIDA	Danish International Development Agency
DEO	District Education Officer
DOE	Directorate of Education
EAC	Education A Child
ESC	Education Sector Committee
ESSP	Education Sector Strategic Plan
EU	European Union
GPE	Global Partnership for Education
MOE	Ministry of Education
MOHDPS	Ministry of Human Development and Public Services
NGO	Non-governmental Organization
REO	Regional Education Officer
SCOTTPS	Strengthening Capacity of Teachers Training in Primary and Secondary Education
SNU	Somali National University
TIMS	Teacher Information Management System
TOR	Terms of Reference
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development

2. PROGRAMME SUMMARY

Donor name:	Global Partnership for Education (GPE)
Assisted country:	FEDERAL GOVERNMENT OF SOMALIA
PBA reference:	SC/13/0585, SC/14/0001
Total contribution:	US\$ 8,217,352.389
Programmable amount (1 st Tranche):	US\$ 4,201,751.35
Funds utilized:	US\$ 2,919,948.99
Total balance of funds:	US\$ 1,281,802.36
Period covered by report:	September 2013 – October 2014
UNICEF Contacts	<p>Steven Lauwerier, Representative, slauwerier@unicef.org, Phone: +254207628411.</p> <p>Foeroogh Foyouzat, Deputy Representative, ffoyouzat@unicef.org, Phone: +254207628570.</p> <p>Linda Jones, Chief Education Section, ljones@unicef.org, Phone: +254 20 762 28421.</p> <p>Sarah Ng'inja, Donor Relations Specialist, snginja@unicef.org, Phone: +254 20 762 28415</p>



3. EXECUTIVE SUMMARY

The key activities during this reporting period included:

- Recruitment of 906 formal primary school teachers
- Training of newly recruited teachers
- Monitoring of schools by the Ministry of Education (MOE)
- Payment of monthly incentives to teachers, deputy head teachers, and head teachers
- Recruitment of seven Regional Education Officers (REOs)
- Recruitment of five Supervisors
- Payment of monthly salaries to REOs
- Payment of monthly salaries to Supervisors
- MOE School Monitoring Survey
- Assessment of REO offices
- Capacity building of MOE Finance staff
- Monitoring of teachers, deputy head teachers and head teachers
- Development of a roadmap for the Teacher Information Management System (TIMS)

The implementation of activities progressed under each component area however, given the developing institutional capacity of the MOE, not all activities were delivered in a timely manner during this reporting period. Changes in the political arena also hindered the timeliness of activities.

Central South Somalia was one of the first recipients globally to be granted Accelerated Funding by GPE. With the launch of the Go-2-School Initiative in September 2013, it was essential for the MOE to recruit teachers for the new academic year commencing at the same time. Accelerated Funding was utilized in order to hire 906 teachers (94 short of the original target of 1000) and to provide accelerated pre-service teacher training. In order to harmonize works and build on existing efforts, the Strengthening Capacity of Teacher Training in Primary and Secondary Education (SCOTTPS) Programme which included a ready-made intensive course module was utilized.

In addition, payment of monthly incentives of US\$ 100, US\$ 130 and US\$ 150 to formal primary teachers, deputy head teachers and head teachers respectively commenced in September 2013. In addition to the 906 newly recruited teachers, 433 teachers formerly supported by NGOs also received incentives.

Between October and December 2013, the MOE underwent the REOs recruitment process. Seven REOs were selected and recruited officially from January 2014 and began receiving monthly salary payments of US\$ 700.

While it was originally planned that incentive payments would be provided through ten NGOs, this was later revised to direct payment by the MOE using funding from the GPE budget. This was the result of strong commitment from the MOE to develop their own financial capacity to pay teachers utilizing GPE funds and is also considered to be more cost effective than channeling funds through NGOs. It was agreed by the Education Sector Committee (ESC), MOE and UNICEF that these cost savings will be reprogrammed for other priority needs including recruiting Supervisors to enable further supervision of schools and teachers.

The MOE addressed the need for further supervision in order to monitor and assess schools, students, and teachers. The request to utilize GPE funds to support five Supervisors was shared with the ESC for feedback and approval. The MOE appointed five competent candidates who were not recruited as REOs as Supervisors for the MOE. The five Supervisors officially came on board from January 2014 and their monthly salary has since been paid using GPE funds.

The MOE conducted a school monitoring survey trip in February 2014 to gather information on schools, teachers, and learners. UNICEF engaged third party monitors in June 2014 to collect data on approximately 15 per cent of the total number of teachers supported through GPE in Central South Somalia. The monitors not only interviewed head teachers and teachers, but also gathered information from Community Education Committees (CECs) which include parents, students, and community leaders. The result was positive overall however 21 teachers were identified as 'unrecognised' – approximately 10 per cent of the total number of teachers targeted through the monitoring. However, after a careful validation process by both the MOE and UNICEF, 19 were found to be valid with only two identified as not eligible as they had left their schools.

In August 2014, a UNICEF staff member from Garowe, Puntland traveled to Mogadishu in order to train the MOE Finance team. As the Finance team was new to handling donor funds, UNICEF conducted a cross-regional knowledge sharing training to build capacity at the MOE to deliver smoother liquidation process.

The component on developing the Teacher Information Management System (TIMS) had been postponed in order to coordinate activities with other donor programmes: DFID's initiative to develop a salary system for all civil servants at the government level and the World Bank's initiative to develop teacher salary systems with the Ministry of Finance. The MOE and UNICEF therefore agreed to first gather more information on other partner activities prior to delivering GPE-planned activities. As there have been delays in the other initiatives, GPE will develop TIMS as a transitional database for which a roadmap was developed in September 2014.

4. KEY ACTIVITIES



2013	August	Recruitment of 906 formal primary school teachers
	September	Training of newly recruited teachers Payment of monthly incentives to teachers, deputy head teachers, and head teachers
	October	Recruitment of seven REOs Recruitment of five Supervisors
2014	January	Payment of monthly salaries to REOs Payment of monthly salaries to supervisors
	February	Monitoring of schools by the MOE
	June	Monitoring of teachers, deputy head teachers, and head teachers
	August	Capacity building of MOE Finance staff members
	September	Development of a roadmap for TIMS
	November	Assessment of REO offices

5. RESULTS AND ACHIEVEMENTS DURING THE REPORTING PERIOD

Component 1: Teacher Training Systems

Outcome 1: Increased number of teachers with access to quality assured, government-regulated teacher training.

Output 1.2: 1,000 (40 percent females) new primary school teachers selected in a fair and equitable manner and trained in child-centred methodologies in a 15-day Accelerated Teaching Programme.

Accelerated Funding Grant

Teacher Recruitment

A proposal for Accelerated Support for an Education in Emergencies Grant for Central South Somalia was submitted to the GPE in August 2013. The proposed programme for accelerated support included two components: (1) Provision of accelerated teacher training for newly recruited teachers (a ten day training programme for 1,000 newly recruited teachers); and (2) Provision of incentive payments for existing and newly recruited teachers which envisaged payment of incentives to 1000 newly recruited teachers in addition to 528 teachers who are already deployed through Education Cluster partners providing education in emergency-affected areas. The two components were extracted from the drafted Programme Implementation Grant proposal.

The Accelerated Support application was submitted with strong support from the Directorate of Education (DOE) of the Ministry of Human Development and Public Services (MoHDPS) in order to initiate specific activities under the Go-2-School Initiative launched in September 2013. Given that the new academic year started in Central South Somalia in September, the MoHDPS needed to urgently recruit a significant number of additional teachers to attract students to enroll. Recruitment and capacity building of teachers and

organizing incentive payments to enhance capacity and motivation to provide quality of education became top priorities.

GPE approved the use of accelerated funding given the urgency of commencing activities and the critical importance of teacher recruitment within the larger proposed programme implementation grant. This was also supported by the DOE, ESC, Education Cluster partners and other development partners. Accelerated Funding was granted in September 2013 and utilized to recruit 906 teachers (94 short of the original target of 1,000 teachers as a number of teachers did not pass the assessment stage of the selection process). The target for recruitment of female teachers was not met at this time although the percentage of female teachers recruited is higher than the average percentage of female teachers in place throughout the whole of Somalia.

Summary of the Teacher Recruitment

Number of Examination Candidates					Successful Candidates			
Region	Male	Female	Total	% Female	Male	Female	Total	% Female
Galmudug	130	29	159	18	84	16	100	16
Hiraan	234	11	245	5	54	11	65	17
Lower Shabelle	53	15	68	22	34	13	47	28
Middle Shabelle	74	37	111	33	64	23	87	26
Gedo	81	10	91	11	71	9	80	11
Benadir	323	72	395	18	264	49	313	16
Bay	100	43	143	30	61	23	84	27
Lower Juba	202	18	220	8	124	6	130	5
Total	1197	235	1432	16	672	150	906	17

Teacher Training

Once recruited, the teachers underwent a fifteen day accelerated pre-service teacher training. In order to harmonize this teacher training with that offered by other organizations/agencies and to build on existing efforts, the “Strengthening Capacity of Teacher Training in Primary and Secondary Education (SCOTTPS)” Programme funded by the European Union (EU) including a ready-made intensive course module was utilized. The Somali National University (SNU) first conducted a three-day training of trainers for six trainers. Teachers from eight regions gathered in Mogadishu in September 2014 and underwent the SCOTTPS programme over fifteen days. Facilitation of the training was conducted through SNU as reestablishing the SNU is one of the priorities highlighted in the Education Sector Strategic Plan (ESSP). The teacher training was comprised of sessions which enabled teachers to learn and review pedagogy for active and inclusive learning; specific skills for planning for large class teaching and learning; multigrade teaching and learning; effective use of teaching and learning materials; and assessment and evaluation methodologies. Upon completion of the training, teachers received certificates to acknowledge their participation.

Utilization of a public institution was a historic step towards strengthening public education, however, the limited capacity of SNU to deliver the teacher training meant that extra staff from the MOE and UNICEF were required to assist in delivery of the teacher training. Although institutional capacity building of the SNU is a priority for the education sector, it is suggested that the university receive further support from other universities or external technical inputs in order to deliver future trainings.

CHALLENGES

The recruitment process was conducted under the strong leadership of the DOE. However, the target for female teachers (40 per cent of total number of teachers recruited) was not met and remained at 17 per cent.

One reason for this is that of the total number of people that applied, only 16 per cent were female, and of those female candidates, only 64 per cent passed the examination. As the targeted 1,000 positions were not filled due to teacher resignations, the MOE plans on recruiting more teachers for the second year of the GPE Programme. It is expected that more female teachers will then be added to the government payroll as a result of the second recruitment process.

The delivery of the accelerated teacher training was challenged by the limited institutional capacity of the SNU. The university was unable to deliver the training using its own staff members and required a significant level of additional support from the MOE and UNICEF which demonstrated the capacity gaps and support required to fill these. As a result, REO training has been outsourced to CfBT, an educational institutional capacity building international NGO. Institutional capacity development of SNU is one of the key priorities addressed in the Interim ESSP therefore the MOE, CfBT and UNICEF will work hand in hand with SNU to deliver REO training in the coming months.

Component 2: Teacher Management Systems

Outcome 1: Increased number of teachers in government-supported schools benefit from predictable salary payments.

- **Output 1.2: Teacher Profile Database developed and populated with the professional details of all government registered teachers.**
- **Output 1.3: Selected primary school teachers receive incentive payments for 36 months: US\$ 100 for 1,301 (40 per cent females) primary school teachers; US\$ 130 for 101 Deputy Head teachers; and US\$ 150 for 133 Head Teachers.**

In addition to the teacher recruitment and training, the Accelerated Fund paid teacher incentives of US\$ 100, US\$ 130, and US\$ 150 to formal primary teachers, deputy head teachers and head teachers respectively from September 2013. In addition to the 906 newly recruited teachers, 433¹ teachers formerly supported by NGOs also began receiving the incentives. 300 regular teachers and 18 head teachers in Bay, Hiraan, Lower Shabelle and Middle Shabelle regions are being funded through the DANIDA Programme.

Summary of Incentive Payments

	2013								2014											
	Sep		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		Jun	
	GPE	DANIDA																		
Teachers	1,039	300	1,033	300	1,031	300	1,069	300	1,080	300	1,098	300	1,095	300	1,094	300	1,094	300	1,094	300
Teachers Total	1,339		1,333		1,331		1,369		1,380		1,398		1,395		1,394		1,394		1,394	
DHT*	4	-	4	-	4	-	4	-	4	-	2	-	2	-	2	-	2	-	2	-
DHT Total	5		2																	
HT**	24	18	24	18	24	18	24	18	25	18	24	18	23	18	23	18	23	18	23	18
HT Total	42		42		42		42		43		42		41		41		41		41	
GPE/ DANIDA TOTAL	1,386		1,380		1,378		1,416		1,428		1,442		1,438		1,437		1,437		1,437	

* DHT = Deputy Head Teachers

** HT = Head Teachers

¹ The number of teachers formerly supported by NGOs reduced since the NGO programmes expired. Therefore, this number is lower than that indicated in the Accelerated Funding proposal.

Each month, the MOE Finance and Human Resources Units along with UNICEF collaborate to finalize the list of teachers. While there were frequent teacher movements (changes of school, resignation, and/or inability to validate teacher attendance), both the MOE and UNICEF put in place measures to mitigate the risk of inaccurate payment of incentives.

The MOE gathered teacher attendance sheets from schools through the Head Teachers for validating teachers' names for payments while UNICEF conducted random phone calls to spot check teacher identities and validate the list on a monthly basis. A sample of the spot check analysis is attached as **Annex 1**.

After validating teacher names, phone numbers and school names, UNICEF paid incentives to the MOE's Dahabshii account after which the MOE processed teacher payments via mobile phone.

Although the actual payment procedure is not complex, the validation process requires significant time and effort by MOE/UNICEF staff. Teacher payments were often backdated as a result of the need for the MOE to comply with UNICEF liquidation process. Efforts are being made to streamline these processes while ensuring compliance with risk mitigation measures in order to improve timeliness of payments.

Cross-regional Financial Training

As direct handling of donor funds is a new role for the MOE's Finance department, UNICEF provided a cross-regional training in August 2014. A UNICEF staff member in Puntland who assists the Puntland MOE in liquidation processes traveled to Mogadishu to train MOE Finance staff on the same.

UNICEF aims to mitigate the risk of inappropriate financial transactions occurring by requiring the MOE to comply with UNICEF's thorough liquidation procedures. Upon completion of activity implementation, the MOE liquidates or acquits the funds received by submitting expenditure reports to UNICEF within three months of the receipt of funds. UNICEF's computerized financial system (VISION) prevents any cash transfers being made to the MOE if they have not yet liquidated the previous transfer of funds for a period of more than six months. For financial reporting, the MOE submits a certified fund expenditure report with a summary of expenditure against each budget line for total funds received. The MOE also submits receipts or vouchers as proof of expenditure. As receipts and vouchers are not always appropriately issued in Somalia, collection and verification processes often take time. The MOE submits a narrative report outlining activities undertaken and results achieved against programme indicators. Training on these specific procedural steps was expected to improve the liquidation processes.

On 24 December 2013, the MOE submitted an update on payments processed between September and December and officially requested inclusion of an MOE administrative fee to cover office supplies, communications costs and administrative support required to facilitate payment of teacher incentives. All payments processed between September and December 2013 only included the original one per cent of the overall payment amount set aside for the bank transfer charge. Initially, the programme budget did not include an administrative fee for the MOE however, given that multiple payments are made by the MOE, including payments for teacher training, teacher incentives for newly recruited teachers between September and November 2013, teacher incentives for former NGO-funded teachers between September and October 2013, and head teacher/deputy head teacher incentives between September-October 2013, the lack of funding for administrative support created challenges in processing the monthly payment cycle.

UNICEF, as the managing entity of the GPE programme, requires the MOE to address risk mitigation measures to validate each payment including repeated validation of listed teachers through manual phone communication, generation of lists and reports including teacher attendance lists and collection of information from each school prior to payment. Given the low capacity of the MOE and limited resources, additional funding for administrative support was required especially for Finance and Human Resources. Given the importance of risk mitigation for UNICEF, the Programme Manager agreed with the Head of Education of

Central South Somalia to the MOE's request for funding an extra one per cent of the payment amount as an MOE administrative cost to commence in January 2014.

Teacher Information Management System

Development of specific action plans to establish the TIMS, a database that compiles teacher profiles (including names, accreditation, qualifications, number of years in service, age, gender, subject areas, unique IDs, scans of certificates, etc.), were delayed in order to align data collection for the TIMS database to other donor-funded civil service payment system initiatives. The DFID-led initiative plans to develop a government-wide civil servant payment system which will directly affect the payments of all civil servants including those in the education sector. In addition, a World Bank-led initiative is supporting the Ministry of Finance to establish a teacher payment system. In order to avoid any duplication or contradiction in the final payment systems and to avoid wasting time, effort and funding, the MOE and UNICEF continue to receive updates on progress made by these initiatives.

However, in September 2014, the MOE requested that UNICEF move forward with the GPE-funded activity for establishment of the TIMS database due to delays in implementation of the DFID and World Bank initiatives. A roadmap for establishing TIMS was developed and it was agreed that the database be basic and that data be easy to export to enable it to be merged with government-wide databases once established. The MOE is currently in the process of identifying a local IT specialist or company to assist in implementing the roadmap. Documents from Puntland regarding development of their database were shared with the MOE - including the types of information stored, process of gathering teacher profiles and how physical copies of teacher files are stored at the MOE in Puntland.

CHALLENGES

There were challenges to making payments in a timely manner due to the rigorous process required to validate teacher lists and delays in the liquidation process between the MOE and UNICEF. Although the importance of a robust validation process for the teacher lists cannot be understated, it is critical that the process become more efficient. The liquidation process requires speedy reconciliation of payments and receipts and it is hoped that with further institution capacity building of the MOE through the GPE programme, the process will become more efficient.

Component 3: School Infrastructure

Outcome 1: Increased access to quality education through improved teaching/learning environments.

Output 1.1: Additional classrooms and/or school facilities (including sanitation, recreation, sports, staff rooms).

This component of the Programme is yet to be implemented. While funding is limited, the component was planned to complement other donor programme activities such as the DANIDA and Educate A Child (EAC) programmes. This Programme will coordinate work to improve the quality of teaching/learning environments through information sharing and harmonisation of specific interventions in the coming months.

Component 4: Institutional Strengthening at Regional Level

Outcome 1: Improved delivery and support of basic education services for children and youth by Regional Education Officers.

Output 1.1: 11 Regional Education Offices established and fully functioning as regional hubs for improved education service delivery.

Output 1.2: 7 Region Education Officers receive predictable salaries.

Under this component, seven REOs were recruited and are receiving monthly incentives and conducting field trips. In addition, five Supervisors were hired and are receiving monthly incentives.

REO Recruitment

Between October and December 2013, the DOE initiated the recruitment of REOs in a transparent process. As a result, seven REOs for the regions of Banaadir, Middle Shabelle, Galguduud, Bakool and Lower Jubba were officially identified and commenced work their positions from January 2014. These seven REOs are in addition to the original REOs that existed in Gedo, Bay, Lower Shabelle and Hiiraan regions. In total, there are now eleven REOs that cover all regions in Central South Somalia.

The recruitment process included selection of candidates from the pool of ninety that applied to the position of which thirty-seven were shortlisted. Shortlisted candidates underwent a written test, followed by interviews. Reference checks were also conducted after the interviews. The Recruitment Report submitted by the MOE is attached as **Annex 2**.

REO Salary Payments

Decentralization of the roles and responsibilities of education administrators (both District Education Officers [DEOs] and REOs) is currently planned for implementation through the DANIDA programme (including recruitment of DEOs and capacity building of DEOs and REOs). As a result, REOs will be additionally tasked with school supervision, teacher monitoring, student assessments and reporting amongst other task. To support these activities, monthly incentive payments (US\$ 700 per month) for the REOs were included in the GPE Programme budget. All seven REOs recruited under the GPE programme have received this monthly salary since their appointment in January 2014.

Reprogramming of cost savings

At the time of programme development, it was planned for teacher incentives to be delivered through ten NGOs however it was later agreed that the MOE would receive the payment in order to pay monthly incentives to teachers. This change of plan had a cost savings of \$380,640, which initially covered NGO transportation costs for supervision and monitoring as well as recovery costs. It was agreed by the ESC, MOE and UNICEF members that the funds will be reprogrammed in part to support supervision and monitoring by the MOE and recruitment and salaries for five Supervisors.

Supervisors

Insufficient numbers of education administrators has been a challenge for the education sector. This includes staff members to conduct supervision and monitoring of schools, teachers, and learners. The MOE addressed this by hiring Supervisors to conduct periodic school supervision for the GPE Programme especially since the function was shifted from NGOs to the MOE with the direct payment to teachers. Monitoring of not only teachers yet on learners is an essential part of the GPE Programme. Therefore, a suggestion was made to the ESC members on utilizing part of the lifted budget for hiring five Supervisors and their supervision fee which was approved.

In January 2014, five Supervisors were hired from the pool of candidates that applied to the position of REOs. There were a number of candidates who were not nominated as REOs yet had credible background and experiences to become Supervisors. The Supervisors are assigned to work on the following five regions and districts: North of Mogadishu (Hodan, Hawlwadaag, Warta Nabadda & Deyniile Districts), West of Mogadishu (Hamarjajab, Waaberi, Wadajir, Dharkinley & Kahda Districts), Center of Mogadishu (Boondheere, Abdiiziiz, Shangaani, Hamarwayne Districts), East of Mogadishu (Yaqshid, Kaaraan, Shibis, Huriwaa Districts) and Middle Shabelle. Of the five, one is a female who covers East Banadir region. Nevertheless, the number of Supervisors is insufficient to cover all regions in Central South Somalia. There is a need to assign Supervisors to the regions of Gedo, Bay, Bakool, Lower Jubba, Galguduud and Lower Shabelle for the MOE to develop a quality assurance structure in all regions.

Supervisors Salary Payments

The monthly salary of US\$ 700 has been paid to the five Supervisors since January 2014. The monitoring of their performances as well as development of job description/Terms of Reference (TOR) is yet to be finalized.

CHALLENGES

The recruitment and payment of REOs/Supervisors are being conducted without issues although challenges remain in monitoring their performances. The reporting mechanism was weak with limited information generated by the REOs and Supervisors through quarterly reports submitted to UNICEF. While the third party monitoring report (see 'Monitoring & Evaluation' below) revealed that the majority of REOs (except for Galmudug region) visit schools and provide support, improvements to the monitoring mechanism for REO/Supervisor monthly activities and the impact of their roles and responsibilities is required. UNICEF plans to develop a more robust monitoring plan for REOs and Supervisors in collaboration with the MOE and the ESC members in the coming months which will include strengthening the REO and Supervisor TORs.

Component 5: Quality Assurance

Outcome 1: Improved delivery of equitable and quality education services at all levels.

Output 1.1: Accountability mechanisms and measures integrated into Components 1-4.

4. Develop job descriptions for REOs and set performance targets

Accountability mechanisms have been put in place and measures especially to mitigate risks are integrated into components 1-4. However, many of the outputs originally outlined in the Programme Document are still at the planning stage.

One output on development of REO job description was developed at the time of REO recruitment which is attached as **Annex 3**. This job description will be updated as roles and responsibilities increase and especially when DEOs are in place under the DANIDA programme. The REO training for building capacity has been outsourced to CfBT through the DANIDA programme, linking to the training package to be developed for the DEOs. The specificities of these trainings are currently being developed by CfBT.

CHALLENGES

The REO job description (TOR) is generic and requires improvement in terms of specifying tasks and responsibilities. In addition, the Supervisor TOR is yet to be developed. In the coming months, improved monitoring of REO activities is planned through establishment of specific targets that reflect local and regional contexts. A similar mechanism will be put in place to monitor the activities of the Supervisors.

6. MONITORING and EVALUATION

MOE School Monitoring Survey

The monitoring of the Programme was conducted in multiple layers; through on-the-ground monitoring by the UNICEF staff members in Mogadishu, Galkayo, and Baidoa as well as periodic visits to Mogadishu by the Programme Manager based in Nairobi.

The MOE conducted a school monitoring survey mission for data collection and to visit GPE-funded teachers in February 2014. Each assessment was carried out by one team of three which visited each

region including an REO, technical staff and an MOE staff member (except for Banadir where the region was divided into three areas). The regions visited were: Banadir, Galmudug, Hiiraan, Middle Shabelle, Lower Shabelle, Bay, Gedo, and Lower Jubba.

Below data were collected from the schools:

Public Schools (under Go-2-School)

- Number of students
- Number of teachers and their qualifications
- Gender proportion of the pupils and teachers

Private Schools

- Syllabus that is taught at secondary schools
- Language of instruction
- Number of topics taught per subject
- List of students graduating from secondary levels (for 2013/2014 academic year)

Data and information were collected through a questionnaire provided to schools by the MOE in addition to meetings held with local authorities and Community Education Committees (CEC) in villages. Information on concerns and challenges were also gathered through communications with local authorities. Data collection and analysis are provided in the School Monitoring Survey Report, attached as **Annex 3**.

Third-party Monitoring

Due to insecurity and restrictions in UNICEF staff mobility, UNICEF engaged third party monitors in June 2014 as an alternative measure to mitigate risks associated to the Programme. The monitors interviewed head teachers and teachers and gathered information from the CECs in villages including parents, students and community leaders. The result was positive overall although 21 teachers were identified as ‘unrecognised’ (neither the Head Teacher nor the community could identify the teacher) – approximately 10 per cent of the total number of teachers targeted through the monitoring. Below outlines the general third party monitoring findings:

- Approximately 1200 teachers receive monthly incentives through GPE.
- The majority of teachers (84 per cent attendance) were present in schools during the field consultant’s visits to 66 schools. This indicates high teacher attendance which may be attributed at least in part to the GPE monthly incentives.
- Of the 198 teachers in CSZ visited, 162 were present on the day of the random visit, while 36 of the teachers were either absent, had been transferred to another school or were unknown to individuals in the school.
- Of the 36 teachers who were not present in the school, 21 (i.e. 21 out of 198 = 10 per cent) of them were not known by the school headmaster, implying that they had never taught at the school and should not have received the incentive in the first place.
- In addition to the US\$ 100 per month incentive supported by GPE, some teachers are also receiving incentives from other sources, notably the school and/or the local CEC. Most teachers indicated that the incentive amount is too small and requested increase in the amount.
- 83 per cent of teachers have received the incentive payments of US\$ 100 per month but with some variation in the number of months covered (i.e. total amount received varied). The third party monitors identified 32 teachers of the total number verified (17 per cent) who did not receive the cash incentive.

These 32 teachers were based in Banadir, Bay, Gedo, Hiiraan and Lower Juba. However when the MOE and UNICEF investigated it was found that they had all, in actual fact, received incentives.

- Daily attendance books were the most reported method used to monitor teacher attendance and progress. The monitors reviewed daily attendance books in almost all schools verified.
- Physical presence and lesson plans served as other means of verifying progress and attendance of teachers. Some of the methods used to monitor performance by most schools included evaluation of teachers' attendance, lesson plans, testing student knowledge on the lessons taught, amongst others.
- Almost half the schools reported cases of teacher turnover citing higher ratios of male teachers leaving schools than female teachers. Some of the contributing factors to teacher turnover were reported to be teachers leaving to advance their education, seeking other opportunities such as in business and alternative teaching positions in urban areas in order to increase incomes. The remaining 50 per cent of schools reported no teacher turnover.
- The ratio of male students to female students enrolled was reported to be 57 per cent enrolment for boys and 43 per cent for girls indicating a slightly higher enrolment for boys in comparison to girls.
- Almost all schools visited reported that they have dedicated REOs who occasionally visit the schools to provide support.

The full report submitted by Sahan is attached as [Annex 4](#).

Based on the third-party monitoring results, profiles of the 21 teachers identified as 'unrecognized' were reviewed by both the MOE and UNICEF with all payments to MOE was temporarily suspended until the validation process was complete. UNICEF called individual phone numbers to confirm identities and eliminated those who were found to be invalid for receiving incentive payments. Information on all 21 teachers were also submitted by the MOE to validate their backgrounds. As a result, 19 of the teachers were verified as valid and eligible to receive incentives through GPE funds. The MOE and UNICEF excluded the remaining 2 teachers for all upcoming payments. Due to this rigorous validation process, incentive payments for July and August 2014 were only processed in October 2014.

In Lower Jubba where 9 out of 21 teachers initially identified by third party monitors as "unrecognised" (although only 2 were actually found to be ineligible after the thorough validation process had been carried out), UNICEF plans on conducting a small-scale third party monitoring activity to validate information on teachers and will also continue to monitor activities through third party monitors on a regular basis.

7. KEY PARTNERSHIPS AND INTERAGENCY COLLABORATION

There was a change of the Coordinating Agency (CA) in 2014. As agreed with the GPE, Somalia has an alternating CA on an annual basis for which the EU was responsible in 2013 which was handed over to U.S. Agency for International Development (USAID) from 2014. The EU, USAID, and UNICEF held a meeting in early January 2014 for this transition with key items discussed bilaterally between EU and USAID. UNICEF thanks the EU for their support, especially during the grant application period. USAID is now involved in all key activities of the GPE Programmes across Somalia. Status of GPE Programme implementation remains a default agenda on the ESC meeting. Partners are kept up-to-date on the activity status. Both the MOE and UNICEF are also proactive in communicating with partner organizations to gather information on teachers and schools to set up a mechanism for harmonizing works. Partners are collaborating and sharing the required information.

In regards to working with other donor programmes where the coordination is led by the MOE, unlike some other donor programmes where the implementation of activities are outsourced to local/international organizations, the GPE Programme is centred on activity delivery by the MOE. This requires a high level of commitment by the MOE. Both the Minister and the Director General are fully aware of the level of responsibility required of the MOE and the importance of the GPE Programme. Such commitment at management level is trickling down to the technical advisors and other MOE staff in order to show results in three years.