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EDUCATION CANNOT WAIT FACILITATED

MULTI-YEAR RESILIENCE PROGRAM

PUNTLAND

2019-2022

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PROGRAM INFORMATION SUMMARY

Program Title: Education Cannot Wait Facilitated Multi-Year Resilience Program, Puntland
Start Date: August 2019
End Date (indicative): August 2022

Background

Close of 10% of school aged going children in Puntland have been dropped out of school due to poverty, drought, conflict and displacement. Limited national resources have led to the large-scale under-provision of education further exacerbated by displacement. The recurring emergencies due to climatic shocks and conflict have impacted both the ability of the government to provide education in emergencies (EiE) services and pave the way for systematic response and change in the long run. Despite efforts made and considerable progress to improve the situation, significant gaps remain in provision of inclusive and equitable access, attainment, and quality of education, thus preventing progress towards Sustainable Development Goal 4, the fulfilment of the right to education. Unless addressed, these gaps will produce generations unable to realise their potential as individuals and to be constructive members of a peaceful, prosperous Puntland.

The Drought Impact and Needs Assessment (DINA), the Humanitarian Response Plan (HRP) and other relevant assessments have highlighted various challenges to be addressed. The forced movement of people away from education facilities; loss of livelihoods, resulting in lack of money to pay for continued education; recruitment of children into armed groups; trauma; and damage to children's supportive ecosystems are all factors negatively affecting children access to education in Puntland. Presence of the ISIS-linked fighters in the region along with pre-existing clan-based conflicts Qandala district areas in Puntland presents a new security concern, causing both internal and external displacement.

Gaps in equitable and inclusive access to and attainment of education. There is still a huge disparity in enrolment and completion rate between girls and boys, with only 51.8% Gross Enrolment Ratio (GER) for girls compared to 63.8% for boys in Puntland. The Gender Parity Index is still low at 8.1. EMIS data shows that, the Primary school completion rate for Puntland is low at only 22.5%, mainly due to high, unaffordable school fees perpetuated by poverty, and children being over-age when they start school. The hardest-to-reach girls and boys, especially those from rural and pastoralist communities, children with disabilities, those living in chronic poverty, displaced children and children marginalised by cultural or social factors have proved very difficult to enrol and retain in school.

Safe and protective learning. Schools have been damaged through conflict and/or degraded over time and are no longer conducive to safe learning. In fact, 64 schools were attacked and 21 were forced to close in 2018. Many teachers that decline to adopt the curriculum of non-state armed actors are threatened and, on some occasions, detained.¹ Whilst school feeding programs are provided in some schools, these programs are not consistently provided and the same is true for safe drinking water; meaning girls and boys basic needs (food, water, quality education) are not met thereby interrupting their education. Furthermore, lack of gender segregated latrines with adequate water facilities is pronounced. Many schools are not safe for girls and do not have girl-friendly spaces. In addition, the individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education. Teachers are not trained on child protection, psychosocial support, counselling or mentoring and children are not aware of their rights and their voice is not heard or respected.

Teaching workforce. The training of the education workforce remains a challenge in Puntland. According to the Education Sector Analysis conducted in 2016, at least 40% of primary teachers were unqualified and few compared to the number of learners. Across the sector, observed quality of instruction remained below minimum standards of practice with the average mark being 2.5, posing concerns about quality of instruction in primary schools. The assessment also found out that primary teachers, on average, were unable to pass a GTEC Somali examination – average mark across Puntland was 66%; the same examination all primary

¹ Humanitarian Response Plan 2019.

teachers are expected to pass prior to receiving a primary teacher’s certificate (Somali instruction focus). Other surveys indicate that drought has impacted teacher absenteeism, nearly double compared to schools not affected by drought.²

Learning outcomes are particularly concerning. Less than 55% of grade five students in Puntland succeed beyond the level of simply deciphering words, and less than 40% can continue beyond basic numeracy. Children attending schools impacted by the drought have four percentage points lower in terms of aggregate numeracy and literacy lower learning scores than those attending unaffected schools.³ Outcomes are worse in displacement-affected contexts like Puntland urban centres hosting large number of Internally Displaced People. According to the Puntland Education Sector Analysis (ESA 2016), 67% of youth are not prepared with the livelihood-related skills needed to support themselves economically.

Mainstreaming Education in Emergencies remains a key challenge. The past several years have shown that the education system in Puntland is vulnerable to both natural disasters and conflict related emergencies. In almost all contexts, the capacity of local education authorities for management, supervision and quality control of educational services is weak and needs to be strengthened. In addition, there is a lack of reliable data on children and education, which prohibits accurately determining the number children affected by displacement, out-of-school children, dropout and repetition rates, numbers of children with disabilities, and other key indicators. Puntland government cannot afford to expand their teaching workforce and budgetary constraints prevents them from paying them. Sufficient supply of textbooks, or other teaching and learning materials are not affordable. Strong coordination, among partners, systematic information management, consistent and regular assessment, response plan and implementation, monitoring and recovery plan are sorely needed.

While the majority of affected people in Somalia say that aid provision has been stable, some 39% feel their most important needs are not met. In fact, affected populations have identified provision of education alongside health services and food, as a key life-saving service.⁴ Implementing the Grand Bargain in the context of Puntland means that provision of education needs to link efforts to provide EiE alongside strengthening the education system for building peace and resilience, thus creating the nexus between humanitarian, development and peace initiatives.

Goal

To improve school access and safety, and educational attainment for Somali girls and boys affected by crisis, contributing to resilience building within an increasingly peaceful, secure and democratic environment.

Program Impact

Puntland children and youth have access to school, become resilient and learn in safe and protective environments.

Program Outcomes:	
Outcome 1:	Increased equitable access to education for all crisis-affected children and youth, including children and youth with disabilities
Outcome 2:	Improved learning outcomes for crisis-affected children and youth
Outcome 3:	Safe and protective learning environments are provided for crisis-affected children
Outcome 4:	Increased continuity of education is ensured for crisis-affected children and youth
Outcome 5:	Education management systems are strengthened
Outcome 6:	Improved gender equity and equality in education access and attainment by taking affirmative actions and increasing girls’ enrolment
Total resources required for EiE (3 years):	\$60,486,424
Total resources required for EiE (average per year):	\$20,128,027
ECW	\$5,670,000 (over three years)

² Educate Girls, End Poverty Baseline Evaluation Report- Relief International- March 2018

³ Program baseline survey, March 2018

⁴ Somalia: Field perspectives on the Grand Bargain, March 2019.

Other donors (TBC)	\$TBC
Government:	\$ TBC
Unfunded:	\$54,939,082

Government	ECW	Grant Management Agency – Save the Children
Signature:	Signature:	Signature:
Name:	Name:	Name:
Position:	Position:	Position:
Date:	Date:	Date:

ACRONYMS

ABE	Accelerated Basic Education
CECs	Community Education Committees
CG	Cash Grants
CGS	Cash Grants for Schools
CRC	Convention of the Rights of the Child
CSG	Child Safeguarding
CWD	Children with Disabilities
DINA	Drought Impact and Needs Assessment
ECW	Education Cannot Wait
EiE	Education in Emergencies
EMIS	Education Management Information System
EOI	Expressions of Interest
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
FAO	Food and Agriculture Organization
FGS	Federal Government of Somalia
FPE	Free Primary Education
GER	Gross Enrolment Rate
GESI	Gender equality and Social inclusion
IDP	Internally Displaced Persons
IP	Implementing partner
JRA	Joint Resilience Action
MOEHE	Ministry of Education and Higher Education
MoU	Memorandum of Understanding
NAR	Net Attendance Ratio
NFE	Non-formal Education
PoC	Persons of Concern
PSC	Program Steering Committee
RFPs	Requests for Proposals
SAG+	Strategic Advisor Group
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme
WGTT	Working Group Technical Team

1. ANALYSIS OF ISSUES/CHALLENGES

Introduction

Global evidence shows that the type and quality of education can either fuel marginalization, alienation, poverty and vulnerabilities of children and young people or strengthen societal resilience.⁵ Quality education services that increase access to education equip future generations with the skills and knowledge to positively contribute to the social, political and economic development of their communities and support the realization of multiple SDGs.⁶

A recent EiE concept note, produced by the Somalia Education Cluster,⁷ estimated that 438,000 school-aged children have been displaced since November 2016 due to drought and conflict. Echoing the message of the Drought Impact and Needs Assessment conducted by the Federal Government of Somalia (FGS), the concept note stresses the need to link early recovery with transition to development through a system's strengthening approach that will build a "responsive and resilient education system", linking humanitarian interventions with the longer-term development agenda.

1.1 Analysis of Problems and Needs

One of the key indicators of any good education system is the quality of delivery of the education system, which is ultimately reflected by the level of attainment of the learning competencies of the learners in schools. Unfortunately for Somalia, the decades of conflict and multiple climatic shocks have contributed to the disruption and collapse of the education system across Somalia, hence compromising the quality of education in general, and attainment of the learning outcomes. The learning outcomes and quality of education are further influenced by other factors like access, equity, quality of the learning environment, resilience and continuity. Learning outcomes: The key indicators towards achievement of learning outcomes are the improved competencies of boys and girls in their reading and math skills. According to the Child Rights Situational Analysis report of April 2018, conducted by SC, 30% of Grade 7 learners were found to be functionally illiterate/innumerate, only 32% of Grade 2 learners in 2017 passed all 6 literacy competency tests, and 13% - 15% transit to secondary school level.

However, according to a NORAD supported programme (2015-2018), an EGRA Assessment was conducted at baseline, mid-line, and end-line. The assessment showed an improvement in all the six competencies (Letter Sound Knowledge, Familiar Word Reading, Invented word i.e. non-word) decoding, Oral Reading fluency, Comprehension of paragraph read, and Phonemic segmentation), with 22.2% of learners assessed passing all the 6 competency areas at baseline, and 54.5% at end line. Out of this %, the proportion of girls who passed all the six competencies increased from 20.9% at baseline to 53.2% at end line compared to the proportion of boys who passed all the six competencies improving from 23.5% to 55.9% during the same period.

In the Basic Literacy Examinations conducted by the MoEHE, the pupils were behind in letter identification (3-4 years), sounding out unfamiliar words (1-2 years) and reading comprehension (3-4 years); 2014 Measuring Learning Achievement (MLA) study results for literacy show that around 30% pupils may be functionally illiterate. However, it should be noted that these findings emerge from a study undertaken largely in urban areas and may not be representative of Puntland as a whole. 2014 MLA study results for Mathematics show 99.8% of all Year 7 students scoring less than 60% and 91.8% scoring less than 40% (which is the government standard). Pupils were at least three years behind their international counterparts in literacy and mathematics achievement. One study found that 30% of year 7 primary pupils were functionally illiterate and/or innumerate. Challenges within numeracy achievement were particularly apparent at the upper primary level. In Grade 7 literacy assessments, MLA data showed slight differences in performance between boys and girls – with 1.6% more boys than girls scoring at least 60% in examinations; however, 1.5% more boys than girls scored lower than 40% in examinations. Given such widespread challenges in literacy and numeracy, the validity and

⁵ Forced Migration Review Supplement. 2006. [Education and conflict: research, policy and practice](#). Refugees Studies Center & UNICEF.

⁶ Global Partnership for Education. 2015. [17 ways education influences the sustainable development goals](#). (Infographic)

⁷ Interlinkages of key strategies needs and priorities for an effective and efficient EiE response. Somalia Education Cluster.

appropriateness of examinations and national certificates have been called into question; if 30% of students cannot read or do basic math, a 96% primary pass rate is questionable.

In the more challenging assessments, such as the MLA, boys outperformed girls and urban pupils outperformed rural pupils. Urban rural disparities in achievement, teacher quality, pupil-teacher ratios, and resource availability were particularly wide. Differences are particularly pronounced at the upper primary level. The disparity in the learning outcomes described here result from a number of other factors.

Efficiency. One of the factors that affect the attainment of the learning outcomes is the inefficiency of an education system. According to the Puntland (ESA, 2016), Survival rates from grade-to-grade were broadly consistent, with 75%-90% reported between years; girls appeared (across most primary years) to experience lower survival rates than boys. Survival rates from grade 1-8 were 22.5%; boys' rates of survival comprised 29.9% and girls comprised 18.9%, indicating challenges in female education. The primary grade transition rate for grade 7-8 is 85% for boys, and 74% for girls. The low availability of sanitation facilities (especially separate latrines for girls), a limited number of female teachers (less than 20% of primary-school teachers in Somalia are women), safety concerns when travelling to and from school, and negative social norms that favour boys' education and harmful discriminatory practices are some of the factors inhibiting parents from enrolling and keeping their daughters in school. Most girls do not complete the full 8 years of primary school. Girls begin to drop out from grade 5 and by the time they get to grade 8, an average of 15% to 22% will have dropped out. Boys similarly drop out from grade 5 to grade 8 at an average rate of 17% between grade 5 and 8. Some of the factors which lead to high dropout rates as children proceed to upper primary school are: Harmful practices such as child marriage; Preference to let boys stay longer in school when resources are inadequate to meet all the family needs; Peer bullying based on age and gender, and Sexual harassment of girls on the way to and from schools that include sexual abuse and rape (Somalia, CRSA 2014, Final report).

There low survival rates; the low transition rates; and high drop-out rates discussed above affect quality and the learning outcomes of the learners in schools on one hand. They are also serious indicators of access issues facing boys and girls. These access issues are highlighted here below:

Access and equity. In terms of educational access, the primary school enrolment across Somalia is still very low, with a gross enrolment rate of 57.8% for Puntland, and 37% for South Central Somalia.⁸ There is still a huge disparity in enrolment and completion rate between girls and boys, with only 51.8% Gross Enrolment Ratio (GER) for girls compared to 63.8% for boys in Puntland. The Gender Parity Index is still low at 8.1. EMIS data shows that, the Primary school completion rate for Puntland is low at only 22.5%, mainly due to high, unaffordable school fees perpetuated by poverty, and children being over-age when they start school. This is even worse for children from rural and pastoralist communities, the IDPs. In terms of equity, Urban-rural disparities in education access and achievement persist; in the areas for which UNFPA data exists, 58.5% of the population are rural. However, they form only 50.2% of primary enrolment (ESA, 2016). Differences are particularly pronounced at the upper primary level. Pastoralist areas have a history of being marginalised which has hindered the mobility of pastoralist communities. Furthermore, low population density has meant that the provision of sufficient and suitably placed infrastructure including social services (road, water, health, education etc) continues to be a challenge. Subsequently, this distance creates barriers in addressing the educational needs of pastoralists through formal schools alone, including high dropout rates of children, especially girls. The situation has been further aggravated by the low value that pastoralist communities place on education as well as a reluctance to send girls to school; a reluctance that stems from ingrained societal views of girls' roles and harmful traditional gender-based practices. Occasional conflict among different clans, that arise from scarcity of pasture and water, cause family displacement; hence children drop-out of school. The vulnerability of pastoralist families to repeated drought and food shortages also forces pupils to drop-out of school. In many areas where the problem is acute and a school feeding program is not put in place, the demand for child labour remains high and girls and boys engage in differing livelihoods activities and household chores.

Some of the glaring needs identified include: damaged WASH facilities; a lack of protective and gender segregated WASH facilities for boys and girls; a lack of suitable sanitary materials for girls; inadequate school infrastructure; school infrastructure which is not inclusive especially for CWD; learning environments that are degraded and no longer conducive for learning; inadequate incentives and a subsequent lack of teacher motivation (especially for teachers in rural areas) inadequate teaching and learning materials which do not take

⁸ Puntland EMIS 2016/17; -2021; Federal Government EMIS 2015/16

into account the varying needs and background of learners; inadequate school feeding programmes; and conflict among the IDPs and host community.

The DINA Report⁹ suggests that as of May 2017 the highest numbers and proportions of children 'forced out' of education due to drought, potential famine and associated economic pressures on families are located in regions and states that have been most affected by conflict. The analyses show that overall Puntland was most affected with over 10% of children out-of-school, followed by South Central with 8.3 % and then Somaliland with 3.3% of children forced out of school. For Somalia as a whole, by May 2017, the total proportion of children forced out of schools reached an estimated 8% of all children enrolled in education. A joint multi-cluster needs assessment conducted in July-October 2017 found that fees were the most common reason for boys not attending school, in 56% of assessed households with boys not in school. According to the assessment, the absence of a school in the area was the second most common reason for non-attendance, as reported for 13% of boys nationally and rising to 23% for boys in Bari and Mudug and 34% in Nugaal. IDP households were more likely to report fees as a barrier to school attendance (72%), compared to 53% of non-displaced households, which may be attributable to the impact of displacement on income. However, IDP households were considerably less likely to report 'no school in the area' as a barrier (2%, compared to 15% for non-displaced), which may be linked to the concentration of IDPs in camps and urban areas, where education services may be more available.

Fees were also the most commonly reported reason for girls' non-attendance, as reported by 54% of households nationally and rising to 61% in Sanaag, 63% in Mudug, 69% and 72% in Sool. While fees were also reported as the primary reason for boys' non-attendance girls are, according to this survey, disproportionately affected by the barriers school fees presents.

The absence of a school in the area was the third most commonly reported reason, as reported by 17% of households nationally and rising to 34% in Nugaal. However, in a likely reflection of the negative impact of gender roles on education, 20% of girls were reportedly not attending school due to chores, compared to only 7% of boys. This was the second most commonly reported reason for girls not attending school. In Somalia, girls are often taken out of school to look after younger children and collect firewood.

Other quality issues. Lack of access to education is also directly linked to issues of quality. The general focus of the education partners and stakeholders in Somalia has been on improving access, with limited emphasis on quality, yet that has been the real problem. According to the Education Sector Analysis conducted in 2016, at least 40% of primary teachers were unqualified and few compared to the number of learners. Across the sector, observed quality of instruction remained below minimum standards of practice with the average mark being 2.5, posing concerns about quality of instruction in primary schools. The assessment also found out that primary teachers, on average, were unable to pass a GTEC Somali examination – average mark across Puntland was 66%; the same examination all primary teachers are expected to pass prior to receiving a primary teacher's certificate (Somali instruction focus). In terms of the learning environment, the standard of primary education facilities remains poor in many contexts, and up to 67% of primary classrooms do not have any teaching and learning materials (TLM). Assessments conducted further reveal that teachers need to be trained on basic literacy and numeracy competencies, child centred pedagogy approaches, Psychosocial Support (PSS), counselling and mentoring. Children also need training on their rights for increased participation, meaningful participation and for their voices to be heard. Appropriate and contextually relevant TLM to be provided for learners, especially for girls and boys from IDP and rural pastoralist settings. Parents and caregivers also need awareness raising on the importance of education and the need for them to support the learning of the children at school and in the home.

Improving safe and protective learning environments for crisis-affected children by improving the environments, providing awareness to teachers, parents to not harm any child in and out of the school. Different studies and assessments found significant protection risks and needs that require intervention. Key among them include a lack of gender segregated latrines with adequate water facilities. Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities. In addition, the individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them

⁹ Somalia Drought Impact & Needs Assessment, VOLUME II, Sector Reports

from receiving an education. Teachers are not trained on child protection, psychosocial support, counselling or mentoring and children are not aware of their rights and their voice is not heard or respected. Whilst school feeding programs are provided in some schools, these programs are not consistently provided and the same is true for safe drinking water; meaning girls and boys basic needs (food, water, quality education) are not met thereby interrupting their education. Schools have been damaged through conflict and/or degraded over time and are no longer conducive to learning; and many schools are unsafe and Safe school frameworks are not implemented in a contextualized manner. Access to education continues to be impeded, with 64 schools attacked and 21 forced to close in 2018. Many teachers that decline to adopt the curriculum of non-state armed actors are threatened and, on some occasions, detained (HRP, 2019).

Increasing continuity of education (Education system's resilience). Somalia overall, and Puntland in particular, have been prone to emergencies in the recent past. The most excruciating one being the prolonged drought that Somalia suffered for the past 3 years; the worst one being in 2017 which had significant negative impacts on the education system in Somalia. The DINA report noted that the drought has also devastated crops, forcing more than 1.15 million people to leave their homes between January 2016 to May 2018, thereby disrupting the education of children within these households. These families only flee once they have exhausted all options, becoming malnourished and weak even prior to their departure. Beyond familiar social and protection networks, people's survival has become precarious, and their efforts to survive have often put them in yet more danger.

The report added that poor families that have least resources and ability to adapt and recover from shocks have lost 20%-40% of their livestock in Puntland, placing an economic strain on the family and signalling an end to many children's education as they are forced to support the family's immediate survival. A recent needs assessment conducted by the Puntland Ministry of Education and Higher Education (MOEHE) in January 2018 in 100 drought affected schools across Puntland state, found out that the drought severely affected the education system and disrupted the schools' operations. The drought also affected students' and teachers' attendance and decreased academic year 2018/19 academic year enrolment. Most of the parents in the affected areas struggled to pay school fees, due to the drought which undermined their livelihoods. In turn this affected school operations as these fees are used to pay teachers' salaries and other school operational costs. This led to inability of schools to pay salaries fully and timely, leading to decreased motivation, increased absence from classes, and high turnover.

Moving beyond primary project outcomes, it's possible that the drought impact will have upstream effects as well, particularly on the intermediate outcomes critical to the project's overall success. One intermediate outcome is attendance: if drought constitutes an economic shock to the household, they may respond by asking their children to work outside the home; alternatively, they may need their children to engage in additional at-home domestic work if adult members migrate in response to the drought. These possibilities are speculative, but they are consistent with many characteristics of Somali society and the Somalia economy, in which girls are engaged with extensive housework, and migration for economic opportunities is extremely common. A study conducted by Relief International indicated that drought is already associated with lower attendance rates in drought affected schools (Educate Girls; End Poverty Baseline Evaluation report, Relief International, March 2018). According to the Puntland Education Sector Analysis (ESA 2016), and the 67% of youth are not prepared with the livelihood-related skills needed to support themselves economically. It also explains the high level of youth unemployment (aged 14 -18 years) who have never attended or have dropped out of formal education, and will be targeted for non-formal education, including Accelerated Education Programmes (AEP) and alternative basic education (ABE). Communities are not considering how to address their problems using local solutions; and they do not fully capitalize on local resources through partnership with the private sector and influential people from within the communities; Teachers and CECs are not trained on safe school environments or DRR; Schools do not have risk reduction or contingency plans; Schools do not have an inclusive education code of conduct geared towards child protection; Teachers, CECs and REO/DEOs lack training on child protection and children suffer as a result; and Emergency response resources and contingency plans are not in place

Education management systems are strengthened. The needs identified under this outcome are the following: Interventions are not informed by the needs and priorities of the communities and therefore are not necessarily relevant to existing problems; Interventions do not respond to the capacity building needs of responsible actors; REOs, DEOs, CECs and local community authorities are not properly engaged in

identifying target populations; A mechanism for regular quality assurance does not exist; The EiE unit in the MoEHE lacks capacity; School management bodies lacks capacity , Implementation of policies and regulations that were developed to improve the education system is weak, furthermore staff do not have the skills/capacity to operationalize; Policies for EiE and staff do not exist; Links between the MoEHE and the regions is weak as the system is not properly decentralized; The current teacher recruitment process and management is weak; the EMIS system does not contain updated EiE data or EiE indicators; Sound policies and effective management of educational resources are lacking; and Staff at the central and decentralized levels are not trained in quality data collection or prepared to effectively analyse/utilise EMIS data.

Increasing gender equity and equality by taking affirmative action and increase girls' enrolment. Whereas SDG 4 compels us to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, there is still evidence of disparity globally and, in particular, within Somalia's education system. This negatively affects girls or females disproportionately compared to boys or males. According to the Gender Inequality Index, Somalia is the 4th worst country globally for a woman to live in. Socio-cultural factors and conservative, traditional patriarchal norms emphasize the unequal power dynamics and status of men and women in Somalia. This is caused by a number of structural and systemic problems, compounded by negative social norms that disadvantage girls more than boys. One such example is that of boy's education being valued more than that of girls. For these reasons, as well as numerous other detailed throughout this document including systematic inequality, girls' needs will be given particular consideration and responded to throughout the Puntland MYRP programming. This is exemplified in data showing 20% of girls were reportedly not attending school due to chores, compared to only 7% of boys (Somalia, CRSA, 2014 final report). This was the second most commonly reported reason for girls not attending school. In Somalia, girls are often taken out of school to look after younger children and collect firewood. The most critical needs identified under this outcome are the following: Community not sensitized on importance of education and on barriers to girls' education; Fees and other costs of education results in exclusive barriers for girls, preventing them from enrolling and receiving an education; Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities; Girls do not have protective and separate latrines with adequate water facilities; The individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education; lack of scholarships and affirmative action for girls and female teachers; lack of girls mentorship programmes in schools.

The project aims to tackle the root causes of access, inclusion and quality issues by providing access where authorities are not able to do so, and by bolstering formal provision where they are. It will do this along six lines:

- (i) **Increasing** equitable access to education for all crisis-affected children and youth, reducing pupil-classroom ratios and increasing the ability of the system to respond to demand, inclusively and gender-sensitively;
- (ii) **Improving** Learning outcomes for crisis-affected children and youth by recruiting, training and paying education personnel, reducing pupil-teacher ratios and encouraging child-centred, inclusive methods that improve learning outcomes and the holistic development of children, supported by teaching and learning materials;
- (iii) **Improving** safe and protective learning environments for crisis-affected children by improving the environments, providing awareness to the teachers, parents to not harm any child in and out of the schools.
- (iv) **Increasing continuity of education by building a more resilient education system** through a longer term and more strategic approach to supporting education in such protracted contexts. Strengthening the capacity of communities, families and learners is also critical. Following the first-phase response, it is paramount to ensure continuity of education to enable children to complete primary school, enrol in alternative education programmes (such as accelerated education) and to enable those who complete courses to evidence this with appropriate and accredited certification. Improving learning outcomes (reading ability and attainment in mathematics) to achieve national standards is also crucial. The action will also engage with Somali youth through media and face to face approaches.
- (v) **Strengthen Education management systems by building capacity and the use of evidence** to improve education management and administration, and participatory education planning and quality assurance, to help reach national education goals;

- (vi) **Increasing gender equity and equality by taking affirmative actions and increase girls' enrolment** by providing monetary and non-monetary incentives through fee waivers and scholarships, performance-based rewards, uniforms, sanitary and hygiene kits, solar lamps to support homework as well as family support; Construct Girl Friendly Spaces including culturally sensitive toilets and water points; supporting female teachers through formal and informal training and mentorship;

In Puntland, the key education priorities of the Puntland state of Somalia for 2017-2021 include:

- Increase access to and equality in education opportunities, mobilizing resources (including from non-traditional donors) for girls, children from pastoralist communities, children with special needs, children affected by poverty, children from minority groups, internally displaced children, asylum seekers and refugees. This is the first priority for the Puntland Education Sector Strategic Plan (ESSP) 2017-2021. It focuses on expanding access and equity for the vulnerable groups mentioned above. This also links with the revised Puntland 5-year National Development plan's, (PFYDP, 2017-2019) priority of promoting access to education particularly in far remote, hard-to-reach areas need to be prioritized, while focusing on Pastoralist education, alternative based, education, Non formal and formal education in rural communities improved and enhanced through building of more schools at primary level, and mobile schools, for pastoralist level so children can get at list based education. The Puntland education policy framework (2012) on education also resonates around Universal provision and access to primary education with a broad and enriching curriculum to enable all students to realize their full potential; monitor and enforce compulsory education; provide and ensure an accommodating learning environment for all students; provision of an adequate supply of teachers; assess and examine areas that prohibit access of all to primary education. All these ultimately feed into the UN Sustainable Development Goal 4-5, which advocates to ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
- Improve the quality of education and learning outcomes. This 2nd ESSP priority focuses on improving quality and learning outcomes through teacher education (including continuous professional development), curriculum reviews, enhanced learning environments, strengthened support for and supervision of schools and teachers, strengthened examination and certification systems and measurement of learning achievement. This priority is also aligned with the PFYDP 2017-2019). Under the Social sector of the plan, priority #2 focuses on improving Quality education and promoting science technology and innovation at all levels. To improve supervision and capacity of teaching staff through enhanced training, review current education curriculum at lower and higher education to see where changes can be improved and promote innovation. One of the key objectives of Puntland Education policy framework (2012) is to improve the quality of primary education delivery. This would be promoted through a) Expected academic achievement, b) cultural understanding, and c) social behaviour. They feed into the SDG 4.
- Enhance efficiency of the education system. Puntland ESSP (2017-2021) 3rd priority focuses on increasing completion rates, reducing repetition and drop-out rates and assessing the cost of education per pupil and the impact of the funding. This priority is also in line with the Puntland education policy (2012) objective for primary education, focusing on expected academic achievements at appropriate levels of primary education, under improving quality. In order to improve efficiency of Puntland's education system the policy framework objective focuses on a) ensuring effective management system, b) optimal and appropriate resourcing, and c) provision of adequate facilities- buildings, furniture, equipment, open play areas and security fence, drinking water and toilet facilities in a clean, safe and hygienic environment.
- Strengthen systems and administration: This is the 4th priority for the Puntland ESSP (2017-2021). It focuses on strengthening and standardizing the education management information system (EMIS), building the capacity of regional and district officials, strengthening financial management and accountability systems, ensuring effective coordination of local government, non-state and private sector actors, innovative delivery of cost-effective services and decentralization of education management systems. This priority is in line with the 1st and 2nd priorities of the Governance sector under the revised PFYDP (2017-2019). These priorities focus on promoting government institutions' capacity and improving and decentralizing service delivery respectively.

This program is aligned to these priorities. Despite the Government willingness to developing policies, a capacity development plan to achieve these goals and displacement is challenging its already weak capacity to do so.

Basis for the analysis

The consultancy firm in collaboration with Puntland Ministry of Education & Higher Education (MoEHE) has conducted in-depth fieldwork between 21 July to 1 August 2018 to collect relevant quantitative and qualitative data to inform the program priorities and design consisting of primary research and secondary data sources. The purpose of the research was to identify obstructions to the fulfilment of child rights.

While the UN Convention on the Rights of the Child (UNCRC) was ratified in 2015 implementation of the Convention faces several serious challenges including fragile political environment and lack of capacity to deliver services to children. As many of Somalia's policies are outdated, there remains gaps in the legal and policy framework to protect and advance children's rights, for example providing gender sensitive approaches and in terms of ensuring schools are safe, violence free learning environments.

The fragile education system has severely diminished the quality of and access to education for girls and boys. Serious protection issues exist for girls and boys, in particular vulnerable groups such as CWDs. Children are exposed to violence and rights abuses at school, at home, and in the community. Children are excluded in decision-making processes and their voices are not adequately heard on issues that affect them.

Gender equality and social inclusion

Gender Equality and of late Social Inclusion initiatives, have been used to systematically address both structural and practical barriers to empowerment in all dimensions (ex. economic, political, social and cultural). Successful interventions in Gender equality and Social inclusion (GESI) impacts all domains, i.e. individual, family, community, organisations, state, institutions e.g. schools and the market.

Part of the SDGs, the 'Leave No One Behind' agenda, sets out to respond to the individual, especially those who are "furthest behind". This can only be done without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status.

Gender equality is defined as the absence/removal of conscious and unconscious discrimination based on gender in opportunities, in the allocation of resources or benefits or in the access to services e.g. education health etc., such that all individuals can enjoy equal standards of well-being.

Social inclusion is the removal of institutional and structural barriers and the enhancement of incentives to increase the access of diverse individuals and groups to human development opportunities.

Given the programme is in a complex and fragile context it will seek to "Be GESI Transformative where possible, GESI Sensitive always" across policy (Education Policy, Teachers Policy), Strategic instruments (EMIS), Curriculum, Text books, Teachers Development Strategy, CASH in Education (design, target, delivery), practice (TLMs, Training (venue, manual and delivery), infrastructure (Schools, Furniture, WASH facilities and Playgrounds etc.) and institutional (MoE institutions (Departments, REO, DEO), CECs) arrangements and interventions.

The 2016 Education Sector Analysis (ESA)¹⁰ provides the following assessment of trends in gender equality in Puntland: public awareness campaigns seeking to shape views towards acceptance of, and support for, the education of females in Puntland appear to have had some impact. However, while there have been some notable advances in recent years, women appear to be facing some challenges in accessing education. Male-female enrolment ratios reported by EMIS data indicate unequal enrolment of women in the education sector:

Table 1: Male-Female Enrolment Ratios 2015/16 (EMIS Database)

Level of Education	Percentage of enrolled students		# of enrolled students	
	Male	Female	Male	Female
Primary	55%	45%	77,179	61,472
NFE	21%	79%	4,631	4,545
Secondary	64%	36%	3,140	11,957
TVET	33%	67%	14,004	7,984
HEI	60%	40%	6,903	4,651

¹⁰ http://pl.statistics.so/wp-content/uploads/2017/07/Puntland_ESA.pdf

Some areas of education (TVET and NFE) indicate higher percentages of enrolment, but enrolment in these subsectors is lower in absolute terms than other sectors. Many qualitative responses indicated some of this overall gap in enrolment may be explainable by one or all of several factors:

1. In large families that must choose which child to send to school, boys may tend to be chosen over girls;
2. Girls are often expected to help their mothers around the house, minimising time available for study;
3. Marriage can often lead to girls leaving school in favour of homemaking.

According to the ESA, girls comprised 44% of total primary school enrolment across all sources. Enrolment percentages for girls were also relatively consistent across the regions of Puntland.

Analysis based on lessons learnt from recent changes in the context and interventions

During the peak of the drought in 2017, student absenteeism increased in schools in areas affected by drought, as families relied on negative coping strategies including enlisting children to search for water resources. In Puntland more than 20,000 children dropped out due to the worsening drought. Rising food and water prices cut into the incentives for teachers provided by parents and communities, resulting in teachers not showing up in schools, thus further jeopardizing children's education. In Puntland 70% of school children did not have access to safe drinking water and 80% did not have access to food provision. The MYRP proposes several IGAs, including increase putting up drilling rigs and boreholes to improve water catchment area for both school children and their community and their stocks.

Another lesson from 2011 and 2017 drought-influenced famine, show that many of the school absenteeism, drop out caused by the drought could have been prevented if children had access to life-saving services at safe and protected schools that ensured children remained in school and surrounding communities were supported through reach out activities extending from school facilities. Safe learning environments and access to education are critical to ensuring that children displaced by or affected by drought are better able to cope, survive and recover from drought impacts and contribute to longer term peaceful development of Somalia. An existing community structure like the school serves as a unique entry point for other lifesaving services, including access to safe drinking water, food, AWD/cholera prevention, and protection mechanisms reaching one of the most vulnerable groups – children. The intervention is an integrated one which has components of education, WASH, livelihoods, hence providing a more holistic and sustainable intervention to the children and their community.

Through CERF and SHF allocations in January 2017 partners reached 34,000 children with water and AWD/Cholera prevention and hygiene promotion, and 21,000 children were reached with food, teaching/learning materials (TLM) and teachers with incentives in Sool, Sanaag, Togdheer, Bari, Nugaal, Bay, Bakool, Galgaduud, Middle Shabelle, Lower Juba and Gedo. The ECW 1st Window opportunity project implemented in Puntland was a humanitarian response responding to the educational, WASH, and nutritional needs of the drought affected children through provision of TLM, supplementary school feeding, clean drinking water. Many children who missed part of their curriculum were also given remedial lessons. This project achievement was substantial even amidst the drought, but inadequate, looking at the huge needs on ground.

Failure to respond to the prevention of famine will put the lives of tens of thousands of children at risk. Failure to ensure children can stay in school and support those who are currently out of school will not only jeopardize their lives, but also their future. In the 2011 famine, an estimated 90% of the children who dropped out of school never returned. Children and youth who do not continue their learning are at great risk of joining the cohorts of out of school children and adolescents putting them at risk of harmful practices, especially child marriage, possible child labor and recruitment by armed groups. Conversely, a well-planned, adequately funded, effectively coordinated education response to prevention of famine and building the community's resilience will contribute to the realization of the right to life, education and a future, and that is what this MYRP is sets to do.

1.2 Analytical Frameworks

The context, history and future of education is complex. This program presents our understanding of central changes in education through four analytical frameworks, which have been used as lenses to examine exiting

challenges and corresponding opportunities that are required to surmount the barriers and ensure durable and long-lasting positive change in the lives of girls and boys.

The four analytical frameworks as described in detail below are: Resilience and continuity of education, Centrality of quality learning in safe and protective environments, Gender equality and social inclusion, Localization Agenda and Accountability to Affected Population (AAP).

1.2.1 Resilience and continuity of education

An equitable and inclusive education system that promote learning, life skills, and social cohesion is the centre piece of a countries future. In the wake of adverse contexts such as natural disasters, political crises, health epidemics, pervasive violence, and armed conflict many education systems within Puntland struggle to deliver basic education services.

In the great Somali context, an estimated 5 million Somalis need humanitarian assistance including 1.1 million IDPs. Although communities are recovering from the shocks of drought, floods, tropical cyclone and conflict related displacement and destitution in many parts of Somalia, the impact is still being felt widely.

Resilience systems in education

Violence, conflict, and other contexts of adversity present significant challenges as countries try to deliver learning for all. Paradoxically, education is a mitigating factor, enabling children and youth to succeed despite severe challenges. Clearly, education is the key to long term resilience and growth.

Dimensions of resilience

Resilience people (Children)

Research and practice acute and protracted crisis highlight how education can protect vulnerable children and youth by providing them with an appropriate environment within which to nurture their learning and psychosocial well-being. a) Many students succeed academically despite adverse economic conditions, homelessness and transitory situations, conflict-affected settings, social exclusion, and other overwhelming risks. Although the social and economic environment of a learner is an important predictor of academic results, additional success factors are determined by positive school and life outcomes of children and youth living in adverse contexts. These include individual factors (e.g., hope, purpose, social competence, problem solving, and autonomy), b) environmental factors such as care, support systems, high expectations and opportunities for meaningful participation in school, family, and the community also goes a long way in determining the resilience of the community and the children, c) and institutional factors such as relevant policies, programs and resources for access with safety, learning with socioemotional well-being, and productive and social transformation skills.

Components of Education Resilience framework

The Education Resilient Framework (ERA'S) systematic framework is divided into four educational resilience components with associated policy goals. The first two components aim at better understanding the adversities experienced by the educational communities (students, parents, teachers, educational administration). It is precisely these individual assets and opportunities for group engagement that foster long term recovery, competence and social cohesion. The third and fourth components consider how schools and education systems can mitigate the previously identified risks and support the education communities by fostering their resilience assets and engagement processes, (i.e. how to fully engage them, respecting their worth and ability to affect change in their own lives).

To provide strategic guidance to education systems, ERA is grounded in a context-based approach for providing a set of tools for local resilience evidence that can inform dialogue and decision making on how schools and community can foster resilience and how education systems can deliver relevant services for context of adversity. Therefore, the levers within each resilience component propose general questions that can guide the collection of resilience-relevant evidence. These levers can be clarified further or even adapted to each context of adversity and needed response: emergency, reconstruction or on-going development.

Resilience based policy goals

The four-general resilience-based policy goals (managing and minimizing risks; using and protecting local assets; fostering school-community support; and aligning education services) can guide the review of the local evidence and an in-country dialogue to specify the best approach for these policies in each context.

Resilience is a complex process, and therefore, the framework identified the above four policy goals as the strategic guidance and concomitant evidence to be collected if systems are to better support the at-risk children and youth.

The Joint Resilience Action (JRA) in Somalia 2018-2022 document¹¹, jointly produced by FAO, WFP and UNICEF, argues that “the resilience of vulnerable communities is integral to sustainable development”. The document suggests that effective resilience-based programming, learning and policy development will increase the proportion of communities using essential services (such as education and child protection) and having improved nutrition and income. Building resilience against shocks in marginalized communities is also a major emphasis in the HRP. Building the resilience of children, schools and school communities is addressed in outcome 4 of this program; school-level nutrition is addressed in outcome 1.

1.2.2 Centrality of quality learning in safe and protective environments

The climatic shocks and multi layered armed conflict prevalent in Puntland have contributed to a protracted protection crisis. This protection crisis is characterized by transgressions against inherent rights including physical attacks on civilians, child recruitment, child marriage and wide spread GBV all of which negatively impacts education. This crisis is further compounded by emerging, but weak, protective institutions and governance structures, massive displacement and negative coping mechanisms by communities.

The centrality of protection is overarching and this MYRP is seeking to provide education services that are resilient to the climatic and conflict shocks. To this end, the Somalia Humanitarian Country Team (HCT) and Inter Cluster Coordination Group (ICCG) has prioritized three ways of working aimed at addressing exclusion, displacement and conflict in the Centrality of Protection Strategy¹²:

1). Identifying and addressing differential risks of exclusion and discrimination, including those based on societal discrimination, power structures, vulnerability, age, and gender (and the need for inclusion of all relevant responders in order to prevent exclusion);

This MYRP has been designed to strengthen inclusion and accountability to the most vulnerable children, communities and donors by ensuring the education needs of children in protracted crisis are met. Further, the existence of a centralized education management information system supported by the MOEHE Puntland and humanitarian actors is an indication of system-wide data collection and analysis to ensure every child is accounted for and for effective response to which this MYRP is aligned.

2). Addressing critical protection concerns with increasing displacement towards IDP sites and collective-centres, including heightened protection risks/threats that have emerged in the failure to end displacement through appropriate solutions (local integration, return, and settlement elsewhere);

The Puntland MYRP being a protection- influenced advocacy tool additionally considers the need to address critical protection concerns emanating from displacement by targeting IDPs most of whose children are out of school¹³. This MYRP is rallying resources to ensure IDP children have access quality education services in and out of the seasons of fragility while at the same time preserving their safety, dignity and wellbeing.

3). Enhancing the protection of communities in conflict zones, who are affected by indiscriminate and disproportionate targeting of civilians and civilian assets vital for survival, through engagement of these communities in their self-protection, enhanced delivery of assistance, and robust engagement with parties to the conflict.

Mainstreaming of protection in the education sector and within this MYRP is anchored on the fact that the Somalia government has endorsed the Safe Schools Declaration¹⁴. In so doing, the government acknowledges the critical role played by education in protecting children from death, injury and exploitation; alleviation of the psychological impact of armed conflict by offering routine and stability and also provide links to other vital services such as health. This MYRP seeks to support government and humanitarian actors to provide education that is ‘conflict sensitive’ and contributes to peace.

¹¹ FAO, WFP and UNICEF (June 2018). Joint Resilience Action in Somalia 2018-2022.

¹² Somalia HCT Centrality of Protection 2018-2019

¹³ Somalia Humanitarian Response Plan-Revised, July 2018

¹⁴ Global Coalition to Protect Education from Attack; <http://www.protectingeducation.org/guidelines/support>

The Humanitarian Response Plan (HRP) for January-December 2018¹⁵ recommends the provision of protection services to affected communities, including in hard-to-reach areas and in IDP sites, targeting the most vulnerable, especially those at risk of exclusion. The HRP also recommends life-sustaining multi-sectoral assistance to reduce humanitarian needs among the most vulnerable people. The HRP also recommends nutrition-sensitive programming. This suggests that funding for EiE must include protection measures – see outcome 4 of the program. School-level nutrition is addressed in Outcome 1.

1.2.3 Localization Agenda

Localization of decision making, system strengthening and Accountability to Affected Population (AAP), (including women, girls, boys, and CWD) Grand Bargain work streams two and six

Interventions have been designed to ensure that all agencies participating in the intervention are fully accountable to persons of concern (PoC). As such, all interventions under the Puntland MYRP will apply the 5 IASC Commitments to AAP where ever possible, examining and adjusting proposed interventions in order to align with the following commitments:

Leadership/Governance: Demonstrate commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are gender sensitive, disability and child friendly and integrated into country strategies, programme proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.

Transparency: Provide accessible, gender sensitive, disability and child friendly, timely information to affected populations on organizational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.

Feedback and complaints: Actively seek the views of affected populations, including women, people with disabilities and girls and boys, to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.

Participation: Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence. This will include specific actions to enable participation of women, girls and boys and people with disabilities; as well as other marginalized groups.

Design, monitoring and evaluation: Design, monitor and evaluate the goals and objectives of programmes with the involvement of affected populations, feeding learning back into the organisation on an ongoing basis and reporting on the results of the process.

In this regard, the program will be implemented through community-based, participatory approaches to ensure that participation, feedback and complaint mechanisms are integrated in all strategies, plans and programmes planned by the project. Programming decisions and actions will be designed to be responsive to the expressed priorities, individual and contextualised needs, capacities and views of all persons of concern.

The Grand Bargain sets out 51 commitments distilled in nine thematic work streams and one cross cutting commitment. While all nine workstreams are of great concern to this MYRP and have/will be applied to the design and decision making related to this program work stream Two “More support and funding tools to local and national responders” and workstream 6 “A Participation Revolution: include people receiving aid in making the decisions which affect their lives” demonstrate the consultative and POC focused nature of this programme.

Grand Bargain Work Stream 2. More support and funding tools to local and national responders:

The HRP recommends the strengthening of system capacity to “deliver effective and coordinated education in preparedness for emergencies”. This is addressed in outcome 5 of this program. This is consistent with the JRA document, which recommends “a localised approach tailored to the specific needs of each area”, with communities “taking the lead in identifying priorities, planning a course of action and managing subsequent programme implementation”. This is addressed in outcome 5 of the program.

¹⁵ UNOCHA Humanitarian Country Team and Partners (December 2017). Humanitarian Response Plan January – December 2018: Somalia.

One of the priorities of the 2017-2021 ESSP is to strengthen systems and administration, improving and standardizing the EMIS, building the capacity of regional and district officials, innovative delivery of cost-effective services and decentralization of education management systems. Updated EiE data will be integrated into the centralized EMIS system. The focus will be on key demographic and achievement indicators to ensure ongoing and effective tracking and understanding of EiE provision. This priority is also addressed in outcome 5 of the program.

Needs related to Workstream 2:

- The EiE unit in the MoEHE needs to be strengthened.
- Implementation of policies and regulations that were developed to improve the education system is weak – staff training is needed.
- Policies are needed for EiE and staff need to be trained in their implementation.
- The links between the MoE and the regions need to be strengthened – the system is not currently decentralized.
- The teacher recruitment process must be strengthened.
- A mechanism for regular reporting and quality assurance is needed.
- Updated and standardized EiE data and EiE indicators need to be integrated in the EMIS.
- Quality data and information will support the creation of sound policies and effective management of educational resources.
- Staff at the central and decentralized levels must be trained in quality data collection and the effective use of analysed EMIS data.
- Utilising software applications on phones to support teachers' professional development

Activities contributing towards Workstream 2 “More support and funding tools to local and national responders”:

- Strategic EiE response planning and implementation will be undertaken through monthly EiE Working Group meetings across the education sector.
- Ensure the effectiveness and efficiency of EiE interventions through improved coordination. The ESSP notes that given the number of actors involved, coordination can be a significant obstacle to successful implementation.
- Develop administrative standards and practices for quality and effective EiE programming. The Ministry of Education will develop and regularly review Disaster Response Plans to mitigate the negative effects of emergencies on education.
- Train and build the capacity of MoEHE staff on scope, coordination and administration of EiE to ensure relevant staff can complete their jobs effectively. REOs and DEOs will also be included in capacity building programmes for EiE. The programme will advocate to the MoEHE to take necessary steps and affirmative action to deliberately increase the number of women on the list of staff of MoEHE at all levels to at least 30%, and provide them with all the necessary capacity building and support in order for them to do their work. Key areas of capacity building and trainings will include topics on gender mainstreaming in EiE programming.

These activities are included in outcome 5 of the program.

Grand Bargain Work Stream 6. “A Participation Revolution: include people receiving aid in making the decisions which affect their lives”

Localization of decision making is essential in emergency-affected contexts in which schools near may suffer very different impacts as a result, for example, natural disasters. Localization will be mainstreamed into the intervention as follows:

- Interventions must be informed by the needs and priorities of the communities, taking into account the capacity building needs of responsible actors. The interventions must be relevant to existing problems and consensus must be built through inclusive participation and consultations. Programming must be a community-led process.
- Engagement of REOs and DEOs, CECs and local community authorities can play a role in identifying target populations.
- School management bodies need to be strengthened.

Qualitative data

Resilience

- Youth are not prepared with the Livelihood-related skills needed to support themselves.
- Communities are not considering how to address their problems using local solutions
- Communities do not fully capitalize on local resources through partnership with the private sector and influential people from within the communities.
- Teachers and CECs are not trained on safe school environments or DRR
- Schools do not have risk reduction or contingency plans.
- Schools do not have an inclusive education code of conduct geared towards child protection
- Teachers, CECs and REO/DEOs lack training on child protection and children suffer as a result.

The problems expressed here are addressed primarily through outcome 4: Increased continuity of education is ensured for crisis-affected children and youth

Quality learning in safe and protective environments

- Teachers are not trained on child protection, psychosocial support, counselling or mentoring.
- Children are not aware of their rights and their voice is not heard or respected
- Teachers, particularly those in remote areas, are not properly compensated (ex. hardship allowances).
- Teaching and learning materials (TLM) do not acknowledge or address varied needs and background of learners (ex. Girls and boys from IDP and rural settings).
- Vulnerable children lack the resources/means necessary to access and receive even basic education (ex. obstructive fees and cost of uniforms).
- School feeding programs and safe drinking water are not consistently provided, meaning girls and boys basic needs (food, water, quality education) are not met thereby interrupting their education
- Schools have been damaged through conflict and/or degraded over time and are no longer conducive to learning.
- Many schools are unsafe and Safe school frameworks is not implemented in a contextualized manner.
- WASH facilities have been damaged through conflict and/or degraded over time and are no longer conducive to positive hygiene practices.
- Emergency response resources and contingency plans are not in place.
- IDP and local communities are often in conflict.
- Parents/care givers are not aware of the importance/benefits of education.

The problems expressed here are addressed primarily through:

Outcome 1: Increased equitable access to education for all crisis-affected children and youth, including children and youth with disabilities

Outcome 2: Improved learning outcomes for crisis-affected children and youth

Outcome 3: Safe and protective learning environments are provided for crisis-affected children

Gender equality and social inclusion

The following points relate primarily to outcome 6 of the program:

- Fees and other costs of education results in exclusive barriers for girls, preventing them from enrolling and receiving an education.
 - *An important distinction is that while both boys and girls may face the economic barrier of fees, girl's education is often deprioritised, therefore resulting in a disproportionately negative affect on girl's access to education. Therefore, this barrier is responded to through providing scholarships and also community sensitization to the importance of education for all children*
- Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities.
- Girls do not have protective and separate latrines with adequate water facilities.
- The individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education.

Localization of decision making and system strengthening

- Interventions are not informed by the needs and priorities of the communities and therefore are not necessarily relevant to existing problems
- Interventions do not respond to the capacity building needs of responsible actors.
- REOs, DEOs, CECs and local community authorities are not properly engaged in identifying target populations.
- A mechanism for regular quality assurance does not exist
- The EiE unit in the MoEHE lacks capacity
- School management bodies lacks capacity
- Implementation of policies and regulations that were developed to improve the education system is weak, furthermore staff do not have the skills/capacity to operationalize.
- Policies for EiE and staff do not exist.
- Links between the MoEHE and the regions is weak as the system is not properly decentralized.
- The current teacher recruitment process is weak.
- the EMIS system does not contain updated EiE data or EiE indicators.
- Sound policies and effective management of educational resources is lacking.
- Staff at the central and decentralized levels are not trained in quality data collection or prepared to effectively analyse/utilise EMIS data.

The problems expressed here are addressed primarily through:
Outcome 5: Education management systems are strengthened

STRATEGY AND THEORY OF CHANGE

Goal of the programme

To improve school access and safety, and educational attainment for Somali girls and boys affected by crisis, contributing to resilience building within an increasingly peaceful, secure and democratic environment.

Specific objectives

1. Schools and learning spaces are safe and inclusive environments that promote the protection and well-being of learners, improve their resilience and ensure their ability to learn and develop their full potential
2. Children and youth have adequate equitable access to inclusive quality accredited education from the onset of an emergency through to recovery leading to increased school attendance and improved learning outcomes.

Theory of Change

The Theory of Change responds to the problem-statement: (i) Crisis affected girls and boys do not have adequate access to quality, safe, gender sensitive learning environments (ii) Girls and boys education suffers from poor learning outcomes, poor infrastructure and poor resilience to shocks (iii) Boys and girls (particularly girls) are not adequately protected, have very little voice and are at serious risk of abuse/violence (iv) Government and Community systems lack the capacity to effectively analyse, prepare and respond to emergencies.

This Theory of change is structured around two “higher-level results”, namely:

- Boys and girls access and attend safe, good quality learning environments
- Crisis-affected boys and girls show improved learning outcomes

If both results are achieved, then the goal “Puntland children and youth have access to school, become resilient and learn in safe and protective environments” will be attained.

The result “Children access and attend safe, good quality learning environments” will be achieved if the corresponding medium-level results are attained, namely:

- Access to education is enhanced especially for marginalized children, including out of school and overage children
- Community resilience and continuity of education is improved
- Child protection needs (interpersonal violence, conflict, environmental hazards) in and around school are holistically addressed

Similarly, the result “Crisis-affected boys and girls show improved learning outcomes” will be achieved if the corresponding medium-level results are attained, namely:

- Quality of education is improved
- Teachers quality of instruction is enhanced
- Improved capacity of MoE to manage education in emergencies

Each medium-level result will be attained only if the respective pathways of change are followed, as indicated in the boxes shaded in green. Each of these lower-level results is necessary for the medium-level result to take place. The pathways have been built upon a model of supply and demand: for example, the result “Access to education is enhanced especially for marginalized children, including out of school and overage children” will be attained only if the following results will be achieved (on the demand side):

- Parents enrol girls and boys in school at the correct level and / or age
- Social norms are conducive to timely and inclusive enrolment and completion of school
- HH can generate enough income to enrol out of school / over age girls and boys in school or receive scholarship / cash transfer

AND if, at the same time, the following results will be achieved (on the supply side):

- Routes to learning spaces are safe for girls and boys
- Necessary transport to and from school is available and is affordable and safe for girls and boys
- School rehabilitated and constructed and include more gender sensitive and disability sensitive and responsible infrastructure

- Quality schools and classrooms are distributed equitably across target areas
- Schools meet national quality standards (including WASH) or missing these INEE standards

The same logic applies to all other results.

The interventions proposed are evidence-based and respond to needs identified through consultation and various key documents, as summarized above; they have been developed through a highly collaborative process organized by the ECW Task Team. Innovative ideas have been incorporated to build upon lessons learnt and challenge traditional practices to break down barriers to progress and support the materialisation of project results.

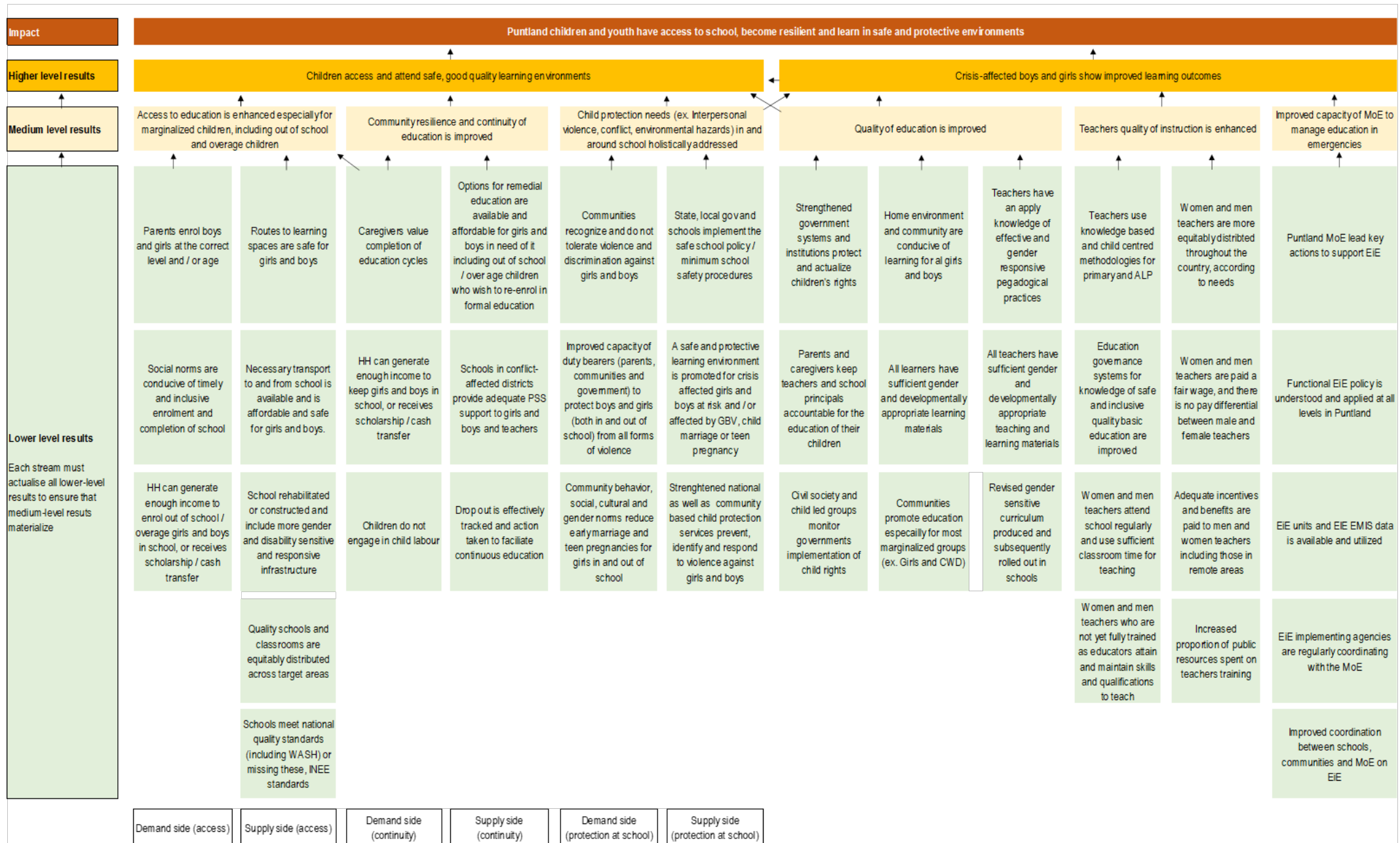
Underpinning the Theory of Change is the concept of localization of decision making in response to emergencies and in building resilience and preparedness for disasters. In emergency-affected contexts, localization of decision making is especially important, as even schools in close proximity are likely to have different needs – for example, the impacts as a result of a flood on a school on a hillside will be different from the impacts on a school in a valley. Cash Grants for Schools (GGS) are not presented as an output in the theory of change that follows because they are a mechanism for achieving the outputs.

This Theory of change is built on a set of assumptions:

- Equipping female and male teachers equally with the knowledge and skills they need, as well as appropriate incentives payments, will ensure that teachers are motivated to remain in school, complete teacher training and regularly attended classes
- Teachers will apply the knowledge, skills and materials they have been equipped with to deliver developmentally appropriate gender sensitive lessons
- There is willingness among local officials, teachers, parents, girls and boys to acquire more knowledge and information to achieve better education
- Education authorities, institutions, and community education committees remain willing and supportive of project activities
- National and local Government are willing and committed to achieve better education outcomes for girls and boys
- Increasing communities' resilience to shocks will lead to increased support for education and children will be better able to enrol and remain in school
- Activities to enhance societal value of education for girls will achieve attitudinal change
- Activities to minimise the barriers to educational access for girls will lead to increase enrolment and retention of female learners

A schematic representation of the MYRP theory of change follows.

2.2.1 MYRP Theory of Change



Secondary Data review

In coordination with MoEHE this program has been designed to link with existing national plans and strategies and in support the existing coordination mechanism. In line with the discussions of the Nexus the proposed benefits from recognition that humanitarian, development and peacebuilding partners will accomplish more together than they will apart. Therefore, this program seeks to address immediate urgent needs alongside with development needs in a symbiotic fashion. The Education Cluster (co-led by Save the Children and UNICEF) is widely recognised as the centre-stage of this collaboration, uniting humanitarian and development actors around common goals by facilitating cooperative information sharing, planning and implementation. Through its whole-of-system approach the ECW MYRP will further strengthen these linkages, responding to our (ECW and field-based partners) overall shared goal - ensuring every crisis-affected child and young person is in school and learning.

Target Groups and Locations

Target groups

The Puntland Education Sector Strategic Plan (ESSP) 2017-2021 identifies the following vulnerable groups (gender needs are mainstreamed throughout): (1) Children from pastoralist communities; (2) Children with special needs; (3) Children and youth affected by poverty including those drought- and conflict-affected; (4) Children from minority groups; and (5) Internally displaced children, asylum seekers and refugee children and youth. A recent Concept Note on education in emergencies of Somalia Education Cluster,¹⁶ recommends the following most immediate target groups for the EiE response: (1) IDP children and youth; (2) host communities with limited resources; and (3) 'enablers' such as teachers, community education committees (CECs) and MoE officials.

The project will be used 130 USD rate as cost per child throughout the project, this was in-line with and based on the current bigger portfolio education programs in Somalia. This will make the target of the overall program 186 learners and seed fund as 17,545. The new per year will be 10%.

Aligned to these recommendations, the MYRP targets the primary school children (6-13 years of age, including children coverage for their grade enrolled in target schools) from the most disadvantaged and socially excluded children from urban poor host communities, IDP communities and returnees. Youth aged 14 -18 years old who have never attended or have dropped out of formal education will be served by non-formal education, including Accelerated Education Programmes (AEP) and Alternative Basic Education (ABE). MYRP will also increase/strengthen capacities of duty bearers, including the MoEHE and local education authorities, community education committees, parents, guardians, community members and teachers, as they are key to the realization of child rights to education.

The program will target primary-schools' children from the most disadvantaged & hard to reach areas. Below is the list of categories of vulnerable people that will be targeted;

The following categories of vulnerable people will be targeted:

- Girls and boys (aged 6-13) and youth (aged 14-18) affected by emergencies, with an emphasis on girls and young women. This group constitute 40% of the total target children
- Girls and boys and youth from pastoralist and agro-pastoralist communities (10% of target)
- Girls and boys and youth from IDP households (40% of the total target beneficiaries)
- Girls and boys and youth who have been displaced to urban areas or have migrated to urban areas in search of a better life (10% of all targeted beneficiaries).
- Children and Youth with Disabilities (CWDs and youth)

Target locations

The program will target areas most-affected by emergencies and support the crisis-affected, vulnerable and socially disadvantaged children in those areas. These include the most crisis-affected areas in Puntland, Galkayo, Sool and Bari regions (Qandala and Galgala), where approximately 2,800 children have been registered as disaster-affected. There are few schools in the coastal areas and the existing schools are not

¹⁶ Interlinkages of key strategies needs and priorities for an effective and efficient EiE response. Somalia Education Cluster.

resistant to natural disasters such as cyclones. Table I shows the priority areas for the intervention which are selected on basis of vulnerability and impact of the emergencies such as droughts, cyclones, conflict etc. as shown recent assessment conducted in Puntland.

Table I: Prioritized Districts and Regions

S/N	Regions	District	Total	Girls	Boys
1	Bari	Iskushuban	1,439	835	604
		Ufayn	1,560	944	616
		Qandala	2,160	1,216	944
		Bosaso	25,142	13,726	11,416
Subtotal for Bari (55% girls)			30,301	16,721	13,580
2	Nugal	Garowe	14,492	7,676	6,816
		EYL	4,543	2,694	1,849
		Dangoroyo	2,554	1,479	1,075
		Burtinle	6,451	3,441	3,010
Subtotal for Nugal (54% girls)			28,040	15,290	12,750
3	Mudug	Galkaio	1,9828	10,691	9,137
		Harfo	1,687	892	795
		Galdogob	3,962	2,187	1,775
		Jariiban	2,520	1,428	1,092
Subtotal for Mugud (54% girls)			27,997	15,198	12,799
4	Karkaar	Gardo	11,111	6,172	4,939
		Rako	1,590	866	724
		Bayla	1,299	779	520
		Hafun	783	424	359
		Waiye	1,287	701	586
Subtotal for Karkaar (56% girls)			16,070	8,942	7,128
5	Sanaag	Badhan	7,391	3,997	3,394
		Lasqorey	630	344	286
		Fuqifuliye	670	397	273
Subtotal for Sanaag (54% girls)			8,691	4,738	3,953
6	Hayland	Dhahar	2,301	1,318	983
		Buran	302	184	118
		Hingalol	2,599	1470	1,129
Subtotal for Hayland (57% girls)			5,202	2,972	2,230
7	Sool	Taleeh	1,303	727	576
		Xudun	2,226	1,165	1,061
		Boocame	1,051	601	450
		Kalabayr	2,458	1,390	1,068
Subtotal for Sool (55% girls)			7,038	3,883	3,155
8	Ayn	Buhoodle	3,177	1,932	1,245
		Hurufudhi	1,305	797	508
		Widh Widh	1,390	847	543
Subtotal Ayn (61% girls)			5,872	3,576	2,296
9	Gardaful	Alula	1,716	1,001	715
		Bargaal	968	547	421
		Murcanyo	344	231	113
		Bareedo	311	190	121
		Bareedo	311	190	121
Subtotal Gardaful			3,650	2,159	1,491
Total (55% girls)			126,989	69,903	57,086

RESULTS

Results Structure

The MYRP aims to achieve improved learning and wellbeing of children affected by emergencies in Puntland through increased access to quality, inclusive, gender-responsive, child-friendly and sustainable education. It will do so through the following mutually supportive outcomes (please see section V Results framework and V. Multi-Year Work Plan and Budget for more details)

Outcome 1: Increased equitable access to education for all crisis-affected children and youth, including children and youth with disabilities.

Outcome 2: Learning outcomes for crisis-affected children and youth are improved.

Outcome 3: Safe and protective learning environments are provided for crisis-affected children.

Outcome 4: Increased continuity of education is ensured for crisis-affected children and youth.

Outcome 5: Education management systems are strengthened.

Outcome 6: Improved gender equity and equality in education access and attainment by taking affirmative actions and increasing girls' enrolment.

While this section provides a substantive explanation of outputs further details should be referenced within. The outcomes, presented below with outputs, are informed by a number of key considerations:

Access. According to the 2017 joint review education sector analysis conducted in 2017, drought highlighted key challenges of access to education in Puntland, followed by limited access to the hard to reach areas and internal displaced people in Puntland.

Similarly, 2016/2017 Puntland education statistics noted that only 58.2% of the school age children access to the education while 41.8% of the children don't go to the schools due to the factors including high cost of the school fees.

Increasing access to education in emergency-affected contexts will fulfil our commitment to universal provision of opportunities for a minimum level of education. Through ECW MYRP program, the Government of Puntland will also commit to increasing access to the out of school age children, pastoralist children and children affected by droughts and conflict by bridging humanitarian and developmental gaps.

Equity. The Constitution guarantees every child the right to education. However, there is inequity in student enrolment – girls have low participation being disproportionately affected by a number of barriers discussed previously. Marginalized groups in rural areas are under-represented in education and suffer inequity in resource distribution. The crisis affects individuals of all ages and both genders, as well as from diverse social backgrounds, in different ways and protection needs evolve over time. Nevertheless, the interventions proposed below will bear in mind inequality in education opportunities, which remains one of the dominant characteristics in Puntland society.

Quality. According to the education sector analysis in Puntland found out that only 44% of the primary teachers are qualified while 56% of the teachers in the schools are not certified/trained, this has resulted low quality of teaching and affected children's performance and learning outcomes. Similarly, Early grade reading assessment done by save the children in Puntland, it has also been highlighted that only 44% of the children in between 2-4 grades are able to read and write while 56% of the children in those schools are not able to read, identify alphabets, sounds.

MoEHE has developed a teacher training framework which is used for teacher training and follow up. In the ECW MYRP, Female mentors will be trained, identified and used as role models to support the girls in the schools to continue their education and stop dropping out. MoEHE and grantee will ensure that the female teachers provide a maximum support to the girls in the schools, regular follow ups will be made.

Partnerships are an important consideration in education service provision, deriving their significance from the EFA and SDG principles. ECW MYRP will closely be building good relationship with other education partners to ensure that services provided to the beneficiaries are not being duplicated. MoEHE and grantee will establish sub-working groups such as gender Working groups, disability/Inclusion working groups, Child protection, and will also emphasize existing working groups including EIE working groups and ESC. Partnerships and alliances in is key. Effective partnerships with stakeholders in education provision will be

developed, focusing on service provider organizations, the private sector, NGOs, community-based organizations, development partners and education entrepreneurs. This effective partnership will be maintained through continuous alliances and networking and having a collective voice and working together. The ECW MYRP implementing partners and grantee will closely be working with other education partners in order to avoid any overlap and duplicates that may come in the future, the program will also update the education sector coordination members on the progress and achievements made by the program.

Resilience and continuity are at the forefront of initiatives by the United Nations, working with national and international partners and across the UN system to bring about a shift in approach towards building resilience by addressing the humanitarian and development aspects of a crisis at the same time, in a coordinated fashion, through sustainable and nationally led responses. Resilience is a central feature of our program because emergency assistance in education is only the first step that allows children and communities to cope with the shock of the crisis. The protracted nature of the crisis and its long-term impact on the people affected call for a comprehensive set of solutions that allows individuals and communities not only to survive and adapt, but also to recover their previous livelihood assets and to improve and transform their livelihoods skills to capitalize on the opportunities presented by the ECW MYRP. By way of building resilience of the community, the programme proposes a number of ways of empowering the school and the community to raise funding that will subsidize education for children and ensure that there is increased access. Some of these activities are partially budgeted for under the ECW MYRP seed funding budget in year 3 of the programme, while part of the activity is expected to be funded from other funding opportunities. The programme will endeavour to strengthen the capacity of the community, especially parents. One of such activities will be to support schools and community members to generate revenue through implementation of income generation activities (IGAs: borehole, drilling rig). The boreholes will provide the community with adequate water catchment areas, and this will sustain the community and their livestock in their area without having to travel to other places in search of water and pasture.

Safety and Protection. Protecting children is everyone's responsibility: parents, communities, governments and businesses all have a role to play in providing a foundation for improving the safety and wellbeing of vulnerable children. The Child Protection Policy of the Puntland Ministry of Women and Child Rights is based on the principle of partnership and shared responsibility across a broad range of service professionals, including schools and licensed children's services. Children are best protected and cared for within their own family and schools; however, when parents, caregivers or guardians are unwilling or unable to protect their children from significant harm, the protection of the child becomes the responsibility of the wider community and, at times, requires statutory child protection intervention. Drawing on an unprecedented level of collaboration among actors in the education sector, the ECW MYRP will support the best interests of the child by reporting all child rights infringements and physical abuse, while addressing any violence against children – not limited to but including sexual abuse, emotional abuse and neglect. Children and their families will be able to access appropriate services in education and reduce the long-term effects of abuse or neglect. The sharing of appropriate information, knowledge and resources with other service providers supporting the child will also be strengthened. Girls are also particularly affected because of the negative social norms that further exclude them from social life, and education. FGM, early marriage/forced marriage, child labour, deliberate deprivation of the girl child an opportunity to access education are some of the issues the programme will be tackling. The programme will specifically engage the community through systematic community and public awareness campaigns against these practices, but also the value of girls' education for the girl child. The programme will use different media and approaches for conducting this.

Outcome I: Increased equitable access to education for all crisis-affected children and youth (55% girls) , including children and youth with disabilities

In order to achieve outcome I, the program will employ various strategies includes improving community understanding and engagement in education and tackling some of the barriers to access to education for the poor children, especially girls and children with disabilities including provision of learning materials and exempting school fees by providing scholarships and teacher incentives. Vulnerable children (55% girls) from targeted schools and communities will be exempted from paying school fees and will provided with needs-based scholarships. Local leaders, head teachers and Community Education Committees (CECs) and to come up with transparent, participatory and objective selection criteria to guide the process of the selection of the

learners to benefit from the scholarships, and the community will be sensitized clearly on the process. The programme will use the government financial system of transferring the money directly into the school account, on monthly or quarterly basis, and the transfer of the next tranche of the funding will be based on the schools being able to provide a record of daily attendance of supported students.

Output 1.1 Crisis-affected children and youth have access to learner-friendly schools

This output focuses on ensuring that the vulnerable and most affected children are supported and have access to uninterrupted education in a safe and protective learning environment. This will be achieved through relevant interventions like provision of skills training, provision of teaching learning materials (stationeries-exercise books, pens, erasers, dustless chalk, markers, counter books, lesson preparation books, rulers, charts, etc.); and scholarships meant for school fees waiver. The children who will benefit from the scholarship will be exempted from paying school fees.

Activities under output 1.1:

- I.1.1: Provide skills training and livelihood opportunities for crisis affected youth (55% girls) includes user fees and examination/certification
- I.1.2: Provide of scholarships for vulnerable and crisis-affected children (55%55% girls)
- I.1.3: Provide incentives to teachers (emergency)
- I.1.4: Develop and implement guideline for the establishment of flexi-timing learning of crisis affected children
- I.1.5: Set up drop out tracking system and establish easy transfer mechanism
- I.1.6: Provide and distribute sanitary kits to girls in school
- I.1.7: Provide teaching and learning materials including uniforms for students
- I.1.8: Provide training materials for youth skills training programs
- I.1.9: Provision of school feeding to crisis affected children
- I.1.10 Piloting 14 leap Learning Labs to improve literacy and numeracy of the students in the schools (procurement of tablets, materials, maths, facilitators stations, on time investment, Installation of electricity, security guards and rehabilitation of centers).

Output 1.2: Community understanding of benefits of education is enhanced

This output focuses on ensuring communities are actively involved in the education programming for their children. It entails their active participation through continuous education on the importance of education for all children in the community, irrespective of gender or social background. This also will focus on community's support towards education of the children. This can be done through participation of the local community-based education structures like the CEC and identifying the local education capacity and resources that can support and sustain education. This forms the basis for the Inter Agency Network for Education in Emergencies (INEE) Foundational Standards for Community Participation.

Activities under output 1.2:

- I.2.1: Conduct community mobilization and back to school campaigns, Community-level advocacy campaigns on inclusive education to disadvantaged children (e.g. CWD, girls, remote locations, minority communities, IDPs) and Parental and community involvement in children's learning (basic literacy and numeracy levels) includes Community Action, Reading Thons, Story Telling, Drama etc.
- I.2.2: Train Community Education Communities (CEC) on education and school management

Output 1.3: Girls and boys and youth from pastoralist and agro-pastoralist communities accessing equitable and quality NFE/Alternative Basic Education

This output focuses on out of school boys, girls from pastoralist and agro pastoralist communities (14-18) years who have missed on the normal regular primary school. The output will focus on ensuring that 10% (4,000) of the total target groups will benefit from informal education packages that will provide them with alternative education programme with a view of transition to mainstream formal education system or to other technical skills and employable opportunities. Some of the interventions will include introduction of an interactive radio programme for the pastoralist children and youth; establishing camel libraries to facilitate

distribution of text and reading books; provision of solar lamps for the learners; and supporting existing NFE/ABE centres.

Activities under output 1.3

- 1.3.1: introduction of Interactive Radio programme;
- 1.3.2: Establishment of camel libraries in 50 centres
- 1.3.3 provision of solar lamps to 4,000 learners
- 1.3.4: Support/ establish 40 NFE/ABE centres.

Outcome 2: Improved learning outcomes for crisis-affected children and youth

This outcome focuses on the improvement of children's learning competencies (literacy and numeracy), cognitive development, and social and emotional development. This will be achieved through improvement in the teaching and learning process, promotion of community support towards children's learning, provision of culturally appropriate, relevant teaching-learning materials for both teachers and learners. In order to achieve positive learning outcomes for the children and youth, the program adopts several strategies including training and support for the teachers, provision of textbooks and improving the quality of the learning environment which will positively affect the student learning outcomes through improved attendance and class participation as a result of enhanced learning environment.

Learning outcomes will be measured and harmonized in the following manner: at process level, Education Quality Benchmarks will be utilized regularly to monitor the quality of learning and outcome level. Additionally, the learning outcome unit will be established under the ministry and harmonized all the tools to be used for. These harmonized tools will effectively be used in 2020. The Learning Assessment will be done using the EGRA/EGMA tools.

Output 2.1: Children and youth (55% girls) receive timely and quality education

This output is focuses on ensuring that learners receive quality teaching in a well-resourced environment. This will be made possible through proposed interventions such as provision of textbooks and supplementary reading materials for the schools. The programme will also pay for examination fees for 3,000 grade 8 learners to ensure that they register and do their examinations without disruption. Experience has shown that grade 8 students often struggle to register for their primary Leaving examinations resulting in a serious disruption of education. The programme will also provide a 2-year, modular in-service teachers training that is in line with the Puntland National Teachers training curriculum to increase the number of qualified male and female teachers. After the training, these teachers will be put on government payroll. The programme will also provide specific and short-term in-service, needs based trainings for teachers in different areas.

Activities under output 2.1:

- 2.1.1: Train Teachers in Crisis Contexts (TICC) in emergency-prone areas and provision of coaching to crisis affected children
- 2.1.2: Provide in-service training to teachers in crisis affected schools (Diploma - 4 Semesters)
- 2.1.3: Provision of textbooks and supplementary reading books including distribution costs
- 2.1.4: Support payment of grade eight and form four national examination fees for crisis affected children
- 2.1.5: Develop School Improvement Plans that incorporate risk reduction
- 2.1.5 Female Mentorship program and coaching

Output 2.2: Quality of the learning environment improved

Activities under output 2.2:

- 2.2.1: Construct/ rehabilitate learner-friendly WASH facilities (latrines and water basket)
- 2.2.2: Provide solar lamps to learners in rural and IDP schools
- 2.2.3: Provision of classroom furniture

- 2.2.4: Conduct school-based community led hygiene promotion campaigns
- 2.2.5: Procurement of sanitation tool kits
- 2.2.6: Training of CEC on hygiene promotion
- 2.2.7: Support the MoEHE to initiate and establish a Standardized National Measuring Learning Office and Assessment

Outcome 3: Safe and protective learning environment is provided for crisis-affected children (55% girls)

In order to achieve outcome 3, the program will create environments that promotes child rights, wellbeing and improve their safety.

Output 3.1: Capacity of education personnel enhanced to provide protection services to school age children in and out of school in crisis-affected areas

Activities under output 3.1:

- 3.1.1: Create awareness to government, implementing partners, teachers and CEC members on child safeguarding and Schools as Safe Zones (SZOP)
- 3.1.2: Provision of First Aid kits to schools (Includes replenishment)
- 3.1.3: Train teachers, CEC and children on first aid services
- 3.1.4: Train teachers and CEC members on Psychosocial Support (PSS) and Psychosocial First Aid (PFS)
- 3.1.5: Development of IEC (Information Education and Communication) material to safeguard children

Output 3.2: Education facilities designed to protect children from any form of harm

Activities under output 3.2:

- 3.2.1: Construct new schools (3 classrooms, 1 teacher office, 1 store, segregated gender- and disability-sensitive latrines, Elevated water tank and fence around the school) in hard-to-reach areas (accessible to children with disabilities)
- 3.2.2: Construct additional learner-friendly permanent classrooms to existing school (accessible to children with disabilities)
- 3.2.3: Rehabilitate learner-friendly permanent classroom (accessible to Children with Disability)
- 3.2.4: Construction of girl-friendly spaces
- 3.2.

Output 3.3: Policy and legislative frameworks developed and operationalized

Activities under output 3.3:

- 3.3.1: Disseminate/reinforce the School Code of Conduct / Teachers' Code of Conduct and Puntland Plan of Action for Children (PPAC) to school communities
- 3.3.2:

Output 3.4: Support to children in need of protection services strengthened

Activities under output 3.4:

- 3.4.2: Train Community Welfare Community members of case management and support referral systems (Case Management)
- 3.4.3 Support children clubs to organize conference and discuss child protection issues that affecting their development and wellbeing by focussing on sustainable development goals(SDGs).
- 3.4.4 Develop, adopt DRR plans and school code of conduct
- 3.4.5 Child resilience training for children and parents/caregivers at school level

Output 3.5: Children empowered to participate in issues affecting their wellbeing

The programme will involve boys and girls to participate in activities and decisions that affect them. Children will also decide on the kind of recreational facilities that are appropriate for needs of girls and boys. This will include deciding opening of recreational space, materials like football, net balls, swings etc.

Activities under output 3.5:

3.5.1: Provision of recreational premises / equipment and materials

Outcome 4: Increased continuity of education is ensured for crisis-affected children (55% girls) and youth (55% women)

This outcome focuses on ensuring that the education programmes and systems are responsive to and resilient in the face of shocks, crisis and emergencies. The programme designs strategies and interventions improve the resilience of the education system. The outcome will also ensure the schools have functional and well understood DRR contingencies plans in place. Based on the emergencies, contingencies plan (DRR) will be developed by the schools and community, based on the common emergencies at community and school level. The programme in consultation with the relevant government ministries, will identify government departments or organizations to work with the ER teams and the CECs to carry out appropriate drills based on the common emergencies that occur in schools. The modalities will be decided by the MOEHE and the programme team.

Output 4.1: Inclusive community-level emergency response teams (ERP) established

Activities under output 4.1:

4.1.1: Provide incentives of inclusive community-level emergency response teams (ERT)

4.1.2 Training of community members in development of emergency response plans (ERP) and development of ESP.

Output 4.2: Capacity of schools and local communities in implementation of EiE (preparedness, response and recovery) enhanced

Activities under output 4.2:

4.2.1: Capacity building of education officials, community members and teachers on education in emergencies and resilience building

4.2.2: 4.2.3:

Output 4.3: Advocacy and prioritization of education in emergencies strengthened

Activities under output 4.3:

4.3.1: Training and engagement of media personnel to report and advocate for EiE

4.3.2: Development of an Emergency Advocacy Plan for Puntland

4.3.3: Conduct a National Conference on Education in emergencies (Year 1): the Case of Puntland and produce videos on Education in Emergencies in Puntland to be used as advocacy tools

Output 4.4: Mainstreaming sustainability and resilience building approaches in EIE

Activities under output 4.4:

4.4.1: Support schools and community members to generate revenue through implementation of income generation activities (IGAs) (borehole, drilling rig)

4.4.2: Establishment of an early warning system to support EIE (for resilience and continuation of education)

4.4.3: Prepositioning and replenishment of supplies (e.g. school in a box and Non-Food Items such as tents and mats)

Outcome 5: Education management systems are strengthened

This outcome focuses on building the capacity of the government, through the MOEHE right from the state level to the decentralized levels at the regions, district up to school level. It entails capacity building of the

MOEHE officials, strengthening systems, improving the policy environment through supporting the development, revision, and dissemination of relevant policies, guidelines, and strategies. The outcome will also support EiE coordination mechanisms including the Education cluster coordination, EiE WG coordination, and improved information sharing and participation in the programme. The strategy to achieve outcome 5 includes the following interventions:

Output 5.1: Enhance EiE stakeholder capacity

Activities under output 5.1:

5.1.1: Train and build the capacity of MoEHE staff on scope, coordination and administration of EiE to ensure relevant staff can complete their jobs effectively

5.1.2: Train MoEHE staff at central and regional level on conflict sensitive education and planning of education in crisis contexts

5.1.3: Train Community Education Committee members on Safe Schools, contingency planning, Disaster Risk Reduction plans, maintenance and management of learning spaces.

5.1.4: Contextualizing INEE tools and translating into Somalia language to adopt it quickly

5.1.5 Training of MoEHE staff on early warning and mitigation systems / preparedness planning

5.1.6 Construction of Examination Production Center (Including furniture and equipment's needed)

5.1.5:

5.1.6: Establishment and Introduction of WhatsApp groups to the teachers and MoEHE supervisors

Output 5.2: Government-led coordination mechanisms strengthened, building capacity to sustain education services while at the same time supporting learners and groups at greatest risk

Activities under output 5.2:

5.2.1: Support EiE Technical Working Group to conduct monthly EiE WG meeting at regional level

5.2.2: Support in developing education-sector wide EiE contingency plans to be adhered to and implemented by relevant actors through consultancy service.

5.2.3: Integrate updated EiE data into the decentralized EMIS System

5.2.4 Support Creation of Education in emergency project database 5.2.5: Establish electronic data collection management system at MoEHE

Outcome 6: Improved gender equity and equality in education access and attainment by taking affirmative actions and increasing girls' enrolment

This outcome focuses on explicitly prioritizing gender equality and inclusion in educational at the state and community level. At state level, while the MoEHE already has a Gender Unit under MoEHE that are responsible for developing and implementing gender policy in education, this needs to integrate EiE, be translated and disseminated in different levels of government and community complete with training for MoEHE and development partners in gender mainstreaming to increase action toward mainstreaming gender in EiE. At community level, it is important that barriers associated with girls' confidence to participate in education are addressed.

In particular, the foreseen improvements for girls within this include 1) at an individual level: girls feeling safe in school; an increase in girls' participation and having their voice heard; an increased value placed on girls' education by parents and the community and the burden of domestic chores reduced 2)At the school level improvements will include: school infrastructure being improved and materials provided to facilitate access to education; an increased number of girls enrolling in school and a lower rate of girls dropping out of school.

Output 6.1: Gender is mainstreamed in MOEHE policy and its implementation. and legal frameworks

Activities under output 6.1

- 6.1.1: Review and incorporate EiE in MoEHE Gender Policy
- 6.1.2: Train MoEHE and MYRP partners on gender mainstreaming with focus on EiE
- 6.1.3: Publish and print of MoEHE Gender Policy for 200 schools

Output 6.2: Empowerment of girls especially in rural areas is enhanced

Activities under output 6.2:

- 6.2.1: Establish and support management of child forums in schools
- 6.2.2: Train members on children's forums (girls and boys) at school level on Life Skills
- 6.2.3: Implement Girls Mentorship Programs in school community awareness and mobilization campaigns on the harmful practices and importance of girls' education.

Outcomes 7 and 8 concern Monitoring and Coordination and Effective and efficient Programme management of the MYRP. These can be referenced within Section V. Multi-Year Work Plan and Budget.
Activities under outcome 7.1

- 7.1.1 Conduct program Baseline, Midline and End line
- 7.1.2 Development, Dissemination of knowledge materials, lesson learnt and research findings of EiE
- 7.1.3 .2.4: Support MoEHE routine supervision/inspection exercise of EiE schools on a regular basis

Partnerships

In the bidding process referred to above the PSC will encourage a partnership approach to program implementation. This will require that bidders submit Expressions of Interest (EOIs) and programs that draw on multiple and complementary strengths of collaborating partners. Partners in EOIs will typically need to include specialists in gender issues and child/youth protection, key ECW priorities. Non-inclusion of these aspects will require a specific justification by organizations submitting an EOI. The emphasis on a partnership approach will maximize efficiency, minimize the risk of duplication and reduce program transaction costs.

A multitude of EiE partners have been involved in the development of this program by contributing their input, attending task force meetings and supporting SAG+ who were developing this program. In addition to this, all EiE partners are willing to contribute to all stages of this project to successfully reach its target and provide access to the most vulnerable and hard to reach children in Somalia and, for specific purposes of this program, in Puntland.

Stakeholder Engagement

Children, youth, education actors, and communities are the centre of any accomplishments to be achieved through this MYRP. The Education partners responsible for developing this program reject the misconception of children, communities and other stakeholders as "beneficiaries" viewing them instead as key participants and primary implementers and key decision-makers underpinning the success of the programme. This is due to our belief that children and communities are entitled to and possess inherent rights: to be treated with dignity and respect, to be heard and to decide their future.

Through community consultation and accountability mechanisms, communities will be empowered to guide prioritisation of activities and support the provision of quality through contributing towards the learning process and regular monitoring.

Education sector organisations and agencies have enabled and lead the formulation of the MYRP and as such will be key actors in ensuring realization of concepts set forth here. In line with the localization agenda, local partners will be supported to assume more responsibility for quality assurance and programme management throughout the implementation of the program.

The government of Puntland, with its relevant line ministries and agencies, is an essential partner in the implementation of the MYRP. As the primary duty bearer, they maintain responsibility for the overall response and wellbeing of communities. MYRP activities will build capacity of relevant line ministries to strengthen humanitarian response planning and improve coordination and alignment with other education agencies in the

country. The overall objective of capacity building activities will be to ensure sustainability of programme outcomes, beyond the programme lifecycle.

Stakeholder Category	Stakeholders	Roles
National Government	MoEHE	Decision maker/Government funding; co-Chair of the Steering Committee (SC)
National Government	Relevant ministries including Ministry of Women Affairs.	Advice on areas of expertise Participation in the Program Advisory Committee (advising the SC)
Regional Administration	Regional Education Officers District Education Officers	Implementation of MOEHE policies and plans at their respective levels
Civil Society	Community leaders and village fora	Forming coalitions, and Advocacy for children's rights, carrying out advocacy activities, mobilizing community for change, influencing policy changes
Donors		Funding Participation in the PSC
International Organizations	UNICEF, WFP, WHO, UNOCHA, UNHCR, World Bank	Partnerships Information Advice to the PSC
NGOs	Local and international NGOs	Partnerships Implementers
Targeted Communities	Beneficiaries of the program	Participants in decisions about program interventions Participants in awareness raising campaigns Resource mobilization for education of the children

Cost Efficiency and Effectiveness of the Programme

The Puntland MYRP was produced with full involvement and contribution of the MoEHE, key EiE Actors and under the auspices of the Education Cluster. Numerous rounds of review by participants who implement EiE programs on behalf of all key donors has ensured that activities proposed align with existing plans and current/pipeline activities. Lastly, the transparent and competitive nature of Grantee and Implementing Partner selection ensures the highest possible cost efficiency of the program.

MoEHE, with support of education partners is currently implementing a GPE-funded Education project targeting all regions in Puntland with provision of scholarships, safe drinking water, school feeding programme, school supplies, teachers' incentives and capacity building among others, as well as EU funded Education is Light project for Puntland which is led by Care International with Save the Children. The synergies and complementarities with other EU funded initiatives, such as Durable Solution for IDPs and Returnees in Somalia (DSIRS) will improve impact and reduce overlaps and duplication.

MoEHE is also closely coordinating with Save the Children for NORAD integrated education with child protection and child right governance project as well as Relief International to promoting girls' education in Somalia and draw lessons from this project. MoEHE collaborating with SCI is implementing projects to strengthen the resilience of communities in Puntland, aimed at enhancing access to quality basic education for drought and conflict affected children from host communities and IDPs, while ADRA is implementing a renewable energy project that will target some of the schools supported by the Action. Similarly, the Grantee will encourage collaboration between programs, for example with RI, who are piloting a supplementary school feeding program in collaboration with World Food Program under the Educate Girls End Poverty (EGEP).

The program will not overlap in schools targeted by other Education projects being implemented by MoEHE in coordination with education partners. MoEHE have developed a new resource mapping matrix tool, which enable them to monitor and prevent overlap and duplication of the education interventions. This synergies and complementarity for all education interventions will allow to the ministry to reach the hardest to reach

children in Puntland and provide the maximum support with less cost. The tool will also be used for tracking resource mobilization of this MYRP.

Further, children and youth led advocacy will play an important role on both highlighting the supply side and the demand side. MoEHE will engage with Puntland Youth associations to increase the enrolment and improving level of advocacy of EiE in Puntland. EiE is greatly underfunded in Puntland, with the target of 4% of humanitarian funding being allocated to education not even close to being met. Advocacy will be focussed on increasing the funding of EiE; supporting the duty bearers to include EiE in national policy and strategy, including emergency preparedness; and on increasing education authorities' engagement in EiE on the ground, through joint project monitoring and management. This will be practically supported by training of authorities, especially in the collection and use of evidence. Better policy and practice will result in more efficient and effective use of resources. This will result in greater integration of and provision for displacement-affected communities in the formal system and strengthened education management.

Risks and Risk Mitigation

The table below presents risks present in program implementation and, where possible, mitigation measures.

Risks	Mitigation Measures
Political instability in the form of tensions between Somaliland and Puntland	No macro level mitigation measures are within the capability of program management. However, progress on safe schools is expected to reduce negative impacts on target schools
Clan conflict	No macro level mitigation measures are within the capability of program management. However, progress on safe schools is expected to reduce negative impacts on target schools
Many targeted communities are in hard-to-reach areas and will not benefit from program interventions	The program will draw from the outset on local NGOs in hard-to-reach areas – these NGOs are familiar with the terrain and accepted by local communities
The shortfall in funding for EiE is not fully covered by donors other than ECW	The MoEHE and the PSC will, within six months of program inception, create a funding mechanism that will reduce transaction costs
Funds are diverted to unintended and/or illegitimate uses	A key criterion in the selection of the grantee will be sound internal controls, including financial controls
Complaint mechanisms	Program implementers will record any complaints and concerns about any aspect of the MYRP. These will be reported to Grantee and used within complaint response mechanisms of the organization by using hotlines
Child safeguarding Issues	The Grantee will adhere to policies and procedures of child safeguarding of the Global Child Safeguarding Policy of Save the Children, and make sure to downstream to program partners. This will also be adhered to by contractors and other service providers. Staff will also be trained before the actual work starts.
Movement restriction	The program will use local NGOs to access where INGO cannot access and implement the activities and avoid the staff being abducted.

The assessment of risks is presented in Annex I. Residual risk overall is low to medium.

Knowledge materials and research findings

Apart from the envisaged evaluations (see Section VI below), the RFP for the grantee role will require the grantee to indicate and cost innovative knowledge products that will be used to disseminate, locally and internationally, best practices in EiE and lessons learned through program implementation.

Sustainability and Scaling up

While all activities are considered essential to overall goal of providing quality inclusive education to all boys and girls a core set has identified for immediate seed funding. The highest priority needs in the regions and districts with the most urgent needs, as detailed in Section IV below. By budgeting for needs during a three-year period against a total amount required over the programming cycle period would allow donors and other financing partners to then contribute against the plan in its entirety and make a three-year commitment. This in turn offers predictable funding and planning for sustainability. The program will be scaled up based on provisions of future funds along with our (ECW, MoE, partners) ability to leverage additional funds. As further funding is received, additional regions and districts with EiE-related needs will be added for implementation to meet the needs of all targeted beneficiaries.

Sustainability underpins the design and delivery modalities of the MYRP. The proposed programme recognises the need to sufficiently strengthen the capacity of duty bearers and local actors to successfully deliver the breadth of both development and humanitarian education activities in Puntland. To further establish sustainability of the program partners will work in close coordination with existing education agencies already delivering critical education services to marginalized girls and boys. The long-term vision to further capacitate the MOEHE and CSOs to fully assume all aspects of implementation. With support of the Education Cluster and partners, a concerted effort has been made to avoid duplication of efforts by existing education providers, focusing instead on supporting existing efforts with complementary activities. Not only will these efforts build capacity within the sector, but it will reinforce the need to bring together education agencies in their activities in Puntland.

The MYRP will support efforts to streamline interventions across the education sector, in close coordination and consultation with the Education Cluster and actors outside of the programme. As such, the proposed programme should provide a mechanism, similar to a costed framework, through which donors may immediately fund vetted education activities in Puntland. This will assist in building sustainability of donor-funded activities within Puntland, enabling the sector (and donors for that matter) to have a more coherent and measurable accounting of such efforts. The governance structure of the MYRP has been organized with this in mind – both in its financial and technical design – enabling funds and activities to be easily scaled-up in an efficient and cost-effective manner. The financial structure of the MYRP sees funds being distributed to Lead Implementers through the grantee. However, if revised financial structures are required to better allow for a conducive scale-up of funding channels these can be nuanced/developed in the future through the MYRP governance structures. Similarly, lead implementing agencies will be chosen based on their scope of work within the country and their ability to implement activities at scale, should the programme receive additional funds. Please see section on Governance and Management Arrangements for further details.

Financial and funding Sustainability: In order to ensure sustainability of the action; the MOEHE in close coordination with the target local communities, community education committees, the private sector and the political leadership at central and decentralised levels will marshal resources through fund raising to continue maintenance and improvement of the institutions. This will inculcate a sense of commitment and ownership. In addition, the project will support cascading of the already centrally institutionalized automated financial system to the regions guaranteeing sustainable, transparent and accountable financial management system at all levels. The cascading will be preceded by capacity building of the Regional Education Officers, CECs and Finance staff at decentralized levels. Given that the Puntland Government made commitment to allocate annually at least 1% increase on the education portfolio against the national budget; it is expected that the MOEHE budget will increase from 8% to 11% during the project period and this financing will ensure sustained quality oversight and further support of the education institutions.

For the last two years, there has been a drastic reduction in funding for education in emergencies, especially during 2017 drought, where all the total funding towards EiE was less than 5%. The reasoning from humanitarian actors and donors at that time was that education is not life-saving like WASH, health, nutrition and food security, and therefore wasn't prioritized for funding. EiE is life-saving because it is protective, preserve the future of the children, protects them from abuse and harm, basis for all other interventions, and provides a sense of normalcy and continuity for children even amidst crisis. The Ministry of Education and grantee will develop a comprehensive advocacy plan to advocate and fundraise more fund for EIE in Puntland. Both parties will hold a conference advocating and fundraising fund from the private companies and requesting the government to increase the allocation of national budget to the education.

Institutional Sustainability: It is envisaged that the communities will play an active role in the design, implementation, monitoring, supervision and maintenance of activities enhancing ownership and sustainability of the project results. This ownership includes provision of security to the physical facilities and the learners, maintenance and repairs, awareness raising on the significance of access to education, improving the learning environment and promoting co-curricular activities as part of the learning process to enrich the curriculum and for recreational purposes. A key element of institutional sustainability centres on the strengthened CEC capacity to combine community sensitisation aspects, while taking a lead role in enhancing community's and parents' commitment and interest in school affairs which will obviously result in increased equitable access to education. As part of ECW MYRP deliverables, the project will deliver and facilitate sustainable public system for effective education service delivery focusing on quality insurance, access, logistical support, and implementation of various including gender policy. During the project period; several studies and piloting will be conducted in close liaison with the MOEHE. The outcome and analysis will be shared with the MOEHE with a view to informing future programming, evidence-based planning and decision making in order to address the needs and priorities of the supported schools/institutions.

Policy Sustainability: The action will support dissemination of policies through short term regional workshops facilitated by technical officers from MoEHE headquarters and short- term consultancies to support with the development and review of policy implementation plans.

Environmental sustainability: The action will provide training to CECs, teachers and the pupils on sustainable resource management and Disaster Risk reduction (DRR). This action will also link up with the other education interventions implementing by grantee and implementing partners to increase the synergy and promote WASH and environmental protection activities. Schools as social institutions will be as used as agents of change and this will be mainstreamed in the formal curriculum. Environmental councils will be formed in schools/institutions.

The school management will enforce school afforestation programmes in which each school will be required to plant as many trees as possible and the learners assigned to specific trees to water daily inculcating a sense of leadership and responsibility. Through the concerted whole-school-approach; sustainable environmental protection mechanisms will be institutionalized thus promoting child friendly environment conducive to learning situations.

Ministry of Education and grantee will develop a comprehensive advocacy plan to advocate and fundraise more fund for EIE in Puntland. Both parties will hold a conference advocating and fundraising fund from the private companies and requesting the government to increase the allocation of national budget to the education.

The project will be linked with other donors including SHF, DFID, EU, ECHO to channel their funding to this in order to reach the most vulnerable children in the rural areas and address the gaps exist. The project will closely work with GPE grantee in order to increase the synergy of the program and promote the sustainability of the program. MoEHE with support of EIEWG will closely work in fundraising resource and will emphasize to channel all EIE funding through ECW MYRP for Puntland.

Piloting innovation

For continuation of the education for pastoralists children and children affected by droughts and conflicts. learner networking cards will be introduced and issued for the children moving from one to another to continue their education. This is new approach for Somalia context, but tested in Somalia region of Ethiopia and Kenya to ensure that the children don't lose their education during the droughts and conflicts. Village, district and regional supervisors will support the teachers in identification of the children and communities migrated, supervisors and teachers will also closely work community early warning committees and report to each other to emphasize this. , this is a called networking cards where children in a school for example "A" are issued with cards bearing the details of the child-name, name of parents, education level, including the school term, and details of what has already been covered in school during the semester. During the predictable migratory pattern, a child from school A who could have migrated with his parents or community to another place will have to carry along with him the card and can go and join another school, "B" in the new location where he/she has migrated. He can then produce that card and show it to the new in the new location, and on the basis of the information on the card, he can join any class based on that information. This will guarantee continuity of education for this child without any problem. The information on the card will always be updated, and when the child returns back to his original location at A, he/she produces the same

card, which has been updated and he/she can resume his education in another class as updated on the card. This system makes it easier to track movement and progress of children even amidst the migration crisis. Implementing partners, MoEHE and grantee will ensure all unpredictable migration by liaising with community early warning committees, teachers and supervisors at different levels. This approach will mainly support pastoralist children who always migrate from one to another for the purpose of pasture and water. It assumed that all head-teachers have mobile phones where they can access the internet except those are in the far rural areas therefore, teachers and female mentors in the main towns will be established for WhatsApp groups to discuss and share their experience, assignments, advocate or raise concerns. It has been tested in Tanzania by Save the Children where it has really made an impact on the in-service teachers who are always in contact with their instructors/lecturers. This will not require much funds. This method will help to break down any barriers that may traditionally prevent teachers taking part in peer to peer support.

OVERALL RESULTS FRAMEWORK¹⁷

MANDATORY ECW CORE INDICATORS

The following indicators are mandatory (as applicable), as core ECW indicators will be aggregated from all countries at the global level. Please refer to ECW's indicator guidance for grantees for the methodology of computation of ECW indicators, e.g. ways to compute beneficiaries.

FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance.	Baseline & Targets		Primary			Total		
			Seed Funding			Overall Programme		
			F	M	Total	F	M	Total
Total**	Baseline		0	0		0	0	0
	Year 1 target		7250	7250	14,500	77,000	77,000	154,000
	Year 2 target		7975	7975	15,950	84,700	84,700	169,400
	Year 3 target		8773	8772	17545	93,170	93,170	186,340
<u>Children with disabilities</u>	Baseline		0	0		0	0	0
	Year 1 target		100	120	220	1,000	1,200	2,200
	Year 2 target		110	122	232	1,100	1,320	2,420
	Year 3 target		121	134	255	1,210	1,340	2,550

*TBC: To be confirmed after baseline

**Note that total # may increase in yr1 & yr2 as new entries emerge. Same is valid for all indicators

¹⁷ Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

				Primary		Total		
				Seed funding		Overall Programme		
				F	M	Total	F	M
FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total	Baseline	0	0		0	0	0
		Year 1 target	7,250	7,250	14,500	77,000	77,000	154,000
		Year 2 target	7,975	7,975	15,950	84,700	84,700	169,400
		Year 3 target	8773	8772	17,545	93,170	93,170	186, 340
	¹⁸ Children with disabilities	Baseline	No Data	No Data	No Data	No Data	No Data	No Data
		Year 1 target	100	120	220	1,000	1,200	2,200
		Year 2 target	110	122	232	1,100	1,320	2,420
		Year 3 target	121	134	255	1,210	1,340	2,550
	Returnees/Refugees	Baseline	No data	No Data	No data	No data	No Data	No Data
		Year 1 target	107	123	230	1,007	1,007	2,014
		Year 2 target	117	135	252	1,108	1,108	2,216
		Year 3 target	128	148	276	1,219	1,219	2,438
	IDPs	Baseline	No Data	No Data	No data	No data	No data	No data
		Year 1 target	1,000	1,000	2,000	8,993	8,993	17,986
		Year 2 target	1,100	1,100	2,200	9,892	9,892	19,784
		Year 3 target	1,210	1,210	2,420	10,881	10,881	21,762
	Host	Baseline	No Data	No Data	No Data	No Data	No data	No data

		population		Primary		Total				
				Seed funding			Overall Programme			
				F	M	Total	F	M	Total	
			Year 1 target	6,143	6,127	12,270	67,000	67,000	134,000	
			Year 2 target	6,758	6,740	13,498	73,700	73,700	147,400	
			Year 3 target	7,434	7,414	14,847	81,070	81,070	162,140	
		Other affected population	Baseline	0	0		0	0	0	
			Year 1 target	TBC	TBC	TBC	TBC	TBC	TBC	
			Year 2 target	TBC	TBC	TBC	TBC	TBC	TBC	
			Year 3 target	TBC	TBC	TBC	TBC	TBC	TBC	
Type	Indicator			Primary			Overall Programme			
				Seed Fund			Total			
				F	M	Total	F	M	Total	
Output	# of children and youth receiving <u>individual</u> learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline	No data	No data	No data	No data	No data	No data	
			Year 1 target	7,250	7,250	14,500	77,000	77,000	154,000	
			Year 2 target	7,975	7,975	15,940	84,700	84,700	169,400	
			Year 3 target	8773	8772	17,545	93,170	93,170	186,340	
		Children with disabilities	Baseline	No data	No data	No data	No data	No data	No data	No data
			Year 1 target	100	120	220	1,000	1,200	2,200	
			Year 2 target	110	122	232	1,100	1,320	2,420	
			Year 3 target	121	134	255	1,210	1,340	2,550	
		Returnees/Ref ugee	Baseline	No data	No data		No data	No data	No data	
			Year 1 target	107	123	230	1,007	1,023	2,030	
			Year 2 target	117	135	252	1,117	1,350	2,467	
			Year 3 target	128	148	276	1,280	1,480	2,760	

			Primary		Total		
			Seed funding		Overall Programme		
			F	M	Total	F	M
IDP	Baseline	No data	No data	No data	No data	No data	No data
	Year 1 target	1,000	1,000	2,000	6,800	7,480	14,280
	Year 2 target	1,100	1,100	2,200	7,480	8,228	15,708
	Year 3 target	1,210	1,210	2,420	8,228	9,050	17,278
Host populations	Baseline	No data	No data	No data	No data	No data	No data
	Year 1 target	6,143	6,127	12,270	53,532	66,171	119,703
	Year 2 target	6,758	6,740	13,498	58,885	72,788	131,673
	Year 3 target	7,434	7,414	14,847	64,773	80,066	144,839
Other affected populations	Baseline	0	0	0	0	0	0
	Year 1 target	TBC	TBC		TBC	TBC	TBC
	Year 2 target	TBC	TBC		TBC	TBC	TBC
	Year 3 target	TBC	TBC		TBC	TBC	TBC

Quality Education

Baseline & Targets		Primary					
		ECW Seed Funds			Overall Programme		
		F	M	Total	M	F	Total
# of teachers or education administrators trained, disaggregated by sex	Baseline	0	0	0			0
	Year 1 target	50	50	100	250	250	500
	Year 2 target	50	50	100	250	250	500
	Year 3 target	50	50	100	250	250	500

# of teachers recruited or financially supported, disaggregated by sex	Baseline						0
	Year 1 target	20	28	48	514	514	1028
	Year 2 target	20	28	48	514	514	1028
	Year 3 target	20	28	48	514	514	1028

Safe and inclusive learning spaces

		Seed Fund		Overall Programme
# of gender-sensitive and disability inclusive WASH facilities rehabilitated and constructed	Baseline	Total		Total
	Year 1 target	11		0
	Year 2 target	11		100
	Year 3 target	11		100
# of accessible school environments (e.g., through infrastructures, equipment e.g. desks or classroom materials)		Total		
	Baseline	0	0	0
	Year 1 target	24		360
	Year 2 target	24		360
	Year 3 target	24		360

ECW Seed Funding -Specific Results

Note: timelines assume a six-week inception stage required for the selection of implementing partners (through a competitive process) and establishment of program staffing and set-up, development of detailed project management plans and other arrangements. Dates indicated below may therefore shift depending on timing of the program approval and release of seed funds.

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Impact: To contribute to equitable access to inclusive quality basic education for children affected by crisis	Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance.	EMIS Data	132,550	2018	14,500 (7,250 girls)	15,950 (7,970 girls)	17545 (8,772.5 girls)	80%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	Proportion of children and young people (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics.								
	Out-of-school rate for children in crisis and conflict-affected countries supported by ECW that are (a) of primary school age; (b) of lower secondary school age; (c) of upper secondary school age.		0	2019	14,500 (7250 boys and 7,250 girls)	15950 (7975 boys and 7975 girls)	17,545 (8772 boys and 8773 girls)	17,545	
Outcome I: Increased equitable access to	% children in ECW-supported communities who ultimately complete primary education		TBC	2019	10% above the baseline	20% above the baseline	40% above the baseline	70%	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
education for all crisis-affected children and youth, including children and youth with disabilities	Average attendance rate for ECW supported children and youth in formal and non-formal education		TBC	2019				80%	
	% of enrolees with disability, disaggregated by sex		TBC	2019	10%	5%	5%	20%	
<u>Output 1.1: Crisis-affected children and youth have access to learner-friendly schools</u>	1.1.1. # of crisis-affected youth provided with skills training and livelihood opportunities disaggregated by sex		TBC	2019	100		100	200	
	1.1.2. # of scholarships for vulnerable and crisis-affected children disaggregated by sex	GPE, SOMGEP, WWI 2,	2,000	2019	170	170	170	170	
	1.1.3. # of teachers/administrators recruited and financially supported through ECW-supported programmes (sex disaggregated)	Teacher training Unit REPORT	2117	2019	48	48	48	48	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	1.1.4. # of crisis-affected children benefiting from school feeding (sex-disaggregated)	EIE report 2018	26,882	2019	3,300	3,300	3,300	3,300	
	1.1.5. # of girls provided with sanitary kits			2019	3,500	3,500	3,500	3,500	
	1.1.6. # of children and youth provided with learning materials in a language they understand through ECW-supported programmes.		TBC	2019	14,500	15950	17545	17545	
	1.1.7. # of youth provided with training materials for skills training programs	EMIS 2016/2017	21988	2019	50		50	100	
<u>Output 1.2: Community understanding of benefits of education is enhanced</u>	1.2.1. # of schools benefiting from community mobilization and back to school campaigns		TBC	2019	50	50	50	50	
	1.2.2. # of schools benefiting from community-level advocacy campaigns on inclusive education		TBC	2019	50	50	50	50	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	1.2.3. # of schools reporting increased parental and community involvement in supporting children's learning (This can be measured by the number of meetings held at school and community level to discuss ways of supporting children's learning, community book bank, etc)		TBC	2019	50	50	50	50	
Output 1.3: Girls and boys and youth from pastoralist and agro-pastoralist communities accessing equitable and quality NFE/Alternative Basic Education	1.3.1. # of learners who have received Interactive radio sets		TBC	2019		877	877	1,754	
	1.3.2. # of NFE/ABE centres supported with camel libraries		TBC	2019		40		40	
	1.3.3. # of learners who have received and benefited from solar lamps		TBC	2019		877	877	1,754	
	1.3.4. # of NFE/ABE centres supported by the programme		TBC	2019	30	35	40	40	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Outcome 2: Improved learning outcomes for crisis-affected children and youth	2.1. % of teachers who employ learner centred teaching methodologies		TBC	2019	5% above the baseline	20% above the baseline	45% above the baseline	20%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
	2.2. % learners demonstrating over; 80%, 70%, 60% and 50% score in EGRA reading comprehension'		TBC	2019	20% above the baseline	30% above the baseline	30% above the baseline	80%	
	2.3 % of learners demonstrating over; 80%, 70%, 60% and 50% score in EGMA numeracy test		TBC	2019	20% above the baseline	30% above the baseline	30% above the baseline	80%	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	2.4. % of completing learners who pass the final programme exam/assessment		TBC	2019	10% above the baseline	30% above the baseline	30%	70%	
	2.5. % completing learners (sex- disaggregated) who pass the final alternative education programme exam/assessment at target level		TBC	2019				70%	
<u>Output 2.1: Children and youth receive timely and quality education services</u>	2.1.1. # of teachers/administrators (sex disaggregated) recruited and financially supported through ECW Program		TBC	2019	48	48	48	48	
	2.1.2. # of teachers in crisis-affected schools receiving in-service training (Diploma - 4 Semesters)		TBC	20189	100	100		100	
	2.1.3. # of crisis-affected schools where teachers receive quarterly coaching and mentoring		TBC	2019	100	100	100	100	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	2.1.4. # of children and youth provided with learning materials in a language they understand through ECW Program		TBC	2019	14,500	15,950	17,545	17,545	
	2.1.5. # of teachers receiving incentives for remedial/catch-up classes for emergency-affected children		TBC	2019	0	0	0	0	
	2.1.6. # of crisis-affected children whose grade eight and form four national examination fees are paid		TBC	2019	3,000	3,000	3,000	3,000	
	2.1.7. # of national Measuring learning Office and assessment developed and in use		TBC	2019	1		1	2	
<u>Output 2.2: Improved quality of _____ learning environment.</u>	2.2.1. # of schools participating in school-based community-led hygiene promotion campaigns		TBC	2019	50	50	50	50	
	2.2.2. # of sanitation tool kits procured		TBC	2019	100			100	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	2.2.3. # of CEC members trained in hygiene promotion		TBC	2019	100	100	100	100	
	2.2.4. # of gender sensitive latrines constructed or rehabilitated through ECW supported program		TBC	2018	11			11	
	2.2.5. # of solar lamps provided to learners in rural and IDP schools		TBC	2019	100	100	100	300	
	2.2.6. # of schools provided with classroom furniture (16 sets per classroom)		TBC	2018	4	3	2	9	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Outcome 3: Safe and protective learning environments are provided for crisis-affected children	3.1 % of ECW-supported schools that meet safe learning environment standards, including disaster risk reduction and gender-specific issues.		TBC	2019	10% Above the baseline	30% above the baseline	30% above the baseline	70%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
	3.2 % of ECW supported schools engaged in monitoring incidents of violence in or around schools including corporal punishment		TBC	2019	10% above the baseline	30% above the baseline	30% above the baseline	70%	
	3.3 % of stakeholders surveyed, including children, who perceive that the Code of Conduct is being observed and monitored in schools supported by ECW		TBC	2019	10% above baseline	30% above the baseline	30% above the baseline	70%	
	3.4 # of children reporting improvements in school safety within schools supported by ECW (disaggregated by gender and CWD)		TBC	2019	10% above baseline	30% above the baseline	30% above the baseline	70%	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
<u>Output 3.1: Capacity of education personnel enhanced to provide protection services to school age children in and out of school in crisis-affected areas</u>	3.1.1. # of participants in awareness raising events among government, teachers and CEC members on Schools as Safe Zones (SZOP)		TBC	2019	55	55	55	165	
	3.1.2. # of first aid kits provided to schools and replenished when necessary		TBC	2019	135			135	
	3.1.3 # of IEC materials developed and disseminated		TBC	2019	150				
	3.1.4. # of teachers and CEC members trained on psychosocial support (PSS) and psychosocial first aid (PFA)		TBC	2019	95	95	95	285	
	3.1.5. # of teachers, CECs and children trained on first aid services		TBC	2019	15	15	15	45	
<u>Output 3.2: Education facilities designed to protect children from any</u>	3.2.1. # of learner-friendly permanent classrooms constructed that are accessible to children with disabilities		TBC	2019	2	2		4	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
<u>form of harm</u>	3.2.2 # of additional learner friendly permanent classrooms to existing school (accessible to children with disabilities)		TBC	2019	3	3	3	9	
	3.2.3. # of children with disabilities accessing school		TBC	2019	10% above baseline	10% above the target	10% above the target	30%	
	3.2.4. # of schools using the Girl Friendly Spaces		TBC	2019	2			2	
<u>Output 3.3: Policy and legislative frameworks developed and operationalized</u>	3.3.1 # of schools where the school Code of Conduct / Teachers' Code of Conduct is disseminated and reinforced		TBC	2019	50	50		100	
	3.3.2. # of schools where the Puntland Plan of Action for Children (PPAC) is disseminated to school communities		TBC	2019	50			50	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Output 3.4: Support to children in need of protection services strengthened	3.4.2. # of Community Welfare Committee members trained in case management and referral systems		TBC	2019	50	50	50	150	
	3.4.3. # Support children clubs to organize conference and discuss child protection issues that affecting their development and wellbeing by focussing on sustainable development goals(SDGs)		TBC	2019	4	4		4	
	3.4.4. # Develop, adopt DRR plans and school code of conduct		TBC	2019	30			30	
Output 3.5: Children empowered to participate in issues affecting their wellbeing	3.5.1. # of children participating in Child Rights Clubs supported by ECW program.		TBC	2019	100	100	100	100	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Outcome 4: Increased continuity of education is ensured for crisis-affected children and youth	4.1 % of pupils in the first grade of education expected to reach successive grades) for ECW-supported children & youth in primary school % of completing learners who enrol in formal school system within three months of completion (sex-disaggregated)		TBC	2019	10% above the baseline	30% above the baseline	30% above the baseline	70% 70%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
Output 4.1: Inclusive community-level emergency response teams (ERP) established	4.1.1. # of community teams trained in development of emergency response plans (ERP)		TBC	2019	9	9		9	
	4.1.2. # of emergency response teams trained to develop comprehensive Education Sustainability Plans (ESP)		TBC	2019	9	9	9	9	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
Output 4.2: Capacity of schools and local communities in implementation of EiE (preparedness, response and recovery) enhanced	4.2.1. # of school contingency plans developed at community level and operationalized		TBC	2019	50	50	50	50	
	4.2.2. # of education officials, community members and teachers trained in education in emergencies and resilience building		TBC	2019	80	80	80	240	
Output 4.3: Advocacy and prioritization of education in emergencies strengthened	4.3.1. # of media personnel trained EiE reporting		TBC	2019	9	9	9	9	
	4.3.2 # of Emergency Advocacy Plan for Puntland developed and in use		TBC	2019	1			1	
	4.3.3 # of national conference on education in emergencies held		TBC	2019			1	1	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
<u>Output 4.4: Mainstreaming sustainability and resilience building approaches in EIE</u>	4.4.1. # of regions supporting schools and community members to generate revenue through implementation of income generation activities (boreholes, drilling rigs)					1	1	1	
	4.4.2. # of regions having an operational early warning early action mechanism in education		TBC	2018	4			4	
<u>Outcome 5: Education management systems are strengthened</u>	5.1. % of participants who can correctly replicate key (skills/methods) covered in training/outreach		TBC	2019	10% above the baseline	30% above the baseline	30% above the baseline	70%	
	5.2. Proportion of local authorities (m/f) trained in supporting school governance/management				10% above the baseline	30% above the baseline	30% above the baseline	70%	
Output 5.1: EIE stakeholder capacity is enhanced	5.1.1. # of MoEHE staff trained on scope, coordination and administration of EIE		TBC	2019	30			30	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	5.1.2. # of MoEHE staff at central and regional level trained on conflict-sensitive management and planning of education in crisis contexts		TBC	2018	30			30	
	5.1.3. # of Community Education Committee members trained on safe schools, contingency planning, Disaster Risk Reduction plans, maintenance and management of learning spaces		TBC	2019	30	30	30	30	
	5.1.4. # of cluster partners and MoEHE staff trained in safe schools, contingency planning, Disaster Risk Reduction management plans and emergency response		TBC	2019	30	30	30	30	
	5.1.5. # of national/state EIE policies and strategies developed		TBC	2019	1			1	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	5.1.6. Contextualizing INEE tools and translating into Somalia language to adopt it quickly		TBC	2019	1	1	1	3	
	5.1.7. # of MoEHE staff trained on early warning and mitigation systems		TBC	2019	20	20		20	
<u>Output 5.2: Government-led coordination mechanisms strengthened, building capacity to sustain</u>	3.1. % of female teachers trained and retained in the teaching profession		TBC	2019	10% above the baseline	20% above the baseline	30% above the baseline	65%	
	3.2. % of girls completing ABE and transitioned to formal school				10% above the baseline	20% above the baseline	30% above the baseline	65%	
	5.2.3. Proportion of schools compliant to the EiE standards		TBC	2019	20 above the baseline	30% above the baseline	30% above the baseline	80%	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
	5.2.5. Number of MoEHE supervision/inspection of EiE schools supported by the program.		TBC	2019	4	4	4	12	
Outcome 6: Improved gender equity and equality in education access and attainment by taking affirmative actions and increasing girls' enrolment	% of the girls accessing and attained to increasing girls enrolment % of girls enrolled in the schools through peer to peer influences		TBC	2019	10%	10%	10%	30%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
			TBC	2019	10% above the baseline	10% above the baseline	10% above the baseline	30%	
Output 6.1: Gender mainstreaming in MOEHE Policy documents and	6.1.1. # of Community's reporting improved perception on GFS contribution to girl's education		TBC	2019	1			1	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
legal frameworks	6.1.2. # of MoEHE and development partner staff trained in 9 regions on gender mainstreaming with a focus on education in emergencies		TBC	2019	20	200	20	20	
	6.1.3. % of learners (sex disaggregated) can identify harmful gender social norms that affect girl education.		TBC	2019	10% above the baseline	10% above the baseline	10% above the baseline	10%	For all indicators: Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
Output 6.2: Protection of girls especially in rural									

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				Data collection method
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(TBC 2019-TBC 2020)	(TBC 2020-TBC 2021)	(TBC 2021-TBC 2022)		
areas is enhanced	6.2.2. # of children in child forums trained in life skills supported by the program.		TBC	2019	25	25	25	75	

MONITORING AND EVALUATION

Introduction

Monitoring, evaluation of program implementation, results and lessons learnt will be closely monitored through a detailed M&E plan, which will clearly state who will be responsible for which activity at which time. Progress towards achievement of the six program outcomes will be measured against the indicators contained in Section V above.

Baseline data (where not already available) will be collected during the program inception stages. Mid-term and final evaluations will be carried out through a multi-stakeholder process to assess the relevance, effectiveness, efficiency, impact and sustainability of the program. These activities are included in the budget for ECW seed funding (Section VII); they will be planned in detail in the program inception phase. in close collaboration with stakeholders, including the MOEHE and development partners. Monitoring and evaluation will be overseen by the ECW Technical and Steering Committees.

Biannual and annual progress reports will be submitted by the grantee highlighting the progress of program implementation, program results, best practices, lessons learned, and the design corrections needed to address any problems until the next progress report. The programmatic and financial reporting requirements to ECW will be as per standard reporting agreed with ECW.

Furthermore, partners will explore an innovative community-based M&E system to enable them and beneficiaries to better collect, analyse and act on OOSC data in a real-time and more cost-effective manner. The introduction of innovative data collection methods will enable effective and efficient tracking of OOSC at school and community levels.

Monitoring Plan

To be finalized as part of the development of a M&E plan, undertaken by the Grant Management Agency as part of the design of the program.

Monitoring Activity	Purpose	Frequency	Expected Action
Track results progress	Progress data against the results indicators in Section V will be collected and analysed to assess the progress of the program in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by program management.
Monitor and manage risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with Audit policy to manage financial risk.	Quarterly	Risks are identified by program management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the program.	Annually	Relevant lessons are captured by the program team and used to inform management decisions.
Annual program quality assurance	The quality of the program will be assessed against quality standards to identify program strengths and weaknesses and to inform management decision making to improve the program.	Annually	Areas of strength and weakness will be reviewed by program management and used to inform decisions to improve program performance.
Review and make course corrections	Data and evidence from all monitoring activities will be reviewed internally to inform decision making.	Bi-annually	Performance data, risks, lessons and quality will be discussed by the program board and used to make course corrections.
Program progress reports	A progress report will be presented to the Program Steering Committee and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual program quality rating summary and an updated risk log with actions taken and current and new mitigation measures.	Every 6 months and at the end of the program	
Program Review (Steering Committee Program Board)	The project's governance mechanism, the Program Steering Committee, will hold regular program reviews to assess the performance of the program against planned interventions and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the program's final year, the Program Steering Committee will hold an end-of program review to capture lessons	Annually	Any quality concerns or slower than expected progress will be discussed by the Program Steering Committee and management actions agreed to address the issues identified.

Monitoring Activity	Purpose	Frequency	Expected Action
	learned and discuss opportunities for scaling up and disseminating program results and lessons learned among relevant audiences.		

Evaluation Plan

To be finalized as part of the development of a M&E plan, undertaken by the Grant Management Agency as part of the design of the program.

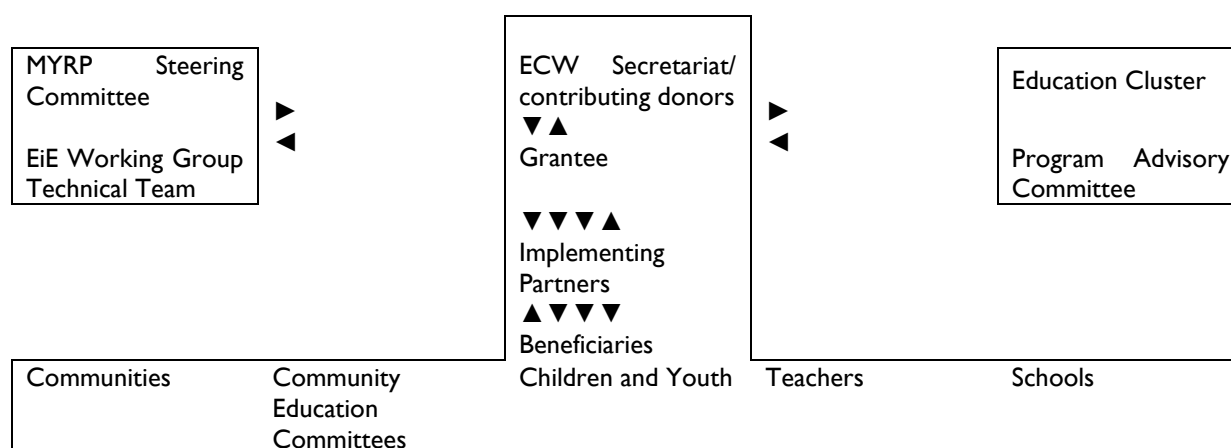
Evaluation Title	Partners	Output	Outcomes	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-term evaluation	Grant Management Agency	Mid-term evaluation report	Refined program design if appropriate	After 18 months of program implementation	Implementing partners, government and donors	Included in the ECW seed funding budget
Final impact evaluation	Grant Management Agency	Final evaluation report	Dissemination of lessons learned and recommendations for scaling up	End of year 3	Implementing partners, government and donors	Included in the ECW seed funding budget

GOVERNANCE AND MANAGEMENT ARRANGEMENTS

Governance Structure

Program management and governance arrangements are presented in the diagram below and in the table that follows. In this diagram the following colour scheme is used:

- A red arrow (▼) indicates a contractual relationship
- An orange arrow (▼) represents flow of funds
- A green arrow (▲) indicates a reporting channel
- A blue arrow (▶) represents a flow of information or advice
- A purple arrow (▼) indicates provision of assistance



Governance Body	Roles and Responsibilities
ECW Secretariat	<p>The ECW Secretariat is a central partner in this process, beginning with support of the MYRP design and also in provision of the initial \$1.89 Million USD each year in seed funds. Furthermore, ECW will play a critical role in advocating and supporting field-based partner's advocacy for further resource contributions from other donors to reach the optimal funding target of the multi-year program in partnership with MoEHE and Grantee.</p> <p>During the implementation phase ECW will provide strategic oversight and appropriate technical guidance in order to produce the agreed program results. Considering the ECW Secretariat's diverse global experience, they will also actively provide knowledge sharing and guidance, together with an oversight and quality assurance role in regard to program implementation. ECW will additionally, in consultation and agreement with their own governance structures, be responsible for: approving any major adjustments to the program that are proposed by the Program Steering Committee; reviewing high-level reports on progress of the program; and approving utilisation of additional donor funding. Donors will sign a contract with the Grant Management Agency allowing them to deposit their financial contributions into the Joint Program Account.</p>
Program Steering Committee (PSC)	<p>In order to ensure coordination between humanitarian and development partners, an in-country Program Steering Committee (PSC) will be established to ensure high-level oversight for the program.</p> <p>The PSC will be composed of National Cluster, MoEHE, development partners and donor representatives at the heads of agency level and representatives of civil society and program beneficiaries.</p> <p>The primary responsibility of the PSC is provision of overall strategic guidance for the program. Based on the recommendations of a Technical Team (see below), the PSC will endorse the selection implementing partners (IPs). In cooperation with the Grantee Agent, who will confer closely with ECW, the PSC will lead the policy advocacy and resource mobilization efforts for the program within Puntland.</p>

Governance Body	Roles and Responsibilities
	The PSC will report to the ECW Secretariat on a biannual basis to ensure accountability for the program results and money spent. Prior to, and in the course of, program evaluations, the PSC will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.
Program Advisory Committee (PAC)	In order to ensure effective multi-sectoral coordination, the in-country PAC will provide written advice to the PSC. The PAC will consist of voluntary ministry representatives, including: Ministry of Health; Ministry of Finance; Ministry of Planning; Ministry of Water; Ministry of Livestock; Ministry of Fisheries; Ministry of the Environment.
EiE Working Group Technical Team	To avoid duplication and ensure consistency, the EiE Working Group Technical Team (WGTT) is an in-country review and advisory committee consisting of nominated EiE WG members with the addition of at least two development partner representatives who have significant experience in the education sector in Puntland, including experience in the design and implementation of large-scale programs. During the implementation phase, the WGTT will help to ensure coherence in IP interventions and will liaise directly with the Grant Management Agency. The WGTT will ensure the standardization of approaches in different education interventions with respect to cost-efficiency and cost-effectiveness. This may include common assessment tools, capacity development efforts and teaching and learning materials among other program components. The WGTT, in consultation with the Grant Management Agency, will also provide guidance in the development of project-specific M&E plans and reporting mechanisms. Prior to and in the course of program evaluations the WGTT will serve as the Evaluation Reference Group, advising the PSC.
Grantee	Following extensive analysis of proposed governance structure options by the ECW TF, in consultation with donors and the ECW, the PSC, (consisting of representatives from WFP, TASS, Mercy Corps and lead by the MoEHE) has unanimously recommended Save the Children as Puntland Grantee for the purpose of delivery of quality funds and results for the MYRP. The decision was made through a competitive, transparent and SAG+ endorsed process. Presumably, this decision is based on Save the Children's competitive advantage as an organization that is able to provide a high quality and cost-effective financial management and scale-up of fund, applying a variety of technical resources. Save the Children's regional and global leadership roles within the education sector, strong working relationships with key partner and agencies in the EiE and Education Sector Working Groups will surely benefit the quality of results achieved within Puntland. The grantee will deliver dedicated resources for programme management, monitoring and evaluation and capacity building of implementing partners on a set package of key sector standards. The grantee will be accountable for overall program oversight, initial receipt and disbursement of funds, fiduciary management and submission of holistic program reporting for the Puntland MYRP. More specifically, it will be responsible for: administrative management of the program; receiving donor contributions; disbursement of funds to IPs; consolidation of periodic and final financial reports and statements; and conducting external audits. To facilitate a more efficient collection of future funds it is proposed the grantee establishes a pooled fund, signing contracts with contributing donors, allowing them to deposit their financial contributions in the program account specific to Puntland ECW MYRP. Contributing donors will have full access to reports submitted to ECW. The rationale behind the approach of a pool fund is to reduce transaction costs between the donor and implementing partner and provide support across a range of education transitional services under one strategic plan. The grantee will be responsible for overall program coordination. In this regard, it will undertake the following tasks, among others: overall coordination of IPs; compilation of annual work plans; consolidation of program reports; monitoring of IPs; and reporting to the PSC. This will also include: costing for undertaking cross programme activities related to advocacy, capacity and systems development; information management; program

Governance Body	Roles and Responsibilities
	coordination; and program monitoring and evaluation.
Implementing Partners	All IPs will be selected through a timely and transparent process. The grantee will not be responsible for selection of IPs. In line with the Localisation Agenda, it is however recommended that the process and selection give special consideration to inclusion of local NGOs and CSOs. Any selected IPs (ex. INGOs, local NGOs, civil society organizations) will assume full programmatic and financial accountability for funds disbursed by the grantee. They will directly implement the activities in terms of sub-contracts signed with the grantee and contribute to the achievement of common program targets. The IPs will conduct field-level monitoring and provide reports as stipulated in the sub-contracts and based on the agreed project-specific results in conformance with the overall program indicators and timelines. The IPs will be responsible for ensuring that program beneficiaries participate in decision making and that their concerns are both heard and acted upon; in the program inception phase specific mechanisms will be developed in this regard for reporting to the grantee and the PSC.
IDPs and host community	IDPs and host communities and parents play a very important role of ensuring school going-age children go to school, as do school level committees such as School Management Committees and Community Welfare Committees. Therefore, deliberate efforts will be put in place to seek the views of these groups in the planning and implementation process, so that their needs can be recognized and addressed.
Public-private institutions	The MoEHE and partners shall explore opportunities for public-private partnerships and work with the private sector. There is need to engage the private sector to harness their contribution, expand provision of services and capacities, create sustainable approaches and provide more resources to support the plan.

The following principles will govern the management structure

- MoEHE involvement within the MYRP and its implementation should be maintained and supported.
- The management structure should allow the widest possible range of donors to finance the MYRP. This means that robust fiduciary safeguards and risk management procedures are essential.
- Consultation with stakeholders, including those in affected areas, and clear decision-making processes are transparent and explicit.

Save the Children as Grantee

As part of the grantee role, SC will ensure provision of sufficient Technical Education, Meal (Monitoring, Evaluation, Accountability and Learning), Financial Management, Awards (Grants), Education and Child Safeguarding oversight and support in addition to sufficient administrative staff.

Save the Children is committed to accountable and transparent ways of working and collaborative approaches with the MoEHE, implementing partners, and UN agencies. In terms of its own internal functioning, Save the Children follows a learning and evidence-based approach and regularly looking at how to make internal governance and management systems and processes more effective, and build that learning into its onward operation.

Save the Children works extensively with local NGOs and CSOs in Puntland, with a mandate to support their development and build capacity in the delivery of locally-led development and humanitarian response activities. The agency's strategic position as both a leader in the sector, strategic partner of the MoEHE, and key partner of local CSOs, makes them well-placed to undertake a coordination and capacity-building role.

As granteefor the Puntland MYRP Save the Children will actively confer with the appropriate roles within parallel MYRPs in the region to ensure good practices are shared and adapted, thereby ensuring that sufficient coordination is taking place between agencies delivering related activities at a regional level.

Ensuring Transparent Governance

- The MoEHE is represented in the governance structure through membership of the PSC and its advisory structure, the WGTT; with active participation and engagement, alignment with MoEHE priorities is thus ensured.
- The WGTT will support the PSC and make recommendations to aid decision making.

- All sub-contracts with IPs will require commitment to the program results framework and budget allocations.
- As stipulated above, only the PSC will have the authority to approve changes to the results framework and budget allocations (based upon recommendation of the Education Cluster and Technical Team)
- IPs will be selected through a transparent and competitive process. The grantee will not participate in the selection process of IPs. Terms of reference for the IPs will be approved by the PSC and will explicitly relate that the grantee is not responsible for decisions of selection of partners or allocation of funding.
- A transparent communication strategy will ensure public availability of key documents, including using web-based materials.

Program Management and Coordination

The program will be directed strategically by the MOEHE through oversight by the Program Steering Committee (PSC) chaired by the MOEHE and comprising key stakeholders (such as UN agencies, development partners, beneficiary representatives and donors). The PSC will meet twice per year and additionally as program circumstances dictate.

Save the Children as the Grantee will be responsible for day-to-day, month-on-month and year-on-year coordination and fiduciary management of program implementation, ensuring that all program interventions are appropriately designed, implemented, monitored and evaluated.

Specific roles of SC as the Grantee include:

- Receipt of donor funds and disbursement of funds to IPs at direction of PSC,
- Working in partnership with ECW, MoEHE and other key partners to raise additional funds against total needs established in Puntland MYRP. SC Somalia benefits from a productive and familiar relationship with Ministry of Education & Higher Education (MOE&HE), local communities, (I)NGOs and other agencies. Our positive ways of working have enabled SC Somalia to reach more than 35,000 children (16,135 or 46% girls) in Puntland through our education programs in 2017/18 academic year alone, providing Basic formal education, Alternative Basic Education (ABE); and Education in Emergencies (EiE). Across our education programs, we ensure special measures are included to ensure the enrolment and retention of girls, as well as inclusive measures for children with disabilities. Of particular interest may be the fact that Save the Children is not only a Grantee for GPE but also hosts an NGO Education Consortium functioning as Grantee within the \$11 Million ECW MYRP in Uganda. The trust placed in Save the Children by donors, and our success so far as Grantee demonstrates our firmly established capacity to effectively manage and distribute funds, management financial risk, maintain accountability measures and ensure effective and compressive reporting.
- Monitoring progress of projects with IPs (including annual targets) and coordinating evaluation (in coordination with independent Monitoring Entity),
 - Ensuring that implementing partners follow the agreed reporting process, (semi-annual and annual progress reports, and final reporting), and consolidating reported results for the MYRP Steering Committee with donors and ECW Secretariat,
 - Monitoring programme level risks, and ensuring appropriate risk management measures by implementing partners – including child safeguarding risks,
 - Coordinating programme scale-up, at direction of PSC, with existing or new partners based on additional funding received,
 - Organising meetings and reporting to the MYRPR PSC, ECW and other Donors,
 - Organising annual and mid-year programme reviews and preparing programmatic evidence-papers for decision-making at steering committee level.

Management of Funds

SC will contract and disburse funds to IPs using its own financial modalities and implementation models. SC will be responsible for:

- Receiving ECW contributions towards Puntland MYRP;
- Contracting IPs, subject to approval by the PSC;
- Requesting approval for funds release by the PSC;
- Ensuring that utilization by IPs of grants governed by sub-contracts complies with: (i) the MRYP; (ii) the applicable ECW and donor policies and guidelines for the specific grant; and (iii) the IP's own proven programme and financial management policies and procedures

- Undertaking fiduciary oversight and independent programmatic oversight and audit processes;
- Monitoring MYRP implementation progress at both the recipient and sub-recipient levels and reviewing recipients' and sub-recipients' financial and program reports for adherence to requirements and technical soundness;
- Review and consolidation of periodic and final financial reports and statements.

Implementing Partners

Selection of the Implementing partner(s)

The process for selection of the Implementing Partner (IP) will more or less follow the same process as the grantee. The Grantee and the MOEHE will draft a concept note instead of the Expression of Interest (EOI) where they will first draft the Concept Note (CN) template, share with Cluster for technical inputs; and the grantee will approve the final template. The concept note will provide guidance on how the IP will implement the ECW MYRP activities; where they will implement and how much the budget will be. The project selection must be cost efficient and a limited number (2-4) implementing partners should be selected.

The Cluster will draft the eligibility criteria and share with SAG+ for inputs and agreement which will include a technical criterion (EiE capacity; active cluster member etc.); operational criteria (present in targeted areas); and risk management criteria (HACT; OCHA etc.). The risk management criteria will be determined by the Grantee in accordance with internal requirements.

The CN will include guidance notes on scope of projects which is to be developed by the MoE and Grantees. The technical people including Grantees of the Steering Committee (SC) will facilitate the IP selection and should ensure a transparent review of the concept notes with agreed upon procedures prior to the call for CNs. Selected CNs should be presented to SC for final approval. Where the grantee also wants to apply for the IP, then SC members will review the concept note for grantee and see if the grantee has capacity to be an IP. No Grantee will review their own CN. The Cluster will provide technical support in the CN review process, and the CN will be approved by SC. The Grantees will do a final review of approved CNs to ensure they are fully aligned with internal requirements before contracts are signed.

Programme Implementation

Program implementation will be undertaken by implementing partners (IPs), who will design projects meeting defined criteria and requirements of the program and will obtain grant funding through a competitive bidding process. A partnership or consortium approach will be encouraged, with weight being given in the assessment of proposals to strong partnership arrangements that maximise coordination and complementarity between agencies, with partners bringing their respective strengths to the projects. This will help to ensure a strong role for a wide range of partners in implementation, including local and international NGOs and civil society organisations.

Each implementing partnership or consortium will implement individual projects according to designs approved by the PSC and in accordance with MYRP requirements. As with any consortium arrangement, a single eligible agency must act as lead.

The selection of IPs will adhere to the same process by which the Puntland MYRP Grantee was selected. Please reference Annex 3 "Grantee selection ToRs, background documents" for further information.

IPs may need to complement MYRP funding with their own resources, in line with the MYRP, through bilateral agreements with SC. In such cases the IP must ensure coordination with SC as the grantee and the WGTT. This will include reporting by IPs in line with the requirements of the MYRP.

Considering partner's commitment to reach the most marginalised and vulnerable girls and boys in Puntland, child safeguarding is the foremost priority of the MYRP. Ensuring that all girls and boys are protected and that the program does not harm children and the communities within which they live is essential. Consortia lead must all adhere to strict Safeguarding and Child Safeguarding policies and procedures and will be responsible for ensuring that all downstream partners, with whom they work, are sufficiently trained in safeguarding and comply with organisational policies and procedures. In addition, the programme will have robust accountability mechanisms which will be established and sensitised amongst communities within which the programme will work, so that all stakeholders are able to record complaints and/or concerns about any aspect of MYRP programming. Such complaints will be formally recorded so that appropriate action taken. If a safeguarding incident were to occur, the PSC will notify the donor in a timely manner, as per safeguarding reporting procedures.

Additionally, Education partners within Puntland are equally committed to ensuring that staff work in a safe and conducive environment free of Sexual Exploitation and Abuse. Consortia leads must all adhere to strict SEA policies and procedures and will be responsible for ensuring that all downstream partners, with whom they work, are sufficiently informed and prepared to prevent and address incidents in a sensitive and appropriate way in accordance with organisational policies and procedures.

Cross-cutting activities

- **Child Safeguarding:** Child Safeguarding is of upmost importance to the implementation of this Programme. Senior Child Safeguarding staff will be responsible for ensuring that Child Safeguarding risks are mitigated through awareness and prevention and cases are addressed appropriately through reporting, investigation and follow-up. In the case that IPs do not have strong internal policies and mechanisms for Child Safeguarding, support will be provided to build capacity.
- **Monitoring and Evaluation:** The ECW MYRP Programme will have one shared Results Framework (logical framework) for all implementing partners. As grantee Save the Children will be responsible for ensuring there is one shared understanding and interpretation of the indicators and means of verification included in the Framework. While IPs will be expected to submit reports as agreed, the grantee will take full responsibility for further analysis and compiling progress into one document. Program/MEAL Managers and relevant Education Technical Specialists will conduct periodic monitoring of projects and support implementing partners to put in place real-time corrective action plans.
- **Gender equality and inclusion:** The grantee will work directly with all implementing partners to ensure that an equity and equality approach is applied, and gender considerations are fully addressed throughout programme design and implementation. Save the Children's Gender Equality Marker will continue to be utilized to assess gender inclusiveness at programme-level, providing an opportunity not only to increase gender sensitivity within programming but also capacity. Implementing partners will be expected to demonstrate sufficient capacity to include gender considerations in all aspects of their programming.
- **Accountability:** Working with implementing partners to establish a programme-wide framework on accountability to affected populations. Complaints, response and feedback (CRM) mechanisms are of critical importance to ensure the feedback loop is closed and that affected populations' voice is heard and considered in the implementation of this programme. This is not only critical for community empowerment and ownership, sustainability, acceptance and programme quality, but is also a key mechanism for identifying safeguarding and fraud risks.
- **Learning:** Compiling, synthesising research and learning activities undertaken by implementing partners, as well as directly undertaking relevant cross-programme research to promote relevant learning that contributes to the programme goal.
- **Quality and technical standards:** Ensuring quality and technical harmonization through joined-up planning, ongoing monitoring, technical oversight, advisory and support. In addition, ensuring adherence to all national and international technical standards, guidelines and best practices.

Mitigation of Conflict of Interest

The grantee is dedicated to ensuring Conflicts of Interest are avoided at all levels. The responsibilities are clearly detailed above and deal primarily with financial management/disbursement of funds received from donors, coordinating MEAL, reporting and technical assistance.

Transparent Governance is to be ensured through the following:

- The MYRP was developed through a highly consultative process during which key EiE actors (including MoEHE, UNICEF and NGOs) communally developed and approved narratives, budgets and the grantee selection process. All decisions concerning design, including selection process of grantees, have been consensus based as required by ECW
- All Programme agreements will outline commitment to the joint results framework and budget allocations.
- Only the PSC has the authority to approve changes to the results framework and budget allocations.
- The grantee, a neutral and independent body, will not take part in processes purposed for selection and funding of IPs.
- The grantee will be accountable to the PSC and ECW

- Implementing partners will be selected through a transparent and competitive process that will allow for fair and open competition (in particular for key local NGOs). Terms of reference of the will be approved by the PSC.
- Contracting of implementing partners will also be approved by the PSC Steering Committee.
- Funds disbursement will follow ECW's standard procedures
- A transparent communication strategy will ensure public availability of key documents, including web-based materials

LEGAL CONTEXT AND RISK MANAGEMENT

Legal Context Standard Clauses

The MYRP has been developed in compliance with the existing legal framework of Somalia. This ECW programme will therefore fully comply with all current and relevant legal and policy provisions of the government. Furthermore, it will comply with all standard legal requirements of ECW as stipulated in the Grant Contract Letter and its attachments.

With regard to sub-granting, implementing partners will be required to comply with a set of legal provisions as stipulated in the Grant Management Agency, Save the Children International's standard Sub-Award Agreement. Implementing Partners will be responsible for their own fraud, safeguarding and risk management and will bear any associated disallowances directly. These include, among others:

- (a) *The Partner agrees to cooperate fully with and to facilitate such monitoring activities, including arranging access to sites, personnel and relevant Project or financial documentation. The Partner also agrees to implement any agreed recommendations arising from an investigation or audit carried out under this clause within any agreed timeframe.*
- (b) *The Partner shall ensure:*
 - (i) *its staff associated with the Project attend training on the SCI Child Safeguarding Policy provided by SCI; and*
 - (ii) *any concerns about possible breaches of the SCI Child Safeguarding Policy are brought immediately to the attention of Save the Children. The parties will agree how such concerns will be investigated safely, confidentially and in a timely manner. Any investigation in relation to violations of the SCI Child Safeguarding Policy must take into consideration the best interests and safety of the child(ren) involved.*

Fraud, Bribery and Corruption

- (a) *The Partner shall ensure that all assets, funds and resources associated with the Project are protected from all fraud, corruption, loss, misappropriation or misuse.*
- (b) *The Partner shall recognise and abide by SCI's zero tolerance approach towards fraud, bribery and corrupt practices and shall fully comply with all applicable laws, statutes, regulations and codes relating to fraud, bribery and corruption.*
- (c) *The Partner shall notify SCI immediately upon becoming aware of detected, suspected, or attempted fraud, bribery or corruption and will investigate and take action against any fraud, bribery or corruption which affects this Project. The SCI Fraud, Bribery and Corruption Policy forms an integral part of this Agreement.*

Terrorism and Prohibited Parties

- (a) *The Partner shall not engage in any financial transaction or other dealing with a prohibited party (i.e. an individual or entity that is proscribed or designated on an official government, EU or UN list because it is directly or indirectly involved in terrorism activities or activity on behalf of a sanctioned country) ("Prohibited Party") in connection with this Agreement.*
- (b) *The Partner shall provide to SCI for vetting purposes the full names and full dates of birth of its key staff. For the avoidance of doubt, this requirement does not extend to beneficiaries. The Partner shall inform SCI as soon as possible each time a member of key staff leaves the Partner or is otherwise no longer key staff and shall provide to SCI for vetting purposes the names and dates of birth of any new key staff.*
- (c) *The Partner shall inform SCI immediately if, during the course of this Agreement, it becomes aware of any link whatsoever between the Partner and any organisation or individual who may be perceived to be linked in any way to terrorism or who appears on any sanctions list, including but not limited to any detected, suspected or attempted:*
 - (i) *financial transaction or other dealing with a Prohibited Party or a terrorist group; or*
 - (ii) *diversion of Project assets, funds or resources to a Prohibited Party or a terrorist group.*

GOVERNING LAW

*This Agreement and any non-contractual obligations arising out of or in connection with this Agreement shall be governed by and interpreted in accordance with English law. Subject always to compliance with the dispute resolution procedure laid down by the provisions of Clause **Error! Reference source not found.**, any dispute or disagreement arising out of or in connection with this Agreement which cannot be amicably settled amongst the parties hereto shall be submitted to the courts of England and Wales.*

Any UN agencies who will be implementing partners under this Programme will also need to comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS).

Risk Management Standard Clauses

Existing and emerging risks will be managed against a comprehensive risk matrix. This includes the assessment of gross/inherent risks on an impact-likelihood scale, key risk mitigation actions and controls, assessment of the residual risk and designed risk owners and managers. Risks have been categorized based on context, delivery, safeguarding, operational and fiduciary.

A separate Child Safeguarding Risk Assessment specifically looks at activities or factors which have the potential to raise the level of risk in regard to a child or may possibly result in harm to a child involved in the Programme. The CSG risk assessment defines required mitigation actions to enable and guarantee safe programming. The Grantee will bear full responsibility for any risks that the Programme may generate or exacerbate within its control and be accountable to effectively managing such risks to minimize the level of residual risk to a minimum or zero level.

Both the overall risk matrix and CSG risk assessment will be regularly monitored and updated by the Grantee throughout implementation as developments in the context require. Implementing partners will be required to follow the same approach with regard to their sub-grant-specific risk management plans.

Implementing partners will also be required to comply assurance measures and processes as well as standard clause of the abovementioned Sub-Award Agreement, namely:

Suspension or termination due to security and fraud risk

If:

- (a) there is a security risk in the geographic areas of; or
- (b) there is suspected to be systematic fraud, corruption or a diversion of funds within, the Project's operations which could significantly impair the developmental value of the Project or present an unacceptable level of risk to a party,

then the parties shall consult at the earliest opportunity on measures to resolve the problem and identify possible courses of action. In the event that the parties agree to suspend or terminate this Agreement, shall apply with the necessary modifications.

ANNEXES

Annex I: Multi-Year Work Plan and Budget

Total Program Budget and ECW Seed Funding

		Total Budget							
No.	ECW MYRP Budget Puntland	Unit	Quantity	Unit cost	Frequency	Allocation	Total budget	ECW Seed Fund budget	Total budget after seed funds
PRORAMME COSTS									
Outcome I: Increased equitable access to education for all crisis-affected children (50%girls) and youth (50%women), including children and youth with disabilities									
Output I.1: Crisis affected children and youth have access to learner friendly schools									
I.1.1	Provide skills training and livelihood opportunities for crisis affected youth (50% girls) includes user fees and examination/certification	Trainees	376	720	3	100%	812,160	86,400	725,760
I.1.2	Provision of scholarships for vulnerable and crisis-affected children (50% girls)	Children	6,670	10	27	100%	1,800,900	45,900	1,755,000
I.1.3	Provide incentives to teachers (emergency)	Teachers	1,028	100	30	100%	3,084,000	144,000	2,940,000
I.1.4	Develop and implement guideline for Alternative Basic Education/Accelerated Learning Program for crisis affected children	ABE Levels	5	5,300	1	100%	26,500	10,600	15,900
I.1.5	Set up drop out tracking system and establish easy transfer mechanism	System	2	30,000	1	100%	60,000	30,000	30,000

1.1.6	Provision of school feeding to crisis affected children particularly rural areas and IDPs	Children	253,300	1	30	100%	7,599,000	99,000	7,500,000
1.1.7	Provide and distribute sanitary kits to grown up girls in school	Girls	153,500	5	2	100%	1,535,000	35,000	1,500,000
1.1.8	Provide teaching and learning materials including uniforms for students	students	310,000	8	1	100%	2,518,750	325,000	2,193,750
1.1.9	Provide training materials for youth skills training programs	Persons	220	68	2	100%	29,920	10,880	19,040
1.1.10	Piloting 14 leap Learning Labs to improve literacy and numeracy of the students in the schools (procurement of tablets, materials, math, facilitators stations, on time investment, Installation of electricity, security guards and rehabilitation of centers	Lab	14	7,500	1	100%	105,000	30,000	75,000
Sub total							17,571,230	816,780	16,754,450
Output 1.2: Community awareness on importance of education enhanced									
1.2.1	Conduct community mobilization and back to school campaigns, Community-level advocacy campaigns on inclusive education to disadvantaged children (e.g CWD, girls, remote locations, minority communities, IDPs) and Parental and community involvement in children's learning (basic literacy and numeracy levels) includes Community Action, Reading Thons, Story Telling, Drama etc	Schools	200	200	3	100%	120,000	60,000	60,000

1.2.2	Train Community Education Communities (CEC) on education and school management	CEC members	200	150	1	100%	30,000	15,000	15,000
Sub total							150,000	75,000	75,000
Output 1.3: Girls and boys and youth from pastoralist and agro-pastoralist communities accessing equitable and quality NFE/Alternative Basic Education									
1.3.1	Introduction of Interactive Radio programme;	Radios	10,300	150	1	100%	1,545,000	45,000	1,500,000
1.3.2	Establishment of camel libraries in 60 centers	Centers	60	1,000	1	100%	60,000	10,000	50,000
1.3.3	Provision of solar lamps to learners	Solar Lamp	32,000	25	1	100%	800,000	50,000	750,000
1.3.4	Support/ establish 60 ABE centers.	ABE centers	60	1,000	1	100%	60,000	40,000	20,000
Subtotal							2,465,000	145,000	2,320,000
Outcome 2: Improve learning skills (Outcomes) for crisis affected children									
Output 2.1: Children and youth receive timely and quality education									
2.1.1	Train Teachers in Crisis Contexts (TICC) in emergency-prone areas and provision of coaching to crisis affected children	Teachers	1,248	90	3	100%	336,960	18,900	318,060
2.1.2	Provide in-service training to teachers in crisis affected schools (Diploma - 4 Semesters)	Teachers	600	1,380	2	100%	1,656,000	276,000	1,380,000
2.1.3	Provision of textbooks and supplementary reading books including distribution costs	Learners	160,000	6	1	100%	960,000	180,000	780,000

2.1.4	Support payment of grade eight and form four national examination fees for crisis affected children	Learners	4,000	30	3	100%	360,000	90,000	270,000
2.1.5	Develop School Improvement Plans that incorporate risk reduction	Schools	200	1,000	3	100%	600,000	21,000	579,000
2.1.6	Female Mentorship program and coaching	Female Mentors	140	550	2	100%	154,000	44,000	110,000
Sub total							4,066,960	629,900	3,437,060
Output 2.2: Quality of the learning environment improved									
2.2.1	Conduct school-based community led hygiene promotion campaigns	Schools	200	150	1	100%	30,000	15,000	15,000
2.2.2	Procurement of sanitation tool kits	Kits	200	200	1	100%	40,000	20,000	20,000
2.2.3	Training of CEC, CWC and teachers on hygiene promotion	Persons	600	150	3	100%	270,000	45,000	225,000
2.2.4	Construct/ rehabilitate learner-friendly WASH facilities (latrines and water berked)	Facilities	100	7,000	1	100%	700,000	77,000	623,000
2.2.5	Provide solar lamps to learners in IDP schools	Learners IDP schools	16,000	60	1	100%	960,000	18,000	942,000
2.2.6	Provision of classroom furniture	Schools	50	1,760	1	100%	88,000	49,280	38,720
2.2.7	Support the MOEHE to initiate and establish a standardized national Measuring learning Office and assessment in ECW supported schools	Assessm ent	2	9,400	2	100%	37,600	18,800	18,800
Sub total							2,125,600	243,080	1,882,520
Outcome 3: Safe and protective learning environment are provided for crises affected children.									
Output 3.1: Create awareness to government, teachers and CEC members on Schools as Safe Zones (SZOP)									

3.1.1	Create awareness to government, teachers and CEC members on Child safeguarding and Schools as Safe Zones (SZOP)	Persons	800	150	3	100%	360,000	24,750	335,250
3.1.2	Provision of First Aid kits to schools (Includes replenishment)	Kits	200	200	1	100%	40,000	27,000	13,000
3.1.3	Training of teachers, CEC and children on first aid services	Persons	400	150	3	100%	180,000	6,750	173,250
3.1.4	Training of teachers, CEC & CWC members on Psychosocial Support (PSS) and Psychosocial First Aid (PFS)	Persons	600	150	3	100%	270,000	42,750	227,250
3.1.5	Development of IEC (Information Education and Communication) material to safeguard children	Schools	200	100	1	100%	20,000	15,000	5,000
Sub total							870,000	116,250	753,750
Output 3.2: Education facilities designed to protect children from any form of harm									
3.2.1	Construct new schools (3 classrooms, 1 teacher office, 1 store, segregated latrines, Elevated water tank and fence around the school) in hard-to-reach areas (accessible to children with disabilities)	Schools	50	50,000	1	100%	2,500,000	200,000	2,300,000
3.2.2	Construct additional learner-friendly permanent classrooms to existing school (accessible to children with disabilities)	Classrooms	120	13,000	1	100%	1,560,000	117,000	1,443,000
3.2.3	Rehabilitate learner-friendly permanent classroom (accessible to Children with Disability)	Classrooms	100	6,000	1	100%	600,000	54,000	546,000
3.2.4	Construction of girl-friendly spaces	Girl Friendly spaces	90	13,000	1	100%	1,170,000	26,000	1,144,000

Sub total							5,830,000	397,000	5,433,000
Output 3.3: Policy and Legislative frameworks Developed and operationalized.									
3.3.1	Disseminate/reinforce the School Code of Conduct / Teachers' Code of Conduct and Puntland Plan of Action for Children (PPAC) to school communities	Schools	200	400	1	100%	80,000	42,000	38,000
Sub total							80,000	42,000	38,000
Output 3.4: Support to children in need of protection services strengthened									
3.4.2	Train Community Welfare Community members of case management and support referral systems (Case Management)	Persons	1,350	150	2	100%	405,000	45,000	360,000
3.4.3	Support children clubs to organize conference and discuss child protection issues that affecting their development and wellbeing by focusing on sustainable development goals(SDGs)	Schools	200	3,600	1	100%	720,000	14,400	705,600
3.4.4	Develop, adopt DRR plans and school code of conduct	Schools	200	1,000	1	100%	200,000	30,000	170,000
3.4.5	Child resilience training for children and parents/caregivers at school level	Persons	715	150	3	100%	321,750	51,750	270,000
Sub total							1,646,750	141,150	1,505,600
Output 3.5: Children empowered to participate in issues affecting their wellbeing									
3.5.1	Provision of recreational premises / equipment and materials	Schools	200	1,500	3	100%	900,000	49,500	850,500
Sub total							900,000	49,500	850,500
Outcome 4: Increased Continuity of education for crisis affected children and youth									

Output 4.1: Emergency response coordination mechanisms established and strengthened									
4.1.1	Incentives of inclusive community-level emergency response teams (ERT)	Focal Persons	16	310	10	100%	49,600	31,000	18,600
4.1.2	Training of community members in development of emergency response plans (ERP) and development of ESP.	Persons	200	150	3	100%	90,000	-	90,000
Sub total							139,600	31,000	108,600
Output 4.2: Capacity of schools and local communities in implementation of EiE (Preparedness, Response and Recovery) enhanced									
4.2.1	Capacity building of education officials, and teachers on education in emergencies and resilience building	Persons	500	150	3	100%	225,000	40,050	184,950
Sub total							225,000	40,050	184,950
Output 4.3: Advocacy and prioritization of education in emergencies strengthened									
4.3.1	Training and engagement of media personnel to report and advocate for EiE	Persons	150	170	3	100%	76,500	23,970	52,530
4.3.2	Development of an Emergency Advocacy Plan for Puntland	Plans	2	5,000	1	100%	10,000	5,000	5,000
4.3.3	Hold a national conference on education in emergencies (2021): the Case of Puntland	Conference	7	9,000	1	100%	63,000	9,000	54,000
Sub total							149,500	37,970	111,530
Output 4.4: Mainstreaming sustainability and resilience building approaches in EIE									

4.4.1	Support schools and community members to generate revenue through implementation of income generation activities (IGAs) (borehole, drilling rig)	Regions	9	130,000	1	100%	1,170,000	130,000	1,040,000
4.4.2	Establishment of an early warning system and networking cards derived from neighborhood countries to support EIE (for resilience and continuation of education)	Regions	9	2,000	1	100%	18,000	8,000	10,000
4.4.3	Prepositioning and replenishment of supplies (e.g school in a box and Non Food Items such as tents and mats)	Box	3,030	200	1	100%	606,000	50,000	556,000
Sub total							1,794,000	188,000	1,606,000
Outcome 5: Strengthen education management systems									
Output 5.1: Enhance EIE stakeholder capacity									
5.1.1	Train and build the capacity of MoEHE staff on scope, coordination and administration and on conflict sensitive education and planning of education in crisis contexts of EiE to ensure relevant staff can complete their jobs effectively	Persons	60	200	2	100%	24,000	12,000	12,000
5.1.3	Train Community Education Committee members and teachers on Safe Schools, contingency planning, Disaster Risk Reduction plans, maintenance and management of learning spaces.	Persons	300	150	1	100%	45,000	4,500	40,500

5.1.4	Contextualizing INEE tools and translating into Somalia language to adopt it quickly	Documents	6	2,000	1	100%	12,000	6,000	6,000
5.1.5	Training of MoEHE staff on early warning and mitigation systems / preparedness planning	Persons	220	100	1	100%	22,000	2,000	20,000
5.1.6	Construction of Examination production center (Including furniture and equipment's needed)	Center	1	150,000	1	100%	150,000	150,000	-
Sub total							253,000	174,500	78,500
Output 5.2: Strengthening Government-led coordination mechanisms, building capacities to sustain education services while at the same time supporting learners and groups at greatest risk									
5.2.1	Support EiE Technical Working Groups to smoothly conduct monthly EiE WG meetings at regional level	EiE focal persons	12	100	36	100%	43,200	10,800	32,400
5.2.2	Support in developing education-sector wide EiE contingency plans to be adhere to and implemented by relevant actors. (Hire consultants)	Consultant	7	20,000	1	100%	140,000	20,000	120,000
5.2.3	Integrate updated EiE data into the decentralized EMIS System	Regions	9	3,000	1	100%	27,000	-	27,000
5.2.4	Support Creation of Education in emergency project database	Database	1	25,000	1	100%	25,000	25,000	-
5.2.6	Establish electronic data collection management system at MoEHE	Lot	1	9,000	1	100%	9,000	-	9,000
Sub total							244,200	55,800	188,400
Outcome 6: Communities attitude towards girls education is improved									
Output 6.1: Gender mainstreaming in MOEHE Policy documents and legal frameworks									
6.1.1	Review and incorporation of EiE in MOEHE Gender Policy	Policies	1	12,000	1	100%	12,000	12,000	-

6.1.2	Training MOEHE and development partners on gender mainstreaming with focus on education in emergencies	Persons	80	100	3	100%	24,000	6,000	18,000
6.1.3	Publishing and printing of MoEHE Gender Policy for 200 schools	regions	5	10,000	1	100%	50,000	20,000	30,000
Sub total							86,000	38,000	48,000
Output 6.2: Protection of girls especially in rural areas enhanced									
6.2.1	Establish and support management of child forums in schools	Clubs	200	1,000	3	100%	600,000	9,000	591,000
6.2.2	Train members on children's forums (girls and boys) at school level on Life Skills	Schools	200	100	3	100%	60,000	7,500	52,500
6.2.3	Implement Girls Mentorship Programs in school community awareness and mobilization campaigns on the harmful practices and importance of girls' education.	Groups	517	200	3	100%	310,200	10,200	300,000
Sub total							970,200	26,700	943,500
Total program Cost							37,102,040	3,102,680	33,999,360
OPERATION COSTS									
Outcome 7: Monitoring and Coordination									
7.1	Project monitoring (quarterly monitoring)	visits	9	4,000	10	100%	360,000	40,000	320,000
7.2	Launching, coordination and review meeting	Meetings	18	3,288	3	100%	177,552	49,320	128,232

7.3	Development, Dissemination of knowledge materials, lesson learnt and research findings of EIE	Research	8	4,000	2	100%	64,000	8,000	56,000
7.4	GMA Costs (Operational Costs)	Lump sum	10	167,206	3	100%	5,016,173	474,617	4,271,552
7.5	GMA Costs (Administration Costs)	Lump sum	10	9,430	3	100%	282,892	55,290	497,607
7.6	GMA Fee (Recovery Costs)	Lump sum	10	12,364	3	100%	370,930	37,093	333,837
7.7	Conducting program Baseline, Midline and End line	Survey	1	15,000	3	100%	45,000	45,000	-
7.8	Evaluation	Lump sum	1	100,000	1	100%	100,000	-	100,000
7.9	Visibility	School	200	500	1	100%	100,000	2,000	98,000
7.1	Support MoEHE routine supervision/inspection exercise of EiE schools on a regular basis	visits	200	2,200	3	100%	1,320,000	79,200	1,240,800
Sub total							7,836,547	790,520	7,046,028
Output 8: Effective and efficient programme management									
8.1	Administration and Support Costs	Lump sum	11	648,730	1	100%	6,863,877	648,730	6,215,148
8.2	Travels (Per-diem and flights cost) local and international	Trip	108	1,500	6	100%	972,000	27,000	945,000

8.3	Vehicle Hire/ Equipment and Supplies	Vehicle	27	1,800	36	100%	1,749,600	129,600	1,620,000
8.4	Expenditure verification/Audit	Lump sum	1	400,000	1	100%	400,000	36,000	364,000
8.7	Program Manager/Team Leader	Persons	1	4,300	36	100%	154,814	38,703	116,110
8.8	Project Coordinators (100%)	persons	6	2,773	36	100%	599,024	299,512	299,512
8.9	Project officers	persons	6	1,590	36	100%	343,466	171,733	171,733
8.10	Engineer	persons	2	3,734	36	100%	268,812	26,881	241,931
8.11	Technical specialists	persons	1	7,200	36	60%	155,520	64,800	90,720
Sub total							11,507,113	1,442,959	10,064,154
Total Operation Cost							19,343,661	2,233,479	17,110,182
Total Project Cost (program + operation costs)							56,445,701	5,336,159	51,109,542
Indirect Cost (7%)							3,554,299	333,841	3,220,458
GRAND TOTAL							60,000,000	5,670,000	54,330,000

Annex 2: Risk Analysis

Please include here the acronyms relevant only for this annex, e.g., CD Country Director; etc.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Context						
Political instability in the form of tensions between Somaliland and Puntland		This should be red	The program activities will be stopped.		This should be red	CD/DCD
Clan conflict			The program activities will be stopped.			DCD/AR
Delivery						
Many targeted communities are in hard-to-reach areas and will not benefit from program interventions			The program will draw from the outset on local NGOs in hard-to-reach areas – these NGOs are familiar with the terrain and accepted by local communities			AR, PM
Safeguarding						
Child safeguarding incidents involving SCI staff, partners, contractors and other service providers.			The programme will ensure safer recruitment of staff by doing mandatory compliance vetting of all new staff. The program will also ensure that all staff, partners and other service providers engaged with the implementation of the program carries awareness and dissemination of the Child safeguarding policy, code of conduct and reporting procedures to all staff and partners.			PM
Operational						
The shortfall in funding for EiE is not fully covered by donors other than ECW			The MOEHE and the PSC will develop strategy and implementation plan for resource mobilization and engage with both private and public donors to fund EIE and fill gap of the			CD/ FD

GROSS RISK			RESIDUAL RISK		
			ECW MYRP for Puntland,		
Lack of staff or specific skills set in-country office or partners			The country office has enough in-country technical capacity to implement the programme. The recruitment process is always standardized, and objective. Where necessary, the CO will further seek technical support from save the children office Region or from the Member.		DCD
Fiduciary					
Funds are diverted to unintended and/or illegitimate uses		Should this be red?	A key criterion in the selection of the grantee and implementing partners will be sound internal controls, including financial controls throughout the implementation of the program.		FD/ Ops Director
Poor fraud management planning, leading to fraud incidents			Develop Fraud management plan, and disseminate the fraud management policy to all staff, partners, beneficiaries and other relevant stakeholders. Disseminate procedures of reporting fraud and corruption tendencies, through hotlines, and the whistle blower		FD/ Ops Director

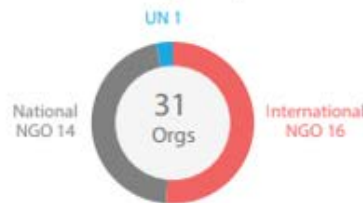
Annex 3: Education Cluster “4 Ws”

Education Cluster 4W Dashboard (as of 30 Sep 2018) Somalia Education Cluster

Overview of Need and Response



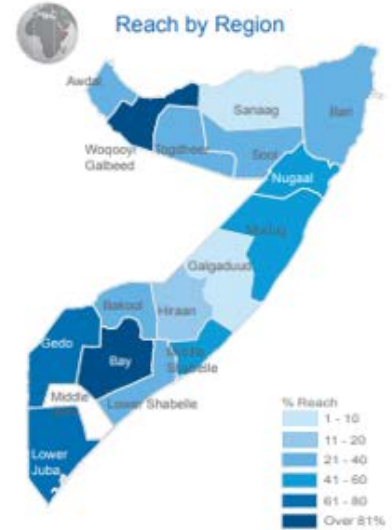
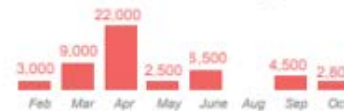
Partners by Scope



- 24 partners with completed projects
- 30 partners with ongoing projects
- 7 partners with planned projects

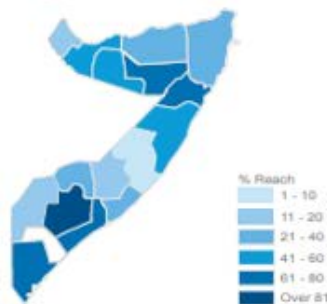
Number of children and youth (M/F) accessing safe and protected learning opportunities in emergency-affected learning environments

Decline in learners reached due to ending projects



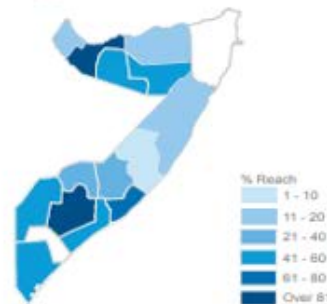
Number of school children (M/F) with access to safe drinking water

58% reach
Target: 233,443
Reach: 135,201



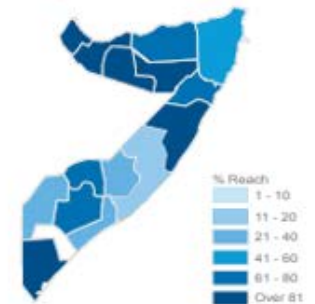
Number of children benefiting from emergency teaching and learning materials

68% reach
Target: 253,527
Reach: 172,036



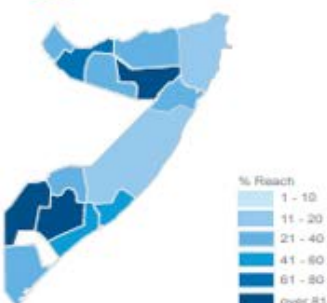
Number of children (M/F) with access to emergency school feeding

67% reach
Target: 142,277
Reach: 95,593



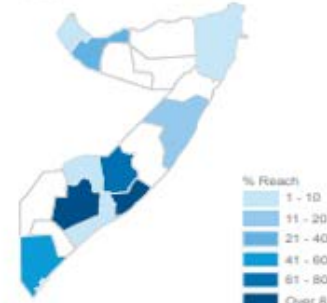
Number of teachers (M/F) supported with emergency incentives

78% reach
Target: 4,821
Reach: 3,746



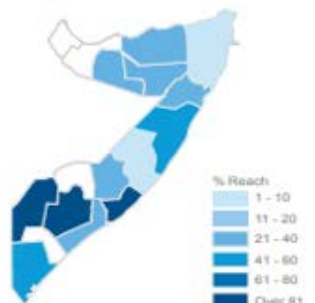
Number of required temporary learning spaces or rehabilitated schools available to emergency-affected children and youth.

26% reach
Target: 700
Reach: 193



CEC Training

81% reach
Target: 3,697
Reach: 3,000



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.
Creation date: 5 Nov 2018. Sources: Implementing Partners. Feedback: ookombo@unicef.org

Annex 4: Table showing needs of different target groups by outcome

S/N	Outcome	Target group category	Needs/vulnerabilities
1	Access: Increased equitable access to education for all crisis-affected children and youth, including children and youth with disabilities	Pastoralist girls, boys and youth	<ul style="list-style-type: none"> Girls do not have protective and separate latrines with adequate water facilities Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities The individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education Teachers are not trained on child protection, psychosocial support, counselling or mentoring. Children are not aware of their rights and their voice is not heard or respected Teachers, particularly those in remote areas. are not properly compensated (ex. hardship allowances). Teaching and learning materials (TLM) do not acknowledge or address varied needs and background of learners (ex. Girls and boys from IDP and rural settings). Vulnerable children lack the resources/means necessary to access and receive even basic education (ex. obstructive fees and cost of uniforms). School feeding programs and safe drinking water are not consistently provided, meaning girls and boys basic needs (food, water, quality education) are not met thereby interrupting their education Schools have been damaged through conflict and/or degraded over time and are no longer conducive to learning. School infrastructure not inclusive for CWD Many schools are unsafe and Safe school frameworks is not implemented in a contextualized manner. WASH facilities have been damaged through conflict and/or degraded over time and are no longer conducive to positive hygiene practices. IDP and local communities are often in conflict. Parents/care givers are not aware of the importance/benefits of education.
		Drought-affected girls, boys and youth	
		IDP and urban poor girls, boys and youth	
		CWD (Children with disabilities)	
		Girls, boys and youth living in conflict areas	
2	Learning outcomes: Learning outcomes for crisis-affected children and youth are improved	Pastoralist girls, boys and youth	<ul style="list-style-type: none"> Teachers are not trained on child protection, psychosocial support, counselling or mentoring. Children are not aware of their rights and their voice is not heard or respected Teachers, particularly those in remote areas. are not properly compensated (ex. hardship allowances). Teaching and learning materials (TLM) do not acknowledge or address varied needs and background of learners (ex. Girls and boys from IDP and rural settings). Parents/care givers are not aware of the importance/benefits of education
		Drought-affected girls, boys and youth	
		IDP and urban poor girls, boys and youth	
		CWD (Children with	

		disabilities) Girls, boys and youth living in conflict areas	
3	Safe and protective learning environments are provided for crisis-affected	Pastoralist girls, boys and youth Drought-affected girls, boys and youth IDP and urban poor girls, boys and youth CWD (Children with disabilities) Girls, boys and youth living in conflict areas	<ul style="list-style-type: none"> • Girls do not have protective and separate latrines with adequate water facilities • Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities • The individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education • Teachers are not trained on child protection, psychosocial support, counselling or mentoring. • Children are not aware of their rights and their voice is not heard or respected • Teachers, particularly those in remote areas, are not properly compensated (ex. hardship allowances). • Teaching and learning materials (TLM) do not acknowledge or address varied needs and background of learners (ex. Girls and boys from IDP and rural settings). • Vulnerable children lack the resources/means necessary to access and receive even basic education (ex. obstructive fees and cost of uniforms). • School feeding programs and safe drinking water are not consistently provided, meaning girls and boys basic needs (food, water, quality education) are not met thereby interrupting their education • Schools have been damaged through conflict and/or degraded over time and are no longer conducive to learning. • Many schools are unsafe and Safe school frameworks is not implemented in a contextualized manner. • WASH facilities have been damaged through conflict and/or degraded over time and are no longer conducive to positive hygiene practices. • Emergency response resources and contingency plans are not in place. • IDP and local communities are often in conflict. • Parents/care givers are not aware of the importance/benefits of education.
4	Increased continuity of education is ensured for crisis-affected children and youth	Pastoralist girls, boys and youth Drought-affected girls, boys and youth IDP and urban poor girls, boys and youth	<ul style="list-style-type: none"> • Youth are not prepared with the Livelihood-related skills needed to support themselves. • Communities are not considering how to address their problems using local solutions • Communities do not fully capitalize on local resources through partnership with the private sector and influential people from within the communities. • Teachers and CECs are not trained on safe school environments or DRR

		CWD (Children with disabilities)	<ul style="list-style-type: none"> Schools do not have risk reduction or contingency plans. Schools do not have an inclusive education code of conduct geared towards child protection Teachers, CECs and REO/DEOs lack training on child protection and children suffer as a result. Emergency response resources and contingency plans are not in place
		Girls, boys and youth living in conflict areas	
5	Education management systems are strengthened	Pastoralist girls, boys and youth	<ul style="list-style-type: none"> Interventions are not informed by the needs and priorities of the communities and therefore are not necessarily relevant to existing problems Interventions do not respond to the capacity building needs of responsible actors. REOs, DEOs, CECs and local community authorities are not properly engaged in identifying target populations. A mechanism for regular quality assurance does not exist The EiE unit in the MoEHE lacks capacity School management bodies lacks capacity Implementation of policies and regulations that were developed to improve the education system is weak, furthermore staff do not have the skills/capacity to operationalize. Policies for EiE and staff do not exist. Links between the MoEHE and the regions is weak as the system is not properly decentralized. The current teacher recruitment process is weak. the EMIS system does not contain updated EiE data or EiE indicators. Sound policies and effective management of educational resources is lacking. Staff at the central and decentralized levels are not trained in quality data collection or prepared to effectively analyse/utilise EMIS data.
		Drought-affected girls, boys and youth	
		IDP and urban poor girls, boys and youth	
		CWD (Children with disabilities)	
		Girls, boys and youth living in conflict areas	
6	Increasing gender equity and equality by taking affirmative actions and increase girls enrolment	Pastoralist girls, boys and youth	<ul style="list-style-type: none"> Community not sensitized on importance of education and on barriers to girls education Fees and other costs of education results in exclusive barriers for girls, preventing them from enrolling and receiving an education. Many schools are not safe for girls and do not have girl-friendly spaces i.e. WASH and recreational facilities Girls do not have protective and separate latrines with adequate water facilities The individual needs of girls (sanitary towels, protection risks) are not recognized or responded to further excluding them from receiving an education
		Drought-affected girls, boys and youth	
		IDP and urban poor girls, boys and youth	
		CWD (Children with disabilities)	
		Girls, boys and youth living in conflict areas	

Annex 5: Grant agent selection ToRs, background documents
I. List of Steering Committee members, background, selection process



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Handwritten signatures and notes:

Approved for H.S. *Approved* *Manager* *Chairman* *Chairman*



1. Introduction

The Ministry of Education and Higher Education (MoE&HE) of Puntland State of Somalia is mandated to provide, advocate and deliver education rights to the children, youth and adults, help them to meet their education needs and expand their opportunities to reach their full potential. Its vision is to build "quality education systems that guarantee and foster success for learners of all abilities".

In Puntland, ECW processes fostered education sector coordination by encouraging regular meetings of the education sector committee, joint sector reviews, and the inclusion of civil society. In the last years, with the support of ECW, the ministry has reached almost 28,000 learners by providing school feeding to the learners, water trucking, and teacher incentives and immediately responded the drought affected in Puntland. In 2018, based on a quantitative analysis of risk, vulnerability and educational needs by ECW, Somalia was identified as a country with the most significant needs. In line with its new Strategic Plan for 2017-2021, ECW has invited Puntland to submit a proposal for its Multi-Year Resilience Fund Program (MYRP). The MYRP application focusing on bridging current humanitarian responses (including those supported under ECW's First Response) and development activities (aligned with the Puntland ESSP). The MYRP focuses on a given outcomes from ECW's Strategic Results Framework:

- Increased access to education for crisis-affected girls and boys.
- Improved learning and skills outcomes for crisis-affected girls and boys.
- Safe and protective learning environment and education ensured for all crisis affected children and youth.
- Increased continuity and sustainability of education for crisis affected girls and boys
- Education management systems are strengthened
- Gender equity and equality are increased

Strategic vision and priorities was set by Puntland in consultation with education partners and by also referring to the Puntland ESSP 2017-2021. Task team was established to support ECW proposal development process and reflect the diverse needs of Puntland on the proposal. The proposal development was technically supported by an independent consultancy firm in conjunction with Strategic Advisory Group (SAG+) and its partner members.

ECW supported the Ministry of Education by providing \$2.3 million grant which was intended to contribute and improve the capacity to deliver quality education for all. The grant supports two main activities which are increasing access to the education and constructing new learning spaces and teachers incentives to drought affected communities. The ministry is launching a Call for Expression of Interest for Grant Agent of the ECW Multi-Year resilience program. The purpose of the Call for Expression of Interest is to identify eligible Grant Agent for a prospective partnership with MoEHE. Eligible applicants will be invited to submit required documents.

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2. Selection process for Grant Agent

2.1 Development of Call for Expression of Interest (EoI) for Grant Agent

The Education sector coordination cluster led by Puntland ministry of Education and Higher Education developed a call for Expression of Interest for GA in Puntland. During the initial stage, the Steering committee nominated by the minister shared the drafted version of the EoI with the all education sector partners. Later, the ministry incorporated the suggestions and comments from the Education sector coordination partners. The call for EoI demonstrates the application requirement, eligibility and selection criteria and key steps to undertake aligned with the indicative timelines.

The Panel allocated an enough time to submit Eois by the applicants from Education Sector Committee members from 23rd Dec 2018 to 10th January 2019; the Ministry through the panel publicly announced and widely advertised the call for EoI through the ESC members. A period of two weeks was given to interested applicants to submit their applications and required documents to the ministry.

2.2 Application submission of EoI

10th of January 2019 was the deadline date for the submission of Expression of Interest (Eois). During the time allowed for application submission, the Committee received 4 applications from different education partners which indicated their interest to become a Grant Agent for ECW Grant in Puntland. Four active ESC partners applied, namely: Namely; Save the Children International (SCI), CARE international (CI), World Vision International (WV), Shilcom from Local NGOs.

The Committee responded to the above four applicant agencies and confirmed recognition of their respective applications and required documents. Similarly, the committee invited all the four applicant agencies to come to the ministry Hall on 17th of January 2019 to present their Expression of Interest in front of the Steering Committee of the selection process of Grant Agent and Implementing partner.

2.3 Development of evaluation Tools

The Steering committee with the help Local Technical advisors developed an evaluation Tool which was used to ask questions regarding the selection process of ECW GA in Puntland. The evaluation Tool was divided into three sessions: the first session was to review Eois and documents submitted by the agencies; second session was the presentations; and last section was the face-to-face interview session administered by the Steering committee (Panel). All the three sessions of the evaluation Form were allocated marks and the overall marks were 100.

[Handwritten signatures of committee members]



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2.4 Appointment of panel members

The minister appointed Steering committee members consisting of seven (7) members from Education Partners representing UN, International NGO, Local NGO and the Ministry itself. The key responsibilities of the committee members were to: inform the applicant agencies and the ESC members on the selection process, check the application and the required documents submitted by the applicant agencies, develop the evaluation criteria forms, review the documents submitted by the applicant agencies, administer questions during the presentations and interviews sessions, record and rate the responses from the applicant agencies during the presentations and interview sessions and prepare detailed final minute about the selection process of ECW Grant Agent in Puntland.

2.5 Documentation Review

The Steering committee members reviewed the applications and the required documents submitted by the aspirant agencies. Moreover, the panel checked partner websites and other records available in the ministry Archives. During the review of the documentations, steering committee members evaluated applicant documents on separate and individual basis and aggregated results on average.

2.6 Summation and calculation of Results

The calculation of the results of the ECW Grant Agent process was done in a step-wise appraisal process officiated by Six raters who were the Steering committee for the selection process of ECW GA, specifically appointed for this task. The initial step of the process was partly evaluation of the performance of the representatives of four contesting agencies in presentations, appraisal of the documents submitted for the Grant Agent selection process. The process that was set up to differentiate the qualifications of the organizations to become the next Grant Agent can be summed as follows:

1. The evaluation of documents.


Although there were gaps in the data submitted by some the agencies, all of them did well in this category. Most of the organizations were thorough and current with their certifications, respond to the Eols and other necessary requirement indicated in the expression of the interest advertised. The maximum score for this category was 35 marks and the decision what each agency received was evaluated separately by the six panel Members.

2. Rating of the presentations.

This was the first evaluation of the performance category for the applicants. Each applicant had 20 minutes to present its organization's Eol. The Six designated raters listened to each presentation and purposely paid attention to five rating elements as

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indicated in the evaluation Tool attached. The total for this category of the appraisal process was 15 marks.

3. Rating answers of interview questions.

This was the second evaluation of the performance category for the applicants for rational evaluation to select EWC Grant Agent in Puntland. Each applicant had 40 minutes to answer 10 questions. The total points for this category were 50 marks.

Thus, each appraiser had an option to rate each applicant on a scale 0 - 100 for the three categories, above. At the end, the whole panel aggregated the totals and averaged the resulting sum for each agency. The results of this process were as in the following:

Table 1: Applicant marks (Aggregate Scores and Average)

s/ n	Applicant Name	Individual Marks –Score (Part A + Part B +Part C)						Average Score
		P1	P2	P3	P4	P5	P6	
1	Save The Children International	90	84	99	97	95	94	93
2	CARE International	79	78	89	93	86	90	86
3	World Vision International	40	56	56	75	59	72	60
4	Shilcom	37	38	35	53	32	38	39

This Table indicates that Save the Children International came out first, with the highest marks/average and thus, the overall winner to be recommended as ECW Grant Agent.

2.7 Adoption of the successful applicant as the ECW Grant Agent

As consequence of the summations and point-wise calculations, the overall winner was save the children International. This result is to be presented to the Minister on 19th of January 2019. After the official report was presented, the high level ministry officials accepted the result and the ratings and adopted SCI as ECW Grant Agent in accordance with the six panel members' recommendation.


3. Concluding remarks and recommendations

Finally, the Steering committee for selection process of Education Cannot Wait Grant Agent agreed on the presentations, responses of the applicants to the EoI and the face-to-face discussion results and recommended SCI to be the Grant Agent for Education Cannot Wait Grants. Initially the panel members nominated were 7 in number but 6 out of the 7 had undertook the evaluation of applicant for selection of Grant Agent whereas the other member

[Handwritten signatures of six panel members]



Final Minute on GA Selection

s/n	Name of the Steering Committee Member	Signature	Date
1	Mohamed Ali Farah-MoEHE (Chairperson)		18/01/2019
2	Abdullahi Ahmed MoEHE		18/01/2019
3	Maryam Jama MoEHE		18/01/2019
4	Ibrahim Abdullahi -TASS		
5	Abdirahman Aden- WFP		18/01/2019
6	Abdikani Said - Mercycorps		18/01/2019



2. EOI

Dawladda Puntland ee Soomaliya Wasaaradda
waxbarashada Tacliinta Sare
XAFIISKA Agaasimaha Guud

دولة بونتلاندي الصومال
وزارة التربية والتعليم العاليه
مكتب المدير العام

PUNTLAND GOVERNMENT OF SOMALIA
Ministry of Education and Higher Education
Office of the Director General



Ref: WW&TS/AG00180/2018
2018

Date: 23th 12,

CALL FOR EXPRESSIONS OF INTEREST (EOI) FOR SELECTION OF GRANT AGENT IN PUNTLAND STATE OF SOMALI

Date of Issue the Expressions of Interest: 23th of December, 2018

Deadline for the submission of Eoi: 10th January, 2018

Introduction

The Ministry of Education and Higher Education (MoE&HE) of Puntland State of Somalia is mandated to provide, advocate and deliver education rights to the children, youth and adults, help them to meet their education needs and expand their opportunities to reach their full potential. Its vision is to build "quality education systems that guarantee and foster success for learners of all abilities".

In Puntland, ECW processes fostered education sector coordination by encouraging regular meetings of the education sector committee, joint sector reviews, and the inclusion of civil society. In the last years, with the support of ECW, the ministry has reached almost 28,000 learners by providing school feeding to the learners, water trucking, and teacher incentives and immediately responded the drought affected in Puntland. In 2018, based on a quantitative analysis of risk, vulnerability and educational needs by ECW, Somalia was identified as a country with the most significant needs. In line with its new Strategic Plan for 2017-2021, ECW has invited Puntland to submit a proposal for its Multi-Year Resilience Fund Program (MYRP). The MYRP application focusing on bridging current humanitarian responses (including those supported under ECW's First Response) and development activities (aligned with the Puntland ESSP). The MYRP focuses on a given outcomes from ECW's Strategic Results Framework:

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- Increased continuity and sustainability of education for crisis affected girls and boys
- Education management systems are strengthened
- Gender equity and equality are increased

Strategic vision and priorities was set by Puntland in consultation with education partners and by also referring to the Puntland ESSP 2017-2021. Task team was established to support ECW proposal development process and reflect the diverse needs of Puntland on the proposal. The proposal development was technically supported by an independent consultancy firm in conjunction with Strategic Advisory Group (SAG+) and its partner members.

ECW made an endorsement of the proposal that was submitted on July 31st 2018 and received feedback from ECW outlining the guidelines for getting the final approval of the project. This includes, setting up a steering committee, providing a comprehensive proposal that outlines the needs of the three sub sectors within Somalia, including the FGS, Puntland and Somaliland by highlighting the hard hit regions that the project will

target. Furthermore, the feedback from ECW included the selection of a main grant agent for the three areas to be advertised and selected.

ECW supported the Ministry of Education by providing \$2.1 million grant which was intended to contribute and improve the capacity to deliver quality education for all. The grant supports two main activities which are increasing access to the education and constructing new learning spaces and teachers Incentives to drought affected communities. The ministry is launching a Call for Expression of Interest for Grant Agent of the ECW Multi-Year resilience program. The purpose of the Call for Expression of Interest is to identify eligible Grant Agent for a prospective partnership with MoEHE. Eligible applicants will be invited to submit required documents.

SECTION I: APPLICATION REQUIREMENTS AND TIMELINES

The Expression of Interest shall include the following documentation:

1. Copy of applicant's registration certificate in country of origin.
2. Copy of registration certificate in Puntland State of Somalia.
3. Information that the organization fulfils the criteria mentioned in Section III

Indicative timelines

The key steps and timelines for selecting Grant Agent are as follows: # Key steps with Date (s)

S/N	Key steps	Date (s)
1	Expression of Interest issue date	23th of December 2018
2	Expression of Interest Submission date	10 th of January 2019
3	Candidates are separately invited by the grant agent selection panel comprising SAG+ including MOE and partners to present their respective expressions of interests.	17 th of January 2019
4	The Ministry of Education and the Coordinating Agency review documentations submitted by the applicants	18 th of January 2019
5	Finalized decision will subsequently be communicated by steering committee to ECW secretaries for their approval	19 th of January 2019
6	Adoption by Ministry of Education/Government and endorsement by Education Sector Committee (i.e Local Education Group) of selected Grant Agent	21 st of January 2019
7	Notification and submission of the successful candidate to the ECW	22 nd of January 2019

SECTION II: CONDITION

Only applicant's submissions which comply with the requirements of the eligibility criteria 1, 12 and 14 will be permissible for evaluation. Results from the review will be used for purposes of mapping and selection of Grant Agent for further proposal development in relation to the next ECW Multi-Year resilience grant.

The ministry reserves the right to invite the selected candidate with Steering committee established to develop an application in line with the next ECW grant guideline.

SECTION III: ELIGIBILITY AND SELECTION CRITERIA

The applicant must fulfil the following criteria:

1. Be registered in country of origin and in the Puntland.
2. Readiness to work with the Ministry of Education and in collaboration with partners of the Education Sector Committee (also known as Local Education Group) to prepare the program.

3. The ability to discharge fiduciary and administrative responsibilities in relation to the ECW funds.
4. The partner(s) has/have capacity to leverage internal resources and matching funds
5. The partner(s) is/are deemed to have the necessary capacity to manage funds and implement humanitarian/resilience education programmes
6. The partner(s) has/have passed through existing risk management processes such as SHF/UNICEF among others
7. The partner's due diligence status in the Grant Management System is approved such as SHF/UNICEF among others
8. The partner(s) has/have no outstanding oversight and compliance issues
9. The submitting organisation must be an active ESC/cluster partner at national and/or sub-national education coordination mechanisms
10. The submitting partner(s) must have consistently shared reports with ESC/Cluster/MoE
11. The partner(s) has/have a very strong institutional positioning, capacity to support a large proportion of the country and vast experience in education in emergencies programming on the ground
12. The ability to offer technical resources to the Ministry of Education.
13. Availability of sectoral knowledge and experienced personnel.
14. The nature and performance of agency's education portfolio in the country, including the ability to adjust implementation to the contextual constraints while managing risks.
15. Previous experience in collaborative work with the Ministry of Education and Higher Education and other development partners.
16. Commitment to joint sector dialogue and coordination.
17. Ability to handle results-based financing/willingness to only manage fixed part of the grant.
18. Use of Government financial management systems to implement the grant.
19. Be a multilateral agency partner, ECW donor country partner, INGO or a LINGO. Note that L/INGO will have to be screened by the ECW Secretariat on their fiduciary capacity.
20. Readiness to co-finance the next Education Sector Program Implementation Grant (ESPIG).
21. Approval of the candidacy at the highest appropriate level (HQ or equivalent)

HOW TO APPLY

Candidates that wish to participate in this Call for Expressions of Interest are requested to send or deliver their submission electronically with the subject line "Call for Expressions of Interest for Grant Agent in Puntland" at the following address dgooffice.moepl@gmail.com and copy to directorofprojectsteuandtvvet@gmail.com by

3. Steering committee participants, Compiled Review/Scoring sheet

		Ministry of Education and Higher Education																									
		Puntland State of Somalia																									
		Selection of Education Can Not Wait- ECW Grant Agent (GA) by Steering Committee (SC)																									
		Score Summary for selection of Grant Agent for ECW Grants in Puntland																									
s/n Applicant Name	Score on Document Review (P-A)							Score on Presentation(P-B)							Score on Face-to-Face discussion(P-C)							Grand Total (A+B+C)					
	P1	P2	P3	P4	P5	P6	P7	sub-total	P1	P2	P3	P4	P5	P6	P7	sub-total	P1	P2	P3	P4	P5		P6	P7	sub-total		
1 SCI	30	30	34	33	34	34		33	14	13	15	15	14	15		14	46	41	50	49	47	45		46	93		
2 CARE Int.	30	30	33	35	33	33		32	12	11	12	14	9	13		12	37	37	44	44	44	44		42	86		
3 World Vision	9	15	14	19	14	21		15	7	9	7	12	12	13		10	24	32	35	44	33	38		34	60		
4 Shilcon	14	16	12	14	10	13		13	4	5	5	5	5	5		5	19	17	18	34	17	20		21	39		
Signature of Panel members																											
1 Mohamed Ali Farah-MoEHE	Sign																Date	18/01/2019									
2 Abdullahi Ahmed MoEHE	Sign																Date	18/01/2019									
3 Maryan Jama MoEHE	Sign																Date	18/01/2019									
4 Ibrahim Abdullahi -TASS	Sign																Date	18/01/2019									
5 Abdirahman Aden- WFP	Sign																Date	18/01/2019									
6 Abdikani Said - Mercycoops	Sign																Date	18/01/2019									



4. Selected Grantee

DAWLADDA PUNTLAND EE SOOMAALIYEED WASAARADDA WAXBARASHADA IYO TAALIINTA SARE XAFIISKA WASIIRKA		ولاية بونجه لاند الصومالية وزارة التربية والتعليم العالي مكتب الوزير
PUNTLAND GOVERNMENT OF SOMALIA MINISTRY OF EDUCATION AND HIGHER EDUCATION OFFICE OF THE MINISTER		

Ref: W/W/W/TS/006/2019

Date: 19/JAN/2019

Sub: Appointing ECW Grant Management Agent for Puntland State of Somalia

This letter is to bring to your attention that the ministry of Education and Higher Education (MoEHE) of Puntland State of Somalia has brought the selection of the ECW Grant Management Agent to a successful conclusion after a fair, through process. Four agencies (three INGOs and one local NGO) have submitted Expression of interest (EoI) to MoEHE and one of them has emerged as the winner in accordance with a demanding process that involved evaluation of submitted documents, presentations and interviews.

Through a selection process developed by the Ministry, Save the Children has emerged the most eligible organization to become the Grant Management Agent for Puntland State of Somalia. The runner-up was CARE International and others, respectively at distant third and fourth were World Vision and SHILCON, in that order.

MoEHE recognizes ECW's significant support and contributions to the Puntland education sector. In the last years, with the support of ECW, the ministry has reached almost 28,000 learners by providing school feeding to the learners, water trucking, and teacher incentives and immediately responded the drought affected in Puntland.

In that regard, the Ministry of Education and Higher Education of the Puntland State of Somalia is appointing the Save the Children to be our Grant Management Agent (GMA) of ECW MYR program. MoEHE and other stakeholders represented by the steering committee will have also a process for identifying the implementing partners.

We look forward to your continued support for the education sector of Puntland.

Sincerely,

Professor Abshir Aw-Yusuf Isse

Minister of Education and Higher Education

Puntland State of Somalia



Annex 6: Safeguarding Policy

The Save the children Child Safeguarding Policy is available at:

<https://www.savethechildren.org/content/dam/usa/reports/advocacy/scus-child-safeguarding-policy-2019.pdf>