

Somaliland Education Sector Strategic Plan, 2012-2016

ANNEXURE

INDICATIVE CHARTS, TABLES, SWOTS AND LOGFRAMES

NOTE: These Annexure are supplementary to and consistent with the main ESSP text. While conditions will change and situations will evolve over the 5-year Plan period, the strategic principles and sector-wide priorities embodied in that ESSP will persist. These Annexure will be of particular interest to planners and decision-makers who will utilise them for detailing programmes and projects, in their preparation of annual implementation plans and to assist them in designing and conducting monitoring and evaluation.

CONTENTS

Table1: Current Structure of the MoEHE	4
Table2: Proposed Structure of the MoEHE	5
Table3: Primary education Key National Data 2003 to 2006 and 2011	6
Table 4: Primary Education Ratios and Distributions	7
Table 5: Subjects Taught in Somaliland Primary Schools	8
Table 6: Minimum number of teaching (contact) periods per week, by school grade	9
Table 7: Secondary Education Key Data	10
Table 8: Growth of Secondary schools by Region, 2005 -2012	11
Table 9: Secondary education improvements in physical facilities, 2003 to 2011	12
Table 10: TVET Students enrolment data	13
Table 11: Higher Education Data	15
Table 12: Higher Education: Population of Student by Field of Study	16
Table 13 SWOT Analysis of Higher education sector	17
Table 14: Special Need Education: SWOT Analysis	18
Table 15: Education Sector Logframe2012-2016	19
Table 16: Logframe1: Strategic Priority 1: Improving the education governance and management system for effective service delivery	
Table 17: Logframe2: Early Childhood Education	25

Table 18: Logframe3: Formal Primary Education	28
Table 19: Logframe4: Non Formal Basic Education Log frame	36
Table 20: Logframe5: Secondary Education Logframe	42
Table 21: Logframe6: TVET	48
Table 22: Logframe7: Higher Education log frame	53
Table 23: Quality assurance and standards regional staffing level and Qualification	61
Table 24: Quality Assurance and Standards Regional Staffing Level and Experience	61
Table 25: Proposed Structure of QAAS Department	62
Table 26: Quality Assurance Indicators	63
Table 27: New Curriculum Framework	78
Table 28: Education Emergency Preparedness	79

Structure of the Ministry of Education

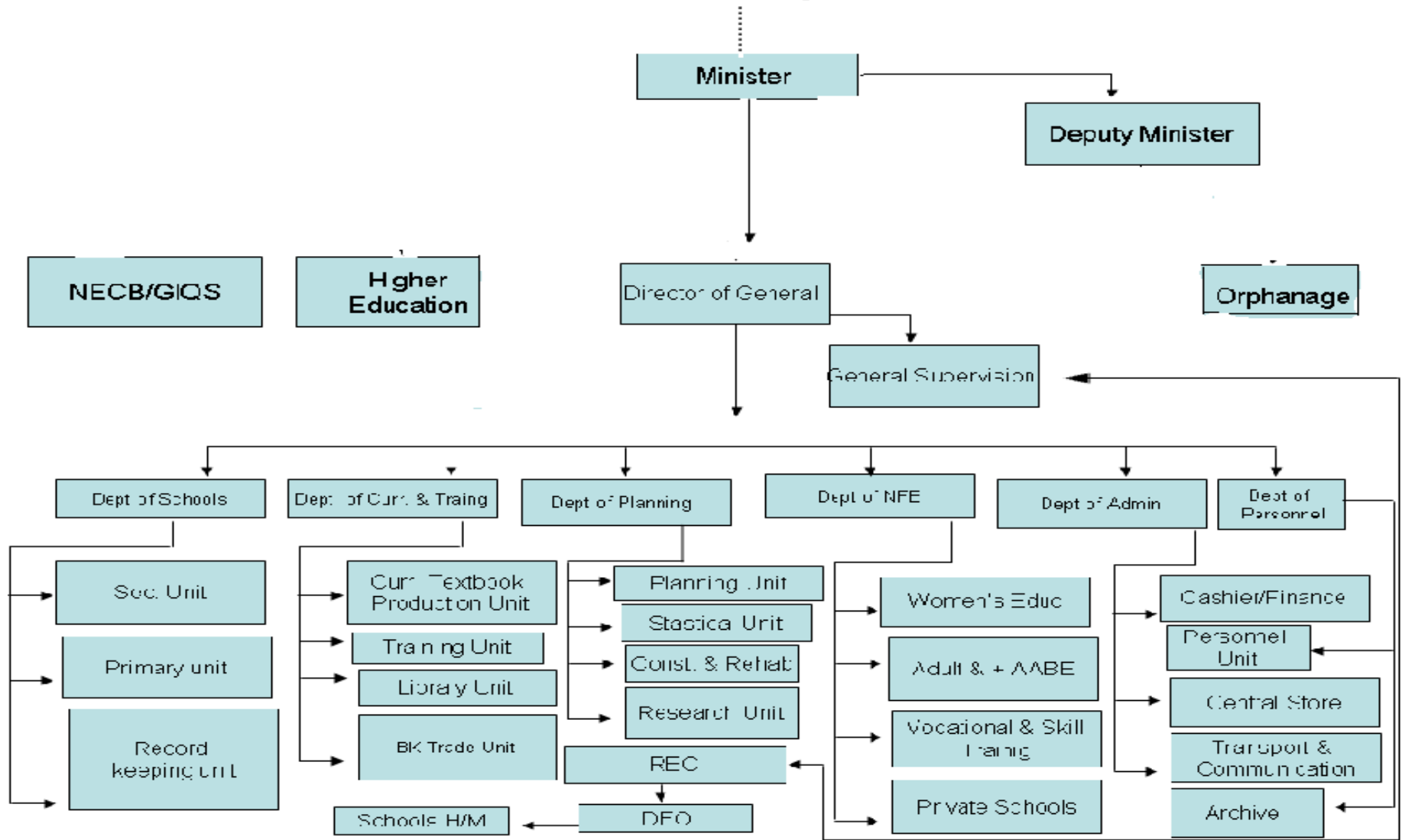


Table 2: Overview structure, size and Management of the Education System (proposed new structure)

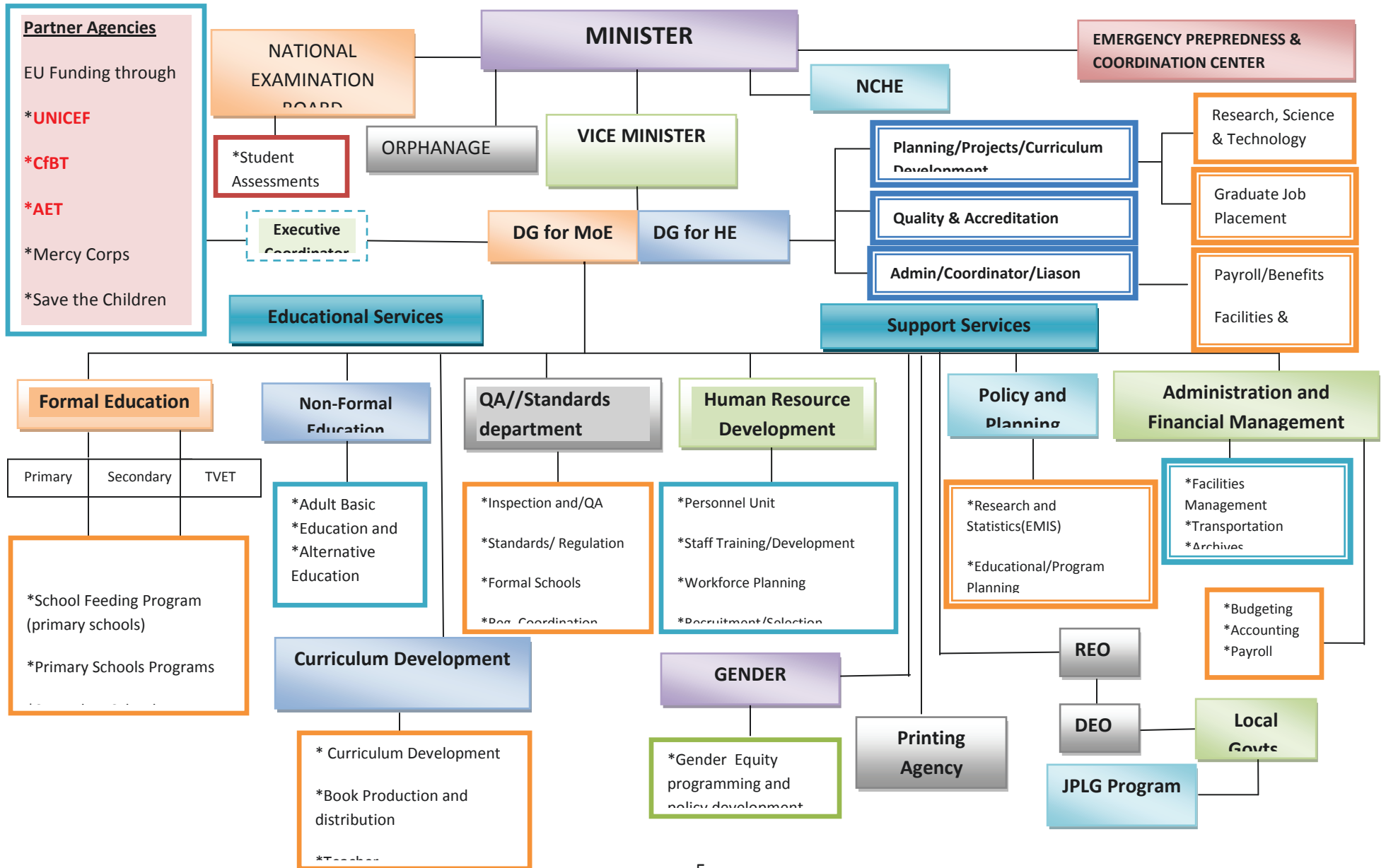


Table3: Primary education key national data 2003 to 2006¹ and 2011²

School years	2003/04	2004/05	2005/06	2011/12
Total student enrolment (incl. alternative basic and integrated Qu'ranic schools)	106,480	114,573	131,279	191,567
- of which girls	35,863 (33.7%)	39,126 (34.1%)	47,155 (35.9%)	81,872 ()
Total students in private schools	29,417	30,876	18,614	40,463
- of which girls	11,894 (40.4%)	13,117(42.5%)	10,342 (55.6%)	18,914 ()
number of schools (Public, private, ABE&IQS	385	430	516	967 (all schools registered) 907_returned census forms
- of which private	81	70	58	161 (overall- registered) 96 private schools returned census forms
total students in lower primary (from all categories sch) (lower as % of total primary)	78,434 (74.0%)	83,216 (72.6%)	96,594 (73.6%)	129, 061 67%
schools taking school leaving exam (schools with grade 1-8)	57	62	75	223
students taking school leaving exam	3,742	3,766	4,480	12, 526 (grade 8 pupils)
students passing school leaving exam	3,313	3,126	3,717	
total teachers (public and private schools)	2,589	2,843	3,518	6,143

¹ Source: MoE Strategic Plan, 2007 (adapted)

² Source: MoEHE, EMIS 2011

Table 4: Primary education ratios and distributions

	2005/06	2011/12
GER total	38.6	44.6%. if projected figures of schools that did not return census forms is included GER is about 46%
GER female	31.1	38.16%
GER male	46.1	50%
pupil/teacher ratio	37.3	1:31
Pupil-qualified/certified teacher ratio		Qualified: 61:1; certified; 64:1
student/classroom ratio	38.6	Data not available; some schools did not complete this data accurately: the SL EMIS software also has no query section analysing this part of the data.
% of teachers female	11.9	980 teachers: 16%
% of teachers with secondary education or above	87.5	
% of teachers with teacher training diploma	19.9	Formal primary;1682 and ABE & IQS: 32 Total 1714/6143 =28%
% students paying fees over \$1 per month	62.6	Public schools N/A Free For private schools 21.1%

Table 5: Subjects Taught in Somaliland Primary Schools

Lower Primary	Upper Primary	Content Area to include
Islamic Education	Islamic Education	Peace Education
Somali	Somali	
Arabic	Arabic	
Math Education	Math Education	Business Education
Science Education	Science Education	Environmental, Agriculture, Health Education
Social Education	Social studies	History, Civic, Geography, Economics, Social relations
English	English	
PE, Art/Craft	PE, Art/Craft	
Life-skills and HIV/AIDS education	Life-skills and HIV/AIDS Educ.	

Table 6: Minimum number of teaching (contact) periods per week, by school grade

Grade	No. of periods per week (duration is 40 min.)	Total Hours per week
1	33	22
2	33	22
3	39	26
4	39	26
5	39	26
6	39	26
7	39	26
8	39	26

Table 7: Secondary education key data

School years	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/2009	2009/2010	2010/2011	2011/2012
student enrolment (public and private)	5,836	10,791	9,216	13,695	15522	18298	21331	26107	31072	36400
- of which female		2,351 (21.8%)	(n/a)*	3,186 (23.3%)	3732	4938	5912	7925	9507	11700
Schools	17	30	35	41		54	70	84	86	99
- of which private	4	9	13	13		19	25	31	31	33
schools taking school leaving exam		16	19	23	27	36	37	48	55	Data not yet available
students taking school leaving exam		1,290	1,547	2,010	2468	3027	3184	4018	4953	Data not yet available
students passing school leaving exam		943	1,050	1,689	2370	2905	3001	3914	4867	Data not yet available
Teachers	249	358	390	(n/a)	466	567	733	n/a	1112	1202
- of which female	0	0	2 (0.5%)	4 (ca 1%)		3	5		26	27

Source: MOE

*MOE data incomplete for 2004/05.

Table 8: growth of Secondary schools by Region, 2005 2012

	2005/2006			2009/2010			2010/2011			2011/2012		
Region	Public	Private	Total	public	private	total	pubic	private	total	public	private	Total
Awdal	3	2*	5	10	2	12	10	2	12	9	5	14
Hargeisa	12	7	19	9	18	27	11	20	31	17	22	39
Sahil	2	1	3	3	1	4	3	1	4	3	1	4
Sanaag	3	0	3	8	2	10	9	1	10	13	1	14
Sool	3	1	4	7	1	8	8	1	9	9	1	10
Togdheer	5	2	7	11	7	18	11	7	18	12	7	19
Total	28	13	41	48	31	79	52	32	84	63	27	100

Source: MOE

*Public/private partnerships – fees as for public schools.

Table 9: Secondary education improvements in physical facilities, 2003 to 2011

Category of the physical facility	2003-2006	2007-2011
new schools built	24*	26
additional classrooms built in existing schools	20	57
Schools rehabilitated	16	5
New laboratories built	1	6
New libraries built	1	2
classrooms furnished	128	
Science/math CD players distributed		40 additional 60 planned soon
Science kits provided		30
Textbooks distributed		25000 all subjects
laboratories furnished	11	
libraries furnished	10	

Table 10: TEVET Students enrolment data³:

Skills level proposed VQF	Implement ing Partner	2006		2007		2008		2009		2010		2011	
		F	M	F	M	F	M	F	M	F	M	F	M
1	HAVAYOCO/MOE	149	805	96	186	85	189	529	609	684	457		
1	PETT – STEO/VE (SC Care/ MOE)	318	493	511	536	447	484	570	587	640	696	657	1667
1	YEP (NRC/MOE)	60	60	86	94	75	165	234	246	234	246	201	182
1	UNESCO (PEER)					45	30						
1	EDC/MOE											964	596
		527	1358	693	816	652	868	1333	1442	1558	1399	1822	2445
	Total trainees:	1,885		1,509		1,520		2,775		2,975		4,267	

³ Source: MoEHE, unpublished statistics of the NEF section, 2012

ANNEX 1: PROBLEM ANALYSIS: Economic and Skills Development

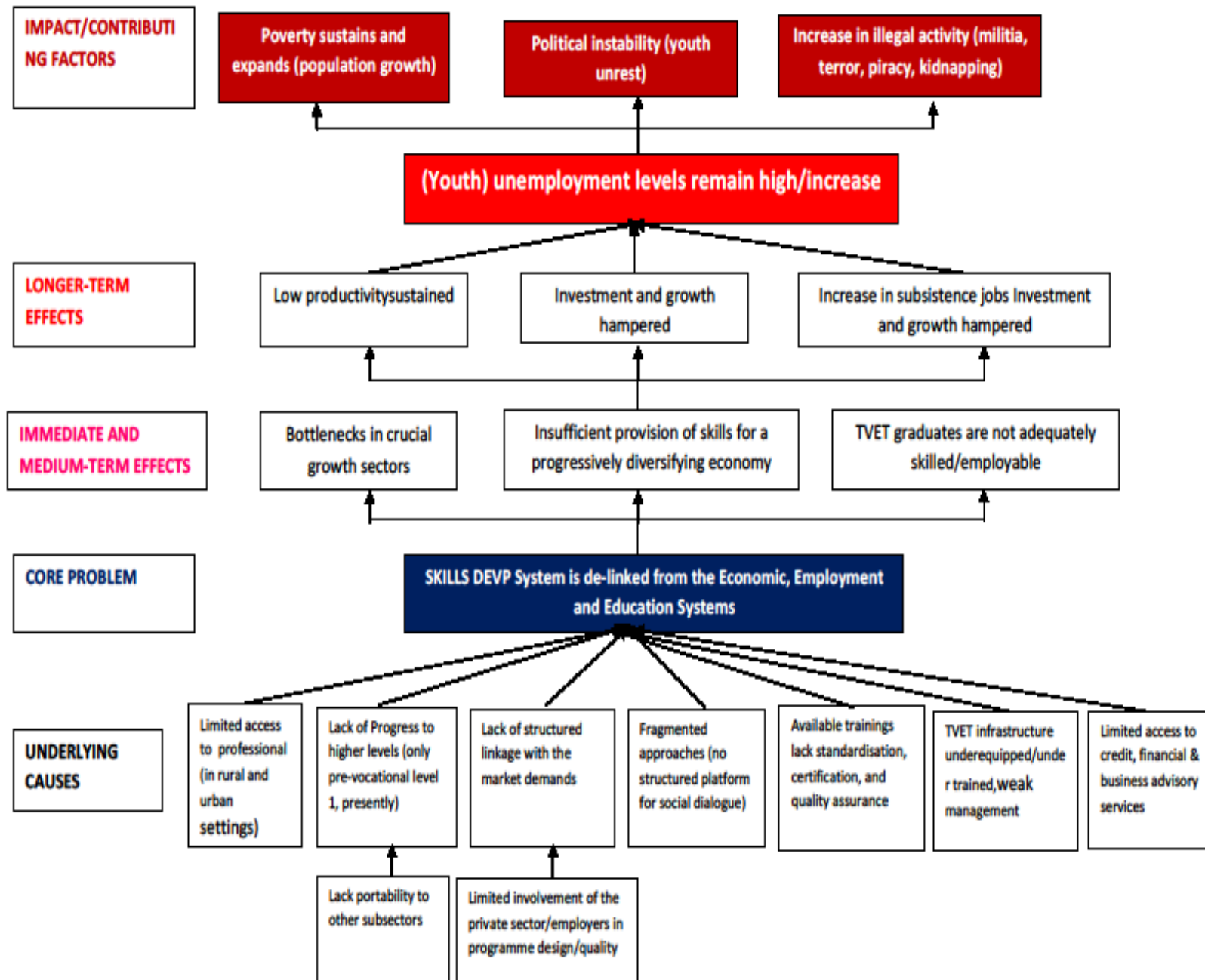


Table 11: Higher education data

No	Name of Institutions	Location	Foundation Year	# Faculties	Male	Female	Total	Teaching	Non-teaching	Total	Status
1	Amoud University	Borama	1998	11	2619	889	3508	165	129	294	R
2	University of Hargeisa	Hargeisa	2000	9	2340	1153	3493	196	42	238	R
3	Gollis Uni (Harg.Burao,Berbera)	Hargeisa	2005	7	1460	786	2246	91	33	124	R
4	Admas University College	Hargeisa	2006	3	981	491	1472	36	51	87	R
5	Alpha University College	Hargeisa	2009	3	565	278	843	52	0	52	R
6	Burao University	Burao	2004	10	440	188	628	80	53	133	R
7	Nugal University	Las-Anod	2004	7	370	150	520	36	14	50	R
8	Eelo American University	Borama	2009	4	343	130	473	36	19	55	R
9	International Horn University	Hargeisa	2006	5	270	163	433	58	14	72	R
10	Addis Ababa Medical College	Hargeisa	2008	2	169	157	326	12	13	25	R
11	Fairland University	Hargeisa	2010	7	160	140	300	15	8	23	NR
12	Edna University Hospital	Hargeisa	2003	4	172	123	295	12	3	15	R
13	Tima'ade University	Gabilay	2009	3	200	27	227	30	0	30	R
14	Hope University	Hargeisa	2008	2	169	57	226	17	5	22	R
15	New Generation University Coll	Hargeisa	2010	3	91	48	139	18	7	25	NR
16	Addis University College	Burao	2011	3	34	72	106	11	6	17	R
17	Sanaag University	Erigavo	2009	3	45	25	70	12	7	19	R
19	Abaarso Tech University	Hargeisa	2010	2	29	33	62	12	7	19	R
20	Berbera Marine University	Berbera	2012	0	0	0	0	0	0	0	R
21	Savanna institute	Burco	2011	4	49	19	68				TR
22	Somaliland University of Technology	Hargeisa	2000	7	0	0	0	13	5	18	R
	Total				10457	4910	15370	902	416	1318	

Table 12: Higher Education: Population of Student by Field of Study

No	Stream	No of Student	Percentage
1	Business Administration	4066	26.45%
2	Engineering	1225	7.97%
3	Law and Sharia	814	5.30%
4	Economics	1132	7.36%
5	ICT	2524	16.42%
6	Science and Technology	1974	12.84%
7	Medicine	611	3.98%
8	Islamic Studies	436	2.84%
9	Maths and Statistics	108	0.70%
10	Education	891	5.80%
11	Humanities	393	2.56%
12	Master Programmes	68	0.44%
13	New Intakes	1128	7.34%
	Total	15370	100.0%

Table 13: SWOT ANALYSIS OF HIGHER EDUCATION SECTOR

Strength	Opportunities
<ul style="list-style-type: none"> • Visible government commitment indicated by the creation of Ministry of Higher education headed by D.G higher education • Establishment of functioning higher education department • Budgetary support from the government. Currently public universities receive annual budget support of US \$ 2000 • Creation of a functioning higher education commission by his excellence President of Somaliland though the advise of the MoE & HE • Increased number of private investment in the sector indicated by the existence of 15 private universities • Strong community support and participation. Public universities in Somaliland have quasi public-community organisation identity because of the nature of their initial establishment and operations • Existence of some higher qualified and dedicated staff in some management and teaching positions despite low salaries • Existence of higher education policy framework developed by a well respected academically known person from Kenya higher education commission 	<ul style="list-style-type: none"> • Very high demand for higher education by secondary and tertiary level graduates • Increased demand of qualified and appropriate graduates by the national economy specially communication, business, INGOs and statory government institutions • Autonomy to develop income generating activities through research and training • Opportunities for partnership and networking with international organisation, created by the INGOs that support higher education and through local initiatives • Existence of good opportunities to carry out research if explored properly • Ability and chances to provide distance learning to reduce financial burden • Opportunities to effectively use ICT to promote acess and quality of teaching and learning
Weaknesses	Threats
<ul style="list-style-type: none"> • Low enrolment and generally higher education in Somaliland is primarily for the elite and rich. Students from rich background can access higher education even if they did not do very well in their secondary education while fees charged by universities prevent clever students from the poor background from accessing higher education. For example, overall about 70 % of universities enrolment comes from the capital city Hargeisa. • Gender concerns: Mainly university students are male thus creating gender disparity in higher education • Poor physical infrastructure and educational resources ie learning spaces, libraries, laboratories, ICT facilities, projectors transport., text books educational journals and periodicals • Lack of specialised facilities for faculties such as medicine, physical, biological sciences and engineering faculties et. This leads to theoretical preparation of students and neglect practical work and experience • Wide spread assumption that most of the faculties curricula are irrelevant and not responsive to the attainment of the national goals of education • Poor management and leadership in some public universities and high rate turn over of leadership positions • Poor universities selection criteria. The selection criteria to faculty courses is determined by the ability to pay tuition fees rather than academic ability • Questionable students assessment and examination practices discrediting 	<ul style="list-style-type: none"> • Very poor financial capacity might force universities to close • Lack of financial transparency and accountability in public universities might discourage donors and other stakeholders from supporting these institutions • Poor quality education provided by local universities is encouraging young people to join overseas higher education institutions. This practice is not only a threat to local universities but drains foreign currency from the local economy • Low pay, poor management and leadership practices might lead to closures of local universities because of the low morale of the teaching staff • Inadequate academic and English language preparation of secondary education graduates is compromising the quality of higher education • Local universities do not appreciate and follow the higher education policy framework • Generally Somaliland is not recognised as a sovereign state therefore examination and certifications provided by Somaliland education institutions lack international recognition. Graduates are increasingly becoming aware of this problem and opting to join foreign universities • Lack of local employment opportunities for sector graduates is creating highly dissatisfied university graduates. This can have negative

<p>certification and trust of university graduates</p> <ul style="list-style-type: none"> • Very low qualification of the most faculty teaching staff coupled with lack of professional development programmes • Poor cooperation and coordination between the higher education ministry and higher education commission can actor as a barrier to higher education improvement • There is lack of harmonised programme to train lecturers in pedagogy, a situation that does not guarantee well coordinated standards and quality in university education; • There is lack of clear mechanism for consultation and collaboration to harmonise issues of standards and quality; • Both public and private universities have become much commercialised thus compromising standards and quality 	<p>influence on prospective university candidates</p> <ul style="list-style-type: none"> • General assumption that degrees offered and awarded are substandard • The increased demand for university education has resulted overcrowding in lecturerooms – affecting lecturer/student ratio, standards and quality • The high number of students has put pressure on existing infrastructure and instructional equipment
---	---

Table 14: Special Need Education: SWOT ANALYSES

Strengths	Opportunities
<ul style="list-style-type: none"> -Recognition and adaption of need of having the policy guidelines -Existence of SNE Focal Point in the MOEHS -Increased establishment of SNE schools -Existence of special schools for various groups of learners with SNE, SNTACs (Assessment centres) and special units 	<ul style="list-style-type: none"> -Support from local and International communities -Existence of data on SNE from international research institutions -Support from the private sector and Somalilanders in the Diaspora -Political stability and peace
Weakness	Threats
<ul style="list-style-type: none"> -Lack of clear policy guidelines on SNE -Inadequate expertise on SNE -Negative cultural and societal attitudes -Unequal distribution of services of SNE -Lack of adequate SNTAC services -Inadequate government funding of SNE programmes -Limited teaching/learning materials for the various groups of learners with SEN -Lack of proper coordination between MOE, line ministries and other service providers of SNE -Restructuring of SNE in the MOE & HE -Lack of data on children with SEN who are in and out of school -Lack of awareness on SNE 	<ul style="list-style-type: none"> -Sustainability of SNE programmes -Poor school environment, infrastructure and social instability -Poverty -Stigmatisation of people with SEN

Table 15: Education sector logframe, 2012-2016

Intervention Logic	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Overall Objectives Competent, trainable and well-motivated workforce Social cohesion and individual fulfilment</p>	<p>No indicator required at this level, unless specific impact studies done.</p>		
<p>Purpose A responsive, well structured and cohesive education system enabling all Somalilanders, children, women and men equally to fully participate in relevant education offerings and make significant progress to their personal and societal development.</p>	<p>Evidently improved participation at all levels of the system. Increased cohort flow into post-primary education, into secondary and TVET. Relevance of education demonstrated through pertinent analysis, in particular tracer and impact studies, including labour market analyses. Baseline study for illiteracy and subsequent pertinent study (ies) reveal growth in literacy.</p>	<p>EMIS Reports of sub-sectors, universities, colleges and other institutions Reports by Development Partners</p>	<p>Growth path of economic development remains intact. No major calamities disrupting implementation. Continued peaceful environment allowing systematic implementation of programme activities.</p>
<p>Results 1. All children and adults are enabled to establish a sound basis for further learning and societal participation through equitable, quality primary education, in particular for girls and women. 2. The education system makes a significant contribution to economic and societal development through delivery of expanded and improved equitable education offerings in secondary, vocational and higher/further education. 3. Quality of delivery of education services to all levels is evidently improved.</p>	<p>Measurable (EMIS) progressive participation, transition, and final exam levels. Subsequent learning achievements study/ies reveal improvements in all problematic areas (writing and numeracy skills in particular). Similar as before: tracer studies for every sub-sector, incl. labour market analyses with business community questionnaires. Management of education services is improved as evidenced through specific analyses of the classroom interactions, the degree of performance of Head Teachers applying good management skills in school management. Improvements in the provision of quality</p>	<p>EMIS Reports of sub-sectors, universities, colleges and other institutions Reports by Development Partners Government legislation Tracer studies and market analyses. Extended EMIS covering at least TVET and secondary education data. Number of Head teachers obtaining school</p>	<p>Children, adult learners, employers and the community progressively recognise the importance of education at all levels and skills development.</p>

<p>4. Efficiency of external assistance improved and external funding progressively channelled to/through the central and regional network of the MoE satisfying good PFM standards.</p>	<p>assuring (formerly inspectorate) services. Percentage and absolute amounts of Direct Cash Transfers to the MoE and its administrative network increased. Deployment of senior IP staff within the MoE and its network.</p>	<p>management certificate Specific studies observing and measuring teacher Head teacher management of learning processes at all levels of the system, secondary, vocational and higher education. Pertinent studies (baseline and progress) reveal measurable improvements. Treasury, financial and other pertinent reports of the MoE, and IPs provide evidence for the degree of progress.</p>	
<p>Activities</p> <ul style="list-style-type: none"> 1.1 School mapping 1.2 Construction, upgrading and maintenance 1.3 Inclusive education 1.4 Teacher placement 1.5 Free and compulsory primary education 1.6 Scholarships and bursaries 1.7 Targeted support for girls and female teachers 1.8 Child-friendly schools, including hostels for pastoralists target groups. 2.1 Activity learning 2.3 Qualified and certified teachers 2.4 Career-long professional development of teachers 2.5 Teacher morale upgraded 2.6 Curriculum development 2.7 Provision of suitable learning materials 2.8 Classroom- and school-based assessment 3.1 Organise comprehensive and independent review in modalities of teacher training, also considering establishing National Teacher Training College(s) for primary education. 3.2 Review consultant’s recommendation on quality assurance/enhanced inspection services, and implement. 3.3 Review policies and regulations, and amend. 3.4 Review examination system for all sub-sectors, with a view to reduce costs, but maintaining independence and integrity. 	<p>Inputs Inputs by specific sub-sectors are detailed in the relevant chapters of this Strategic Plan.</p> <p>Costs Indicative sector-wide costs are addressed in a separate chapter of this Strategic Plan. Specific inputs by Development Partners in support of Plan elements will also be costed.</p>	<p>Assumptions underlying this Plan</p> <ul style="list-style-type: none"> Development Partner support for education sector co-ordinated and maintained Support of the Diaspora maintained Support of local communities maintained, even though the introduction of Fee Free Primary Education Support of civil society maintained Support of private sector, including TVET (apprenticeships, 	

<p>3.5 Review operationalisation and management of the Commission for Higher Education with a view to actual impact on quality delivery of services</p> <p>3.6 Establish a National Qualifications Framework, with emphasis on the basic 4 levels.</p> <p>3.7 Enhance information-driven planning – cost-effective sector-wide EMIS</p> <p>4.1 Intensify dialogue with external partners, traditional and new ones, to achieve direct cash transfers and enhanced integration of IPs operation WITHIN the MoE, supported by full transparency of operations, operational and financial</p> <p>4.2 Strengthen internal public financial system and align with Government financial procedures as well as good PFM standards</p>		<p>participation National Training Agency, Internships) continues and expands.</p> <p>Proportion of public funds applied to education sector increased progressively by at least 40% annually.</p>
--	--	--

Table 16: Logframe 1: Strategic Priority 1: *Improving the education governance and management system for effective service delivery*

Policy objective	Indicative target	Strategy	Outcome
<p>The government will establish an efficient institutional framework for effective delivery of education services;</p>		<p>The government (MOEHS) will ensure that all educational policies are formulated in a broader context and in deep and wide consultation with all the education stakeholders so as to minimise resistance and enhance local ownership;</p> <p>-Planning and management of the system will be based on well researched statistics and information.</p> <p>-The government will pursue an effective decentralised education governance and management system and will closely work with the JPLG decentralisation initiative</p> <p>-The government will provide additional resources to support a functioning decentralised education system</p> <p>-Service level agreement as the basis for monitoring an evaluation framework for reporting on service delivery in education by the D.G, Heads of departments, REOs, DEOs, and Head of Schools will be created. Including responses to national initiatives, such as the Free Primary Education for All Programs and the International Agencies’ funded programs</p> <p>-The government will ensure that internal processes</p>	<p>Enhanced institutional capacity</p>

		<p>of the MOEHS are effective and efficient</p> <ul style="list-style-type: none"> -MOE will solicit additional funding to construct adequate office spaces for the MOEHS staff at central, regional and district levels 	
<p>The government will identify and strengthen management roles of all levels of education system;</p>		<ul style="list-style-type: none"> -Job descriptions and procedures to fulfil duties will be created that reflects all strategic plans that have been developed at all levels from Central office to schools to indicate targets and responsibilities of each person in implementation -Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management; - Prepare detailed work programmes for desk officers at all levels of management -Systematic management training of head teachers -Enforcement of all rules and regulations pertaining to the delivery of education -identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff -Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools 	
<p>The government will create an effective monitoring and evaluation system for the implementation and the accountability of the ESDP 2012-2016</p>		<ol style="list-style-type: none"> 1: Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels 2. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names) <ul style="list-style-type: none"> -proper monitoring and evaluation of the system, and a 	

		<p>school-based procedure for monitoring learning will be established</p> <p>-A profile of the teacher utilization by subject and qualifications will be produced by the end of every other year.</p> <p>-The government will ensure that educational institutions including schools are accountable to stakeholders;</p> <p>-The government will evaluate effectiveness in implementing national policies, school policies and programmes through the use of school appraisal as a tool for accountability</p>	
The government will strengthen the EMIS and improve education statistics		<ul style="list-style-type: none"> -expand the scope of EMIS to include data from all sub-levels of education; - capture all indicators in the ESDP to enhance monitoring and evaluation systems (including financial information) - Identify and monitor the contribution that the private sector and development partners makes to education - Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS -Statistics Unit adequately staffed and re-trained/upgraded in both data collection and analysis - Establish EMIS systems at regional levels -Conduct training in use of EMIS at HQ, Regional and District level -Computerise the documentation centre of MoEHS <p>-Publish and distribute annual education census</p>	Enhanced EMIS system
The government will promote close collaboration and		-determine and provide enabling environment for the Private Sector to participate in the education process;	Improved education partnership

<p>partnership with the private and civil society in education service delivery</p>		<ul style="list-style-type: none"> -Develop partnership initiative through inclusive management approaches (aimed at Schools, Communities and Businesses) -Encourage public schools to learn best management practices from private schools 	
<p>The government (MOEHS) will promote sound financial and resource management system</p>		<ul style="list-style-type: none"> -Government will strengthen the financial capacity of the existing trust fund and of primary schools grants to cover overhead costs -The government will continue increasing the national education budget and will solicit additional funding from the development partners and Diaspora community and other stakeholders in order to cover the cost of free primary education; -MOEHS will promote sound financial and human resource management systems; -The Ministry, its agencies and schools will make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust; and -MoEHS will ensure principals of data management and processing are developed and harmonised; -Computers will be provided to the department of finance and the personnel department and relevant software will be installed for the development of an electronic A/C system -Efficient and transparent procurement systems will be developed and operational; -Links and coordination with Ministry of finance are strengthened and advocacy for increased education budget initiated; -Sub-sector financing plans will be completed and reviewed regularly; -Training for central and regional level staff will be conducted -Internal audit capability will established and strengthened -Criteria will be established for efficient use of resources and cost effectiveness; 	

Table 17: Logframe 2: Early Childhood Education

Policy priority goal ECE 1: improving access and participation to Early Childhood Education			
Policy priority objective	Indicative targets	Strategies	Outcome
-Improve access to formal ECE (kinder garden)	-ECE policy in place -Number of ECE established -Construction of and fair regional distribution of ECE centres -Amount of external funds secured Target of about 10% ECE GER	-MOEHE will coordinate the development of a comprehensive ECE policy and ensure its incorporation in the national education sector policy and the legal Education Act. -Conduct a national mapping for the need of ECE education; -initially design a pilot project and build 6 ECE centres and thereafter 39 ECE centres across the country (1 centres in each of the 39 districts). Total 45 centres by 2016 -Explore an integrated approach of traditional Koranic schools and formal secular ECE; -Mobilise resources to build ECE learning centres from the Somaliland Diaspora community, private business communities and development partners. This plan envisages interventions such as home-based, community based and centre-based ECE programmes; The government will provide incentives for the private sector and diaspora community to invest in ECE	improved access and participation in ECE
Policy priority goal ECE2: improving quality of learning outcomes in ECE			
Policy priority objectives	Indicative targets	Strategies	Outcome
Increase the provision of and accessibility to quality ECE learning materials and play equipments	-quantity and the quality of ECE learning resources and equipments	-MOEHE in partnership with other stakeholders will provide appropriate teaching learning resources for the ECE sub sector.	-Improved supplies of ECE teaching-learning materials

Improving the supply and the quality of ECE teachers	260 ECE pre-service teachers trained (52 ECE centres. 10 IQS currently in place additional 12 centres proposed. Other formal non integrated ECE centres proposed 30. Duration of training 2 years -fulltime	<ul style="list-style-type: none"> -Training of about 450 ECE teachers -Ensure effective recruitment, selection, training and development of ECE teachers - after training ensure that teacher are employed and remuneration is prompt and effective (100% pay in time!) and that salary increase is above inflation to raise motivation levels and professional status. Pay level equals to that of primary teachers US \$ 100 per month -conduct leadership training for the prospective ECE headteachers 	Effective ECE teaching force in place by mid 2014
develop relevant ECE curriculum	<p>New ECE curriculum in place by June 2013 ECE curriculum-published and circulated by June 2013</p> <p>-All ECE teachers trained/oriented/familiarised in the new curricula by Apri/2014</p>	<ul style="list-style-type: none"> -Development of relevant ECE curricula -Print and distribute adequate curricular materials including new syllabi to all ECE centres . – train teachers in the new curricula; -Ensure ECE teaching learning materials are developed in line with new ECE curricula; -Establish ECE Curricula Oversight Committee within the MOEHE; 	-Relevant ECE curricula developed
Develop effective ECE school leadership and quality assurance system	<ul style="list-style-type: none"> -Well staffed functioning ECE Unit created withing the schools department at central level -number of ECE head teachers receiving management and leadership training -number of ECE head teachers receiving management allowances -ECE National policy framework for Quality assurance and standards system developed by Sep 2013. -Criteria and roles of supervision and inspection revised and published by Sept 2014 -ECE Supervisors and inspectors trained and in place by Sept/ 2014 	<p>create an ECHE unit within its schools department to develop the sub-sector;</p> <p>Take all (app. 52 ECE Head teachers through a certified school leadership training in-service course, in collaboration with management faculties of local, recognised universities; duration: app. 2 month holidays per year for 2 successive years 2014 and 2015.</p> <ul style="list-style-type: none"> -Ensure that certified Head teachers receive management allowance for their specific role and execution of functions. From 2014. - Review the effectively of Head teachers once certified, and take corresponding measures -Critically review all other means of quality assurance, in particular quality assuring support 	Better leadership, management and accountability of ECE

		<p>through the regional/district education offices and measure impact</p> <ul style="list-style-type: none"> -Review monitoring and inspection systems for management at ministry, regional, district and school levels - establish ECE teacher supervision system to provide support for professional development and enhanced teacher performance; -Provide material support for supervisors and inspectors -Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness 	
--	--	---	--

Table 20: Logframe 3: Formal primary Education

Policy priority goal FPE 1: improving access and participation to formal primary education			
Policy priority objective	Indicative targets	strategies	Outcome
-Improve access to free formal primary education through construction/expansion/renovation of schools or classes	<ul style="list-style-type: none"> -Number of schools/ classes constructed/rehabilitated -Construction of schools/classes match with the increased primary school enrolment -equal and fair regional distribution of formal primary schools 	<ul style="list-style-type: none"> -Conduct a national mapping for the need of formal primary schools; -Design construction programme and fully achieve economies of scale by central bidding procedures, fully integrating local manpower and financial resources to reduce costs -build/renovate schools/classes where the need is high in consistent with the projected demand for formal primary education annually -improve the quality of primary EMIS system for improved decision making at policy level. 	improved access and participation in formal primary education

Policy priority goal FPE2: improving quality of learning outcomes in formal primary education			
Policy priority objectives	Indicative targets	strategies	Outcome
Increase the provision of and accessibility to primary textbooks and other learning materials	<ul style="list-style-type: none"> -primary students textbook ratio to be 1:1 for all subjects by 2016; -At least 10 computers per formal primary school by 2013 and 30 computers by 2016; <i>Note: only where possible i.e. depends on power availability</i> 	<ul style="list-style-type: none"> -Ensure access to textbooks in all curriculum subjects for all formal primary students by 2016; -Create good text book policy and efficient distribution system; - Provide teaching and learning aids to all primary schools and centres - Review and publish list of essential teaching support materials for primary education; - create computer labs and procure and supply computers and accessories to formal primary schools (<i>where possible i.e. urban areas</i>) - review and provide guidelines on the use and maintenance of textbooks, equipment and teaching materials in all formal primary schools 	-Improved supplies of primary teaching-learning materials
Provide school and public library	-2000 new school libraries constructed where need is the greatest by 2016	-Conduct a need assessment surveys about where the need is the greatest;	-Improved supplies of teaching-learning materials and reading habits

<p>facilities and encourage community private libraries (common investment across all levels of education)</p>	<p>-Libraries furnished, stocked and have functional management system;</p>	<p>- establish libraries in 200 selected schools -provide incentives for the private sector, civil society and voluntary sector to invest in public libraries at community level; -support development and use of supplementary reading materials with focus to cross cutting issues in the primary curriculum</p>	
<p>Improving the supply and the quality of primary school teachers</p>	<p>Primary teacher supply consistent with increase in primary enrolment -Relevance of services delivery demonstrated through pertinent analysis, in particular observation of actual teaching and learning processes -Learning achievements study(ies) reveal improvements in all problematic areas (writing and numeracy skills in particular). -Sufficient teachers employed and properly remunerated (p.a. at least additional 500 qualified teachers into the system) -Teachers supported to teach multigrade classes, cope better with larger classes, stimulate equitable learner-centred processes and refrain from disciplining techniques -Teachers supported by improved pay, allowing them to work overtime and ensuring pay is received promptly and in full</p>	<p>-Ensure effective recruitment, selection, training and development of primary teachers -Ensure well planned structured professional development courses for the practicing teachers - Ensure that teacher remuneration is prompt and effective (100% pay in time!) and that salary increase is above inflation to raise motivation levels and professional status - Review actual teaching patterns (too often teacher centred), design mitigating measures together with teacher trainer specialists - Organise comprehensive and independent review in modalities of teacher training, also considering establishing National Teacher Training College(s) for primary education.</p>	<p>Effective primary education teaching force in place</p>
<p>Improve the</p>	<p>-Revised national primary curriculum for all subjects in place-published and circulated by 1/April 2014</p>	<p>-Review the national primary curricula in collaboration with</p>	<p>-Relevant and renewed primary education curriculum</p>

<p>relevance of primary curriculum</p>	<p>-All primary teachers trained/oriented/familiarised in the new curriculum by Apri/2014</p>	<p>the key stakeholders to ensure relevance to national needs and conditions observing the need to integrate private schools</p> <ul style="list-style-type: none"> -Print and distribute adequate curricular materials including new syllabi to all primary schools . -Develop/up-grade teacher training programmes (in service as well as pre-service) to train teachers in the new curricula; -conduct examinations based upon new curricula by 2014 -Ensure textbooks are revised and developed in line with new primary curricula; -Establish Curriculum Oversight Committee within the MOEHE; -Redesign subject teaching at all levels to integrate rigorous cross curriculum dimensions such as entrepreneurial training, technology and media, health life styles, creativity and thinking skills, community participation, identity and culture of Somaliland. 	
--	---	---	--

<p>Develop a reliable primary learners testing/examination and assessment System.</p>	<p>-</p> <p>-MLA test agreed, standardised and validated by Sep/2013</p> <ul style="list-style-type: none"> • 2nd cohort/sample of students (5%) tested for competency on single agreed MLA test by December 2013 sample rising to 15% by 2016. 	<p>Students achievement: Review examination procedures, lessons learned with full integration of the status of private schools and the regional perspective to allow accreditation of local examinations and facilitations of transfers Review.</p> <p>Testing the primary education system: Ensure the development of MLA test policy and implementation framework for all primary classes</p> <p>-</p>	<p>Increased validity of primary national examination</p> <p>Regular testing of the functions of the system</p>
<p>Develop effective primary school leadership and quality assurance system</p>	<ul style="list-style-type: none"> - number of head teachers receiving management and leadership training -number of head teachers receiving management allowances - National policy framework for Quality assurance and standards system developed by Sep 2012. -Criteria and roles of supervision and inspection revised and published by Sept 2012 -Supervisors and inspectors trained and in place by Sept/ 2012 	<p>Take all (presently app. 800 and future ones) Head teachers through a certified in-service (later: pre-service) course, in collaboration with management faculties of local, recognised universities; duration: app. 10 months.</p> <ul style="list-style-type: none"> -Ensure that certified Head teachers receive management allowance for their specific role and execution of functions - Review the effectively of Head teachers once certified, and take corresponding measures -Critically review all other means of quality assurance, in particular quality assuring support through the regional/district education 	<p>Better leadership, management and accountability of formal primary education</p>

		<p>offices and measure impact</p> <ul style="list-style-type: none"> -Review monitoring and inspection systems for management at ministry, regional, district and school levels - Improve the teacher supervision system to provide support for professional development and enhanced teacher performance; -Provide material support for supervisors and inspectors -Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness 	
<p>Improve the Somali and English language proficiency of all formal primary students and teachers</p>	<ul style="list-style-type: none"> -Guidelines on Somali and English language policy published and circulated to all formal primary schools by Sep/2013; -50 % of primary teachers and students are proficient in reading, writing and verbal communication in Somali and English language by end of grade 8 	<ul style="list-style-type: none"> -Develop, publish and circulate to all schools Somali and English language policy guidelines -Support the development and production of textbooks in Somali and English, -Expand and promote the study of Somali and English in primary teacher training colleges; -support the development of a national English language link centre with branches at regional levels; - Provide INSET courses for English language teachers in all primary schools; -Provide at least 2 specialist language teachers (Somali & 	<p>Improved primary curriculum delivery</p>

		<p>English) to serve a cluster of formal primary schools;</p> <ul style="list-style-type: none"> - promote English learning through the use of ICT; -Revise primary timetable to increase time allocation for the teaching English language; -Develop minimum national standards to monitor learning achievements in English -Develop and implement a more effective methodology for the use of Somali and English Language as a medium for teaching and learning. 	
--	--	--	--

Policy goal FPE 3: Providing girls , special needs and other disadvantaged groups equal access to quality free primary education			
Policy objectives	Indicative targets	strategies	Outcome
Promote gender Equity and inclusiveness in enrolment and retention in formal primary education	<p>Year by year increased gender parity in primary education by 2016</p> <ul style="list-style-type: none"> • Retention rates of female students and males on a par by 2016 • Annual National Girls Education reports including relevant indicators completed/published number of special need students integrated into mainstream primary education number and type of special need facilities/equipments secured in formal primary schools number of scholarships/bursaries 	<ul style="list-style-type: none"> -Continue advocacy and massive media campaign about the benefits of basic education, in particular for girls; -Collaborate with food agencies and secure expanded school feeding programmes, not only in severe drought periods but beyond for those disadvantaged communities, pastoralists, IDPs and other minorities - Introduce/expand girls' only classes, review experience and if positive, expand - Integrate special needs children into basic primary education - develop and enforce policies on non-repetition in primary education 	More inclusive free primary education

	<p>awarded to girls, and other disadvantaged students such as special needs or poor students</p>	<ul style="list-style-type: none"> - Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls -Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities - Provide suitable primary school facilities for females (students and teachers) -maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system - strengthen guidance and counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female students by male peers -strengthen the gender Unit at central and regional and district levels <p>Ensure appropriate facilities/equipments for the special need children (those who are able to integrate in mainstream schools</p>	
--	--	---	--

Table 20: Logframe 4: Non Formal Basic Education Log frame

Policy priority goal NFBE1: improving access and participation to NFBE			
Policy priority objective	Indicative targets	strategies	Outcome
-Improve access to NFBE through construction/expansion/renovation of ABE schools and centres	-75 % of hard to reach and un-reached children and youth who are out of school access quality basic education -equal and fair regional distribution of NFBE centres and resources	-Conduct a national mapping for NFBE need and create ABE schools and centres where the need is high -Create NFBE EMIS system for improving decision making at policy level -Construct new ABE schools and centres and upgrade NFBE schools and centres in consistent with the projected demand for NFBE annually	improved access and participation in NFBE

Policy priority goal NFBE2: improving quality of learning outcomes in NFBE sub sector			
Policy priority objectives	Indicative targets	strategies	Outcome
Increase provision of and accessibility to NFBE textbooks and other learning materials	-NFBE students textbook ratio to be 1:1 for all subjects by 2016; -At least 5 computers per ABE school or centre by 2013 and 30 computers by 2016; <i>Note: only where possible ie urban areas</i>	-Ensure access to textbooks in all curriculum subjects for all NFBE students by 2016; -Create good text book policy and efficient distribution system; - Provide teaching and learning aids to all NFBE schools and centres	-Improved supplies of NFBE teaching-learning materials

		<ul style="list-style-type: none"> - Review and publish list of essential teaching support materials for NFBE; - create computer labs and procure and supply computers and accessories to NFBE schools- (<i>where possible i.e. urban areas</i>) - review and provide guidelines on the use and maintenance of textbooks, equipment and teaching materials in all ABE schools and centres 	
<p>Provide school and public library facilities and encourage community private libraries (common investment across all levels of education)</p>	<ul style="list-style-type: none"> -50 new libraries constructed where need is the greatest by 2016 -Libraries furnished, stocked and have functional management system; 	<ul style="list-style-type: none"> -Conduct a need assessment surveys about where the need is the greatest; - establish libraries in 50 selected schools with libraries -provide incentives for the private sector, civil society and voluntary sector to invest in public libraries at community level; -support development and use of supplementary reading materials with focus to cross cutting issues 	<ul style="list-style-type: none"> -Improved supplies of teaching-learning materials and reading habits
<p>Improving the supply and the quality of NFBE teachers</p>	<p>Ensure effective recruitment, selection, training and development of NFBE teachers</p>	<p>Ensure effective recruitment, selection, training and development of NFBE teachers in accordance with the ABE</p>	<p>Effective NFBE education teaching force in place</p>

		<p>implementation guidelines</p> <ul style="list-style-type: none"> -ensure linkage of mainstreaming of teacher development with that of the formal primary school teacher training. 	
<p>Improve the relevance of NFBE curriculum</p>	<ul style="list-style-type: none"> -Revised national NFBE curriculum for all subjects in place-published and circulated by 1/April 2013 -All NFBE teachers trained/oriented/familiarised in the new curriculum by April/2013 	<ul style="list-style-type: none"> -Review the national NFBE curricula in collaboration with the key stakeholders to ensure relevance to national needs and conditions -Print and distribute adequate curricular materials including new syllabi to all NFBE schools . -Develop/up-grade teacher training programmes (in service as well as pre-service) to train teachers in the new curricula; -conduct examinations based upon new curricula; -Ensure textbooks are revised and developed in line with new curricula; -Establish Curriculum Oversight Committee within the MOEHS; -Redesign subject teaching at all levels to integrate rigorous cross curriculum dimensions such as entrepreneurial training, technology and media, health life styles, creativity and thinking skills, community 	<ul style="list-style-type: none"> -Relevant and renewed NFBE education curriculum

		participation, identity and culture of Somaliland.	
Develop a reliable NFBE learners testing and assessment system.	<ul style="list-style-type: none"> -MLA test agreed, standardised and validated by Sep/2013 • First cohort/sample of students (5%) tested for competency on single agreed MLA test by December 2013 sample rising to 15% by 2016. 	<p>Ensure the development of MLA test policy and implementation framework for all NFBE grades</p> <p>-Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at all grades.</p>	
Develop effective Accountability systems	<ul style="list-style-type: none"> - National policy framework for Quality assurance and standards in NFBE developed by Sep 2012. -Criteria and roles of supervision and inspection revised and published by Sept 2012 -Supervisors and inspectors trained and in place by Sept/ 2012 	<ul style="list-style-type: none"> -Review monitoring and inspection systems for management at ministry, regional, district and school levels - Improve the teacher supervision system to provide support for professional development and enhanced teacher performance; -Provide material support for supervisors and inspectors -Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness 	Better implementation and accountability in NFBE curriculum delivery
Improve the English	-Guidelines on English language policy published and circulated to all NFBE schools and centres by Sep/2013	-Develop, publish and circulate to all schools English language on English language policy	Improved NFBE curriculum delivery

<p>language proficiency of all NFBE students and teachers</p>	<p>50 % of NFBE teachers and students are proficient in reading, writing and verbal communication in English language by end of grade 5</p>	<p>guidelines</p> <ul style="list-style-type: none"> -Support the development and production of textbooks in English, -Expand and promote the study of English in teacher training colleges; -support the development of a national English language link centre with branches at regional levels; - Provide INSET courses for English language teachers in all NFBE schools and centres -Provide at least one specialist language teacher to serve a cluster of NFBE schools or centres - promote English learning through the use of ICT; -Revise NFBE timetable to increase time allocation for the teaching English language; -Develop minimum national standards to monitor learning achievements in English -Develop and implement a more effective methodology for the use of the English <p>Language as a medium for teaching and learning in both NFBE teacher education and NFBE school learning.</p>	
---	---	--	--

Policy goal NFBE3: Providing girls , special needs and other disadvantaged groups equal access to quality NFBE			
Policy objectives	Indicative targets	strategies	Outcome
Promote gender Equity and inclusiveness in enrolment and retention in NFBE subsector	<p>50% gender parity in NFBE by 2016</p> <ul style="list-style-type: none"> • Retention rates of females and males on a par by 2016 • Annual National Girls Education reports including relevant indicators completed/published 	<ul style="list-style-type: none"> -Conduct community education and awareness programmes to raise female participation in NFBE -enforce policies on non-repetition in NFBE - Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls -Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities - Provide suitable NFBE school facilities for females (students and teachers) -maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system - strengthen guidance and counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female students by male peers -strengthen the gender Unit at central and regional and district levels 	

Table 20: Logframe5: Secondary Education Logframe

<p>Policy priority goal S1: improving access and participation to secondary education</p> <ul style="list-style-type: none"> Improving access to quality secondary education through construction of new schools as well rehabilitation of damaged schools
--

Policy priority objective	Indicative targets	strategies	Outcome
-Improve access to secondary education through construction of new schools as well rehabilitation of damaged schools.	<ul style="list-style-type: none"> -Gross enrolment from the current 46 % 75% by 2016 -an annual increase in learning spaces of at least 15%. This will involve at least an additional 100 classes established by 2016 -Rehabilitate 50% of the existing schools that need rehabilitation by 2016 -Average national PTR of 40: 1 by 2016 	<ul style="list-style-type: none"> -Conduct a national mapping for secondary education need and create schools where the need is the greatest; -Create or enhance secondary EMIS system to create data for improving decision making; -Construct and upgrade secondary schools in consistent with the projected demand for secondary education annually; 	improved access and participation in secondary

Policy priority goal 2: providing quality secondary education

Policy priority objectives	Indicative targets	strategies	Outcome
Increase provision of and accessibility to textbooks	<ul style="list-style-type: none"> -Secondary students textbook ratio to be 1:2 for all subjects by 2016; -At least 5 computers per secondary school by 2013 and 30 computers by 2016; -at least every district will have 1 secondary school resource centre; 	<ul style="list-style-type: none"> -Ensure access to textbooks in all curriculum subjects for all secondary students by 2016; -Create good text book policy with its full implementation procedures and efficient distribution system; - Provide teaching and learning aids to all secondary schools according to their needs and priorities agreed with the schools - Review and publish list of essential and desirable teaching support materials for secondary education; 	-Improved supplies of teaching-learning materials

		<ul style="list-style-type: none"> - improve the supply and the procurement of computers accessories to all secondary schools with preference given to deprived areas; - review and provide guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at all public secondary schools, -Establish one secondary education resource centre initially each region and by 2030 each district 	
Provide school and public library facilities and encourage community private libraries	<ul style="list-style-type: none"> -50 new libraries constructed where need is the greatest by 2016; -Libraries furnished, stocked and have functional management system; 	<ul style="list-style-type: none"> -Conduct a need assessment surveys about where the need is the greatest; -Construct 50 new libraries across all regions; - Provide 50 schools with a libraries -provide incentives for the private sector, civil society and voluntary sector to invest in public libraries at community level; 	-Improved supplies of teaching-learning materials
Improving the supply and the quality of secondary teachers	<ul style="list-style-type: none"> -75% of all secondary teachers to have bachelor degree or diploma with qualified teacher status by 2016; -effective teacher deployment and utilisation policies and practices in place; -practicing teachers are motivated and enthusiastic about their work; 30% increase of female secondary school teachers by 2016; -special provisions and incentives are in place to accommodate special need students teachers; 	<ul style="list-style-type: none"> -Ensure the establishment of good enabling infrastructure that supports teacher education by feb/2013; -Ensure that there is good selection criteria for student teachers; -Ensure that secondary student teachers experience training and curriculum that is relevant and of good quality in line with secondary education curriculum and modern approaches as well as subject knowledge by feb/2013; -ensure that there is good partnership and collaboration between universities and schools in teacher education by feb/2013; -provide incentives and grants for female candidates and other disadvantaged groups to pursue teacher 	Effective secondary education teaching force in place

		<p>education;</p> <p>Providing on the job support and encouraging a conducive environment for female teachers once in service to minimise number of trained female teachers who seek other professionals</p> <p>-ensure that there are continuous professional development for all secondary school teachers</p> <p>- Strengthen supervision and inspection systems;</p> <p>-Improve the working conditions of teachers such as salary, accommodation, transport and health packages;</p>	
<p>Improve the relevance of secondary education curriculum</p>	<p>-Revised national secondary education curriculum for all subjects in place- published and circulated by June 2013</p> <p>-All secondary teachers trained/oriented/familiarised in the new curriculum by December/2013</p>	<p>-Review the national secondary curricula at in collaboration with key stakeholders to ensure relevance to national needs and conditions and remove bias (related to gender or special needs for example)</p> <p>-Print and distribute new syllabi to all secondary schools</p> <p>. -Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula</p> <p>-conduct examinations based upon new curricula</p> <p>-Ensure textbooks</p> <p>Identify textbooks, procure textbooks</p> <p>-Establish Curriculum Oversight Committee within</p>	<p>-Relevant and renewed secondary education curriculum</p>

		<p>the MoE</p> <p>-Redesign academic training at all levels to integrate rigorous cross curriculum dimensions such as entrepreneurial training, technology and media, health life styles, creativity and thinking skills, community participation, identity and culture of Somaliland.</p>	
<p>Develop a reliable Secondary students learners testing and assessment system</p>	<p>-MLA test agreed, standardised and validated by sep/2012</p> <ul style="list-style-type: none"> • First cohort/sample of students (5%) tested for competency on single agreed MLA test by May 2013 sample rising to 10% by 2016 	<p>Ensure the development of MLA test policy and implementation framework for Forms 1, 2, 3 and 4s</p> <p>-Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at F1-F4</p>	
<p>Develop effective Accountability systems</p>	<ul style="list-style-type: none"> - Common National policy framework for Quality assurance and standards developed by Sep 2012 for both primary and secondary -Criteria and roles of supervision and inspection revised and published by end Sept 2012 -Supervisors and inspectors trained and in place by Sept 2012 	<p>-Review monitoring and inspection systems for management at ministry, regional, district and school levels</p> <p>- Improve the teacher supervision system to provide support for professional development and enhanced teacher performance</p> <p>-Provide material support for supervisors and inspectors</p> <p>-Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness</p>	<p>Better implementation and accountability in secondary education curriculum delivery</p>
<p>Improve the English language proficiency of all secondary</p>	<p>-Guidelines on English language policy published and circulated to all secondary schools by Sep/2012</p>	<p>-Develop, publish and circulate to all schools, guidelines on English language policy</p> <p>-Support the development and production of textbooks in English,</p>	<p>Improved secondary education curriculum delivery</p>

students and teachers	50 % of secondary teachers and students are proficient in reading, writing and verbal communication in English language	<ul style="list-style-type: none"> -Expand and promote the study of English in teacher training institutions; -support the development and procurement of a national English language link centre with branches at regional levels; - Provide INSET courses for English language teachers in all secondary schools -Provide at least one specialist language teacher to serve a cluster of secondary schools; - promote English learning through the use of ICT; -Revise secondary timetable to increase time allocation for the teaching English language -Develop national standards to monitor learning achievements in English -Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning in both secondary teacher education and secondary school learning. 	
-----------------------	---	---	--

Policy goal S3: Providing girls , special needs and other disadvantaged groups equal access to quality secondary schools			
Policy objectives	Indicative targets	strategies	By when
Promote gender equity in enrolment and retention in secondary education	50% gender parity in secondary education by by 2015 <ul style="list-style-type: none"> • Retention rates of females and males on a par by 2016 • Annual National Girls Education reports including relevant indicators completed/published 	<ul style="list-style-type: none"> -Conduct community education and awareness programmes to raise female participation in secondary -enforce policies on non-repetition in secondary education and support this policy with remedial support materials - Institute and ensure proper functioning of scholarship/district sponsorship 	

		<p>programmes for girls</p> <ul style="list-style-type: none"> -Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities - Provide suitable secondary school facilities for females (students and teachers) - -maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system - . strengthen guidance and counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female students by male peers -strengthen the gender Unit at central and regional level 	
--	--	---	--

Table 21: Logframe 6: TVET

ESSP Technical and Vocational Education and Training (TVET) Logical Framework 2012-16			
Intervention	Objectively Verifiable Indicators	Means of Verification	Assumptions
Logic			
Overall Objectives			
Competent, trainable and well-motivated workforce, poverty alleviated, economic growth promoted.	No indicator required at this level, unless specific impact studies done.		
Purpose			
In conformity with and in support to economic development access to relevant and structured TVET increased. and economic growth enhanced.	Evidently improved participation at the four levels of the structured TVET system. Vocational Qualification framework established. National Training Agency (or similar coordinating body at national level) established. At least 75% of graduates employed. Relevance of education + training demonstrated though pertinent analysis, in particular tracer and impact studies, including labour market analyses.	(Expanded) EMIS Legal framework in place. Law or similar legal norm. Tracer studies, labour market reports. Ditto.	Growth path of economic development remains intact. No major calamities disrupting implementation. Continued peaceful environment allowing systematic implementation of programme activities.

<p>Results</p> <p>1. Access to relevant institution and enterprise based training increased.</p> <p>2. National forum for TVET and social dialogue established and National Training Agency (in 'light-touch' administration) created and operational</p> <p>3. Vocational Qualification framework (as part of a National Qualification) established</p> <p>4. Based on pertinent labour market surveys (and other pertinent information) relevant occupational fields selected and outcome, competency based curricula developed with full participation of Social Partners (employers and trade Union/civil society representatives)</p> <p>5. Trainers selected and progressively instructed in relevant occupational/industrial standards (in line with going technological requirements) and coupled with solid knowledge and</p>	<p>At least one new institute per annum established/ rehabilitated facilitating access to at least 360 additional full-time students in at 8 new occupations/trades in each region.</p> <p>At least 300 additional enterprise based students enrolled who will be released for theoretical training toTVET institutes (apprenticeship system)</p> <p>Law (or similar norm) for constituting dialogue of Social Partners and Government (MoE and MoLSA) gazetted and implemented.</p> <p>Ditto</p> <p>At least for 8 occupational areas and 4 levels relevant (country /economy specific) curricula developed and supported with teacher guides and learning materials and learning controls (tests)</p>	<p>EMIS</p> <p>Law/ ordinance</p>	<p>Baseline of existing training levels to be established for subsequent analyses.</p> <p>Adult learners, employers and the community progressively recognise the importance of TVET/ skills development.</p> <p>Social Partners provide manpower and financial resources to support development of a cohesive TVET system.</p>
---	---	-----------------------------------	---

<p>application of TVET pedagogy (androgogy)</p> <p>6. Modular and level based examination standards and trade tests developed and executed with full participation of Social Partners</p>	<p>At least 20 TVET trainers p.a. selected and trained through industrial attachments and pedagogical instruction in relevant industry and colleges</p> <p>Trainers have acquired the relevant training certificate/diploma</p> <p>On-the-job training through experienced field managers in relevant occupations (trades/crafts)</p> <p>Test bank questionnaires and standards developed for the relevant occupational fields and examiners competent in their application</p>	<p>Pertinent reports</p>	
<p>Core activities</p> <p>1.1 Review present capacity of existing TVET institutes and provide data base for future M&E with a view to integration into EMIS</p> <p>1.2 Review economic trends and future economic opportunities on a region by region basis and propose plan of operations for successive establishment of regional TVET centres/colleges</p> <p>1.3 Develop capacity plans by occupational areas for the specific regions and propose list and standard of buildings and equipment including machines and tools for training</p>	<p>Costs</p> <p>Indicative sector-wide costs are addressed in a separate chapter of this Strategic Plan. Specific inputs by Development Partners in support of Plan elements will also be costed.</p>	<p>Assumptions underlying this Plan</p> <p>Development Partner support for education sector co-ordinated and maintained</p> <p>Support of the Diaspora</p>	

<p>3.1 Review feasibility study on the introduction of the VQF and get consent with relevant institutions, MoE, MoLA, Social Partners, Higher Education representatives</p> <p>3.2 Implement agreed level structure by laying-out the description of levels for the selected occupational (relevant) fields and their relation to the development of curricula</p> <p>4.1 Do not attempt to develop curricula from scratch, but do attempt to apply readily accessible curricula for the 8 (or more) occupational relevant areas, and amend them with specific elements for the region (so that they are truly country specific), this could also require research in old documents of vocational training previously delivered in the region (the EU feasibility Study also mentioned various sources for procurement of relevant curricula in modular, competency based form)</p> <p>4.2 Organise review workshops of the selected curricula materials by occupations and levels with Social Partners, and get consent of what shall become binding curricula and will the base for trade testing.</p> <p>5.1 Establish diagnostic training needs profiles of existing TVET trainers cadre in professional (technical/agro/commercial) and pedagogical terms, and amend the same for new TVET trainer cohorts of at least 20 new staff p.a.</p> <p>5.2 Explore training places in the country and the region to satisfy these needs: ideally the local higher education institutions should deliver the pedagogy by preparing their faculty staff in such areas (to reduce costs and build academic capacity)</p> <p>5.3 Where required send trainers on industrial and pedagogical attachments in the region, satisfying final relevant certification of the training</p>		<p>maintained</p> <p>Support of civil society maintained</p> <p>Support of private sector, including TVET (apprenticeships, participation National Training Agency, Internships) continues and expands.</p> <p>Proportion of public funds applied to education sector increased progressively by at least 40% annually.</p>
--	--	---

<p>6.1 Review experience in similar other countries to build data bank for TVET examinations and testing on modular and competency (outcome) basis and amend as required to the local needs</p> <p>6.2 Explore possibilities of distance testing satisfying strict transparency and reliability of the testing process</p>		
--	--	--

Table 232 Logframe 7: Higher Education log frame:

Policy priority goals 1: Improving access and participation to higher education			
Policy priority objective	Indicative targets	strategies	outcome
-Improve access to higher education through construction/expansion/renovation of higher education institutions and training centres	<ul style="list-style-type: none"> -year by year increased access to higher education by bright and poor students -Equal and fair regional distribution of higher educations institutions and resources -Introduction of new distance learning programmes by 2013 -New faculties in the areas which are most needed and useful to the country and people such as Livestock, Agriculture, Environment and Marine Resources are created and constructed by 2016 An annual increase in learning spaces of at least 15%. -Rehabilitate 50% of the existing public universities that need rehabilitation by 2016 	<ul style="list-style-type: none"> -Conduct a national mapping for HE need and create higher education institution where the need is high -Create HE EMIS system for improving decision making at policy level -Encourage and support the development of private universities -Encourage the inclusion and introduction of distance learning programmes and -Construct new faculties and centres and upgrade current programmes in consistent with the projected demand for higher education annually 	improved access and participation in higher education
Policy priority goal 2: providing quality Higher Education			
Policy priority objective	Indicative targets	strategies	outcome
Increase provision of and accessibility to textbooks	-Public universities students have access to good quality textbooks	<ul style="list-style-type: none"> -Ensure access to good quality textbooks in all curriculum subjects for all public universities students by 2016; -Create good text book policy with its full implementation 	Improved supplies of teaching-learning materials

		<p>procedures and efficient distribution system;</p> <ul style="list-style-type: none"> - Provide teaching and learning aids to all universities according to their needs and priorities agreed with the universities - Review and publish list of essential and desirable teaching support materials for higher education institutions ; - Improve the supply and the procurement of computers accessories to all universities with preference given to Public universities; - Review and provide guidelines on the use and maintenance of textbooks, equipment and teaching materials in higher education at all public universities, - 	
Provide well equipped libraries and laboratories to the public universities	<ul style="list-style-type: none"> -7 new libraries constructed for public universities by 2016; -Libraries furnished, stocked and have functional management system; -75% of higher education institutions offering science programmes have well equipped laboratories and labs by2013 -75% of higher education institutions have access to a fast internet services and connectivity 	<ul style="list-style-type: none"> -Conduct a need assessment surveys about where the need is the greatest; -Construct 7 new libraries in public universities - construct more laboratories Invest in ICT facilities -Provide incentives for the private sector, civil society and voluntary sector to invest in public libraries at community level; 	-Improved supplies of teaching-learning materials

<p>Develop and maintain qualified, competent, and committed universities teaching staff</p>	<ul style="list-style-type: none"> -By 2016 raise the proportion of full-time Academic staff with Masters or equivalent qualification to be at least 2/3 of the total number of the academic staff -Phase out the deployment of part-time teaching staff with only first degrees by 2016. -75% of HE teaching staff receive CPD by 2016 -20% increase of female higher education teachers by 2016; -100 postgraduate scholarships are given to HE teaching staff by 2016 -One visiting professor hired per year for each public university by 2013 -Between 10 and 50 full-time teaching staff with master's degree or above are recruited for public universities by 2016 	<ul style="list-style-type: none"> -Design a programme to train academic staff for the public universities at master level or above -Design appropriate incentive packages to supplement the salaries of academic staff with masters qualification - Implement the staff training project and incentive packages -Recognize and reward academic staff for exemplary teaching, Phase-out the deployment of part-time teaching staff with only a first degree; -encourage visiting Diaspora professionals ; -Recruit between 10 and 50 full-time teaching staff with master's degree or above -Provide postgraduate scholarships to the academic staff of public universities 	<p>Effective higher education teaching force in place</p>
---	---	--	---

<p>Improve the relevance of Higher education courses and curriculum</p>	<p>-Revised public universities curriculum for all courses in place-published and circulated by June 2013</p> <p>-All university teachers trained/oriented/familiarised in the new curriculum by December/2013</p>	<p>-Review the public universities curricula in collaboration with key stakeholders to ensure relevance to national needs and conditions and remove bias (related to gender or special needs)</p> <p>-Develop/up-grade lecturers training programmes to train them in the new curricula</p> <p>-Empower the NHEC to ensure quality and standards in HE</p> <p>-Redesign academic training to integrate rigorous cross curriculum dimensions such as entrepreneurial training, technology and media, health life styles, creativity and thinking skills, community participation, identity and culture of Somaliland.</p>	<p>-Relevant and renewed public universities courses and curriculum</p>
<p>Develop effective accreditation and standardization system of higher education institutions and programmes</p>	<p>-framework for Quality assurance and standards developed by Sep 2012 for all higher education institutions</p> <p>-Criteria and roles of universities governance and leadership revised and published by end Sept 2012</p> <p>-All higher education institutions are assessed and evaluated by 2013</p> <p>-Board of trustees established for all public universities by 2013</p>	<p>-Ensure the quality assurance and standards framework are developed for higher education institutions and implemented by all accredited higher education institutions</p>	<p>Quality assurance standards are put in place and implemented</p>
<p>Improve the English language proficiency of all higher education students and teachers</p>	<p>-Guidelines on English language policy published and circulated to all higher education institutions by Sep/2012</p>	<p>-Develop, publish and circulate to all universities, guidelines on English language policy</p> <p>-Support the development and</p>	<p>Improved proficiency of English language</p>

	70 % of higher education teachers and students are proficient in reading, writing and verbal communication in English language by 2016	<p>production of textbooks in English,</p> <ul style="list-style-type: none"> -Expand and promote the study of English in teacher training institutions; -support the development and procurement of a national English language link centre with branches at regional levels; -Provide at least one specialist language teacher to serve a technical advisor of public universities; - promote English learning through the use of ICT; -Increase time allocation for the teaching English language -Develop national standards to monitor learning achievements in English -Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning in all higher education institutions 	
Policy priority goal 3: Providing girls , special needs and other disadvantaged groups equal access to quality higher education			
Policy objectives	Indicative targets	strategies	Outcome
Promote equity in HE	<p>Year by year improved equity in higher education</p> <p>Year by year increased scholarships for women students and other disadvantaged students</p>	-Conduct community education and awareness programmes to raise female participation and other disadvantaged groups in higher education	Improved equity in HE

		<ul style="list-style-type: none"> - ensure proper functioning of scholarship/ sponsorship programmes for girls and other disadvantaged groups -Encourage the establishment of girls' clubs and organisations - Provide suitable higher education facilities for females (students and teachers) - -maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system -Strengthen guidance and counselling (G&C) to establish procedures and systems related to girls education – e.g. sanction sexual harassment or bullying of female students by male peers 	
Policy Priority Goal 5 improving the capacity and infrastructure of NCHE and Higher education directorate			
Policy objectives	Indicative targets	strategies	Outcome
To develop Higher Education Act and the Universities Act	-Act on higher education published and circulated to all higher education institutions by Sep/2013	<ul style="list-style-type: none"> -Develop, publish and circulate to all institutions, higher education act and Universities act -Enshrine the powers, roles and 	Higher Education Act and Universities Act

	-Act on Universities published and circulated to all higher education institutions by Sep/2013	responsibilities of the new Ministry of Higher Education, Higher Education Commission and universities senates	
To Construct the Head Quarter (working space) of HE department	- Working space created, furnished and equipments provided by 2014	-Construct a good working space for the HE directorate	Conducive working environment for HE staff
Technical capacity of the existing Higher Education staff improved and more young and experienced professionals recruited	90% of higher education department staffs receive CPD by 2016 -Study tour conducted for staff of HE Department by 2012 Four additional technical staff recruited by 2012 -Two technical advisors hired by 2012 -EMS system is created for HE department by 2013	-mapping for higher education need conducted -Ensure the establishment of good enabling infrastructure that supports higher education department by 2016 - build the capacity of HE sub sector for improved service delivery -Provide training to higher education department staff -Recruit 4 more specialised professionals in the field of HE	Enhanced technical capacity of HE directorate
To Construct the Head Quarter (working space) of NCHE	-HQ for the NCHE built by 2016 -	Construct a good working space for the NCHE	Conducive working environment for NCHE staff
Technical capacity of the existing NCHE staff improved and more young and experienced professionals recruited	90% of the commission's staff receive CPD by 2016 -Advisory consultants hired by 2012 -Study tour conducted for commission secretariat by 2012 Five additional technical staff recruited by 2012	-Conduct a national mapping for commission of higher education need -Ensure the establishment of good enabling infrastructure that supports higher education commission by 2016 - build the capacity of the commission for improved service delivery -invest in the development of	Enhanced technical capacity of NCHE

		<p>the technical capacity of its existing staff</p> <ul style="list-style-type: none"> -recruit 5 more specialised professionals in the field of HE 	
Policy Priority Goal 6: improving the research programmes of the local universities			
Policy objectives	Indicative targets	strategies	Outcome
To create national research council and strengthen the capacity within the local universities to conduct research	<ul style="list-style-type: none"> -National Research Council established by 2012 National research council office is equipped by 2013 -Five technical staff hired for the council by 2013 -75% of Local Universities have the capacity to conduct research by 2016 -10 research papers published by the council within the next 5 years 	<ul style="list-style-type: none"> -create the national research council -create the infrastructure that supports the national research council -Identify areas of research priority - solicit additional funding to carry out research -Undertake a survey about on-going research activities of higher education institutions -Support and strengthen research activities of higher education institutions - 	<p>National Research Council created</p> <p>Research capacities of local universities improved</p>

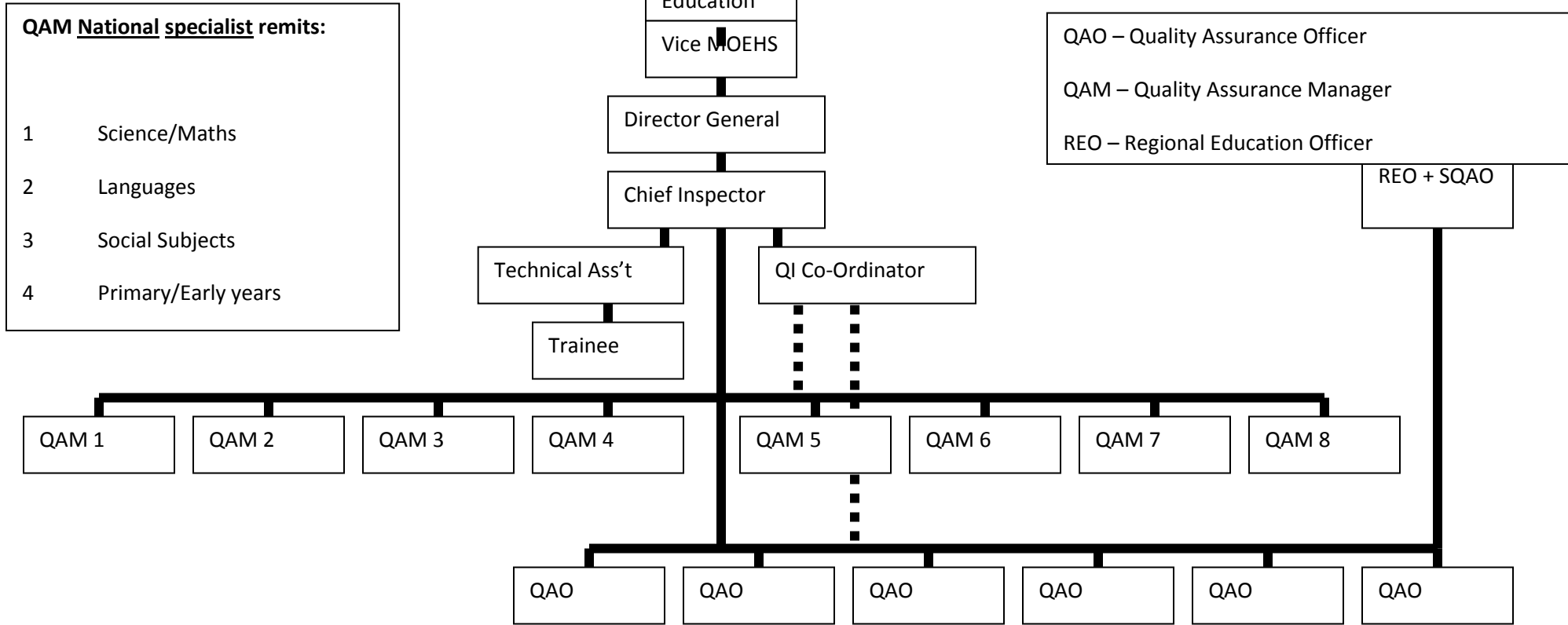
Table 23: Quality assurance and standards regional staffing level and qualification

REGION	GENDER			QUALIFICATIONS			Total
	Male	Female	Total	University degree	Diploma	Others*	
<i>Awdal</i>	17	4	21	14	7	0	21
<i>marrodijeex</i>	18	2	20	5	15	0	20
<i>Sahil</i>	8	2	10	5	5	0	10
<i>Togdheer</i>	20	6	26	13	5	8*	26
<i>Sool</i>	5	0	5	Data unavailable			
<i>Sanaag</i>	9	1	10	Data unavailable			
<i>Central</i>	11	1	12	12	0	0	12
TOTAL	63	15	89	49	32	8	89

Table 2.4 QAAS Staffing by Regions and Experience

S.N	REGION	EXPERIENCE(Years)				TOTAL
		>40	30-39	20-29	<20	
1.	Central	5	3	4	0	12
2.	Hargeisa/Marodijeh	2	11	7	0	20
3.	Awdal	0	12	7	2	21
4.	Sahil	0	2	5	3	10
5.	Togdheer	2	12	7	5	26
6.	Sanaag	Data unavailable				
7.	Sool	Data unavailable				
	Total	9	40	30	10	89

tab12 25; Proposed structure of QAAS Department



Number of QIOs depends on number of schools in region.

Table 26: Quality assurance indicators

	THEME	UNSATISFACTORY Examples	SATISFACTORY examples	GOOD examples
Curriculum	The rationale and design of the curriculum	The school's curriculum falls significantly short of the expectations of a National curriculum for Transformation. It may provide a limited number of subjects, but students may not receive their entitlement to learning across the full range of core curricular areas. The school has not addressed how it will develop learning experiences in the cross-cutting themes. Students do not make well paced progress through the levels of the curriculum.	The school's curriculum provides almost all of the core subjects required by the National Curriculum for Transformation, and is working towards embedding the cross-cutting themes in its programmes. Staff use National Curriculum guidance to plan their courses and programmes. By doing so, they provide a progressive set of experiences in which students can move progressively through levels, building on their prior learning in each curriculum area.	The school's curriculum meets all the requirements of the <i>National Curriculum for Transformation</i> . It consists of a coherent set of outcomes which are based on a sound rationale. It is enriched by the school, in consultation with the local community, to provide education which builds students' experiences and ambitions. It is designed to be relevant, challenging and enjoyable. It offers a broad range of subjects which can be studied at progressive levels. It develops the skills of literacy and numeracy and supports students to develop healthy lifestyles, Islamic values and contribute to our country's socio-economic development.
	Development of the curriculum	Staff deliver a basic curriculum which may be largely unchanged from year to year. The curriculum is delivered in a standard way and few adaptations are made to support or challenge students. Staff do not use what they learn about students' performance in lessons and tests to adapt the curriculum or its delivery.	Staff ensure that they cover the expectations of the syllabus in the subjects they offer. They develop and improve their courses, developing explanations and resources to help students to learn. They make improvements to their teaching plans after reflecting on students' performance in lessons, tests and examinations. They consult with the CEC regularly to ensure that the school's curriculum is meeting the needs of the community it serves.	Staff evaluate the range and quality of experiences for students and the impact of these experiences on students' attainment. They make adaptations to meet the needs and interests of students, and provide opportunities for specialisation and in-depth study. They reflect on how successful students are in tests, and how well former students succeed in their careers and makes adjustments to improve the school's contribution to building our society.

	The quality of programmes and courses	Courses do not always develop students' knowledge and understanding effectively. They may miss content or not deliver it effectively. As a result, students are not motivated or challenged at an appropriate level. More than a few are failing examinations. Several students fail to graduate each year.	Courses effectively develop students' understanding in the core curriculum subjects. Students' have sufficient learning time to cover the syllabus. Teachers mark students work and assess their learning to ensure that they are making progress. Most students are making progress and very few fail to graduate.	Courses stimulate students' interest, challenge them to achieve high standards and are relevant to the needs of our country. Classes are timetabled efficiently. Staff use assessment and planning well to ensure that students' learning is continuous and progressive from year-to-year. They make up lost time and minimise failure to graduate by supporting students well.
	The wider curriculum	The teaching and learning approaches may be inflexible and depend heavily upon rote-learning parts of the text-driven syllabus. The curriculum is not delivered in a way that is appropriate to the age, stage, and level cognitive development of children. For example the experience of young children may be too formal and not based on activity and play. Older children may be required to memorise facts rather than understand and discuss concepts. There may be few, if any opportunities for learning beyond class lessons. This will be limiting students' achievement and their ability to apply their learning in life.	The approaches teachers use to deliver the curriculum are broadly appropriate to children's age and cognitive ability. Younger children are given some activities and resources which help to develop their understanding of basic concepts. Older children are given more challenging tasks which enable them to develop their independent thinking. There are a few opportunities for students to develop their broader skills and talents, for example, in sports or community service. Students are ambitious and have appropriate foundations from their education on which to develop their skills in adult life.	The approaches to the curriculum are appropriate for the age and stage of children. At the primary stages students are helped to understand their learning using activities and play. Staff help them to make links between their learning in different subjects and its relevance to their lives. At the secondary stages, advanced study and personal achievement are strongly promoted. Beyond the formal curriculum, students undertake challenging projects and take responsibilities which help them to grow as citizens. They become ambitious, creative, enterprising and well prepared for the world of work through these opportunities.

	THEME	UNSATISFACTORY Examples	SATISFACTORY examples	GOOD examples
Teaching for effective learning	Teachers' Planning	Teachers' subject knowledge or teaching skills are weak. They cannot plan effective lessons independently of the textbook. They may not cover the syllabus or teach it effectively. Lessons, explanations and use of resources are unplanned and teachers are ill-prepared. Teachers do not prepare to explain or illustrate lessons to students. They do not use assessment to plan next steps in learning, or to evaluate lessons.	Teachers' understand the subject well enough for the level at which they teach it. They pace their teaching to cover the syllabus in the time available. They plan lessons informally, but these build on previous lessons, perhaps using the text as a guide. Teachers help students who miss lessons and plan some differentiated activities to support or challenge individuals and groups. They think carefully about how they will explain concepts using diagrams and examples. They plan how they are going to check how well students have achieved the objectives of the lesson.	Teachers plan lessons thoroughly, based on a sound understanding the subject matter and the best way to teach it. Long term planning shows how the syllabus will be covered over time. Lesson plans build on what students already know. They consider how best to explain and illustrate concepts, and how to support or challenge different groups of students. They also show how they plan to assess how well students have achieved lesson and course objectives, and involve students in tracking their own progress through the syllabus outcomes.
	Teaching Approaches	There are weaknesses in the structure of lessons which make it difficult for students to learn and understand. Teachers may not introduce lessons well or ensure that students understand what they are expected to learn. Explanations may be read from a text or lack clarity. Students may not benefit from clear explanations illustrated by visual aids and practical resources. Teaching is not adapted to help students to develop their understanding. As a result students' progress in learning and understanding is weak.	Teachers begin lessons by reviewing prior learning and sharing the objectives for the lesson with students. They summarise the lesson and review the objectives at the end. They explain the teaching point clearly and accurately. They make some visual aids and resources to help explain difficult concepts. They give students tasks to help them to practise and consolidate their learning. Teaching approaches are generally effective but may lack variety, and may not develop students' higher-order skills.	Teachers share the objectives of lessons with students and, at the end, review how well these objectives have been met. Their explanations are clear, accurate and stimulating. They find/make appropriate visual aids and resources to illustrate their teaching. They use activities which help students to understand concepts, think critically and develop curiosity. Tasks regularly involve students working independently and cooperatively in solving problems.
	Clarity and purposefulness	There is little communication between teachers and students about learning.	Dialogue may be teacher led, but involves most students in questions, tasks and	Teachers skilfully and actively involve all students in lessons and encourage

	of dialogue	Lessons may be didactic. Teachers ask students to repeat facts, ask closed questions or address questions to the whole class which do not require much thinking. Tasks may require copying rather than discussion. Teachers may mark students' work but this is unsatisfactory unless students use feedback to make corrections and improve their work.	discussions. Teachers' interactions with the class help most students but may not always support and challenge everyone. Due to class sizes, a few individual students may have limited opportunities to talk to the teacher or receive personal feedback about their work. Most written work is corrected. Students usually take responsibility for ensuring that they understand and correct their errors.	them to share their views and ask questions. They use a range of questioning techniques and discussion to stimulate students' interest, make them think critically and build their confidence. They review prior learning and make connections between learning in different lessons, subjects and real life applications. Teachers give all students regular high quality feedback about how to improve their work.
	Use of Assessment	Teachers do not use what they learn from asking questions in lessons to adjust their teaching, explain more clearly or introduce more challenge to lessons. They do not test students regularly against the course or syllabus objectives, or they do not use information from students' performance in tests effectively. They do not know how well students are progressing with their learning and cannot describe individuals' attainment over time or evaluate their own teaching by referring to test scores.	Teachers have a general picture of the progress of the class, rather than individuals, based on a limited range of assessment approaches, for example, using questions and written exercises in lessons. They comment on students' written work and help them to make corrections. Regular tests linked to the syllabus are used to check students' progress. They use some of the information from these tests to plan or re-teach lessons. Teachers know that they should use assessment information to improve their teaching but may need support to do so.	Teachers monitor students' progress against lesson objectives using probing questions. They adjust explanations and activities, and provide support when they find weaknesses in students' understanding. Students use teachers' feedback to improve their work. Regular tests linked to the syllabus are used to check students' progress. Assessment records which track their progress over time are shared with students. Teachers use what they learn from testing to plan future lessons, and check the effectiveness of their teaching

	THEME	UNSATISFACTORY examples	SATISFACTORY examples	GOOD examples
	The quality and use of	Classrooms are unsafe, overcrowded or dirty. There is inadequate safe, shaded space for	Accommodation and furniture is generally adequate but may need to be adapted to better support	Classrooms and playgrounds and specialist spaces provide a safe, clean and stimulating environment for

Accommodation and Resources	accommodation	students to play. There may be insufficient furniture or it may not be fit for purpose. There are insufficient toilets for students of both genders. The school fails to meet statutory building proportions. Darkness, heat or noise frequently hinder learning and teaching.	learning, teaching and play. Lack of space, light, heat or noise levels in some areas rarely hinder learning and teaching. Very little of the accommodation or furniture needs repair. All buildings are accessible to disabled users. There are toilets for both genders and teachers – the number of these does not fall more than 10% short of minimum standards.	learning and play. There are appropriate, adequately furnished spaces for classes and social provision. The number of toilets for students of both genders and teachers exceeds minimum standards. The building exceeds statutory duties on building standards and accessibility for disabled users.
	The quality of displays and presentation	Staff do not use displays to support learning and teaching. The environment lacks stimulation.	Some displays of our students' work and items of interest may be permanent, but they contribute to learning and teaching and create an atmosphere where learning is promoted.	Displays of students' work, illustrations and prompts support learning and teaching and create a stimulating atmosphere. They are regularly updated with interesting materials linked to topical work.
	Use of resources and equipment to support learning	There is insufficient equipment and resources to explain teaching points or for students to use to support their learning. Teachers do not find or make resources from common objects or use the world around the school to illustrate and explain ideas. Students do not have access to textbooks, or do not use them as learning resources, for example they may use them only to copy from, or keep them at home.	There is a limited range of equipment which motivates students but may limit a few aspects of students' learning. Some teachers make and use resources to support students' understanding and to help explain complex ideas. They occasionally use the school's environment and resources from outside the school. Students, particularly younger ones, use some resources independently. Students make regular, appropriate use of textbooks	Staff have obtained or made sufficient, appropriate resources which are used to help teachers to teach well and students to learn effectively. Learning and teaching is enriched through use of ICT, the local environment, and resources from outside school. Teachers encourage students to make independent and responsible use of resources. They monitor and evaluate the use of resources to ensure that the needs of all students are met. Every student has personal textbooks and uses these effectively.
	Health, safety and	The school compound is insecure or there are major health and safety concerns which have not been	Staff monitor the security of the school compound. They monitor our students' health. Major health and	The compound is secure and health and safety aspects of accommodation and facilities are identified and

	security	addressed. Staff do not take responsibility for the health of students.	safety issues are addressed.	addressed. Staff ensure and actively promote the health of our students and involve the local community
	Provision and development of teachers	There are insufficient teachers or they are ineffective teachers. There are weaknesses in the professional conduct of teachers. Teacher attendance is below 85%. No records are kept of teachers' skills, attendance and conduct. Absent teachers are not replaced or covered. Teachers receive little training or support to improve their work. Teachers show a lack of commitment to their students.	There are teachers in all classes who have a satisfactory knowledge of their subject and how to teach it. Standards for teacher conduct are sometimes inconsistent but are generally high. Teacher attendance is above 85% and absent teachers' classes are covered. Teachers' training is helpful but does not always improve standards in a focused way. Staff don't always share or reward good practice. A few teachers may feel under-valued but this is being addressed..	There are sufficient skilled teachers to provide a full curriculum. Teachers know their subject and how to teach it. The headteacher sets high, clear standards for teachers' conduct. They know their responsibilities, act professionally and are excellent role models. Teacher attendance is monitored and is greater than 95%. The headteacher trains and supports teachers to do their best, rewards and shares good practice with other teachers. This is raising standards across the school.

	THEME	UNSATISFACTORY Examples	SATISFACTORY examples	GOOD examples
Leadership of learning and improvement	Strategic planning	Teachers lack the commitment or capacity to improve their work and students' attainment. They cannot explain how the school is improving and raising standards, and may have little involvement in strategic decision making.	Teachers are committed to their students' achievement, and to improving the school as their main aims. Everyone has a role in aspects of school beyond their own classrooms. Almost all teachers can demonstrate improvements in their own work linked to and supported by the school's improvement plan. They have developed their teaching, resources and environment, with guidance from the Headteacher, and can show how this has raised standards.	Teachers share a common vision and values developed in consultation with students and the community. The school's vision is firmly based on outcomes for students. The school ensures that learning is the central focus of improvement plans, and that improvement priorities are linked to classroom practice. Teachers make efficient decisions on the use of resources to target key objectives and achieve best value.
	Leadership of Learning	The headteacher carries out mainly administrative tasks and plays little role in developing the quality of teaching and learning. S/he may accept that some of the teachers lack skills but does not support them to improve. S/he does not track students' attainment effectively and there may be weaknesses across the Teaching, Learning and Students' attainment quality indicators, for which the headteacher is ultimately responsible. S/he does not report or effectively tackle teacher absence and conduct. S/he does not make effective arrangements to cover absent teachers. His/her own teaching may not be a model of good practice.	The headteacher delegates or carries out administrative tasks efficiently. S/he tracks student attainment using test results and discussions with teachers. S/he regularly visits lessons and records the quality of teaching, and attendance and conduct of staff and students. S/he holds teachers accountable for the standards they achieve and reports absence or incompetence to the REO promptly. S/he helps teachers to improve their effectiveness by suggesting approaches and resources, and revisiting classrooms to ensure the required improvements have been made. Effective arrangements are in place to cover absent teachers until they are replaced.	The headteacher delegates menial and administrative tasks, and focuses on leading learning and teaching as the key to school improvement. S/he demonstrates a commitment to learning by visiting lessons, modelling good practice, giving feedback, sharing insights and stimulating self-evaluation. S/he builds a culture where teachers feel confident to innovate, develop and share their practice. S/he demonstrates a wide range of skills to motivate and support teachers. His/her approach is consultative and achieves collective responsibility and mutual support across the school. S/he deals effectively with problems. When required, s/he takes firm and decisive action, and makes difficult decisions fairly, and always in the best interests of students.

	<p>Leadership of improvement</p>	<p>The headteacher has not produced an improvement plan or it is not appropriate to target major weaknesses in the school's provision. There are significant areas of unsatisfactory practice across the school and these are not being addressed by the headteacher and staff. The head teacher is frequently absent or seldom seen around the school outside his office.</p>	<p>The headteacher has produced a school improvement plan which clearly outlines what and how the school is going to improve. S/he has shared the plan with the CEC and has delegated tasks to teachers. S/he uses teachers' skills to demonstrate required practice to others. As a result the quality of the best teaching is becoming more consistent across the school. Most of the quality indicators are of a satisfactory standard and those that are not, are being addressed. The headteacher is willing to teach him/herself if necessary, and his/her teaching is a model of good practice.</p>	<p>The headteacher is committed to improving the school. S/he understands the need to support and challenge teachers, have demanding targets, manage change effectively and use self-evaluation to improve learning. S/he leads and manages change effectively and strategically by prioritising and focusing on a manageable number of high-priority targets and communicating them well. S/he leads improvement in learning and teaching. S/he explores ways to support improvement through developing teachers' talents and skills, providing opportunities for them to lead, and developing their expertise and confidence. Leadership has led to high-quality provision and promoted continuous improvement.</p>
--	----------------------------------	--	--	---

	THEME	UNSATISFACTORY Examples	SATISFACTORY examples	GOOD examples
Ethos and Climate for learning	Expectations and promoting achievement	Students are capable of achieving more than staff expect of them. They are sometimes disruptive or un-co-operative. Approaches to discipline and reward are inconsistent or ineffective. Some students lack motivation and ambition. For others, the low ethos of achievement makes it difficult for them to reach their potential. Relationships between students and teachers are impersonal and they may lack respect for one another.	Teachers' expectations are generally satisfactory. A few students do not attend or behave well, but staff take action to improve attendance and discipline issues. They use discipline fairly and consistently but don't always remember to use praise to motivate students. The learning environment is supportive but may be uninspiring. Teacher-student relationships are generally positive. The atmosphere in classes is satisfactory but it may not always be purposeful or ambitious.	Everyone in school sets and achieves high standards. Students work hard, behave well and attend regularly. Students are motivated by praise and by their own achievements. They are competitive and ambitious to reach high levels of attainment. Relationships are positive and founded on a climate of mutual respect. Most lessons have a positive and purposeful feel where everyone is working towards appropriately challenging personal goals.
	Equality and Inclusion	The school either does not enrol, or does not make special arrangements to support students with disability or special needs. The attendance or participation of some groups is affected by the lack of facilities or support.	Staff support those with disability. Very few students struggle to be fully successful due to their needs or gender. Staff believe that everyone should have equal opportunity, but a few students may not feel included, or feel unable to participate fully in school. The headteacher treats students, parents, and teachers fairly and respectfully. Some teachers monitor equality issues. Teachers and students feel safe and secure, but a few may doubt the extent to which they are genuinely valued as individuals. Staff are aware of and addressing weaknesses.	All students are valued and have equality of opportunity - clan, disability, gender or special needs do not prevent participation and achievement. Staff look after students with special needs well, include them fully, and do all they can to support their learning. When students are not attending, behaving or achieving staff try to resolve the reasons for this. Everyone puts their faith and values into action. Teachers and students demonstrate responsibility, compassion and support for others. They are well prepared to promote equality and fairness and address discrimination in their future lives in society.
	Care, Welfare and	Staff do not consider the pastoral care of students to be their responsibility.	The school generally provides a safe and caring environment. Due to large class	The school provides a high standard of pastoral care. Promoting the physical,

	<p>Development</p>	<p>The curriculum does not cover healthy and safe living. Staff are unaware of students' rights. Students are punished physically or without consideration of the circumstances. Staff do not tackle bullying effectively. Teachers or students discriminate against others, for example those with special needs or girls either by their actions or by ignoring their needs and right to equality. The school does not meet students' physical, social or emotional needs effectively, or provide counselling or guidance. There is no career guidance.</p>	<p>sizes, staff may not be fully alert to some aspects of care and welfare, or they may think these are the responsibility of a few teachers only. All staff have a basic awareness of child protection and students' rights. Physical punishment is never used. Staff know they should tackle bullying or discrimination but are sometimes not fully effective in doing so. They deal with major health concerns but do not always take practical action to promote healthy lifestyles. When addressing students' needs, they may occasionally neglect their confidentiality, dignity or privacy. A few students may be unsure of how to get help in school. Students are given basic information about further education or employment, perhaps in lessons.</p>	<p>social, spiritual and academic welfare of students is a priority. Staff ensure and promote healthy and safe living through the curriculum and everyday life in school. Everyone understands that all children have the right to be safe from neglect, abuse and exploitation, and deal sensitively and effectively with any concerns. Students have access to confidential counselling which may link with resources in the community to support students and their families. Students are ambitious and have acquired the skills and knowledge to plan their careers, supported by well informed personal vocational guidance.</p>
--	--------------------	---	---	--

	THEME	UNSATISFACTORY examples	SATISFACTORY examples	GOOD examples
Students’ learning experiences	How well are students motivated and actively involved in their learning and development	Students are easily distracted. They are passive listeners or watchers. They undertake memorising tasks which do not require much thought. They do not know how to improve their work because they either have done no independent work or have not had adequate feedback from teachers. They do not take responsibility for their own learning or contribute well.	Most students are attentive. They comply with teachers’ requests and are developing some learning skills through activities in lessons. Students use their knowledge to answer questions and solve problems. They have a general awareness of their progress and strengths through teachers’ feedback on their work.	Students are motivated and eager to learn. They attend regularly, take responsibility for their own learning and show increasing skills as independent and collaborative learners. Students frequently think for themselves and reflect on ideas, issues and experiences. They have a good understanding of their progress what they need to do to improve their work through detailed feedback from teachers.
	How well are students becoming confident, responsible citizens through their learning?	Students are dissatisfied with the school’s provision. They don’t feel that they have enough opportunities. They may not attend regularly. The school does not seek their views. Many lack ambition and a significant number do not feel safe, secure or valued.	Most students are satisfied with what the school offers, and they know how to suggest improvements to teachers. They can describe how they are developing their personal qualities and make some contribution to the school and community.	Students are satisfied with the school’s provision, feel that they are valued, and have appropriate opportunities. They feel successful, confident and responsible, and they contribute effectively to the school and society more widely.
	How well are ALL students’ learning needs met by tasks, activities and resources	Lessons are taught to the whole class and do not take account of students’ prior learning. Tasks, activities and resources are not used to provide the support and challenge individual students need. Students may only be asked	Some differentiated work is matched to the needs of individual students. Tasks are sometimes used which take account of the prior learning of individuals and groups. Activities and resources are often	Students are engaged in and enjoying lessons. The pace of learning is appropriate. The level of challenge is differentiated to build on students’ previous learning. Tasks, activities and resources provide appropriate support and challenge to enable students with

		to copy from books or the blackboard.	used to provide the support needed to help students achieve their next steps in learning.	differing abilities to make progress.
	How well do teachers identify and support those who need additional help or challenge	Students are not known or treated as individuals. Lessons focus on the content and are taught to the whole class. Little attention is given to those who require extra support.	Students are known personally by teachers. Those who have obvious special needs are supported, for example they are sometimes given helpful resources, extra explanations or tasks at their own level in lessons.	Students who have barriers to learning are identified and supported. The learning environment, family circumstances, disability, or social factors which may hinder learning are all addressed effectively.

	THEME	UNSATISFACTORY examples	SATISFACTORY examples	GOOD examples
The quality of students' attainment	Students' progress in learning	Students' grades are falling or not improving. Teachers may not use tests/assessments regularly enough, or the tests used may not be tied closely enough to the syllabus to evaluate students' progress. Teachers cannot predict students' examination grades with any evidence of their	Almost all students make satisfactory progress on their prior attainment. Records of assessments and test marks show that individual students and classes are maintaining or improving on grades gained in previous topics and years. Teachers can confidently predict students' examination	Individual students, regardless of their needs, make very good progress from their prior attainment, from day to day and year to year, measured and evidenced by tests and examinations, and notes in teachers' planning about individual students' skills and weaknesses. Teachers share with students what they need to do to reach target examination grades and have a high degree of confidence in their predictions.

		performance over time.	performance.	
Students' attainment in tests and/or national examinations	Overall, students perform less well than other schools in National examinations.	In national examinations the performance of students in this school is broadly in line with those in other schools.	Even if their results are good, teachers are not complacent. Standards of attainment have improved. Overall examination averages and other indicators have improved, particularly in comparison to other schools. The attainment of identified groups including girls and those with special needs has improved.	
Impact of the school improvement plan on raising attainment	The headteacher takes no action based on the school's examination results. There is no improvement plan, or it has had no impact on raising student attainment.	The headteacher monitors examination results and uses these to plan improvements in the school. S/he may help individual teachers if students achieve lower results in one subject than others. S/he compares the school's results with the national average and takes some whole-school action to raise standards.	All staff measure and demonstrate how well the school is doing by analysing and comparing results for different subjects and groups of students. They monitor the performance of those groups who perform less well than expected and plan improvements. Improved attainment and achievement can be directly linked to the school's improvement plan.	
Students' wider achievement and preparation for their role in society.	Some students are self-motivated or have been positively influenced by family or community. Overall students have low expectations of themselves. The school contributes little to their wider development. More than a few students may not be well prepared to be assets to our	Students have a positive attitude to learning and are responsible citizens. They may have developed some positive characteristics as a result of family, community or school opportunities. Overall they will be an asset to society.	Overall, students are successful, confident, exercise responsibility and will make a strong contribution to the nation's future. They are ambitious, enterprising and dynamic and have contributed strongly to personal, social and community projects and causes. They demonstrate the positive moral attitudes, valued by our society.	

		society.		
--	--	----------	--	--

	THEME	UNSATISFACTORY examples	SATISFACTORY examples	GOOD examples
Improvement through Self-evaluation	Self-Evaluation	The headteacher is unfamiliar with the quality indicators and has not carried out more than occasional monitoring activities. S/he is unsure of where the most/least effective teaching is, and cannot discuss students' attainment and progress with evidence. S/he cannot demonstrate how s/he has considered teachers', students' or parents' views on what the school needs to improve.	Self-evaluation is mainly carried out by the headteacher. S/he is working towards more fully involving teachers, students, and the CEC. S/he monitors students' progress and attainment and visits lessons to monitor learning and teaching. S/he finds some strengths and weaknesses using a limited range of evidence sources. S/he has given helpful feedback to teachers and has identified at least one aspect of teaching or learning as a priority for improvement.	Self-evaluation is based on Quality Indicators and other advice on best practice. Teachers work together to consider many sources of evidence, including data about students' performance, the views of parents, students and the CEC. They clearly identify strengths and areas for improvement and use this information to inform the CEC about standards and quality in the school. All teachers act on the results of self-evaluation and can show evidence of improvement in their own work.
	Planning Improvement	The headteacher may see the need to improve a few practical or accommodation issues, but have no firm plan for how to do so. There is little attention to improving the quality of teaching or learning. Teachers may not feel challenged by the headteacher and the school may lack ambition. There is limited evidence of how the school has improved students' attainment. Parents and the CEC may be unaware of standards in the school	Improvement planning is regular and based on some information derived from self-evaluation or analysis of attainment. The plan may have a basic structure. Targets, tasks, responsibilities and timescales may not be clear, but at least a few teachers know what the priorities are. Progress in improving students' learning and achievement may be inconsistent. Most teachers should be able to describe some positive outcomes. The headteacher has informed the	The school has an annual cycle of self-evaluation and improvement planning. Teachers use information from self-evaluation to select and plan improvements. Improvements focus on learning and teaching and the achievement of all students. The plan sets achievable targets and clearly indicates how these will be resourced, who will be responsible, when they will be carried out, their impact on students and how success will be evaluated. Everyone, including a representative group of students and

		or what is being done to improve it.	CEC of his/her targets.	the CEC, is involved in developing and implementing the improvement plan.
	Sustaining Improvement	Teachers either do not see the need to improve or see external- or self-evaluation as threatening. When given, they may not be able to take or apply advice. They lack experience of better practice than their own and work in isolation of others, perhaps only replicating the approaches their own teachers used. A few teachers may be trying to improve their lessons, but may lack the support or advice they need.	Teachers vary in their commitment to evaluating and improving their work. The school can demonstrate some improvement in students' experiences or standards of attainment.. Teachers may need to work together better to improve the quality of education for all students. The headteacher, and perhaps one or more able teachers, supports teachers to implement the plan but may not monitor progress or provide skilled training due to limited knowledge or resources.	All teachers work together to make agreed improvements. Teachers are committed to finding out about better practice, for example by reading, or discussion together or with teachers from other schools and visitors. The headteacher supports teachers by contributing advice, information and training. Teachers share good practice and support one another with ideas and resources. They evaluate new initiatives, ideas and changes which have been introduced. They evaluate the impact of the plan on improving outcomes for students.

Table 27:

New curriculum framework

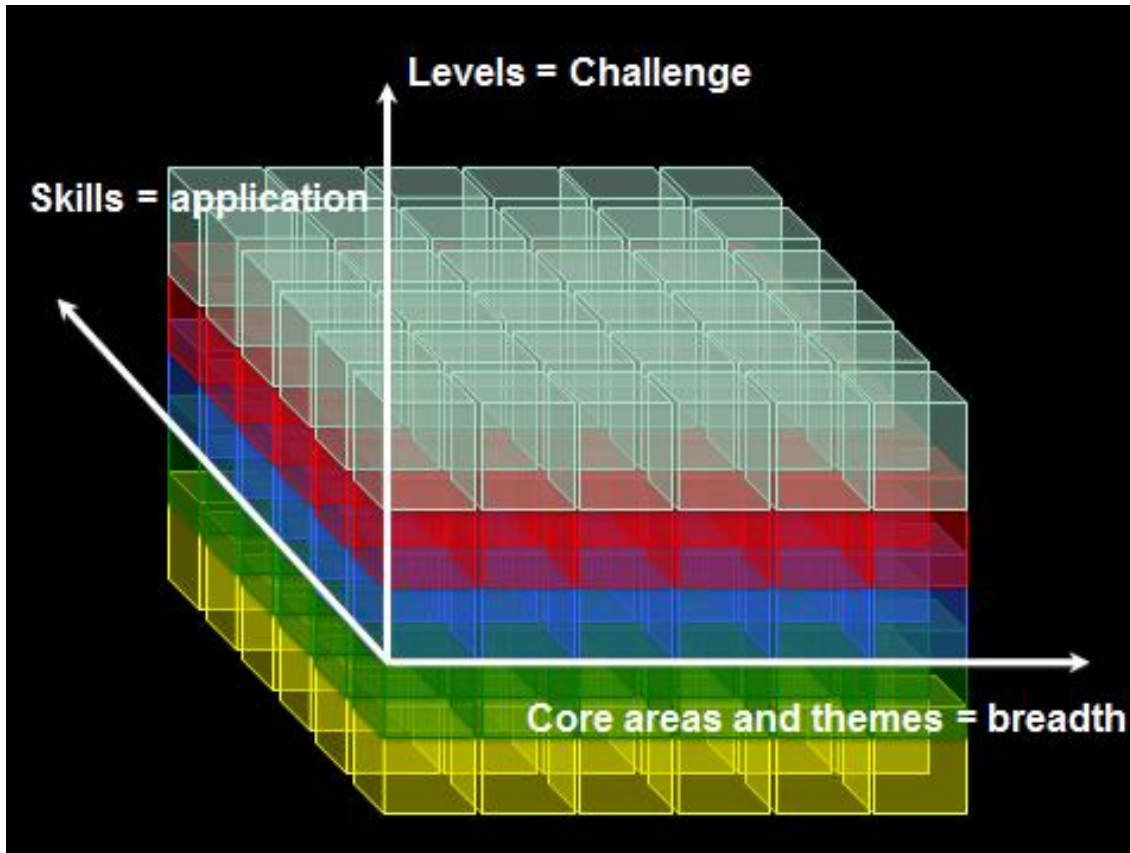


Table 28: Education Emergency Preparedness

Table 27 Contingency Plan				
Education in Emergency Working Group				
Region : Somaliland				
Disaster Profile 2012				
	Scenario	Scenario	Scenario	
Criteria / Scenarios/ Type of Hazards	Recurrent Drought	Conflict	Wind/ Storm/ Flood	
Probability of Occurrence	Annually	Annually	Anually	
Season	Gu Seasons (April, May, June), Dayr (Sept, Oct, Nov)	Anytime	April - June, September-November	
Frequency per year	Most Likely	Most Likely	Most Likely	
Triggers	1 Rain failure 2. Lack of water and pasture 3. High Temperature	1. Limited water and pasture 2. Land dispute 3. Political interests 3. Media mobilization 4. Interclan conflicts	1. Powerful winds 2. Heavy rains	
Geographical Areas	Coastal areas, Sool, Sanaag, Togdheer and South of Hargeisa Regions	Conflict zones in Sool, Buhodle Regions	Marroodi Jeex, Sahil, Awdal Regions	
Population which could potentially be affected (%)	35% - 40%	10%	5%	
Potential Consequences on Education	1. High dropout rate 2. Closure of schools 3. Disruption of curriculum & poor exam performance 4. Damage of school infrastructure 5. Overcrowd of community education facilities for host Community	1. Closure of schools 2. Displacement of teachers & learners 3. Death 4. School Dropouts 5. Physical destruction of learning facilities 6. Overcrowdings of schools due to IDPs 7. Psychological trauma among learners 8. Recruitment of child soldiers	Disruption of schools	

			9. Abuse of girls and women		
Duration for emergency phase	1 - 6 months	3 - 6 months	2 - 3 months		
Capacity of education and non-education authorities and stakeholders to respond		MOE (Human resources and vehicles), NRC (Staff, learning materials water tracking)			
Priority needs for education	<ul style="list-style-type: none"> 1. Support of community livelihood general food distribution 2. School feeding 3. Educational material 4. Training teachers 5. Water trucking as a short term intervention 	<ul style="list-style-type: none"> 1. Establish roles and responsibility/function and structure/unit 2. Integrate education policy and sector plan 3. Streamline the annual MoE budget to address education in emergencies 4. Pool of funds among the MoE and education partners 5. Invest resources and people in the MoE and preposition of necessary resources, awareness on emergency, 	<ul style="list-style-type: none"> 1. Physical rehabilitation of schools 2. Replacement of damaged desks, textbooks and other learning equipment 		
MoE prior experience to disaster		Very limited	<ul style="list-style-type: none"> 1. Seek assistance from NGOs 2. Slow response 3. Limited available resources 4. Community dependency on government & agencies support 		

	Probable Major Constraints and Gaps	<ol style="list-style-type: none"> 1. MoE&HS- Lack of implementation and commitment of existing education policy 2. Very limited technical and resource capacity 3. Lack of coordination mechanism among education partners and MoE&HS 4. Inadequate and ad hoc response 5. No preplanning 6. No early response mechanisms 7. No contingency budget 	<ol style="list-style-type: none"> 1. MoE&HS- Lack of implementation and commitment of existing education policy 2. Very limited technical and resource capacity 3. Lack of coordination mechanism among education partners and MoE&HS 4. No contingency fund 5. Unpredictability nature of the problem 6. Limited funds and other resources 7. Inadequate and ad hoc response 7. No preplanning 8. No early response mechanisms 	<ol style="list-style-type: none"> 1. MoE&HS- Lack of implementation and commitment of existing education policy 2. Very limited technical and resource capacity 3. Lack of coordination mechanism among education partners and MoE&HS 4. Inadequate and ad hoc response 5. No preplanning 6. No early response mechanisms 7. No contingency budget 	
	Objective:	<ol style="list-style-type: none"> 1. To ensure access to quality education for all children in drought, conflict and storm/wind/flood affected regions; 2. To rapidly respond to the impact of drought, conflict and storm/wind/flood to reduce the disruption of the learning-teaching process in the affected regions; 3. To enhance protection of learners during emergencies 			
	Assumptions:	<ol style="list-style-type: none"> 1. Commitment from all education and non-education actors; 2. Accessibility to the affected communities; 3. Limited community movement; 4. The learners drop out of school; 5. Community is displaced; 6. School facility is damaged; 7. Textbooks and other scholastic material are destroyed 			
	Tasks	Response	Currently Available/Deployed Capacity (staffing, supplies)	Preparedness Action (Immediate, Medium & Long Term)	Who
	Activities to be Undertaken Before an Emergency				
	Drought				
1	Put in place early warning mechanisms	Liaise with FSNU report, field offices to report, local government and NERAD		Immediate	MoE, EiE sub-cluster
2	Mobilization of resources (capacity mapping)	Locate existing capacity within all stakeholders		Immediate	MoE, EiE sub-cluster

3	Mapping of water sources	Inter-cluster coordination (SWALIM, WASH, Ministry of water and mineral resources, MoE, Agencies)		Immediate	MoE, EiE sub-cluster and WASH
4	Updated contact list (4W Matrix)	Develop of a database of essential contact persons		Immediate	MoE, EiE sub-cluster
5	inter-coordination and planning meetings	attend OCHA and NERAD meetings		Immediate	MoE, EiE sub-cluster
	Conflict				
1	To have a functional cluster group	2. Updated contact list 3. Mapping conflict zones 4. Strengthening grassroots linkage and monitoring 5. Conflict prevention 6. Resources mobilization 7. Strengthen social cohesion components of the curriculum 8. Train head teachers, CECs on INEE	MOE- Leading role, 10 persons and 5 vehicles and fuel; SC- teaching; logistical support, schools reconstruction and rehabilitation, specialised personnel in psychosocial, school sanitation and hygiene NRC- Assessment, EiE Local capacity building. OCHA/HAVAYOCO - Logistics support	Long term	MoE, NRC, UNICEF, Save, AET
2	Simple & function contingency plan	Link education cluster to other clusters		Long term	UN OCHA
	Winds/Storms				
1	Planning coordinaion meetings	Calling for a meeting	Education Emergency programme department staff from MOE&HS and other relevant stakeholders.	Immediate	MOE&HS,EIE
2	Development of contact lists	Gathering info on contacts of key individuals	Save, MoE	Immediate	EiE
3	Training of school teachers in emergency response	Conduct the training	MOE&HS	Medium and long-term	MOE&HS and other interested stakeholders
4	Establishment of community emergency response committees	Establish an emergency committee	MOE&HS and partners	Immedaite	MOE&HS,EIE
5	Identification of safer location for school construction	Constructing schools in safer locations	Engineers from MOE&EHS	Medium and long-term	Engineers from MOE&HS
6	Develop contingency plan	Contingency plan in place	MoE&HS	Immediate	MoE, EiE

Activities to be Undertaken During an Emergency					
	Drought				
1	Rapid assessment	Clear roles of responsibility of partners to conduct the assessment		immediate	MoE, organisations based in affected regions
2	Water trucking to schools	Deliver water to schools		immediate	MoE, Save the children, HAVAYOCO, NRC and WASH
3	School feeding	Liaise with WFP to provide school feeding		immediate	WFP
4	Training of teachers and CECs	Conduct training		immediate	AET, Save the children, NRC, UNICEF, MoE & Others
5	Provision of learning resources	Provide learning materials		immediate	AET, Save the children, NRC, UNICEF, MoE, others
6	Monitoring	Conduct coordinated monitoring plan		immediate	MoE, EiE sub-cluster
	Conflict				
1	Assesment	immediate contact to local network		immediate	Save, MoE, AET, NRC
2	Create safe temporary learning spaces	Provide tents/create temporary schools/shades		immediate	UNICEF, Save, MoE, NRC
3	Mobilize educational material & resources	Provide Educational supplies, mobilize teachers & provide water.	UNICEF/SC/HAVAYOCO- school supplies, SC education materials, water	immediate	UNICEF/SC/HAVAYOCO, MoE, Save
4	Teacher Development	provide guidelines on curriculum delivery		Long term	MoE, UNICEF, Save, AET
5	School feeding	Provide food subsidy to conflict effected schools	WFP - Feeding programs	immediate	WFP, MoE
6	Strengthen additional capacity to local education administration	Provide additional technical and resource support to REOs, DEOs,		long term	MoE, UNICEF, Save
	Winds/Storms				
1	Coordination meeting	Calling for a meeting	Education Emergency programme department staff from MOE&HS and other relevant stakeholders.	Immediate	MOE&HS,EIE
2	Rapid assessment	Conduct the assessment, analyse/ produce a report	OCHA, EIE, MOE&HS	Immediate	MOE&HS,EIE

3	Resource mobilization	Construction/ physical rehabilitation of the school, provision new textbooks, furniture and other needed scholastic materials.	EIE, MOE&HS and other stakeholders	immediate and Medium	MOE&HS,EIE
4	Monitoring	Conduct regular monitoring/ Produce monitoring reports	EIE, MOE&HS and other stakeholders	Medium and long-term	MOE&HS,EIE
Activities to be Undertaken After an Emergency					
Drought					
1	Impact assessment and evaluation	conduct a coordinated impact assessment and evaluation		medium and long term	EiE sub-cluster
2	Livelihood support (cash for work, food for work, cash relief, nutrition support, etc)	Liaising with relevant stakeholders		medium	relevant stakeholders
3	Lessons learnt and prevention measures in place	sharing information and link to on-going programmes and up-dating the contingency plan		Long term	MoE and EiE sub-cluster
Conflict					
1	Recovery plan	Rehabilitation and construction of schools		Long term	Save, AET, UNICEF, MoE
2	Monitoring of the situation	Provide well trained quality assurance & Standards Officers		Long term	
3	document the lessons learnt	Share information		Long term	
4	promote education and awareness	revise the contingency plan psychosocial support		Long term	
5	Awareness creation	engage the media for effective communication school calendar		Medium	
Winds/Storms					
1	Post-disaster monitoring	Conduct regular monitoring/ share monitoring reports	EIE, MOE&HS and other stakeholders	Long-term	MOE&HS,EIE
2	Assessing and strengthening school constructions to prevent future disasters (construction of dykes & contours)	Deployment of engineers, construction of embankments, contours etc.	MOE&HS	Medium and long-term	MOE&HS

