



SOMALI FEDERAL REPUBLIC
Ministry of Human Development and Public Services
Directorate of Education

Interim Education Sector Strategic Plan
2013/2014 – 2015/2016
for
South Central ZONE

Foreword

The role of education in national development cannot be over emphasized. This interim Strategic Plan provides a roadmap towards the restoration of this role in Somalia. It is an important tool towards the provision of the much needed unity of purpose in directing action among all the stakeholders involved in education delivery in South Central Somalia. Although there have been a number of initiatives to plan for the education sector in South – Central Somalia, this Strategic Plan (2013–2015) is the first attempt to clearly articulate the direction that the Directorate of Education, would like to see over the next three years. It is meant to direct the Directorate as it lays the basic foundation from which the education subsectors will develop.

The war has left us in a context of extreme want. Nearly 75% of our existing schools do not have physical facilities and many existing buildings are too damaged or unsafe for use. Both rehabilitation and reconstruction of physical facilities is needed from administrative offices, classrooms to teacher training colleges. The knowledge base of our teachers and their motivation are extremely low. Yet these are central to quality education delivery. Although we are grateful for the contribution of education umbrellas, their efforts and investment in education will yield better results if they are guided by a strong and functional DoE, robust policy, strategic frame work and a unified national curriculum. We are faced with many challenges across the entire education sector; from Madarasa schools through primary, secondary and TVET institutions. What needs to be done is always overwhelming and the present context challenges us to prioritize. It is precisely for this reason that effective coordination in all interventions is achieved. No effort should be wasted in duplication or in isolation.

This Plan will help us achieve synergy as the Ministry takes effective mandate of managing education delivery in Somalia. Addressing all these challenges requires substantial investment in technical assistance, strong institutions that are sustained through indigenous capacity, developed to meet the fiduciary and management standards demanded of us as responsible stewards of public funds. Our communities both local and in the Diaspora have demonstrated their commitment and resilience to our children's future not only by sending them to school but also by establishing schools through community participation. Additionally, our development partners continue their support. In return

we will develop a quality, broad-based education system, from which students emerge literate, numerate and technologically proficient as the basis for life long learning with appropriate life skills. Such a system requires nurturing and vigorous protection as well as very significant investment. The task is enormous, but it is a task we wish to undertake with determination. We are equal to it.

A strategic plan is never cast in stone. Regular review is expected. In our case this is even more necessary given the fluid nature of our context. We will review it annually in light of the unfolding reality and progress towards our goals. A robust monitoring and evaluation framework based on annual action plans will be used. Therefore, we do not only encourage comments and discussions, we seek advice and support as well.

This plan comes at a very opportune moment. We are going through a period of relative calm and security. Our educational plans will find place and priority in our national development agenda. We shall ensure that our strategic actions aligned with concrete deliverable indicators informed by the desire for equity for all Somalis resonates with the entire political administration. This interim plan will provide the base line for further and wider sectoral planning. We in the Ministry will spearhead and midwife the implementation. We are grateful to our national and international partners, donors, members of civil society and colleagues in government and in the Ministry who gave time and shared wisdom in developing this plan, a product of several documents generated through broad based consultation.

Minister of Human Development and Public Service

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ACRONYMS

CEC:	Community Education Committee
CFBT:	Centre for British Teachers
CHE	Commission for Higher Education
DL:	Distance Learning
DoE	Directorate of Education
DRR	Disaster Risk Management
EC	Education Cluster
EFA	Education for All
EMIS	Education Management Information System
ESC	Education Sector Committee
FGS	Federal Government of Somali
HE	Higher Education
ICDSEA	Integrated Capacity Development for Somalia Education Administrations
IDPs	Internally Displaced Persons
MDG	Millennium Development Goal
MoF	Ministry of Finance
MoH:	Ministry of Health
MoL	Ministry of Labour
MoP	Ministry of Planning
NCPF:	National Curriculum Policy Framework
ODL:	Open Distance Learning
OECD	Organization for Economic Cooperation and Development
QA:	Quality Assurance
REO:	Regional Education Officer
SNE:	Special Needs Education
SNU:	Somali National University
TA	Technical Assistant
TVET:	Technical Vocational Education Training

1.0 Introduction

1.1 Developing a credible, coherent, and feasible education plan has not been easy in the context in which South-Central Somalia currently finds itself. The barely emerging government systems and, in particular, limited information systems, reliable demographic, economic and other data upon which planners would normally rely in developing a sector strategic plan, inevitably limits the scope of this Plan. The long civil war destroyed not only the region's physical infrastructure but also its social dynamics and human resource capacity. The critical challenge facing the region is to restore the provision of education to thousands of children.

1.2 The Government of Somali Federal Republic acknowledges this challenge. With this in mind, in March 2013, the Ministry of Human Development and Public Services (MoHD&PS) initiated a nation-wide "Go-2-school" (G2S) campaign aimed at enrolling one million children and youth in basic quality education in the academic years of 2013-2016¹. Out of this number, 500, 000 will be targeted for South Central Zone.

1.3 Given the context it has been necessary to conceive the development of education in the region in three phases; an early recovery phase covering the first one to three years, a development phase covering the next three to four years and a consolidation phase progressing thereafter.

1.4 The Plan for 2013 – 2015 endeavours to set out a roadmap for South/Central Somalia. It articulates the short to medium term vision, mission and objectives of the Directorate of Education. Strategies to be pursued and an implementation frame work are proposed. In a context of limited data and information across all sectors an early activity will be to obtain as much baseline data as possible so as to assist in developing a culture and the practice of informed sectoral planning and decision-making.

¹ MoHD&PS, 2013, Go-2-School Initiative, Programme Document, Somalia Federal Republic

1.5 The purpose of the plan is;

- (i) To provide the Directorate of Education with a framework for the development of the Education Sector to enable it to fulfill its mandate: to plan, facilitate, coordinate, manage and regulate quality education for Somali People for purposes of national integration, peace and development;
- (ii) To provide the basis for the Directorate to negotiate with its development partners on the basis of a plan designed to restore quality education in South-Central Zone.

2.0 Background to the Education Sector

2.1. Before the state collapsed in 1991, education was free and compulsory for children between the ages of six to thirteen in Somalia. Mass education programmes undertaken by the military government in the 70's received public support throughout the nation and new primary and secondary schools were opened across the country. As a result of an intensive government-sponsored literacy campaign for youth and adults in both rural and urban areas, literacy rates in the nation increased from five percent of the adult population in the early 1970's to nearly sixty five percent in 1990.

2.2 Since 1991 the education sector has borne the brunt of the civil war with the near complete destruction of all education institutions in the Country especially in South Central Zone. Two ministers, namely Mr. Abdulay Ahmed Waayel, who was the Minister for Education and Mr. Ibrahim Hassan Adow, who was the Higher Education Minister and over one hundred students lost their lives in suicide bombings.

2.3 As a result of the prolonged civil war, the education system collapsed and most public schools closed. In order to fill the gap left by the former Directorate of Education and in response to the growing need for emergency education, some Somali educated intellectuals established privately owned educational institutions. These privately run schools merged to form what has come to be known as *Education Umbrellas*.

There are about eleven education umbrellas that predominantly run schools (primary and secondary) in the whole of the South Central Zone. They typically use different curricula, set and issue their own certificates. The public education system is lacking except for a few schools that are under the supervision of the DoE but funded by different education partners. In the absence of an Education Policy community schools endeavour to fill the gap although the needs are overwhelming. For example, there are currently about eight such community schools in Benadir (Mogadishu) Region but because conditions are poor teacher turnover is very high.

2.4 The newly re-established Ministry of Human Development and Public Services – Directorate of Education is the Government institution mandated to manage education in Somalia. The Directorate was previously divided into two separate ministries. With the merger of the former Ministry of education and Ministry of Higher Education in 2012, one Directorate has been created. In spite of the civil war and the presence of many private players in the sector, it is intended that the Directorate should re-emerge as the leader in the management of education in the Country. However, to do so, both institutions and systems will have to be created, and capacity to run them developed. Its role in coordination and control of the sector will be enhanced by the recently formed Education Sector Committee (ESC) and Education Cluster (EC). The ESC is meant to improve the engagement and coordination of all stakeholders involved in the education delivery in the spirit of sector wide approach to planning and management. The EC which exists in emergency situations ought to transit in the coming years as the education system becomes more formalized. For the moment however, the EC is best positioned to provide for those who cannot yet access the formal system. This includes those in regions not yet accessible by the Government and in camps for internally displaced persons.

2.5 With the prevailing relative peace and the Government's increasing control of South Central Zone (SCZ), an opportunity exists for the reconstruction and rehabilitation of the education sector. Having come out of decades of destruction, the experience of re-creating the management and development of the education sector elsewhere in Somalia, such as in Puntland and Somaliland, offers very useful lessons. The South Central Directorate team accepts the principle that where possible lesson-learning from the north will be used in developing the sector

in South Central. The need to develop and enforce a single curriculum for each level (primary, secondary etc), hold centralized examinations and issue common certificates at each level to all students in the Country's educational institutions is accepted.

2.6 In June 2013 the Directorate with the support of UNESCO and UNICEF organized “*The National Education Conference for Somalia – towards the realization of the right to education for all Somalis*”. The conference brought together main stakeholders². The conference outcome was to identify five thematic areas (Education Governance, Access to Education, Quality of Education, Higher Education and Youth Education³) and the priorities to be addressed within each.

2.7 Further, the conference identified the need for the South Central Directorate to take steps to restructure its operations within a common policy and strategic framework, build human resource and departmental capacity and achieve acceptable standards in systems and procedures.

2.8 The on-going improvement in security offers an opportunity for the Directorate to re-establish control of education institutions and, in particular, to address the urgent need of providing education to communities of Internally Displaced Persons (IDPs). It is also opportune to improve education at community levels for the returning population. In time, the development of a sector-wide approach to education planning is the goal.

2.9 Although concrete statistics are hard to obtain, the following situation is understood to pertain in the education sector:

There is an absence of:

- an agreed Education Policy, regulatory framework, strategic and implementation plan and financing framework;
- an effective sector management system;

² Federal, State, and local levels, Community-based organizations, NGOs, Private Education Umbrellas, universities, religious and international development partners.

³ MoHD&PS, 2013. National Education Conference for Somalia – Conference Declaration, Mogadishu, Somalia 18-20 June 2013.

- a sector budget;
- updated population (demographic) figures;

These will have to be developed as quickly as possible. The recently instituted EMIS system is still weak while the ESC is in its early phase.

Further, there exists:

- very low access rates to education at all levels - primary, secondary, tertiary and TVET levels. At the primary level, the overall access rate is estimated at 42% and 36% for girls.
- very low enrolment rates and retention levels with significant gender and regional disparities;
- about 1.8 million children and youth aged between 5-17 years out of school in South Central⁴
- a variety of curricula operating in the Country many emphasising different political ideologies, and with some not necessarily reflecting the interest and values of all Somalis;
- a severe shortage of qualified teachers;
- limited functional education infrastructure which is exacerbating low enrolment levels. More than 75% of pre-existing public schools have been destroyed whilst less than 25% of schools are operating;
- quality of education service provision in general is doubtful since education quality standards are not enforced;
- a shortage of qualified and experienced staff to work in the Directorate;
- a widely acknowledged need for government staff capacity building;
- the need for rehabilitation and expansion of office space at Directorate's headquarter, regional and district levels;
- a high level of illiteracy in the Country, with literacy estimated to be less than 25%;
- an absence of Adult Education programmes to address the needs of the educationally 'lost generation' that includes women of child-bearing age especially with regards to literacy, numeracy and vocational skill deficits;

⁴ Education Cluster, 2011. Cluster Report, 2011 South Central Zone

- the absence of a significant education sector budget for lower and secondary schools and tertiary education;
- A large percentage of the youth either graduating or dropping out school have very limited opportunities for work or skill-based training.

Finally,

- the provision of education in South Central is largely provided by fee paying, private *Umbrella Schools* which operate outside of any government control. According to the information available the fees charged range from \$8 to \$10 a month for primary school pupils and \$15 to \$25 per child for secondary students per month during the academic period. While the Directorate acknowledges the role played by umbrella schools, fees charged are prohibitive for the poor families and in effect exclude them from education system. This compromises the concept of equity in education, which is regarded as a precondition for peace building in post-conflict Somalia.
- the medium of instruction varies as do the curricula used at all levels – primary, secondary, tertiary and TVET;
- there is no agreed national language and there are fears that the Somali language could disappear as a medium of instruction;
- there is no agreed school year for primary, secondary and kindergarten schools.
- The Directorate acknowledges the need to address each of these areas over the next three years.

Addressing these issues will have to commence over the next three years.

3.0 The Vision, Mission and Strategic Aspiration

3.1 The Directorate envisages a well educated and productive Somali citizens that respects human rights in accordance with the principles and values of Islam. It will provide equal opportunities and access to quality education for all. It will also endeavour to develop a modern, relevant, efficient, effective, fully funded, functioning, and accountable public education system as well as fully controlled private education system.

3.1 Mission

In order to realize its vision, the Directorate will endeavour to facilitate, guide, deliver and coordinate quality education so as to achieve national education integration, citizenship pride, peace, social justice, social and technological development.

3.2 Objectives

In living up to its mission, the Directorate of Education, with the assistance of its partners will make provision for and:

- develop a vibrant, efficient, effective and accountable education system aimed at improving access, quality, and gender equity in early childhood, primary, secondary, and tertiary education;
- increase the uptake of science and commercial subjects aimed at imparting livelihood skills;
- increase the number of skilled people in technical and vocational education and training;
- improve the provision of education for special needs and accelerated learning;
- improve support for institutions across the education sector;
- improve the quality of teachers and teacher training, both in-service and pre-service and develop culturally relevant and appropriate teaching and learning materials;
- Establish new and rehabilitate existing schools to provide for increased access.

4.0 Priorities

4.1 The top priority for the Directorate is to get as many children into basic education as quickly as possible and to restore the functioning of the Directorate⁵, which is in tandem with both the G2S initiative and National Education Conference Declaration. The Directorate will use the early recovery phase to lay the institutional and regulatory foundations of a viable, functioning education sector with the ultimate goal being the emergence of a vibrant, efficient and effective education system characterised by improved access, quality of provision, and gender equity across primary, secondary, and tertiary education.

⁵ By Basic Education is understood early childhood education (2 years), primary (8 years) and secondary levels (4 years), a total of 14 years schooling. This definition is embraced by the OECD.

4.2 To achieve this, it will be necessary for the Directorate and indeed the Government to analyse the current economic situation and to decide the kind of society it wishes to become in a decade's time and beyond so as to create the conditions and skills necessary to achieve the anticipated economic and political development. Enough is already known to propose that the development of institutions and systems and, in particular, the reform of the curriculum and the establishment of a functioning education system should be a priority, as will be the necessity of providing all Somalis with a range of livelihood skills and competencies, especially literacy, numeracy, enquiry and entrepreneurship skills. Although the need for curriculum reforms is acknowledged for all level, primary and secondary curricula will take the first priority.

The Directorate believes that an incentive to sending children to school and to retaining them in school concerns the utilitarian value of what is taught and learned. Parents and guardians want to see their children receive an education that offers life skills and facilitates their functioning as productive members of their communities. Consequently an analysis of the policy, strategic and implementation options related to the restoration of a livelihoods-related Basic, TVET and Higher Education sub-sectors will receive top priority.

4.3 Further, the National Curricula at all levels will be required to inculcate national values and, in particular in a post-civil war context, will need to be inclusive, conflict sensitive and peace building will have to be mainstreamed. The Directorate recognises that it will be necessary to reorientate and refocus Islamic Education so that it too inculcates in pupils/students desirable values that enhance peace and development.

5.0 Priority Actions

Over the next year, the Directorate, with anticipated external support, will:

- i. Establish an Education Sector Development basket/pooled fund initially co-managed by a managing entity to resource the establishment and development of an education sector;
- ii. Mobilise funding from government, the donor partner community and other sources, including the Diaspora;

- iii. Undertake a series of sector level institutional development interventions aimed at the creation of institutions and systems necessary to developing, managing and providing effective education sector service delivery;
- iv. Restore Basic Education (early childhood education, primary and secondary levels) by adopting measures to provide school accommodation, teachers and relevant teaching and learning materials so as to draw as many children as possible into formal schooling;
- v. Address needs of marginalized children through innovative and diverse approaches to delivery of education;
- vi. Develop a livelihoods-orientated curriculum by ensuring that schooling is linked to the creation of economic development activities and earning a living;
- vii. Develop youth empowerment programmes leading to gainful employment. This will involve the provision of basic but relevant technical and vocational training and ensure that expansion of quality, relevant HE is in tandem with graduates of secondary schools.

6.0 Intended Outcomes

Intended outcomes will include both institutional development and service provision outcomes, including the development of skills and competencies in:

- sector planning, delivery and performance management using a range of indicators;
- sector management through the implementation of an EMIS, annual school census and the use of evidence-based decision-making;
- sector financial planning and management;
- developing modalities to improve access to relevant education;
- developing modalities to ensure a significant reduction in gender inequality with regards to both access to education services, the quality of provision and learning outcomes;
- developing modalities to ensure improved levels of literacy and numeracy;
- developing modalities to ensure improved retention of students through the provision of a livelihoods relevant, conflict sensitive and gender responsive curriculum;
- developing modalities to increase the uptake of vocational, science and commercial subjects;
- developing modalities to ensure equity of access;

- Mapping of education facilities such as schools and REO/DEO offices.

These intended outcomes are in consonant with the four that are expected under the G2S initiative⁶.

7.0 Activities

In order to achieve these outcomes, activities will be grouped into:

- (i) *Institutional Development activities* involving the costed development of policies, strategic plans, implementation plans and performance frameworks thereby enabling the education system to function.
- (ii) *Service delivery activities* involving (a) infrastructure development based on minimum quality standards, the refurbishment of the 20% of schools still standing and the construction of new schools to meet an anticipated rise in the numbers of children accessing education and, (b) quality improvement measures designed to improve the effectiveness and efficiency of service delivery; and measures to inculcate popular confidence in Government service provision⁷.

7.1 Institutional Development Activities:

7.1.1 In addressing these areas, with the assistance of TA support (funded by the EU and UNICEF), the Directorate will commission a series of scoping and mapping studies aimed at providing a set of costed policy, strategic and implementation options related to the management and delivery of education in South-Central. Capacity building of the Directorate staff will occur through their direct involvement of and teachers in these studies and in the development of technical manuals and guides. Where possible, technical assistance will be sought from the diaspora, experienced persons from Puntland and Somaliland and internationally. In principle,

⁶ The Four Outcomes under the G2S Initiative are: (i) Equitable access to quality formal basic education expanded to all school-aged boys and girls, (ii) Marginalized, out of school children realize their education through innovative and diverse delivery of basic education, (iii) Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment and (iv) Education authorities and school management, strengthened in leadership skills and commitment to the provision of quality education for all

⁷ For example, when the general populace see schools being built, textbooks being provided and teachers attending school, they begin to believe that change is occurring and that the Government is serious about the country's development. This forms part of a Peace Dividend for the country.

lessons learnt in Puntland and Somaliland will be applied and, where necessary, technical support will be sought.

7.1.2 Activities related to these scoping and mapping studies, technical manuals and guides will include:

- Developing a National Education Policy leading to the drafting of an Education Act and Regulatory Framework;
- Developing an Institutional Management Policy and a Sector Regulatory Framework;
- Developing Financial Planning and Management systems, a Regulatory and a Performance Framework and institutionalized public finance management system;
- Adapting the Puntland EMIS and information management system to South-Central requirements;
- Developing a national language policy and literacy performance framework;
- Developing a Curriculum Policy and performance framework, and a costed strategic and implementation plan;
- Undertaking Teacher Supply and Demand and Teacher Development and Management studies, and the production of a costed strategic and implementation Teacher Supply and Teacher Development and Management frame work;
- Developing a set of costed Policy and Strategic options for Higher Education and Teacher Education;
- Developing a costed Textbook and Teaching and Learning Resources Policy and Strategy;
- Developing a costed Education Sector Institutional Capacity Building policy and strategy;
- Developing costed policies and strategic and implementation plans for a range of cross-cutting issues including: gender, education for Special Needs, peace education, quality assurance and emergency preparedness and response;
- Developing an education communications policy with a selection of strategic options aimed at mobilising countryside support for education.

The projected budget for institutional development activities is US\$ 1,463,000.00. Refer to the annex II.

7.2 Sub-sector Service delivery activities.

7.2.1 Basic Education (early childhood education, primary and secondary levels)

1. Basic education is here defined in its broadest terms. The Dakar Framework for Action defines the term as the broad EFA agenda while the OECD includes early childhood education, primary education as well as basic life skills for youth and adults including literacy. By adopting this broad definition, the Directorate aims to cater for all types of Somali children including those from IDPs, children with special educational needs, minority children, pastoralists' children and girl-children of school. This aspiration is anchored on the current provisional Constitution, which guarantees free education up to secondary school as a right of every citizen (Article 30 No2 of the Somali Provisional Federal Constitution). It is also in line with the goal number two of EFA⁸.

2. Restoring Basic Education is a major challenge as an estimated 80% of school-going age children in South Central are not accessing formal schooling. This equates to an approximate number of 2.4 million children. In addition, an estimated 90% of the infrastructure has been destroyed, whilst that which remains requires major reconstruction and refurbishment.

3. The aim is to expand access to formal basic education significantly by developing a conducive learning environment and workspace for all students and education administrators. At the end of the early recovery phase, general enrolment is planned to have grown by 60% from 375,006⁹ to 600,000 pupils. For this to be achieved, an estimated number of 2, 003¹⁰ classrooms and regional administrative offices will need to be rehabilitated/constructed and equipped. over the period of the Interim Plan. Similarly the number of teachers for public schools will need to be increased, salary incentives provided amongst other teacher retention mechanisms.

⁸ Education for All Global Monitoring Report, 2011.

⁹ Education Cluster Report, 2011, South Central Zone

¹⁰ Construction/Refrbishment of on average 3 schools of 15 classrooms and construction/ refurbishment of 11 regional educational offices is budgeted.

In the same vein, the Directorate will prioritize education for the marginalized children, with a special focus on pastoralists and girls' education. Appropriate education programmes for pastoralists will be developed and massive advocacy and support for girls' education conducted.

4. A study to examine costed options to address this and to provide an increase in the number of schools and to provide emergency infrastructure especially for the IDPs and marginalised persons will be undertaken as a matter of urgency. The Plan will be implemented as soon as early recovery funding is obtained¹¹.

5. Access to secondary education remains difficult for many children in Somalia. Lack of financial resources, the need to support the family, frequently no access to schools in the area, regions, or districts where children live, have all contributed to no access to secondary education for many Somali children. A study to examine the needs of secondary school students and a survey on numbers needs to be conducted through the EMIS. The number of out-of-school secondary school age learners working to support the family is also a reality that needs to be assessed and taken into account. Secondary Technical vocation skills coupled with an effective curriculum will offer the learners options to pursue secondary school and or livelihood opportunities.

6. The Directorate also wishes to prioritise addressing the plight of Internally Displaced Persons in Mogadishu and other returning persons. These are estimated to total over 500,000 persons of whom around 150,000 are at the age of school going children. Based on a school size of 800 to 1000 this would require around 150 schools in Mogadishu alone. The Directorate plans to begin by undertaking a mapping exercise that will identify the exact number of school age going children among the IDPs in Mogadishu and later extend to other regions. The estimated budget for this mapping exercise is US\$ 40,000.00. Refer to Annex II.

¹¹ This is in line with outcome No. 2 of G2S – Marginalized, out of school children realize their rights to education through innovative and diverse delivery of basic education

7.2.2 Physical Infrastructure

1. More widely in South Central, the Directorate wishes to move forward on the basis of the construction of three schools per district (249 schools comprising of at least 8 rooms, in 83 districts plus corresponding number of toilets and washrooms) over the next three years at an estimated cost of US\$ 15,000 per classroom. Already two options are being considered; using UNICEF guidelines and plans for the provision of emergency Schools and for the Directorate to review and consider adopting building plans used in Puntland and Somaliland. The Directorate recognises the need to act with some speed as it is also important for political reasons that developments on the ground occur as they will show the seriousness of the government to reconstruction. The estimated budget is US\$ 31,872,000.00. Refer to Annex II.

Towards this end, the Directorate will reconstitute the Physical Planning unit within the Planning Department to provide requisite leadership in the infrastructure refurbishment and construction. The Unit's initial activities will include the mapping of the existing facilities, development of procurement guidelines, contracting and overseeing facility development and maintenance. Eventually the minimum standards will have to be conceived and enforced.

7.2.3. Curriculum

(i) Currently about 13 curricula mainly from the Arab World and Africa are in use in Somalia. These curricula are taught to children of Somalia in the primary, secondary and Madarasa Schools. These curricula are not based on Somali culture, some contain foreign ideology and no attempt has been made to align them to the needs of the Country. Few provide all the corresponding necessary learning resources, such as teaching guides and text books. The need for a unified national curriculum at all levels is acknowledged by all stakeholders involved in education delivery. Education for peace building and peace education will permeate all curricular activities and will be identified across subjects and levels. The first priority will be given to the primary and secondary levels.

(ii) A curriculum policy is required, followed by the development of the curriculum framework and actual curricula¹². The development of the curriculum is expected to trigger a series of related activities such as the generation of text books, other learning resources and national examinations. Examinations, what they examine and how learners are examined strongly influence the way learners learn and teachers teach. Government wishes to develop independent and creative learners who are entrepreneurial and able to make a significant contribution to the economic development of the country. It recognised that the examination system will require major reform. To this end, Government will embody in policy a system of national examinations embracing agreed competence and skill standards.

The estimated projected budget for developing curriculum policy, the curriculum itself (for primary and secondary), the development of a textbook policy (for the said levels) and associated regulatory framework and the generation of text books (Textbook policy, establishing modalities for publishing and procurement etc) and associated teacher training is estimated at US\$ 12,610,000.00. Refer to Annex II.

7.2.4 *Teacher Education*

(i). The need for qualified teachers (initial teacher training) for early childhood, primary and secondary schools is critical although, before much can be done, a survey of the number of trained teachers and their location and their capacity needs will be required.

(ii) The development of both a pre and in-service teacher training policy, costed programme options and modalities will need to be fast tracked, as well as costed alternatives such as the introduction of emergency teacher training programmes will need to be developed and considered.

The projected budget for these studies is US\$ 130,000.00. Refer to Annex II.

¹² The process of curriculum development needs to be participatory and consultative involving education experts, teachers, , umbrella institutions and religious leaders.

7.2.5 Teacher support/Inspectorate.

(i) The limited information on the number of qualified and unqualified teachers, their salaries, regional distribution and projected needs makes the teacher management information system a priority. Establishing management and implementation systems and structures at regional, district and school level will require the creation of an inspectorial/teacher support structure with suitably trained personnel. Making provision for 11 Regional Offices across South Central Zone is regarded as a first step to enabling the development of district and local offices. The projected budget is US\$ 92,800.00 (refer to Annex II). Teacher salaries and incentives will be reviewed as part of the pay and grading process aimed at encouraging qualified teachers to return to the profession. The teacher salaries are estimated to be USD \$ 12,766,265 (refer to Annex II- Estimated Running Costs).

7.2.6 TVET:

At present the Directorate wishes to provide basic relevant and quality technical and vocational educational opportunities for both male and female Somalis in order to equip them with marketable skills that will meet the unfolding labour market needs of Somalia. Options derived from the curriculum studies will inform the directions to be adopted and the cost implications, with implementation of the preferred option probably occurring in year three of Phase One.

Proposed initial action will require mapping all TVET centres and services . In this early recovery phase, efforts will be made to provide catch-up programs and livelihood skills. The Early Recovery Phase will be used to gather more accurate data for future programming. Such data will include; the size of the youth population, the percentage of students who finish primary, secondary and university education, percentage of unemployed youth and the labour market needs of the Country.

7.2.7 Higher Education:

The public university sector was totally destroyed during the civil war and all equipment looted. Currently, whilst there are about twenty five private higher education institutions operating in South-Central Somalia, there is no public university in the country. In contrast, before the civil

war all higher education institutions were public, free and managed by the Government. Strategic options facing the government will be to decide on whether to continue funding students to study elsewhere in the region or in local private institutions or to commence the provision of selected courses locally where the capacity exists.

Although the main Campus of the Somali National University was extensively destroyed it is currently under reconstruction. The Directorate plans to reopen the University with initial Faculties of Education, Veterinary Science, Agriculture and Medicine. The rector has already been named and plans are underway to enroll its first students earliest in September 2013 and latest in January 2014. It is proposed that the opening of the SNU will facilitate the provision of fair, affordable and high quality education that is comparable with the international standards. It will also expand access to higher education since currently as many as 75-80% of Somali young people cannot afford private university education. The identified priorities for SNU are presented and budgeted for in Annex III.

Privately owned higher education institutions run their own programmes and are subject to no regulatory or quality control by the Directorate. The Directorate does not know whether they are running relevant education programmes or not, or what selection criteria are used when offering candidates places on their various programmes. Nor does it know criteria used on pass-marks, graduation and final qualifications. Government wishes to re-establish policy and regulatory control of these institutions.

Various challenges have been identified:

- There is a need to manage the growth of Higher Education so as to ensure that all HE institutions meet minimum quality standards and supply of qualified personnel.
- Directorate is concerned that fees charged by private universities may be prohibitive and could exclude many eligible Somali students.
- Directorate wishes to ensure that HE provision expands in tandem with the envisioned expansion of secondary education.
- Directorate wishes to ensure equity of access and in gender equality in all HE institutions.

- Directorate wishes to ensure the relevance of academic programmes by matching skills acquired by higher education graduates to the needs of national development and the job market;

In addressing these, Government has identified the need to prepare measures to initiate access to quality higher education by establishing an effective higher education policy and strategic framework aimed at facilitating both the development of the sector and the means to ensure a balanced supply of qualified human resource personnel. Once the HE Policy has been agreed, a number of costed strategic options to direct and inform current and future investment in the sector will be developed. In addition, the development of a quality standards framework together with a number of strategic options regarding current and future funding and the role of private investment is proposed.

7.2.7 *Emergency Preparedness*

The Government acknowledges it is operating in a fragile context and therefore plans to make provision for emergency situations. This will be addressed in a number of ways some which include: (i) Curriculum development; the new curricula will be conflict sensitive and include aspects that will support overall peace building of government and deal with political and culturally sensitive issues, address divisive and a discriminating content that may contribute to conflicts; (ii) Teacher curriculum will include imparting skills that would allow teachers handle sensitive issues and take necessary responses, (iii) The Directorate, working with partners especially the Education Cluster, will identify schools and locations that are vulnerable and institute early warning mechanisms, establish roles and responsibilities in emergencies when they do happen such as providing temporary learning space and supplies. Disaster risk reduction and building resilience of communities and households will also be strengthened and addressed.

Resilient schools and educators will form the foundation of a resilient education system. The Education Cluster is proactive in its efforts to prevent or mitigate the effect of disaster on students, teachers and schools. It does so by viewing DRR in two major categories:

- (i) *DRR in Education:* Education is an entry-point for lifesaving and psychosocial activities. Providing children with the life-skills that will protect them and their family during

emergencies is a way to build the resilience of an entire community. Starting with children means protecting the most vulnerable.

- (ii) *DRR*: Mitigating risks to schools, educators and students through the provision of protective and safe-learning spaces builds the resilience of education itself. It mitigates the damage that disaster and conflict have on education while shortening or eliminating the time that education is arrested during emergencies.

The Education Cluster has prepared contingency plans that will help diminish the impact of drought, floods and conflict. These plans help education to prepare for, mitigate the effects of, recover and learn from emergencies. The Cluster has the technical know-how to help schools and school systems plan for the worst. Contingency Planning will help individual schools to survive emergencies and to maintain normalcy for the children and families that they serve. Additionally, capacity building around the design of contingency plans will help the Sector build a resilient education system. The Directorate will retain the coordination role and an operational budget of USD \$45,000 is projected (Annex 11).

8.0 Monitoring and Review

A key position of Professional Officer in Charge of Monitoring and Evaluation will be created in the Directorate's Department of Planning as a preliminary initiative. The post holder will be responsible for assisting the Director of Planning in the development of a monitoring framework and agreeing the actions and responsibilities for collecting data against the indicators in the log frame. The EMIS (as a unit) will be the main mechanism for storing and accessing the data collected. Data is generated by schools, districts and regions for national level monitoring and evaluation.

Progress will be reviewed regularly by the Planning Directorate and the Directorate's Senior Management Team and adjustments made where required. The process of data collection and analysis (examining how the data is used) will be evaluated from time to time (usually half yearly) for effectiveness, relevance and to identify gaps. Reports are prepared on this for the Senior Management Team.

It is proposed that the principle review process at government level should be a Joint Annual Review of the Education Sector (JRES), (to include government stakeholders and donor partners) outcomes of which will feed into the Directorate of Finance’s annual review of all sectors for the purposes of assessing the effectiveness of government spending and for identifying priorities for the annual budget. The JRES will also provide a forum for Government to identify key priorities for the year ahead within the framework of the Education Sector Plan.

In order to develop and implement what is being proposed, Government recognises that capacity building will be required and that a capacity building plan will be one of the priority plans to be developed (see section 7.1.2).

8.1 Proposed timeframe of activities:

<i>Activity</i>	<i>Responsibility</i>	<i>Dates (completion by)</i>
Development of a regulatory framework (arising out of the development of the Education Policy document)	Director General of Education and staff with TA support.	End June, 2013
<ul style="list-style-type: none"> • Develop a management staffing structure based on functions to be undertaken. • Develop a costing of the management staffing structure and modify it structure to meet funding constraints. • Establish functional roles of Directorate of Education departments. • Align human resource needs to function. • Delegate responsibilities by post level. • Formalize staffing structures. • Identify specific accountabilities. • Develop operational modalities and a reporting structure. • Develop a budget for management of the sector 	Director General of Education and staff with TA support.	End June, 2013
Develop a costed Monitoring and Review framework and list of activities including the JRES modalities.	Director General of Education and staff with TA support.	End Dec, 2013

9.0 Risk Analysis

The strategic intent of the Directorate is to implement this Plan. However, in developing it, the following Risks have been identified and allied Risk Mitigation strategies proposed.

Critical Risks	Risk Mitigation Strategies
<p>1. Leadership and Management: Ineffective managerial/leadership capacity. Lack of vision.</p>	<ul style="list-style-type: none"> ➤ Clarify roles and responsibilities across the Directorate. ➤ Professionalise appointments and build in job descriptions. ➤ Targeted Capacity Building ➤ Review and revise succession procedures and strategies. ➤ Revise Schemes of Service and build in staff development.
<p>2. Financial Management: (i) Budgeting weaknesses and failure to introduce budgeting processes with clear sets of rules and priorities. (ii) Procurement weaknesses. (iii) Auditing/accounting inadequacies.</p>	<ul style="list-style-type: none"> ➤ Re-establish and revise the appropriate rules and regulations and minimise bureaucratic processes. ➤ Enact and enforce rules and regulations. ➤ Address limited capacity to audit institutions at all levels. ➤ Address corruption, misuse of funds and gross inefficiency. ➤ Strengthen monitoring and evaluation and address delays in reporting. ➤ Review staffing norms and their application at all levels. ➤ Enhance financial management capacity ➤ Address the failure to procure in line with principles of value for money and transparency. ➤ Strengthen transparent competitive tendering for goods and services.
<p>3. Ineffective performance appraisal system.</p>	<ul style="list-style-type: none"> ➤ Institutionalise performance management. ➤ Reward good performers and hold people accountable.

4. Resistance to change.	<ul style="list-style-type: none"> ➤ Strengthen the Human Resource Department to facilitate the restructuring, re-culturing and re-skilling management of the DoE. ➤ Create a ‘win-win’ situation for both public and private providers of education services.
5. Policy Reforms Failure to formulate and/or implement necessary policy reforms or to delay them.	<ul style="list-style-type: none"> ➤ Prioritise and implement proposed reforms. ➤ Provide budget line for sector wide communication strategy. ➤ Incentivise good performance.
6. Technical Capacity: Failure to address lack of technical capacity both systemically and culturally.	<ul style="list-style-type: none"> ➤ Strengthen capacity and skill development agencies under the Directorate of Education.
7. Failure to provide sufficient funding to Directorate, or to target funding, or to address waste.	<ul style="list-style-type: none"> ➤ Introduce formula funding to sector. ➤ Rigorously apply needs-based funding (EMIS and (Evidence-based and needs based funding) Integrated Financial Management System (FMIS). ➤ Encourage donors to provide sector based, harmonised funding.
8. Failure to apply efficient, cost-effective staffing norms.	<ul style="list-style-type: none"> ➤ Enforce demand driven recruiting.
9. High cost of education due to unauthorised charges leading to high cost burden on households.	<ul style="list-style-type: none"> ➤ Strengthen the inspectorate and enforce the regulations on school fees and payments; communicate regulations to the populace, and apply sanctions uniformly.
10. Exogenous (external) Factors.	<ul style="list-style-type: none"> ➤ Create a sufficiently robust emergencies capacity building and funding system.
11. Donor interference/ lack of harmonised action.	<ul style="list-style-type: none"> ➤ Strengthen the Education Sector Co-ordination Committee. ➤ Strengthen Directorate’s capacity to provide pro-active leadership.
12. Geographical constraints.	<ul style="list-style-type: none"> ➤ Incentivise officers working in ‘hardship’ areas. ➤ Improve ICT and physical infrastructure.

10.0 Summary Budget

The following table provides the total costs projected for this Interim Education Sector Strategic Plan 2013 – 2015

Priority Areas	2013/2014 (\$)	2014/2015 (\$)	2015/2016 (\$)	Total (\$)	%
1. Institutional Development Interventions – all policy and systems development	883,000	520,000	60,000	1,463,000	2.5
2. Restoration of basic education – range of activities	1,422,860	21,160,100	34,090,100	56,673,060	97.5
Total	2,305,860	21,680,100	34,150,100	58,136,060	100

Projected Running Costs¹³

	Running Costs	2013/2014 \$	2014/2015 \$	2015/2016 \$	Total \$	%
1	MoE Staff Salaries	445,800	490,380	539,418	1,475,598	11.0
2	Teachers Salaries	1,274,667	3,408,000	6,608,000	11,290,667	84.0
3	Material Supplies	22,000	26,400	31,680	80,080	0.6
4	Repairs & Maintenance	10,400	12,480	14,976	37,856	0.3
5	Internal Travel Expenses	12,000	14,400	17,280	43,680	0.3
6	Public Utilities	139,054	166,865	200,238	506,157	3.8
	Total	1,903,921	4,118,525	7,411,592	13,434,038	100

Total Projected Financial Commitment for the interim ESSP 2013/2014 – 2015/2016 is **USD: 71,570,098**

¹³Item No.1 monthly salaries are in three bands; senior staff (\$600-800), middle level (\$400-600), junior level (\$200-300) total No. of staff 84 (44 for Mogadishu and 40 for Galmudug). An average in each band is assumed as well as a 10% increase per year

Item No.2. Teacher salaries Assumption: if 6400 teachers are employed currently by umbrellas which is 99% of teachers then only 65 or 1% are currently employed by MoE. It is assumed that this status quo will be maintained from Jan to August 2013. Assuming further 45 pupils per class and that 125 schools of 8 classes each will be constructed this will bring into school additional 45,000 pupils by September 2013, and double the number by Sept. 2015. Taking the ratio of 45: 1, their number will increase by 1000 by September 2014 and double by September 2015 at monthly salary of \$200

Items Nos. 3-6, category of expenses is adopted from Putland in the absence of details. Putland's estimates for 2012 are used for the base year 2013 with a subsequent annual increase of 20%.

11.0 Sources of Funding

It is evident that the Education Sector is funded from multiple sources which include communities, diaspora and development partners. While the absence of expenditure data and estimates on education by the local communities and the diaspora, it is well known that such funding has been important in keeping education going in the past albeit in modest condition. Although currently the Directorate does not generate its own revenue and neither does it receive budgetary allocation from the Government, plans are underway to change this situation as the Government envisages to allocate to the Sector the same proportion it allocates to the national security.

However, the external funding from international donors will remain the significant sources of funding the Education Sector in SCZ throughout the life of this plan. Currently though, there is paucity of information regarding projected level of financial commitment from the development partners. This notwithstanding, it is acknowledged that the key donors include the EU, DFID, USAID, DANIDA, Norwegian Embassy, Turkey, Global Partnership for Education (GPE) and the Government of Netherlands. The optimism created by the apparent relative peace has generated significant donor interest in the long-term investment in the Education Sector. The Directorate plans to tap into this interest to mobilize sufficient funds to finance all activities and projects as planned.

The Directorate is currently establishing a sound, credible and reliable financial management systems. Therefore, the Directorate will encourage the development partners to channel funds through it as soon as this financial system is operational. Even where partners strongly feel the need for direct project funding and implementation, such initiative will gain synergy if coordinated through the Directorate. In this regard, the Directorate calls upon all development partners to align their support to the priorities articulated in this plan.

12.0 Implementation Plan

The following matrix provides the implementation plan which will guide the annual workplans for the Directorate. It details;

- An outline of activities listed in the ESSP in the form of an Implementation or Action Plan.
- A list of Prioritised Activities addressing the goal of the Early Recovery Plan, which is Restoring Basic Education.

Details contained in this document derive from the ESSP Logframe with which it should be read.

Two major areas of activity are identified:

- Policy Development aimed at setting up institutional frameworks and to lay the basis for the appropriate development of the education sector.
- The development of Financial Planning and Management systems, and Human Resource Management modalities all aimed at setting up a sufficiently robust basic system that will instil sufficient confidence to encourage the people and the donor community to begin channelling funds to the Directorate.

Benchmarks already exist in Puntland and Somaliland, which could be used to speed up the implementation process.

Policy Development

Year 1/2/3 Activities *(all activities will be undertaken by working groups with technical support where this is available)*

Activity	Achievement Indicators	Year 1	Year 2	Year 3	Persons /Department responsible
Development of: (i) Education Policy (Basic ¹⁴ and Higher). (ii) Education Act. (Basic and Higher). (iii) Sector Regulatory Framework.	<ul style="list-style-type: none"> • A study of Basic, Higher Education and Teacher Education structure, strategic options¹⁵ and costs is undertaken and completed. • Basic, HE and TE Policy, instruments and articles and regulations formulated, approved and enacted. 				
Development of costed Curriculum Policy and implementation strategy ¹⁶¹⁷	<ul style="list-style-type: none"> • A study of curriculum models and intended outcomes is undertaken. • Options debated and overall structure agreed. • Drafting of Curriculum Policy and Framework completed. • Draft Curriculum developed. • Draft approved. • Enacted. 				
Development of costed Language, Literacy and Numeracy Policy and implementation strategy.	<ul style="list-style-type: none"> • Language, Literacy and Numeracy policy and practice reviewed. • Findings disseminated, debated and options approved. • Drafting completed. • Policy and costed implementation strategy completed. 				
Development of a prioritised costed National School Infrastructure Policy and Implementation Plan ¹⁸ .	<ul style="list-style-type: none"> • Infrastructure mapping conducted. • Findings assessed against established need. • School building specification options assessed and agreed, approved, costed and implemented. 				
Development of Textbook and Teaching and Learning Resources	<ul style="list-style-type: none"> • Review of current textbooks and learning resources undertaken and completed. 				

¹⁴ Of particular importance is the need to resolve the issue of ‘Umbrella Schools’ and how to build upon their success and bring them under a common regulatory framework.

¹⁵ This study will examine options open to Government, including that of privatising the Higher Education sub-sector, consideration of national strategic needs, issues of funding, quality and subject offerings, size of institutions and location and capacity.

¹⁶ It has been proposed that the new curriculum will have a Livelihoods orientation with the development of basic skills and competencies in numeracy, literacy and enquiry skills to ensure life-long learning. Hence the introduction of traditional subjects will only occur at the beginning of school year 4/5 once all learners have acquired competence in numeracy, literacy and enquiry skills. Thereafter the curriculum will offer a general education in years 4,5&6 with vocational/academic options being introduced over years 7, 8&9.

¹⁷ The definition and role of TVET will need to be clarified and its place in the wider curriculum as well as its funding and resourcing examined.

¹⁸ An assessment of the infrastructure activities undertaken as part of the Early Recovery GPE Programme will inform the development of the National Plan.

Policy, Strategy and Implementation Plan.	<ul style="list-style-type: none"> • Policy¹⁹ developed, debated, approved and enacted. • Provision of textbooks costed. 				
Development of a National Examinations Policy, Structure and Implementation Strategy.	<ul style="list-style-type: none"> • Review international best practice and customise what is most appropriate to local situation. • Develop the Policy, Structure and implementation plan. 				
(i) Undertake a Teacher Development and Management Policy and Strategy study. (ii) Undertake a study of school management and the management of schools (local management and the role of the inspectorate).	<ul style="list-style-type: none"> • Review international best practice and customise what is most appropriate to local situation. • Develop the Policy, Structure and implementation plan²⁰. 				
Development of a National Education Communications policy and implementation strategy.	<ul style="list-style-type: none"> • Review of viable possibilities for the creation of an education communication system, especially the use of radio undertaken. • Developed series of costed options. • Derived viable policy and strategic plan from these. 				
Development of Gender mainstreaming policy and Implementation strategy.	<ul style="list-style-type: none"> • Reviewed international agreements and best practice. • Reviewed local practice and identified mismatches. • Developed policy and a costed implementation strategy. 				
Development of a Special Education Needs Policy and implementation strategy.	<ul style="list-style-type: none"> • Reviewed international agreements and best practice. • Review local practice to identify mismatches. • Developed policy and a costed implementation strategy. 				
Development of an ECDE framework and plan of action	<ul style="list-style-type: none"> • Developed ECDE framework and costed action plan 				
Development of an emergency preparedness policy and implementation strategy.	<ul style="list-style-type: none"> • Develop policy and appropriate guidance that facilitates an effective response to emergencies across the sector. 				

¹⁹ This should include rules for the selection of textbooks, their specifications, rules governing procurement and distribution. All textbooks should be assessed by learning and language level.

²⁰ Advised to include in teachers' contract not only conditions of service but also teacher obligations and entitlements. The latter could include access to in-service training, further study, continuous professional development and other incentives to encourage people to enter and stay in the public teaching profession.

Systems Development: Financial Planning and Management.

Year 1/2/3 Activities Year (all activities will be undertaken by working groups with technical support where this is available)

Activity	Outputs	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Persons/Dep artment responsible
<i>Development of Financial Planning and Management (FPM) systems, instruments and regulatory framework</i>					
(i) Establish medium-term configuration of FMIS.	<ul style="list-style-type: none"> • Medium term configuration of FMIS established. • FPM systems developed across Directorate. 				
(ii) Develop FPM systems across Directorate.					
(iii) Prepare for annual work-plan and Unit Cost Budgeting process.	<ul style="list-style-type: none"> • Annual work-plans prepared on basis of Unit Cost Budgeting process. 				
(iv) Develop and rollout FPM capacity building programme.	<ul style="list-style-type: none"> • FPM capacity building programme developed and rolled out. 				
<i>2. Development of Sector Planning and Management Systems</i>					
(i) Develop Institutional Management Policy and Sector Regulatory Framework.	<ul style="list-style-type: none"> • Institutional Management Policy and Sector Regulatory Framework developed. 				
(ii) Develop Sector Regulatory Framework rules, instruments and articles.	<ul style="list-style-type: none"> • Sector Regulatory Framework rules, instruments and articles developed. 				
(iii) Develop Directorate staff and teacher conditions of service and contracts .	<ul style="list-style-type: none"> • Directorate staff and Teacher conditions of service and contracts developed. 				
(iv) Finalise and implement officers, teachers and other employee's salary grades, incentives and performance agreements.	<ul style="list-style-type: none"> • Officers, teachers and other employees' salary grades, incentives and performance agreements finalised and implemented. 				
(v) Introduce three year rolling programme of review of salaries, incentives and performance agreements.	<ul style="list-style-type: none"> • Three year rolling programme of review of salaries, incentives and performance agreements established. 				
<i>3. Development of Education Management Information Systems (EMIS).</i>					
(i) Medium term configuration of EMIS established.	<ul style="list-style-type: none"> • Medium term configuration of EMIS established based on experience in Puntland and Somaliland. 				
(ii) Capture all school student and infrastructure data by EMIS.	<ul style="list-style-type: none"> • All school student and infrastructure data captured by EMIS. EMIS and FMIS data used as basis for: 				

	annual sector review; annual sector development; decision-making.				
(iii) Capture in EMIS and FMIS all findings from Teacher Supply and Demand study, School Mapping exercise, study of Teacher Capacity needs, School Management study and Education Standards study.	<ul style="list-style-type: none"> • Findings from Teacher Supply and Demand study, School Mapping exercise and study of Teacher Capacity needs, School Management study and Education Standards to be: • Logged in EMIS and FMIS. • Fed into sector strategic plan and, • Prioritised. 				
4. Development of Quality Assurance (QA)					
Develop costed options for Strengthen Quality Assurance.	<ul style="list-style-type: none"> • National Minimum Quality Standards defined. • Findings from School Mapping evaluated. • Proposed actions costed, prioritised, implemented. 				

SERVICE DELIVERY					
To Restore Basic Education by adopting measures to provide school accommodation, teachers and materials so as to draw in as many children as possible in formal schooling					
	Output	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Person/Depart ment Responsible
1.	Mapping and identification of IDPs	No. Of IDP's school age going children identified			
2.	Establish minimum quality standards for infrastructure and teaching	School Construction standards established			
3.	EMIS i. Adapt the Punt land EMIS and information management system to South Central-Central requirements ii. Training 20 staff of the DoE and 30 principals & Key teachers on the effective use of the EMIS iii. Establish EMIS in the planning department and provide equipment and office space	Adapted EMIS system in operation Competence & capacity for the DoE staff o run and manager the EMIS system EMIS equipment &operation capacity in place			
4.	Conduct and complete school mapping exercise to among others establish the condition & status of each school and those repossessed by DoE from IDPs and their state	Established No. of recovered schools under the management of DoE.			
Construction of Examination Centre 5. Construct, secure, equip and furnish examination centre		Examination Centre in place			
Construction of Schools 6. Construct/Refurbish an average of 3schools of 15 classrooms in each of the 83 districts. Each school to have standard toilet & washroom facilities		No. of classrooms refurbished/ Constructed			
Construction of Regional Offices 7. Construct/Refurbish one regional education office cum resource centres in each of the eleven regions		11 regional education office cum resource centres Refurbished / Constructed			
8.	Teacher Training Centres	None constructed other than one currently under construction.			
9.	To upgrade the competence of the staff of the DoE by providing training to	50 staff trained each year			

to better manage the education sector particularly regarding promoting and managing expanded access to formal education					
10. Construction of DoE Head Offices to a functional state i. To refurbish DoE head offices in order to provide adequate office space and safe custody of documents ii. Furniture and Fittings: provide basic office furniture for each of the 11 departments/units iii. Office Equipment	Office accommodation for various staff of the DoE No. & type of furniture procured				
11. Appointment of Technical Assistants (TAs) for Human Resources, Curriculum, Finance, Quality Assurance and Gender	5 TAs hired				
12. Strengthen DoE's role in school supervision, inspection and monitoring	Improving school performance indicators, capacity of officers. And infrastructure to enable this.				
13. Strengthen education umbrella function at the DoE to facilitate effective, coordination, liaison and effective management of the transition to a well regulated education sector	Improving level of compliance to DoE regulatory requirements				
14. Teachers Train and deploy 1500 primary teachers and 750 secondary teachers (<i>subject to the information obtained from the teacher supply & demand study</i>) by September 2014	2250 primary & secondary school teachers trained per year				
15. Provision of Vocational Training i. Refurbish 5 former TVET Centres in; Mogadishu, Merka, Beledweyn, Baidoa and Galcayo ii. Develop and deliver Catch –up programmes and livelihood skills development programmes during the Early Recovery Phase for post primary and secondary drop-outs	5 TVET Centres refurbished Enrolment number of students in the centres				

<p>16. Cross-Cutting Issues Gender Main streaming at all levels of education aimed at increasing and sustaining female student enrolment at all levels of education and administration</p> <p>i. Establish Programmes for special Needs Education (<i>Including disadvantaged, pastoral, IDPs and orphans</i>)</p>	No. of community-based advocacy sessions held per region				
	Shortcomings identified and addressed.				
	Gender Components included in teacher training curriculum.				
	No. of centres for orphaned children rehabilitated				
	No. of centres for special education rehabilitated				
	Two mobile schools established as pilot project				
ii. Emergency Preparedness	Emergency coordination mechanism spearheaded by DoE, in collaboration with Cluster teams both in Nairobi & Mogadishu				

ANNEX I: INTERIM ESSP SOUTH CENTRAL ZONE (EARLY RECOVERY PHASE) - LOGICAL FRAMEWORK 2012-15

Intervention Logic	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Overall Goal</p> <p>A functioning Directorate of Education proving access to education to as many children as possible</p>	<p>Progressive;</p> <ul style="list-style-type: none"> - % increase of children accessing formal education by level and gender - % of enrolment in non-formal education - Education policy in place; - Costed strategic and implementation plans in place; - Planning, financing and delivery systems in place - Sector Regulatory and performance framework in place - Functioning EMIS 	<ul style="list-style-type: none"> - Annual Sector Joint Review Reports 	<ul style="list-style-type: none"> - Peace is maintained through the plan period, - Government access to all regions uninhibited - Directorate of Finance becomes functional
<p>Purpose</p> <p>To create a functioning education sector based on sound policy and strategic planning and able to provide effective service delivery.</p>	<ul style="list-style-type: none"> - Increasing enrolment of both boys and girls at all levels of the education system - Increasing No. of functioning schools under state control - All private schools operate within a government regulatory framework - Increasing transition rate of pupils from one stage to the other (early childhood-primary-secondary) - Increasing retention rate; declining drop-out rate - Improved capacity of education human resources 	<ul style="list-style-type: none"> - Annual Sector Joint Review Reports 	<ul style="list-style-type: none"> - Political Stability after the imminent transition - Growth in economic development - No major calamities disrupting implementation. - Systematic implementation of program activities. - Improved community responsiveness
<p>Outcomes</p> <ol style="list-style-type: none"> 1. Institutional development; development of costed policies, strategic and implementation plans 2. Appropriate service delivery; 	<ul style="list-style-type: none"> - Costed policies, strategic and implementation plans for core Directorate functions; - Annual Work plans and budgets in place; - Directorate Staff and teachers receive salaries regularly; - Increase in enrolment at all levels; - Increase in the number of schools; 		<p>Children, adult learners, employers and the community progressively recognise the importance of</p>

<ol style="list-style-type: none"> 3. improved sector planning, performance and delivery across a range of indicators; 4. improved sector management through the implementation of an EMIS and the use of evidence-based decision-making; 5. improved sector financial planning and management; 6. improved access to relevant education; 7. a significant reduction in gender inequality with regards both access to education services, the quality of provision and learning outcomes; 8. improved levels of literacy and numeracy; 9. improved retention of students through the provision of a livelihoods' relevant curriculum; 10. an increase in the uptake of vocational, science and commercial subjects; 11. an improved sector ability to address special needs education. 	<ul style="list-style-type: none"> - Increased enrolment of girls at all levels - Improved retention rates of boys and girls; - No. of new built and refurbished schools; - Improved delivery of services by the Directorate of education; - Improved provision of services to all regions - Improved scores in standardised numeracy and literacy tests. 	<ul style="list-style-type: none"> - Annual Sector Joint Review Reports - Inventory register of educational facilities - Planned schedules, operational documents, annual work plans and budget documentations 	<p>education at all levels and skills development.</p> <p>Strong Government advocacy for education and corresponding policies – anticipated 15% national budget.</p>
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<p>Activities: Institutional Development</p> <ol style="list-style-type: none"> 1. Developing a National Education Policy leading the drafting of an Education Act and Regulatory Framework; 2. Development of Curriculum policy and framework 3. Developing an Institutional Management Policy and a Sector Regulatory Framework; 4. Developing Financial Planning and Management systems, a Regulatory and a Performance Framework; 5. Developing a national language policy and literacy performance framework; 6. Undertaking Teacher Supply and Demand study 7. Undertake Teacher Development and Management study; and development of teacher supply plan; 8. Teacher development and management study and the development of teacher conditions and terms of service plan; 9. Developing a set of costed Policy and Strategic options for Higher Education 10. Developing a costed Textbook and Teaching and Learning Resources Policy 11. and Strategy; 12. Developing a costed Education Sector Institutional Capacity Building policy and strategy; 13. Developing policies for a range of cross-cutting issues including a gender policy and strategy, education for Special Needs, education for peace building and peace education, quality assurance and emergency response; 14. Develop an education communications policy with a selection of strategic options; 15. performance framework, and a costed Strategic plans <p>Activities: Service Delivery</p> <ol style="list-style-type: none"> 16. Adapting the Punt land EMIS and information management system to South- <ol style="list-style-type: none"> 1. Infrastructure – (new buildings and refurbishing) 2. Procurement and delivery systems – (textbooks, teaching & learning materials, school equipment) 3. Teacher deployment and terms and conditions of service 4. Capacity building 5. Develop register of all schools (location, number of pupils/teachers) 	<p>Inputs</p> <p>Inputs by specific focus are detailed in the relevant sections of this Strategic Plan.</p> <p>Costs</p> <p>Indicative sector-wide costs are addressed in an annex to of this Strategic Plan. Sources of funds are also indicated</p>	<p>Assumptions underlying this Plan</p> <p>Development Partner support for education sector co-ordinated and maintained</p> <p>Support of the Diaspora maintained</p> <p>Support of local communities encouraged and maintained,</p> <p>Support of civil society maintained</p> <p>Support of private sector,</p> <p>Newly expected Government to make proportionate budgetary allocation to education sector</p>
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ANNEXII: INDICATIVE BUDGET

Prioritized Activities against indicative Budget								
Policy Development								
Objectives	Activities (Required Actions)	Verifiable Indicators	Assumptions NB: <i>All international technical assistance will involve local capacity building processes</i>	Budget (USD)				Donor/ Funder
				2013/2014	2014/2015	2015/2016	TOTAL	
Institutional Development Interventions <i>(Policy and systems developments)</i>	1. Bring to effect the drafted National Education Policy leading to the drafting of an Education Act and Regulatory Framework by December 2013	Costed policies, strategic and implementation plans for core Directorate functions;	Conduct a consultative forums to generate perspectives and create ownership of the draft National Education Policy. This will require series of workshops with education sector stakeholders. Process will lead to an agreement to national education policy, drafting of an education act and corresponding regulatory framework	80,000	-	-	80,000	
			4 session workshops with MoE directors \$300 per pax – (15X4X300)	18,000	-	-	18,000	
	2. Developing an Institutional Management Policy (HR) and a Sector Regulatory Framework by December, 2014	MoE Staff establishment in place Education governance system in place	Process will be initiated and lead by TA HR in conjunction with international technical assistance - 120 days @ \$ 1000. To facilitate development of institutional management policy and sector regulatory framework. It is assumed that this assignment will lead to staff establishment of the Directorate of education including the position of resource mobilization	-	120,000	-	120,000	
3. Developing Financial Planning and Management systems, a Regulatory and a Performance Framework by December, 2014	Financial and management control systems in place	The TA Finance with the assistance of international technical expertise - 280 days @ \$ 1000 per day To develop planning and management systems, regulatory and performance framework	280,000	-	-	280,000		

4. Directorate Policy Implementation and technical capacity building from 2013 – 2014	Improved competency level within the MoE	TA Policy and Planning lead initiative with the assistance of international technical expertise 60days @ 1000 per day of spread over a period of two years. To build capacity for the Directorate of Education	30,000	30,000	-	60,000
		50 MoE training in four workshop sessions @ \$500 per pax (50X4X500) Total \$ 100,000	50,000	50,000		100,000
5. Developing a national language policy and literacy performance framework by September, 2014	National Language and Literacy Performance framework completed	TA Policy and Planning lead initiative with the assistance of international technical expertise 160 days @ 1000 per day - to facilitate development of a new livelihood orientated curriculum.	160,000	-	-	160,000
6. Developing a Policy, curriculum, performance framework, and a costed Strategic and Implementation plan by September, 2014	New unified national Curriculum printed in Somali, English and Arabic languages Developed syllabi for Dugsi, primary and secondary	It is assumed that the process of curriculum development will include the development of language policy and literacy performance framework as well as developing corresponding syllabi for all levels; Dugsi, primary and secondary	125,000	-	-	125,000
			10,000	-	-	10,000
7. Develop a national examinations policy and framework by December, 2014	New examinations policy and framework	Five-days all inclusive stakeholder workshop (umbrella, MoE, education partners) 50 pax @ \$500 per day (50X5X500) Total\$ 125,000 A 10 day international technical assistance together with DoE officials will review curriculum taught in Dugsis school concurrently as the national curriculum is revised. Additional cost, \$ 10,000				
8. Developing a costed Textbook and Teaching and Learning Resources Policy, strategy and implementation plan; From January, 2015	Documented text book, teaching and learning resources policy and strategy No. of textbooks and teaching guides printed Central storage facility in place	40 days @ \$ 1000 international technical assistance for the development of costed textbook , teaching and learning resources policy	-	-	40,000	40,000
		200 days @ \$1000 international technical assistance for the development of regulatory framework, textbook selection criteria, policy implementation strategy and officer and teacher training	-	-	200,000	200,000

	9. Undertaking Teacher Supply and Demand and Teacher Development and management studies, and the production of a costed strategic and implementation Teacher Supply plan by December 2014	Optimal student teacher enrolment in teacher training facilities Improved pupil/teacher ratio	80 days @ \$ 1000 international technical assistance in the development of teacher supply & demand, teacher development & management studies and production of costed strategic and implementation teacher supply plan	80,000	-	-	80,000	
	10. Developing a set of costed Policy and Strategic options for Higher Education and Teacher Education by January, 2014	Education Sector benchmarks made	60days @ \$1000 international technical assistance for the development of costed policy and strategic options for higher education	-	60,000	-	60,000	
	11. Developing a costed Education Sector Teacher Capacity Building policy, strategy and plan by December, 2014	Established framework for continuous professional teacher development	50 days @ \$1000 international technical assistance for developing a costed education sector policy, strategy and plan.	50,000	-	-	50,000	
	12. Developing policies for a range of cross-cutting issues including a gender policy and strategy, education for Special Needs, quality assurance, DRRR and emergency preparedness and response by December 2014	Policy guidelines for cross-cutting issues in education – SNE,QA, gender and emergency response	60 days @ \$ 1000 international technical assistance for developing the requisite cross-cutting policies. The following assumptions are made: 20 days for gender, special needs education and quality assurance each	-	60,000	-	60,000	
	13. Develop an education communications policy with a selection of strategic options, including radio and implementation from July 2013 – 2014	Established education communication strategies and media	20 days @ 1000 international technical assistance for development of education communication policy as necessary	-	20,000	-	20,000	

Prioritized Activities against indicative Budget

Service Delivery

Objectives	Activities (Required Actions)	Verifiable Indicators	Assumptions <i>NB: All international technical assistance will involve local capacity building processes</i>	Budget (USD)				Donor/ Funder
				2013/2014	2014/2015	2015/2016	TOTAL	
Restore Basic Education by	1. Mapping and identification of IDPs by Dec, 2013	No. Of IDP's school age going	This exercise will be carried out by Directorate of education staff with the					

adopting measures to provide school accommodation, teachers and materials so as to draw in as many children as possible in formal schooling		children identified	assistance of the current technical assistants (TA) of planning and policy Estimated costs are for operation & stipend - \$ 40,000	40,000	-	-	40,000	
	2. Establish minimum quality standards for infrastructure and teaching Dec 2013	School Construction standards established	TA Physical Planning and Construction will initiate, establish and enforce minimum quality standards for infrastructure standards. The process will include identification of conditions conducive of learning & appropriate school structures.	20,000	-	-	20,000	
	3. EMIS	Adapted EMIS system in operation	135 days, international technical assistance to do scoping, develop required EMIS & at all levels (HQ – districts) MoE \$ 135,000	135,000	-	-	135,000	
	i. Adapt the Punt land EMIS and information management system to South Central Zone requirements by December, 2013	Competence & capacity for the MoE staff to run and manage the EMIS system	5-day Train a total of 50 pax at \$500 each (50X5X500) Total \$ 125,000	-	125,000	-	125,000	
	ii. Training 20 staff of the MoE and 30 principals & Key teachers on the effective use of the EMIS by March 2014	EMIS equipment & operation capacity in place	20 computers @ \$700 = 14,000 20 UPS @ \$ 200 = 4,000 8 Printers @ 150 = 1,200 Total: \$ 19,200	19,200	-	-	19,200	
iii. Establish EMIS in the planning department and provide equipment and office space by December 2013		Annual EMIS operation fund total: \$100,000. A lot of local travel for data collection is envisaged in first 3 years before the regional offices become functional.	-	100,000	100,000	200,000		
4. Conduct and complete school mapping exercise to among others establish the condition & status of each school and those repossessed by MoE from IDPs and their state by December 2013	• Established No. of recovered schools under the management of MoE.	The exercise will be conducted by the MoE officials with the assistance of the technical assistants of policy and planning currently in office. Estimated operational costs for this exercise is \$100,000	100,000	-	-	100,000		

<p>Construction of Examination Centre 5. Construct, secure, equip and furnish examination centre by December, 2014</p>	<ul style="list-style-type: none"> Examination Centre in place 	<p>Overall estimated cost of construction, equipment and furnishing \$ 1,000,000</p>	-	1,000,000	-	1,000,000	
<p>Construction of Schools 6. Construct/Refurbish of on average 3schools of at least 8 classrooms in each of the 83 districts. Each school to have standard toilet & washroom facilities by December, 2015</p>	<ul style="list-style-type: none"> No. of classrooms refurbished/ Constructed 	<p>Each school will have at least 8 class rooms for grades 1 – 8. A class room will cost about \$ 15,000 to construct hence: 8X249X15,000 Total: \$ 29,880,000</p>	-	14,940,000	14,940,000	29,880,000	
		<p>Furniture and Fixtures: It is assumed that (if the experience of Somaliland is considered) in the early recovery phase classes sizes will be large averaging 70-75 as children respond. Sitting 3 on a desk, they will require 25 desks per class. Each desk will cost \$100 Total: 24X40X25X100 = \$ 2,400,000</p>	-	1,200,000	1,200,000	2,400,000	
		<p>249 Toilet & washrooms. A standard toilet and washroom @ \$ 8000 hence total cost: \$ 1,992,000 NB: It is further assumed that at implementation the target number of schools to be constructed will be aligned with G2S program.</p>		996,000	996,000	1,992,000	
<p>Construction of Regional Offices 7. Construct/Refurbish one regional education office cum resource centres in each of the eleven regions - by 2015</p>	<ul style="list-style-type: none"> 11 regional education office cum resource centres Refurbished / Constructed 	<p>To construct 11 out of the total 16 regional education offices within this plan period – the 5 regions of Mogadishu will be served by the headquarter. Estimated Cost: \$ 300,000 per regional office.</p> <p>Furniture & Fittings 50 chairs and 10 tables per office \$ 150 per chair, &300 per table Total: \$10,500</p>	-	1,500,000	1,800,000	3,300,000	
<p>8. Teacher Training Centres</p>	<p>None constructed other than one currently under</p>	<p>NB: It is noted that there is one teacher training facility under construction in Mogadishu with the capacity of 1250 teacher trainees sponsored by Bahrain Government.</p>					

		construction.	Although 3 more teacher training centres (<i>one for the North, one for Central – Baidoa and another for South – Kismayu</i>) are recommended, it is prudent in the early recovery phase to put more funds to more teacher certification than in construction. NB: It is noted that the proposed Faculty of Education at the SNU will fulfil this function.	-	-	-	-	
	9. To Capacity build the staff of the MoE by providing training to upgrade the competence of the critical core staff to better manage the education sector to effectively service the expanding access to formal education	<ul style="list-style-type: none"> 50 staff trained each year 	Approximate cost of training: \$1000 per pax per year, hence annual total of; \$50,000	50,000	50,000	50,000	150,000	
	<p>10. Construction of MoE Head Offices to functional state</p> <p>(i) To refurbish MoE head offices in order to provide adequate office space and safe custody of documents by December 2013</p> <p>(ii) Furniture and Fittings: provide basic office furniture for each of the 11 departments/units</p> <p>(iii) Office Equipment</p>	<p>Office accommodation for various staff of the MoE</p> <p>No. & type of furniture availed</p>	<p>The new building is in W-I-P state requiring completion but with an outstanding bill of \$563,000 for Mogadishu. To refurbish MoE head office Galdayo \$ 300,000</p> <p>Supply furniture for 4 pax per department = 4 chairs & 2 tables at a cost of \$150 per chair and 300 per table Chairs: \$6,160; Tables: \$6,600 Total: \$12,760 X 2 – (<i>including Galmudug</i>)</p> <p>One: computer (\$700), UPS (\$200), Printer(\$150) per department of MoE head office & Regional Offices – \$11,550 X 2 - (<i>including Galmudug</i>)</p> <p>For 11 Regional Offices</p>	<p>563,000</p> <p>300,000</p> <p>12,760</p> <p>23,100</p>	-	-	<p>563,000</p> <p>300,000</p> <p>12,760</p> <p>23,100</p> <p>23,100</p>	

11. Appointment of Technical Assistants (TAs) for Human Resources, Curriculum, Finance, Quality Assurance and Gender effective September 2013	5 TAs hired	TA hired to bridge capacity gaps and to spearhead required reforms policies (<i>for HR, Finance, Quality Assurance and Gender</i>) in place. TAs for Curriculum, HR and Gender in 2014 and those for Finance and Quality Assurance in 2015. Estimated Salary - \$14,400 pa each	72,000	72,000	72,000	216,000	
12. Strengthen MoE's role in school supervision, inspection and monitoring from September, 2013	Improving school performance indicators e	Hire 11 REOs for each of the 11 regions from the first year @ monthly salary of \$400 from 2015. Annual total \$52,800 Annual Operating budget for school inspections \$20,000 from 2014	52,800 -	52,800 20,000	52,800 20,000	158,400 40,000	
13. Strengthen education umbrella function at the MoE to facilitate effective, coordination, liaison and effective management of the transition to a well regulated education sector by July, 2014	Improving level of compliance to MoE regulatory requirements	Quarterly meetings between MoE with the respective umbrella leaders. Annual facilitation costs \$ 10,000 from 2014	-	10,000	10,000	20,000	
14. Teachers Train and deploy 1500 primary teachers and 750 secondary teachers (<i>subject to the information obtained from the teacher supply & demand study</i>) by September 2014	2250 primary & secondary school teachers trained per year	Training costs at \$300 per teacher (SCOT program) Total \$ 675,000 per year The training and deployment of teachers will be sensitive to gender proportions	-	675,000	675,000	1,350,000	
15. Implementation of the New Curriculum from 2015	Number of teachers trained for the new livelihood curriculum	Implementation of the new curriculum will involve extensive training of teachers across the entire curriculum levels. About 10,000 teachers will be targeted at a estimated cost of \$30 per teacher, hence total \$ 300,000	-	-	300,000	300,000	
16. Revise and Print Textbooks aligned with the revised curriculum	No. of new textbooks printed	Revise and print 600,000 next books & teachers' guides in line with new curriculum @ \$ 20: hence total; \$ 12,000,000 . Assuming 2 core subjects – literacy & numeracy, 2:1, text:pupil ratio	-	-	12,000,000	12,000,000	
17. Construction/Refurbishment of a central storage facility for textbooks and other teaching and learning resources	Textbook Storage facility	Estimated cost of construction/refurbishment	-	-	45,000	45,000	

	18. Training as part of the implementation of new textbook policy from January 2014	30 trained Directorate of Education staff	Training cost @ \$500 per pax, total \$ 15,000	-	15,000	-	15,000	
	19. Provision of Vocational Training							
	(i) Refurbish 5 former TVET Centres in; Mogadishu, Merka, Beledweyn, Baidoa and Galcayo by 2015	5 TVET Centres refurbished	Estimated cost of refurbishment per centre, \$ 45,000	-	-	225,000	225,000	
	(ii) Provide Catch –up programs and livelihood skills in the early recovery phase for post primary and secondary drop-outs	Enrolment number of students in the centres	Maintain at least 500 students at each of these 5 centres in the third year of this plan. Cost per student annually , \$ 200 Hence total: 500,000	-	-	500,000	500,000	
	<u>Cross-Cutting Issues</u>							
	(i) Gender Main streaming at all levels of education aimed at increasing and sustaining female student enrolment at all levels of education and administration in adherence to the Gender policy 2013.	No. of community based advocacy held per region Short comings identified and addressed.	Undertake community based advocacy for the girl-child education by Sept. 2013 Facilitated MoE @ \$20,000 per region, hence 16 regions total: 320,000	-	320,000	320,000	640,000	
Short comings identified and addressed.		Short-tem consultancy to review current education structures and indentify shortcoming that impede girl’s education by July 2013. 20 days @ \$1000 international and local technical assistance, total: \$ 20,000	20,000	-	-	20,000		
Gender Components in teacher training curriculum.		Integrate gender awareness training in all teacher training programs by 2014. No extra budget. Such a component should be built in the teacher training programs.	-	-	-	-		
(ii) Establish Programs		No. of centres for orphaned children rehabilitated	Establish special orphan centres for both girls and boys each in the 11 regions by 2015. Estimated cost: \$45,000 per centre hence total \$ 495,000	-	-	495,000	495,000	

	for special Needs Education (<i>Including disadvantaged, pastoral, IDPs and orphans</i>)	No. of centres for special education rehabilitated	Establish special learning centres for both girls and boys. One each in the 11 regions by 2015. Refurbishing costs of pre-existing facilities at \$ 15,000	-	-	165,000	165,000	
		Two mobile schools Established under pilot project	Introduce mobile (Carmel)schools for nomadic pastoralists (especially near water points) on a pilot scale by 2015 @ \$ 40,000	-	-	40,000	40,000	
	(iii) Emergency Preparedness and response	Emergency coordination mechanism spearheaded by DoE, in collaboration with Cluster teams both in Nairobi & Mogadishu	Establish coordination mechanism with other stakeholders to assure emergency responses to situations that would compromise education delivery. Operational fund of \$ 15,000 per year NB: It is assumed that the Education Cluster has its own budget.	15,000	15,000	15,000	45,000	

Estimated Running Costs

	Assumptions	2013/2014 \$	2014/2015 \$	2015/2016 \$	Total \$	
Salaries for Directorate of Education ²¹	22 Senior Level staff (directors – Modagishu & Galcayo – 11 each) @ \$700 on average per month. Total per 2013 = \$15,400 25 Middle level staff (13 for Modagishu & 12 for Galcayo) @ \$ 500 on average per month. Total for 2013 = \$ 12,500 37 Junior staff (20 for Mogadishu & 17 for Galcayo) @ \$250 on average per month Total for 2013 = \$ 9,250. Salaries are assumed to increase by 10% annually	445,800	490,380,	539,418	1,475,598	
Salaries for Teachers ²²	No. of teachers currently in employment of MoE are 65, will remain as such until August 2013 but grow thereafter by 1000 after additional public schools on a ratio of 45:1 - teacher-pupil. Salary \$200 per month. Up to August 2013 = \$ 104,000; Sept – Dec 2013 = \$852,000 1065 teacher in 2014 @ \$200 = 2,556,000 2065 teachers in 2015 @ \$200 = 4,956,000	956,000	2,556,000	4,956,000	8,468,000	

²¹ These are all estimates

²² Baseline number of teachers (both for primary & secondary schools) currently in employment of DoE are estimates. No. of teachers required from year 3 will be aligned to PTR of 45:1 following evaluation of preceeding year.

	No. of Secondary school teachers are a third of the primary teachers above.	318,667	852,000	1,652,000	2,822,667	
Sub-Total		1,720,467	3,898,380	7,147,418	12,766,265	
MoE - Other operational Costs²³						
i. Material Supplies		22,000	26,400	31,680	80,080	
ii. Repaires & Maintenance		10,400	12,480	14,976	37,856	
iii. Internal Travel Expenses		12,000	14,400	17,280	43,680	
iv. Public Utilities		139,054	166,865	200,238	506,157	
Sub-Total		183,454	220145	264,174	667,773	
Grand Total					13,434,038	

²³ Baseline figures as well as title of the items are adopted from Puntland's projected figures for 2012. To be used as a guide subject to confirmation. 20% increase for subsequent years

ANNEX III				
Indicative Budget for the Refurbishment and Re-opening of the Somali National University				
Activities	Year 1	Year 2	Year 3	Total
Rehabilitate or/and rebuilding all previous SNU Centers including the administrative center	13,456,256.00	4,765,987.00	2,765,268.00	20,987,511.00
To refurbish and provide furniture and all necessary Equipment including all technological materials.	1,567,345.00	654,769.00	245,687.00	2,467,801.00
To identify and select key academics to train for all Departments of the SNU.	575,698.00	254,865.00	147,834.00	978,397.00
Identify key regional and international partners to support the SNU with qualified academic staff.	134,657.00	78,546.00	38,675.00	251,878.00
Identify key Somali personnel for human resource development and training including Professors and other academic support staff.	653,632.00	1,135,264.00	1,274,835.00	3,063,731.00
To provide all necessary teaching and learning materials including lab and technology equipment.	2,345,674.00	864,168.00	472,918.00	3,682,760.00
To provide Technical and financial assistance to the SNU Institutions	254,657.00	128,546.00	88,675.00	451,878.00
To provide administrative operational costs and academic and non-academic staff and other personnel salaries.	734,245.00	728,198.00	888,675.00	2,351,118
Total	19,722,164.00	8,610,343.00	5,922,567.00	34,255,074