

# Global Partnership for Education



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Final Report  
Submitted on behalf of the  
Puntland Education Sector Committee  
(June 2013 – October 2016)

January 2017

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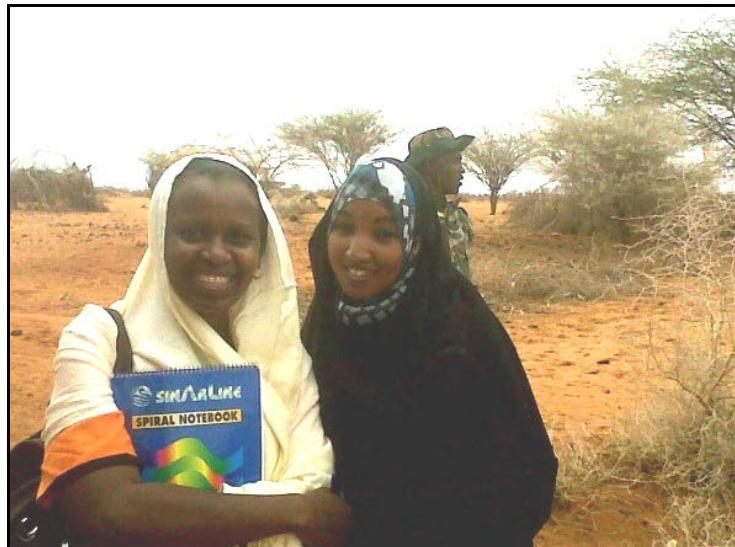
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## **1. ACRONYMS**

<b>DEO</b>	District Education Officer
<b>EMIS</b>	Education Management Information System
<b>ESA</b>	Education Sector Analysis
<b>ESC</b>	Education Sector Committee
<b>ESSP</b>	Education Sector Strategic Plan
<b>GER</b>	Gross Enrolment Rate
<b>GPE</b>	Global Partnership for Education
<b>GTEC</b>	Garowe Teacher Education College
<b>JRES</b>	Joint Review of the Education Sector
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOEHE</b>	Ministry of Education and Higher Education
<b>REO</b>	Regional Education Officer
<b>SCOTT</b>	Strengthening Capacity of Teacher Training
<b>TIMS</b>	Teacher Information Management System
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	U.S. Agency for International Development

## 2. DEDICATION

This report is dedicated to the memory of Ms. Woki Munyui, a tireless and passionate advocate for the education of children in Somalia. Woki was a key member of the team at UNICEF Somalia who lost her life during the terror attack that killed four UNICEF staff members in Garowe in April 2015.



This report is also dedicated to Ms. Merriall Davies, UNICEF's Head of Education in Puntland from November 2011 to April 2015. Merriall provided strong leadership to this programme. Merriall was seriously injured in the suicide bomb attack in Garowe and continues to recover from the injuries she sustained in the terror attack.

Both remain forever in the hearts of all UNICEF Somalia staff.

### 3. PROGRAMME SUMMARY

<b>Donor name:</b>	<b>Global Partnership for Education</b>
<b>Assisted country:</b>	<b>Somalia (State of Puntland)</b>
<b>PBA reference:</b>	<b>SM/13/0322</b>
Total contribution:	US\$ 2,247,000.00
Programmable amount:	US\$ 2,100,015.08
Funds utilised*:	US\$ 2,243,262.98
Balance of funds	US\$ 3,737.02
<b>Period covered by report:</b>	June 2013 – October 2016
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\* This figure is provisional. Official expenditure figures will be provided by the UNICEF Comptroller after closure of accounts

### 4. EXECUTIVE SUMMARY

Over the course of the grant period (from June 2013 to October 2016), GPE grant in Puntland strengthened the Education Sector in Puntland by facilitating the Ministry of Education and Higher Education (MOEHE) to support the teaching cadre with regular incentive payments and thorough teacher training. Further, with the support of GPE, the Joint Review of the Education Sector (JRES) were held in 2014, 2015, and 2016. These reviews helped the MOEHE in Puntland to better plan by providing a platform for discussion and analysis.

While the grant started in June 2013, a number of delays resulted in activities not commencing before September 2013<sup>1</sup>. Since the first GPE incentive payments in September 2013, monthly incentives of US\$ 59.50 were regularly delivered through the international funds transfer company Dahabshiil to the 330 selected teachers (74 female) by the MOEHE. While the programme began with 330 teachers in Year I, numbers increased to 600 in Year II and 870 in Year III. With each revision of the list to add more teachers, the MOEHE established a teacher selection committee which included Regional Education Officers (REO), District Education Officers (DEO), department directors, heads of units and UNICEF representatives. In the first cohort, 58 out of the 330 teachers who received incentives were female (18 per cent). Throughout the selection process, careful consideration was also given to regional allocation of teachers. Remote and vulnerable areas were duly prioritised during the selection process.

Puntland's efforts in developing a tailored in-service teacher training for 58 female teachers made great advancement. While the initial plan was for 60 female teachers to participate in this programme, at the onset of the training only 58 were selected. Throughout the life of the programme a number of teachers dropped out due to personal reasons, resulting in 51 out of the 58 female teachers successfully completing the training programme.

<sup>1</sup> The first step towards implementation was to develop a work plan identifying specific activities by responsible personnel with timeframe and budgets under each component of the programme. Since GPE funding did not cover for this activity, UNICEF as the Grant Agent and on behalf of the Education Sector Committee (ESC) submitted an application to GIZ to fund this activity. Funding was awarded for this activity however it resulted in a delay in implementation start-up.

During the implementation period of the programme, the GER increased from 41 per cent (37 per cent girls) to 57.9 per cent (51.8 per cent girls). In Year II and Year III of the programme, the number of teachers who received incentives increased by 270 each year. While more investigation is required to establish causation, there appears to be a correlation between the number of teachers who received incentives and the increase in GER.

## 5. RESULTS and ACHIEVEMENTS

### Overall Objective

*Improve the Ministry of Education's capacity to deliver quality education for all in Puntland*

The Government is challenged with securing basic infrastructure, facilities and resources to provide effective education services. A substantial portion of children do not have access to educational facilities due to lack of space, insufficient teachers and prohibitive school fees. Nevertheless, the Gross Enrolment Rate (GER) over the past five years has steadily improved. The GERs<sup>2</sup> of 2012, 2013, 2014, 2015 and 2016 are 41 per cent (37 per cent girls), 46.1 per cent (41.7 per cent girls), 55.6 per cent (49 per cent girls), 55.4 per cent (48.8 per cent girls) and 57.9 per cent (51.8 per cent girls), respectively. The steady increase in GER could be attributed to the increased number of teachers receiving consistent and timely incentives; the number of teachers who received incentive payments during the lifespan of the Global Partnership for Education (GPE) grant increased by 270 per year. Further investigation is required to validate this assumption.

Gender disparities, however, remain a significant issue in Puntland with large gender gaps, including among teachers. The percentage of female teachers among all primary school teachers in 2012, 2013, 2014, 2015, and 2016 are 12.3 per cent, 11.3 per cent, 13 per cent, 13.8 per cent and 14.4 per cent, respectively. When there are less female teachers in a school, there are typically less female students in the classroom. While the number of female students has grown over the years, the proportion of girls dropping out of schools also increased. As of 2015/2016, the Grade 5 drop-out rate for girls is at 53.8 per cent compared to the Grade 1 drop-out rate at 12.3 per cent. It is paramount that the Government focuses on recruiting female teachers to achieve gender parity in the work force. Increasing the number of female teachers will also likely increase the number of girls who attend and stay in school with greater number of female role models present in the classroom.

As of 2015/2016, only 59.9 per cent of all primary school teachers are qualified, therefore to improve the quality of education, one of Puntland's priorities is to focus on teachers. The Ministry envisages securing teacher salaries/incentives as one of the fundamental ways to sustaining and attracting more teachers into schools. Nevertheless, current financial capacity at the Ministry is weak and it is clear that resources will not be sufficient to register enough teachers under the Government payroll. The Ministry appreciates the technical and financial assistance from the GPE to support continuous and timely incentive payments to teachers over the lifetime of the programme.

In order to respond to the above two issues, the GPE programme comprised of two components, namely Teacher Incentive Payments and Training of Female Teachers to be deployed to pastoralist areas, both contributing to the overall objective of the programme.

The first component had the objective of strengthening teacher management systems. One sub-component aimed to improve predictability in teacher payment i.e. that payments would be received on time and in a consistent manner. The GPE programme supported the Ministry of Education and Higher Education (MOEHE) in the development of a teacher payment framework, designed to improve the predictability of payments to teachers. In addition, this multi-year funding sustained and gradually increased the number of formal primary school teachers on the Government payroll.

The MOEHE indicated support to teachers in remote areas and pastoral communities as the priority. This strategy was devised to increase the number of teachers in rural and pastoralist areas resulting in increased enrolments and improved quality of education. As such, teachers in both formal and informal education were supported to ensure children's learning was supported through different pathways and institutional capacity development of the education system. In addition, the MOEHE preferred to select one teacher per school as a means to ease financial burdens on

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<sup>2</sup> MOEHE School Censuses.

communities and parents. Support to payment of teacher incentives was complemented by a rigorous verification system to ensure that funds were transferred appropriately.

The second component aimed to improve equitable outcomes for girls' education in pastoralist areas. In order to respond to the issues of teacher recruitment and retention in rural and pastoral communities and to promote gender equality amongst teachers and students in these communities, GPE provided funding to support 60 additional female teachers already working in remote pastoralist areas or who would be willing to be deployed to those areas. The teachers received training in a four-phased approach over the course of the programme to ensure teachers benefited from the training during school breaks and thus were not absent from the classroom. Furthermore, the teachers who participated in the training also received incentives.

## **5.1 Component 1: Teacher Salary Payment System**

*GPE funding assisted the MOEHE in its effort to provide a sustainable solution to the issue of inefficiencies in the system for teacher remuneration by providing the necessary technical input to develop a salary payment mechanism.*

### **Payment of Monthly Incentives**

While the grant started in June 2013, a number of delays resulted in activities not commencing before September 2013<sup>3</sup>. Since the first GPE incentive payments in September 2013, monthly incentives of US\$ 59.50 were regularly delivered through the international funds transfer company Dahabshiil to the 330 selected teachers (74 female) by the MOEHE. A US\$ 0.50 transfer fee charged by Dahabshiil was applied to all payments. Until the end of first academic year in August 2014, 330 teachers received incentives from GPE funding. While the ideal payment schedule was monthly, UNICEF and MOEHE sought the best options for teacher payments considering the level of capacity for operating the processes. This meant paying teachers in installments where needed, in order to meet the Harmonized Approach to Cash Transfers (HACT) standards and other accountability mechanisms implemented by UNICEF.

### **Selection of Additional Teachers**

While the programme began with 330 teachers in Year I, numbers increased to 600 in Year II and 870 in Year III. With each revision of the list to add more teachers, the MOEHE established a teacher selection committee which included Regional Education Officers (REO), District Education Officers (DEO), department directors, heads of units and UNICEF representatives. The committee collaboratively developed a standard selection criteria for eligible teachers, with female teachers prioritised. In the first cohort, 58 out of the 330 teachers who received incentives were female (18 per cent). Throughout the selection process, careful consideration was also given to regional allocation of teachers. Remote and vulnerable areas were duly prioritised during the selection process.

The process was conducted in a transparent manner under an agreed Action Plan, detailed below. Both Teacher Management Information System (TIMS), as well as Education Management Information Systems (EMIS) data was effectively used for the process.

### **Selection Criteria for GPE-funded teachers**

- All Puntland regions shall be targeted;
- Regions with high student populations and remote areas shall be prioritised;
- Teacher-student ratio shall form the basis for the distribution (areas with high student populations and less teachers will be given priority);
- Economically disadvantaged communities (fishermen, pastoralist, small villages and urban poor) will be prioritised;
- A selected teacher must be committed to the teaching profession;
- A selected teacher must be registered in the register of teachers at the Ministry;
- Teachers in schools in rural and urban poor communities will be given priority;

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<sup>3</sup> The first step towards implementation was to develop a work plan identifying specific activities by responsible personnel with timeframe and budgets under each component of the programme. Since GPE funding did not cover for this activity, UNICEF as the Grant Agent and on behalf of the Education Sector Committee (ESC) submitted an application to GIZ to fund this activity. Funding was awarded for this activity however it resulted in a delay in implementation start-up.

- A selected teacher should be trained or be undergoing in-service training;
- Female teachers in teachers' registers shall be given priority;
- Have a teaching experience of at least three years; and
- MOEHE data in EMIS should be the basis of distribution as a reference point.

Throughout the programme, UNICEF conducted quarterly random phone call checks to confirm receipt of funds as well as the validity of the teachers list submitted by MOEHE. Additional measures were put in place to strengthen monitoring and evaluation of the programme, as detailed under Section 7 below.

## **5.2 Component 2: Female Teachers Trained and Deployed to Pastoralist Areas**

*To respond to the issues of teacher recruitment and retention in rural and pastoral communities and to promote gender equality (both in teachers and girl-students) in these communities, GPE funding supported the selection of 58 additional female teachers who already worked in remote pastoralist areas or who were willing to be deployed to these areas.*

### **Development of Female Teacher Training Modules and Teacher Training**

Puntland's efforts in developing a 'tailor-made' in-service teacher training for the 58<sup>4</sup> female teachers made great advancement in 2014. While the initial plan was for 60 female teachers to participate in this programme, at the onset of the training only 58 were selected. Throughout the life of the programme a number of teachers dropped out due to personal reasons, resulting in 51 out of the 58 female teachers successfully completing the training programme.

The MOEHE, Garowe Teacher Education College (GTEC) and UNICEF collaborated in developing new modules to add to the existing 'Strengthening Capacity of Teacher Training (SCOTT)' teacher training module, which demonstrated positive impacts on teachers.

After collecting information from teachers, as well as additional information from ESC members (e.g. Mercy Corps shared solid information to develop a 'Cross-cutting Issues' module), the following modules were uniquely developed for the GPE programme and added to SCOTT to develop the GPE teacher training package:

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

The 14 day-training programme was conducted in four sessions:

- |                              |   |  |
|------------------------------|---|--|
| • June 2014                  | - | 2 weeks for first face-to-face teaching  |
| • December 2014/January 2015 | - | 2 weeks for second face-to-face teaching |
| • July 2015                  | - | 2 weeks for third face-to-face teaching  |
| • December 2015/January 2016 | - | 2 weeks for fourth face-to-face teaching |

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<sup>4</sup> As addressed in the first progress report, the target of 60 female teachers was reduced to 56 after comparing the teachers' list with Girls' Education Challenge programme. Four teachers were included in both lists, therefore following discussions with the implementing partner, the four teachers were removed from the list and two more teachers added in order to fill the gaps.

The dates were carefully selected in order to fit the training during school holidays. In adherence to policy in Puntland on language of instruction for in-service training, all training modules were translated into Somali and used to facilitate this training. Another unique element of the programme was that it included mentoring and monitoring sessions after each training session. Mentoring and monitoring was conducted by a team comprising of GTEC, MOEHE and UNICEF.

Upon completion of the modules, a final exam consisting of three sections were conducted:

#### Section I

- General Teaching Method
- Teaching Method: Multi-grade and Developing Teaching Material
- Subject teaching Method: Math and Science
- Subject teaching: Social Studies
- Subject teaching Method: Language

#### Section II

- Child Development and Concept of Learning
- Measurement and Assessment of Education
- Early Childhood Education
- Special Education Needs
- Developing Reading Skills for primary

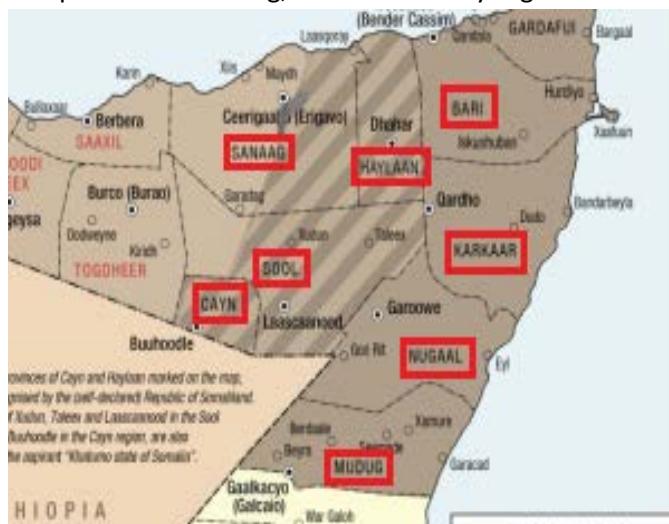
#### Section III

- Information Communication Technology
- Developing Reading Skills for primary
- English
- Cross Cutting Issues



Female teachers attending the first round of training, June '14

All teachers successfully passed the examination and obtained a Diploma in Pedagogical Skills for Primary Teachers. A graduation/closing ceremony was held at GTEC on 28 January 2016. Measurement of the impact on education can be assessed following the completion of the 2015/2016 school census. The table below shows the number of teachers who completed the training, broken down by region:



Region	Initial Number of Trainees	Final Number of Trainees
Bari	13	10
Nugaal	13	13
Mudug	11	9
Karkar	6	5
Sool	5	5
Sanaag	5	5
Highland	3	3
Ayn	2	1
<b>TOTAL</b>	<b>58</b>	<b>51<sup>5</sup></b>

<sup>5</sup> It is important to note that 49 female teachers were paid incentives under component two, yet 51 female teachers participated in the teacher training. Two of the female teachers that participated in the training were part of the 870 teachers that received GPE incentives and were paid incentives under component one only so as to avoid double payment.

## **MOEHE Monitoring and Evaluation**

Following a strong request by the MOEHE, an additional component was added to the GPE programme. Insufficient funding was budgeted for monitoring of activities and the MOEHE proposed financing a new staff member at the MOEHE to focus on monitoring and evaluating the status of GPE-funded activities as well as to coordinate with other ongoing donor programmes. Thorough discussions were held between MOEHE and UNICEF as the Grant Agent along with the ESC Coordinator in mid-June 2014 in order to assess the merits of creating an M&E Officer position. The discussion agreed to support a MOEHE staff member to focus on the GPE programme. The MOEHE shared this proposal with the ESC members for feedback and consultation and it was endorsed for implementation.

In order to monitor teachers, a GPE-specific monitoring tool (monitoring checklist) was developed and utilised during regular monitoring missions. The M&E Officer participated in the consultative meetings held with GTEC and UNICEF to deliver the teacher training and also accompanied the mentoring and monitoring missions. Teachers' skills in the development and use of teaching aids improved as the training evolved. In some cases the teams found that teachers were facing difficulties in developing lesson plans, thus mentoring was provided in this area. Teachers were given performance feedback, starting with the positive areas and then guiding them towards areas requiring improvement. The teams came back with recommendations for the institution indicating areas for more emphasis during the second session/phase of the training.

### ***Joint Review of the Education Sector (JRES)***

#### **2015**

On 15-16 March 2015, Puntland conducted a JRES in Garowe. This was the second JRES following the one held in February 2014. The theme for the 2015 Joint Review was *Expanding Access to Quality and Equitable Education in Puntland*. The event was well attended with more than 80 participants. The Minister of Education, Ali Haji Warsame, opened the event with high vigor, welcoming all the donors, development partners, and guests. The event was joined by the President of Puntland, Abdiweli Mohamed Ali Gaas, as well as the Minister of Education from the Federal Government of Somalia, Khadar Bashir-Ali with her 10 member-delegation. Both Puntland and the Federal Government Ministers emphasised collaboration to improve Somali education and the need to strengthen relations between the two governments. MOEHE highlighted their great appreciation toward donors, including GPE, as well as partners for the continuous partnership in boosting the sector to the next level.

The JRES consultant presented a concise review and analysis of results containing the most updated education data from EMIS. Fruitful group discussions were also conducted among all participants on topics such as access, quality, financial management, and special needs education. Discussion points were well synthesized and formed the basis for the development of the 2015 Action Plan. Overall, the review was a great success that showed MOEHE's thorough preparation for the event and high level of commitment in delivering its agenda.

#### **2016**

A JRES was held on 29-30 November 2016 in Garowe. The theme for this JRES was *Strengthening the Education System for Effective and Efficient Service Delivery*. The Director General of Education, Mr. Mohamed Abdulkadir Osman, launched the JRES and welcomed all of the donors, development partners and guests, including Vice President of Puntland, HE. Dr. Abdihakim Abdulahi Haji Omar; Minister of Education in Puntland, Hon. Abshir Aw Yusuf Issa; Vice Minister of Education of Puntland Dr. Mohamed Ali Farah, Minister of state in Federal Government of Somalia. In his opening remarks, the Director General highlighted key education achievements over the past year.

The opening remarks were followed by a presentation on the education sector by the JRES consultant. The presentation included information on achievements within the education sector along with equity gaps and challenges. During the second day of the JRES, participants were engaged in dynamic discussions on many of the challenges presented the previous day.

These discussions were followed by a presentation by CARFEX, the consultancy team undertaking the Education Sector Analysis (ESA)/Education Sector Strategic Plan (ESSP) on the successes, challenges and strategic priorities identified in the ESA. In addition, the recommended activities and core actions within the three- year ESSP action plan were presented.

The JRES was closed by the honorable Minister of Education who thanked all those who participated and provided invaluable inputs that will assist the Ministry to make informed decisions.

## **6. LESSONS LEARNED**

During the implementation period of the programme, the GER increased from 41 per cent (37 per cent girls) to 57.9 per cent (51.8 per cent girls). In Year II and Year III of the programme, the number of teachers who received incentives increased by 270 each year. While more investigation is required to establish causation, there appears to be a correlation between the number of teachers who received incentives and the increase in GER.

Furthermore, the MOEHE reported that teacher's lives have slightly improved as a result of their retention, particularly in the most remote schools. Teachers demonstrated their positive attitude towards incentives. Additionally, schools with more than one teacher reported that they did not increase the school fees, thus easing financial burdens on families and caregivers. The contribution from GPE played a key role in this area as well as the retention of teachers. Even though the amounts paid through GPE were relatively small 'incentive payments' rather than full salaries, the infusion of resources to these recurrent costs appears to have had a positive effect on the education system.

The monthly incentive of US\$ 60 was determined based on the Financial Simulation conducted for teacher incentive payments in December 2013, under the GPE-funded Plan Development Grant. At that time, requests were made by the MOEHE to increase the amount however it was set taking into account the fact that the MOEHE would absorb all GPE-funded teachers at programme end. Nevertheless, it is important to note that US\$ 60 per month for public school teachers is much less than remuneration for teacher in private schools, which is often more than US\$ 200 per month. While the incentives paid out to teachers through the GPE grant remained constant, variances in incentive payments and salaries throughout the education sector in Puntland should be harmonised to avoid such challenges.

As part of the female teacher training programme, teachers were tested prior to and upon completion of their training. Teachers were also supported through mentoring and monitoring visits to assess how the in-service training was being applied in the classroom. As a result of these monitoring visits and assessments, a monitoring tool was developed and will be implemented at the start of future in-service training programmes offered through the MOEHE and GTEC.

## **7. CHALLENGES**

As mentioned in earlier sections of the report, the programme got off to a slow start, however it was back on track by 2014. The first step towards implementation was to develop a work plan identifying specific activities, responsible staff, timeframe and budget under each component area. Since GPE funding did not cover for this activity, UNICEF, as the Grant Agent and on behalf of the ESC, submitted an application to GIZ to fund this activity. Funding was awarded for this activity in October 2013 resulting in delays to activities according to the initial programme implementation schedule.

In addition to the aforementioned delays related to accessing funds for the development of the work plan and monitoring plan, programme implementation was impacted by the presidential election which took place in early 2014. In the lead up to the elections, activities at the Ministry lagged and expected activities during this period were delayed for several months during the transition period. In February 2014 a new Minister of Education was appointed, who took the lead in pushing the GPE agenda forward and prioritised resumption of activities. Following the election, other Ministry staff including the Director General, as well as the technical advisors for Quality Assurance; Human Resources and Management and Policy and Planning left or were replaced, further impacting programme implementation.

Despite the addition of the M&E Technical Advisor, an integral component to the programme and key to the conduct of supervision and monitoring visits, the programme could have benefited from further supervision and monitoring, which was insufficiently budgeted for from the start of the programme. This was addressed through provision of additional support from UNICEF, including to strengthen the EMIS system.

On 20 April 2015 a suicide attack against a UNICEF vehicle occurred outside of the FAO compound in Garowe. Al-Shabaab accepted responsibility for the attack which represents the first suicide attack in the history of Garowe. Four UNICEF staff members lost their lives and five others were injured. Injuries were also sustained by security personnel working nearby. This fatal attack caused shock within UNICEF and Puntland. The UNICEF education section was particularly affected; the Chief of Education in Puntland was one of those severely injured and Woki Munyui, killed in the incident, was a core education staff member in the UNICEF Somalia Support Centre in Nairobi.

## **8. MONITORING and EVALUATION**

The programme was monitored by UNICEF on two levels; through on-the-ground monitoring by field-based staff, as well as through frequent visits to Garowe by the Programme Manager and the Chief of Education based in Nairobi. Furthermore, throughout programme implementation, random phone calls to the teachers to monitor incentive receipts and school attendance were conducted on a quarterly basis. The monitoring of female teachers was embedded within the female teacher training programme.

Monitoring was further strengthened through the following activities:

- **Increased school monitoring trips** to monitor teacher attendance.
- **Hiring consultants specifically to track the status of implementation** With support from UNICEF, in 2014-2015 a consultant was hired specifically to strengthen monitoring of the GPE programme. The Somali-speaking consultant spent majority of the time in the field to assist the MOEHE, as well as UNICEF, with monitoring. The consultant was also constructive in improving communication between partners (mainly MOEHE and GTEC) and to mitigate risks by enhancing monitoring of the status of each activity. Another consultant was hired in 2016 to back stop the Education Specialist responsible for GPE. This consultant was also supported with funds outside of the GPE grant.
- **MOEHE M&E Officer** Increased monitoring from the Ministry enabling further validation of programme implementation.
- **Real-time monitoring** whereby teacher attendance data is collected from Head Teachers through mobile phones via text messaging further validated information by cross-checking data against the teachers' list for monthly incentive payments.
- **Third-party monitoring** UNICEF contracted Sahan Institute to conduct third party monitoring in June 2014 and in October 2016 UNICEF commissioned a second third party monitoring to CCORD. At the time of drafting this report, findings from the latter are being analysed.

## **9. KEY PARTNERSHIPS AND INTERAGENCY COLLABORATION**

At programme onset, the European Union served as the Coordinating Agency. The role was subsequently handed over to the U.S. Agency for International Development (USAID) from 2014 until the end of the programme in 2016. Throughout the duration of the programme, UNICEF collaborated closely with the designated Coordinating Agency and is grateful for all the contribution, support and active involvement. The status of GPE programme implementation was a default agenda item during the monthly ESC meetings both in Garowe and in Nairobi and partners were kept up to date on implementation and upcoming events related to GPE.

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

## **10. EXPRESSION OF THANKS**

The MOEHE and UNICEF would like to extend gratitude to GPE for the generous contributions to the education sector and most importantly to the impact that these contributions had in the lives of children and teachers.