

Global Partnership for Education



Photo by Hana Yoshimoto, Zeila, Awdal Region, Somaliland

Progress Report
submitted on behalf of the
Somaliland Education Sector Committee

May 2015

TABLE OF CONTENTS

1. ACRONYMS	3
2. PROGRAMME SUMMARY	4
3. EXECUTIVE SUMMARY	4
4. RESULTS AND ACHIEVEMENTS	
4.1 <u>Component 1: MOEHE Salaries and Incentive Payments</u>	5
4.2 <u>Component 2: Quality Assurance and Supervision</u>	6
4.3 <u>Component 3: Teacher Training Systems</u>	7
4.4 <u>Component 4. Gender Equity in School Management Systems</u>	8
5. MONITORING and EVALUATION	10
6. KEY PARTNERSHIPS and INTERAGENCY COLLABORATION	11
7. FUTURE WORK PLAN	12

List of Annexes

Annex 1	School Support Supervision Feedback
Annex 2	ToR for Development of the NTTI Management Plan
Annex 3	NTTI Management Plan
Annex 4	Screenshots of Teacher Profile Database
Annex 5	Financial Utilization Report

1. ACRONYMS

CEC	Community Education Committee
EMIS	Education Management Information System
ESC	Education Sector Committee
GPE	Global Partnership for Education
IT	Information Technology
MOEHE	Ministry of Education and Higher Education
NTTI	National Teacher Training Institute
QA	Quality Assurance
REO	Regional Education Officer
SCOTT	Strengthening Capacity of Teacher Training
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development

2. PROGRAMME SUMMARY

Donor name:	Global Partnership for Education
Assisted country:	Somaliland
PBA reference:	SC130321
Total contribution:	US\$ 3,750,151
Programmable amount: Tranche 1 – 2,280,695.17 Tranche 2 – 1,224,169.00	US\$ 3,504,864
Funds utilised:	US\$ 2,007,594
Total balance of funds:	US\$ 1,279,632
Period covered by report:	April 2014 – March 2015
UNICEF Contacts	<p>Steven Lauwerier, Representative Email: slauwerier@unicef.org Phone: +254 20 762 28411.</p> <p>Foroogh Foyouzat, Deputy Representative Email: ffoyouzat@unicef.org Phone: +254 20 762 28570</p> <p>Linda Jones, Chief Education Email: ljones@unicef.org Phone: +254 20 762 28421</p> <p>Hana Yoshimoto, GPE Programme Manager Email: hyoshimoto@unicef.org Phone: +254 20 762 28424</p>

3. EXECUTIVE SUMMARY

Overall implementation is on track; the reporting period saw progress under all programme components.

Teachers, head teachers and Regional Education Officers received monthly incentives of respectively US\$ 25 and US\$100 throughout the reporting period. However, 2014 payments were often delayed, primarily due to the institutional capacity and operational structure of the Ministry of Education and Higher Education (MOEHE). Considerable joint efforts were made by both UNICEF and MOEHE to overcome these challenges; processes were improved and incentives are currently being paid on a quarterly, rather than monthly basis, contributing to improved timeliness.

Under the Quality Assurance and Supervision component, the Minimum Standards for Primary Education were operationalised and 902 school monitoring visits were successfully conducted.

Significant progress was registered under the third component on Teacher Training Systems; a Management Plan to serve as a blueprint for the National Teacher training Institute both in the short and medium term was developed and drawings and tender documents for the first phase of the GPE-funded portion are in the final stages. Furthermore, the Teacher Profile Database, hosting profiles of 5,150 teaching staff and 1,200 non-teaching staff was developed and officially launched for operation in January 2015.

Under Component 4, an innovative “Educational Leadership and Management’ certificate course for 53 senior female teachers was designed and commenced in partnership with four local universities namely Amoud, Hargeisa, Burao and Nugaal. Upon completion, trainees will receive an accredited certificate and MOEHE will take affirmative action to deploy them as head teachers or deputy head teachers.

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

2014	April	Data collectors identified and supervisors trained (Teacher Profile Database)	
	May	-	
	June	Payment of incentives to teachers, head teachers, and Regional Education Officers	
	July	-	
	August	Training on use of Minimum Standards for Primary Education	
	September	Female Teachers Leadership Workshop	
	October	Completion of the Teacher Profile Database	
	November	Quality Assurance Supervisory Visits	
	December	REOs Payment of incentives to teachers, head teachers, and Regional Education Officers	
	2015	January	Development of NTTI Management Plan
		February	Completion of Teacher Profile data entry
		March	Female Teachers Leadership Training
		Payment of incentives to teachers, head teachers, and Regional Education Officers	
		Delivery of two vehicles to MOEHE for school supervision	

4. RESULTS and ACHIEVEMENTS

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

4.1 Component 1: MOEHE Incentive and Top-up Payments

GPE funding will support the MOEHE's efforts to provide more predictable salary payments to an increased number of teachers in primary schools.

4.1.1 Top-up Payments for Head Teachers

All 795 (31 females) public primary school head teachers across Somaliland have been receiving monthly top-up payments equivalent to US\$ 25, albeit with some delays. Payments are made through an electronic mobile phone system to every head teacher. The MOEHE submits a list of head teachers to UNICEF on a quarterly basis. Following verification, UNICEF releases the payment to MOEHE.

4.1.2 Incentive Payments for Primary School Teachers

Following completion of the recruitment process across the six regions of Somaliland, 300 (public primary school teachers (120 female) were added to the government payroll. Albeit with some delays, all 300 teachers have been receiving monthly incentive payments equivalent to US\$ 100, through the electronic mobile phone payment system.

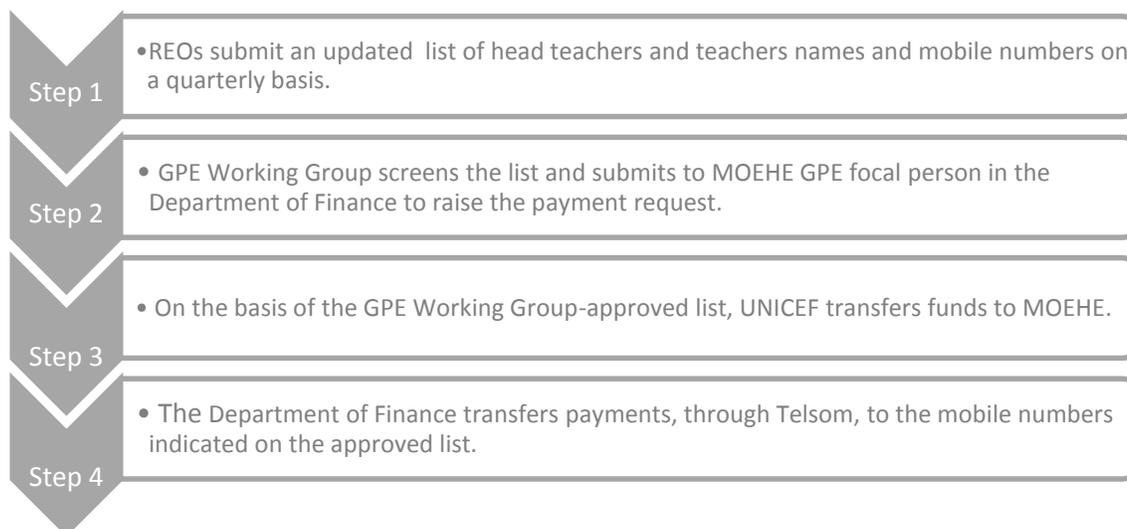
4.1.3 Incentive Payments for Regional Education Officers (REOs)

In 2014, albeit with delays, 13 REOs received a monthly incentive payment equivalent to US\$ 100 through the electronic mobile phone payment system. As of early 2015, following the division of the populous Maroodi Jeex region into Maroodi Jeex East and Maroodi Jeex West, the number of REOs increased by one, bringing the total number of GPE-supported REOs in Somaliland to 14.

Challenges and Solutions

The institutional capacity and operational structure of the MOEHE was found to be contributing to delays in payment of monthly incentives. In recognition of the importance of timely payments, in terms of motivating teachers and REOs, it was agreed to process incentive payments quarterly, rather than monthly.

Furthermore, a GPE working group was established and tasked with meeting monthly to screen and endorse the master ‘teacher and head teacher beneficiary list’ in a bid to ensure timely and accurate transfers of incentive payments. The working group comprises representatives from MOEHE (Human Resources, Policy and Planning, and Finance departments) and UNICEF. The members established the workflow below:



The establishment of the GPE working group has contributed to accelerating incentive payments. Going forward, incentives are expected to be processed in a timely manner.

4.2 Component 2: Quality Assurance and Supervision

GPE funding will assist MOEHE in the development of an effective system for school supervision for primary and secondary education and provide additional support needed in establishing Minimum Standards for Primary and Secondary education and its operationalization at regional, district and school levels.

4.2.1 Minimum Standards for Primary Education at Regional, District and School Levels

In 2013, the GPE programme supported the development of the Quality Assurance (QA) monitoring tool ‘A Comprehensive Quality Assurance Checklist for Schools.’ In 2014, further support was provided to operationalise the minimum standards for primary education at regional, district and school levels. A competency test was provided to all QA officers. Out of the 72 officers (11 female and 61 male) that took the test, 48 were found to be fully competent. An intensive training on the use of the minimum standards, checklists and tools was conducted in August 2014 for the selected 72 QA officers, alongside 4 additional officers and 14 REOs. During the training, a supervision work plan was also developed.

4.2.2 Supervisory Visits to Formal Primary Schools

The Finance Department and Primary and Secondary Departments of the MOEHE played a key role in planning for the supervisory visits. A total of 72 QA officers, 14 REOs and 15 central ministry officers carried out school supervisory visits to 902 schools in November and December 2014, against a planned target of 953 schools i.e. all public primary and secondary schools. A report documenting the supervision process and main challenges faced was prepared by the MOEHE and is enclosed to this report as *Annex 1*. Key findings include less than optimal feedback from some of the QA officers, REOs, Community Education Committees (CECs) and Head Teachers. These and other lessons learned will be used to improve future school supervision. The MOEHE is also working on a more detailed report of the supervision exercise to serve as a baseline for school quality assurance status in the country. However, given the significant volume of data collected, additional short-term technical assistance is required to analyse the findings. The next inspection is scheduled for August 2015.

4.2.3 Procurement of Two Vehicles for Supervision

Two 6-seater Hilux Double Cabins were delivered to MOEHE in March 2015 to assist in the annual school visits.

Challenges and Solutions

In order to overcome the difficulties faced in collecting information from some of the QA officers, REOs and CECs during the supervisory visits to schools, the next planned school supervision will be preceded by increased advocacy to ensure that the purpose of school visits and the perceived benefits to schools and children is clear to all REOs and head teachers.

4.3 Component 3: Teacher Training Systems

GPE funding will assist the MOEHE in: 1) Establishment of National Teacher Training Institutions, 2) Development of Teacher Training Framework, Policy and Standards, including development of the Teacher Profile Database.

4.3.1 Teacher Training Institute

Several discussions were held amongst members of the Teacher Education Technical Working Group, comprising MOEHE, key local and international NGOs, and UNICEF to determine how best to proceed with establishing a National Teacher Training Institute (NTTI) of a high design standard on a smaller than originally anticipated piece of land. It was agreed to develop a NTTI Management Plan, as a blueprint for the development and management of the NTTI both in the short-term (first two years) and in the mid-term (up to the fifth year after inception). The plan provides details on the following areas:

- a) Management model (public, private, or hybrid)
- b) Governance (legal status, board composition)
- c) Finance (cash-flow projection, financial forecast)
- d) Human resources (teaching and admin staff)
- e) Training curriculum and courses to be offered
- f) Annual enrolment projection and training modalities
- g) Accreditations and quality assurance
- h) Facility requirements based on (f) above

Using funds from this grant, an international experienced consultant was recruited in October 2014 and by December 2014, a draft NTTI Management Plan was produced and submitted to the Teacher Education Technical Working Group. At the time of reporting, the drawings and tender documents for the first phase of the GPE-funded portion of the NTTI, implemented by UNHABITAT, were being finalised. Further details on the NTTI Management Plan are available in *Annex 2* and *Annex 3* of this report.

4.3.2 Teacher Profile Database

The Human Resources department of the MOEHE played a crucial role in the development of the Teacher Profile Database. In early 2014, a questionnaire in Somali was developed and distributed to all public primary schools in Somaliland and 76 data collectors and supervisors were trained. Data collection across all regions in Somaliland commenced in April 2014 and was completed within a period of two months. Teams were dispatched to all schools to take pictures of every teacher and obtain copies of their certificates. All paper-based files are stored in lockable cabinets in the Human Resource department. In collaboration with the Horuminta Elmiga Programme funded by the European Union, the Norwegian Refugee Council procured all the information technology (IT) equipment for the database.

Following the information gathering process, under the leadership of the Human Resources department, a local IT company was identified to develop the database. Numerous tests and trials were conducted to refine the database and throughout the process significant technical support was provided by UNICEF. Key information generated from the database includes:

- Teacher profile (profile picture, name, gender, title, school name, region, district, phone number, unique ID, qualifications, trainings, year of commencement of service, working time, civil servant staff level, salary)
- Non-teaching staff
- Reports (available based on teachers name, gender, regions, salary, etc.)

Data entry was completed in January 2015; the database hosts the profiles of 5,150 teaching staff and 1,200 non-teaching staff. Information on non-teaching staff was included in order for the Ministry to have up-to-date employee information. Through the ACCESS-based database, the MOEHE can also cross-check teacher information generated from the Education Management Information System (EMIS).

Screenshots of the Teacher Profile Database are documented in *Annex 4*.

Challenges and Solutions

While the physical construction of the NTTI is progressing well, the development of the ‘soft’ components (e.g. curriculum development, employment of trainers, recruitment of students, etc.) might not be completed by the time the premises have been built. In a bid to address this shortfall, MOEHE and UNICEF have agreed to include this task to the terms of reference of the consultant being hired for the Teacher Training Policy.

4.4. Component 4: Gender Equity in School Management Systems

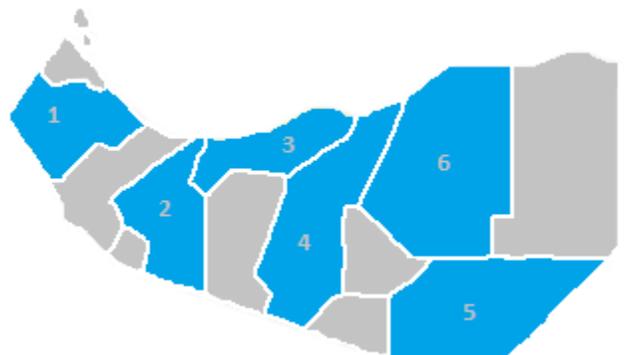
The GPE programme will support an innovative approach initiated by the MOEHE to encourage female teachers to take up leadership positions in schools. This intervention is under the expectation that it will contribute in providing positive, professional role models for girls, as well as encourage gender-sensitive policies and strategies that will result in increasing girl-friendly schools.

4.4.1 Development of Female Leadership Training Modules

In April 2014, the selection process for the female leadership training programme was completed; a total of 53 teachers, against the planned target of 50, were selected. Regional allocation breakdown is provided below:

Regional Allocation of Female Teachers

	Region	Allocation
1	Awdal	8
2	MaroodiJeex	16
3	Sahil	7
4	Togdheer	7
5	Sool	7
6	Sanaag	8
	Total	53



In line with the aim to deliver an effective and high-impact training programme, following lengthy discussions between MOEHE and UNICEF, an innovative training programme was developed through building partnerships with four local universities (Amoud, Hargeisa, Burao and Nugaal Universities). It was agreed to conduct the leadership training for senior female teachers in two parts; part one consists of a six-day training workshop and part two is to be a nine-month course delivered by local institutions. Upon completion in 2016, trainees will receive an accredited certificate by the relevant university and the MOEHE will take affirmative action to deploy them as deputy head teachers or head teachers.

The six-day workshop took place in Hargeisa in September 2014 and covered the following areas:

- Review of concepts of leadership and leadership skills;
- Instructional leadership;
- Group discussions on effective schools and effective head teachers;
- Head teacher role in quality education, syllabus/curriculum; and
- Gender issues (cross-cutting).

During the workshop, teachers expressed eagerness to further advance their careers in the field of educational management and to become head teachers and/or Regional Education Officers. They expressed a wish to seek this career advancement, by obtaining relevant higher education qualifications that would enable them to apply for more senior posts. MOEHE agreed to deploy as many female head teachers as possible to school management positions by the end of the GPE programme, though emphasizing that the selection/deployment process would be merit-based. The training

course in educational management and leadership was thus designed to develop capacity in educational governance, and financial and human resources management in education.

In December 2014, a one-day harmonization meeting was held in Hargeisa to agree on a uniform content across the four universities. The meeting was chaired by the MOEHE with participation of the Deans of the faculty of education from Hargeisa University, Burao University, Amoud University and Nugaal University. It was agreed to build the training programme upon the Strengthening Capacity of Teacher Training (SCOTT) materials, extensively used by many training programmes.

It was further agreed to have the training run over two periods, each with a duration of four and a half months. Contact hours will be split over four days per week, each lasting three hours. The course outline is detailed in the table below:

Somaliland Female Leadership Training Programme Outline

First Period (February 2015 – June 2015)			
#	Course Title	Contact hours	Credit hours
1.	English I	192	3
2.	Principles of management	192	3
3.	Principles of pedagogy	192	3
4.	Computer literacy	192	3
Second Period (September 2015 – January 2016)			
#	Course Title	Contact hours	Credit hours
1.	English II	192	3
2.	Curriculum and Resources Management	192	3
3.	School management and leadership (includes educational planning)	192	3
4.	School Monitoring and evaluation	192	3

In January 2015, a six-day meeting, bringing together two technical persons from each university, was organised to design the detailed course content, syllabus and assessment methodology.

In light of the decision to move away from the originally planned mentoring scheme, towards a more structured and longer training, funding gaps were identified. The Ministry and the Somaliland Education Sector Committee (ESC) submitted an application to GIZ BACKUP for additional funds. The application was approved; funding source breakdown is detailed below:

Budget Items	Overall Budget (US\$)	GPE Funded (US\$)	GIZ-BACKUP Funded (US\$)
Diploma Training	116,089.60	65,114.80	50,974.80
Harmonization Meeting	844.80	844.80	-
Impact Assessment	17,600.00	-	17,600.00
Administration and Travel Cost	41,155.20	41,155.20	-
Total Budget	175,689.60	107,114.80	68,574.80

4.4.2 Female Leadership Training

The 'Educational Leadership and Management' certificate course for 53 senior female teachers commenced on 1 March 2015 and will run for nine months with an eight-week break in between semesters. Since the training is being offered in the six regions of Somaliland, the majority of teachers do not need to travel to Hargeisa and can therefore attend the course during school term. Only three teachers from Sheikh district will need to travel to Berbera to attend the course taught by lecturers from the University of Hargeisa.

Challenges and Solutions

Continued and sustained advocacy is required to ensure that the trained female teachers get deployed as head teachers and deputy head teachers upon completion of the training. This is proving particularly necessary since the Minister of Education has changed since the approval of the GPE programme.

5. MONITORING and EVALUATION

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

- Increased school monitoring trips – In addition to regular field monitoring by UNICEF staff, teacher attendance was monitored by MOEHE through supervisory visits to 902 schools. The next inspection is planned for August 2015 before the start of the new academic year in September.
- UNICEF is piloting Real-Time Monitoring (RTM) whereby pupil and teacher attendance is collected from Head Teachers and CECs through mobile phones via text messaging. This information is then linked to the master list of beneficiaries for incentive payments. UNICEF also obtains ZAAD transaction (mobile payment) logs from the telephone company Telesom and cross-checks beneficiary information against the validated list.
- Through its own funds, UNICEF hired a consultant to strengthen monitoring of the GPE programme. The Somali-speaking consultant spent considerable time in the field assisting the MOEHE, as well as UNICEF staff, in monitoring. The consultant also played a key role in improving communication between partners, mainly MOEHE and universities, and contributed to mitigating risks by enhancing status monitoring of each activity.
- Third-party monitoring was conducted by Sahan Institute in June 2014. Visits were made to a random sample of ~90 head teachers (out of a total of 795) in Somaliland who received incentives in the first quarter of 2014. Key findings include:
 - All but four head teachers were present on the day of the random school visit, pointing to excellent teacher attendance. Absent teachers were recognised by their colleagues at the school, hence no flags were raised on possible inaccurate incentive payments.
 - The ~90 schools visited reported a total teacher workforce of 668; 576 were reported to be present on the day of the visit, indicating a satisfactory 86 per cent teacher attendance.
 - The ~90 schools reported a total student enrolment of 21,275 (12,598 boys; 8,677 girls), with girls accounting for 40 per cent of the student body. In each school, the team visited one random classroom. These classrooms had an official student enrolment of 2,990, and the third-party team counted 2,555 students physically present on the day of the visit, indicating 85 per cent student attendance. The attendance rate was the same for boys and girls, indicating that girls, once enrolled, do not appear to be disproportionately likely to miss school.
 - Regular teachers were not monitored due to delays in payment of incentives by MOEHE at the time of the assessment.

The overall programme continues to be monitored by UNICEF on two levels; through on-the-ground monitoring by field-based staff who visit MOEHE on a daily-basis, as well as through frequent visits to Hargeisa by the Programme Manager based in Nairobi. A three-day monitoring trip was also conducted by the Programme Manager to Awdal region in September 2014 to monitor schools and teachers in rural areas. All teachers registered under GPE funding were present at the schools and reported receiving incentives. Nevertheless, most teachers raised issues surrounding their hard working environment and the desire to change jobs in the future. The monitoring re-emphasised the need to provide more support for the teachers in general – including higher salaries and physical assistance on school premises (e.g. toilets, additional classrooms, teaching and learning materials, etc.).

Joint-Review of the Education Sector (JRES) 2015

Between 23 and 25 March 2015, Somaliland conducted the second JRES in Hargeisa, following the one held in February 2014. The event was well attended with more than 80 participants, yet with limited representation from the donors. The newly appointed Minister of Education opened the event with high vigour, welcoming the donors, development partners, and guests. MOEHE highlighted their great appreciation towards donors, including GPE, as well as partners for the continuous partnerships and efforts in boosting the sector to the next level.

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

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

6. KEY PARTNERSHIPS and INTERAGENCY COLLABORATION

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

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

	Previous/ current activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15													
							O	N	D	J	F	M	A	M	J	J	A	S		
		Revised job descriptions	Revised REO job description to include performance indicators: QASS monitoring visits, progress with implementing school development plans	Primary Director, HR DG	QASS	See Component 2 budget														
		See Component 4 outputs	Implementation and monitoring of GPE Component 4	REO																
		Payment of incentive	Auditable payment process and reporting system (linked with RTM)	DoF		GPE \$15.6K p.a.														
		Monthly reporting in place	Incentive payment triggered by receipt of monthly report by DG	REO	Refer to Component 2	MOEHE														

No	Previous/ current activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15																	
							O	N	D	J	F	M	A	M	J	J	A	S						
Component 2: Quality Assurance and Supervision																								
2.1	QASS supervisory visits to 1000 formal primary schools twice per year																							
		Number & frequency of primary schools visited by QAOs per year	REOs to notify schools of QASS visit schedule	QAS with REOs																				
			Develop plan to link GPE schools monitoring with overall QAQs.	REOs/UNICEF																				
			Conduct first QAQs visit during first school term of 2014 (November 2014).	QAS with REOs																				
			Conduct second QAQs visit in April 2015.																					
		No. of QA reports & remedial action plans per school per year	QAS school visiting reports shared with all ESC members (all partners).		All partners working to agreed, shared visiting schedules	GPE (\$100k/ yr) + respective partners' budgets																		
			Composite QA report (with recommendations) prepared by each region REO and submitted to MOEHE. Produce baseline report.	QAOs, REOs QASS	Partners agree on common reporting system																			

No	Previous/ current activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15															
							O	N	D	J	F	M	A	M	J	J	A	S				
			Data entry and analysis to review tools standards in preparation for second QASS trip.																			
			ESC to review QA reports and schools' progress on implementing MSS. Begin planning for second round of visits	MOEHE & ESC																		
2.3		Vehicles (2)	Hand over of 2 procured vehicles (to based in regional offices) to MOEHE. MOEHE to make formal request to UNICEF	MOEHE & UNICEF		GPE \$38k																

	Previous/ current related activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15																		
							O	N	D	J	F	M	A	M	J	J	A	S							
Component 3: Teacher Training Systems																									
3.1 Construction of 1 National Teacher Training Institute (NTTI)																									
		TTI constructed equipped and operational	Procurement plan and prepare tender documents (including evaluation/scoring criteria) for design & build contract in consultation with UNICEF/ UN Habitat. Possibility UN Habitat as project manager.																						
			Project Manager put design and contract out to tender																						
			Evaluate bids and award contract	MoEHE, UNICEF, project managers																					
			TTI Construction and equipping July 2014 onwards	Project managers																					
			New TTI equipped and commissioned in - July 2015																						
	Currently 5 teacher training locations	No. of teachers enrolled in MOEHE 2 yr primary teacher training course		EMIS	Education partners and additional donors																				
3.2 Teacher training Framework: develop a Minimum Standards for teacher training																									
	SCOTTPS; Draft National Teacher	Teacher training policy and minimum standards	Prepare work plan for MoEHE teacher education working group: - Review draft pre-service and in-service teacher training policy and framework	ESC working group	HC activities 1.4.6. & 1.7.1 TOR for ESC	\$10k																			

	Previous/ current related activities	Output	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15																
							O	N	D	J	F	M	A	M	J	J	A	S					
	Education Policy Jan 2013; ESC teacher training selection criteria; Minimum assessment and exam standards in TTI Report to SC Sept 2012	developed and validated No. of TTIs implement the TT policy and Minimum standards	- revise selection, training (standards and competencies), assessment/ QA, certification, probation priod - Review existing teacher education minimum standards and link to School minimum standards e.g. governance, teacher utilization and management, professional development. Teacher supply & demand study.	(TA policy & planning TA QA; TA HR etc)	Teacher Ed working Group																		
3.3	Develop a Teacher Profile Database to strengthen teacher management and accountability systems																						
		Number of teachers registered (with photo IDs) on teacher profile database	Analysise and operationalize the teachers data base, including the issuing of unique IDs to teachers paid and unpaid. Produce and disseminate teachers ID categorized into teaching and non-teaching staff.	HR Primary DoF																			
	SC project from 2011	Number of ghost teachers traced and eliminated from MoEHE payroll	Carry out comprehensive programme of school visits to issue unique photo IDs to all staff registered on MOEHE payroll. Operationalize teacher data base to produce HR reports. This will eliminate ghost and inactive teachers.	HR team	Ensure synchronized with other visits																		

	Previous/ current activities	Outputs	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15																
							O	N	D	J	F	M	A	M	J	J	A	S					
Component 4: Gender Equity in School Management Systems																							
4.1	50 qualified female teachers selected to undergo school based mentoring programme by successful Head Teachers																						
	National Strategy and Plan of	Number of female teachers enrolled in	Universities to develop training material including: School management and admin; personnel management, school resource management, reporting.	Gender Dept with Primary & Curric TAs																			

	Previous/ current activities	Outputs	Activities	Responsible	Synergy of resources	Budget	Time frame Oct '14 to Sep '15																
							O	N	D	J	F	M	A	M	J	J	A	S					
	Action for Female Participation in Education 2011	training programme	Budget preparation (include cost of dissemination of course booklets)		GEC programme using mentors; mentoring manual																		
		Retention of selected teachers	Printing and disseminating of course booklet/material.																				
		No. of female teachers deployed as HTs after participating in mentoring programme.	Commence training of selected teachers																				
			Advocating for deployment of female teachers in line with gender mainstreaming policy.																				

