

## **Simplified Standardized Progress Reporting Template**

**Global Partnership for Education  
Education Sector Program Implementation Grant  
(ESPIG and Multiplier ESPIG grants)**

**Annual Report - November 2021**

## Background and Instructions

The objective of this template, which is to be completed by the Grant Agent (GA), is to allow GPE to report on progress in the implementation of the “Program” to which the ESPIG contributes. This information will allow the GPE Secretariat to assess and analyze whether the Program is on track to achieve its objectives or whether remediation is needed. On the aggregate level, it will help the Secretariat assess and analyze progress towards GPE’s strategic goals and objectives.

The “Program” is defined either as:

- 1) A co-financed and/or pooled program, to which the ESPIG contributes; or
- 2) A stand-alone project financed by the ESPIG

This template is for completion by GAs. The GA is encouraged to use the GPE standardized template for ESPIG progress reporting. The GAs’ own reporting template can also be accepted, as long as it covers the content and all the requirements of the GPE template. <sup>1</sup>

Please provide detailed information to adequately reflect progress made and results achieved in the reporting period.

Prior to completion, GAs are advised to share the draft with the Developing Country Partner (DCP)’s Local Education Group (LEG). Once completed, the progress report should be sent to the applicable Country Lead at the GPE Secretariat (cc to: [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org)) with copy to the Coordinating Agency. The progress report will be posted on GPE’s website.

## Submission Date

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<sup>1</sup> For **sector-pooled/ budget support countries**, the Secretariat will accept these countries’ own format of official annual implementation reports, however the information for GPE 2020 reporting purposes (indicators 24 and 25: variable tranche achievements and grant on track) will be requested separately.

For grants approved after October 2017: the first report should be submitted fifteen months from the start/effectiveness date to allow the progress report to cover the first full year of program activities<sup>2</sup> and an additional three months to prepare the report and discuss with the LEG as appropriate. For existing grants: GAs should follow their existing reporting cycles and submit their progress reports within three months after the end of the reporting cycle.

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<sup>2</sup> In case of WB ISR, more than one report may cover the first full year of program activities.

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## **Acronyms/List of abbreviations**

CARE	Cooperative for Assistance and Relief Everywhere
CEC	Community Education Committee
DEOs	District Education Officers
COVID-19	Novel coronavirus 2019
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESPIG	Education Sector Program Implementation Grant
EU	European Union
FCRM	Feedback, Complaints, and Response Mechanisms
FGS	Federal Government of Somalia
FMS	Federal Member States
GPE	Global Partnership for Education
JRES	Joint Review of the Education System
MOECHE	Ministry of Education, Culture and Higher Education
MOEs	Ministries of Education (State level)
MOF	Ministry of Finance
REOs	Regional Education Officers
QAOs	Quality Assurance Officers
SERCs	Special Education Resource Centers
ToT	Training of Teachers
TSA	Treasury Single Account
TTI	Teacher Training Institute
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene

Summary of Program	
Country	SOMALIA
Name of Program	EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT (ESPIG)
Reporting period (from: month, day, year, to month, day, year)	1 <sup>st</sup> September 2020 to 31 <sup>st</sup> August 2021
GA's Program ID (if any)	US27Y
Name of Grant Agent	CARE USA
Program amount (original commitment)	\$ 17,900,000
Revised Amount (where applicable)	\$ 25,850,000
Disbursed <sup>3</sup> Amount (during the reporting period)	\$6,925,683
Disbursed Amount (cumulative)	\$14,082,944
Program approval date	3 August 2018
Program effectiveness/start date <sup>4</sup>	1 September 2018
Program closing date	28 February 2022
Revised program closing date (in case of revision/extension)	31 August 2022

<sup>3</sup> Note: "Disbursement" refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

<sup>4</sup> Program effectiveness (start) date is considered as the date when the program implementation has effectively started, marked by the occurrence of an event defined in the grant application.

<p>Grant Agent Contact Details (Staff Names, Positions and Email/Phone addresses)</p>	<p>CARE USA 151 Ellis ST NE Atlanta GA 30303</p>
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## 1. Program Implementation Progress

### 1-1. Program Overview

Outline briefly the overall objective of the Program. If the Program is a co-financed/pooled program, to which the ESPIG contributes, briefly describe partners involved in the Program.

The overall grant objective is to increase access to quality education for out-of-school children; enhance the quality of primary education; and improve the capacity of the Ministry of Education, Culture and Higher Education (MOECHE) at the Federal Government of Somalia (FGS) and Federal Member States (FMS) to regulate and manage the education sector.

The Education Sector Program Implementation Grant (ESPIG) includes five components:

#### **Component 1: Increased equitable access to quality primary education for out-of-school children**

This component seeks to expand equitable access to quality primary education opportunities for out-of-school children. The component consists of three subcomponents: (1) school capitation grants to increase the enrolment of out-of-school children; (2) harmonization of community education committees (CEC) training, followed by training to CECs to support children's enrolment, safety, and learning; and (3) mobilization of communities and authorities to improve safety and security in schools.

#### **Component 2: Enhanced quality of primary education**

This component is focused on improving learning outcomes by investing in teaching and learning materials for the new curriculum; assessing the current status of learning outcomes; and laying the foundation for a stronger teacher training system, ensuring the acquisition of foundational skills at the expected level for each grade. The sub-components are: (1) monitoring the Teacher Education and Management Policy; (2) establishing two national primary teacher training institutes (TTIs) with special education resource centers (SERCs) to enroll 240 student teachers and 60 children with special needs; (3) distributing 148,584 sets of seven subjects' textbooks (total of 1,040,088 textbooks) and 89,600 teacher guides aligned with the new national curriculum; and (4) developing, piloting and implementing a modified version of EGRA/EGMA for a nationally representative assessment of learning outcomes in Somali and Mathematics.

#### **Component 3: Enhanced capacity at Federal and Member State levels**

This component seeks to strengthen system capacity within the MoECHE and FMS Ministries of Education (MoEs) to regulate, manage, and monitor schools. The component will support the strengthening of the regulatory environment for private and community schools through the development of a Private School Policy. Government and private schools will be supported in improving access and quality. Training for regional, district and private school staff will be provided, and monitoring and support visits to 1,000 schools will be funded to improve quality assurance. Under this component, the Program will also support the salaries of Regional Education Officers (REOs) and Quality Assurance Officers (QAOs). The Program will also support the development

and roll-out of a new Education Management Information System (EMIS) software and provide training, equipment and logistical support to MOECHE and FMS MOEs' staff for EMIS data collection.

#### **Component 4: Program monitoring, accountability, and communication**

This component includes monitoring, evaluation, and learning (MEL) activities, as well as communication of results. The monitoring system builds upon the limited structure and initial tools available to the Federal and State-level Ministries. An externally led evaluation process is in place to assess the status of system readiness and associated needs related to components 1, 2 and 3. Emerging trends and results will be compiled and shared through coordination mechanisms such as the Program Steering Committee, the Joint Review of the Education Sector (JRES), and the Education Sector Committee (ESC) and interpreted/ reflected upon at regional and district levels to improve practices and reinforce positive results on the ground.

#### **Component 5: Effective and efficient program management**

This component seeks to strengthen foundational components of the education system, complementing existing capacity and efforts, and bringing together multiple actors into an evidence-driven, cohesive, and effective program. It is expected that the ESPIG will contribute to creating the next foundational steps for the education system, complementing existing capacity and efforts and bringing together multiple actors into a cohesive and effective program driven by evidence. It is expected that this shift will not only increase equitable access to quality services, but also create positive conditions for marginalized children to acquire the expected skills and transition into upper grades.

The synchronization of the five program components will result in the expected long-term impact of improved education outcomes.

### **1-2. Major changes to the Program (if any)**

Briefly describe the program revisions<sup>5</sup> that took place during this reporting period, specifying the nature and dates of approval of these revisions.

<sup>5</sup> Section 10 of the [Policy on education sector program implementation grants](https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants) defines program revision to include extensions, reallocation of funds, addition or cancellation of components, changes in the results framework, changes in the implementation modality, and changes to the indicators and/or means of verification for the disbursement of the Variable Part. (Confirm with the Policy document.). More details at <https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants>

The following program revisions took place during the reporting period.

### **1. Reallocation of funds for COVID-19 Response**

The program reallocated a total of \$950,000 to support Objective 3 of the Education Sector COVID-19 Response Plan, as approved by the Education Sector Committee (ESC) on June 25, 2020 and endorsed by the GPE on July 1, 2020. The activities were mostly implemented during this reporting period. Supported activities included the provision of personal protection equipment/PPE (masks for teachers and students; face shields for teachers); the equipment of schools with digital thermometers; and the provision of water storage tanks and handwashing stations to schools. Of the \$950,000 reallocated, a total of \$925,335 was disbursed. A total of 616 schools benefitted from PPE and 100 also received handwashing stations and water tanks. School selection was based on data on water availability in schools, gathered during the 2019 school mapping, and considered other investments in infrastructure in the same States to avoid duplication.

### **2. Reprogramming of Component 2 funds**

Funds originally earmarked for the construction/ renovation of two teacher training institutes (TTIs) have been reprogrammed in consultation with the MOECHE and ESC. The renovation of an existing facility to house a TTI in Mogadishu was considered not to be feasible due to contextual challenges and the MOECHE and ESC approved the proposed reallocation of the funds on January 25, 2021. The company contracted for the construction of a TTI in Bardheere cancelled the contract unilaterally on March 25, 2021. Due to the shorter timeline, a new procurement and construction in the same location was not feasible. The ESC approved the reprogramming of the funds originally allocated for the construction of the Bardheere TTI on July 19, 2021. The funds were reallocated to the following activities: Construction of an EMIS center in Banaadir; renovations of the Jubaland MOE facilities in Kismayo; renovation and operationalization of the Gaheyr TTI; and scholarships for children in need. These activities were subsequently approved by the Education Donor Group on September 09 and by the GPE management on October 20, 2021.

### **3. Extension of the ESPIG period of performance**

The Grant Agent requested a six-month no-cost extension of the ESPIG period of performance to the ESC (request endorsed on July 19, 2021). The no-cost extension was approved by the GPE Secretariat on October 22, 2021. As a result, the program's end date is now postponed to August 31, 2022.

### 1-3. Overall progress

Assess the overall progress in Program implementation by taking into consideration the progress of the individual Program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement vis-à-vis planned disbursement -- refer to the last page for details of rating.

**Note:** It is not mandatory to provide rating for each Program component. However, GA can provide rating for each component in addition to overall rating.

#### Overall progress in Program implementation

Rating from Previous Reporting Period <sup>6</sup>	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

<sup>6</sup> This does not apply for a new Program

If the rating has been upgraded/or downgraded since the previous reporting period, please briefly outline the main factors contributing to the upgrade/downgrade of the rating. If the program is new and the rating for current reporting period is MS, MU, U, or HU, outline the main factors contributing to such ratings.

Factors contributing to upgrade/downgrade of the rating (improvement or delay in implementation), factors contributing to MS, MU, M, or HU (in case of a new program), may be related but not limited to the following:

- i. **Program management** (management arrangements, roles and responsibilities)
- ii. **Program supervision** (provided supervision during the implementation, including timely and proactive identification of issues and actions taken to address them)
- iii. **Factors related to capacity** (including institutional and organizational capacities, human resources related capacities and other issues that impact capacity)
- iv. **Financial management/Fiduciary Issues** (including adequate procurement, financing, budgeting, and financial management mechanisms in place following the grant agents' policies and procedures).
- v. **M&E** (Quality of M&E arrangements, including M&E design, implementation, and utilization to inform program management and decision making; issues related to data availability etc.)
- vi. **Coordination, partnership, and participatory processes** (principal project partners, their roles and engagement; information on frequency and reasons for consultations with LEG during the program implementation).
- vii. **External factors, factors beyond GA's control and unforeseen circumstances** (including macroeconomic changes, conflict and instability, natural disasters, changes in government commitment and leadership, issues related to governance and politics, unforeseen technical and logistical difficulties, changes in project/program scope, etc.)
- viii. **Other challenges and constraints, & factors** contributing to problems or success in the program implementation

In case of downgrading, please describe mitigation measures that have been taken.

## 1. Activities completed per component

**Component 1: Increased equitable access to quality primary education for out-of-school children:**

- The first tranche of capitation grants was released to 616 schools in November 2020.
- Third party monitoring was conducted in May 2021 after the first capitation grants disbursement.
- The paperwork for the second tranche payment to 616 schools has been finalized, and funds are expected to be released by December 2021. CARE will release funds to 376 schools, while CONCERN will release funds to 240 schools. Six schools verified not to be presently operational have been replaced for the disbursement of the second tranche.
- A total of 616 primary schools are being supported to provide scholarships to 5,000 students as part of the reprogrammed funds for TTI construction (Component 2). This activity is currently

being planned.

- The second phase of CEC training covering 605 schools was completed between July and August 2021. A total of 4,235 CEC members (1,815 female) across the target schools in all FMS states and Banaadir Regional Administration have participated in the second phase of the CEC training. The distribution of schools per state were as following: 120 schools in Mogadishu, 120 schools in Southwest, 110 schools in Hirshabelle, 135 schools in Galmudug and 120 schools in Jubaland.
- District School Safety Dialogues and School-level Safety Dialogues were conducted in 616 schools by the MOECHE in January 2021.

**Component 2: Enhanced quality of primary education:**

- The construction of a Teacher Training Institute is ongoing and currently (as of November 2021) is at an advanced stage.
- The funds for the construction/ renovation of two additional TTIs have been reprogrammed in part for the operationalization of the Gaheyr TTI and the Jubaland Kismayu TTI.
- A workshop on national learning assessments was delivered in November 2020. Participants included staff from the MOECHE, State MOEs, and development partners. The workshop aimed at co-developing local versions of the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) for application with grade 1-4 students. The data collection for the national learning assessments was completed in December 2020 and the final draft of the report has been shared with and is pending with MOECHE for approval.
- The development and harmonization of in-service primary teacher training materials completed by October 2021. An external quality control firm was hired to develop a quality assurance review checklist for all modules. The teacher training modules were reviewed by CARE and the MOECHE based on the quality assurance checklist. The digitalization of the primary teacher training materials will begin in December 2021. The reviewed training materials will be adapted and uploaded onto the tablets for online in-service teacher training delivery. The procurement process of 2,000 tablets for the in-service teacher training was completed.
- The selection of 2,000 teachers for in-service training was completed in January 2021, and the selection of suitable teacher training institutions with the capacity to deliver the training in the FGS and FMS is in progress. Further capacity assessments of the institutions in the FMS are scheduled to take place towards the end of November 2021.

**Component 3: Enhanced capacity at Federal and Member State levels:**

- The Education Sector Analysis consultation meetings were held between January and June 2021. A total of 15 meetings were conducted across the FGS, FMS, and Banaadir Regional Administration.
- The Education Sector Strategic Plan consultation meetings were held between August and November 2021 (2 meetings at FGS level and 15 with the FMS and Banaadir Regional Administration).
- The ESPIG team actively participated in the meetings providing relevant program data to facilitate sector development progress analysis.
- The funds for two TTIs (under Component 2) have been reprogrammed in part for the renovations and rehabilitation of FGS MOECHE and Jubaland MOE offices. These include the security enhancement of the MOECHE office perimeter wall, Jubaland MOE offices, and the equipping and operationalization of the EMIS at the MOECHE level.
- Classroom monitoring tools were developed and used during school visits by the Regional Education Officers and Quality Assurance Officers. Teachers are being supported through a competency improvement plan. Progress of teachers' competency improvement plan is then measured through a monitoring tracker.

**Component 4: Program monitoring, accountability, and cooperation**

- The midline data collection was concluded in early November 2021. Data analysis and reporting are currently ongoing.
- The Feedback, Complaints, and Response Mechanisms (FCRM) and supporting standard operating procedures (SOPs) have been launched. In June 2021, ESPIG staff provided a one-day FCRM orientation/sensitization training session for the MOECHE. There are plans to cascade the same to the FMS. There is currently an ESPIG Monitoring and Evaluation officer at the MOECHE who acts as the Focal Point on all issues related to the FCRM.

**COVID 19 Response:**

- As part of the COVID-19 response, 616 schools from four federal Member States and Banaadir Regional Administration were supported with PPE including masks and hygiene materials, while 100 (20 per State/ Banaadir Regional Administration) have received water tanks and handwashing stations.

**2. Challenges faced during Y3 implementation:**

- COVID-19 challenges leading to movement restrictions, temporary school closures and change of modality in the implementation and monitoring of some program activities.
- Floods caused by seasonal rainfall. An example is in Jowhar in Hirshabelle State.
- Limited capacity of school heads to fulfill reporting requirements, particularly on data collection and reporting for EMIS, the school capitation grants and school improvement plans. The GPE Focal Persons at both the FGS and FMS have provided assistance to address those challenges.

## 1-4. Progress per component/sub-component

Describe major progress made during the reporting period vis-à-vis outcomes and outputs planned for the reporting period per component/sub-component. Describe main activities undertaken and their achievements.

### Component 1 - Increased equitable access to quality primary education for out-of-school children

#### 1.1: School capitation grants

Program Activity		Target	Achievement	Remarks
1.1.4	The first tranche of School Capitation Grants was successfully disbursed.	600	616	103%
1.1.6	Third party monitoring of grant disbursement was carried out and its recommendations implemented ahead of the second phase disbursement.	1	1	100%

#### 1.2: Strengthened capacity of community education committees

1.2.2.2	CEC members trained and supported (including their teachers & religious leaders) in school management, inclusion, child protection, safety and security, recordkeeping and oversight of teaching practices, and development of school improvement plans.	4,000	4,235 (1,815 female) CEC members trained	100%
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#### 1.3: Schools & CECs develop and follow-up on safety and security action

1.3.2	School-level Safety Dialogues	12,000	4,312 (1,827 female) CEC members participated	100% of 616 schools with seven CEC members trained per school.
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### 1.1 School Capitation Grants

#### 1.1.4 Schools that received capitation grants

After duly completing the required documentation for the capitation grants' disbursement, a total of 616 schools from the four FMS and Banaadir Regional Administration have benefited from the grants. The 616 beneficiary schools are comprised of 120 schools in Southwest, 120 in Jubaland, 118 in Hirshabelle, 138 in Galmudug, and 120 in Banaadir Regional Administration.

During the school capitation grant disbursement, CARE managed the process in three FMS (Jubaland, Galmudug and Hirshabelle) States while Concern Worldwide (CWW) was charged with disbursing capitation grants in Southwest State and Banaadir Regional Administration. The schools received the funds in November 2020 and utilized funds according to respective schools' improvement plans. The improvement plans were developed by schools' CECs and shared with the Ministries of Education at both the federal and state levels.

### 1.1.6. Third-party monitoring of grant disbursement

The purpose of the third-party monitoring exercise was to assess the extent to which capitation grants had been disbursed and applied as intended in the 616 beneficiary primary schools across 55 districts from four states and the Banaadir Regional Administration. The third-party monitoring also allowed the program to assess pupils' enrolment status in light of disruptions caused by the COVID-19 pandemic. The third-party monitoring was conducted in May 2021. Out of the total 616 schools targeted, a sample of 369 (60%) of the total beneficiary schools was reached for verification. The activity was conducted by an external company (Savanna Consultants) contracted through a competitive bidding process.

Findings from the third-party monitoring indicated that 22,258 out-of-school children had been enrolled through the grants in the 369 sampled schools. Out of the 22,258 enrolled children, 48% are girls, 35% are from internally displaced families, 35% orphans and 4%, children with disabilities. By extrapolating the findings to all schools, it is estimated that a total of 37,137 children have been enrolled through capitation grants during school year 2020-2021. Out of the 369 sampled schools, only three (0.5%) were found not to have used the funds as per criteria

For the second tranche of the school capitation grants, six schools that have not used the funds according to the set criteria, which have since been closed or have been converted into hospitals (in response to the COVID-19 pandemic) will be replaced by other schools within the same states which meet the grant requirements.

### 1.2: Strengthened capacity of community education committees

#### 1.2.2.2. Train and support CECs

The program has conducted a second phase of CEC trainings across the four Federal Member States (FMS) and the Banaadir Regional Administration from June to August 2021. CEC coordinators and facilitators from the respective FMS MoEs have facilitated the trainings, following a training of trainers (ToT). The training content addressed capacity gaps identified during monitoring exercises, including on areas related to grant management, recordkeeping, and oversight of teaching practices.

A total of 4,235 (1,815 female) CEC members from 605 schools, including teachers and religious leaders, were trained in all FMS States and Banaadir Regional Administration. The targeted schools included 120 in Mogadishu, 120 in Southwest, 110 in Hirshabelle, 135 in Galmudug and 120 in Jubaland. The table below shows the training logistics and rollout schedule.

Date	Activity	Location
June 16 – 17, 2021	Mobilization of trainers and organization of travelling arrangements	All 5 States
June 18 – 19, 2021	Trainers' arrival in Mogadishu	Mogadishu
June 20 - 24, 2021	ToTs' refresher training	Mogadishu
June 25 – 26, 2021	Trainers travel back to their respective locations	Mogadishu
July 3 - Aug 31, 2021	CEC training rollout	All 5 States

### 1.3: Schools' & CECs' development and follow-up on safety and security action plans

In January 2021, the School Safety Dialogue consultation was conducted to discuss safety challenges and threats facing schools. A total of 4,312 beneficiaries (1,827 female) from 616 schools from the four FMS and Banaadir Regional Administration participated in the dialogues. The dialogues focused on enhancing community level awareness about school safety, environmental protection, community support and collaboration and effective teaching and learning.

## Component 2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes

2.2.1 TTI & Special Education Resource Center operational				
Program Activity		Target	Achievement	Remarks
2.2.1.6	Construction of TTI	1	0	Construction is ongoing
2.4: Minimum Learning Assessment (MLA) (modified EGRA/EGMA) for Grade 3 Somali & Mathematics created and conducted				
2.4.3	MLA EGRA/EGMA 1. Conducted with a sample of 2,385 students across five states.	1	1	100%

### 2.2.1. TTI & Special Needs Education Resource Center Operational

The construction of a Teacher Training Institute is ongoing. Progress has been monitored by a CARE engineer, and 30% of payment has been released to the contractor in response to the completion of deliverables to date.

According to the latest engineer's report, the construction works are 55% completed:

- Boundary wall 97% completed;
- Female and male dormitory blocks are under construction of the top door level;
- Ground leveling measurement of the kitchen and dining rooms are in progress;
- The foundation of masonry work of kitchen and dining hall are in progress;
- Male dormitory lintel beams are finished.

Assuming that all factors remain constant, the engineer envisages that construction would be completed by March 2022.

### 2.4: Minimum Learning Assessment (modified EGRA/EGMA) for Grade 1-4 Somali & Mathematics created and conducted

The Program supported the MoECHE to develop adapted versions of the early grade reading and mathematics assessments (EGRA and EGMA) and to carry out nationally representative assessments to provide system-level diagnostic data. Two rounds of national scale assessments have been planned, one in Year 3 and one in Year 4. The first round of the EGRA/EGMA assessments was conducted in four Member States and Banaadir Regional Administration in December 2020. During the data collection period, CARE staff reviewed uploaded data for quality assurance and provided feedback to enumerators on errors and inconsistencies. Due to security reasons, data collection could not be resumed in January 2021 to reach some remaining schools in the sample.

The instruments were developed during a workshop on November 11-12, 2020, with the participation of MOECHE staff and education development partners' representatives. The assessments were finalized by CARE USA. A team of 42 external enumerators (36 males, 6 females) received training in Mogadishu on November 25-28, 2020. The training was conducted by CARE Somalia's MEL Manager and the ESPIG Education Advisor, using a training curriculum developed by CARE USA's Senior Research and Learning Advisor. Training topics included an overview of the assignment; research ethics; child protection; informed consent; confidentiality; guidance on conducting research with children; procedures for interviewing children in a second language; sampling procedures; use of electronic data collection tools; overview of the tools; quality assurance and common scenarios of quality issues. Enumerators conducted mock practices and a field practice session in a non-sampled school.

The sample size for the learning assessments was calculated as 2,625 students. A total of 2,385 students in grades 1-4

were assessed (45% female, 10% with some sort of disability of whom 5.3% had a disability other than those related to mental health, 82% Af-Mahatiri speakers, and 76% living with their parents). A random sample of 101 schools had originally been selected for this study. The sample was stratified by state, considering the distribution of the primary school aged population. 88 schools were visited during fieldwork. Four schools had closed permanently prior to data collection and were removed from the sample. The remaining schools could not be visited due to security conditions or temporary closures.

Students were randomly sampled from grade 1-4 classes using a random number generator app and the attendance list for each grade. The enumerator generated seven random numbers between 1 and the total number of students in attendance and looked for the corresponding numbers in the attendance list. Students were replaced when not present or refusing to participate.

## 2.5 Tailored in-service primary teacher training, coaching/mentoring support follow up

Beder consultancy company was contracted to develop in-service primary teacher training modules (10 subjects for Year One and Year Two of the training course) and to digitalize the training materials to support teachers' online learning. The modules developed by Beder underwent a third-party technical quality assurance review by an external consultancy firm. The technical quality assurance review was carried out from September-October 2021; some of the modules were reviewed by CARE USA's Education team (English language and Mathematics with the latter translated from Somali to English and then back translated into Somali). CARE Somalia's Education Technical Advisors with relevant subject area expertise also reviewed a number of the modules using the review checklists developed by the external consultancy firm. A two-day meeting between the third-party reviewers' team and Beder was facilitated by the ESPIG team to compare notes and feedback as part of the review process. Beder's team of subject area specialists was taken through the review checklists/instruments and detailed comments, and the necessary corrections were considered and made.

The external consultancy firm had also planned to conduct a three-day training in October 2021 for the MoECHE Curriculum Department consisting of Curriculum Directors, Regional Education Officers and Quality Assurance Officers. The external consultancy firm finalized their review of the revised modules submitted by Beder in October 2021. A presentation developed for the MoECHE training will be leveraged for future learning opportunities.

## Component 3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector

3.1. Strengthened regulatory environment for private, community and government schools				
Program Activity		Target	Achievement	Remarks
3.1. Strengthened regulatory environment for private, community and government schools				
3.1.2	Termly monitoring and support visits to schools	50% of the schools visited 3x/year	13% of the schools visited (77 out of 616)	Activity suspended during school closures
3.1.2.7; 3.1.2.8	Salaries of MOEs staff	28	28	100%
3.2. Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking				
3.2.1	150 Federal, State officers trained in SFMIS & planning	150	18	12% Trainings delayed due to COVID

				and staff availability
3.2.3	Annual Joint Review of the Education Sector	1	1	100%
<b>3.3. Strengthening the Education Management Information System (EMIS)</b>				
3.3.8	Publication of Annual EMIS Report	1	1	100%

### 3.1.2 Termly monitoring and support visits to schools

The ESPIG Education Technical Advisor developed a classroom supervision monitoring tool that is being used by the ESPIG M&E team to coach the Regional/ District Education Officers and Quality Assurance Officers on the provision of targeted feedback to teachers on a quarterly basis. The tool includes indicators related to student-centered pedagogical practices, subject area knowledge, inclusive education strategies, classroom management and positive discipline practices, use of various types of assessments, and practices to promote gender equality and child protection. After the observation, the Regional/District Education Officer and/or Quality Assurance Officers work with the teachers to outline a short-term competency goal setting plan along with measures of progress.

### 3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking

Under this sub-component, salaries are paid to 28 MOEs staff. The monthly salaries are transferred to the government through the Treasury Single Account at the FGS Ministry of Finance (MOF). The payment of salaries is up to date.

#### 3.2.3 Annual Joint Review of the Education Sector

The ESPIG contracted an external consultant in August 2021 to conduct primary data collection and review secondary data provided by the MOECHE, MOEs and development partners. This activity aims to assess the progress to date on the implementation of the 2018-2020 ESSP. Between June-September 2021, sector partners, MOECHE, and MoEs from the Federal Member States were engaged in discussions around the implementation of the ESSP 2018-2020. The discussions included outlining important commitments for the planned ESSP 2021-2025. The ESPIG team attended all consultative meetings and provided program data, contributing to the analysis of the progress against set objectives of the ESSP 2018-2020. The consultant has prepared a summary of the findings presented during the Joint Review of the Education Sector meeting on 15-16 September 2021. The JRES summary report is under revision as of November 2021 and will be shared with the ESC and GPE once finalized.

The ESPIG is contributing funds and providing input to the development of the Education Sector Analysis and Education Sector Strategic Plan 2021-2025. The Education Sector Analysis consultative meetings were conducted in January-June 2021 and the Education Sector Strategic Plan consultations, on August-November 2021.

### 3.3 Increased efficiency of EMIS

The EMIS online system has been developed and equipment distributed to FGS and FMS. EMIS managers and users have been recruited and trained at the FGS and FMS level. In addition, at the FMS level, Regional and District Education Officers have been trained. At the school level, head teachers/data clerks have been trained and conducted the data collection process. The Head Teachers can now access the system and input their schools' data directly. Presently, data on

enrollment, student transfers between schools, teacher recruitment/establishment, teacher- pupil ratios are all uploaded and managed through the EMIS system. This supports the Ministry to adequately assess sector progress, determine needs, and to address practices such as students skipping grades when transferring to other schools. In addition, only students whose data are captured in the EMIS system are allowed to sit for the National Examination. The most recent National Examinations data (May – June 2021) is captured in the system, along with examination results for all the FMS and FGS. Data from the 2021 EMIS has been included in the JRES report.

## Component 4: Program monitoring, accountability, and communication

### 4.1: Evaluation studies

Program Activity		Target	Achievement	Remarks
4.1.2.	Midline evaluation	1	Data collection completed.	This activity is ongoing.

### 4.1: Evaluation studies

Midline survey: The consultant company Samuel Hall was contracted on August 25, 2021 to conduct the midline data collection and analysis. The baseline instruments were revised by CARE and Samuel Hall to incorporate additional questions related to program activities and the impact of COVID-19 and other crises. Data collection was conducted on October 9-November 1 in all four States and the Banaadir Regional Administration, covering a total of 171 schools longitudinally tracked since the baseline.

### 4.2 Joint monitoring activities

The ESPIG team conducted monitoring visits in a sample of schools in Jubaland and Galmudug states. Out of the 258 schools supported by the program in the two states, a total of 77 schools have been sampled. All the sample schools visited have school improvement plans and functioning CECs. All sampled schools had received textbooks, teacher guides, CEC training, COVID-19 response materials and school capitation grants to address the priority needs of each school.

Key findings included:

- 69% of schools have permanent classrooms, 18% have both permanent & temporary classrooms and 13% were temporary classrooms.
- 53% of schools are community-owned, 39% are public and 8% private.
- 79% of the sampled schools have running water in the school compound or piped water system. The piped water bills are normally paid by the capitation grant. 21% of schools have water tanks (31% had received water tanks).
- 100% of the schools supervised have a school improvement plan (updated on an annual basis) with active CECs that meet monthly.
- 93% of the schools had teacher attendance records.
- 100% of the schools have used the capitation grants as per the established improvement plan and budget.
- Challenges included lack of capacity on bookkeeping and management of the capitation grant, as none had previously received grants.

Activities related to third-party monitoring and its findings are described under the corresponding sub-components above.

## COVID-19 response

During April and May 2021, the ESPIG distributed COVID-19 protection/prevention materials and provided water tanks and handwashing stations for schools in four Federal Member States and Banaadir Regional Administration. The beneficiary schools are the same as those receiving capitation grants. The table below provides the list of COVID-19 prevention materials provided and handwashing stations constructed by each FMS and Banaadir Regional Administration.

### 5.1 COVID-19 response

Program Activity		Target	Achievement	Remarks
5.1.1.	Purchase and distribution of re-usable face masks for teachers and students	300,000	300,000	100%
5.1.2.	Purchase and distribution of hand sanitizers	46,000	46,000	100%
5.1.3.	Purchase and distribution of digital thermometers	1200	1200	100%
5.1.4.	Provision of water tanks/ handwashing stations for schools	100	100	100%

State	Target number of schools per state	Quantity of face masks	Quantity of hand sanitizer bottles	Quantity of digital thermometers	Number of schools receiving handwashing stations and water tanks
Banaadir Regional Administration	120	60,000	9,200	240	20
Galmudug State	138	60,000	9,200	240	20
Jubaland State	120	60,000	9,200	240	20
Southwest State	120	60,000	9,200	240	20
Hirshabelle State	118	60,000	9,200	240	20



## 1-5 Progress on Results Framework and Corporate Results

### **Describe progress at the end of the reporting period.**

**Note:** Attach the Results Framework, as outlined in the Program proposal, at the end of this report (in Annex I) and report against the progress on achievement of indicator targets. When there is underachievement or/and overachievement, briefly describe the reasons.

**Note on Global Numbers indicators:** A populated template will be circulated by the GPE Secretariat catering to the reporting period most relevant to your country annually to gather data on the following Global Numbers indicators:

- Proportion of textbooks purchased and distributed through GPE grants (both actual numbers and achievement rate against target)
- Proportion of teachers trained through GPE grants (both actual numbers and achievement rate against target)
- Proportion of classrooms built or rehabilitated through GPE grants (both actual numbers and achievement rate against target)

The pre-populated template will be sent to the GA in the month of August every year. The template will be populated based on the inputs from progress report(s) and the GA will be asked to verify and complete the populated template and send it back to the GPE Secretariat no later than mid-September. Please ensure to follow instructions provided in the template to provide necessary information on the achievement of the indicators. A blank sample template is provided as a part of this package for your reference.

Please refer to Annex 1 for the Results Framework.

## 1-6. Program Disbursement

Describe program disbursement status per component/sub-component.

**Note:** “Disbursement” refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

**Note:** This section cannot be substituted with annexing a Funds Utilization Report (for UNICEF).

**For ESPIG Multiplier grants:** For programs prepared using GPE Multiplier grants, list the sources and volumes of co-financing included in the Expression of Interest used to access the Multiplier allocation. For each source of co-financing, please list the value of co-financing and include whether it has been committed or disbursed. If it has been disbursed, please note the status of disbursement (under disbursement or completed).

### Overview of Disbursement

Year 2	Year 3	Year 3 Expenses				Cumulative
Fund Balance (A)	Total Funds Received (B)	Disbursed by MOECHE (C')	Disbursed by Concern (D)	Disbursed by CARE Somalia (E)	Disbursed by CARE USA (F)	Fund Balance (G) = (A+B-C-D-E-F)
\$ 8,067,913	\$ 4,007,501	\$ 893,946	\$ 2,703,297	\$ 3,272,291	\$ 56,149	\$ 5,149,730

### Program Expenses Status per Component/Sub-Component

Components	YEAR 3 Project Budget	YEAR 3 Project Expenses	YEAR 3 Project Balance	YEAR 3 Project Spend Rate
	Sep 2020 - Aug 2021	Sep 2020 - Aug 2021	Sep 2020 - Aug 2021	Sep 2020 - Aug 2021
1. Increased access to education for out-of-school children.	3,523,113	3,237,906	285,207	92%
2. Enhanced quality of primary education to ensure grade appropriate learning outcomes.	1,423,000	228,010	1,194,990	16%

3. Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector.	1,179,682	1,155,976	23,707	98%
4. Program management, accountability and communication.	126,810	32,294	94,516	25%
COVID- 19 Response	950,000	925,215	24,785	97%
5. Agency implementation cost	1,280,548	1,346,283	(65,735)	105%
<b>TOTAL</b>	<b>8,483,153</b>	<b>6,925,683</b>	<b>1,557,469</b>	<b>82%</b>

### 1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

Describe the performance of implementation from the standpoint of Financial Management, Procurement, Safeguards, and other Fiduciary matters. Describe any issues or challenges related to program fiduciary oversight during the reporting period, such as program management/implementation arrangements, financial management, procurement, social and environmental safeguards monitoring and reporting and other fiduciary matters. Provide the information on the annual audit report that was due during the reporting period – was it submitted to the Secretariat or is it overdue and explain why; what are the main findings from the recent audit and what actions have been taken to address those issues.

All disbursements to sub-contractors such as the MOECHE and Concern Worldwide are done in accordance with the conditions of the respective sub-contract. Sub-contracts are done according to CARE's standard format using the CARE Sub-Award Management policy, which governs all aspects of sub-award management. The Grant Agent handles all ESPIG-related procurements according to its internal procurement procedures and policies. For the procurement handled by the FGS, the Grant Agent has maintained fiduciary oversight and responsibility. Overall, program procurements are done on a joint basis between the MOECHE, Concern Worldwide, and CARE.

Challenges hindering a greater budget utilization, included movement restrictions imposed by COVID-19 pandemic and school closures.

#### 1-8. Status of Progress on Previously Raised Issues

Provide a status update on previously raised issues with program implementation, including all the mitigation actions that have been taken to resolve all of the previously raised issues from previous progress reports AND program annual audits. Describe the outcomes of these mitigation actions.

**Component 1:**

1. School capacity to manage capitation grants: This was mitigated by the training of the CECs and school heads on the school grants management as well as the additional support provided by the GPE Focal points to the schools across the FMS and Banaadir Regional Administration. The refresher training provided to CECs in 2021 responds directly to this challenge.
2. Delay in conducting school safety dialogues: The training was conducted after schools reopened and movement restrictions were lifted.

**Component 2:**

1. Delay in procurement of TTI construction services: A request to reprogram the funds originally allocated for the Baardhere TTI and for the renovation of a third TTI in Mogadishu was submitted to the GPE and subsequently approved. The construction of another TTI is near completion.
2. Delay in in-service teacher training provision: Due to the COVID-19 pandemic, the modality of delivery for this subcomponent had to be revised. The MOECHE suggested an online format, resulting in restructuring the modules.
3. Finally, the mode of delivery for the ToT will be a hybrid approach; face-to-face in member states with established teacher training colleges/institutions and online delivery for the remaining. For the latter, tablets will be distributed to in-service teachers.
4. The modules have been finalized; and next steps include uploading content into an online, user-friendly interface. In-service teacher training will be rolled out in the first quarter of 2022.

**Component 3:**

1. Delay in conducting quality assurance visits to schools: Several visits have now been conducted following school reopening.

**2. Reporting on the variable part (if applicable)**

Describe whether strategies have been implemented and whether targets have been reached within agreed timelines, how and when verification has been conducted, and disbursement amount per indicator, and when disbursement took place (fully or partially).

In addition to narrative given under “2. Reporting on the variable part”, fill in the Variable Part Reporting Template (see annex) and send it back to the Secretariat together with the progress reporting template. In case of questions, the Secretariat may contact you within 6 weeks after receipt of the template. A blank sample template for the variable part is provided as part of this package for your reference.

Attach documentation of the explicit confirmation that targets have been reached to allow (partial) disbursement (e.g., independent verification agent’s report, document for validation of results by GA and/or LEG) as well as documentation which shows the authorization to disburse/or evidence of actual disbursement by GA).

Not applicable.

### 3. Key Partnerships and Interagency Collaboration

Describe the involvement of country-level partners (i.e., Local Education Group and others) in the monitoring of this grant and the sector, noting how and when the LEG was updated on progress in the implementation of the grant.

**Coordination between two Grant Agents:**

- The Grant Agent works in close collaboration with Save the Children through the implementation team (PMU). The two Grant Agents signed an MOU to share the PMU and existing program structure for the implementation of all GPE grants in Southern-Central States of Somalia. The ESPIG program is implemented in close coordination with the other GPE grants in the country.

**Education Sector Committee:**

- The ESPIG provides regular updates to sector partners through ESC meetings using this platform to raise and discuss any issues and challenges. The ESC meetings are held on a quarterly basis, and the sharing of updates from the ESPIG program is a regular agenda item.

**Coordinating Agency and Education Donor Group:**

- The coordinating agency is provided with regular updates on the progress in ESPIG implementation, key challenges faced, and mitigation actions taken.

**Education Authorities (FGS and Federal Member States):**

- The FMS MOEs are members of the Program Management Committee which is chaired by the FGS MOECHE and meets on a quarterly basis to discuss the progress in the implementation of the ESPIG and any challenges faced.

**Other Interventions:**

- The Program benefits from synergies with other CARE initiatives implemented in the same states and in Banaadir. The program leverages data on ultra-marginalized girls and children with disabilities generated by CARE research, and the development of the EGRA and EGMA tools was informed by previous assessments conducted by CARE in South Somalia. Additionally, the Program has also leveraged lessons learned and best practices on CEC training, decentralized monitoring of schools and teacher training from other interventions implemented in Somalia by CARE and other organizations.

## 4. Lessons Learned

Describe any particular lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the Program.

Challenges brought about by COVID-19 suggested the need to have flexible and responsive programming and budgeting, to enable adaptive measures and new/ relevant responses:

- The program adapted SIG to support COVID19 response plan in schools;
- The program adapted the Teacher Training component to a hybrid delivery mode (online and

face-to-face), including digitizing the training modules and procuring tablets for teachers;

- School monitoring visits were paused due to school closure; while investing in the role of CEC in accompanying/checking-in with teachers, parents, students, and the community as a whole.

## 5. Knowledge Product

If knowledge products were produced from the program, briefly describe them and how they will be (or have been) disseminated and used to support program implementation, inform policy dialogue and initiate reform.

Two blog posts (Textbook Distribution and TSA experience) are under review. The blogs with supporting images will be validated by the GPE communication expert and published on the GPE website once approved.

A consulting firm is currently preparing visibility materials highlighting the Program's interventions in the FGS and FMS. In particular, the firm, in close consultation with the MOECHE, CARE and Concern Worldwide, will be showcasing the successes of the program in its reach through a video documentary and project stories from the beneficiaries and the government).

## 6. Future Work Plan

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period. This section will inform "Overall Progress" and "Status of Progress on Previously Raised Issues" sections in the next progress report cycle.

Below is the summary of the future work plan for the major program components.

### Component 1 - Increased equitable access to quality primary education for out-of-school children

#### **Subcomponent 1.1: School Capitation Grants**

The first tranche of the capitation grants was disbursed in November 2020, followed by third party monitoring completed in June 2021. The second and final tranche of grants are expected to be released by December 2021.

#### **Subcomponent 1.2: Community Education Committees (CECs) Strengthening**

Concluded.

#### **Subcomponent 1.3: Improved community awareness and actions for school safety**

FMS MOEs will be mobilized to develop an action plan around school safety.

### Component 2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes

#### **Subcomponent 2.1: Monitor the teachers' education and management policy**

The teachers' education and management policy has been finalized. Dissemination of the policy with officials is ongoing.

#### **Subcomponent 2.2: Teacher Training Institute**

Construction of a TTI is expected to be finalized in March 2022.  
Renovations of the Jubaland MOE facilities in Kismayo completed by June 2022.  
Renovation and operationalization of the Gaheyr TTI by June 2022.

#### **Subcomponent 2.3 School textbook procurement**

Concluded.

#### **Subcomponent 2.4: Early Grade Assessment**

Data collection for the second round of national learning assessments is planned for quarter 1 in 2022.

#### **Subcomponent 2.5: Tailored in-service teacher training**

In-service teachers training modules have been finalized. The modules will be formatted into online accessible materials (suitable for tablets) and training of trainers (ToT) will start in the first quarter of 2022.

### Component 3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector

#### **Subcomponent 3.1 Strengthened regulatory environment for private, community and government schools**

- 1. Private School Policy**

Private school policy dissemination is ongoing across the Federal Member States.

- 2. Termly monitoring and support visits to schools**

The school monitoring and supervision visits will continue into 2022. Regional/District Education Officers and Quality Assurance Officers school visit will include, in addition, support to teachers following a ToT.

Salaries of MOE officials will continue to be paid through the FMS through transferences to the TSA.

### **Subcomponent 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking**

#### **3.2.3 Annual Joint Review of the Education Sector**

The 2021 JRES report will be disseminated.

### **Subcomponent 3.3: Strengthening the education management information system**

EMIS reform will continue as planned.

## **Component 4: Program monitoring, accountability and communication**

### **4.1 Evaluation studies**

The midline study will be finalized in December 2021. The endline evaluation will follow the project's closure during the third quarter of 2022.

The Feedback and Complaints Response Mechanism will be operational by December 2021.

### **COVID-19 Response**

Completed.

## **Component 5: Program Management**

Ongoing.

**Annex I: Results Framework (Please attach RF when you submit the report)**

**Annex II: Standard Financial Report (Please attach standardized financial report, if any, when you submit the report)**

**For your reference, the following blank templates are attached to this template:**

1. Blank template for global numbers
2. Blank template for variable part reporting

### Rating System

**Overall Program implementation progress:** Rate the overall implementation of the Program based on:

1. The progress of the individual Program components
2. The implementation arrangements -- Program management and coordination, financial management, procurement, and monitoring and evaluation (M&E)
3. Rate of actual disbursements compared with planned disbursements.

The overall Program implementation progress rating should reflect the current status of the program. The rating needs to strike a balance between recent progress and overall progress. A common mistake to avoid is that recent progress carries too much weight. Thus, as long as progress is made in the past reporting period, the rating is upgraded, even though the overall progress is still lagging significantly. Upgrading should be based on concrete evidence of improvement instead of expectations and promises.

If unsatisfactory performance of one or more of the above three factors is jeopardizing the timely or efficient achievement of any of the program's major outputs, then the rating should be MU, U, or HU.

Rating Definition	
Highly Satisfactory (HS)	The Program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.
Satisfactory (S)	The Program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings.
Moderately Satisfactory (MS)	The Program is expected to achieve most of its major outputs efficiently with moderate shortcomings.
Moderately Unsatisfactory (MU)	The Program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs, but a resolution is likely.
Unsatisfactory (U)	The Program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.
Highly Unsatisfactory (HU)	The Program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.

## Global Numbers Template

Country Name: Project ID:		To be filled in by Grant Agent				
GPE Indicator	Indicator (s) as reported in Progress Report	ACTUAL: Progress reporting against each indicator (non-cumulative)	TARGET: Annual target for reporting period (non-cumulative)	TARGET: Target for next reporting period (non-cumulative)	Determination of Target	Overachievement/ Underachievement In case of over- achievement/under- achievement or zero progress, please provide the reason. Additionally, if you have other comments about your results, please state them briefly
		<ul style="list-style-type: none"> <li>Please report the target in numbers; no percentages or ratios</li> <li><b><u>Please report the status in numbers;</u></b> no percentages or ratios</li> </ul>	<ul style="list-style-type: none"> <li>Do not leave it blank; if not applicable, state clearly as n/a</li> <li><b><u>Please report the target in numbers;</u></b> no percentages or ratios</li> </ul>	<ul style="list-style-type: none"> <li>Do not leave it blank; if not applicable, state clearly as n/a, do not enter end target of the grant unless the grant is in last year of implementation</li> <li><b><u>Please report the target in numbers (non-cumulative); no percentages or ratios</u></b></li> </ul>		
		Progress Reporting period: 1 <sup>st</sup> September 2020 – 1 <sup>st</sup> September 2021				
Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Number of textbooks purchased and distributed	1,040,088 textbooks and 102,134 teaching guides	1,040,088 textbooks and 102,134 teaching guides	N/A	Determined by the Grant Agent based on EMIS data	
Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	N/A					
Proportion of classrooms built or rehabilitated through GPE grants, out	N/A					

of the total planned by GPE grants						
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**ANNEX 1: Results Framework**

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	Actual	2020/21	Source of data	Frequency	Status
<b>1: Increased equitable access to quality primary education for out-of-school children</b>									-
1.1 Increased access to education for out-of-school children	% increase in gross primary enrolment disaggregated by sex	22.1% Male 24.5% Female 19.7%	-	Increase of 2 percentage points from baseline (1.6 for girls and 0.4 for boys will contribute to gender parity)	20% (18% male, 23% female) <sup>1</sup>	Increase of 4 percentage points from baseline (3.2 for girls and 0.8 for boys will achieve gender parity)	Annual school census	Annual	24% (27% male, 22% female) <sup>2</sup>
	Number of out-of-school children enrolled in targeted schools, disaggregated by sex, poverty, IDP and nomadic status	0	-	25,000 70% of new enrolments will be girls	-	25,000 (cumulative total 50,000)  70% of new enrolments will be girls (total 35,000)  60 children with special needs enrolled at SERC	Enrolment and attendance records during school monitoring <sup>3</sup>	Annual	37,137
	# of schools receiving school capitation grants	0		600	-	600	School agreements	Annual	616

<sup>1</sup> Results based on EMIS data. The ESA noted a 14% GER.

<sup>2</sup> Results based on EMIS data.

<sup>3</sup> Extrapolated from the results of a third-party monitoring exercise conducted in 369 schools.

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	Actual	2020/21	Source of data	Frequency	Status
1.2 Strengthened capacity of community education committees	% of targeted schools with operational CECs	0		30%	(data to be collected at midline given school closures and monitoring delays)	40%	School monitoring reports	Annual	Midline results not yet available. Preliminary analysis indicates that 100% of the schools assessed have CECs; 70% are facilitating the enrollment of out-of-school children and 63% monitoring teacher attendance
	Number of CEC members trained, disaggregated by sex, role and type of training	0		4,000 annually	4,550 CEC members (M 2,992; F 1,558)	4,000	Training reports	Quarterly	Year 2: 4,235 (M 2,420; F 1,815)
1.3 Improved community awareness and actions for school safety	% of schools with CECs trained to implement safe school modalities	0		30%	-	40%	School monitoring Reports	Annual	95% 616 schools out of 650 schools
	Number of participants in safe school dialogues, disaggregated by sex and role	0	16,000 annually	16,000 annually	-	16,000 annually	Training reports	Quarterly	4,312 (M 2,485; F 1,827)
2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes									
2.1 Effective monitoring of Teacher Education and Management Policy	% of teacher training providers receiving annual monitoring visit	0	100%	100%	N/A (removed)	-	Teacher training monitoring reports	Quarterly	N/A

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	Actual	2020/21	Source of data	Frequency	Status
	Number of monitoring visits to teacher training providers	0	20	20	N/A (removed)	-	Teacher training monitoring reports	Quarterly	N/A
2.2: Strengthened pre-service teacher training	Number of government operational TTIs	0	-	-	N/A	2 <sup>4</sup>	TTI monitoring reports	Quarterly	0
	Number of teachers trained, disaggregated by sex	0	-	-	N/A	240	TTI monitoring reports	Quarterly	0
2.3 Increased access to teaching and learning materials linked to the new National Curriculum	Pupil textbook ratio in targeted schools	18:1 for Maths 17:1 for Somali	-	2:1 for all subjects	2:1	-	School monitoring reports	Annual	2.1 for grade 1 to 4 in target schools.

<sup>4</sup> Modified after reprogramming of funds. Only one TTI is expected to be fully supported by the program, while two others (Gaheyr and Jubaland) have received limited support.

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	Actual	2020/21	Source of data	Frequency	Status
	Number of textbooks purchased and distributed	0	312,026	728,062	1,040,088 textbooks and 102,134 teaching guides		Distribution records	Quarterly	1,040,088
2.4: Strengthened assessment framework	Minimum Learning Assessment (adapted EGRA/EGMA) operational	0	Pilot conducted	MLA conducted	-	MLA conducted	MLA report	Annual	National learning assessments report completed
	MLA standards developed	No	Yes	-	- (November 2020)	Assessment conducted	MLA report	Annual	Instruments developed and assessment conducted
2.5 Increased capacity of primary teachers	% of trained primary school teachers demonstrating improved competencies	Not known	N/A	0	N/A	90%	Post-tests Training reports	Annual	Training not yet conducted.
	Number of primary school teachers trained, disaggregated by sex and location	N/A	N/A	2,000	-	2,000	Training reports	Quarterly	Training not yet conducted.
<b>3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector</b>									

3.1: Strengthened regulatory and monitoring system for private, community and government schools	% of targeted schools receiving at least three monitoring visits per year	Not known	-	35%	-	50%	School monitoring reports	Quarterly	13% (77 schools out of 616) <sup>5</sup> -
	Private School Policy developed	No	-	Yes	Yes	-	Document	Annually (once)	Yes
3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	% of MoECHE and State MoE staff with improved competencies	Not known	-	30%	Funds reprogrammed / assessments on EMIS capacity to be conducted at midline	60%	Pre- and post-training assessments	Biannually	-Not assessed

<sup>5</sup> Recurrent school closures related to COVID-19 outbreaks, security issues and natural disasters have hindered access to schools, resulting in a limited proportion receiving three visits/ year.

	Number of education officers trained, disaggregated by sex, role and type of training	0	150	46 (F: 7)	18 officers (3 per FMS, 6 in Banaadir)	150	Training reports	Quarterly	18 officers (3 per FMS, 6 in Banaadir)
3.3 Strengthening the Education Management Information System (EMIS)	Annual EMIS report published in 2021	Partial school census published	Partial school census published	Partial school census published	Annual EMIS report published	-	EMIS report review	Annual	Annual Education statistics Yearbook 2019-2020 has been published
	Number of EMIS Unit and State MoEs staff trained on EMIS data collection, management, analysis and use, disaggregated by sex and type of training	N/A	N/A		30	30	Training reports	Quarterly	10 staff
<b>4: Program monitoring, accountability and communication</b>									
4.1 Evaluation studies	Evaluation reports	NA	1 Baseline Report	1 Midterm Report	Baseline completed	1 Final Evaluation	Document	Annually	Baseline completed; midline evaluation to be completed in December 2021
4.2 Monitoring activities	Number of monitoring visits to program locations	NA	10	10	5 visits conducted by PMU/ ESPIG focal points plus third-party monitoring	10	Program monitoring reports	Quarterly	77
4.3 Learning and communication	Number of knowledge products disseminated	NA	2	2	2 (baseline and school mapping)	2	Document	Annually	-

Subcomponent 4.4 Feedback and Complaints Response Mechanism	Number of responses/complai ants received	0		1000		1000	FCRM database	Quarterly	-
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