Global Partnership for Education

Accelerated Education Support for Drought Affected Communities In Somaliland

Annual Report July 2017

Figure 1: *Some of the out of school children in Meygaagle IDP Community, Buhodle District in Togdher Region. The Internally Displaced Persons (IDP) Center has no School at the moment*

List of Acronyms

ABE	Alternative Basic Education
BEP	Basic Education for Pastoralist
CEC	Community Education Committees
DCP	Developing Country Partner
DEO	District Education Office
DG	Director General
ESPIG	Education Sector Program Implementation Grant
GPE	Global Partnership for Education
IDP	Internally Displaced Persons
SL MoEHS	Somaliland Ministry of Education and Higher Studies
MoU	Memorandum of Understanding
REO	Regional Education Officer
SCI	Save the Children Somalia/Somaliland Country Office
SC/US	Save the Children Federation, Inc.
TLS	Temporary Learning Space

Summary of the Project

Name of DCP	Somaliland Ministry of Education and Higher Studies
Name of Grant Agent	Save the Children Federation, Inc. (SC/US) Program
Program amount	$2,054,400 – Current obligated amount $1,920,000 plus $134,400 for agency fees
Reporting period (from: day, month, year, to: day, month, year)	June 1 - 30, 2017 (1 month)
Program duration	10 months (June 1, 2017 to March 31, 2018)
Program location	Togdher, Sool, Sanaag, Marodijeh and Awdal regions
Program Target	7,800 school age children to benefit from 50 targeted formal schools and 5 Temporary Learning Spaces (TLS). 250 teachers supporting the students in the project target schools. Community Education Committee (CEC) members in 50 formal schools and 5 TLS. 1,950 households benefiting from the Hygiene and Sanitation Intervention in the target schools.
Revised program duration (in case of revision/extension)	Original start date was approved by GPE from May 3, 2017 to June 1, 2017.

1. Executive Summary

The recurrent drought in the Horn of Africa in general and Somaliland in particular has significantly affected the education delivery system. The rural and pastoral communities living in the eastern regions of Togdher, Sool and Sanaag and parts of the western region of Awdal are among the most hit and affected by the recent drought. According to Somaliland Ministry of Education and Higher Studies (SL MoEHS) records, 118 schools were closed, directly affecting 17,481 school age girls and boys (11,048 boys and 6,433 girls). Because of the recent drought, many schools have seen large numbers of children dropping out of school.

The Global Partnership for Education (GPE) funded accelerated education support for drought-affected communities in Somaliland, was designed in close consultation and partnership with the SL MoEHS and the regional education cluster. These partners developed activities and indicators based on the needs and priorities of the SL MoEHS. The project aims to ensure continued access to education opportunities in drought-affected communities in Somaliland and this will be achieved through support to 50 formal schools, which have already closed, or those at risk of closure, and provision of five temporary learning spaces (TLS) in areas where there are Internally Displaced Person (IDP) settlements, but no education facilities.

During the reporting period, the project focused on key start-up activities that included recruitment of staff and; an induction meeting for implementing partners such the SL MoEHS in which the project framework and the delivery modalities were discussed. A draft project

memorandum of understanding (MoU) was prepared and discussed with the SL MoEHS, which described the role of the Save the Children Somalia/Somaliland Country Office (SCI) and the MoEHS. During the month of June, a school needs assessment was carried out and finalized in 54 selected schools. The report once finalized in July, will establish a baseline of the current situation of the target schools and will inform the detailed implementation of the project.

A. Main achievements according to the envisaged key result areas included:

- The first kickoff meeting was conducted on 29th May where the stakeholders; ministry of education and SCI staff discussed the project's framework and implementation modalities with the key stakeholders. 14 participants (3 females) from the SL MoEHS and SCI attended the meeting. In addition, presentation of project objectives, results, project implementation plan, monitoring and evaluation plan and procurement plan were discussed and shared.

- One female project manager and two male project officers were recruited, inducted and are now on board. They will lead in project implementation.

- School needs assessments were conducted in the project target regions (Awdal, Marodijeh, Sool, Sanaag and Togdher) in 54 schools (50 formal schools and 4 temporary learning spaces (TLS)).This will provide baseline information for detailed project implementation. The analysis and reporting process is ongoing and the assessment key findings will be discussed and shared. Assessment teams for the five regions conducted the assessment. Each assessment team was composed of two members, one from SCI and one from SL MoEHS. Three female program staff participated in the assessment team in different regions (1 SCI and 2 MoEHS).

- The project's procurement plan was prepared and approved. Procurements of the main project delivery items are currently ongoing.

2. Program Implementation Progress

2-1. Program Overview

The accelerated education support project is jointly implemented by the SL MoEHS and SCI. The ministry will roll out some of the project components as described and detailed in the project MoU which will form part of the SL MoEHS key responsibilities. These responsibilities and activities are mainly related to payment of teacher incentives and salary top ups, procurement of teaching and learning materials and overall coordination and support to the project implementation. The project is using 20% ($2,054,400) of the full main GPE Education Sector Program Implementation Grant (ESPIG) as a crisis modifier and it is fully financed by the GPE and managed SC/US as the grant agent.

2-2. Overall progress

The project started in June and focused on some of key start up activities as reported above. Currently we rate ourselves at a Moderately Satisfactory level since we have just started implementation and we have not yet signed the MOU with the ministry and therefore they have not started their activities. This will be rectified by next month.

Overall progress in Program implementation	
Rating from Previous Reporting Period	**Rating for Current Reporting Period**
□ Highly Satisfactory (HS) □ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □Highly Unsatisfactory (HU)	□ Highly Satisfactory (HS) □ Satisfactory (S) X Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)

2-3. Progress per component/sub-component
Same as above

2-4. Factors delaying implementation and mitigation measures (or risks)
The SL MoEHS MoU is under review by SCI Region staff, SC/US Headquarters and GPE staff which is taking longer than anticipated but should be completed before the end of July.

2-5. Major changes to the Program (if any)
There is a change of the SL MoEHS management personnel. There is new director general for education who is currently undergoing orientation, which could delay project implementation.

3. Reporting on the variable part (if applicable)
Not applicable to this reporting period

4. Program Disbursement
Not applicable to this reporting period

5. Key Partnerships and Interagency Collaboration (if any)

- The project was designed in close consultation and partnership with SL MoEHS and the regional education cluster with activities and indicators developed based on the needs and priorities of SL MoEHS. The final project documents were also discussed with the education sector coordination team in Somaliland and Nairobi level.
- A joint project induction was conducted and common understanding was created among the implementing partners.
- Joint school needs assessments were conducted and the analysis and report is being jointly prepared and should be completed before the end of July.

6. Lessons Learned (if any)
Will report on any lessons learned in the next reporting period as the project started June 1.

7. Knowledge Product
Not applicable at this reporting period

8. Future Work Plan
The project work plan is attached as Annex 1