FEDERAL GOVERNMENT OF SOMALIA MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION
Education Sector Strategic Plan
2018-2020

November 2017

SUPPORTED BY:

GLOBAL
PARTNERSHIP
for EDUCATION

unicef

Contents

List of Figures

List of Tables

ACKNOWLEDGEMENTS

The Education Sector Strategic Plan (ESSP) is the main output of the Ministry of Education Culture and Higher Education (MOECHE) of Somalia and it's Cooperating Partners (GPE, UNICEF, AET, USAID, and EU). The production of the ESSP was made possible through consultations with a number of bodies including the civil society and stakeholders in education. Therefore, the Federal Government of Somalia wish to acknowledge the contributions of the all parts. Specifically, we extend our appreciation to the ESA/ESSP working groups, Heads of Departments, the Education Sector Committee (ESC), representatives of non-governmental organizations and bilateral aid agencies for their participation and contribution.

The development of this plan was funded by Global Partnership for Education (GPE) under the administrative responsibility of UNICEF with additional funding and technical support provided by UNICEF. In particular, the ministry would like to thank UNICEF for the extremely generous contribution of its staff who dedicated extensive time and energy to provide technical support to ensure the completion of the ESSP. Our gratitude goes to UNICEF for its invaluable support in the overall coordination, ensuring quality assurance and compliance to the global standards for developing ESA.

Specifically, we extend our appreciation to the ESA working groups, Heads of Departments for their participation and contribution. To all that contributed to the realization of this tasks, the MOECHE wishes to thank them and encourage them to continue with such a good spirit wherever and whenever duty calls.

Foreword

This Education Sector Strategic Plan (ESSP) in Somalia has been guided by an inception work program that outlined an overall approach of the work, the methodology to be used and adherence to international standards and guidelines for ESA/ESSP development under the GPE guidelines (particularly as it relates to fragile contexts), predetermined report structure, as well as a risk log with mitigation measures identified, and an overall work flow process and timeline for completion of the ESA and ESSP.

This ESSP– sets out the Government's view of Somalia's education sector goals, objectives and proposals on how such goals and objectives will be realized over the coming three years (2018-2020). The aim is to overcome drivers of fragility such as violence, inequity and limited access to quality social services, weak governance and service delivery capacities, and limited national capacities to mitigate or respond to environmental and man-made shocks.[1], increase access to quality education for children and young people equips future generations with the skills and knowledge to positively contribute to the social, political and economic development of their communities and supports the realization of multiple Sustainable Development Goals (SDGs) related to education (SDG 4), gender (SDG 5), equity (SDG 10) and peace and security (SDG 16).

As per established guidelines, this document is an analytical and planning product that will ensure progress for children in education. In turn the intervention in education is expected to lead to the realization of the Somalia Growth Development Strategy as the pillar for all socio-economic and industrial growth for Somalia.

I am pleased that by using a participatory approach in conducting the analysis planning process synchronizes with key priority areas underpinning the Global Partnership for Education (GPE) strategic development goals. Furthermore, it is my hope that all education institutions regardless of their inclination will work together to make the sought difference which all of us are talking about here in Somalia and beyond.

I urge all of you, including myself, to work together in realizing the Education Sector Strategic Plan (ESSP) and let us all remember that we can only make a difference when we work together for the same cause. As the realization of our past achievements has been possible through cooperative efforts of the Government, donor community, civil society and private sector, I have no doubt that such cooperation will continue during the implementation of this Plan.

Mr. Abdi Dahir Osman
Minister for Education, Culture and High education

List of Abbreviations

ABE	Alternative Basic Education
ADB	Asian Development Bank
AET	Africa Education Trust
CBO	Community Based Organization
CEC	Community Education Committee
CHE	Commission for Higher Education
CPD	Continuous Professional Development
CSS	Central South Somalia
DBE	Department of Basic Education
DEO	District Education Officer
DG	Director General
ECD	Early Childhood Development
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
ESY	Education Statistics Yearbook
ESSP	Education Sector Strategic Plan
EFA	Education for All
EBT	Enterprise Based Training
ESSP	Education Sector Strategic Plan
FEWS	Famile Early Warning Systems
FGD	xxx
FGS	Federal Government of Somalia
FSNAU	Food Security and Nutrition Analysis Unit
GNP	Gross National Product
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
HEIs	Higher Education Information System
HDR	Human Development Report
IAS	International Aid Service
IBT	Institute Based Training
IESSP	Interim Education Sector Strategic Plan
IP	Implementing Partners
IDP	Internally Displaced Person
INGO	International Non-Government Organizations
ICT	Information and Communication Technology
JPLG	Joint Program for Local Governance
JRES	Joint Review of the Education Sector
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MOECHE	Ministry of Education and Higher Education
NFE	Non-Formal Education
NFBE	Non-formal Basic Education
NGO	Non-Governmental Organization

NDP	National Development plan
NQF	National Qualification Framework
NTA	National Training Agency
PTR	Pupil Teacher Ratio
PINEAPPLES	Pacific Island Nation Evaluation Analysis Policy and Planning Leveraging Education Statistics
PPP	Purchasing Parity Price
QAO	Quality Assurance Officer
QASS	Quality Assurance and Standard Service
QI	Quality Indicators
REC	Regional Education Committee
REO	Regional Education Officer
SABER	Systems Approach for Better Education Results
SDG	Sustainable Development Goals
SEC	School Educational Committee
SL	Federal Government of Somalia
SNE	Special Education Needs
SNU	Somali National University
SWAP	Sector Wide Approach
TVET	Technical Vocational Education and Training
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Program
UNESCO	United Nations Education Science and Culture Organization
USAID	United States Agency for International Development
WB	World Bank

Executive Summary

Only recently established after decades of state failure, the Federal Government of Somalia (FGS) is grappling with a host of issues related to fragility, weak systems, and is still at the very early stages of state building. Although some minor gains in education can be noted over the past several years, the country faces numerous challenges with strengthening the capacities of education institutions and systems to support continued progress to achieving SDG 4 education targets, particularly those related to improving access to education and learning outcomes. There remain significant political and social risks with many communities affected by conflict, displacement, trauma, and high levels of poverty. This ESSP serves as an important tool to support state building goals and to capitalize upon the potential of education as a peace dividend that will increase the legitimacy of nascent state institutions through improved social service delivery.

The Ministry of Education, Culture and Higher Education (MOECHE) developed this Education Sector Strategic Plan (ESSP, 2018-2020) through a consultative and participatory process, with funding support from the Global Partnership for Education (GPE) and technical and funding support from UNICEF. The ESSP is guided by the National Development Plan 2017-2019, the Education Act, the Convention of the Rights of the Child (CRC), the International Safe Schools Declaration, and other key national and international policy instruments such as the global targets for SDG 4.

The priorities for the government in the current ESSP are to:

- Ensure education contributes to peacebuilding and statebuilding processes.
- Support learners and strengthen societal resilience among communities affected by natural disasters and conflict,
- Continue expanding access to education for children, adolescents and youth, especially those from marginalized communities such as pastoralists, IDPs, and the urban poor,
- Improve the quality of learning outcomes, especially at early grade levels, and to ensure the market relevance of learning opportunities,
- Strengthen the market relevance of learning for both formal and informal market opportunities, and
- Strengthen management capacities and systems at federal and state levels, including improving fiduciary mechanisms and increasing budget allocations to the education sector.

Methodology

This ESSP draws upon ESA findings and was developed based on a series of technical working groups meetings conducted with the MOECHE and partners and validated through consultative processes with education stakeholders at state and federal levels. Consultations included key cooperating agencies within the government, including the Ministry of Justice and Religious Affairs, the Ministry of Youth and Labor, and the Ministry of Finance, as well as key donors and international development partners. In total, some 257 persons participated in these different consultative forums to validate ESA findings and to shape priorities in this ESSP. Of these, 197 (77%) were male and 60 (23%) were female. UNICEF Somalia Country Office provided quality assurance and support to statistical analysis and extensive support for the ESA and development of this ESSP.

Structure of the ESSP

The ESSP is structured along the education subsectors, as well as separate chapters on cost and financing, monitoring and risks and mitigation measures.

- Context of the Education Sector
- Resilience and Education in Emergency (EiE)
- Early Childhood Care and Education (ECCE)
- Primary Education subsector
- Secondary Education subsector
- Alternative Basic Education (ABE) subsector
- Technical and Vocational Education and Training (TVET) subsector
- Higher Education subsector
- Cross-cutting issues
- Cost and financing for the ESSP 2018-2-20
- Monitoring, and
- Risks and mitigation measures.

Annexes are also provided that list the overall results framework and costing for the ESSP 2018-2020.

Key policy priorities

Resilience and Education in Emergencies. The history of conflict has had profound impacts on the safety and security of children in education and their learning and has undermined traditional social norms and clan-based systems for peaceful conflict resolution. Evidence shows a clear correlation between conflict and enrolment rates. Where the Composite Security Index is lower, enrolment in education is also lower. Conflict can also be perpetuated through curriculum that promotes intolerance or hate towards specific groups and has particularly been known to occur in areas previously under the control of Al-Shabaab and some Quranic facilities supported by non-state actors which adhere to more extreme ideologies.

Violence in schools has been known to contribute to perpetuating 'norms on the use of violence', while the high flow of IDPs also contributes to social pressures and risks of conflicts over limited resources with host communities. Community-level conflicts around schools is also fairly high and has mostly occurred with primary schools and Quranic schools. Many of these community-level conflicts have involve Al-Shabaab and included disputes of resources and types of curriculum being taught in schools. Regions in Central South that are most vulnerable to the impacts of drought and famine are also those with a more acute history of conflict. Evidence shows that when children drop-out of school development gains are inevitably lost and take years to recover while children become exposed to greater chances of exploitation or recruitment into armed groups such as Al-Shabaab. However, the international community continues to under-invest in protecting development gains or protecting children during periods of crisis by support humanitarian responses through education. At the same time, less than 1% of the national budget was utilized by education in 2016.

Those suffering the greatest educational inequities in Central South are IDPs, females, nomadic/pastoralist and rural communities and those from the lower wealth quintiles. Low levels of participation in education among these groups are key reasons for slow progress in key education indicators related to increasing Enrolment and access to education. Literacy rates are lowest among nomads/pastoralist (12%), rural communities (27.5%) and then IDPS (32%) while in urban areas literacy

rates are highest (64.2%). However, even urban areas literacy rates are also much higher for those from the richest wealth quintiles compared to those from the poorest wealth quintiles. Primary GER for nomads/pastoralist is only 3.1% and Secondary GER 0.9%, Primary GER for IDPs is only 16.6% and Secondary GER for IDPs only 12%, compared to a national GER of 32% and Secondary GER of 15.8%. Youth among these groups are also considered at 'high risk' of exploitation, resorting to violence or criminality and recruitment into armed groups like Al-Shabaab.

The first priority is to ensure that the Ministry is able to sustain services in emergencies and to strengthen resilience by overcoming educational inequities by expanding support to those who have been excluded from education. This will also involve strengthening both government coordination mechanisms and personnel capacity to respond to education in emergencies to ensure current learners are retained in safe and protective learning environments.

Key ESSP 2018-2020 targets for the resilience/EiE subsector include:

- Increase the proportions of learners retained in education during periods of emergency in CSS/FGS from 92% in 2016 to 98% by 2020.[2]
- Overcome educational inequities in CSS/FGS by increasing access to safe and protected learning environments for IDPs from 16.8% in 2016 to 25% by 2020
- Increase safety and protection in schools in CSS/FGS by expanding the proportion of schools implementing Safe School Declaration safety and protection measures from 0% in 2016 to 40% by 2020.

Early Childhood Education. ECCE remains an under-resourced subsector. ECCE is delivered through traditional Quranic Schools, Integrated Quranic schools and privately-owned Kindergartens. At present, there is a draft policy on ECCE with the emphasis on the holistic development of the child but as yet no approved curriculum to deliver this. No clear policy framework or quality standards are in place for formal ECCE, there are no qualification or training systems in place for ECE teachers, there is no standardized formal ECE curriculum framework, and no government certified ECE learning materials for small children. Nor is here a clearly articulated 'linage' established regarding learning in ECCE facilities and Quranic schools due to the absence of a national ECCE curriculum or learning framework that can be utilized in both ECE and Quranic learning facilities.

While data is either limited or non-existent on enrolments, the majority of early year children appear to be enrolled in Quranic schools, which fall under the authority of the Ministry of Justice and Religious Affairs and are typical managed by community-level organizations. Many Quranic schools receive funding from external sources, which bring with them political connotations, particularly in areas recently liberated from Al-Shabaab control or areas that still experience some level of Al-Shabaab influence. Given the sensitivities associated with Quranic schools, there has been limited progress in developing a curriculum framework that can be extended to Quranic schools to ensure children's learning at early years supports the holistic development.

The key priorities for this subsector will be to strengthen the capacity of the ministry to deliver and manage and to increase access to ECCE, in particular to look for improved collaboration between Quranic schools and ECCE schools and establish a qualified cadre of caregivers. Activities will also

---

[2] 2016 figures are used to establish the ESSP indicator baseline figures as data for 2017 is not available.

focus on overcoming supply side barriers for quality learning in ECCE and Quranic schools by developing teaching and learning materials that will improve learning processes.

Key ESSP 2018-2020 targets for the ECCE subsector include:

- 75% of the organizational strengthening initiatives planned for managing the ECCE subsector in CSS/FGS are completed.
- Increase the participation in organized learning 1 year before official primary school entry age in CSS/FGS from 3.4% to 25% by 2020.

Primary Education. An analysis of performance under the previous ESSP shows a number of targets that were not fully met including enrolment and retention targets with an overall GER rate of 22.1%, for CSS/FGS and a major imbalance between rural and urban enrolment (only 12% of enrolled children are from rural, including pastoralist, areas whereas these areas represent 58.7% of the population.) In addition, in CSS/FGS, only 7.4% are enrolled in government schools with the remainder in some form of private or community schools. National survival rates to Grade 5 across Somalia are 64% suggesting high drop-out rates. The gender ratio in schools is also uneven with 44% of the enrolment being girls.

Key priorities for this subsector will be to increase access to free primary education of improved quality and to improve the quality of the management. In order to achieve these objectives, the plan will push for increased government expenditure on education, so that more teachers can be paid, more schools built and more teachers trained. In particular, the plan will target the disadvantaged using scholarships for the least well off and increasing teachers and facilities for those with special needs. Additional supply-side barriers to quality education will be overcome with the development, production and distribution of conflict sensitive learning materials and teachers guides based on the recently endorsed national curriculum framework for education.

Key ESSP 2018-2020 targets for the primary subsector include:

- Increase primary GER from 22.1% to 35% in CSS/FGS by 2020.
- Increase the proportion of qualified teachers in CSS/FGS from 20% in 2016 to 30% in CSS/FGS by 2020.
- Improve gender parity by increasing the gender parity index in CSS/FGS from .81 in 2016 to .9 by 2020.
- Increase the proportion of primary school with access to safe water in CSS/FGS from 10% in 2016 to 30% by 2020.
- Increase the proportion of children in Grade 4 achieving minimum proficiency in reading and maths (or pass exams) in CSS/FGS from 87% in 2016 to 90% in 2020.
- Increase the proportion of children at the end of primary school achieving minimum proficiency in reading and maths (or pass exams) in CSS/FGS from 92% in 2016 to 95% by 2020.
- Increase survival rates to grade 5 in CSS/FGS from 65% to 70% by 2020.

Secondary Education. Across the whole of Somalia some 195,804 young people are enrolled in secondary education of whom only 39% are female. In CSS/FGS, the number of secondary school enrolments is only 92,802, of which 38.9% are female. There is a significant decline in numbers across the years as 32% of enrolment are in year 1 whereas only 14% are in year 4. This suggests a mix of a

rapid increase in numbers joining secondary school and a significant drop out each year. There is an even greater imbalance between urban and rural enrolment than there was with primary school. In CSS/FGS only 1.3% of the secondary school enrolments is in rural areas. Similarly, in CSS/FGS only 8% of the students are in government schools with the remainder in private or community schools. The GER for CSS/FGS is 14.6% with the NER, only 8% i.e. only 8% of youth who are of secondary school age are in secondary schools. Teacher quality is also an issue with only 21.1% qualified in CSS/FGS and many receiving low remuneration, with few teachers on the government payroll.

The priority objectives for this sector are to improve access to secondary education and to raise the learning outcomes. This will involve improving financing, embarking on an expanded building program and providing more qualified teachers, especially for the more marginalised areas as well as overcoming supply side barriers by developing, producing and distributing conflict sensitive learning materials and teacher guides. Key activities will also include promoting girls education to overcome gender inequities in education.

Key ESSP 2018-2020 targets for the secondary education subsector include:

- Increase secondary GER in CSS/FGS from 12.9% in 2016 to 22% by 2020.
- Improve gender equity by increasing the Gender Parity Index in CSS/FGS from .7 to .8 by 2020.
- Identify the pupil-classroom ratio in CSS/FGS and set appropriate targets for 2020.
- Expand access by increasing the number of secondary schools in CSS/FGS from 372 to 397 (25 new secondary schools) by 2020.
- Increase the proportion of secondary schools with access to safe water in CSS/FGS from 14% in 2016 to 22% by 2020.
- Increase the proportion of female secondary school teachers in CSS/FGS from 4.3% to 15% by 2020.
- Increase the proportion of qualified teachers in CSS/FGS from 34.4% in 2016 to 42% by 2020.
- Increase the proportion of pupils passing Form 4 examinations in CSS/FGS from 87.4% in 2016 to 94% by 2020.

Alternative Basic Education (ABE). Over half of children in Somalia are out of school for one reason or another. Thus, the potential for accelerated basic education is vast. Most such services in Somalia are provided by non-government institutions and although the outgoing ESSP recognised the value of ABE none of the objectives outlined were achieved. In addition, there is no curriculum specifically for ABE and no standardized qualification for ABE teachers. Based on official EMIS data from the government, the total enrolment in ABE is only 14,801 across the whole of Somalia. However, ABE is the only subsector where girls' enrolment is higher than boys and thus offers and important entry point for promoting girls education, especially for those who have never had an opportunity to attend formal education services.

Key priorities for this subsector are to increase access to education for out-of-school adolescents and youth, to improve the quality of learning and to strengthen the efficiency and management of this subsector. This will involve removing the financial and cultural barriers to education and supply side barriers related to learning spaces, curriculum, the availability of qualified teachers and learning materials, and strengthening the supervisory and regulatory framework.

Key ESSP 2018-2020 targets for the ABE subsector include:

- Increase access to education for out-of-school adolescents and youth by raising ABE enrolments in CSS/FGS from 1,361 in 2016 to 50,000 by 2020.
- Increase the proportion of qualified ABE teachers in CSS/FGS from 22% in 2016 to 35% by 2020.
- Establish baseline figures for the proportion of ABE learners in CSS/FGS with functional competencies in literacy and numeracy and establish realistic improvement targets to be achieved by 2020.
- Improve subsector efficiency and management in CSS/FGS by establishing a functioning ABE Unit in the MOECHE and a clear policy framework for this subsector.

Technical and Vocational Education and Training. The TVET enrolment is reported at about 145,309 learners in tertiary institutions across Somalia, while around 95% of the youth between 14 and 24 years across the entire country are not in any type of post-secondary learning institution. Due to government funding constraints, TVET has typically been fragmented project-based and funded by donors with programs implemented through INGOs. Existing technical schools suffer from inadequate provision of key services like clean safe water and sanitation facilities. TVET programs in Central South have also lacked clear pathways to the employment sector or apprenticeship programs with businesses to ensure work placements for youth completing TVET programs. The quality of TVET learning facilities varies, but based on available data the majority are 'temporary' in nature and classified as being in 'poor' condition. Currently, there is no standardized national curriculum framework for TVET leading to a lack of any uniform description of capacities and skills profile in job markets. In addition, the subsector was poorly funded in 2013-2017 by donors and partners. Key challenges on TVET includes limited resources, inadequate regulation of TVET institutions and inequalities in the provision of education and training services.

Key priorities for this subsector include developing Vocational Qualification Framework (VQF), improving coverage, improving access for marginalized youth and the alignment of training programmes based on labour market opportunities. It also includes equipping TVET facilities with appropriate training materials and resources and improving quality assurance and legal frameworks.

Key ESSP 2018-2020 targets for the TVET subsector include:

- Establish a reliable baseline figure regarding the number of youth enrolled in TVET programs in CSS/FGS and establish realistic targets for increasing enrolment numbers by 2020.
- Establish a reliable baseline figure for the proportion of qualified TVET instructors in CSS/FGS and increase the proportion of qualified instructors to 60% by 2020.
- Establish a reliable baseline figure regarding the proportion of TVET learners with functional competencies in literacy and numeracy in CSS/FGS and set realistic targets for increasing the proportion of learners with functional competencies in literacy and numeracy by 2020.
- Establish a reliable baseline figure for the proportion of TVET graduates who are employed after completing training in CSS/FGS and increase the proportion of graduates finding employment to 60% by 2020.
- Establish a functioning TVET authority with tools and a clear policy framework for the subsector by 2020.

Cross Cutting Issues. The chapter on cross cutting issues covers a wide range of crucial areas largely concerned with educational governance and sector management. Key areas of success include improved data collection through the EMIS, the establishment and acceptance of a curriculum framework, improved Quality Assurance processes and the harmonisation of secondary school exams.

Administrative structures of the MOECHE, having been established only several years ago, started from virtually scratch and as a result the capacities to manage education services remain weak. Gender inequities are especially prevalent among the ranks of education ministry personnel and teachers. Poor alignment of strategies and targets across different administrative levels have also been a feature of weaknesses with issues surrounding decentralization. There is limited infrastructure in place to support the organizational capacity of the MOECHE (offices, vehicles, computers, and logistics). Transparency, accountability and financial utilization capacities of the MOECHE remain low at all levels, which undermines its ability to absorb funds and deliver activities. Less than 1% of all MOECHE personnel are paid from the government budget (this includes teachers, ministry officials and other officers from the ministry).

The use of multiple languages of instruction in schools has also potentially created barriers to children's learning, particularly as few learning materials are available in the Somali language even though Somali is the most effective language of instruction for Somali learners. The new curriculum remains unsupported by learning materials (i.e. conflict sensitive textbooks and teacher guides), the quality assurance system lacks funds and resources for conducting supervisory visits and wider assessment systems. Teacher training systems are largely driven by development partners and, as a result, are fragmented and not based on standardized competencies and standards outlined in government policy documents. EMIS activities are dependent upon external donor support and, on the whole, have been implemented on a minimal budget over the past few years. A clear policy framework for EMIS has yet to be developed.

Key priorities to be addressed in the ESSP include strengthening of the capacity of the ministry to manage and regulate the education system, including improving fiduciary risk mitigation measures and improving operational procedures and systems. This includes several strands including the strengthening of the Quality Assurance, increasing capacities for curriculum development materials based on conflict sensitive guidelines, promoting gender equity, improving EMIS and its system-wide usage, developing coherent in-service teacher training strategies aligned to national quality standards, and strengthening the decentralization of education services to subnational level.

Key ESSP 2018-2020 targets for cross-cutting issues include:

- Improve the professional competencies of 80% of MOECHE staff by 2020.
- Increase the national budget allocation of FGS to the education from 1% of the national budget (in real terms) in 2016 to 12% by 2020 (as stipulated in the National Development Plan 2017-2020).
- Establish a reliable baseline figure regarding the proportion of head masters certified in school leadership and management in CSS/FGS and increase the proportion of head master certified in school leadership and management to 50% by 2020.
- Establish a reliable baseline figure regarding the proportion of schools applying the revised national curriculum framework at primary level in CSS/FGS and increase the proportion to 80% by 2020.

- Establish a reliable baseline figure regarding the proportion of schools applying the revised national curriculum framework at secondary level in CSS/FGS and increase the proportion to 80% by 2020.
- Establish a reliable baseline figure regarding the proportion of managerial positions with the MOECHE occupied by women in CSS/FGS and increase the proportion to 30% by 2020.
- Establish a reliable baseline figure regarding the proportion of teachers receiving in-service training in CSS/FGS and increase to 50% by 2020.
- Establish a clear policy and strategy framework in CSS/FGS for providing in-service teacher training by 2020.
- Establish a reliable baseline figure regarding the proportion of schools supervised at least once per year and increase to 50% by 2020.
- Establish a reliable baseline figure regarding the proportion of schools covered by annual EMIS and increase to 75% by 2020.
- Produce and distribute EMIS Statistical Yearbook reports on an annual basis by 2020.
- Increase the proportion of districts directly managing education service delivery in CSS/FGS to 13% by 2020.

Higher Education. Across all 44 universities in June 2013 the estimated enrolment stood at 51,471 with 49% of learners coming from South-Central (25,147). The total number of lecturers across all Somali universities stood at 2,501 in 2013 with student-lecturer ratio at 21:1. One third of all students enrolled in information technology (IT) and business administration courses and financing is largely through student fees. Fees charged by private universities may be prohibitive. Key challenges include absence of research capacity exacerbated by the lack of meaningful research links and relations with other institutions in the region and beyond. Poor infrastructure, no comprehensive national higher education laws and no national commission for higher education. There is a lack of curricula guidance or quality benchmarks or other key forms of support and finally, weaknesses and deficiencies in university management system, including the absence of clear regulations.

Key priorities in the ESSP include strengthening regulations, supporting access for marginalised and at-risk youth, expanding access and quality through infrastructure expansion and rehabilitation, improve quality assurance systems, standards and governance structures of universities. Additionally, to increase the knowledge generation of universities, priorities include supporting university personnel engage in research activities and producing innovative knowledge that will contribute to the economic and social development of Somalia.

Key ESSP 2018-2020 targets for the Higher Education subsector include:

- Establish a reliable baseline figure regarding the number of youth/adults enrolled in higher education in CSS/FGS and increase enrolment numbers by 10,000 by 2020.
- Finalize university quality standards for CSS/FGS with 50% of universities adopting endorsed quality standards by 2020.
- Establish a function Higher Education Commission with a clear subsector policy framework for CSS/FGS by 2020.
- Strengthen the research capacities of Higher Education institutions to generate at least 3 high quality pieces of research to support innovation by 2020.

Implementation Arrangements

Implementation of the ESSP 2018-2020 will be undertaken with the framework of the Action Plan and operational plans developed in consultation with donors and development partners who are contributing to specific areas of the ESSP results. All development partners and ministry personnel at federal and state levels will be oriented on the ESSP priorities, strategies and desired results. MOECHE units will also be trained in coordinating relevant subsector activities and supporting effective monitoring on results achieved. The MOECHE will also be conducting joint resource mobilization activities with key donors and development partners to secure new funding to fill identified financing gaps within the plan.

Cost and Financing of the ESSP 2018-2020

Achieving the priorities of the ESSP 2018-2020 and overcoming challenges caused the ongoing security risks and threats of environmentally-induced emergencies will be costly. The Somalia national budget[3] has grown significantly over the past four years from a very low amount of USD 35 million in 2012 (domestic finances and donor funding combined) to USD 267 million in 2017. The National Development Plan, commits to increasing the national budget allocation to the education sector by 3% per year to 12% as committed in the NDP in order to fund this plan and achieve the key priorities. Donor contributions to financing the implementation of activities within the ESSP is also a critical pre-condition for the success of the plan.

Calculations for costing and financing of the ESSP were based on extensive discussions with MOECHE personnel to align costs with priority objectives. Costing of the plan includes consideration of implementation costs that will be incurred by development partners, UN agencies, and INGOs. Financing projections are based on analysis of past donor investment trends and national commitments to increasing budget allocations to the education sector over the coming years to 12% of the national budget by 2019.

Reflecting government priorities and the high rates of out-of-school children, the largest proportion of funding covers primary education, which when combined with Alternative Basic Education and Resilience/EiE costing accounts for some 49% of the ESSP. This is followed by secondary education at 12% with remaining subsectors costed from 6%-11%, with the exception of ECCE at 3%.

ESSP 2018-2020, Costing by subsector

Subsectors	2018	2019	2020	TOTAL	%
Resilience/EiE	$3,765,000	$7,310,000	$8,090,000	$19,165,000	12%
ECCE	$735,000	$1,770,000	$1,945,000	$4,450,000	3%
Primary Education	$13,115,000	$16,405,000	$19,970,000	$49,490,000	31%
Secondary Education	$6,145,000	$11,455,000	$12,070,000	$29,670,000	19%
ABE	$2,385,000	$3,525,000	$3,560,000	$9,470,000	6%
TVET	$2,900,000	$6,590,000	$5,090,000	$14,580,000	9%
Cross-cutting issues	$4,855,000	$6,860,000	$6,330,000	$18,045,000	11%
Higher Education	$2,260,000	$5,710,000	$4,320,000	$12,290,000	8%
Sub-total	$36,160,000	$59,625,000	$61,375,000	$157,160,000	

---

[3] Federal Republic of Somalia. 2016. Appropriation Act 2016. FGS

| Implementation costs | $12,656,000 | $20,868,750 | $21,481,250 | $55,006,000 | |
| Total | $48,816,000 | $80,493,750 | $82,856,250 | $212,166,000 | |

Based on past trends, projected off-budget donor support for the FGS ESSP 2018-2020 is expected to be some USD 150 million, while domestic financing from the national budget (inclusive of off-shore remittances) is projected at some USD 44.7 million. This translates in a high dependence on donors to finance the plan and will require that donors align their support to priorities within the plan. Financing projections also leave a modest funding gap of some USD 18.3 million, or 8.6%, which will require additional resource mobilization from new donors. Financial projections of the plan are potentially optimistic, especially regarding the actualization of increasing allocations to the education sector from the national budget and concerted support from donors and partners to leverage change within the Ministry of Finance to adhere to commitments made in the National Development Plan 2017-2019 and increased capacity of the MOECHE to effectively absorb additional funds.

Financing projections and funding gaps for the ESSP 2018-2020

	2018	2019	2020	Total	%
ESSP Costing	$36,160,000	$59,625,000	$61,375,000	$157,160,000	
Technical support costs	$12,656,000	$20,868,750	$21,481,250	$55,006,000	
Total cost for ESSP Implementation	**$48,816,000**	**$80,493,750**	**$82,856,250**	**$212,166,000**	
Total National Budget (domestic and direct donor budget support)	$148,787,520	$163,834,771	$179,784,857	$492,407,148	
Education Budget 3 % annual increase	$10,415,126	$16,383,477	$17,978,486	$44,777,089	23%
	4%->7%	7%->10%	7%->10%		
Off Budget Program Support	$49,666,667	$49,666,667	$49,666,667	$149,000,000	77%
Projected Finances	$60,081,793	$66,050,144	$67,645,152	$193,777,089	
Funding Gap	**$11,265,793**	**-$14,443,606**	**-$15,211,098**	**-$18,388,911**	

Risks and mitigation measures

The ESSP 2018-2020 includes a detailed risk matrix and related mitigation measures covering financing/economic issues, political and security risks, capacity risks within the MOECHE, as well as demand side risks at community level. Identified risks articulate the likelihood of impact as well as the severity of impact on planned results within the ESSP. The majority of risks are identified as high with a high level of impact and will require concerted attention over the period of the ESSP.

Monitoring

The ESSP 2018-2020 includes a detailed Monitoring Matrix covering a range of expected Outcomes, Outputs and Activities, which will track performance of the ESSP strategies implemented by the MOECHE and development partners. Annual EMIS activities and school census surveys will be used to generate data for Joint Review of the Education Sector meetings to be held on an annual basis, during which time required actions will be identified to address bottlenecks with the implementation of the ESSP. Student learning and assessment systems will also be better utilized to generate information on learning outcomes being achieved.

1. Chapter 1 – Methodology of the Education Sector Strategic Plan (ESSP)

Like other countries in early states of recovering from histories of state failure, conflict, crisis and which still grapple with issues of fragility, the Federal Government of Somalia is at an early stage of building a viable state. Somalia faces numerous challenges with strengthening the capacities of education institutions and systems to support continued progress to achieving SDG 4 education targets, particularly those related to improving access to education and improving children's learning outcomes.

In this regard, the MoECHE is striving to overcome drivers of fragility such as violence, inequity and limited access to quality social services, weak governance and service delivery capacities, and limited educational capacities to mitigate or respond to environmental and man-made shocks. Global evidence demonstrates that the type and quality of education can either fuel marginalization, alienation, poverty, and vulnerabilities of children and young people or strengthen societal resilience[4]. Quality education services that utilize multiple pathways to increase access to education equip future generations with the skills and knowledge to positively contribute to the social, political and economic development of their communities and support the realization of multiple Sustainable Development Goals (SDGs)[5]. In this context, as outlined in Draft National Education Policy, the Federal Government of Somalia (FGS) and the Ministry of Education, Culture and Higher Education (MoECHE) are committed to reforming the education sector and developing a quality system that promotes inclusion and from which students achieve core learning competencies in numeracy and literacy and are technologically proficient with lifelong learning and life skills.

1.1 Purpose of the Education Sector Strategic Plan (ESSP)

The FGS with the support of the international community has made significant progress towards building a viable state and building peace in Somalia. However, there remain significant political and social risks with many communities affected by conflict, displacement, trauma, and high levels of poverty. The ESSP, which is based on summary findings of a full Education Sector Analysis, serves as an important tool to support these broader state building goals and will help to capitalize upon the potential of education as a peace dividend for Somali communities and increase the legitimacy of nascent state institutions through improved social service delivery.

The ESA identified the current status of key educational indicators across several subsectors and, where possible, identified key trends in the sector over the past years. Findings of the full sector analysis are the basis for the priorities, strategies and activities outlined in the current ESSP covering the period of 2018-2020 with a 3-year timeframe aligned to the recently endorsed Somalia National Development Plan 2017-2019 (NDP), the first of its kind in 30 years. The four overarching objectives of the NDP are:

i. To quantitatively reduce abject poverty by reviving key economic sectors such as livestock, farming, fishing, ICT, finance and banking
ii. To repair vital infrastructure, starting with clean energy and water, economic beltways, ports and airports
iii. To qualitatively strengthen state capacity by reforming and streamlining the public administration sector
iv. To sustain political inclusivity, accelerate security sector reform and strengthen the rule of law across federal and state levels.

---

[4] Forced Migration Review Supplement. 2006. Education and conflict: research, policy and practice. Refugees Studies Center & UNICEF.
[5] Global Partnership for Education. 2015. 17 ways education influences the sustainable development goals. (Infographic)

The ESSP thus complements the NDP by providing a clear roadmap for the achievement key education-related development objectives and supporting PSGs underpinning the NDP.

1.2 Methodology ESSP

This ESSP draws upon ESA findings validated through consultative processes with education stakeholders at state and federal levels and with a broad cross-section of education partners. Key areas considered in the ESSP include:

- Enrolment and access (for both formal and non-formal education),
- Internal efficiencies of the education system,
- Capacity building and training,
- Education cost and financing,
- Teacher qualifications, training and distribution,
- Learning outcomes and quality of education,
- Governance and management of the education sector, and
- Equity in education.[6]

The primary methods of analysis in the ESA included:
- Assessing accomplishments and challenges of the IESSP based on available data;
- Review of secondary data to better understand the context of the Education Sector (demographic, social, humanitarian context, and financing)
- Statistical analysis of school census data gathered by the Ministry of Education other datasets from UNFPA PESS 2015 and a UNICEF 2016 Rapid Baseline Survey for Central South Somalia);
- Capacity development needs assessment of the MOECHE to identify capacity gaps with education service delivery;
- Chapter-specific methodologies, such as the ADB methods for identifying sector management risks;
- Technical working group meetings with stakeholders to identify investment areas for the ESSP over the next three years aligned with the existing National Development Plan 2017-2019.

Ministry consultations and Regional State Consultations. From January to May bi-weekly technical meetings were held with a MOECHE technical working group to review ESA findings, validate preliminary analysis and to identify key priorities for the ESSP. A total of 8 technical working groups were conducted over a period of three months, lasting between 1-2 days each. Initial working groups were facilitated by AET-hired consultants and later by UNICEF personnel who provided more direct support over the process.

Ministry officials conducted further outreach and consultation with stakeholders at federal government level and with education stakeholders in the five regional states of Central South Somalia. State consultations were completed by ministry teams during mid-May that helped to validate ESA findings and identify priorities specific to each state aligned the overarching objectives of the incoming ESSP.

---

[6]Equity entails different dimensions including relevance of learning materials, geographic disparities, cultural forms of discriminations, participation of communities/stakeholders in decision-making processes, and quality of education received by different groups.

In total, some 257 persons participated in these different consultative forums to validate ESA findings as well as shape key priority areas for the next ESSP. Of these, 197 (77%) were male and 60 (23%) were female.

Table 1.   Stakeholder participation in the preparation and validation of the ESA/ESSP

Location	Event	Total #	M	%	F	%
Mogadishu	State consultation	39	30	77%	9	23%
Jubaland	State consultation	40	33	83%	7	18%
SWA	State consultation	40	27	68%	13	33%
Hirshabelle	State consultation	40	37	93%	3	8%
Galmudug	State consultation	38	27	71%	11	29%
	Sub Total	**197**	**154**	78%	**43**	22%
Mogadishu	Validation	60	43	72%	17	28%
	Sub Total	**60**	**43**	72%	**17**	28%
Total		**257**	**197**	**77%**	**60**	**23%**

Source: MOECHE ESA/ESSP working groups

Verification and validation workshop with partners and education stakeholders. Verification workshops for data analysis and findings of the ESA were further led by the ministry which included the participation of ministry officials from national and sub-national levels. This helped to (1) ensure that data gaps in the ESA were identified and where possible filled to ensure relevant strategies are put forward in this ESSP. Partner reviews were conducted to receive feedback on draft documents of both the ESA and ESSP.

Quality Assurance Processes. UNICEF Somalia Country Office provided quality assurance and support to statistical analysis and extensive support for the ESA and development of this ESSP. Additional support for the ESA was allocated with the recruitment of a data management consultant involved in the statistical yearbooks produced by all education ministries in Somalia and an econometrics education statistician to support statistical corrections across different datasets, particularly in relation to the aggregation of key national education indicators and conducting correlation analysis for several key education indicators. UNICEF's Eastern and Southern Africa Regional Office also provided quality assurance during ESA report writing and an external review of the ESSP prior to its finalization.

1.3   ESSP Structure

This ESSP is based on the following structure:

- Context of the Education Sector
- Resilience and Education in Emergency (EiE)
- Early Childhood Care and Education (ECCE)
- Primary Education subsector
- Secondary Education subsector
- Alternative Basic Education (ABE) subsector
- Technical and Vocational Education and Training (TVET) subsector

- Higher Education subsector
- Cross-cutting issues
- Cost and financing for the ESSP 2018-2-20
- Monitoring, and
- Risks and mitigation measures.

Annexes are also provided that list the overall Results framework for the ESSP and costing for the ESSP 2018-2020.

2. Chapter 2 – Context of the Education Sector

2.1   Structure, Mission and Vision of the MOECHE

Administration of the education system. The Education system in Federal Government of Somalia is managed by the Ministry of Education, Culture and Higher Education (MOECHE) at the federal level and is responsible for the overall guidance and administration of education in Somalia. Its mandate is to ensure that a viable system is in place to promote quality education and training for all citizens in order to optimize individual and national development. Currently, the ministry is led by a Minister under which is a Permanent Secretary followed by two Director Generals (who report to the Permanent Secretary). The MOECHE has a structure that is based on its pre-civil war size and capacity when there were over 50,000 personnel within the ministry, which at that time included ministry staff and teachers. Currently the ministry has six departments and 16 sub-departments in charge of the various functions in the sector. These are; Departments of Administration and Finance, Public Schools, Policy and Planning, Quality Assurance, Umbrella and Private education, and Examination and Certification.

Educational Stages. There are two distinct systems of educational cycles in the country. The 9-3 system which is mainly used by private Arabic medium institutions and the 8-4 system currently practiced in public schools. The Table below is taken from the PLE, however it should be pointed out that at present many post-secondary institutions offer 4-year degree courses.

Table 2.   Education systems in FGS Somalia[7]

The 9-3 system		The 8-4 system	
Early Childhood Care and Education (including/pre-school)	1-2 Years	Kindergarten Schools:	1-2 Years
Primary Schools	9 Years	Primary Schools	8 Years
Secondary Schools	3 Years	Secondary Schools	4 Years
Post-secondary institutes	2-4 Years	Post-secondary institutes	2-4 Years

Source: Federal Government of Somalia Draft National Policy of Education. 2015-2030.

Medium of Instruction. In most schools, Somali is used as the language of instruction in classrooms especially in the primary grades. Special consideration is given to Arabic and English which are taught as language subject courses. In the upper primary grades in some schools Arts subjects are taught in Arabic, and scientific subjects in English. Arts subjects include language arts, Islamic studies, history, and geography.

In most secondary schools English is the medium of instruction, except for Islamic studies, Arabic and Somali but some schools teach arts subjects in Arabic and scientific subjects in English. For post-secondary institutes, the medium of instruction is according to the nature and need of the institute and may include English or Arabic.

---

[7] Republic of Federal Government of Somalia Ministry of Education and Higher Education. (2015). Federal Government of Somalia National Policy of Education. 2015-2030.

School Subjects. Subjects taught in the primary and general secondary schools are as follows[8]:

Table 3. Subjects taught in Primary and Secondary schools in the FGS

Primary and General Secondary schools	Post-Secondary Institutes
Mathematics	Somali Language
Science (Biology, Chemistry, Physics and IT)	English Language
Environmental Education	Arabic Language
Arabic Language	Islamic Studies
English Language	Mathematics
Somali Language	Communication Skills
Social Studies (History and Geography and Civics)	
Physical Education (P.E)	

Source: Federal Government of Somalia National Policy of Education. 2015-2030.

Education Structure and Curricular Levels. The National Policy on Education, outlines the education structure with four distinct levels of education.

1. Preschool – 2 years
2. Primary School - 8 years (lower 4 years and 4 years upper Primary)
3. Secondary Education – 4 Years.
4. Post-Secondary Education

- **Academic year.** The academic year for schools begins in September and ends in June. Summer time holiday is July and August. There is some flexibility on the exact start and end dates based on unique circumstances of schools.
- **School Age.** The school going age is 4-5 years for the Quranic and Kindergarten schools and 6 years for the lower Primary and Elementary schools.

Vision Statement. Fulfil the right of every Somali to education and build an adequate, well educated, better skilled and competent workforce that contributes to the spiritual, economic and human development of the nation.

Mission Statement. To ensure equitable access to inclusive, life-long quality education and training for all Somali citizens, through the sustained implementation and resourcing of a comprehensive Education Policy and Sector Strategic Plan

Policy Goal. The provision of an equitable and inclusive education system that affords all learners access to free and compulsory basic education and secondary education of real quality, followed by the opportunity to continue with life-long education and training, so enhancing their personal development and contributing to Somalia's cultural development, socio-economic growth and global competitiveness.

---

[8] Ibid

Guiding Principles. The principles that guide this policy are in accordance with international and regional conventions, national laws, policies, guidelines and regulations. In particular, the principles take into consideration Somalia's Constitution and National Development Plan, and recognize the universality of human rights.

2.2   Political, Geographic and Demographic Context

Political Context. Established on August 20, 2012, the Federal Government of Somalia is the first permanent central government of the internationally recognized Federal Republic of Somalia, since the start of the Somali Civil War (1991-2011). Somalia's government officially comprises the executive branch of government, with the parliament serving as the legislative branch. It is headed by the elected President of Somalia, to whom the Cabinet reports through the Prime Minister. Since the election of President Hassan Sheikh in 2012, the country has experienced improved political stability and governance with the development of new institutions within the federal system, and the drafting of the Provisional Constitution of 2012 Vision 2016, a strategic plan and framework established in 2013 to translate the Provisional Constitution into an achievable and broadly acceptable framework to implement legal, security, and institutional reforms. Nevertheless, progress of Vision 2016 was erratic due to political challenges and capacity deficiencies with implementing desired reforms, ongoing clan tensions and security challenges.

The country is officially divided into eighteen pre-war regions across Central South Somalia, Puntland and Somaliland which include: Lower Juba, Middle Juba, Gedo, Bay, Bakool, Lower Shebelle, Banadir, Middle Shebelle, Hiraan, Galguduud, Mudug, Nugaal, Bari, Sool, Sanaag, Togdheer, Woqooyi Galbeed and Awdal. Each of these regions are in-turn divided into districts. Within Central South Somalia there are a total of 10 regions and 58 districts spread across 5 'emerging' regional state administrations with a potential for further states to develop in coming years. Given the history of state failure and post-conflict reconstruction, there has also been an awkward, and sometimes contested relationship between administrations in Puntland and Somaliland in relation to the federal level, with Somaliland in particular holding onto a claim of independence that dates back to the early 1990s. Moreover, the governments of both Somaliland and Puntland have further divided some of the regions for their own administrative purposes. For the purpose of this analysis, only aggregate figures are presented for Somaliland and Puntland together with more detailed state and regional figures for Central South Somalia. This is done in order to provide a holistic understanding of conditions in the Central and Southern states of the country (broken down to regional level) while at the same time presenting overall aggregate figures for Somalia's education sector.

Population Age and Gender distribution. The total estimated population of Somalia is some 12.3 million people.[9] The average population growth rate close to 3% per annum[10]. Some 50.7% of the population is male, whilst 49.3% is female[11]. Sixty-two percent of the female population is aged under 25, compared to 66% of males. The average life expectancy is 50 years of age. The capital of Somalia is Mogadishu/Banadir, with an estimated population of 1.6 million people and which accounts for about 13% of the total population of Somalia. When comparing Somaliland, Puntland and Central South Somalia (CSS), the CSS hosts over half of the total Somalia Population at 62.4% with Puntland having 9% and Somaliland 28.4%. Within the CSS, Southwest State and Banadir has the highest proportion of the population in the south with 19.2% and 13.4% respectively.

---

[9] UNFPA Somalia. 2014. Population Estimation Survey (PESS) (PDF).
[10] World Bank. 2015. "Somalia Overview".
[11] Ibid.

Table 4.　　　Population distribution across states and regions in Somalia and Central South Somalia/FGS by region/state

State	Region	Population	% of national total
Jubaland	Lower Juba	489,307	3.97%
	Middle Juba	362,921	2.95%
	Gedo	508,405	4.13%
	Sub total	1,360,633	11.05%
Southwest	Bakool	367,226	2.98%
	Bay	792,182	6.43%
	Lower Shabelle	1,202,219	9.76%
	Sub total	2,361,627	19.2%
Hirshabelle	Middle Shabelle	516,036	4.19%
	Hiraan	520,685	4.23%
	Sub total	1,036,721	8.42%
Galmadug	Mudug	717,863	5.83%
	Galgaduud	569,434	4.62%
	Sub total	1,287,297	10.45%
Banadir	Total	1,650,227	13.40%
Central South Somalia sub-total		**7,696,505**	**62.49%**
Somaliland sub-total		3,508,180	28.48%
Puntland sub-total		1,112,209	9.03%
National Total		**12,316,894**	**100.00%**

UNFPA, Population Estimation Survey (PESS), 2014

Population by Region, Rural, Urban, IDP and Nomad Distribution. The distribution of Rural, Urban, IDP and Nomad population in Somalia is 22.8% rural, 42.4% Urban, 9% IDPs and 25.9% Nomads. Urbanization is estimated at 3.4% per annum. The main driving forces for rural-urban migration includes natural disasters such as drought and flooding in poorly served rural areas, and employment opportunities in urban areas.[12] Conflict-driven migration has occurred since 1991, resulting in at least 1 million Somalis to live outside the country and which has created one of the largest diaspora groups in the world.[13]

Population distribution by group. For Somalia as whole there are some 26% nomads and nearly 23% living in rural areas. Taking these figures combined nearly 50% of the entire population continue to live a form of nomadic/pastoralist or 'agro-pastoralist' lifestyles with the latter signifying a potential shift over years away from more traditional lifestyles. Overall some 42% of the population lives in urban areas.

For Central South Somalia, 30.2% of the population lives in rural areas, 35.7% in urban areas while 21.5% live a nomadic lifestyle. 12.5% of the population are categorized as IDPs (a larger proportion than any other part of the country). Within Central South the highest numbers of IDPs are found in Banadir, which also has the highest percentage of urban population at 77.6% while the rest 22.4% are

---

[12] ibid

[13] Hammond, L. 2007. 'Obliged to give': Remittances and the Maintenance of Transitional Networks between Somalis at Home and Abroad. London Migration Working Papers No. 2007/07.

classified as IDPs. There are also several hundred IDPs spread across other states, notably Jubaland and Southwest with <u>IDP figures having increased dramatically since 2014 when PESS data used here was drawn[14]</u>. Regions of CSS with a higher proportion of its population living nomadic lifestyles are Bakool, Hiraan and Galgaduud, all of which have between 30%-48% nomadic population. Galgaduud and Banadir also have the highest proportions of IDPS at 22% and 21% respectively.

Table 5.   Population by category and location, Somalia and CSS/FGS by region/state

State	Region	Rural	%	Urban	%	IDPs	%	Nomads	%	Total
Jubaland	Lower Juba	**161,512**	33.0%	172861	35.3%	30,600	6.3%	124,334	25.4%	**489,307**
	Middle Juba	**148,439**	40.9%	56242	15.5%	27,000	7.4%	**131,240**	36.2%	**362,921**
	Gedo	**177,742**	35.0%	109142	21.5%	76,728	15.1%	144,793	28.5%	**508,405**
	total	487,693	35.8%	338245	24.9%	134,328	9.9%	400,367	29.4%	**1,360,633**
Southwest	Bakool	**134,050**	36.5%	61928	16.9%	24,000	6.5%	147,248	40.1%	**367,226**
	Bay	**463,330**	58.5%	93046	11.7%	39,820	5.0%	195,986	24.7%	**792,182**
	Lower Shabelle	**723,682**	60.2%	215752	17.9%	102,970	8.6%	159,815	13.3%	**1,202,219**
	total	1,321,062	55.9%	370726	15.7%	166,790	7.1%	503,049	21.3%	**2,361,627**
Hirshabelle	Middle Shabelle	**249,326**	48.3%	114348	22.2%	51,960	10.1%	100,402	19.5%	**516,036**
	Hiraan	**135,537**	26.0%	81379	15.6%	51,160	9.8%	252,609	48.5%	**520,685**
	total	384,863	37.1%	195727	18.9%	103,120	9.9%	353,011	34.1%	**1,036,721**
Galmadug	South Mudug	**79,752**	11.1%	381493	53.1%	70,882	9.9%	185,736	25.9%	**717,863**
	Galgaduud	**52,089**	9.1%	183553	32.2%	119,768	21.0%	214,024	37.6%	**569,434**
	total	131,841	10.2%	565046	43.9%	190,650	14.8%	399,760	31.1%	**1,287,297**
Banadir	total	0	0.0%	**1,280,939**	77.6%	**369,288**	22.4%	0	0.0%	**1,650,227**
Central South Somalia		2,325,459	30.2%	2750683	35.7%	964,176	12.5%	1,656,187	21.5%	**7,696,505**
Puntland		96,530	8.7%	610714	54.9%	58,505	5.3%	346,461	31.2%	**1,112,210**
Somaliland		384,798	11.0%	1854995	52.9%	84,070	2.4%	1,184,317	33.8%	**3,508,180**
National Total		**2,806,787**	22.8%	**5,216,392**	42.4%	**1,106,751**	9.0%	**3,186,965**	25.9%	**12,316,895**

UNFPA, Population Estimation Survey (PESS), 2014

Population Distribution by Age and Gender. A majority of the Somalia population is between the age of 0-19 which together make about 57% of the total population. Indeed, 5-10 year olds comprise a fifth of Somalia's Population while the youth bracket of 15-34 comprise 36% of the population. This population distribution signifies an inevitable youth bulge that will require strategic consideration to ensure that their potential is tapped and they are able to contribute to the economic growth of Somalia.

Somalia Population Distribution by Region and Household Size. The average household size in Somalia is 5.1 for IDPs, 6.1 for those in rural areas, 6.5 for nomadic households and 6.3 for those in urban households. IDP households in Somaliland are slightly bigger than in Central South while Puntland, at 3.5, has the smallest IDP household sizes. There is no remarkable difference in household sizes between the Rural, Urban, Nomads and IDPs indicating that urbanization and nomadic lifestyles have no impact on household sizes. It is generally true that irrespective of where Somalis live or from what community they originate they tend to have large families.

Projected Population Growth. Based on UNFPA population survey data from 2014, the projected population growth for Somalia is some 3% per year. This will translate into a total population estimated as slightly under 16.6 million people by 2021. The majority of the population will still be found in Central and Southern Somalia, with just under 9 million people, following by Somaliland with just over 5 million people, and then Puntland with 2.7 million people.

---

[14] See Humanitarian Situation Reports in 2017 following onset of drought during which time the IDP population has increased from some 1.1 million to approximately 1.8 million people.

Figure 1.   Somalia projected Population growth 2017-2021
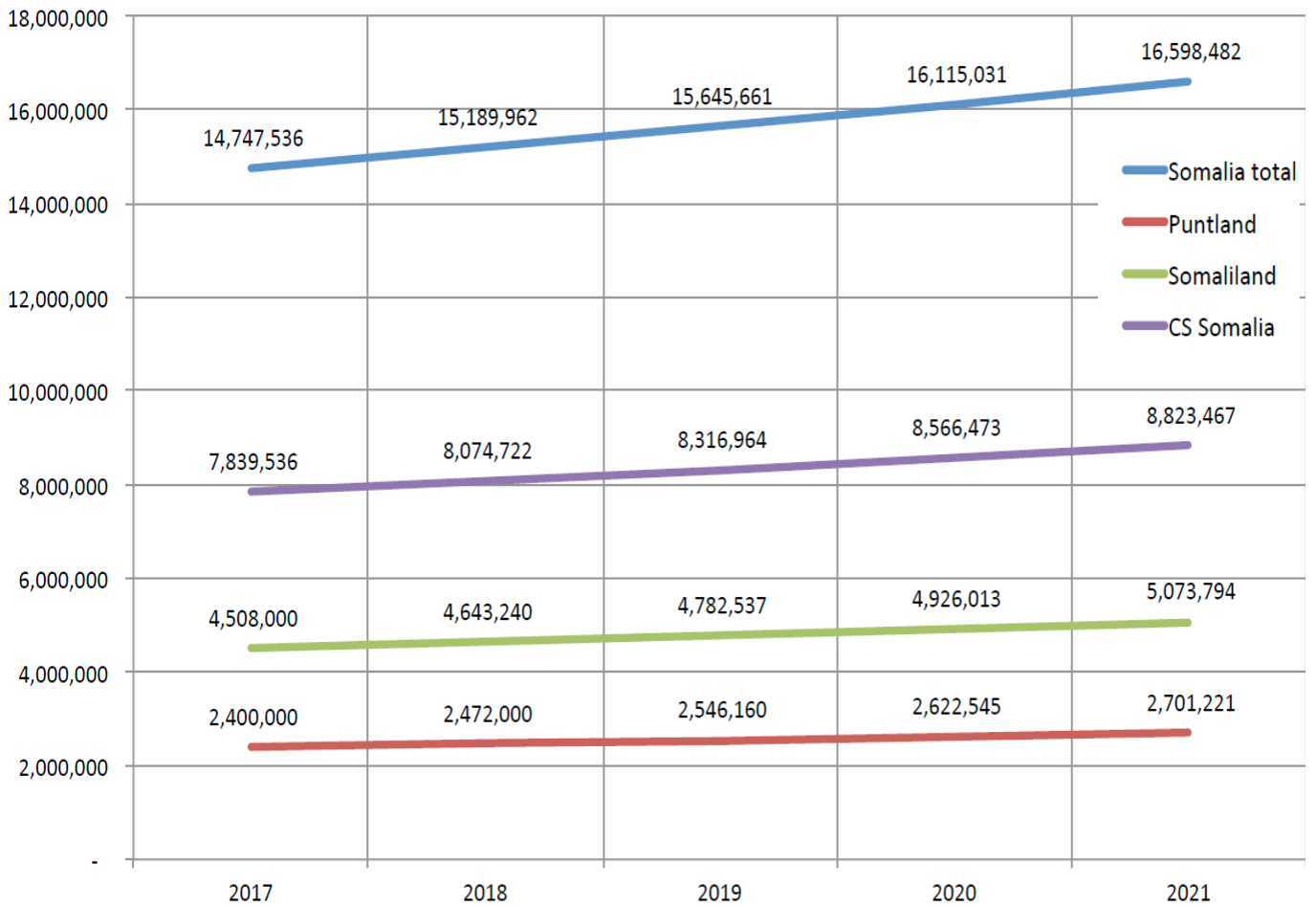
UNFPA, Population Estimation Survey (PESS), 2014

Population growth projections show a steady growth in the numbers of school-aged going children over the coming years, with the largest numbers found in Central and Southern Somalia.

Available data shows that by 2021 there will be slightly under 1.5 million boys and 1.1 million girls between the ages of 6 and 13 years, and some 400,000 boys and 350,000 girls between the ages of 14 to 17 years.   These younger age groups comprise the largest proportion of young people across all age grouping below the age of 25 years.

Figure 2. Population Growth Projections by school-going age groups and youth under 25yrs

Note: 3% annual growth projected
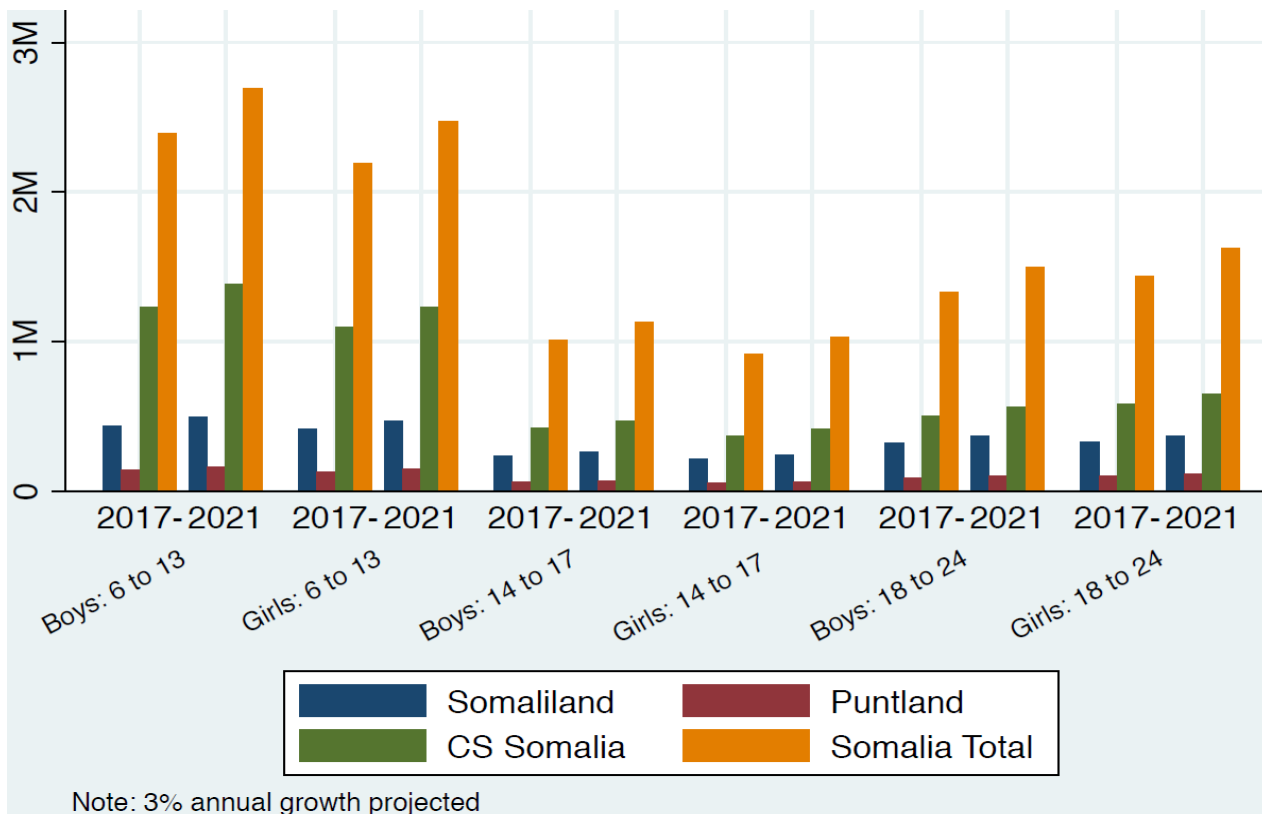
UNFPA, Population Estimation Survey (PESS), 2014

2.3   Economic Development and Social Welfare

Economic development in Somali and in particular the FGS has been slow, and remains fragile due to poor security in the region, poor infrastructure and limited financial resources. According to the African Development Bank, Somalia is "characterized by a severe lack of basic economic and social statistics". This situation has been exacerbated by the civil war and institutional collapse[15] although even prior to Somalia's state failure, data was often unreliable[16]. Thus, different sources have conflicting numbers when it comes to the country's economic and social status.

The World Bank estimates Somalia's (including Somaliland) GDP reached USD 6.2 billion in 2016[17]. This estimated GDP has risen from about USD 5.4 billion in 2013[18], but Somalia is still ranked as one of the least developed countries in the world, according to the United Nations[19]. The World Bank ranks the country's GDP per capita at USD 450 and a poverty headcount rate of 51.6%[20], whilst the UNDP Somalia Human Development Report 2012 ranked Somalia's GDP at USD 284, compared to the average GDP of USD 1,300 across sub-Saharan Africa, and estimated that 43% of the population lived below the poverty line.[21] On the other hand, the IMF estimated real GDP to be rising annually by 2.7% in 2015, driven by growth in agriculture, financial services, construction and telecommunications.

---

[15] *African Development Bank Group. 2013.* "Somalia: Country Brief 2013" *(PDF). p. 2.*
[16] Powell, B.; Ford, R.; Nowrasteh, A. (2008). "Somalia after state collapse: Chaos or improvement?" Journal of Economic Behavior & Organization. 67 (3-4): 657–670
[17] World Bank. 2015. "Somalia Overview".
[18] World Bank. 2015. "Transition amid Risks: with a Special Focus on Intergovernmental Fiscal Relations" (PDF). Somalia Economic Update Report. p. 36.
[19] "List of Least Developed Countries (as of May 2016)" (PDF). UNCDP-DPAD, DESA.
[20] World Bank. 2015. "Somalia Overview".
[21] UNDP. 2012. Somalia Human Development Report 2012. (PDF).

Finally, in the latest Central Intelligence Agency Fact Book figures, Somalia GDP in purchasing parity prices (PPP) is given as USD 5.89 billion, and the per capita income at USD 600. The nominal GDP at the official exchange rate is estimated at USD 2.37 billion, which implies a GDP per capita of about USD 240.

Foreign direct investment into Somalia was USD 0.43 billion in 2014, which is 7.6% of the GDP. Remittances (estimated at USD 1.3 billion[22]) and international aid are the main buffers for the economy. Remittances also serve large segments of the population, cushioning household economies and creating a buffer against shocks. Whilst just over half of the population (51.6%) lives below the poverty line, one in three people receiving remittances is poor (35.4%). Wealth inequality is driven by regional differences. In urban settings, between 40% and 60% of the population is poor, whilst in rural settings it is 52.3%. IDP settlements have the highest poverty rate, at 71.0%. Agriculture and livestock remain dominant economic and livelihood features, accounting for 65% of the GDP and employment in the workforce[23].

Nonetheless, despite the fragile economic climate, public expenditures have increased significantly since 2012, from USD 35.1 million to USD 135.4 million in 2015, driven by year-on-year increases in revenue. The government has also shown commitment to improving domestic revenue collection, especially trade taxes, such that domestic revenue has grown by 36% from USD 84.3 million in 2014 to USD 114.3 million in 2015 (exclusive of direct donor budget support).

Welfare and deprivations. Deprivation rates quantify incidence of poverty and the intensity of deprivation within a population (the proportion of poverty indicators by which an individual is 100% deprived)

Table 6.   Somalia Deprivation by residence and across Somalia (Human Development Report, 2012)

Dimension Indicator	Somalia	Deprivation by Residence			Deprivation by Zone		
		Urban	Rural	Nomadic	Somaliland	Puntland	Central South
	%	%	%	%	%	%	%
Health							
Child mortality	20.9	17.2	24.1	22.2	13.1	16	27
Nutrition	33.2	21.9	39.1	40.5	14.7	26.3	39.4
Living conditions							
Sanitation	61	23.2	81.3	99.3	57.7	52.6	66
Drinking water	69.1	44.8	82.6	92.3	58.4	64.8	76
Floor	63.3	20.3	81.6	95.5	49.1	45.3	77.6
Cooking fuel	96.6	98.3	95.4	95.8	90	99.3	98.5
Assets	80.6	54.7	96.8	99.8	72.3	77.4	85.9

UNDP Global Human Development Report 2012

Somalia has a child mortality rate of about 21% national aggregate, with Central South Somalia registering the highest of the three regions at 27%[24]. It is also observed that rural and nomadic

---

[22] World Bank. 2015. "Somalia Overview".

[23] UNDP. 2012. Somalia Human Development Report 2012. (PDF).

[24] *UNDP Global Human Development Report 2012*

households tend to record marginally higher mortality rates than their urban counterparts, a result of more restricted access to healthcare and improved nutrition. Lack of proper sanitation facilities, as expected, is observed more among the nomadic and the rural divide, with up to 99% and 81% of the nomadic and rural population without sanitation facilities. Safe drinking water, presence of a floor in dwellings and lack of cooking fuel is similarly equally deprived within the nomadic and rural populations which incidentally hinders their economic and social development. Of the three regions, Central South Somalia registers the highest figures in deprivation in all the indicators of human development.

Human Development Index. The Human Development Index (HDI) is a composite statistic of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development (very high, high, medium and low). As a whole, Somalia is in the lowest tier, scoring 160 out of 164 countries according to UNDP country rankings by HDI. Using a poverty index of USD 2 per day, the incidence of poverty in Somalia is 82%. Somalia is thus one of the poorest countries in the world.

Multidimensional Poverty Index (MPI). Poverty is the main challenge facing Somalia's economy. 72% of the population struggle to access basic social services, including health, education/training, water and sanitation caused by lack of cash to pay for services. The Multidimensional Poverty Index (MPI) captures the incidence of poverty and the intensity of deprivation within a population (the proportion of poverty indicators by which an individual is 100%, or 1 point deprived). The incidence of poverty in Somalia was 53.9% in 2010. Poor living standards contribute more than 50% of average deprivation, reflecting weak service infrastructure (for example, roads, sanitation and housing).

Table 7.   MPI by region and type of residency

Multi-dimensional Poverty Index	Urban	Rural	Nomadic	Puntland	Somaliland	Central South
	0.303	0.568	0.619	0.401	0.388	0.539

UNDP Global Human Development Report 2012

Employment. In the whole of Somalia, 54.3% of the population and 67.6% of the youth are unemployed. In CSS, the proportion f unemployed youth is estimated to be 54.4%. In Puntland, the proportion of unemployed youth is 62%, compared to overall unemployment rates of 47%. Massive inequalities exist between male and female as 67% of women are unemployed while the unemployed make up 74.3% of younger women. Interestingly there is an almost equal level of unemployment both overall and among the youth indicating that being in an urban centre does not necessarily provide a marked advantage with accessing employment opportunities.

Table 8.   Unemployment rates in Somalia (HDR, 2014)

	Urban	Rural	Female	Male	Puntland	Somaliland	Central South	Somalia
Overall Unemployment (15-64)	54	54.8	66.8	42.6	47	70.4	47.5	54.3
Youth Unemployment (14-29)	68	66.8	74.3	61.6	62	84.2	54.4	67.6

UNDP Global Human Development Report 2012

Whilst these figures are only indicative (as they do not take into account the extent of under-employment or seasonal unemployment), they suggest significant levels of financial strain on the population, with rates of unemployment among youth consistently higher compared to overall unemployment rates.

Child Labour. Child labour in Somalia is a significant barrier to education. According to the United States Bureau of International Labour Affairs, 39.8% of children (aged 5-14 years) in Somalia are engaged in child labour, including street work, while 20.2% of children aged 4-14 combine work and school.

Reasons for child labour in the survey are poverty and the inability to provide for all family members, which causes some families to give over custody of their children to extended family members and leaves children vulnerable to sexual exploitation, forced labour, trafficking to Europe and North America as well as other countries in Eastern Africa and Saudi Arabia. Attacks on schools and the poor educational infrastructure have also contributed to the forced recruitment of children, military occupancy of schools and damaged facilities.[25]

Health. Health standards in Somalia and Central South are reported to be the worst in Sub-Saharan Africa due to widespread poverty. Primary indicators of poor health outcomes in Somalia are high rates of infant mortality (137 deaths per 100,000 live births) and high maternal mortality (732 per 100,000 live births – down from 1210 in 1990)[26], which is exacerbated by the widespread practice of Female Genital Mutilation, estimated to have a prevalence of 95%.[27] Table 9 summarizes additional values for selected MDG indicators in Somalia which in some cases demonstrate different figures (e.g. infant mortality) but that point to similarly poor health conditions for children and young people.

Table 9.   Selected MDG indicators for Child and Maternal Health in Somalia

Indicators	Value
Infant mortality rate	85 per 1,000
Institutional child deliveries	33% (2006 estimate)
Support for learning	65.2%
Attendance to early childhood education	2.2% (2012 estimate)
Adolescent birth rate	123 per 1,000
Approval for female genital mutilation (FGM)	64.5%

UNDP Global Human Development Report 2012

Child malnutrition, specifically protein-energy malnutrition, is high. In 2009, 15% of children under 5 in Central South Somalia were acutely malnourished.[28] This number has decreased from 42% in 2006, which can be attributed to donor-supported food aid and school feeding programs, although there is limited data on the impact of school feeding programs in the country[29].

Housing. There has been no full-scale baseline survey in Somalia to inform housing statistics. Access to water is limited to an average of 23% of the population in Somalia (but this varies across regions, where it is lowest in Central South Somalia at 18% and highest in the Somaliland with 31% access).

---

[25] US Department of State. 2015. "Somalia" in Trafficking in Persons Report.
[26] UNICEF Somalia. Child and Maternal Health.
[27] UNICEF Somalia. Female Genital Mutilation.
[28] Countdown to 2030. 2015. Somalia Maternal and Child Health data.
[29] World Food Program. 2008. Protracted relief and recovery operation in Somalia.

According to the 2002 World Bank and UNDP socio-economic survey[30], about 24% of houses in Somalia are constructed with durable materials and therefore classified as permanent structures[31]. Slightly over 56% of all homes are classified as semi-permanent (having walls or roofs constructed utilizing semi-durable materials). Twenty percent of houses are temporary structures, as they are makeshift houses utilizing twigs, plastic sheets and similar materials). The average urban house in Somalia has three rooms whilst rural and nomadic houses have an average 1.7 rooms. Nevertheless, one-third of the households in urban areas have two or more families staying in the same dwelling. Slightly over half of these families share single-roomed houses. In rural and nomadic areas, only two or more families share about 11% of houses, of which one-third are single-roomed dwellings. Some 18 percent of families occupy rent-free houses, vacant houses, or public places, which is described as "a potential source of instability",[32] presumably due to the potential of conflict related to property claims.

---

[30] The World Bank and UNDP. 2003. Socio-economic Survey, 2002. Somalia Watching Brief.
[31] Ibid.
[32] Ibid.

3. Chapter 3 – Resilience and Education in Emergency (EiE)

This chapter identifies different forms of risk related to environmental hazards, conflict, weak governance, and inequity.[33] ESA findings have also helped to identify how risks associated with political economy, governance, and inequity impact upon children's education and their resilience, and specific strategies to be utilized in this ESSP period to mitigate risks and increase resilience[34] .

3.1   Rationale and terminology, linking fragility and resilience to education services

Fragility.   The Organization for Economic Cooperation and Development-Development Assistance Committee's (OECD-DAC) definition defines 'fragility' simply as "[A State] failing to provide basic services to poor people because [it is] unwilling or unable to do so"[35]. OECD characteristics underpinning fragility are listed below with several relevant linkages to education provided.

1. **Violence**: *legacies of conflict and new forms of societal violence creating risks for broader conflict.*
    a. In the context of education, this is often manifested in the form of violence against children in schools or on the way to school, gender-based violence against girls, narratives of hate or divisiveness perpetuated in education curriculum, and cultural forms of violence against disadvantaged groups or 'traditional' lifestyles perceived as 'backward' (e.g. pastoralism), and communal forms of violence.

2. **Access to justice for all**: *essentially weak rule of law, inability of communities to find peaceful and fair resolution to perceived grievances/injustices – particularly the most disadvantaged.*
    a. Typically this is seen as most relevant to rule-of-law and judicial reforms, access to justice and policing. In the context of education this includes the role education plays in socializing citizens with constructive dispute resolution mechanisms through curriculum, civic education, and community-engagement in civic activities to promote tolerance and peace. In this regard, education plays an important role to instil 'social norms' that are conducive to building the rule-of-law and constructive forms of citizenship.

3. **Effective, accountable and inclusive institution**s: *Weak institutions that lack transparency, accountability and participation and are unable to deliver effective quality services to citizens.*
    a. In the context of education services, this is often manifested through 'elite capture' of resources, weak planning that promotes inequities or inefficient use of resources, weak budgeting and financial reporting systems that fail to promote accountability and transparency, biased recruitment and procurement processes of government staff or construction contracts and limited access to services for socially excluded groups.

4. *Economic inclusion and stability*: *High rates of youth unemployment with marginalized communities experiencing patterns of economic exclusion that fuel vulnerability/grievance.*
    a. The OECD typically refers to youth and issues of 'youth bulge' because of the risks of recruitment to armed groups or other forms of violence. However, education services

---

33 Discussions on Sustainable Development Goals highlight lessons learned around the achievement of MDGs, specifically related to failing of achievement; and to consider how such dynamics prevented the realization of MDG targets in many fragile contexts and countries that experience repeated shocks.

34 For example, INEE Minimum Standards contextualized for Somalia http://www.ineesite.org/en/resources/inee-minimum-standards-contextualized-for-somalia

35 OECD (2006), DAC Guidelines and Reference Series Applying Strategic Environmental Assessment: Good Practice Guidance for Development Co-operation, OECD, Paris. Other sources simply refer to 'an inability to provide quality services for the majority of citizens within a country'.

play a critical role in preparing children and adolescents for gainful livelihood opportunities through access to quality education services that prepare children for later opportunities in life.

5. **Capacities to prevent and adapt to social, economic and environmental shocks and disasters**: *High exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters; and weak adaptive capacity of communities and systems (e.g. weak risk-informed and preparedness of governments to respond to shocks).*
   a. Because of its obvious relationship with humanitarian emergencies, this is **often** the only OECD fragility criteria that government officials, development practitioners and, unfortunately, UN agencies, associate with fragility. As such, fragility is reduced to "emergency' and 'humanitarian action'. While some progress has been made in education programming through risk-informed and 'conflict-sensitive' strategies, it remains that most education practitioners reduce 'fragility' to the realm of Education in Emergency, responding to crises or increasing government capacity to manage crises.

Resilience.   A concept generally linked to 'emergency' and humanitarian action, resilience is sometimes referred to as the ability of individuals, communities or education systems to (1) minimize risks; (2) maintain desired functions during an emergency, and (3) recover from shocks. However, over the years efforts have been made to link resilience to both humanitarian action and development, with mixed levels of success.

Table 10.   Resilience for transformation

Resilience (for transformation)	Resilience can be defined as the ability of children, families, communities, and systems to withstand, adapt to, and recover from shocks and stresses (e.g. natural disasters, political crises, epidemics, pervasive violence, and armed conflict) in ways that support economic and social development, preserve integrity and do not deepen vulnerability.
	The term "resilience for transformation" emphasizes resilient systems at individual, community and government levels to promote safety and social cohesion, rather than only withstanding the impacts of shocks when they occur. Conversely, a system can be resilient, but promote negative coping strategies that lead to the violation of children's rights and negative learning outcomes – but such a system should be transformed.

Interpeace. (2016). Practice Brief: Resilience and Peacebuilding

This approach has gained traction in Somalia over the years and is reflected in the National Development Plan 2017-19 (NDP) which includes a roadmap to end crises based on a holistic vision for the economy and society. This pillar of the NDP strategy also identifies equitable growth as a key strategy to reduce the impacts of conflict, drought, floods and disease outbreaks. ESSP strategies adopt this approach to align with the NDP and ensure links between humanitarian and development programming will be implemented over the course of the current ESSP.

3.2   Situation Analysis

Conflict Risks - Nexus between education and conflict. The Composite Security Index is a measure provided in the UNDP Human Development Report of 2012 regarding the attainment of physical, mental and spiritual peace and security of individuals and communities at home and in the world. It is defined by weighted calculation of up to 33 indicators for social capital, human, environmental and economic security and measured on a 0-1 scale. Figure 3 shows a correlation between the composite security

index[36] for Somalia's three main regions (Somaliland, Puntland and Central South Somalia) and the Primary Gross Enrolment Rates in each[37], for the same period. Not surprisingly, based on UNDP 2012 data there is a clear correlation between level of security based on the composite indicator and enrolment levels in education at that time.

Figure 3.   Comparative Summary of Enrolment rates and Composite Security Index in CSS/FGS, Somaliland and Puntland
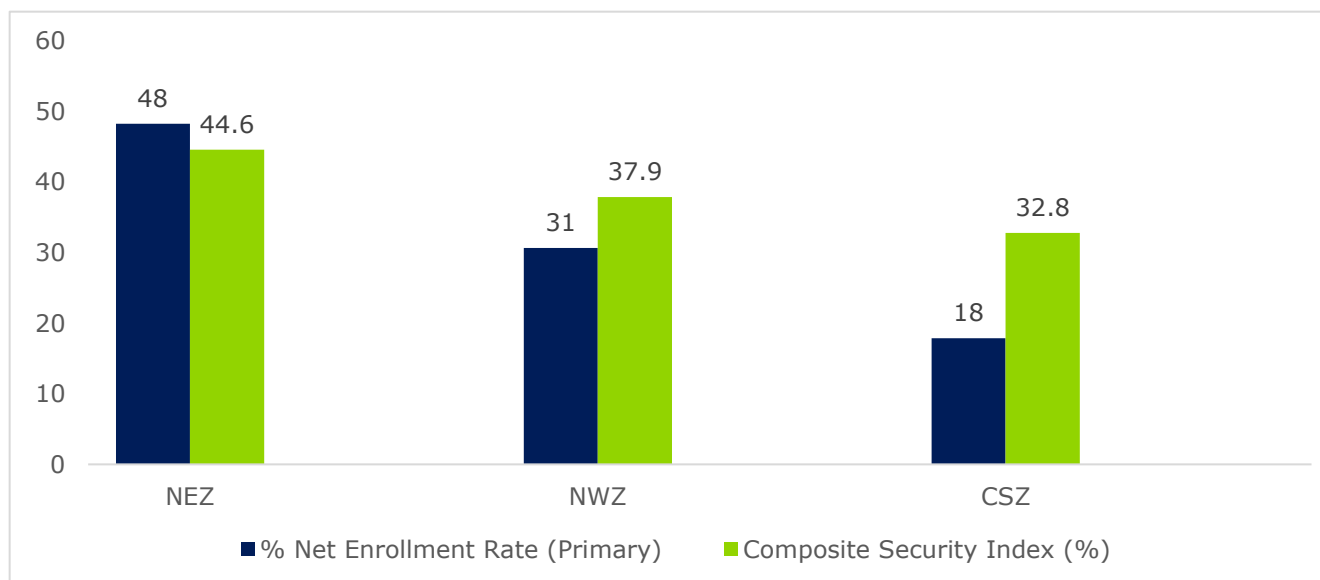
UNDP. 2012. Somalia Human Development Report 2012.

Key conflict drivers in Central South Somalia now include competition for natural resources such as pasture land and water and growing pressures due to urban migration of pastoralists and IDPs. Militarisation, the proliferation of the small arms trade, the potential for disengaged and unemployed youth to be recruited into militias, extreme poverty, and the erosion of social norms and traditional resilience and conflict management mechanisms are further structural drivers of conflict in the region. Political pressures with regional states hoping to become independent states, criminality, weak governance and food insecurity also drive conflicts and make it easier for vulnerable adolescents and youth to be recruited to armed groups.[38] Below is an adaptation of findings regarding key conflict-related risks and their relationship to education found in a 2014 UNICEF-commissioned study on the relationship between conflict and education in Central and Southern Somalia.

---

[36] Extracted from: UNDP. 2012. Somalia Human Development Report 2012.
[37] Extracted from: European Union. 2009. Study on Governance Challenges for Education in Fragile Situations. Brussels: EC.
[38] *Beyond Fragility: A Conflict and Education Analysis of the Somali Context. York*: The University of York, UNICEF (2014),

Table 11.   Nexus between conflict and education in Somalia and its regions.

Conflict Drivers	Location	Manifestations of Conflict	Nexus with education
Weak Governance and corruption.	All areas	• Weak state capacities with poor financial accountability mechanisms; • Unable to provide security and services to population and lack of control over revenue generation; • Leads to lack of legitimacy and contributes to grievance among excluded groups; • Few communication channels between State and communities; • Federalism contested between States and federal level aggravated by lack of clarity of roles and authorities between different levels of government.	• Education not accessible to minorities fueling feelings of alienation; attacks on education in contested geographic areas leading to school closures; • Lack of state education provision at primary and secondary level; elite capture of education resources and inefficient use of available resources undermining state legitimacy; • Underfunding of education services as government unable to generate sufficient tax revenue
Resource-based competition	All Areas	• Traditional competition over land, pasture and water resources; control over ports or checkpoints; • Competition over emerging resources or diaspora investments; urban land ownership	• Children in nomadic communities have limited access to education fueling marginalization; • Curriculum does not support civic education and dispute resolution; lack of education opportunities for IDPs and pastoralists
Clan identity-based drivers	Evident in most areas, but there is considerable variation	• Tensions and disputes at the family and community levels, conflict at the sub-clan and clan level, • Ranging from petty violence to organized armed conflict. • Can lead to mobilisation of clans to engage in clan-based conflict and inability to resolve day-to-day disputes	• IDPs, nomads and other disadvantaged groups with limited access to education and decline of traditional conflict resolution systems at community level. • In schools manifested through absence of citizenship education to promote political and social responsibility or discriminatory practices against minorities in enrolment practices or through curriculum and teaching pedagogies.
Marginalized and unemployed Youth	All areas	• Despondency, frustration, hopelessness, lack of opportunities, recruitment into extremist/criminal groups	• Inappropriate pedagogy and instructional materials for teaching about democracy; • Primary and secondary curriculum not supporting skills development for securing productive livelihoods based on local economic opportunities (e.g. livestock, agriculture)
Breakdown of social norms/growing acceptance	All areas (except Baidoa)	• No structures of accountability and culture of impunity; • Persistence of killing and use of armed weapons; • Inability of traditional capacities to mediate violence, gang-culture	• Inappropriate pedagogy and instructional materials for teaching about democracy; • Primary and secondary curriculum not supporting skills development for securing productive livelihoods based on local economic opportunities (e.g. livestock, agriculture);

			Discriminatory practices in school against disadvantaged groups
Gender/famil y/ school-based violence	All areas to varying degrees	• Violence against children in schools, • Use of corporal punishment, • Bullying in schools; • Violence against children in homes, • Domestic violence against girls; early marriage	• Teachers lack training in alternative discipline forms; curriculum does not promote inclusion, conflict resolution or gender equity; • Limited enforcement mechanisms to address abuses against children; children engaging in violence behavior; • Children and teachers affected by conflict-related trauma
Al-Shabaab (occupied and recently liberated areas)	Varies	• Fragile security immediately following withdrawal of Al-Shabaab and areas that transition frequently between government and Al-Shabaab control	• Attacks on education facilities and personnel; school occupied by combatant groups; • Traumatized children with few resources for learning and high level insecurity; children abducted and forced into armed groups
Migration of IDPs to urban centres	Varies across urban areas	• Communities fleeing drought/conflict; • Tensions over limited resources with host communities; • Marginalization of IDPs in new areas due to clan dynamics; • Chronic displacement and neglect from international donors	• Lack of educational provision for IDPs; lack of relevant curriculum to support livelihood needs of IDP youth; • IDPs lack representation in school management committees; • Lack of opportunities for constructive engagement between host communities and IDPs.
Food Insecurity	All areas	• Food insecurity interacts with other drivers such as poverty/unemployment, resource depletion, environmental predation, and weak governance to create an environment in which the breakdown of social norms can drive conflict, as the population struggles to meet daily needs.	• Children forces out of school to support coping strategies of households affected by food insecurity; • Schools can be used as community level entry point for providing assistance to affected household and retaining children in school.

Based on: Beyond Fragility: A Conflict and Education Analysis of the Somali Context. York: The University of York, UNICEF (2014), pp. 125

Violence against Children and Education. Education facilities, personnel and children face numerous risks related to violence and attacks that are both a legacy of Somalia's violent history, but that also potentially reproduce forms of violence that undermine the goals of building a peaceful and safe Somalia. Data on attacks against education is only available for CSS, but may prove indicative of the types of attacks and forms of intimidation experienced across the rest of the country, especially in border regions and areas where Al-Shabaab or other militant groups retain a strong presence. Drawing on a 2016 Rapid Baseline Survey supported by UNICEF, available data shows that 'Frequency of Threats or Attacks against Primary Schools, by state/region', the state with the highest proportion of attacks against primary school was Jubaland, with nearly 34% of all reported cases. This was followed by Hirshabelle, with just over 29% and then Southwest, with 24%. The state with the lowest proportion of attacks against primary schools was Galmadug, with just under 13% of all reported cases. No data was available for Banadir. The state with the highest reported cases of 'attack against schools' was also Jubaland (5 cases), with 'threat against school' also highest in Jubaland (3 cases) and Hirshabelle (3 cases).

Cases of 'military occupation of schools' was low overall with seven schools occupied during the period of the rapid baseline survey. The states with the highest numbers of schools occupied by military was Jubaland (2) and South West (3). While overall attacks against children and 'abduction of children' was low, these cases were concentrated in the states of Jubaland and Southwest.

The most commonly reported type of incident was 'Other', accounting for 161 (or 82%) of all 196 cases. The greatest proportion of these were in Jubaland and Hirshabelle, which also entailed cases related to community conflicts towards schools or school management, and tensions between different clans regarding aspects of school management and utilization of school resources. When analysed along state lines, data shows that the states with the greatest risks of violence, attack, abduction of children or other threats to education were Jubaland and Hirshabelle, which experienced the greatest number of incidents but also the most serious (e.g. abduction of children, attack against children, threat against education personnel). Few threats or attacks were reported against ABE facilities, TVET location or private schools when compared to Primary and Secondary hence reduced probability of attacks. The type of schools with the highest number of threats or attacks experienced were Quranic schools.[39]

As shown in Table 12 below, 'Other' types of incidents are by far the most frequent across all school types, including Quranic schools, suggesting community level tensions and potential grievances are widespread and that should be considered for school safety and increasing the resilience of communities. 'Other' cases across all school types account for 91% of all types of threats or attacks (624/682), with 52% of all cases of 'Other' incidents found in Quranic schools (356/682). In addition to threats from Al-Shabaab, these 'Other' types of incidents include clan conflict, community grievances over school management and conflicts with school personnel. Moreover, when looking at the distribution of all types of cases across all states and when including 'Other' incidents, the distribution of cases roughly equal (Jubaland State 26%, Southwest State 29%, Hirshabelle State 27%, and only Galmadug State with a lower level at 17%, no data available for Banadir State). Similarly, Mudug Region in Galmadug State also seems to have a lower proportion of overall incidents compared to Galgaduud Region. Factoring cases of 'Other' into the analysis of frequency and distribution of all types of incidents across all school types suggests there is generally a low level of social cohesion and societal resilience across much of Central South Somalia which creates challenges for ensuring the safety and resilience of children and their access to quality education.

---

[39] For full analysis on threats and attacks against all types of schools see the full ESA report.

Table 12.   Frequency of Threats or Attacks, cumulative against all types of school, by state/region in CSS/FGS

State	Region	Military occupation of school	Attack against school	Threat against school	Attack against edu. personnel	Threat against edu. personnel	Attack against children	Abduction of children	Abuse of children (sexual, other)	Other *	Total	%
Jubaland	Lower Juba	1	0	2	0	2	0	0	0	77	82	46.6%
	Middle Juba	0	1	0	0	2	1	1	0	11	16	9.1%
	Gedo	1	4	3	0	2	0	1	1	66	78	44.3%
	Sub total	**2**	**5**	**5**	**0**	**6**	**1**	**2**	**1**	**154**	**176**	**25.8%**
Southwest	Bakool	3	2	2	0	1	2	0	0	55	65	32.0%
	Bay	0	2	0	1	1	1	0	1	53	59	29.1%
	Lower Shabelle	1	1	0	0	1	2	0	0	74	79	38.9%
	Sub total	**4**	**5**	**2**	**1**	**3**	**5**	**0**	**1**	**182**	**203**	**29.8%**
Hirshabelle	Middle Shabelle	1	0	0	0	0	0	0	0	76	77	41.6%
	Hiraan	0	2	4	1	1	0	0	1	99	108	58.4%
	Sub total	**1**	**2**	**4**	**1**	**1**	**0**	**0**	**1**	**175**	**185**	**27.1%**
Galmadug	Mudug	0	0	0	0	2	0	0	0	37	39	33.1%
	Galgaduud	1	0	1	0	0	1	0	0	76	79	66.9%
	Sub total	**1**	**0**	**1**	**0**	**2**	**1**	**0**	**0**	**113**	**118**	**17.3%**
Banadir	**Sub total**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
CSS Total		8	12	12	2	12	7	2	3	624	682	100.0%

UNICEF Rapid Baseline Survey, 2016

Environmental hazards impacting education.　Given the high number of Somalis dependent on agriculture and nomadic/pastoralist lifestyles, the country is highly vulnerable to weather events and climate change.[40] Somalia has experienced scores of crises including drought, flooding and cyclones. In this context, government capacities to respond to these events have remained low.

Over the past three years, Somalia has experienced consecutive failures of rainy seasons related to the El Niño and La Nina weather patterns. The related loss of livestock and depletion of household and community resources has led to the potential of another famine in Somalia of equal or worse severity than 2011.

Estimates of vulnerability to environmental hazards using nutritional indicators for school risk mapping. Using climate and food security early warning and monitoring data produced by the Food Security and Nutrition Analysis Unit (FSNAU) and he Famine Early Warning Systems Network (FEWS NET) makes it possible to identify how environmentally-induced crises not only risk the lives of children but also impact upon children's education, [41]

FSNAU uses country-wide seasonal assessments to determine the severity of climactic risks in relation to key food security indicators to map out levels of risk experienced in different areas of the country. Areas of Somalia are categorized based on phases (or levels of risk) ranging from 'minimal', 'stressed' (IPC 2), 'crisis' (IPC 3), 'emergency' (IPC 4), to the most severe category of 'famine' (IPC 5). IPC 3 and IPC 4 are already considered as emergency situations, while IPC 5 is often considered the worst possible scenario in which countless of lives are lost, as occurred in 2011/12.

As shown in Table 13 below, as of May 2017 the highest numbers and proportions of children 'forced out' of education due to drought, potential famine and associated economic pressures on families are located in regions and states that have been most affected by conflict. In these cases the proportions of children forced out of school reached over 25% and in the most extreme case was above 42% (Sool). Of the nearly 80,000 children forced out of education by May 2017 most were found in Central South Somalia with over 38,000 reported being out-of-school, while in Somaliland and Puntland the numbers reached slightly over 12,000 and 16,000 respectively, with more than 12,000 children out-of-school in the contested regions between Puntland and Somaliland. For Somalia as a whole**,** the total proportion of children forced out of schools reached an estimated 8% by May 2017 of all children enrolled in education.

---

[40] International Displacement Monitoring Centre. 2015. Somalia. (PDF). Geneva: IDMC.
[41] FSNAU, UNHCR. (2013). Somalia Initial Rapid Needs Assessment (SIRNA), Federal Government of Somalia and Puntland.

Table 13.   Food Insecurity, drought and School 'drop-out', May 2017, Primary School Level by Region and State, Somalia[42]

State	Region	Stressed (IPC2)		Crisis (IPC 3)		Emergency (IPC 4)		# primary schools	M	F	Tot	M	F	Tot	M	F	Tot
									Children enrolled			**#s forced out-of-school**			**% forced out-of-school**		
Jubaland	L. Juba	123,000	25%	86,000	18%	12,000	10%	116	13,152	8,925	22,077	1,250	575	1,825	9.5%	6.4%	8.3%
	M. Juba	88,000	24%	83,000	23%	0	0%	56	10,356	8,071	18,427	n/a	n/a	n/a			
	Gedo	161,000	32%	88,000	17%	1,000	1%	221	33,982	23,651	57,633	8,739	4,246	12,985	25.7%	18.0%	22.5%
	total	372,000	27%	257,000	19%	13,000	3%	393	57,490	40,647	98,137	*9,989*	*4,821*	*14,810*	17.4%	11.9%	15.1%
Southwest	Bakool	66,000	18%	113,000	31%	58,000	88%	125	11,034	9,630	20,664	1,961	1,534	3,495	17.8%	15.9%	16.9%
	Bay	199,000	25%	172,000	22%	160,000	80%	90	16,792	9,700	26,492	3,903	2,602	6,505	23.2%	26.8%	24.6%
	L. Shabelle	352,000	29%	200,000	17%	10,000	3%	135	20,827	14,361	35,188	199	147	346	1.0%	1.0%	1.0%
	total	617,000	26%	485,000	21%	228,000	37%	350	48,653	33,691	82,344	*6,063*	*4,283*	*10,346*	12.5%	12.7%	12.6%
Hirshabelle	M. Shabelle	135,000	26%	70,000	14%	0	0%	126	8,778	6,769	15,547	52	126	178	0.6%	1.9%	1.1%
	Hiraan	62,000	12%	207,000	40%	23,000	37%	199	24,679	15,345	40,024	4,136	3,061	7,197	16.8%	19.9%	18.0%
	total	197,000	19%	277,000	27%	23,000	12%	325	33,457	22,114	55,571	*4,188*	*3,187*	*7,375*	12.5%	14.4%	13.3%
Galmadug	Mudug	114,000	16%	283,000	39%	3,000	3%	84	29,402	26,252	55,654	1,240	932	2,172	4.2%	3.6%	3.9%
	Galgaduud	201,000	35%	130,000	23%	8,000	4%	103	13,639	11,233	24,872	224	205	429	1.6%	1.8%	1.7%
	Total	315,000	24%	413,000	32%	11,000	3%	187	43,041	37,485	80,526	1,464	1,137	2,601	3.4%	3.0%	3.2%
Banadir	Banadir	558,000	34%	298,000	18%	14,000	3%	n/a	81,828	60,911	142,739	1,841	1,228	3,069	2.2%	2.0%	2.2%
CS	**Total**	**2,059,000**	**27%**	**1,730,000**	**22%**	**289,000**	**14%**	**1,255**	**264,469**	**194,848**	**459,317**	*23,545*	*14,656*	*38,201*	**8.9%**	**7.5%**	**8.3%**
Puntland	Bari	167,000	23%	169,000	23%	19,000	11%	262	18936	14894	33,830	5,700	4,479	10,179	30.1%	30.1%	30.1%
	Nugaal	87,000	22%	90,000	23%	26,000	30%	99	14394	11539	25,933	1,978	1,555	3,533	13.7%	13.5%	13.6%
	N. Mudug	n/a	n/a	n/a	n/a	n/a	n/a	84	13,104	10861	23,965	1,589	1,023	2,612	12.1%	9.4%	10.9%
	total	254,000	23%	259,000	23%	45,000	18%	445	84,949	66,329	151,278	*9,267*	*7,057*	*16,324*	10.9%	10.6%	10.8%
Somaliland	Awdal	136,000	20%	80,000	12%	12,000	9%	138	14,922	12,995	27,917	317	160	477	2.1%	1.2%	1.7%
	W. Galbeed	438,000	35%	115,000	9%	8,000	2%	452	70,699	47,098	117,797	3,504	1,819	5,323	5.0%	3.9%	4.5%
	Togdheer	188,000	26%	140,000	19%	6,000	3%	200	24,068	16,332	40,400	4,837	1,866	6,703	20.1%	11.4%	16.6%
	total	762,000	29%	335,000	13%	26,000	3%	790	213,960	169,043	383,003	*8,658*	*3,845*	*12,503*	4.0%	2.3%	3.3%
Contested Regions	Sanaag	163,000	30%	84,000	15%	54,000	33%	208	14,461	12,961	27,422	1,673	900	2,573	11.6%	6.9%	9.4%
	Sool	94,000	29%	65,000	20%	36,000	38%	136	13,016	11,464	24,480	5,518	4,688	10,206	42.4%	40.9%	41.7%
	total	257,000	29%	149,000	17%	90,000	35%	344	27,477	24,425	51,902	*7,191*	*5,588*	*12,779*	26.2%	22.9%	24.6%
Total		**3,332,000**	**27%**	**2,473,000**	**20%**	**450,000**	**14%**	**2,834**	**563,378**	**430,220**	**993,598**	**48,661**	**31,146**	**79,807**	**8.6%**	**7.2%**	**8.0%**

Weighted enrollments, PESS and EMIS/MOECHE State and Regional Data May 2017; *Data not available, under Al-Shabaab Control; updated enrolment figures from field reporting in Sanaag and Sool, early 2011

---

[42] 'Drop-out' data gathered for Puntland and Somaliland via education cluster mechanisms and education ministry personnel during early 2017 and data for Central South Somalia gather by MOECHE officials in coordination with state and regional education offices and local education cluster partners across Central South Somalia.

Table 14. Lessons learned, Education in Emergencies

Summary of key lessons learned from previous humanitarian programs:

- Assistance has focused on relief activities, particularly food aid, with limited support to recovery activities.
- Joint efforts, such as health and education have been more effective than individual cluster activities.
- Successful joint approaches may help reduce internal displacement if provided equitably
- Geographically unequal aid distribution and contracting humanitarian space have acted as pull factors, increasing the number of displaced people moving to areas where assistance is provided
- Few organizations adequately analyses the needs of IDPs according to place (urban or rural), cause of displacement (drought, pastoralist; conflict) or length of time displaced.
- The diaspora has played a significant role in helping communities to cope with otherwise unsustainable stresses.
- While initiatives have been taken to foster stronger links between the humanitarian community and private actors, further steps are needed to ensure that humanitarian efforts are coordinated more closely with the support received from the diaspora and other private sources.
- Funding mechanisms, including the Common Humanitarian Fund (CHF), are still too slow despite efforts to speed them up.
- Funding cycles are too short, creating a significant additional workload for cluster leads and reducing the time available for project implementation. Longer-term and more flexible funding would permit quicker responses, which could be adapted to changing needs and provide opportunities to strengthen resilience.
- Donor rules often do not allow humanitarian funding to be used for preparedness, recovery and development.
- Lack of access means that humanitarian organizations are not always able to conduct assessments or implement and monitor their assistance safely and effectively.
- Assessments have been characterized by a general absence of predefined standards governing the type of information to be gathered, by whom and where.

Riccardo Polastro (2012). '*Humanitarian response in conflict: lessons from South Central Somalia*', Dara, March 2012, http://odihpn.org/magazine/humanitarian-response-in-conflict-lessons-from-south-central-somalia/

Summary of key Education Lessons learned:

- Education continues to struggle to secure funds and maintain its programming in conflict and famine/drought-affected communities.
- Scale up and contingency plans are often hampered by a lack of funds for education supplies, teachers' incentives and rehabilitation of learning spaces and WASH facilities.
- Absence of school feeding programs in famine and drought zones disrupts the attendance, retention and nutrition status of school children.
- Host community schools are overstretched by the additional enrolment where IDP influxes are largest.
- Inadequate water and sanitation facilities, limited classrooms and supplies and a shortage of teachers are the key challenges in overcrowded schools.

- Child recruitment, compulsory military training, segregation of boys and girls class and concerns over attacks on education institutions are key challenges in Central South.
- Data verification and monitoring remain a major challenge.
- Field coordination is a challenge due to the low capacity of partners.

Riccardo Gangale (2011), Somalia 2012 Consolidated Appeal, pp. 22-23. UNHCR. Available at: https://docs.unocha.org/sites/dms/CAP/CAP_2012_Somalia.pdf

Education Cluster, Lessons Learned (2011 and 2014)

- Preparedness during and prior to a response influences the effectiveness of response planning, education monitoring and information systems and EiE training topics.
- Determination of surge needs should be based on an assessment of capacities for scale up and potential of national government to support coordination. A proactive stance on field missions and relationship building with local partners is critical.
- Building inter-cluster linkages is important for improving effective delivery and ensuring education plays a lifesaving role.
- Stronger advocacy with donors by lead cluster agencies UNICEF and Save the Children needed to mobilize funding for EiE responses.

Somalia Education Cluster (2011), *Lessons Learned Light Review*, March 2012.

Education Cluster (2014). *Lessons Learned from Horn of Africa Drought Crisis February-March 2012: Summary of Report, Ethiopia, Kenya and Somali Education Clusters.*

It is worth noting that few 'lessons learned' attempt to, or provide, an understanding of what works for children's learning or overcoming inequities for internally displaced children in Somalia. Lessons learned documents fail to touch upon issues of 'political economy' and do not recognize that IDP children typically come from disadvantaged clans and are thus socially and politically excluded

Sector management, governance and educational inequities.[43]   Using the Asian Development Bank (ADB) Guidance Notes on Education Sector Risk Assessment the ESA for Central South identifies key governance risks as outlined in Table 15 below.

Table 15.   Sector Management and Education Sector Governance Risk Matrix

Dimension	Key risks, Central South Somalia
Policy risks	• National budget allocations to the Education sector remains low, between 0.6% to 1.2%. However, in the case of the Federal Government, the very small overall national budget suggests that even a higher proportion of budget allocation to the education will leave the sector underfunded and unable to support key functions such as training and capacity building of education personnel, covering recurrent expenditures for quality assurance, and paying salaries of essential staff and teaching personnel. More fundamental problems exist with the broader regulatory and taxation systems at federal and regional state levels, the absence of which

---

[43] For further discussion see the full ESA report and Novelli et al, Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in South Sudan, University of Sussex, UNICEF ESARO, 2016; Smith et al, Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in Kenya, University of Sussex with University of Ulster, UNICEF ESARO, 2016.

	prevent sufficient revenue generation for government to cover costs of essential social services such as education. .
	• At the same time, Government policy-makers have prioritized investments in military expenditure over education.
	• The formal education system is not flexible enough to fit into the life style of the pastoralist communities. Hence children of the pastoralist livestock herding communities have very limited access to education.
	• Weak policies/strategies to address the educational needs of the most marginalized children in society such as pastoralist and IDP children.
	• Lack of clear policy framework for education in emergency and school safety.
Legal framework and regulation	• Regulatory environment remains weak with key instruments for teacher management and ethics not completed,
	• Regulations on accountabilities and roles and responsibilities between different levels of government are not clearly outlined by government laws,
	• No instruments in place to regulate the various types of schools within Central South Somalia, contributing to fragmentation of the education sector.
	• Weak school supervision systems resulting in an inability to ensure quality standards
	• Weak human resource management regulations resulting in frequent turnover or rotation of staff within or between ministries.
Economic and Cultural Barriers	• There are economic, social and cultural barriers against certain disadvantaged groups. For example, some parents do not send their daughters or children with disabilities to school
	• Children from the poorest households are unable to afford costs of schooling
	• Formal schooling systems do not cater to lifestyle needs of rural and pastoralist communities, with hidden biases in curriculum toward such groups.
	• Limited public schools to cater for the needs of all learners including those that cannot afford private schools and especially in underserved areas where private entities do not find it viable to run schools
Organizational risks (planning, procurement, budgeting, recruitment, teacher management)	• Weak data management systems create opportunities for ineffective planning and priority setting at all levels of education service delivery
	• Weaknesses with financial management and audit systems create risks of funds leakage
	• Weaknesses with decentralized funding to local levels hampers effective delivery of education services at local level
	• Weak staff skills in key portfolios undermines the ability of the education sector to deliver services effectively. Management capacities at regional state level are particularly weak in states with areas recently liberated from Al-Shabaab control or that are at risk of attacks by Al-Shabaab.
	• Limited participation of teachers and representatives of civil society in planning and budget allocation processes
	• Poor information systems create risks that 'ghost teachers' continue to be on the government payroll
	• Inadequate expertise in procurement of services and construction contracts can lead to 'loose contracts' and poor delivery of services procured by the government.
	• Ranked by Transparency International as the 'most corrupt' country in the world for ten consecutive years, high risks exist regarding corruption and the potential for collusion in procurement processes that undermine transparent and quality contracting services[44].
	• Weak recruitment processes that can undermine transparency and effective staff performance
	• Weak or non-existent capacities for responding to humanitarian emergencies that undermine the ability of the ministry to fulfill its functions as a legitimate government

---

[44] Transparency International. 2016. Corruption Perceptions Index 2015.,

Educational Inequities.[45] Educational inequities are closely tied to drivers of fragility, capacities of communities and individuals to cope with and recover from shocks when they occur, and consolidating peacebuilding and state building goals underpinning Somalia's National Development Plan and thus form a key element of the Resilience pillar of the National Development Plan. The most acute educational inequities are experienced by pastoralists and nomads, IDPs, those from the poorest wealth quintiles (including urban poor) and disadvantaged clans.

Adult Literacy. As shown in Figure 4 below, population survey estimates conducted by UNFPA indicate that only 40% of the Somali population is literate, with literacy rates being 8% higher among males compared to females. While this is generally recognized as a very poor national rate, inequities between specific groups and geographic types is profound. In urban areas, literacy rates are significantly higher compared to the national average, with some 64% of people in urban areas being literate. However, it is also in urban areas that educational inequities between males and females is highest compared to other locations and types of groups, with 12% more of the male population being literate compared to females (male 70.5%, female 58.1%). The next greatest rate of inequity between male and female literacy is found in IDP camps, where male literacy is 11% higher compared to females. The lowest level of inequity between males and females regarding literacy rates is found among nomadic/pastoralist communities, where literacy among males is only 2% higher compared to females.

Figure 4.   Educational inequities, Adult Literacy by groups
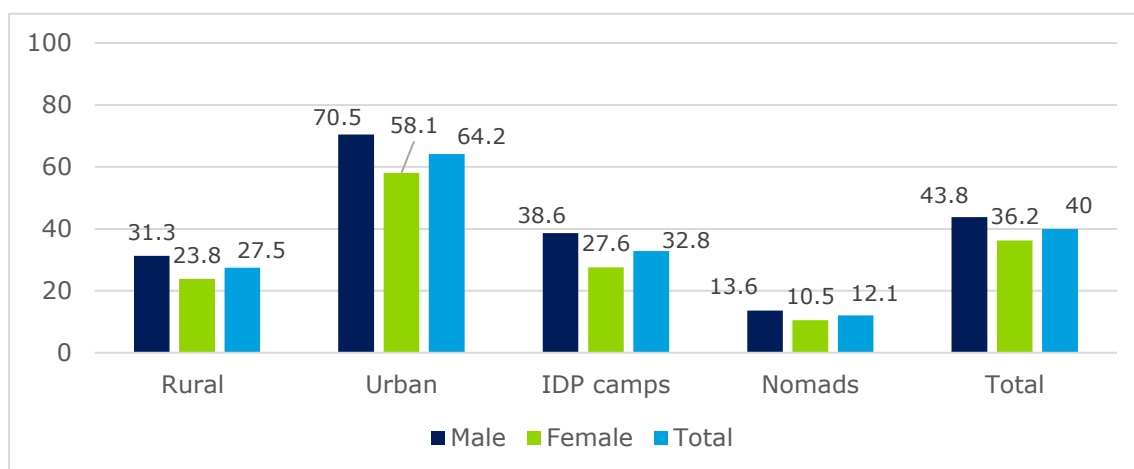
PESS, Educational Characteristics of Somalia People, 2015.

Literacy rates in rural areas are much lower than in urban areas, 27.5% rural compared to 64.2% urban. In IDP camps, literacy is slightly higher than rural areas, at 32.8%, while it is lowest amongst nomadic/pastoralist communities at 12.1%. Not surprisingly, female literacy is consistently lower than males across all types of groupings and locations, though literacy rates among urban females is much higher compared to their female counterparts in rural communities, in IDP camps, and among nomadic and pastoralist communities.

---

[45] *For further discussion see the full ESA report and Novelli et al,* Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in South Sudan*, University of Sussex, UNICEF ESARO, 2016; Smith et al,* Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in Kenya*, University of Sussex with University of Ulster, UNICEF ESARO, 2016 and FHI 360 Education Policy and Data Center,* Horizontal Education Inequality and Violence Conflict: A literature Review*. New York, NY: UNICEF, 2014.*

Wealth also plays a major factor in edcuational inequities. While gender-based inequities exist across each 'wealth quintile' from poorest to richest groups in Somalia, literacy rates consistenly drop across each wealth quintile for both males and females. Literacy rates drop consistenly 37.9% of males and 27% of females literate within the poorest wealth quintile. Data thus suggests that wealthier males and females across different types of groups (nomadic/pastorlist, IDPs, rural, urban), are more likely to be literate compared to their poorer neighbors.

There are also stark inequities along state and regional lines across Somalia regarding adult literacy rates. Adult literacy rates are lowest in Central South Somalia where only 38.3% of the population is literate. This is lower than Somaliland where 45.3% of the adult population is literate, and Puntland where 42.9% of the population is literate. Only in the regions of Sool and Sanaag, which are contested by Puntland and Somaliland, are adult literacy rates lower than Central South Somalia at 27.9%.

Within Central South Somalia, there are also significant inequities regarding adult literacy rates between states and regions. The state with the lowest level of adult literacy is Hirshabelle State where only 20% adult literacy, while within Hirshabelle State there is also inequity between Hiraan Region (almost 30% adult literacy) and Middle Shabelle (just over 10% adult literacy). The states with the next lowest levels of adult literacy is South West State (26.4%) and Jubaland State (29.3%). While inequities between regions within Jubaland do not appear drastic, in Southwest State there is significant inequity between Bay Region, with only 17.5% adult literacy, and the other two regions within Southwest State which each have around 30% adult literacy. These three states account for the overall low levels of adult literacy in Central South Somalia, with the remaining states, Galmudug and Banadir, having literacy rates above the average rate for Central South and, in fact, much higher than the national average. Adult literacy rates in Galmudug State are 51.4%, while in Banadir they are nearly 64%.

Gender-based inequities. Gender-based inequities experienced by females exist in each state and region across Somalia, but vary greatly. The areas with the lowest inequities between males and females are Puntland, with an average difference of only around a 3% higher rate of adult literacy among males compared to females. Conversely, the greatest inequities between males and females if found in Banadir State, where there the rate of literacy is 13% higher among males compared to females, and also where the overall rate of adult literacy is highest when compared to any other region of Somalia.

Table 16.   Educational Inequities, Adult Literacy by State/Region (CSS/FGS)

State	Region	Male	Female	Total
Jubaland	Lower Juba	34.0	28.7	31.3
	Middle Juba	26.6	15.0	21.0
	Gedo	40.1	33.1	36.6
	Subtotal average	33.6	25.6	29.6
Southwest	Bakool	34.0	29.4	31.8
	Bay	20.1	15.3	17.7
	Lower Shabelle	34.6	24.5	29.6
	Subtotal average	29.6	23.1	26.4

Hirshabelle	Middle Shabelle	12.4	8.7	10.6
	Hiraan	33.8	24.5	29.3
	Subtotal average	23.1	16.6	20.0
Galmadug	Mudug	57.2	53.0	55.1
	Galgaduud	54.1	41.7	47.7
	Subtotal average	55.7	47.4	51.4
Banadir	Banadir	70.8	57.3	63.9
Central South		42.5	34.0	38.3
Puntland	Bari	55.5	48.9	52.2
	Nugaal	33.6	33.5	33.6
	Subtotal average	44.6	41.2	42.9
Somaliland	Awdal	40.9	35.7	38.4
	W. Galbeed	56.0	43.5	49.7
	Togdheer	53.8	42.3	47.9
	Subtotal average	50.2	40.5	45.3
Contested Regions	Sanaag	27.5	27.1	27.3
	Sool	29.1	26.4	27.9
	Subtotal average	28.3	26.8	27.6
National Total		**43.8**	**36.2**	**40.0**

UNFPA PESS, Educational Characteristics of Somalia People, 2015.

Gender-based inequities experienced by women are high among women from the most vulnerable types of groups in society including pastoralists and IDPs, especially when compared to women in urban areas (i.e. 'between groups') However, the highest 'within group' inequities are experienced by women form the richest wealth quintiles, who generally have much lower educational indicators compared to men within higher wealth quintiles.

The GPI at primary school level across Central South Somalia, Puntland and Somaliland demonstrate similarly low levels ranging from .79 to .83. The GPI at secondary school level rants from .68 to .81 across Somalia. However, based on government EMIS data, secondary school GPI is highest in Central South Somalia and lowest in Puntland. The proportion of female teachers in Central South at primary and secondary levels is only 13.8% and 3.6% respectively. With the exception of primary school where there are close to 11% female teachers in rural areas compared to some 8% in urban areas, there are no other major gender-based inequities regarding teacher employment. Girls also face critical barriers achieving equity in education due to social pressures for early marriage, expectations that girls support households and rearing of smaller siblings and greater 'social value' in boys accessing education over girls. Risks of gender-based violence in and around schools also create further barriers to girls accessing education services.[46]

Figure 5.   Proportion of female teachers, Primary and Secondary School levels, CSS/FGS

---

[46] Fouzia Mousse (2015), The Complexity of Sexual and Gender-Based Violence: Insights from Mogadishu and Central South Somalia. CISP, International Alert. Available at: http://www.international-alert.org/sites/default/files/Somalia_ComplexitySexualViolence_EN_2015.pdf
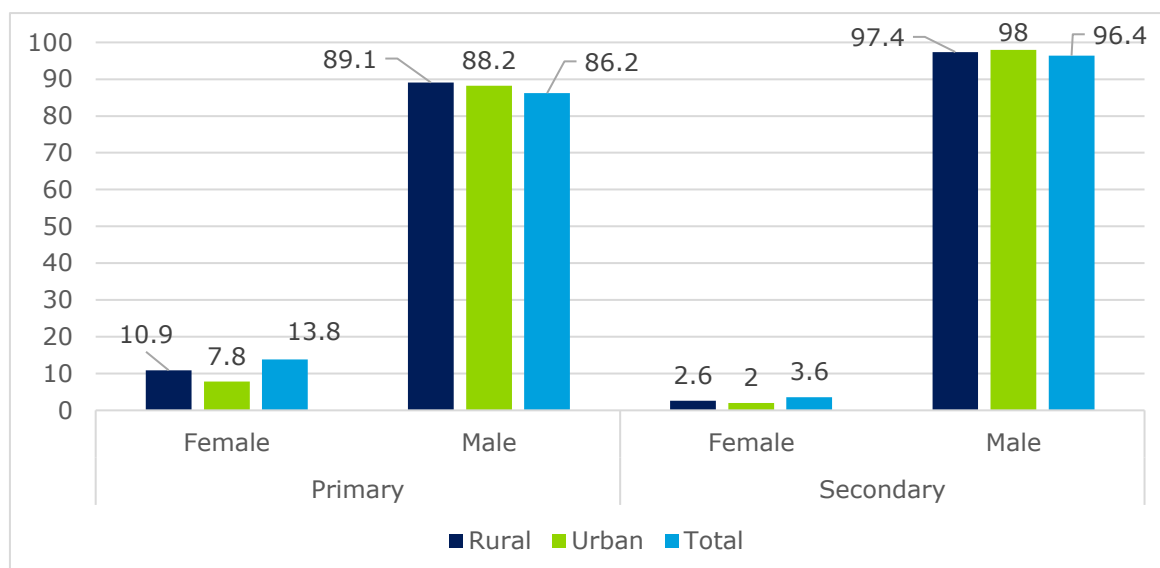
Education Statistics Yearbook, Federal Government of Somalia, 2015

Nomadic/Pastoralist Communities. Nomadic and pastoralist communities are historically the most marginalized groups in Somalia in regards to accessing education services, as demonstrated earlier by adult literacy rates and proportions of the population above 25 years with 'no access' to education. UNFPA PESS survey data from 2015 suggests that educational inequities experienced by these groups remain deeply entrenched and are perhaps the highest for any group in the country. Only 15.7% of nomadic and pastoralist communities aged 6 and above are enrolled in education – or less than half of the national average. GER rates signal even greater levels of inequity experienced by pastoralist and nomadic children, with only a 3.1% GER for primary level compared to a national average of 32%, and only .9% GER at secondary level compared to a national average of 15.8%.

Table 17.   Educational Inequities – Nomads/Pastoralists (%)

	Male	Female	Total	National Avg.
Currently enrolled age 6 and above	16.5%	14.8%	15.7%	**36%**
GER Primary	3.3%	2.9%	3.1%	**32%**
GER Secondary	1%	0.7%	0.9%	**15.8%**

UNFPA, PESS 2014; Adjusted GER based on weighted EMIS

Internally Displaced Persons and Disadvantaged Clans. IDPs are among those who face the highest educational inequities in Somalia. The International Displacement Monitoring Centre[47] reports that IDPs face exclusion, exploitation and abuse, lack access to justice and basic services and are more at risk of GBV, forced recruitment into armed groups and criminal

---

[47] International Displacement Monitoring Centre. 2015. Somalia Overview. Geneva: IDMC.

gangs, and are more vulnerable to exploitation through via the withholding of access to humanitarian assistance. Restricted access to clean water, combined with poor sanitation and hygiene facilities, also places IDPs at increased risk of disease. In 2015 there were an estimated 1.1 million IDPs in Somalia, of whom approximately 70% are under 30 yrs. This figure has since increase by over 600,000 due to the ongoing drought and potential famine in 2017. Many IDPs have relocated to urban areas, with the vast majority located in Central South Somalia, which has further strained the limited capacities of weak education facilities across affected areas in the south.

Enrolment figures and GER rates at primary and secondary school levels are far below national averages for Somalia and depress progress on these key development indicators for the country as a whole. For IDPs above the age of 6 years, 24.2% are enrolled in education, which is nearly 12% below the national average. Primary school GER for IDP children is roughly half the national average, while the secondary school GER for IDPs is less than half the national average at only 12%. Few 'lessons learned' on IDP education in Somalia were located for this analysis or readily available, in large measure because they have received relatively little attention outside the context of Education in Emergency responses. This simply highlights that IDPs do not feature strongly in development programming (or EiE programming beyond 'immediate responses') because of their disadvantaged status in areas of settlement and their ongoing social, political and economic exclusion.

Dadaab Returnees. Beginning in 2016 with the Kenyan government's announcement that it would officially close the Dadaab refugee camp along the border with Somalia for 'security reasons' (a decision that has since be overturned by the Kenyan courts), much concern existed with the potential return of an estimated 350,000 Somali refugees in the various Dadaab refugee camps.

A program of voluntary repatriation managed by UNHCR was launched in 2016 that, by mid-2017, resulted in the return of some 61,000 Somali refugees. This marked a major increase over previous years when less than 6,000 refugees voluntarily returned to Somalia (2014 and 2015). This massive increase was in large measure due to the incentive packages offered by UNHCR with funding support from donors such as DFID in which returnees were provided relatively sizeable incentive packages to return to Somalia, though typically of short term nature spanning less than one year. Returnees were also provided with cash incentives to support their access to social services such as education with the promise of being able to access services inside Somalia.

During 2017 alone, the total number of voluntary returns up to July was 28,088 persons, of which 68% were classified as 'minors' under the age of 18 yrs. Only 21% of these returnees (all age groups) were classified by UNHCR as being 'students', meaning that a large proportion of those under 18 years had never attended any type of formal schooling even while in Dadaab.

Table 18.   Demographic Characteristics of Dadaab Refugee Camp Returnees, 2017

Age	Male	Female	Total
0-4	2816	2,646	5,462

5-11	4,002	3,782	7,784
12-17	2,939	2,420	5,359
18-59	3,823	4,856	8,679
Total	<u>13,580</u>	<u>13,704</u>	<u>27,284</u>

UNHCR, *Weekly Update, Voluntary Repatriation of Somali Refugee from Kenya*, July 2017

*excludes those above 59 yrs.

As recorded by UNHCR, the majority of returnees from Dadaab returned to Kismayo (87%) while the remainder were spread over Baidoa, Luuq, Mogadishu and Afmadow. Little information is available regarding further movements after arriving in the initial areas of return though it is believed that a number of returnees have further moved to new locations.

Table 19.   Break down of Places of Refugee Return from Dadaab Refugee Camp, 2017

Return Areas	Male	Female	Total	%
Baidoa	576	500	1,076	3.8
Kismayo	12,150	12,320	24,470	87.1
Luuq	94	74	168	.6
Mogadishu	1,186	1,158	2,344	8.3
Afmadow	10	20	30	.1
Total	14,016	14,072	28,088	100

UNHCR, *Weekly Update, Voluntary Repatriation of Somali Refugee from Kenya*, July 2017

Several problems have emerged with this program of voluntary repatriation as follows:

1. The assumption that provision of cash incentives alone would support access to social services such as education. In many locations of return educations services are already weak and lack capacity to service existing populations of children due to supply side barriers such as schools, teachers and learning materials. As such, numerous returnee children and adolescents are increasingly disillusioned with the promises of being able to reintegrate to Somalia and continue their education.
2. A failure to appreciate during design stage that many returnee children had never attended school while in Dadaab. As a result, children who had never attended school have, in most cases, not received sufficient support/access to accelerated (or alternative) education learning opportunities and remain out of school.
3. Assumption that returnee children could reintegrate to the social realities of Somalia. The approach underpinning refugee return (i.e. cash incentives) has failed to consider sufficiently the transitional support needs of children in relation to learning 'life skills' to cope in Somalia and host communities and with support measures for transitioning from a Kenyan learning curriculum (provided in Dadaab) to a Somali-based learning

curriculum provided in the already under-resourced and poorly equipped schools in areas of return.

4. Longer-term support measures for children's learning. Returnee packages and related cash incentives spanning less than one year have left many returnee children vulnerable and without needed ongoing support to find 'durable solutions' for their reintegration into Somalia and support continued learning.

Table 20. Educational Inequities – IDPs (%)

	Male	Female	Total	National Avg.
Currently enrolled age 6 and above	26.5%	22.1%	24.2%	**36.6%**
GER Primary	16.8%	16.8%	16.8%	32.0%
GER Secondary	13.4%	10.5%	12%	15.8%

UNFPA, PESS 2015; Adjusted GER based on weighted EMIS

Youth. Secondary GER and NER rates suggest that a very small proportion of youth of the correct school going age are attending secondary education. The majority of youth across Somalia remain out-of-school or have never been in school. GER at primary level sits at approximately 32%, with NER only some 15.8%.

3.3 Policy Context

The ESSP policy objectives and key strategies for the EiE/resilience subsector are aligned with and informed by the mission, visions, and goals of the MOECHE. The rationale for the priorities objectives and strategies are based on the key findings outlined above, political commitments of the government, as well as the practical experiences and expertise of MOECHE staff and partners supporting EiE across Somalia. Key policy instruments that guide ministry efforts related to education, resilience and EiE include:

1. **Inter-ministerial Political Communique, Addis Ababa, June 2016**. The Government participated in a Pan-African Inter-ministerial meeting under the auspices of the Association for Development of Education in Africa (ADEA), during which political commitments were made by education ministries across Africa recognized the linkages between education, vulnerability and resilience and committed to utilize education to promote equity, support peacebuilding and strengthen resilience in fragile and conflict-affected contexts.

2. **International Safe Schools Declaration**. Somalia as a signatory country has committed to protecting education facilities, personnel and learners from attack, intimidation and violence. The Safe Schools Declaration[48] states that: "Where educational facilities are used for military purposes it can increase the risk of the recruitment and use of children by armed actors or may leave children and youth vulnerable to sexual abuse or exploitation. In particular, it may increase the likelihood that education institutions are attacked". By signing the Safe Schools Declaration, the Government will do its utmost to see that places of education are places of safety. The *Guidelines for protecting schools and universities from military use during armed conflict*, draw on existing good practices and aim to provide guidance that will further

---

[48] Safe Schools Declaration. December 2014, Geneva. Available at: http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf

reduce the impact of armed conflict on education and ensure children are safe and protected.

3. **National Development Plan 2017-2019, Resilience sub-pillar Working Group**/chapter of the NDP – includes education and social services. Under the Somalia Development and Reconstruction Facility (SDRF), the Social and Human Development Pillar Working Groups is responsible for sectoral and programmatic coordination as one of the pillars of the National Development Plan (NDP). The aim of the resilience sub-pillar objectives includes utilizing social services as a platform to strengthen capacities of communities and government to better cope with humanitarian emergencies and support sustainable development outcome. Development partners use this group as a platform to present programs at an early stage of development to discuss alignment with NDP priorities, coordinate with key actors, and avoid duplication. Coordination between the pillar working group and humanitarian cluster system is encouraged to ensure coherence and coordination across the humanitarian-development-peace nexus.

4. **Convention of the Rights of the Child**. The broader goals and objectives of the ESSP are aligned with the principles of Convention of the Rights of the Child (CRC) that looks at education as an enabling right, and which plays an important role in empowerment to democratic action, social rights for the country.

5. **Draft National Education Sector Policy, 2017, Ministry of Education, Culture and Higher Education, Federal Government of Somalia.** The ESSP is aligned with the draft education policy that is currently under development. The education policy is part of the reform of the education system of the Federal Government's broader initiative for the reconstruction and economic development after years of civil war and instability.

3.4   Priority Policy Objectives, Strategies and Activities for Resilience/EiE subsector

Priority policy objectives in this subsector are designed to address key factors underpinning fragility and the resilience of communities to cope with and recover from emergencies (whether man-made or environmentally induced). Priority objectives will address three inter-related sets of issues identified in the sector analysis:

1. Weak capacities to the education system to support Education in Emergency responses,
2. Vulnerabilities and reduced levels of resilience of learners and communities caused by high levels of inequity, particularly for those who are most disadvantaged, and
3. Risks of violence and attacks against education facilities, personnel and learners.

3.4.1   Priority Objective 1.1: Education services are sustained in emergency contexts

Currently, the FGS does not have functioning mechanisms in place that would allow education services to be maintained during periods of emergency and ensure that learners remain in safe and protected learning environments. The Education Sector Analysis notes that most out-of-school children are in conflict-affected countries, and live in countries deemed as 'fragile', with Somalia ranking among the highest of such countries. In Somalia, children whose families are displaced by drought, conflict, and poverty are at high risk of losing their rights to education and being exposed to social and political risks that undermine positive 'coping' strategies. At the same time, education facilities, personnel and learners are at risk of

being attacked or suffering violence and intimidation by various non-state and state actors. This priority objective will strengthen enabling environment factor to support learners' access their rights to education during periods of emergency and prevent attacks on education, including threats and intimidation.

3.4.1.1 Strategy 1.1.1: Strengthen enabling environment for EiE

This strategy will address enabling environment barriers to the effective management of EiE responses so as to strengthen the resilience of education systems. Key activities that will be implemented during the period of the ESSP will strengthen ministry systems and capacities to coordinate and manage EiE response.

Key activities will include establishing a functioning EiE unit within the ministry, including at subnational level, with clear operational guidelines and procedural frameworks in place (including guidelines and standards). The ministry will coordinate through local working groups with state level ministry partners and stakeholders to develop local capacity development plans and EiE contingency plans to respond to situations of emergency for children, and establishing and operationalize a monitoring and evaluation mechanism for EiE. To strengthen response capacities at local level, an inventory of emergency supplies/stocktaking exercise will also be conducted jointly with the support of international development partners to ensure sufficient resources are in place to rapidly respond to children's needs when emergencies occur.

3.4.1.2 Strategy 1.1.2: Strengthen government-led coordination mechanisms with relevant governmental and non-governmental organizations

This strategy will strengthen enabling environment factors to improve the coordination of stakeholders and partners (e.g. INGOs and UN humanitarian actors) in responding to the needs of learners and communities during periods of emergency. The assumption is that improved coordination will lead to more effective EiE support for learners.

Key activities will include the establishment of functioning EiE taskforce at both national and subnational levels to ensure coordination of emergency responses (and preparedness activities) across all levels of government. These taskforces will be comprised of EiE service providers and partners, as well as education ministry officials. Once established, taskforce members will be supported with training on effective coordination and establishing procedures to improve collaboration and communication between humanitarian actors and local stakeholders. This will help to strengthen the overall effectiveness of emergency response activities.

3.4.1.3 Strategy 1.1.3: Strengthen personnel capacity and skills at a levels of education to manage and respond to EiE

Education Sector analysis finding have shown that critical capacity deficits exist among ministry personnel in the area of EiE. The strategy will thus work to strengthen the capacity of MOECHE personnel at Federal and State levels to improve emergency preparedness and to manage and support EiE responses.

Key activities will include training ministry personnel areas of preparedness planning, mitigation measures to reduce impacts of emergency in order to better support learners and

prevent massive development reversals. Additionally, teachers will be trained to provide psycho-social support to learners during emergencies at primary and secondary school level. These activities will focus on those regions most affected by emergency and with the highest numbers of learners 'at risk', and be progressively rolled out over a wider geographic basis.

3.4.2 Priority Objective 1.2: Strengthen resilience by overcoming educational inequities

Inequities in education have been identified as a key factor contributing increasing the vulnerability of children, learners and communities prior to and during periods of emergency. This Priority Objective will address the demand-side barriers underpinning inequities for those groups who are most vulnerable (e.g. pastoralists) or those who have experienced protracted displacement (e.g. IDPs in urban areas).

3.4.2.1 Strategy: 1.2.1: Support learners and groups at greatest risk levels

This strategy will prioritize support for learners who are the highest risk groups identified in the Education Sector Analysis and are excluded from the education system.

Key activities will focus on expanding access to quality learning in safe and protected environments for pastoralist children affected by emergency as well as learners who have experienced protracted displacement and are unable to access formal education services due to financial or cultural barriers. Services that will be integrated to EiE preparedness and response activities will include expanding WASH and school feeding programs to address critical risks for these vulnerable groups and to ensure that they are retained in education during periods of emergency. In high risk areas, INGO and development partners will be required to provide training to school level stakeholders (e.g. CECs) to engage in community-level outreach to support learners from the most vulnerable households during periods of emergency or stress.

3.4.3 Priority Objective 1.3: Implement Safe Schools Declaration to Protect Education from Attack

The Federal Government of Somalia, as a signatory to the global Safe Schools Declaration, recognizes that attacks against education are a major challenges for children to be safe, protected and learn effectively. Insecurity and violence remain an ongoing threat to learners, facilities and education personnel. So, for example, within areas recently liberated from Al-Shabaab, girls may be more affected due to financial barriers or issues related to Gender-based violence. Or as families flee drought affected areas and become IDPs in urban areas, pressures are created between host communities and IDPs.

3.4.3.1 Strategy: 1.3.1: Strengthen protection and safety mechanisms in/around educational facilities

This strategy will strengthen protection and safety mechanisms for learners and school facilities so as to reduce threats of violence and intimidation.

Key activities will include training of teachers in high risk areas regarding conflict resolution and positive discipline approaches so as to promote 'cultures of peace' in and around schools. Federal and State level education personnel, together with community leaders and CEC members will also be provided with training on the Safe School Declaration and protection

mechanisms that can be applied by communities to maintain schools as safe learning environments. This will focus on high risk areas and implemented in coordination with INGO partners and technical support from key UN agencies. Importantly, with support of partners such as UNICEF, training will also be provided to SNA/Police on protection of schools and resolving communal disputes to ensure schools remain safe learning environments.

Table 21.   Priority Policy Objectives, strategies and activities matrix (EiE and Resilience)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 1.1: Ensure educational services are sustained in emergency contexts	**Strategy 1.1.1**: Strengthen enabling environment for EiE	Establish Federal Government/Regional States EiE Units, and with an operational framework and guidelines in place	By 2018, EIE Unit Established and operationalized
		Develop an emergency EiE policy and legal framework (including EiE task force structure and mandate)	By 2018, a policy framework, and local action plans developed
		Develop and disseminate contingency plans	By 2018, contingency plans developed and disseminated
		Establish and operationalize a monitoring and evaluation mechanism for EiE	By 2018, EiE M&E mechanisms established and operational
		Rehabilitate/construct damaged schools building and create an inventory of emergency supplies (such as tents, etc.) minimum of 500 temporary classroom tents (TLS - temporary learning spaces), WASH, and facilities, and Teaching and Learning materials	By 2018, an inventory of emergency supplies created and used for emergency response.
	Strategy 1.1.2: Strengthen government-led coordination mechanisms with relevant stakeholders	Create an EiE taskforce committee consisting of the relevant partners and state officials	By 2018 EiE taskforce created and supervised EiE interventions (federal and state levels)
		Prepare and orientate the taskforce members.	By 2018 taskforce members prepared and oriented
	Strategy 1.1.3: Strengthen personnel capacity and skills at a levels of education to manage and respond to EiE	Identify and train Federal government EiE team (preparedness, response, planning).	By 2018, the Federal Government identified a team for EIE training and the training of teams completed by 2019
		Train teachers in emergency, including psycho-social support, at both primary and secondary schools.	By 2020, 10% of teachers trained in EiE each year

Priority Objectives	Strategies	Activities	Targets
		Initiate psycho-social support service programs, including counselling and resource information, for students in all TLSs.	Psycho-social support programs initiated by 2019
		Identify and train a MOECHE education in emergency team (15 ministry personnel) with cluster organizations.	By 2019 emergency team identified and trained
		Design and initiate community sensitivity and awareness activities in at-risk areas	By 2020, 100% of at-risk areas reached
Priority Objective 1.2: Strengthen resilience by overcoming educational inequities	**Strategy: 1.2.1:** Target support for groups most excluded from education and at greatest risk	Expand ABE learning opportunities for IDP communities (integrating WASH and school feeding)	By 2020, expanded to 50% of learning centres for IDPs
		Draft plans for schools to have "EiE programs," in which educators provide outreach education to affected communities	By 2019, community-specific plans drafted and EiE programs implemented in 75% of schools, and by 2020, in 100% of schools in high risk areas
Priority Objective 1.3: Implement Safe Schools Declaration to Protect Education from Attack	**Strategy: 1.3.1:** Strengthen protection and safety mechanisms in/around educational facilities	Training of teachers on conflict resolution and 'positive discipline strategies' for students	By 2020, 60% of schools have 2 teachers trained
		Establish school level monitoring and reporting mechanisms for violence against schools/personnel	By 2020, 60% have reporting mechanisms in place
		Train education personnel and CEC/community members on Safe School Declaration and implementation modalities	By 2020, 60% of schools' CECs have personnel trained on safe school implementation modalities
		Conduct orientation of security personnel (SNA/Policy) on Safe Schools declaration	By 2020, five (5) sessions in 5 states annually.

4. Chapter 4 – Early Childhood Care and Education (ECCE)

This subsector focusses on Early Childhood Care and Education (ECCE), rather than Early Childhood Development (ECD) as ECD encompasses a more holistic concept of development from pregnancy to the age of 8 and includes health, welfare, physical development and is often incorporated into the context of 'whole family care' within the community. This chapter focuses on formal ECCE facilities, Integrated Quranic Schools (IQS) and Quranic schools.

4.1 Situation Analysis

Service delivery channels. There are three main channels for early learning programs in Central South Somalia categorized as follows:

- Traditional Quranic school (TQS)
- Integrated Quranic schools and
- Kindergartens (KG).

In Somalia and its Central and Southern regions existing pre-school facilities (e.g. such as kindergartens and nursery schools) are run by local NGOs and private foundations in larger urban centres. Structured learning opportunities for the majority of pre-primary age children are concentrated in Quranic schools. While figures are not available, it is assumed that the majority of young children (in the relevant ECCE age bracket) are excluded from formal ECCE services because such facilities generally do not exist in most locations, especially in rural nomadic communities where the only services available may be found in the traditional Quranic schools.

It is worth recognizing that the proportion of pre-primary school aged children (3-5) attending Quranic school and kindergartens may also be very low as Quranic schools also cater for older children (see enrolment data for Quranic schools further below). Thus, while data for enrolments in Quranic schools may appear high, it is likely that a relatively small proportion are those from the ECCE age-bracket. Another factor limiting access to ECCE is the cost of education, as both forms of education, Quranic and formal, charge school fees. Whereas, the fees in Quranic schools are moderate and affordable for most, fees charged kindergarten in privately managed facilities are relatively high.

Quality of ECCE service provision. Given that the MoECHE has yet to address the data management, monitoring and quality assurance needs of the ECCE subsector, there is insufficient data to conduct a robust analysis on quality issues for ECCE. However, it is widely assumed that the quality of ECCE services varies greatly for a range of reasons including: lack of a standardised ECCE curriculum, untrained teachers, out-dated teaching/learning approaches, lack of learning materials, inadequate use of play and age-appropriate teaching and learning strategies as well as the strong focus on religious teaching in Quranic schools over other important competencies to support the holistic development of early year children.

Teacher/caregiver training, curricula, and expansion of ECCE. Presently, there is no government-endorsed curriculum for ECCE, teacher training available and no clear training policy or strategy for ECCE teachers and caregivers.

Community perceptions toward ECCE and its expansion.   Lack of understanding by communities of the nature and importance of ECCE has resulted in wide-spread assumptions that attending Quranic School is the same as attending ECCE.

Quranic schools.   Information on formal ECCE facilities (such as Kindergartens) is not available. Quranic schools provide religious education for children focusing on the Quran and related material. The schools, which are widespread in both rural and urban areas, are run and supported by communities and, with the exception of Integrated Quranic Schools (IQS), are not part of Somalia's formal education system. Quranic schools come under the mandate of the Ministries of Religion (in Somaliland and Central South), while in the case of Puntland they come under the authority of the Ministry of Justice. The IQS curriculum teaches a broader range of subjects which include; Literacy and Numeracy, Reading and Writing of the Qur'an and memorization, Prayers and supplications, Utilization of the learning aid materials, Etiquettes and basic principles of Islam, Social skills and conflict resolution techniques and sharing.

Enrolments in Quranic Schools.   Enrolments in Quranic schools are assumed to be quite high.   Based upon UNICEF 2012 MICS survey data, which covered only Puntland and Somaliland, 42% of boys and 28% of girls enrol in traditional Quranic schools.[49]   A Rapid Assessment conducted in Central South puts the Enrolment in Quranic Schools at over 201,000 exclusive of Banadir region. In all parts of Somalia, girls' participation in formal or Quranic schools is significantly lower than that of boys[50]. At the same time, the age of those enrolled in Quranic schools often extends beyond the formal ECCE school-going age of 4-5 yrs.

Based on available data in Table 22 below, 201,293 children across 9 regions of Central South are enrolled in Quranic schools.   As data is not available on an age-disaggregated basis it is not possible to calculate the proportion of 3-5 year old children enrolled. The state with the largest proportion of enrolments in Quranic schools is Southwest State (32% of all those enrolled) with the lowest proportion found in Galmadug State (16% of all those enrolled). The proportion of girls over boys enrolled is lower across all states and regions with the highest gender disparity found in Middle Shabelle Region (only 34% girls enrolled compared to 66% boys), while the lowest gender disparity is found in Middle Juba Region (47% girls enrolled compared to 53% boys enrolled). Overall, 44,633 more boys are enrolled in Quranic schools compared to girls giving a gender disparity of .64. Considering the focus of teaching and learning in Quranic schools it is also fair to assume that those children aged 3-5 years who are enrolled most likely find themselves in classes of mixed-age children, while available information suggests that teaching pedagogies are not sensitive to age-appropriate teaching methods (see full ESA report for details).

Table 22.   Enrolment in Quranic schools, CSS/FGS by region/state

State	Region	Quranic School Enrolments		Total
		Male	**Female**	

---

[49] Multiple Indicator Cluster Survey, 2011. UNICEF, Republic of Somaliland Ministry of National Planning and Development (MNPD). 2014.
[50] ibid

Jubaland	Lower Juba	18,309	59%	12,920	41%	31,229	
	Middle Juba	100	53%	90	47%	190	
	Gedo	10,000	60%	6,620	40%	16,620	
	Total	**28,409**	59%	**19,630**	41%	**48,039**	**24%**
Southwest	Bakool	11,873	61%	7,487	39%	19,360	
	Bay	9,118	58%	6,607	42%	15,725	
	Lower Shabelle	17,704	60%	11,803	40%	29,507	
	Total	**38,695**	60%	**25,897**	40%	**64,592**	**32%**
Hirshabelle	Middle Shabelle	20,946	66%	10,698	34%	31,644	
	Hiraan	15,485	60%	10,295	40%	25,780	
	Total	**36,431**	63%	**20,993**	37%	**57,424**	**29%**
Galmadug	Mudug	8,748	63%	5,236	37%	13,984	
	Galgaduud	10,680	62%	6,574	38%	17,254	
	Total	**19,428**	62%	**11,810**	38%	**31,238**	**16%**
Banadir		n/a	n/a	n/a	n/a	n/a	
Central South		**122,963**	**61%**	**78,330**	**39%**	**201,293**	

UNICEF Rapid Survey, 2016

Numbers of Quranic Schools and their distribution. Available data for Central South suggests that the total number of Quranic schools in Central South is 2,967, many of which are located in villages and rural areas thus providing access to a large number of children (including older children) who may otherwise not access any type of education service.

Quranic school teachers and their distribution. Available data suggests there are some 4,994 teachers in Quranic schools across 9 regions of Central South Somalia. The largest proportion of these are concentrated in Southwest State (30%) followed by Jubaland State (23%), while Galmadug State has the smallest proportion of Quranic school teachers (20%). Across regions within states the distribution of teachers is fairly even ranging between 40% and 60%. The only exception is Southwest State where regional variations range from 26% to 41%, with the lowest proportion of teachers found in Bay Region (26%). There is also a very high gender imbalance between the proportions of male vs. female teachers with only 4% of teachers being female (222 out of 4,994).

PTR in Quranic schools. The overall PTR for Quranic schools in Central South is 40 learners to 1 teacher. Data is not available on a class-level basis, rather only for overall numbers of teachers and students. The lowest PTR is found in Galmadug State (31:1) while the highest is found in Southwest State. Excluding Jubaland because of assumed data errors (based on ministry technical working group reviews) with Middle Juba Region, only Southwest State has a high level of variation across regions with Lower Shabelle having a PTR of 49:1, compared to Bakool and Bay which both have a PTR of 40:1. Overall, pupil-teacher ratios suggest that insufficient human resources for teachers are available in Quranic schools to support effective learning of children, particularly those of the ECCE age-going years where ideal PTRs should be around 10-15 students per teachers.

Sources of Funding for Quranic Schools. Based on available data shown in Table 23 below, not a single Quranic school across any of the states and regions reported that they receive any funding from 'public' (or government) sources. Only a handful (7 out of a total 2,965) reported that they receive funding support from NGOs. The vast majority of funding

support was received from either 'community' or 'other' sources (57% and 42% respectively). 'Other' funding sources often included private foundations and international non state actors and from Gulf countries such as Saudi Arabia and Qatar among others.

Table 23.   Sources of funding for Quranic Schools, CSS/FGS by region/state (n=2,965)

State	Region	Funding of Quranic Schools							Total
		Public/ gov't	Community		NGO		Other*		
Jubaland	Lower Juba	-	237	67%	2	1%	116	33%	355
	Middle Juba	-	1	100%		0%		0%	1
	Gedo	-	187	66%	1	0%	95	34%	283
	Total	**0**	**425**	**67%**	**3**	**0%**	**211**	**33%**	**639**
Southwest	Bakool	-	183	59%		0%	129	41%	312
	Bay	-	135	54%	1	0%	114	46%	250
	Lower Shabelle	-	191	62%		0%	119	38%	310
	Total	**0**	**509**	**58%**	**1**	**0%**	**362**	**42%**	**872**
Hirshabelle	Middle Shabelle	-	233	52%	1	0%	213	48%	447
	Hiraan	-	227	56%	1	0%	179	44%	407
	Total	**0**	**460**	**54%**	**2**	**0%**	**392**	**46%**	**854**
Galmadug	Mudug		118	45%		0%	145	55%	263
	Galgaduud	-	192	57%	1	0%	144	43%	337
	Total	**0**	**310**	**52%**	**1**	**0%**	**289**	**48%**	**600**
Banadir		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Central South		**0**	**1,704**	**57%**	**7**	**0%**	**1,254**	**42%**	**2,965**

UNICEF Rapid Survey, 2016
*funding sources not known, assumed to be external sources/oversees foundations

Quranic School Infrastructure and School Feeding Programs.   There is an equal proportion of 'permanent' and 'temporary' types of structures used as learning facilities for Quranic schools, with relatively few 'semi-permanent' facilities. Across states the proportions vary between 36% to 48% for 'permanent' structures and 39% to 47% for 'temporary' structures. There is only one state where there are significant variations between regions, namely Southwest State where Bay Region has the lowest proportion of schools with 'permanent' structures (29%) compared to Lower Shabelle Region with the highest proportion (48%). Citizens contribute their own spaces and also provide Holy Quran books. Fees include registration, monthly and weekly nominal payments by parents and/or legal guardians.

The quality of Quranic school infrastructure is among the lowest of all school types in Central South Somalia. Overall nearly 71% of Quranic learning facilities, irrespective of infrastructure type, are regarded as being in 'poor' condition, nearly 27% in 'fair' condition, and only 2.3% in 'good' condition. Galmadug State has the highest overall proportion of infrastructure in 'poor' condition at (78% of all Quranic schools in the state), while four of the remaining 8 regions have more than 70% of their Quranic school infrastructure in 'poor' condition.

Available data shows that only13 of 2,954 Quranic schools surveyed in 2015 reported having any type of school feeding program available in 2016. In proportional terms this translates into 0% of all Quranic schools. No data is available on access to safe water in Quranic schools.

4.2 Policy Context

Key policy documents guiding work in the subsector include:

1. National Development Plan 2017-2019.
2. Convention of the Rights of the Child.
3. Draft National Education Sector Policy, 2017, Ministry of Education, Culture and Higher Education, Federal Government of Somalia.

The key components of the Draft National Education Sector Policy include the following policy guidance for the ECCE subsector:

1. ECCE strives to foster a holistic development of children in an environment in which children feel secure, are stimulated and have opportunities to play, explore and develop.
2. The focus of ECCE is on stimulating and developing the cognitive, affective and psycho-motoric skills of children and their holistic development.
3. ECCE will prepare children for school and ease the transition from home to primary school.
4. ECCE will be offered to children between the ages of 4 and 5 years.[51]

.

The objectives of ECCE in the Draft Education Policy will promote a holistic cognitive, emotional, social and psychological and motoric growth and development of young children. In this regard, registration and the supervision to see that ECCE facilities (including Quranic schools) meet the required standards have not been carried out. At the same time, harmonization of the standards and implementation of the ECCE curriculum has not begun as the MOECHE does not have an ECCE department. Some existing ECCE centres are currently not registered and not regulated by the Ministry.

4.3 Priority Policy Objectives, Strategies and Activities for ECCE subsector

The priority objectives and strategies for the ECCE subsector are aligned to the mission, visions, and goals of the MOECHE and the learning priorities outlined in the National Development Plan. In addition, priorities are based on the key findings found in the Education Sector Analysis (ESA) 2012-2016. ECCE has lasting positive effects on indicators such as school completion rates, perception of schooling, post-secondary attendance rates, and a sense of belonging in school.

4.3.1 Priority Objective 2.1: Strengthen Organizational Capacity of MOECHE to manage and deliver ECCE services

The ESA 2012-2016 report notes that there are several gaps with the delivery of ECCE services related to enabling environment factors. This priority objective will strengthen the organizational capacities of the MOECHE to manage and support the delivery of quality ECCE services as well as overcome key supply-side barriers related to the lack of a trained cadre of ECCE teachers and care-givers and ECCE learning facilities.

---

[51] Federal Government of Somalia Ministry of Education, Culture and Higher Education. 2017. Draft National Education Sector Policy. Mogadishu: MoECHE

4.3.1.1 Strategy 2.1.1: Develop institutional structures within the MOECHE to manage and regulate the ECCE subsector

Sector analysis findings demonstrate that the MOECHE lacks important institutional capacities to carry out functions for regulating the ECCE subsector and for ensuring adherence to minimum quality standards for service provision. This strategy will address enabling environment factors related to the institutional capacity of the MOECHE to manage and regulate the ECCE subsector. Addressing this set of barriers will lead to a better managed subsector that will support the early learning needs of Somali children.

Key activities will include establishing appropriate departments and subsector management structures, developing agreed upon minimum ECCE quality and learning standards in consultation with key stakeholders (e.g. Ministry of Justice and Religious Affairs) and religious leaders. The MOECHE will also launch a process of developing a standardized competency-based curriculum framework for ECCE aligned to national development goals. Over long-term this will help to establish a framework in which children are equipped to perform well at higher levels of education.

4.3.1.2 Strategy 2.1.2: Establish collaboration mechanisms between Quranic schools and ECCE facilities (MOECHE and Ministry of Justice and Religious Affairs)

Education Sector analysis findings show that ECCE services are poorly developed and weakly regulated with a complete absence of any established quality standards in the subsector. Given the number of children enrolled in Quranic schools and the importance these schools have in Somali society, building collaborative partnerships with Quranic schools has an important role in expanding the coverage of ECCE learning for small children.

Key activities to expand and improve the quality of ECCE coverage will include establishing coordination mechanisms with the Ministry of Justice and Religious Affairs and line ministries at both national and subnational levels. Other key activities include designing and implementing community awareness campaigns implemented at regional levels on the role ECCE for children's development and future well-being so as to overcome demand side barriers to increasing access to ECCE.

4.3.1.3 Strategy 2.1.3: Establish a qualified cadre of ECCE teaching staff/ caregivers

The strategy will address supply-side and enabling environment barriers related to the identified shortage of trained ECCE teachers and caregivers for small children in early educational years. Education Sector Analysis findings show that, in addition to the shortage teaching personnel in the ECCE subsector, there are not established training or quality assurance systems in place to equip these groups of duty-bearers to provide small children with appropriate teaching and learning opportunities.

Given funding limitations and a focus on improving quality assurance systems and skills of existing personnel, key activities will focus on developing standardized ECCE teaching and learning training packages and providing in-service training for existing teachers in ECCE and Quranic school facilities, developing effective supervision systems that will strengthen Quality Assurance for ECCE service delivery and conducting regular quarterly supervisory visits of schools and teachers.

4.3.2 Priority Objective 2.2: Increase access to early childhood education by improving and expanding infrastructure and availability of learning materials

ESA findings demonstrate that all areas of Somalia lack adequate ECCE facilities and sufficient learning materials. Thus the purpose of this Priority Objective is to increase access to Early Childhood Education by expanding learning facilities and programs. Additional supply-side barriers related to the lack of ECCE learning materials will be addressed via the production and distribution of learning materials based on the ECCE curriculum framework that will be developed during this ESSP period.

4.3.2.1 Strategy 2.2.1: Establish accessible ECCE learning spaces through construction and rehabilitator activities

Lack of proper learning spaces hinders educational development for learners. Sector Analysis findings have demonstrated that the quality and availability of suitable learning spaces for ECCE are inadequate across Somalia, including in Quranic schools where the quality of infrastructure is generally low. This strategy will thus enhance access to ECCE services through infrastructure development.

Key activities will include mapping of needs and constructing new ECCE learning spaces and rehabilitating existing school buildings to expand access. To support the financing of ECCE expansion and maintenance, the MOECHE will also design and implement a public-private partnership strategy to leverage non-government domestic financing to support the regular maintenance and rehabilitation of ECCE centres and Quranic schools. This activity will draw upon lessons learned from successes of program such as the Joint Program for Local Governance (JPLG) with generating local level finances and partnerships to support education service delivery.

4.3.2.2 Strategy 2.2.2: Provide appropriate early learning materials for ECCE learners

Learners in existing ECCE facilities, including small children in Quranic schools, generally lack access to age-appropriate learning materials. As shown in Education Sector Analysis findings, there is little information on the availability of learning materials except insofar as a common perception being that any materials used are generally imported by education foundations/umbrellas, while in Quranic schools learning materials are generally based on moral and religious teaching. At the same time, few materials are available to support children's play and learning, while the lack of a standard competency-based ECCE learning curriculum has undermined the alignment of learning in schools with National Development goals.

Key activities will focus on overcoming supply side barriers for quality learning in ECCE and Quranic schools by developing gender sensitive teaching and learning materials that will improve learning processes. The process of developing materials will be done with local partners and the local private sector to ensure greater value for money with material production and so as to develop culturally appropriate learning and recreation materials. This strategy will also ensure that relevant messages are conveyed through learning materials and teaching strategies in order to improve the health and nutritional outcomes of younger children and to improve their social and emotional learning outcomes.

Table 24.   Priority Policy Objectives, Strategies and Activities Matrix (ECCE)

Policy Objective	Strategies	Activities	Targets
Priority Objective 2.1: Strengthen Organizational Capacity of MOECHE to manage and deliver ECCE services	**Strategy 2.1.1**: Develop institutional structures within the MOECHE to manage and regulate the ECCE subsector	Establish Federal Government/Regional States ECCE Units, with operational framework and guidelines in place	By 2019 ECCE Units are established national and state levels
		Develop and implement an ECCE policy	By 2020, policy endorsed and disseminated to all states
		Establish minimum quality standards for safe and secure instructional/learning environments for children in ECCE/Quranic facilities	By end of 2020, minimum quality standards disseminated to all states
		Develop standardized ECCE curriculum framework	By 2020 curriculum framework developed and endorsed
	Strategy 2.1.2: Establish collaboration mechanisms between Quranic schools and ECCE schools (MOECHE and Ministry of Religion)	Develop coordination mechanisms and integration plan with the Ministry of Justice and Religious Affairs and education personnel at state level.	By 2020, integration plan endorsed with relevant stakeholders and in all states
		Design and initiate awareness raising campaign on benefits of ECCE	By 2018, campaign designed and by 2020 campaign initiated in all states.
	Strategy 2.1.3 Establish a qualified cadre of ECCE teaching staff/ caregivers	Conduct in-service training for ECCE teachers/ECCE caregivers.	By 2020, 300 ECCE teachers/caregivers receive in-service training.
		Develop supervision tools for QA of ECCE facilities/learning	By 2020, supervision tools endorsed and utilized by supervisors
		Conduct quarterly supervision of ECCE teachers and facilities	By 2020, 10% of ECCE centres receiving 4 visits per year
Priority Objective 2.2: Increase access to ECCE by improving and	**2.2.1:** Establish accessible ECCE learning spaces through construction and rehabilitator activities	Map construction needs and build new ECCE centers in marginalized areas	By 2020, one (1) center constructed per year in each state, total 15 centers
		Establish strategy to engage CBOs/private sector in maintenance and rehabilitation of	By 2020, 75% of ECCE centers are maintained by private sector

Policy Objective	Strategies	Activities	Targets
expanding infrastructure and availability of learning materials		ECCE facilities (including for Quranic schools)	partners/CBOs and 25% by the government
	2.2.2: Provide appropriate early learning materials for ECCE children	Develop, gender sensitive teacher guides and learning materials (TLM) based on ECCE curriculum framework	By 2020, gender sensitive learning materials based on ECCE curriculum framework in use in centers
		Locally produce and distribute ECCE learning packs for piloting	By 2020 , locally produced ECCE learning materials available in 80% of centers

5. Chapter 5 – Primary Education

This chapter reviews key evidence from the full ESA on key indicators for the primary education subsector regarding student enrolment and participation, teachers, quality of learning facilities, availability of learning materials and comments on learning outcomes for children. Key policy priorities for the MOECHE are provided based on interventions to be supported in the current ESSP period.

5.1 Situation analysis

During the period of the outgoing IESSP, policy and strategy for the Primary Education sector was mainly drawn from two key documents, the Interim Education Sector Strategic Plan (IESSP) 2013/2016 and the Go-2-School initiative 2013-2016 Educating for Resilience. The G2S initiative aimed to: 1) expand equitable access to quality formal basic education to all school-aged boys and girls, 2) support marginalized, out-of-school children realize their rights to education, 3) empower unemployed and vulnerable youth through access to alternative education programs and gainful employment, and 4) strengthen education authorities and school management.

The target for this initiative was to enrol 1,000,000 children into education and training systems for the whole of Somalia. This was broken down to 500,000 for Central South Somalia, 300,000 for Somaliland and 200,000 for Puntland. Specific targets for formal primary schools, Quranic cluster schools, ABE and Diverse approaches for pastoralists communities added to 316,450 for all regions. Greatest gains in total number of enrolments were made in Central South Somalia as part of this initiative.

Table 25.   Progress on Go-2-School targets based on enrolment trends and figures

Region	Achieved Enrolment			
		M	F	Total
Central South	Go-2-School Target	70,500	70,500	141,000
	Enrolment 2016	**240,701**	**173,648**	**412,314**
	% Change	**241.4**	**146.3**	**192.4**
Somaliland	Go-2-School Target	43,525	43,525	87,050
	Enrolment 2016	**77,226**	**60,299**	**137,525**
	% Change	**77.4**	**38.5**	**58.0**
Puntland	Go-2-School Target	45,000	43,400	88,400
	Enrolment 2016	**194,509**	**153,675**	**347,531**
	% Change	**332.2**	**254.1**	**293.1**
Somalia Total	Go-2-School Target	159,025	157,425	316,450
	Enrolment 2016	**565,633**	**421,423**	**897,370**
	% Change	**255.7%**	**167.7%**	**183.6%**

FGS, MoHDPS, Go-2-School Initiative 2013-2016 Educating for Resilience, 2013

The G2S initiative managed to revitalize the provision of educational and training services by the public sector and managed to improve the awareness of the public education system. It also led to the construction and rehabilitation of more schools particularly in underserved and

marginalized areas that private school did not find it feasible to fund. This led to increased enrolments of learners particularly in disadvantaged, poor and marginalized regions. The initiative also led to the training and deployment of over 2,000 teachers throughout CSS.

Interim Education Sector Strategic Plan. The IESSP outlined several goals and objectives over its 3-year period as detailed in the full ESA. Evidence suggests there was relatively limited progress with achieving policy objectives, with the only demonstrable progress achieved being increasing numbers of enrolments for children in relation to initial Go-2-Scool objectives. At the same time, the IESSP did not provide robust baseline figures and did not articulate measurable targets.

Enrolments in primary education. Statistically corrected enrolment figures (corrections for PESS and EMIS) using UNFPA PESS data (as outlined in the methodology section in the full ESA) show there are 897,370 learners enrolled in Primary, IQS and ABE institutions throughout Somalia. Of these, 412,314 are in Central South Somalia, 347,531 in Somaliland and 137,525 in Puntland. Overall, there are 144,210 more boys than girls enrolled throughout the country.

Table 26.   Primary Enrolment, CSS/FGS by region/state, Puntland and Somaliland (Weighted averages of PESS and EMIS)

State	Region	Enrolment: PESS			Enrolment: EMIS			Weighted Enrolment		
		M	F	Total	M	F	Total	M	F	**Total**
Jubaland	Lower Juba	18,975	16,628	35,603	7,742	5,348	13,090	13,152	8,925	22,043
	Middle Juba	9,415	7,337	16,752	n/a	n/a	n/a	10,356	8,071	18,427
	Gedo	9,776	7,645	17,421	18,561	15,933	34,494	33,982	23,651	56,937
	Total	**38,166**	**31,610**	**69,776**	**26,303**	**21,281**	**47,584**	57,490	40,647	98,137
Southwest	Bakool	11,000	6,223	17,223	4,527	4,276	8,803	11,034	9,630	20,700
	Bay	8,639	7,345	15,984	7,557	4,995	12,552	16,792	9,700	26,182
	Lower Shabelle	33,657	32,893	66,550	9,030	6,345	15,375	20,827	14,361	35,135
	Total	**53,296**	**46,461**	**99,757**	**21,114**	**15,616**	**36,730**	48,653	33,691	82,017
Hirshabelle	Middle Shabelle	2,541	2,315	4,856	3,621	3,131	6,752	8,778	6,769	15,526
	Hiiraan	10,273	6,651	16,924	10,317	8,009	18,326	24,679	15,345	39,673
	Total	12,814	8,966	21,780	13,938	11,140	25,078	33,557	22,838	56,122
Galmudug	Mudug	39,581	37,878	77,458	4,118	3,884	8,002	29,402	26,265	55,663
	Galgaduud	14,487	11,994	26,481	5,304	4,858	10,162	13,639	11,233	24,817
	Total	**54,068**	**49,871**	**103,939**	**9,422**	**8,742**	**18,164**	43,041	37,498	80,480
Banadir	Total	83,947	80,434	164,380	48,759	37,783	86,542	81,828	60,911	142,339
Central South Total		**242,290**	**217,343**	**459,632**	**119,536**	**94,562**	**214,098**	264,771	191,013	453,545
Puntland Total		54,953	48,427	103,380	77,226	60,299	137,525	84,949	66,329	151,278
Somaliland Total		204,380	183,330	387,710	131,411	108,043	239,454	213,960	169,043	382,285
Somalia Total		**501,622**	**449,100**	**950,722**	**328,173**	**262,904**	**591,077**	563,680	426,385	987,108

Computations based on EMIS (2015/16) corrected for missing areas by UNFPA PESS 2014

Primary Enrolment by Region. As seen in Table 27 below, Central South Somalia has about 46% of the total learners in formal primary, ABE and IQS in Somalia, while Somaliland and Puntland have 38.7% and 15.3% respectively. The fact that a majority of learners are located in the Central South region yet a lot more learners remain out of school is simply reflective of the much higher population in the Central South regions of the country.

Considered by region and state, Banadir has the highest proportion of learners at 30% of the total Somalia Primary, IQS and ABE enrolment while states such as Jubaland, Southwest and Galmudug range between 12% and 30%.

Table 27.   Primary Enrolment, CSS/FGS by region/state, Puntland and Somaliland

State	Region	Weighted Enrolment			
		M	F	Total	
				No	% of Total
Jubaland	Lower Juba	13,152	8,925	22,043	20.2%
	Middle Juba	10,356	8,071	18,427	24.2%
	Gedo	33,982	23,651	56,937	39.4%
	Total	57,490	40,647	98,137	29.7%
Southwest	Bakool	11,034	9,630	20,700	18.9%
	Bay	16,792	9,700	26,182	11.8%
	Lower Shabelle	20,827	14,361	35,135	9.7%
	Total	48,653	33,691	82,017	11.8%
Hirshabelle	Middle Shabelle	8,778	6,769	15,526	10.8%
	Hiiraan	24,679	15,345	39,673	27.2%
	Total	33,557	22,838	56,122	19.4%
Galmudug	Mudug	29,402	26,265	55,663	29.0%
	Galgaduud	13,639	11,233	24,817	15.5%
	Total	43,041	37,498	80,480	22.9%
Banadir	**Total**	81,828	60,911	142,339	30.7%
Central South 2015/16 Total		264,771	191,013	453,545	22.1%
Puntland 2014/15 Total		84,949	66,329	151,278	61.0%
Somaliland 2014/15 Total		213,960	169,043	382,285	48.8%
Somalia Total		563,680	426,385	987,108	32.0%

MOECHE Education Statistics Yearbook 2015/2016

Enrolment by level. Across all regions and states, there are potentially high rates of attrition from lower primary to upper primary levels. While population growth and increased enrolment as a result of the campaigns such as G2S initiative may account for some of the differences between lower and upper primary enrolment figures, ESA data strongly suggests that many children leave school before making it to higher levels of primary education. A majority of learners in primary schools are in the lower classes (between 63% and 67% for all regions) signifying higher numbers of attrition between lower and upper primary levels throughout Somalia regions.

Enrolment by Locality (Urban vs. Rural). There is a large rural-urban divide in FPE enrolment across Somalia, with 75% of students enrolled in urban schools, whilst only 25% of students are enrolled in rural areas. The proportion of primary school enrolment in rural areas is highest in Puntland (almost 42%) and lowest in Central South Somalia (almost 12%). The proportion of rural/nomadic communities across Somalia is Rural/nomadic 51.3% vs. Urban/IDP 48.7%, while primary school enrolment in rural areas accounts for only 25% of overall enrolment in primary school. This discrepancy points to significant inequities in the distribution of educational resources (e.g. schools, teachers, learning materials, water facilities) between rural and urban areas and that may contribute to pressures for urbanization.

In Central South Somalia, primary school enrolment in rural areas accounts for only 12% of all enrolments in primary school, while the population in rural areas (nomads and rural communities combined) is 58.7% in CSS. Inequities between rural and urban areas in relation to population distributions of school places are greatest in the regions of Lower Juba Region, Bakool Region, Middle Shebelle Region and all the regions within Galmudug State.

Table 28.   Primary incl. IQS Enrolment by Locality (Urban vs. Rural), CSS/FGS by region/state, Puntland and Somaliland

State	Region	Urban			Rural			Total			% of Urban
		M	F	Tot	M	F	Tot	M	F	Tot	
Jubaland	Lower Juba	10,070	6,789	16,833	3,082	2,136	5,210	13,152	8,925	22,043	76%
	Middle Juba	6,145	3,282	16,496	5,737	3,600	1,930	10,356	8,071	18,427	90%
	Gedo	25,831	18,730	44,110	8,151	4,921	12,828	33,982	23,651	56,937	77%
	Total	43,795	31,865	75,726	13,695	8,782	22,411	57,490	40,647	98,137	77%
Southwest	Bakool	9,769	8,739	18,546	1,265	892	2,154	11,034	9,630	20,700	90%
	Bay	13,137	7,679	20,579	3,655	2,022	5,603	16,792	9,700	26,182	79%
	Lower Shabelle	13,476	9,291	22,733	7,351	5,070	12,402	20,827	14,361	35,135	65%
	Total	36,286	25,698	61,757	12,368	7,993	20,260	48,653	33,691	82,017	75%
Hirshabelle	Middle Shabelle	5,134	4,516	9,674	3,644	2,253	5,852	8,778	6,769	15,526	62%
	Hiiraan	17,364	11,723	28,960	7,315	3,622	10,713	24,679	15,345	39,673	73%
	Total	22,570	16,823	39,343	10,987	6,016	16,779	33,557	22,838	56,122	70%
Galmudug	Mudug	19,185	17,805	37,007	10,217	8,460	18,656	29,402	26,265	55,663	66%
	Galgaduud	8,789	7,293	16,050	4,850	3,940	8,767	13,639	11,233	24,817	65%
	Total	27,888	24,823	52,690	15,152	12,675	27,790	43,041	37,498	80,480	65%
Banadir Total		38,930	29,122	67,864	42,899	31,788	74,475	81,828	60,911	142,339	48%
Central South 2015/16 Total		164,961	122,452	286,179	99,810	68,561	167,367	264,771	191,013	453,545	63%
Puntland 2014/15 Total**		56,312	45,395	101,699	28,636	20,934	49,578	84,949	66,329	151,278	67%
Somaliland 2014/15 Total**		135,858	111,951	247,448	78,102	57,092	134,837	213,960	169,043	382,285	65%
Somalia Total		359,008	281,148	638,538	204,672	145,237	348,570	563,680	426,385	987,108	65%

Total enrolment using weighted figures above, urban / rural ratio derived from PESS.

Table 29. Urban/Rural enrolment vs. Urban/Rural Population distribution, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Rural%	Urban %	IDP %	Nomadic %	Urban enrolment	Rural enrolment	Urban/IDP Pop %	Rural/ Nomad Pop %	Total Population
Jubaland	Lower Juba	33.0%	35.3%	6.3%	25.4%	100.0%		58.4%	41.6%	489,307
	Middle Juba	40.9%	15.5%	7.4%	36.2%	90%	10%	77.1%	22.9%	362,921
	Gedo	35.0%	21.5%	15.1%	28.5%	67.0%	33.0%	63.4%	36.6%	508,405
	Sub total	35.8%	24.9%	9.9%	29.4%	76.2%	23.8%	65.3%	34.7%	1,360,633
Southwest	Bakool	36.5%	16.9%	6.5%	40.1%	90.2%	9.8%	76.6%	23.4%	367,226
	Bay	58.5%	11.7%	5.0%	24.7%	72.0%	28.0%	83.2%	16.8%	792,182
	Lower Shabelle	60.2%	17.9%	8.6%	13.3%	80.6%	19.4%	73.5%	26.5%	1,202,219
	Sub total	55.9%	15.7%	7.1%	21.3%	79.9%	20.1%	77.2%	22.8%	2,361,627
Hirshabelle	Middle Shabelle	48.3%	22.2%	10.1%	19.5%	93.4%	6.6%	67.8%	32.2%	516,036
	Hiraan	26.0%	15.6%	9.8%	48.5%	73.1%	26.9%	74.5%	25.5%	520,685
	Sub total	37.1%	18.9%	9.9%	34.1%	78.6%	21.4%	71.2%	28.8%	1,036,721
Galmadug	Mudug	11.1%	53.1%	9.9%	25.9%	96.1%	3.9%	37.0%	63.0%	717,863
	Galgaduud	9.1%	32.2%	21.0%	37.6%	94.3%	5.7%	46.7%	53.3%	569,434
	Sub total	10.2%	43.9%	14.8%	31.1%	95.1%	4.9%	41.3%	58.7%	1,287,297
Banadir	Banadir	0.0%	77.6%	22.4%	0.0%	100.0%	0.0%	0.0%	100.0%	1,650,227
Central South Somalia sub-total		30.2%	35.7%	12.5%	21.5%	88.3%	11.7%	51.7%	48.3%	7,696,505
Puntland sub-total		8.7%	54.9%	5.3%	31.2%	58.4%	41.6%	39.8%	60.2%	1,112,210
Somaliland sub-total		11.0%	52.9%	2.4%	33.8%	72.6%	27.4%	44.7%	55.3%	3,508,180
National Total		22.8%	42.4%	9.0%	25.9%	75.2%	24.8%	48.7%	51.3%	12,316,895

Population figures drawn from PESS 2015; Enrolment figures drawn from government EMIS

Enrolment by Management/Ownership. The share of students enrolled into government-managed schools across all of Somalia is 47.9%. However, in Central South Somalia only 7.4% of children are enrolled in 'government managed' whilst 92.6% are enrolled in non-government schools, i.e. community, NGO or 'privately' run schools (among others). Within Central South, states with the higher proportion of children enrolled in government managed schools are Southwest and Hirshabelle (17.9% and 27.4% respectively), while states with the lowest proportion of children enrolled in government managed schools are Banadir, Galmadug and Jubaland (1.2%, 1.3% and 2.3% respectively). Regionally, the highest proportion of students enrolled in government schools is in Bay region, whilst the lowest proportion are in Bakool, Galgaduud and Gedo regions where there is no government-run primary school enrolment reported. Considering the MOECHE's definition of public schools, most of schools in Galguduud and Gedo are community schools and as such publicly funded. Also, options in terms of education accessibility in Banadir and population is far more than any other region in Somalia.

Inequities in enrolment between rural and urban communities are also lowest where there are a higher number of government managed primary schools (e.g. Southwest State and Hirshabelle State). Within these states, however, inequities between rural and urban enrolment in relation to population distribution remain high within specific regions where there are not any government managed primary schools (e.g. Bakool and Galgaduud regions). The only exception to this pattern is found in Middle Shabelle Region.

Gross Enrolment Ratios. The total Somalia GER in 2015/16 was 32%, of which 35.2% were boys and 28.9% were girls, as shown in Table 30 below. This was highest in Puntland at 61% and lowest in Central South Somalia at 22.1%. There is a six-point difference between the GER for boys and girls, with a higher proportion of boys enrolled in education compared to girls. NER figures are not presented herein, but are available in the full ESA report.

Table 30.   Gross Enrolment Ratio (GER), CSS/FGS by state/region, Puntland and Somaliland

State	Region	Weighted GER		
		M	F	Total
	Lower Juba	23.6%	16.6%	20.2%
	Middle Juba	24.1%	24.3%	24.2%
	Gedo	44.1%	35.0%	39.4%
Jubaland	Total	32.7%	26.3%	29.7%
	Bakool	18.2%	19.8%	18.9%
	Bay	13.8%	9.6%	11.8%
	Lower Shabelle	11.3%	8.2%	9.7%
Southwest	Total	13.2%	10.4%	11.8%
	Middle Shabelle	11.1%	10.5%	10.8%
	Hiiraan	29.3%	24.9%	27.2%
Hirshabelle	Total	20.5%	18.1%	19.4%
	Mudug	29.0%	28.9%	29.0%
	Galgaduud	16.2%	14.9%	15.5%
Galmudug	Total	23.2%	22.6%	22.9%

Banadir	Total	35.0%	26.4%	30.7%
Central South 2015/16 Total		**24.5%**	**19.7%**	**22.1%**
Puntland 2014/15 Total		68.3%	53.6%	61.0%
Somaliland 2014/15 Total		53.4%	44.2%	48.8%
Somalia Total		**35.0%**	**28.9%**	**32.0%**

Total enrolment using weighted figures, upper/lower ratio derived from PESS weighted on EMIS ratios

Within Central South Somalia, the average GER is 22.1%, with boys at 24.5% and girls at only 19.7%. Regionally and by state, Jubaland and Banadir regions register relatively higher GERs than the average for Central South, while Galmudug and Southwest states have the lowest GERs at 22.9% and 11.8% respectively. States that have regions with greater numbers of urban areas such as Banadir and Jubaland have more children in school than mostly rural areas. It is possible that areas with poor accessibility especially due to security concerns would tend not to attract education and training investments from donors and where local government capacities are weaker compared to other areas across Central South. Similarly, qualified teachers are less likely to be willing to live and work in these areas hence further widening the inequality in enrolment and accessibility to education.

Internal Efficiency of Primary Education. *Promotion, Repetition and Dropout Rates.* There is no two years of consecutive data that can be used to analyse internal efficiency indicators.

Survival Rate to Grade 5. Significant differences in primary school survival rates to grade 5 exist across different areas of Somalia. Nationally the survival rate was 64% (66% boys, 62% girls), with the highest rate found in Somaliland at 71% (72.7% boys, 68.8% girls), followed by Central South Somalia at 65% (67.4% boys, 62.1% girls), with the lowest survival rate in Puntland at 56% (57.4% boys, 54.2% girls). This implies that there is higher repetition and/or dropout rate among girls than boys in the same class, or at least fewer girls survive to higher grade levels after enrolment. ESA data also shows that between 30% and 46% of children do not survive to Grade 5 level after initial enrolment in Grade 1.

Table 31.   Primary School Survival Rates to Grade 5 by Gender, CSS/FGS, Puntland and Somaliland

State	Region	M	F	Tot
Jubaland	Lower Juba	66.1	59.0	63.1
	Middle Juba			
	Gedo	51.4	40.9	46.1
	Total	55.4	44.8	50.3
Southwest	Bakool	40.3	33.0	36.4
	Bay	46.0	50.6	47.8
	Lower Shabelle	61.5	49.3	56.3
	Total	50.0	43.7	47.2
Hirshabelle	Middle Shabelle	80.9	59.9	69.7
	Hiiraan	53.7	52.4	53.1
	Total	58.8	53.9	56.5

Galmudug	Mudug	80.5	79.9	80.2
	Galgaduud	85.2	83.7	84.5
	Total	83.1	82.0	82.6
Banadir	Total	94.7	99.2	96.7
Central South 2015/16 Total		67.4	62.1	65.0
Puntland 2014/15 Total		57.4	54.2	56.0
Somaliland 2014/15 Total		72.7	68.8	70.9
Somalia Total		**65.90%**	**61.70%**	**64.00%**

Total enrolment using weighted figures, upper / lower ratio derived from PESS

Within Central South Somalia the States with the highest survival rate to Grade 5 are Banadir and Galmudug States, which at 97% and 82.6% respectively are by far the highest rates across the entire country. Conversely, the lowest survival rates in Central South are found in Southwest and Jubaland States at 47.2% and 50.3% respectively. Several common factors are cited for low survival rates ranging from economic barriers to participation and difficulty with access facilities. Survival rates also vary significantly between rural and urban areas. For Somalia overall, survival rates are more than 22% higher in urban areas compared to rural areas (urban 70.8% compared to rural 47.9%). This difference is greatest in Somaliland with nearly 40% higher survival rates in urban areas (urban 84.2% compared to 45.5% rural), and lowest in Puntland with 58.8% in urban areas compared to 53.1% in rural areas. Geographic inequities are also pronounced in Central South, with survival rates in urban areas some 23% higher compared to rural areas (69.4% compared to 46.1%).

Special Educational Needs. The population of children with special needs in Central South or indeed the whole of Somalia is unknown. In Somaliland alone, it is estimated that there were 1,179 children with special needs in 2015. From total children with special education needs, 39% of them are visually impaired, 37% of them are hearing impaired and the rest are movement impaired. There is no information about schools for special needs children, which suggests that children with special needs attend regular schools. As with other special groups such as girls and nomadic or IDP children, there is a gap regarding specific laws and policies targeting their particular barriers to education. It is also likely that data gathering methods exclude these children who are already enrolled in school meaning that their special needs are not being addressed. The definition of special needs is very narrow, for example no learning or behavioural difficulties are being recorded and this is in a population where, due to insecurity, trauma must be an issue.

Distance and Mode of Transportation to School. The majority of schools (37.7%) are located within one or two kilometres of the pupils' homes and only 0.2% of pupils live more than five kilometres away from their school. The average recommended distance of 2.5Km[52] exists for over 65% of the primary school children in Central South Somalia, but there is no defined distance for 44% of the enrolled pupils, which may be due to data collection errors. Fifty two percent of pupils walk to school whilst 3.6% travel to school by other means of transport and means are unknown for 53.4% of the pupils. However, as already shown, a majority of the children are from urban areas and for the majority of children who are out-of-

---

[52] National Council of Educational Research and Training. Educational Indicators.

school and in rural areas, distance and accessibility likely remains a challenge and a reason for non-attendance.

Teachers. EMIS data shows that a total of 50.7% of teachers are found in government managed schools across Somalia. This rate is highest in Somaliland (77.2%) and Puntland (66%), and lowest in Central South Somalia with only 7.8% of recruited teachers in government-managed primary schools. In Central South, there are nearly twice the ratio of female teachers in government-managed schools as compared to non-government managed schools (15.1% compared to 7.6%). However, the overall disparity between male and female teachers is high, with 91.8% of all teachers being male compared to 8.8% being female. Differences within Central South are stark regarding the proportion of teachers working in government managed schools. Southwest State (16.9%) and Hirshabelle State (28.2%) have a much higher proportion of teachers in government managed schools compared to other states. Those states with the lowest proportion of teachers in government managed schools are Banadir State (2%), Galmudug State (1.8%) and Jubaland State (1.1%).

Inequities regarding the distribution of teachers between rural and urban areas is also high across the entire country, but particularly Central South. In Central South Somalia 86% of all primary school teachers are in urban areas, which is by far the most inequitable distribution of teachers across the entire country when considering the population distribution between rural and urban areas in Central South (rural and nomads combined at 51.7% compared to urban and IDPs combined at 48.3%).

Teacher Qualifications. Only 37.9% of all teachers are qualified across all of Somalia. This is highest in Puntland at 62.6%, followed by Somaliland at 39.2%, and then lowest in Central South at 20.8%. Within Central South, the state with the highest proportion of qualified teachers is Southwest State (32.7%). This is attributed to teachers who qualified before 1990, recruitment of teachers from neighbouring Kenya and concentration of donor and partner resources in the region. Beyond this there is no consistent pattern across states, with regions and states showing high levels of variation regarding the proportion of qualified teachers.

Table 32. Primary incl. IQS Teachers by Qualification, Gender, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Total			Qualified* Teachers			% of Qualified Teachers		
		M	F	Tot	M	F	Tot	M	F	Tot
Jubaland	Lower Juba	270	4	274	39		39	14.4	0.0	14.2%
	Middle Juba*	-	-	347	-	-	26	-	-	7.5%
	Gedo	773	107	880	63	8	71	8.2	7.5	8.1%
	Total	**1,043**	**111**	**1,154**	**102**	**8**	**110**	**9.8**	**7.2**	**9.5%**
Southwest	Bakool	209	39	248	97	22	119	46.4	56.4	48%
	Bay	262	29	291	39	2	41	14.9	6.9	14.1%
	Lower Shabelle	529	32	561	182	18	200	34.4	56.3	35.7%
	Total	**1,000**	**100**	**1,100**	**318**	**42**	**360**	**31.8**	**42.0**	**32.7%**
Hirshabelle	Middle Shabelle	193	30	223	7	2	9	3.6	6.7	4%
	Hiiraan	465	81	546	109	11	120	23.4	13.6	22%
	Total	**658**	**111**	**769**	**116**	**13**	**129**	**17.6**	**11.7**	**16.8%**
Galmudug	Mudug	278	21	299	90	4	94	32.4	19.0	31.4%

	Galgaduud	251	8	259	4	2	6	1.6	25.0	2.3%
	Total	**529**	**29**	**558**	**94**	**6**	**100**	**17.8**	**20.7**	**17.9%**
Banadir	**Total**	**2,357**	**147**	**2,504**	**503**	**19**	**522**	**21.3**	**12.9**	**20.8%**
Central South 2015/16		**5,587**	**498**	**6,085**	**1,133**	**88**	**1,221**	**20.3**	**17.7**	**20.1%**
Puntland 2014/15**		**3,424**	**546**	**3,970**	**2,190**	**295**	**2,485**	**64.0**	**54.0**	**62.6%**
Somaliland 2014/15**		**6,498**	**1,088**	**7,586**	**2,529**	**448**	**2,977**	**38.9**	**41.2**	**39.2%**
Somalia Total		**15,509**	**2,132**	**17,641**	**5,852**	**831**	**6,683**	**37.7**	**39.0**	**37.9%**

UNICEF Rapid Baseline 2014

Teachers Salary Payment. Overall, 24.6% of teachers are paid through 'community', 35.2% are paid by government through different ministries of education, and the next largest portion of teachers are paid by 'private' sources (further discussed in Chapter 10). Community contributions to the payment of teacher salaries is highest in Puntland (69.4% of teachers), while in Somaliland the majority of teachers are paid by government (66.4%).

Sources of payment for teacher salaries varies greatly in Central South. Most teachers in Central South, or 47.3%, are paid by 'private' institutions, 24.8% by 'community', 8% by the Ministry of Education, 6.1% by NGOs, and 2.7% by 'others' and 10.9% from sources listed as 'undefined'. Private organisation include groups such as the private sector, the School Association for Formal Education, the Formal Private Education Network in Somalia, Somali Community Concern, Somali Education Development Association and Gedo Education Network[53]. While 'community' and 'private' are the most common sources of payment for teacher salaries in Central South, across states and regions there are several important variations.

The highest proportion of teachers paid by government are found in Hirshabelle State (23.7%) and Southwest State (12.5%). 'Community' accounts for the highest proportion of teacher payments in Jubaland State (53.2%), Southwest State (40.3%), and Galmudug State (39.1%), which suggests that in these areas communities place a high value on supporting their children's education. Government as a source of paying teacher salaries also tends to be lowest in regions most affected by histories of conflict and emergency and where institutional capacities are weakest. Notably, 'Private' sources of payment for teacher salaries is highest in Banadir State at nearly 80%, while government accounts for only 2% and 'community' only 4% of payments of teacher salaries in Banadir. However, the capacity of 'private' organisations to pay teacher salaries should also not be overstated for all the states in Central South. 'Private' sources of funding for teacher salaries is much lower in other states such as Jubaland State (only 7.5%), Hirshabelle State (26.7%), and Southwest State (33.9%). In these cases, either 'government' or 'community' account for the highest proportions of funding sources for paying teacher salaries. Notably, 'community' accounts for over payment of over 75% of teacher salaries in Lower Juba Region in Jubaland State.

Pupil-Teacher Ratio (PTR). The average PTR for Central South Somalia was 35 students per teacher in the year 2015/16. This was only slightly higher than the national average of 32.7, with both Puntland and Somaliland having similarly high PTRs (Puntland 32.6 and Somaliland 30.9). Within Central South, PTR across most regions and states falls close to

---

[53] Federal Government of Somalia Ministry of Education, Culture and Higher Education. 2015. Education Statistics Yearbook 2015/2016. Mogadishu: MoECHE.

the average of 35 students per teacher. There are only a few cases where PTR falls significantly above or below this average. In Jubaland State, the regions of Lower Juba and Gedo are above the average for Central South Somalia (47.8 and 38.8 respectively), while Galgaduud Region in Galmudug State also has a higher PTR at 39.2. The regions with the lowest PTRs are found in Lower Shabelle Region (27.4) and Mudug Region (26.8). In contrast to non-government schools PTR in government schools was found to be lower.

Table 33.   Pupil-teacher ratio, Rural vs. Urban, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Pupil Teacher Ratio (PTR) by Locality		
		Urban	Rural	Total
Jubaland	Lower Juba	47.8	0.0	47.8
	Middle Juba*	n/a	n/a	31
	Gedo	37.6	41.4	38.8
	Total	**40.8**	**41.4**	**40.9**
Southwest	Bakool	34.4	33.3	34.3
	Bay	47.1	35.4	43.1
	Lower Shabelle	26.9	29.5	27.4
	Total	**33.3**	**32.5**	**33.1**
Hirshabelle	Middle Shabelle	30.0	34.4	30.3
	Hiiraan	34.0	31.5	33.3
	Total	**32.6**	**31.7**	**32.4**
Galmudug	Mudug	26.7	28.3	26.8
	Galgaduud	39.8	32.0	39.2
	Total	**32.7**	**30.6**	**32.6**
Banadir Total		34.3	n/a	34.3
Central South 2015/16		**34.9**	**35.7**	**35.0**
Puntland 2014/15**		**33.7**	**31.2**	**32.6**
Somaliland 2014/15**		**35.0**	**23.5**	**30.9**
Somalia Total		**34.7**	**27.7**	**32.7**

FGS, MOECHE, Education Statistics Yearbook 2015/16

Schools by Shift. In Central South Somalia, 61.8% of schools are single shift schools. The lowest proportion of single shift schools are found in Puntland (27.8% and the highest in Somaliland (74.8%). Within Central South Somalia, Jubaland State has the highest proportion of single shift schools at 80.2%, followed by Southwest State with 78.2%, Galmudug State with 62.8%, and Banadir with 62.8%. Only Galgaduud Region and Lower Juba Region have higher proportions of double-shift schools compared to other regions within their states. Only Hirshabelle, appears to utilize double-shift schools more than single shift schools, with 57.6% of schools surveyed identified as double-shift.

A greater proportion of non-government managed schools use double-shift teaching strategies. This may appear true because most schools surveyed on this indicator were identified as non-government. However it may also be driven by economic forces as they wish to maximise the use of expensive buildings.

Table 34. Primary incl. IQS Schools by Single vs. Double-shift, Ownership type, CSS/FGS by state/region, Puntland and Somaliland

State	Region	No. of schools surveyed	Shift				Ownership			
			Single shift		Double-shift		Gov't (MoE)		Non-gov't	
Jubaland	Lower Juba	53	24	45.3%	29	54.7%	2	3.8%	51	96.2%
	Middle Juba*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Gedo	154	142	92.2%	12	7.8%		0.0%	154	100.0%
	Total	**207**	**166**	**80.2%**	**41**	**19.8%**	**2**	**1.0%**	**205**	**99.0%**
Southwest	Bakool	52	45	86.5%	7	13.5%	0	0.0%	52	100.0%
	Bay	56	49	87.5%	7	12.5%	20	35.7%	36	64.3%
	Lower Shabelle	89	60	67.4%	29	32.6%	19	21.3%	70	78.7%
	Total	**197**	**154**	**78.2%**	**43**	**21.8%**	**39**	**19.8%**	**158**	**80.2%**
Hirshabelle	Middle Shabelle	19	6	31.6%	13	68.4%	5	26.3%	14	73.7%
	Hiiraan	73	33	45.2%	40	54.8%	19	26.0%	54	74.0%
	Total	**92**	**39**	**42.4%**	**53**	**57.6%**	**24**	**26.1%**	**68**	**73.9%**
Galmudug	Mudug	61	48	78.7%	13	21.3%	2	3.3%	59	96.7%
	Galgaduud	52	23	44.2%	29	55.8%	0	0.0%	52	100.0%
	Total	**113**	**71**	**62.8%**	**42**	**37.2%**	**2**	**1.8%**	**111**	**98.2%**
Banadir	Total	305	135	44.3%	170	55.7%	5	1.6%	300	98.4%
Central South 2015/16		**914**	**565**	**61.8%**	**349**	**38.2%**	**72**	**7.9%**	**842**	**92.1%**
Puntland 2014/15 **		**605**	**168**	**27.8%**	**437**	**72.2%**	**420**	**69.4%**	**185**	**30.6%**
Somaliland 2014/15 **		**1083**	**810**	**74.8%**	**273**	**25.2%**	**935**	**86.3%**	**148**	**13.7%**
Somalia Total		**2,602**	**1,543**	**59.3%**	**1,059**	**40.7%**	**1,427**	**54.8%**	**1,175**	**45.2%**

FGS, MOECHE, Education Statistics Yearbook 2015/16

Pupil Classroom Ratio (PCR). . PCR data for CSS was not captured by the MoECHE EMIS and as no other data source captures this information analysis on PCR cannot be completed.

Pupil Textbook Ratio (PTbR). National figures show that PTbR is 1:5 for Arabic, 1:6 for English, 1:4 for Maths and 1:5 for Somali. Student-to-textbook ratios in CSS are far below national averages and not surprising when considering the method by which EMIS data calculates GER (i.e. a combination of Quranic schools, formal primary schools managed by a host of different groups, and ABE schools), and the conditions of fragility experienced by many of the states in CSS. On average in CSS, for mathematics one textbook is shared among 18 pupils, for Somali one textbook was shared among 17 pupils, for Arabic one textbook is shared among 16 pupils, and for English 1 textbook is shared among 22 pupils. This indicates that there is a critical shortage of learning materials such as textbooks for children (and perhaps supplemental learning materials and important teachers guides to support learning) in schools. With the exception of Bay Region in Southwest State, the dearth of learning materials appears so widespread across Central South Somalia and all states and regions that attempting further regional analysis brings little added value.

Learning Outcomes. Whereas in Puntland and Somaliland there are clear indicators of the levels of learning outcomes being achieved at Primary level based on Form 4 exams, Grade

8 exam results and on MLA results, this is far more difficult to assess within FGS. Some attempts have been made to assess the learning outcomes at primary level. AET has supported the umbrellas/Private education providers in setting the Grade 8 exams for the last eight years and centralised Form 4 exams for the last three years. About 8 education umbrellas were supported with Form 4 examinations prior to MOE centralized school leaving examinations in theory, these results should provide a basis for measuring the learning outcomes, and for measuring improvements in these outcomes over the last eight years.

Although figures indicate marginal improvements in results these should be treated with caution. The figures available are neither totally reliable nor comprehensive. The numbers taking the exams remain very small as schools in the two largest umbrellas have not participated in the government exams at Grade 8 level and only in the last year have they agreed to take the Form 4 exams. It is for this reason that, unlike the numbers in Puntland and Somaliland, the numbers taking the Grade 8 exams have remained small. In addition, pass rates at Grade 8 in all regions are usually very high at over 90% as can be seen from table below, the exception being 2012. In general, the Grade 8 exams do not appear to be a barrier to secondary school entry as even the few that fail and want to continue find ways through the system and thus they are not such high stakes exams. Thus, while exams can be used as an indicator, it remains a very broad measure. The improved pass rate between 2012 and 2016 may be little more than a shift in the criteria.

Table 35. Central South Somalia enrolment and pass rates in Form 4 and Grade 8 exams

Year	2012			2013			2014			2015			2016		
	Enrol	Pass	%	Enrol	Pass	%	Enrol	Pass	%	Enrol	Pass	%	Enrol	Pass	%
Grade 8	3774	3039	81%	3279	2980	91%	3114	3044	98%	2984	2551	85%	3,410	3153	92%
Form 4	1140	759	67%	1318	389	30%	*0	*0	n/a	3445	n/a	n/a	11574	10104	87%

*NB: * No exams were conducted in 2014*

The Minimum Learning Assessments (MLA) were carried out at primary level in 2012 in a cross section of schools (approximately 5% or learners were examined) for Grade 7. However, the results show amazing variations between regions and the schools in FGS seemed to record unrealistically high marks and unusual patterns of answers (see Table 36 below). 75% of the learners scored over 60% in the English exams compared to 22.4% in Puntland. In addition the numeracy exam showed even greater discrepancies as 89% of learners in FGS passed with over 60% but only one student scored over 60% out of over 500 learners in Puntland.

Table 36. Test results from Grade 7 MLA, Central South, Somaliland, Puntland

Subject/region	Central South	Somaliland	Puntland
English	75	59.3	8.7
Somali	80+*	31.9	22.4
Numeracy	89	15.0	0.2

*The Somali mark has been estimated from the results given for Somaliland and Puntland and the total average.

School Infrastructure. Slightly over half of all schools (51.8%) across Central South Somalia are classified as 'permanent' structures'. The state with the highest proportion of 'permanent' structures is Galmadug (64.7%) followed by Hirshabelle State (56%) and then Jubaland State (50.9%), while Southwest State has the smallest proportion of 'permanent' school structures (42%). Only two states experience significant inequities regarding the availability of 'permanent' structures (Jubaland and Southwest), with Middle Juba (21.4%) and Lower Shabelle (34.8%) regions having a much smaller proportion of 'permanent' school structures compared to other regions within their states.

The proportion of 'temporary' learning facilities, which are utilized commonly in situations of emergency, displacement to service IDP communities, or as an interim measure to provide access to education for communities where resources are scarce, is around 30% across all states with the exception of Galmadug State where only 19.3% of learning facilities are classified as 'temporary'. When comparing across regions within states, the proportion of 'temporary' learning facilities is highest in the regions of Middle Juba (55.4%) compared to other regions within Jubaland State, while the lowest proportion of 'temporary' learning spaces relative to other regions within a state is found in Mudug Region (15.5%) of Galmadug State.

The majority of schools, or 55.9% across all types of infrastructure, are regarded as being in 'poor' condition, 40.7% in 'fair' condition, and only 3.4% in 'good' condition. Regions with the higher proportion of schools in 'poor' condition are Lower Juba (62.1%), Gedo (65.9%) and Hiraan (60.3%), while those with the lowest proportion of infrastructure in 'poor' condition are Middle Juba (26.8%) and Bay (38.9%). Bay and Middle Juba are also regions with the highest proportion of schools in 'fair' condition (52.2% and 73.2% respectively), while half the schools in Middle Shabelle Region are in 'fair' condition.

School Feeding. A very small proportion of all primary schools (6.5%) have some type of school feeding program. This is highest in the regions of Gedo (12.2%), Mudug (16.7%) and Galgaduud (10.7%). Across all remaining regions the proportion of schools with school feeding programs ranges from .6% to only 8%.

WASH and Hygiene Facilities. Only 61.3% of schools have access to some type of water supply. The overall proportion of schools with access to a safe water supply is even lower at only 10.2%. At a state level Southwest State has the highest proportion of schools with access to safe water at 15.9% of schools, while the lowest is Jubaland State at only 5.6% of schools with access to safe water. Regions with the highest proportion of schools with access to safe water are Bakool Region (27.6%) and Mudug Region (18.3%), while those with the lowest proportion of schools with safe water are found in Lower Juba Region (7.4%), Gedo Region (6.3%) and Lower Shabelle Region (7.1%).

Most schools in Central South (52%) have access to 'alternative water sources', which include water from rivers or streams, 'unhygienic' wells and dams, gathered rain water, or other water sources that are not reliable. All states tend to fall around this average with the exception of Galmadug State where only 38% of schools have access to alternative water sources which, when combined with low rates of access to safe water sources suggests that children in schools in Galmadug are particularly vulnerable to effects of drought. Conversely, the highest

proportion of schools with access to alternative waters sources are in Southwest State (58.3%), with schools in Bakool Region having the highest proportion accessing alternative water sources (68%) when compared to other regions within the state. The next regions having the highest proportion of schools accessing alternative water when compared to other regions within their respective states are Middle Juba Region (62.5%) and Middle Shabelle Region (63.5%).

The overall proportion of schools with latrines in Central South is 37%, with Galmadug State having the highest proportion of schools with latrines (almost 52%) while Southwest State has the lowest proportion (25.7%). Only within Southwest State and Hirshabelle State do there appear to be significant differences across regions within the respective states. Only 8% of schools in Bakool Region have latrines and in Middle Shabelle Region only 25.4% of schools have latrines. On the whole all primary schools across Central South remain poorly equipped with safe latrine and hygiene facilities.

Gender Parity at Primary School level. As already mentioned in sub-sections above, male enrolment is higher than female enrolment in Primary School as listed below:

- In the government managed primary including IQS, girls make up 44.2%, while in the non-government managed primary including IQS schools they are 44.1% of the school-going population.
- The percentage of girls enrolled in Lower Primary is 44.8% and in the Upper Primary is 42.9%.
- The percentage of girls enrolled in the urban primary schools (including IQS) is 43.9% and in the rural areas it is 45.3%.

5.2 Policy Context

Key policy documents guiding planning for the primary subsector include:

1. **Draft National Education Policy 2017**. The policy is under review and consideration by the cabinet. The overall goal is to provide equitable and inclusive education system that affords all learners access to free and compulsory basic education (K1-12) followed by the opportunity to continue with lifelong learning, so enhancing their personal development and contributing to Somali's cultural development, social economic growth, and global competeness.
2. **National Development Plan for Somalia 2017- 2019.** According to article 30 of the constitution of the federal government, the education sector must be compulsory and free for the children aged 6-18 years. The NDP will work towards the direction to increase access, affordability and quality of primary and secondary education. The government will also make education relevant and inclusive for all children of Somalia regardless of any affiliations**.**
3. **National Education Act 2017** (*Sharciga Waxbarashada Qaranka 2017*). The Act provides the principles, goals and management of the education system in Somalia. This act is still under consideration by Cabinet.
4. **Teacher education and training policy 2017**. The aim of this policy is to provide an overall strategy for the successful recruitment, retention and professional development of teachers.

5. **National Curriculum framework 2017**. This defines how the education system in Somalia is structured and the main pillars for the education sector (for further details see full ESA report which details the national curriculum framework).

6. **Quality Assurance School Inspection manual.** This manual is aimed at providing a basic guide for the training of the quality assurance officers in Federal Republic of Somalia. The training content provides a general focus on key issues in quality assurance and standards. This comes with a quality assurance checklist.

7. **Public Procurement, Concessions and Disposal Act, 23 November 2015.** This Act aims to establish institutional structures for manging public procurement and provide procedures for procurement of goods, works and services and other contract terms**.**

8. **Convention on the Rights of the Child (CRC).** This includes key rights such as the right to access education.

5.3 Priority Policy Objectives, Strategies and Activities for Primary Subsector

The ESSP Primary Education Subsector is of the most crucial to the MOECHE and the success of education in Somalia. The priority objectives and key strategies for the Primary Education Subsector are aligned with the mission, visions, and goals of the MOECHE and NDP, relevant policy documents, and are based on the key findings in the Education Sector Analysis (ESA) 2012-2016.

5.3.1 Priority Objective 3.1: Expand equitable access to free primary education

Issues of access and equity drive this Priority Objective with roughly 60% of children out-of-school and less than 10% starting school by the recommended age (6 years). Moreover, because marginalized populations in Somalia experience the lowest levels of access to education, this priority emphasizes the need for 'equitable' access. Key barriers that will be addressed include strengthening the policy environment to focus more strongly on out-of-school and marginalized children including improving engagement with 'private' service providers, addressing supply side-barriers regarding the availability and distribution of qualified teachers, and demand-side barriers springing from hidden costs in education that make accessing education difficult for children from poor households.

Key activities will focus on strengthening policy/regulations to control private school fees in order to ensure costing of schools is not excessive, generating revenue through school licensing initiatives of the private sector and usage of public facilities to support education service provision, strengthening domestic financing by increasing budget allocations to the education sector and improved sector-financing for teacher payments and overcoming financial barriers for children from poor households.

5.3.1.1 Strategy 3.1.1: Strengthen regulatory mechanisms to generate domestic financing for education

Evidence shows that poverty in Somalia and 'hidden costs' are major barriers for children to access education services. At the same time, few regulatory mechanisms exist to increase domestic financing to support poor households access free education services. This strategy aims to introduce taxation mechanisms in partnership with the Ministry of Finance and State level administrations that will generate revenue to support the expansion of free education services and thus help to expand access to education.

Key activities will include establishing a licensing fee regime for private school operators that will help to generate predictable revenue generation for primary education service provision, as well as identifying specific import and export items related to education that can be targeted for generating revenues to sustain education service delivery for children from poor households. Additional revenues generated will be treated as supplementary revenue so as not to reduce required increases of funding allocations to the education sector from the national budget.

5.3.1.2 Strategy 3.1.2: Advocate to increase national budget allocations to the education sector

Financing data for the education sector has shown that budget allocations to the education sector from the Federal Government budget remain at very low, with only 1% of the national budget actualized for the education sector in 2016 (though official allocations were pegged at over 4% for 2016). This has meant that education service delivery remains highly dependent on non-state actors, private organizations and funding support from donors, as well as local communities and the diaspora. Insufficient financing for the education sector has, in turn, meant that education remains beyond the reach of most children from poor households.

To overcome this obstacle to building the capacity of the MOECHE to manage and expand education service delivery to poor and disadvantaged children, this strategy will focus on advocacy with internal government stakeholders and the MOF to increase national budget allocations to the education sector by 3% per year over the next three years to reach the NDP target of 12% allocation to the education sector. These advocacy efforts will be supported by key education partners and donors to leverage advocacy strengths and support increased domestic financing for the education sector. The MOECHE will develop an advocacy strategy and plan with support of partners and initiate lobbying efforts in 2018 so as to ensure required budget allocations for the education sector are achieved by the end of the ESSP period. It is expected that increased budget allocations for the education sector will, in turn, support the expansion of free education services to children and support gains in GER rates in the country.

5.3.1.3 Strategy 3.1.3: Develop pro-poor schemes to enroll children from disadvantaged groups

Sector analysis findings have shown that inequities in education are highest for children from disadvantaged groups and that GER levels for such groups are far below national averages. This is especially true for IDPs, rural communities, urban poor children, and more so for girls within those groups. This strategy will thus work toward accelerating gains in education enrolments by focussing support on marginalized groups in society and overcoming demand side barriers related to poverty and supply-side barriers related to, for example, teachers equipped to support those with special needs.

Key activities will include developing an internal MOECHE budget plan to allocate greater funding support to poor households, as domestic financing increases allocate scholarships to help overcome hidden costs for children to access education services. This financial support for children and adolescents from poor households will be channelled using various mechanisms such as direct money transfers or the provision of cash grants to schools/CECs to support effective community level management and oversight of scholarship schemes. Teachers will also be recruited to specifically work in disadvantaged schools to strengthen the

equitable distribution of teachers across Central and Southern Somalia. To support children with special needs the MOECHE will equip teachers to support those children to access education services, with training to begin by 2019. These activities will help to increase the enrolment of the disadvantaged students and, it is hoped, will lead to quick wins for increasing educational participation rates in Somalia.

5.3.1.4 Strategy 3.1.4: Rehabilitate and construct school infrastructure to expand access for disadvantaged groups

Sector analysis findings have demonstrated that there is a shortage of school buildings to support children's learning, especially in regions that continue to face security risks or those regions where the security situation has recently improved. At the same time, existing school infrastructure is of poor quality after years of neglect in a context of ongoing conflict. This strategy will thus focus on increasing enrolment in education by building new school and rehabilitating existing school buildings.

Key activities will include a mapping and priority needs assessment for new school buildings in in underserved areas where the demand for education services is high. This exercise will be the basis for constructing schools over the period of the ESSP. Additionally, existing school buildings will be rehabilitated based on MOECHE construction standards that will ensure safe and healthy learning environments with gender-sensitive WASH facilities. It is planned that up to 120 schools will be rehabilitated in underserved and high need areas over the period of the ESSP. Construction and rehabilitation works will be supported by partners as appropriate and in close coordination with the MOECHE so as to also support capacity development of and skills transfer to the government.

5.3.2 Priority Objective 3.2: Increase the quality of learning outcomes in primary education

Based on lessons learned with the implementation of MDGs, SDG 4 places a special emphasis on improving learning outcomes for children. While the majority of children remain out of school in Somalia and a pragmatic balance is needed between increasing access and improving quality, this priority objective addresses this balance in recognition that getting children into school is insufficient to address Somalia's development needs. Education Sector analysis findings on learning outcomes for children suggest that greater attention is needed to improve learning outcomes. Supply side barriers related to the quality of teachers and absence of appropriate learning materials and textbooks are significant as key barriers, as are teaching and learning approaches at early grade levels of primary school. Less than 33% of primary school teachers qualified and in some areas of Central South Somalia less than 21% are qualified, with the majority of qualified teachers also being concentrated in urban and peri-urban areas. Moreover, females are severely underrepresented among the ranks of teachers across all regions of Somalia. Thus, the rationale for this priority objective is to address key supply-side barriers related to the quality of teachers and teaching and learning processes, particularly at early grade levels, and the availability of appropriate learning materials in schools.

5.3.2.1 Strategy 3.2.1: Improve teacher quality through in-service training and recruitment of qualified teaching force

In order to improve the quality of teachers and children's learning outcomes, this strategy works toward increasing the proportion of well-trained and qualified primary school teachers.

Key activities to support this result will be implemented through the development and delivery of effective pre- and in-service training of teachers. This will start with reviewing and updating existing in-service training materials for primary schools to ensure alignment with the endorsed national curriculum framework. In doing so, this will also help to strengthen the coherence and alignment of different training initiatives that have been rolled out over previous years by non-state actors and INGOs.

Using updated training package materials that will include resources for teachers, in-service training will be rolled out for those teachers who are not yet qualified, who have had minimal exposure to in-service training in the past and prioritizing regions with greatest needs. In-service trainings will be delivered in coordination with development partners and with the participation of existing government teachers who will be utilized as core group of 'master trainers'. A cohort of experienced teachers with previous training experience will also be recruited onto a government payroll and provided with regular and predictable salaries. This will help to retain teachers in school as well as provide a resource of 'master teachers' available as a government resource to support initiatives to improve teacher quality and training systems by engaging them in government activities to improve teacher quality. Additionally, teacher training institutes will be constructed in each of the states to support regular teacher training.

5.3.2.2 Strategy 3.2.2 Provision of learning materials and strengthening early grade learning

While improving learning outcomes is an overall objective at all levels of the education system, Education Sector Analysis findings point to the critical importance of improving the quality of teaching and learning processes at early grade levels of primary school in particular. Available data suggests extremely high attrition rates of learners up to Grade 5 level.

Among the many possible contributing factors, this ESSP will address this problem by strengthening MOECHE monitoring over the implementation of the new outcome based national curriculum framework, ensuring that appropriate learning materials are available for all learners in primary school (especially early grade levels), and establishing a Minimum learning Achievements and strengthening approaches around improving teaching pedagogies for early grade levels. The ministry will also produce and distribute textbook learning materials to overcome supply side barriers for children's' learning due to the lack of materials across all primary grade levels.

5.3.2.3 Strategy 3.2.3: Increase community participation in school-based management

Evidence shows that when communities participate in the school management, the school's effectiveness and efficiently can be increased in the area of quality and its sustainability. Key activities will thus focus on introducing more effective Community Education Committee procedures and training packages that will be applied by development partners and non-state service providers (e.g. education foundations and umbrella organizations) to better equip

parents and communities to support oversight of schools and support children's learning in and outside of schools.

Table 37.   Priority Policy Objectives, Strategies and Activities Matrix (Primary Subsector)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 3.1: Expand equitable access to free primary education	**Strategy 3.1.1**: Strengthen regulatory mechanisms to generate domestic financing for education	Develop policy framework for private school licensing and fees (including rental fee system for those operating in government-owned building)	By 2020, policy framework endorsed
	Strategy 3.1.2: Advocate to increase national budget allocations to the education sector	Develop earmarked taxation mechanisms specific for education revenue generation	By 2020, education earmarked taxation mechanisms developed for State and Federal levels
		Develop a plan to increase National Budget allocation to education by 3% per year to reach 12% NDP target	By 2020, National Budget allocation 12% to education sector
	Strategy 3.1.3: Develop pro-poor schemes to enroll children from disadvantaged groups	Develop a 'pro-poor' MOECHE budget plan to increase education allocations to support, teachers, scholarships for children, and supplying learning materials	By 2020, pro-poor MOECHE budget plan utilized by 5 states
		Recruit 600 teaches who are paid $400 per month	By 2020, 600 new teachers recruited in disadvantaged regions
		Provide scholarships to Children from disadvantaged households	By 2020, 10,000 children from disadvantaged households receiving bursaries
		Train and deploy 50 special needs teachers (10 in each state including Banadir).	By 2020, 50 SN teachers trained and deployed in 5 States (10 each)
		Establish local, school-specific plans to increase the enrolment of children from disadvantaged families	By 2020, 200 schools with plans to increase enrolment of children from disadvantaged families
	Strategy 3.1.4: Rehabilitate and construct school infrastructure to expand	Register, audit and map school infrastructure to guide prioritized upgrading and renovation of primary school facilities	Auditing and mapping completed by 2019

		Construct new facilities in prioritized underserved regions based on need-based criteria	By 2020, 30 new schools constructed (10 schools with 12 classrooms per year)
		Rehabilitate/construct school infrastructure with appropriate girl-friendly facilities based on identified mapping needs	By 2020, 600 classrooms rehabilitated or constructed
Priority Objective 3.2: Increase the quality of learning outcomes in primary education	**Strategy 3.2.1**: Improve teaching quality through pre and in-service training and recruitment of qualified teaching force.	Review and revise teacher training materials to support in-service training and ensure alignment with education policy and curriculum framework	By 2020, in-service teacher training materials utilized by all development partners
		Conduct in-service training for primary school teachers	80% of teacher receive in-service training once per year
		Construct 5 teacher training institutes/centers	5 institutes fully completed and furnished by end of 2020
	Strategy 3.2.2: Provision of learning materials and strengthening early grade learning	Monitor the implementation of national outcome-based curriculum in all primary schools in Somalia	By 2020, 50% of lessons observed based on Curriculum Framework
		Produce and supply text books based on curriculum framework to every leaner in all subjects over phases to achieve full coverage for learners	By 2020, textbooks distributed to 100% of schools
		Establish MLA (minimum learning achievements) across grades and EGRA activities for lower primary pupils	MLA including EGRA assessments system implemented in schools by 2020
Priority Objective 3.3: Improve management and efficiencies of primary education subsector	**Strategy 3.2.3**: Increase community participation in school-based management	Develop harmonized CEC training package with education stakeholders and ESC members	Endorsed CEC training in use in 5 states by 2020
		Establish CEC (community education committees) where they do not exist	By 2020, CECs established and operational in 300 schools

6. Chapter 6 – Secondary Education

This chapter provides analytical summaries from the full ESA on key indicators for the secondary education subsector regarding student enrolment and participation, teachers, quality of learning facilities, availability of learning materials and comments on learning outcomes for children. Key policy priorities for the MOECHE are provided based on interventions to be supported in the current ESSP period.

6.1 Situation Analysis

Enrolment by Form. Table 38 below provides a short aggregation of enrolment figures based on EMIS data collected nationally. Across Somalia some 195,804 young people are enrolled in Secondary schools of which only 39% are females. In Central South Somalia the number of secondary school enrolments is only 92,802, of which 38.9% are female. The proportion of females enrolled in secondary education is higher compared to Puntland and Somaliland where only 35% and 39% (respectively) of students enrolled in secondary schools are female. Within Central South Somalia, the majority of young people (59,849 students, 41.3% female) enrolled in secondary schools are found in Banadir Region. This amounts to almost 65% of all enrolments in secondary schools for Central South Somalia.

Table 38.   Weighted Secondary Enrolment by Form (Forms I, II, III, IV), by gender, CSS/FGS by state/region, Puntland and Somaliland,

REGION		M	F	Total
Jubaland	Lower Juba	2,547	1,271	3,733
	Middle Juba	2,216	936	3,147
	Gedo	709	388	1,091
	Total	5,472	2,595	7,971
Southwest	Bakool	1,312	692	1,995
	Bay	849	441	1,267
	Lower Shabelle	4,398	2,109	6,394
	Total	6,559	3,242	9,656
Hirshabelle	Middle Shabelle	1,324	700	2,005
	Hiiraan	1,944	779	2,636
	Total	3,268	1,480	4,641
Galmudug	Mudug	4,125	3,364	7,480
	Galgaduud	1,751	1,460	3,205
	Total	5,876	4,824	10,686
Banadir	Total	34,965	24,883	59,849
Central South 2015/16 Total		60.5%	39.9%	100.0%
		56,140	37,025	92,802
Puntland 2014/15 Total		65.2%	34.8%	100.0%
		9,662	5,161	14,821
Somaliland 2014/15 Total		61.1%	38.7%	100.0%
		53,792	34,025	87,993
Somalia Total		**61.1%**	**38.9%**	**100.0%**
		119,593	**76,211**	**195,804**

FGS, MOECHE, Education Statistics Yearbook 2015/16

The full ESA report shows a relatively sharp drop in proportions of enrolments from Form 1 to Form 4, with 32% of all those enrolled found in Form 1. This steadily drops to only 14.4% in Form 4.

Figure 6.   Secondary enrolment – Form 1 vs. Form 4, CSS/FGS by state/region, Puntland and Somaliland
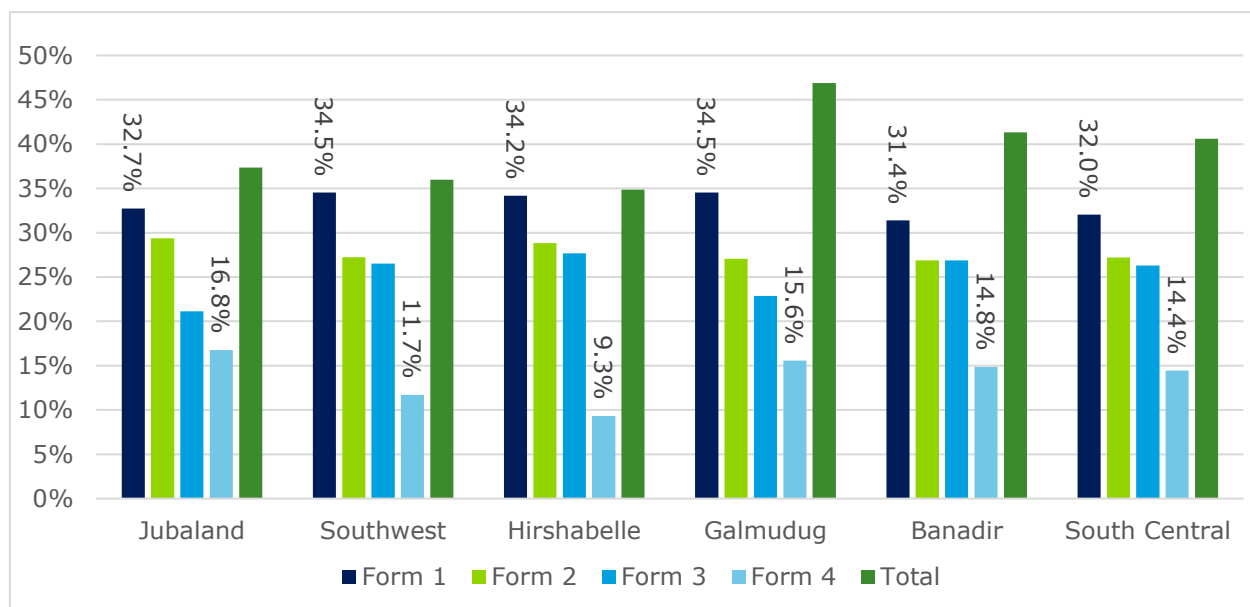
FGS, MOECHE, Education Statistics Yearbook 2015/16

Declining proportions of enrolment across higher levels of secondary education suggests one of two possible explanations. First, is that population growth and greater numbers of enrolment in primary education and then secondary education means that the secondary Subsector is growing rapidly and absorbing greater numbers of children each year, which accounts for higher proportions of students at lower levels of secondary school compared to higher levels. The second possible reason is that students drop out of secondary school as they progress across higher levels and this would be consistent with findings regarding the static level of progress with secondary GER and NER for the past several years. In all probability the decline is a mix of the two factors with drop out probably contributing the most. Several possible reasons explain the drop out:

- Lack of parent engagement
- Poor academic performance discouraging both learners and parents
- Work/Family economic needs
- Lack of a supportive adult
- Disconnect between school academics and work
- Not enough individualized attention
- Costs of school fees
- Opportunity costs of potential earnings and valuable labour from youth
- Low student engagement[54].

---

[54] Sabates, R. et al. 2012. School Drop out: Patterns, Causes, Changes and Policies. Background paper prepared for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education. Sussex: University of Susses/UNESCO.

Enrolment by Locality (Urban and Rural). ESA findings show that the majority of secondary school enrolments are in urban areas, 94.5% with only 5.5% in rural areas. Not surprisingly, this is due to limited secondary school facilities in rural areas, insufficient numbers of teachers and supplies in rural areas, and weak capacity of government to support services in rural areas. In CSS only 1.3% of learners enrolled are in rural areas. The equivalent figure in Somaliland is 6%, while Puntland has the highest with over 15% of secondary enrolment recorded as being in rural areas.

Within CSS, the pattern of secondary school services being concentrated in urban areas is repeated across virtually every state and region with urban enrolments accounting from between 93% and 100% of all secondary school enrolments which represents in numbers only 1,230 students enrolled in secondary education in rural areas compared to 91,573 in urban areas. Considering the national inequities between urban and rural enrolments (nationally 184,955 students enrolled in urban areas compared to only 10,849 students enrolled in rural areas), even in places such as Somaliland, enrolment figures suggest inherent cultural biases regarding the distribution of resources between rural and urban areas that go beyond security concerns and budget constraints.

Roughly one-third of secondary school students (nearly 30%) are enrolled in 'government' managed schools with the majority enrolled in schools that are 'non-government' managed. This varies greatly across Somalia however, with over 50% of secondary school students in Puntland and Somaliland enrolled in 'government managed' secondary schools. In CSS only a tiny proportion of secondary school students (8%, or 9,892 students) are enrolled in 'government-managed' schools compared to 'non-government' managed schools (92%, or 110,722students. The only exception to this is Galmudug State where just over 25% of students are enrolled in 'government managed' secondary schools, particularly in Mudug Region where 61.3% of all secondary students (or 873 of 1,424) are enrolled in 'government managed' secondary schools. The smallest proportion of students enrolled in 'government managed' secondary schools are in Banadir State (0.09%) – which is where the majority of secondary school students are enrolled in Central South. Females account for only some 39% of secondary school enrolments.

'***Ownership' of Secondary Schools***. There are a total of 372 secondary schools in the Central South. The region with more secondary schools in Central South Somalia is Banadir, amounting for a total of 59 schools (30.3% of all schools in CSS). There is no data available on the number of secondary schools in Middle Juba region, and Gedo Region has the fewest secondary schools in Central South Somalia. In Central South Somalia, only 8% of students are found in schools under the direct authority of government.

Table 39. Secondary Enrolment by Ownership, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Government			Non-government			Total			% of Gov't
		M	F	Tot	M	F	Tot	M	F	Tot	
Jubaland	Lower Juba	230	106	327	2,317	1,165	3,406	2,547	1,271	3,733	8.8%
	Middle Juba*	-	-	-	-	-	-	2,216	936	3,147	-
	Gedo	89	53	142	620	335	950	709	388	1,091	13.0%
	Total	553	257	800	4,918	2,338	7,171	5,472	2,595	7,971	10.0%
Southwest	Bakool	-	-	-	-	-	-	1,312	692	1,995	-
	Bay	-	-	-	849	441	1,267	849	441	1,267	0.0%
	Lower Shabelle	93	78	171	4,305	2,031	6,223	4,398	2,109	6,394	2.7%
	Total	110	93	203	6,449	3,150	9,453	6,559	3,242	9,656	2.1%
Hirshabelle	Middle Shabelle	143	92	234	1,181	609	1,771	1,324	700	2,005	11.7%
	Hiiraan	-	-	-	1,944	779	2,636	1,944	779	2,636	0.0%
	Total	113	67	178	3,156	1,412	4,463	3,268	1,480	4,641	3.8%
Galmudug	Mudug	2,521	2,070	4,586	1,603	1,295	2,894	4,125	3,364	7,480	61.3%
	Galgaduud	-	-	-	1,751	1,460	3,205	1,751	1,460	3,205	0.0%
	Total	1,496	1,211	2,702	4,379	3,614	7,983	5,876	4,824	10,686	25.3%
Banadir	**Total**	335	213	549	34,630	24,670	59,300	34,965	24,883	59,849	0.9%
Central South 2015/16 Total		5,683	4,240	9,892	68,102	43,299	110,722	77,315	49,164	125,756	8%
Puntland 2014/15 Total**		5,700	2,712	8,411	3,961	2,449	6,410	9,662	5,161	14,821	57%
Somaliland 2014/15 Total**		31,611	17,215	48,919	22,181	16,810	39,074	53,792	34,025	87,993	56%
Somalia Total		42,994	24,167	67,222	94,244	62,558	156,206	140,769	88,350	228,570	291%

FGS, MOECHE, Education Statistics Yearbook 2015/16

GER for Secondary Education. As shown in Table 40, the Somalia national secondary GER is 15.8%. Central South Somalia has a GER of 14.6% for both and 11% for girls and is below both Puntland and Somaliland. Within CSS, Banadir has the highest GER at 35.7%. All the other states all have a GER of below 10%, with the lowest found in Southwest at 2.9% - suggesting that virtually none of the children there attend secondary school. Similarly low figures are found in most other states.

Table 40.   Secondary GER by Gender, CSS/FGS by state/region, Puntland and Somaliland

State	Region	M	F	Total
Jubaland	Lower Juba	10.9%	6.9%	8.9%
	Middle Juba	16.0%	7.3%	11.8%
	Gedo	3.8%	2.0%	2.9%
	Total	6.9%	4.0%	5.4%
Southwest	Bakool	6.3%	5.1%	5.8%
	Bay	2.2%	1.5%	1.8%
	Lower Shabelle	5.8%	3.3%	4.6%
	Total	3.6%	2.2%	2.9%
Hirshabelle	Middle Shabelle	5.1%	3.3%	4.2%
	Hiiraan	10.1%	5.7%	8.0%
	Total	7.6%	4.5%	6.2%
Galmudug	Mudug	11.0%	10.1%	10.6%
	Galgaduud	6.7%	6.0%	6.3%
	Total	8.0%	7.2%	7.6%
Banadir	Total	42.2%	29.3%	35.7%
Central South 2015/16 Total		**14.6%**	**11.0%**	**12.9%**
Puntland 2014/15 Total		17.6%	10.1%	14.0%
Somaliland 2014/15 Total		25.1%	17.1%	21.3%
Somalia Total		**18.3%**	**13.0%**	**15.8%**

FGS, MOECHE, Education Statistics Yearbook 2015/16
*Corrected for missing regions using UNFPA, PESS (2014)

There are remarkable inequities between urban and rural areas such as Banadir and other states and regions such as Bay and Bakool in the proportion of learners enrolled in secondary schools. While GER is generally low, most learners enrolled in other states and regions are in urban areas meaning that few nomadic and pastoralists access secondary school.

For Central South Somalia, EMIS data suggests that some 92% of children and adolescents within the official age range for secondary school are not in secondary school. It is most likely that a proportion are in primary school as over-aged students, while others are simply out-of-school or have never been to school. This would be particularly true for adolescents from pastoral and IDP communities where educational inequities are highest. It is assumed that a high proportion of the students enrolled in secondary school are overage adolescents and youth. This may be due to late entry as many start primary school late or because of repetition across grade levels of primary and secondary school or due to learners taking a year out of school to earn money for paying school fees. Comparing Secondary GER against Secondary

NER indicates that late school starting is widespread across Somalia (GER only 7.6% in CSS – for further details see the full ESA report).

Single vs. Double-Shift Schools. The majority of secondary schools across Somalia (which are concentrated in urban areas) use 'single-shift' teaching (73.2%). The highest proportion of single-shift secondary schools is found in Somaliland (95.9%) and the fewest in Puntland (42.7%). Only Puntland seems to utilize double-shift teaching as an important strategy to increase access to education by overcoming limited infrastructure, teachers and learning materials and which also tends to reflect a generally stronger approach in Puntland for overcoming rural vs. urban inequities compared to other areas of Somalia.

In Central South Somalia 70.4% of secondary schools utilize single-shift teaching with the remaining 29.6% (110 out of 372) utilizing double-shift schooling. Double-shift teaching is most utilized in Southwest State with 37.1% of secondary schools being double-shift, with Lower Shabelle Region within Southwest State having some 40% of all secondary schools double-shift. Similarly, Hirshabelle State has nearly 29% of its schools using double-shift teaching, with Middle Shabelle Region having the highest proportion of double-shift schools (57.1%) of all regions across Central South Somalia. Banadir also extensively utilizes double-shift teaching, with roughly 32% of schools using double-shift teaching.

Table 41. Schools by Single and Double-shift Teaching, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Schools surveyed	Shift			
			Single shift		Double-shift	
Jubaland	Lower Juba	13	11	84.6%	2	15.4%
	Middle Juba*					
	Gedo	13	10	76.9%	3	23.1%
	Total	26	21	80.8%	5	19.2%
Southwest	Bakool					
	Bay	5	4	80.0%	1	20.0%
	Lower Shabelle	30	18	60.0%	12	40.0%
	Total	35	22	62.9%	13	37.1%
Hirshabelle	Middle Shabelle	7	3	42.9%	4	57.1%
	Hiiraan	14	12	85.7%	2	14.3%
	Total	21	15	71.4%	6	28.6%
Galmudug	Mudug	12	10	83.3%	2	16.7%
	Galgaduud	18	17	94.4%	1	5.6%
	Total	30	27	90.0%	3	10.0%
Banadir	**Total**	260	177	68.1%	83	31.9%
Central South 2015/16		372	262	70.4%	110	29.6%
Puntland 2014/15**		75	32	42.7%	43	57.3%
Somaliland 2014/15**		146	140	95.9%	6	4.1%

Somalia Total	593	434	73.2%	159	26.8%

FGS, MOECHE, Education Statistics Yearbook 2015/16

School Management and CECs. The full ESA report shows that over 96% of secondary schools across Somalia are managed by non-governmental institutions, namely community organizations, private sector and NGOs. Ownership of formal secondary schools at district level in Somalia is predominantly by the community. Most secondary schools 85.3% have a school management committee (SMC). Conversely, only 51.4% have a parent's teachers association (PTA)[55]. PTA in the form of Community Education Committees (CECs) are constituted by the community, local elders, local education authorities and teachers. Within the regions and states, Benadir which has the highest number of schools has 99% of the schools managed by Non-governmental bodies while Galgaduud, Hiraan and Bay have no schools run by government. It is likely that these regions, as they are largely underserved have communities coming together to provide schools where government and not-for profit entities cannot. The role of community in improving learning outcomes for children is clear, "Parent, family, and community involvement in education correlate with higher academic performance and school improvement. When schools, parent, families and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enrol in higher level programs".[56] Evidence also shows that personnel, especially teachers, are more likely to attend school more regularly when parents have a meaningful role in recruitment of staff[57].Thus an active CEC can be an indicator of responsive school management and the retention of teachers schools and improved learning outcomes, can, in these circumstances, serve as an indicator of the effectiveness of parental and community participation.

Promotion, Repetition and Dropout rates. The MoECHE does not have consecutive information about student promotion, repetition and dropout rates. However, as figures become more reliable cohort figures across schools may become available in the future.

Special Education Needs. The total enrolment of students with special needs in secondary schools across Central South Somalia is 132 for the 2015/16 period, of which 58.3% are visually impaired, 25.8% are movement impaired and 15.9 are hearing-impaired. While available data suggests that visual disability is the most common special need in secondary schools, this may well be because it is the most obvious and easiest to notice and record. The lack of data regarding children with special needs suggests that most adolescents and young people dealing with some form of disability have been excluded from consideration. In particular children suffering trauma as a result of conflict and stunted development at early

---

[55] United Nations Educational, Scientific and Cultural Organization. Program of Education for Emergencies and Reconstruction. 2009. Survey of Secondary Education in Somalia 2008. Nairobi: UNESCO PEER.

[56] 'Parent, Family and Community Involvement in Education, An NEA Policy brief, NEA Education Policy and Practice Department, Center for Great Public Schools, Washington D.C., available at: http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf; Artha et al (2012), 'Improving Educational Quality through Enhancing Community Participation: Results from a Randomized Field Experiment in Indonesia', available at: http://siteresources.worldbank.org/EXTABCDE/Resources/7455676-1315933592317/8143947-1335963402037/8622235-1336401580364/Session-3-Menno_Pradhan.pdf. On statistical correlation between increased community participation ion school management and improved learning outcomes and teacher retention see: UNICEF (2012), 'We Like Being Taught' – A study on teacher absenteeism in Papua and West Papua, Indonesia. Jayapura: Indonesia (UNICEF, UNCEN, UNIPA)

[57] Anderson, S.; Mundy, K. School Improvement in Developing Countries: Experiences and Lessons Learned. p10. Montreal: Aga Khan Foundation Canada.

stages of life due to malnutrition or disease are not considered here, even though they must be a major problem in or out of school and one which any future ESSP must address.

Distribution of teachers. Based on validated government EMIS data, as shown in Table 42 and Table 43 there are a total of 5,428 secondary school teachers across Somalia (Somaliland 1,804, Puntland 779, Central South 2,845). Just under 3% of these are female teachers (or 162), with 29.8% of all teachers working on 'government managed' secondary schools (in Puntland 54.3%, in Somaliland 60.7%, and Central South only 3.6%). Central South has the highest number of secondary teachers, working in 'non-government' managed schools. While looking at these figures, it should be born in mind that many teachers in fact work across both private and public schools, often covering a 'full time' job in each. Of the 2,845 secondary school teachers in Central South Somalia only 57 are female, or 1.9%.[58].

Table 42. Secondary Teacher Distribution by ownership, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Government				Non-government				% Gov't
		M	F		Tot	M	F		Tot	
Jubaland	Lower Juba	15		0.0%	15	95	3	3.1%	98	13.3
	Middle Juba*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Gedo	10		0.0%	10	61	3	4.7%	64	13.5
	Total	**25**	**0**	**0.0%**	**25**	**156**	**6**	**3.7%**	**162**	**13.4**
Southwest	Bakool	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Bay	n/a	n/a	n/a	n/a	29	1	3.3%	30	0
	Lower Shabelle	6		0.0%	6	201	1	0.5%	202	2.9
	Total	**6**	**0**	**0.0%**	**6**	**230**	**2**	**0.9%**	**232**	**2.5**
Hirshabelle	Middle Shabelle	9		0.0%	9	64		0.0%	64	12.3
	Hiiraan	n/a	n/a	n/a	n/a	139		0.0%	139	0
	Total	**9**	**0**	**0.0%**	**9**	**203**	**0**	**0.0%**	**203**	**4.2**
Galmudug	Mudug	34	2	5.6%	36	36	1	2.7%	37	49.3
	Galgaduud	n/a	n/a	n/a	n/a	76	2	2.6%	78	0
	Total	**34**	**2**	**5.6%**	**36**	**112**	**3**	**2.6%**	**115**	**23.8**
Banadir Total		**23**	**3**	**11.5%**	**26**	**1,990**	**41**	**2.0%**	**2,031**	**1.3**
Central South 2015/16		**97**	**5**	**4.9%**	**102**	**2,691**	**52**	**1.9%**	**2,743**	**3.6**
Puntland 2014/15**		410	13	3.1%	423	342	14	3.9%	356	54.3
Somaliland 2014/15**		1,035	60	5.5%	1,094	692	18	2.5%	709	60.7
Somalia Total		**1,542**	**78**	**4.8%**	**1,619**	**3,725**	**84**	**2.2%**	**3,808**	**29.8**

FGS, MOECHE, Education Statistics Yearbook 2015/16

As with student enrolment, 92.4% of secondary school teachers across Somalia are found in urban areas. This is highest in Central South with 98.7% of secondary teachers found in urban

---

[58] Federal Government of Somalia. 2016. Education Statistics Yearbook 2015/16. Mogadishu: MoECHE.

areas followed by Somaliland with 90% in urban areas. Puntland has a much lower proportion of teachers in urban areas at 75%, though still fairly high.

The significant differences and high variations across states, and even between neighbouring regions within states, points to overall weaknesses with 'enabling environment' factors related to governance, policies and quality standards for supporting teacher training across all of Central South Somalia and, by extension, all of Somalia. While there have been numerous attempts, constant changes in ministerial leadership have undermined any sustained progress on strengthening teacher qualification and training initiatives in a manner that will strengthen a coherent and sustainable system. However, recognition should be given to the continued impact of the 'Scott' Teacher training program, especially at the recently reopened Somali National University where over 200 teachers are in training for Primary or Secondary level teaching. In addition, several universities now rum full degree programs for Form Four leavers who want to train as teachers. E.g. Banadir and Mogadishu Universities.

Aside from data on 'qualified' teachers, government EMIS data does not provide information on teacher training programs and the extent to which teachers have benefitted from such initiatives to improve teaching and learning processes for children in classrooms. To fill this gap, data is drawn from a 2016 Rapid Baseline Survey conducted by UNICEF. Based on a sample of 2,201 secondary school teachers in Central South Somalia, the proportion of teachers who have received some type of pre- or in-service training (20%). While not replacing the function of formal qualification set out by the government, these trainings have been provided by development partners with funding from donors with the aim of improving the quality of learning processes in classrooms for children and adolescents. The states with the highest proportion of teachers receiving pre- and in-service training have been Jubaland State (49%) and Southwest State (42%), with Lower Juba Region and Bakool Region having the highest proportion of teachers trained relative to other regions within their states (68% and 46% respectively).   Other regions with a high proportion of teachers receiving pre- and in-service training is Middle Shabelle Region in Hirshabelle State with 42% of teachers trained. Regions with the lowest proportion of teachers trained are Gedo Region (8%) and Bay Region (4%). No data is available on the impact that trainings have yielded for improving children's learning, nor on the quality of the training delivered by different partners on the ground.

There is a lack of evidence collected as to how successful these training have been. Available evidence is anecdotal but does suggest concern as to whether they fit in with any long-term priorities or have any long or short-term impact in the classroom, especially in terms of subject and skills teaching.

Table 43.   Secondary Teachers by Gender, Urban vs. Rural, CSS/FGS by state/region, Puntland and Somaliland

State	Region	Urban				Rural				Total				% Urban
		M	F		Tot	M	F		Tot	M	F		Tot	
Jubaland	Lower Juba	110	3	2.7%	113					110	3	2.7%	113	100.0%
	Middle Juba*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Gedo	64	3	4.5%	67	7		0.0%	7	71	3	4.1%	74	90.5%
	Total	**174**	**6**	3.3%	**180**	**7**		0.0%	**7**	**181**	**6**	3.2%	**187**	96.3%
Southwest	Bakool	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32	7	17.9%	39	n/a
	Bay	21		0.0%	21	8	1	11.1%	9	29	1	3.3%	30	70.0%
	Lower Shabelle	202	1	0.5%	203	5		0.0%	5	207	1	0.5%	208	97.6%
	Total	**223**	**1**	0.4%	**224**	**13**	**1**	7.1%	**14**	**236**	**2**	0.8%	**238**	94.1%
Hirshabelle	Middle Shabelle	73		0.0%	73	n/a	n/a	0.0%		73		0.0%	73	100.0%
	Hiiraan	139		0.0%	139	n/a	n/a	0.0%		139		0.0%	139	100.0%
	Total	**212**		**0.0%**	**212**	n/a	n/a	**0.0%**		**212**		**0.0%**	**212**	**100.0%**
Galmudug	Mudug	70	3	4.1%	73	n/a	n/a	0.0%		70	3	4.1%	73	100.0%
	Galgaduud	69	2	2.8%	71	7		0.0%	7	76	2	2.6%	78	91.0%
	Total	**139**	**5**	**3.5%**	**144**	**7**		**0.0%**	**7**	**146**	**5**	**3.3%**	**151**	**95.4%**
Banadir	**Total**	**2,003**	**44**	2.1%	**2,047**	**10**		0.0%	**10**	**2,013**	**44**	2.1%	**2,057**	99.5%
Central South 2015/16		**2,751**	**56**	**2.0%**	**2,807**	**37**	**1**	**2.6%**	**38**	**2,788**	**57**	**2.0%**	**2,845**	**98.7%**
Puntland 2014/15**		562	22	3.8%	584	190	5	2.6%	195	752	27	3.5%	779	75.0%
Somaliland 2014/15**		1,553	70	4.3%	1,623	173	8	4.4%	181	1,726	78	4.3%	1,804	90.0%

Education Statistics Yearbook 2015/16. Mogadishu: MoECHE

Teacher Qualifications. Across Somalia only 34.4% of secondary school teachers are classified as 'qualified' accordingly to government EMIS. This is highest in Somaliland at 55%, followed by Puntland at 35.6% and then Central South Somalia with the lowest proportion of qualified secondary school teachers at only 21.1%. There are also significant differences across regions and states regarding the proportion of qualified secondary school teachers. Banadir State appears to have one of the lowest proportions of qualified teachers at only 17%, while the highest is Jubaland State with 55.1%. The state with the second highest proportion of qualified teachers is Hirshabelle State with 35.8% and the second lowest is Southwest State with 21% qualified.

Along with poor remuneration for teachers, lack of teaching qualifications and teacher training is a major challenge for improving the quality of education for children in Central South, as well as the entire country. [59]

Teacher Remuneration. Payment of teachers by government in a sustainable manner has proven a major challenge in Somalia for many years, often being pointed to as the greatest obstacle for ensuring a functioning and affordable education system. Across Somalia 50% of secondary school teacher salaries are paid by 'private' sources, 22% by ministries of education (or government directly), 17% by 'community' with the remaining 8% covered by 'other' or 'undefined' sources. Government pays for the highest proportion of teacher salaries only in Somaliland (59%), while in Puntland and Central South government accounts for only a small proportion of payment of teacher salaries (9% and 3% respectively). 'Private' funding sources account for the lowest proportion of payment for teacher salaries in Puntland (only 1%) followed by Somaliland (24%), with the highest proportion found in Central South (79%). Meanwhile, 'community' is the highest proportion in Puntland (85%) and lowest in Somaliland (only 1%), while in Central South only 9% of teacher payments are made by 'community'. These significant differences between governments regarding payment of teacher salaries is largely due to the more extreme histories of violence, conflict, state collapse and fragility in Central South and a tradition of self-sufficiency and community support for teachers in Puntland that can be traced back to the opening of the larger schools in 1999.

Within CSS, while community overall accounts for a small proportion of teacher payments, in Jubaland 'community' contributes 21% toward payment of teacher salaries, with 'community' in Gedo Region contributing 45% of funds for this. There are also variations in the way the government contributes to teacher salaries. Although the highest average across all states does not exceed 12%, in several regions government emerges as large source of funding for teacher salaries (Bay Region 27% and Middle Shabelle Region 36%). The lowest proportion of teacher salaries paid by government is in Banadir, only 1% paid. Conversely, 'Private' sources for paying teacher salaries is highest in Banadir State at 88%.

Based on government data, NGOs and other international organizations emerge as important sources for funding teacher salaries in areas where 'community' and 'private' are relatively low as a source of funding teacher salaries. This appears most notable in Jubaland State where NGOs and other development partners account for 35% of teacher salaries. However, rural

---

[59] Hussein, A.S.A. 2015. Educational challenges in post-transitional Somalia. Case study Mogadishu. Mogadishu: Heritage Institute for Policy Studies.

areas often do not have the community or private funds available to pay teachers, thus reinforcing the inherent urban bias in education service provision.

Secondary Pupil-teacher Ratio. The overall student: teacher ratio stands at 22.1 students per teacher, although this varies considerably by region as well as by school ownership. Thus, while there may be shortages in some geographical areas and some subjects such as maths and English may be short of teachers, the overall ratio of teachers to students does not suggest a shortage of teachers. In fact, there are several regions where available data suggests that the number of teachers may be too low. This suggests greater efficiencies can be achieved by maximizing pupil-to-teacher ratios to reduce high recurrent costs for teacher salaries in a context where government struggles to pay teachers on a regular basis.

Secondary Pupil-Classroom Ratio. Data on Pupil-classroom ratios could not be produced for the ESA as part of this ESSP development process.

Curriculum. The MoECHE faces a challenge of implementing a unified national curriculum in the country. Although there are various locally adapted curricula which majority of schools in CSS use (33.9%), a unified national curriculum framework has only recently been ratified by the Ministry and is now in the process of being introduced into schools. Therefore, for the last 10 years, some schools have followed a variety of secondary curriculum, especially in Central and Southern Somalia. Some schools followed the Kenyan curriculum, up to 13 others used curricula from Saudi Arabia and the UAE[60]. The main challenges with this arrangement is that provision of relevant quality teaching and learning materials such as guides and textbooks is quite expensive. It also counteracts attempts at unity and the provision of relevant education, especially of social studies, as different schools learn different versions of history and geography, often more relevant to other countries and cultures than Somalia.

Secondary Pupil-Textbook Ratio. The full ESA report shows that the ratio of textbooks to students is 33:1 for Arabic textbooks, 23:1 for English, 19:1 for Maths and 64:1 for Somali textbooks. The availability of Somali textbooks is in fact lowest in Somaliland where government EMIS data shows a ratio of 82:1. The only area with a higher ratio is 99:1 in Jubaland State.

For Central South, textbook to student ratios are 19:1 for Arabic, 36:1 for English, 28:1 for Maths, and 51:1 for Somali. Given these high ratios it is easy to assume that across all regions and states there is simply an insufficient number of learning materials for students in secondary schools. While true, there are important variations to the availability of textbooks which point to major weaknesses with learning material 'supply chains' in Central South Somalia (and in fact the entire country). The lack of textbooks in secondary schools more correctly points to broad-based deprivations regarding learning supplies in schools, insufficient financing to equip schools with learning materials, and potentially serious challenges with the effective production, procurement, and distribution of textbooks (i.e. 'supply chain)

Another important observation is that the type of textbook least available for students are Somali textbooks. The availability of Somali textbooks across Central South is 51:4, but in the

---

[60] Federal Government of Somalia. 2016. Education Statistics Yearbook 2015/16. Mogadishu: MoECHE.

extreme cases at regional level (which may be somewhat overstated) is 253:1, followed by 175:1.

Somali remains the National Language and is still the language in which most learners think and develop their concepts. Very few learners in fact have enough English to learn in English at Secondary level and in reality most classes are bilingual with the oral teaching in Somali and the reading and writing in English. Textbooks materials, when available, can thus prove a barrier to learning in secondary schools unless they are written in very accessible English or the learners English greatly improved and this may be a second reason why schools put less emphasis on buying textbooks for every student - students cannot use them efficiently. In schools where English is the medium of education, i.e. all government schools and a majority of private schools, the lack of appropriate textbooks has remained a major issue. Up until 2011 textbooks were being supplied by funding from the European Union for all government secondary schools in Puntland and Somaliland and selected schools in Central South through a virtual budget.

Learning Outcomes. There are two sources for measuring learning outcomes between 2013 and 2016. The largest umbrellas have set their own exams for their schools, or in some circumstances they have moderated a school's own school leaving exams. The second source is the Ministry of Education's centrally organised Form Four examinations.

Learning assessments produced by Umbrella education organizations tend to be norm referenced rather than criteria referenced i.e. are based on the bell curve with average marks very high, usually in the high 80% range. While it would be possible to compare results over time for the Umbrella schools based on their leaving exams, changes in marks between years would reflect changes in marking criteria based on changes in the 'norm' rather than improvements in learning outcomes. Furthermore, the examinations throughout have tended to be heavily content based rather than skills based as required under the new curriculum framework.

The second source for measuring learning outcomes is the Ministry exams. AET has supported the Ministry of Education in setting the form four exams for the last three years (2017 included). Results as show in Table 44 comparing 2013 and 2016 should provide some measures on progress with learning outcomes. However, these figures should be treated with caution as they are neither totally reliable nor comprehensive. Prior to 2016, the Ministry exams only applied to a small sample of schools. In addition, the reliability of their marking prior to 2016 was not assured. Lack of security meant that the exams were not so closely invigilated and many of the markers were not trained and nor was the marking well moderated. Thus, the exams in 2013-15 could not be described as of international standard. Marking was largely carried out by the schools or umbrellas and any moderation that occurred was done at a distance. Four years ago, based on the evidence of the examiner who moderated across the three regions, marking of English in the final exams in Mogadishu for that year reflected marks of 30% above what would have been given by the exam boards in Somaliland or Puntland. Thus, figures provided are used as a sign of improvement in assessment procedures and reliability of marking.

In 2016, 87.5% passed their Form 4 exams with at least an E grade. The pass marks at D and E have relatively low passing criteria and a Grade C could be used as a more reliable measure, especially as this is the level recommended for university entrance.

Table 44.   Learning outcomes for Form 4 and Grade 8 Examinations taken in CSS

	Grade 8		Form 4	TOTAL
2013				
Number of students	3039		759	3798
Language used in 2013	Somali		Arabic 24% Somali 8% English 68%	
MLA GRADE 7 administered Feb 2013	5% Sample			
2016				
Numbers	3410		11574	14,984
No who pass	3153		10,104	
% pass	92.5%		87.4%	
LANGUAGE 2016	Somali 73% English 18% Arabic 10%			

Types of school Infrastructure.   The majority of secondary schools in Central South Somalia, 65%, are classified as 'permanent' structures, 21% ae classified as 'semi-permanent' structures and another 14% classified as 'temporary' structures. Galmadug State has the higher proportion of 'permanent' structure secondary schools while Southwest and Hirshabelle have the lowest at 57% each. Regions within states with the highest proportion of fixed structures schools are Gedo (88%) and Mudug (84%), those with the fewest are Bakool (40%) and Middle Shabelle (50%), while remaining regions vary between 55% and 69%. More permanent structures tend to be built in regions with relatively better security and learning environment is conducive. 'Temporary' structures are least common across Central South with only one state, Southwest State, nearly 20% of schools of such a type. Only in regions with high IDP populations and a higher population concentration in urban areas do 'temporary' structures appear more greatly utilized (Lower Juba 18%, Bakool, Bay 25% and Middle Shebelle 17%).

Quality of Secondary School Infrastructure. When considering the proportion of schools with 'good' infrastructure, several regions appear slightly worse off than others. These are Bakool Region, Lower Shabelle Region, Middle Shabelle Region and Hiraan Region. Only 8% of secondary school infrastructure in Central South is classified as being in 'good' condition, 53% in 'fair' condition, and a large proportion at 39% in 'poor' condition.

Only Jubaland and Southwest states have relatively large proportions of their secondary school infrastructure classified in 'good' condition (35% and 20% respectively). However,

large proportions of schools in 'good' condition are concentrated in a few regions, while other such as Gedo Region and Lower Shabelle Region have a very small proportion of school infrastructure in 'good' condition (6% and 4% respectively). Variations across regions within states also point to weak school maintenance and management systems on the part of 'owners' of schools, the absence of quality standards and operational funding to maintain existing school facilities in a 'good' condition. As such, the highly varied level of school infrastructure quality suggests that management of schools varies greatly and is highly dependent on community participation or other localized dynamics.

Water and Hygiene Facilities in Schools. Only 35.3% of secondary schools have access to any type of water supply, while 64.7% reported not having access to a water supply., This appears to be much lower than the proportion of schools with access to some type of water supply as reported in government EMIS data from Puntland and Somaliland (93% and 64% respectively), though it is employing a different data set and methodology to that used by Puntland and Somaliland EMIS

Figure 7.   Proportion of Secondary Schools with access to water, CSS
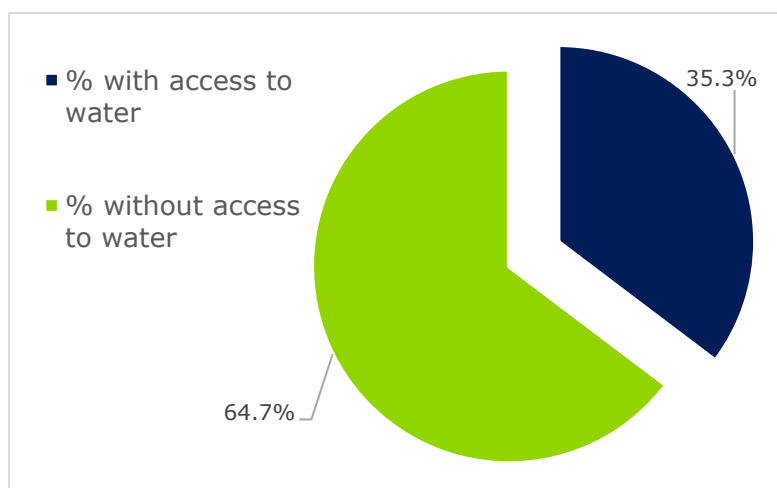
UNICEF Rapid Baseline Survey 2016

Secondary school with access to alternative water sources. Of 187 secondary schools surveyed across 10 regions of Central South only 39 (or 21%) reported having access to alternative sources of water (rivers and streams, rain water, other) (UNICEF Rapid Baseline Survey 2016). The overall proportions of schools across state level reporting access to alternative water sources was similar at around 20%-23% except in Galmadug State where only 15% of schools reported access to alternative water sources. Within states only several regions reported much higher proportions of schools with access to alternative water sources which included Bakool and Middle Shabelle regions (40% and 67% respectively).

Secondary Schools with access to safe water supply. Few schools have access to safe water. The states with the lowest proportion of secondary schools with access to safe water are Hirshabelle (5%) and Galmadug (11%). Within Hirshabelle State, Middle Shabelle Region reported 0% of secondary schools with access to safe water. Conversely, Jubaland State reported the highest proportion of secondary schools with access to safe drinking water (21%),

though with varied levels across the regions of Lower Juba (higher at 29%) and Gedo (much lower at 13%) (UNICEF Rapid Baseline Survey 2016).

Schools with Latrines. The availability of functioning latrines/toilets is higher in secondary schools compared to other indicators, with 64% of 187 secondary schools across 9 regions having functioning latrines/toilets (UNICEF Rapid Baseline Survey 2016). This varies across states, with lowest proportion found in Jubaland State (55%) with increasingly higher proportion in Southwest State (61%), Hirshabelle State (65%), and then Galmadug State (72%). The proportion of schools with functioning latrines in Bakool Region is much lower at 20% when compared to other regions within Southwest State, Middles Shabelle is much lower at 33% compared to Hiraan Region in Hirshabelle State, and Lower Juba is much lower at 47% compared to Gedo Region in Jubaland State.

School Feeding in secondary schools. Only 17% of 187 secondary schools reported having some type of school feeding program available in schools (UNICEF Rapid Baseline Survey 2016). Southwest State had the lowest proportion with only 9%, with the highest proportions in Jubaland, Hiraan and Galmadug states (24%, 24% and 23% respectively). However, the available survey data again shows very significant variations across regions within states. Gedo Region has a much lower proportion at 13% compared to Lower Juba Region, while Middles Shabelle Region reported 0% compared to Hiraan Region at 24% in Hirshabelle State. All regions in Southwest state have low proportions of schools with school feeding programs but Bakool Region was the only one to report 0%. Only Mudug and Galgaduud regions within Galmadug State reported comparable proportions of schools with school feeding programs (26% and 21% respectively).

6.2 Policy Context

Key policy documents guiding planning for the secondary subsector include:

1. Draft National Education Policy 2017.
2. National Development Plan for Somalia 2017- 2019.
3. National Education Act 2017 (*Sharciga Waxbarashada Qaranka 2017*).
4. Teacher education and training policy 2017.
5. National Curriculum framework 2017.
6. Quality Assurance School Inspection manual.
7. Public Procurement, Concessions and Disposal Act, 23 November 2015.
8. Convention on the Rights of the Child (CRC).

In the Draft National Education Sector Policy, the main policy strategies for secondary education are summarized as follows:

Table 45.   Secondary Education Policy Strategies (Draft National Education Policy)

- Procure sufficient textbooks, teaching and learning materials to meet the needs of all learners in public secondary schools at a target ratio of 1 textbook per subject per learner.
- Locate, map and audit secondary school infrastructure and distribution to create a register of these buildings and their geographic location in relation to feeder primary schools.

- Undertake the prioritized, phased planning for up-grading, renovation and building of new facilities, including appropriate and gender sensitive water and sanitation facilities, to ensure compliance with agreed minimum standards of provision and cater for the output of primary education.
- Review the job descriptions and terms of reference of all teachers, head teachers and system managers at every level to be competency and performance-based.
- Audit existing secondary education teacher numbers as well as projected output from Teacher Training Colleges, by subject area and grades taught, to identify short-, medium- and long-term shortfalls and training requirements.
- Develop fiscally-realistic environmental incentives in the ESSP to ensure the recurrent staffing of rural and other isolated secondary schools.
- Ensure appropriate access to quality education for learners with special needs or who are orphaned, vulnerable or stigmatized without discrimination.
- Promote schools as Centres of Care and Support, advocating a culture of tolerance, gender-sensitivity and human rights in accordance with relevant laws and regulations.
- Ensure that all learners of appropriate ages who have passed primary education have access to secondary school education within a 5 km radius of their homes.
- Ensure that every secondary school has at least one qualified teacher in basic science and mathematics subjects by 2020 to improve teaching of these subjects.
- Place all secondary school head teachers and teachers on a performance management system.
- Ensure the recurrent annual supply of appropriately qualified teachers by grade and subject through increased access to pre-service training in line with the new curriculum.
- Provide a cadre of trained and competent school inspectors to monitor and ensure a learner-friendly school environment, quality of educational delivery, compliance with curriculum requirements and the teaching of life skills.
- Establish an inter-active dialogue and planning process between secondary school systems and the TVET and tertiary education systems to quantify and project transition rates and facilitate effective bridging and entry programs.
- Ensure that all learners of appropriate ages who have passed junior secondary education have access to senior secondary education.
- Reduce the national repetition rate for secondary school to 5%.
- Implement an average learner/teacher ratio of 35:1 in secondary education.
- Integrate information and communication technology (ICT) in the secondary school curriculum.
- Eliminate all barriers to learner achievement, including but not limited to those related to gender, disability, special needs, stigma or discrimination.
- Develop policy that regulates private schools and monitor its implementation

Draft National Education Sector Policy 2017

6.3 Priority Policy Objectives, Strategies and Activities for Secondary Education Subsector

The Priority Objectives for the Secondary Education subsector are aligned with the mission, visions, and goals of the MOECHE, draft National Education Policy and the NDP targets, relevant policy documents, and are based on the key findings of the Education Sector Analysis (ESA) 2012-2016. Listed priority objectives will focus on increasing access to secondary education and improving quality of learning outcomes that will be achieved by learners by addressing key determinants impacting upon enrolment and learning and that are realistically achievable during the timeframe of this ESSP.

6.3.1 Priority Objective 4.1: Expand equitable access to secondary schools

The ESA 2012-2016 reports that secondary education enrolment rates remain very low. This is particularly true for learners in rural areas, IDPs, pastoralists and female learners. For

example, it is reported that only 832 students were enrolled in secondary education in rural areas across Central and Southern Somalia. EMIS data further suggests that some 92% of adolescents within the official age range for secondary school are not enrolled in secondary education. Thus, the rationale for this priority objective is to address key policy and supply-side barriers for increasing secondary school enrolments. Strategies employed will focus on increasing domestic financing to support recurrent costs of secondary education and the expansion of free secondary education services, ensuring teachers are paid on a regular basis, expanding and rehabilitating school infrastructure (particularly for learners in rural areas or those areas that have in recent years have come under government control), and overcoming financial barriers for the most marginalized children from poor households.

6.3.1.1 Strategy 4.1.1: Strengthen regulatory mechanisms to generate domestic financing for secondary education

As with primary education, evidence shows that poverty and 'hidden costs' are major barriers for children to access secondary education services. However, these barriers are even greater at secondary level due to opportunity costs, cultural barriers for girls' related early marriage and expectations that girls will support households and siblings, and the overall poor financing environment for secondary education services.

This strategy will thus strengthen the regulatory framework for financing secondary education services and ensuring that teachers are sufficiently support to be retained in and regularly attend schools to provide continuous learning opportunities for children. These efforts will draw upon the lessons learned of the JPLG program for generating local government revenue and by working with the Prime Minister's Office as well as the and Ministry of Finance to secure parliamentary agreements specific mechanisms for generating finances for education.

6.3.1.2 Strategy 4.1.2: Expand and rehabilitate secondary school infrastructure

Sector analysis findings have demonstrated that there is a shortage of school buildings to support children's learning, especially in regions that face security risks. This shortage is much greater than the shortage identified in the primary education subsector. At the same time, existing school infrastructure is of poor quality after years of neglect in a context of ongoing conflict and weak financing and management systems to support school maintenance activities. This strategy will thus focus on overcoming supply-side barriers faced by learners by building new schools and rehabilitating existing buildings.

Key activities will include a mapping and priority needs assessment for new secondary school buildings in underserved areas where demand for secondary education is high. This exercise will be the basis for constructing secondary schools over the period of the ESSP. Additionally, existing secondary school buildings will be rehabilitated based on MOECHE construction standards that will ensure safe and healthy learning environments with gender-sensitive WASH facilities to support girls to transition to secondary education or to return to secondary education for those who have dropped out before completion.

6.3.1.3 Strategy 4.1.3: Develop pro-poor schemes to enroll learners in secondary education from disadvantaged groups

As with the Primary education subsector, ESA 2012-2016 findings have shown that inequities in secondary education are highest for adolescent, youth and communities from disadvantaged groups. This is especially true for IDPs, rural communities, urban poor children, and especially for girls within those groups. This strategy will thus increase secondary school enrolments by focussing support on marginalized groups to overcome demand side barriers related to poverty and hidden school costs.

Key activities will include developing an internal MOECHE budget plan to allocate greater funding support to girls and disadvantaged groups, as domestic financing increases and allocating scholarships to help overcome hidden costs and demand-side barriers springing from opportunity costs for continuing education. Additionally, the MOECHE will design and, working with development partners, NGOs and INGOs, implement school level plans to support community outreach activities to enrol disadvantaged adolescents and youth who have dropped out of secondary school or those who did not transition from primary to secondary school.

6.3.2   Priority Objective 4.2: Improve secondary education learning outcomes

While access to secondary education is perhaps the greatest challenge faced by potential learners in Somalia, improving learning outcomes in secondary education is also one of the major priority policy objective of this ESSP. Low quality of secondary education learning outcome, include the 'relevance' of what is learned, can also act as a demand-side barrier to increasing enrollment figures in secondary education considering opportunity costs and choices faced by households. In this regard, improving quality of learning outcomes is also seen herein as an important strategy that will lead to increased enrollments by addressing demand-side barriers. Available evidence suggests that key barriers to improving learning outcomes spring from an insufficient number of qualified teachers, the inequitable distribution of teachers between rural and urban areas, lack of learning materials, and weak usage of learning assessment systems to improve teaching and learning processes. Strategies will thus focus on increasing the availability of well-equipped teachers by strengthening in-service teacher training strategies and policies, developing and distributing learning materials based on the national curriculum framework, and strengthening the use of learning assessment systems in secondary education.

6.3.2.1 Strategy 4.2.1: Increase the equitable distribution of secondary school teachers across geographic areas including increasing proportion of female teachers

This strategy will address inequities in learning outcomes and distribution of supply-side barriers by working to achieve a more equitable distribution of teachers across geographic areas, as well as working toward recruiting a greater number of female teachers.

Key activities will include recruiting more secondary school teachers in rural or underserved areas using an equity-based approach to identifying needs across regions and, in order to incentivize teachers to work in under-served areas, will also introduce hardship allowances for teachers in high risk areas. Additional financial support schemes for teachers will be financed by increased domestic financing as it becomes available and through specific donor-funded contributions that are secured over the period of the ESSP.

6.3.2.2 Strategy 4.2.2: Improve quality of teaching in secondary schools

This strategy works toward increasing the proportion of well-trained and qualified secondary school teachers.

Key activities include updating the terms of reference for secondary school teacher and developing a teacher performance management and evaluation program. Activities will also develop effective in-service training for secondary school teachers. This will start with reviewing and updating existing training materials for secondary schools to ensure alignment with the endorsed national curriculum framework. In doing so, this will also help to strengthen the coherence and alignment of different training initiatives that have been rolled out over previous years.

Using updated training package materials that will include resource materials for teachers in schools, in-service training will be rolled out for teachers who are not yet qualified, who have had minimal exposure to in-service training in the past and prioritizing regions with greatest needs. The implementation of in-service trainings will be done in conjunction between the MOECHE at Federal and State level school supervisors working with local and international development partners inside Somalia. The overall approach will also seek to establish pre-server teacher training programs in National Universities.

6.3.2.3 Strategy 4.2.3: Develop and distribute learning materials based on national curriculum framework

The lack of learning materials and textbooks remain a major barrier to supporting learning in secondary education. While much time and effort have been expended on developing a unified outcome based national curriculum framework, there has yet to be any textbooks or teacher materials developed to support the implementation of the national curriculum framework. Instead, where learning materials are available they are often brought in from stocks in foreign countries and, as thus, learning may not be fully aligned to national development goals and desired learning outcomes found in the national curriculum framework. This strategy will thus address this supply-side barrier by producing and distributing appropriate textbooks for secondary school learners.

Key activities will include producing appropriate teaching and learning materials (TLMs) aligned to desired learning outcomes in the national curriculum framework and by applying 'conflict sensitive' quality assurance processes and will include institutionalizing quality assurance systems within the MOECHE for this purpose. This activity will be led a by Ministry with the support of international development partners who will facilitate the development of appropriate teaching and learning materials. This will ensure that materials produced are inclusive and convey positive messages of tolerance and peace, and social cohesion.

Additionally, key activities will include the introduction of libraries and resource centres and enhancing the capacity of utilizing the available resources for research and learning. To further improve the learning outcomes in secondary education, relevant teaching and learning materials (i.e. textbooks) will be developed and supplied to all learners.

6.3.2.4 Strategy 4.2.4: Strengthen Learning Assessment Systems

This strategy will focus on addressing enabling environment factors related to weak management and implementation of learning assessments for secondary school learners. This will enable education ministry personnel at federal and state levels to better implement credible learning assessments and to utilize assessment results to inform adjustments to teacher training programs to improve upon areas of poor learning outcomes for students.

Key activities will include capacity strengthening of education ministry personnel at federal and subnational levels on effective management and quality assurance processes with learning assessment systems. The MOECHE will take the lead to ensure and bring qualified and competent Somalis and international consultants when needed by using 'capacity injection approaches' who can support knowledge and skills transfer to government personnel.

To support the effective use of learning assessment results in a way that will improve learning outcomes, technological innovations and solutions will be utilized to manage, store and analyse learning assessment results. The ministry will further develop an agreed upon strategy with education partners, federal and State level ministries personnel, and ESC member on how best to utilize learning assessment results to initiate quality improvement activities that will lead to improved learning outcomes. It is expected that this approach will allow continuous improvements in teacher training strategies that will focus teacher skills development in areas that will lead to improved learning outcomes in secondary education.

Table 46.   Priority Policy Objectives, Strategies and Activities Matrix (Secondary Education Subsector)

Policy Objective	Strategies	Activities	Targets
Priority Objective 4.1: Expand equitable access to free secondary schools	**Strategy 4.1.1**: Strengthen regulatory mechanisms to generate domestic financing for secondary education	Develop policy for private school licensing and fees for secondary schools	By 2020, poly endorsed and in use
		Develop MOECHE subsector financing plan for increasing numbers of teachers on direct government payroll through increased domestic financing	By 2020. plan in use for financing teachers from domestic revenue
	Strategy 4.1.2: Expand and rehabilitate secondary school infrastructure	Register, audit and map school infrastructure to guide prioritized upgrading and renovation needs of secondary school facilities, including gender sensitive facility needs	By 2020, mapping completed and regularly for use in planning decisions
		Construct 25 new secondary school buildings in prioritized underserviced regions based on need-based criteria	Construction of 25 schools completed (372 to 397 secondary schools)
		Rehabilitate infrastructure in 25 school with appropriate girl-friendly facilities based on identified mapping needs	By 2020, 25 rehabilitated schools fully in use
	Strategy 4.1.3: Develop pro-poor schemes to enroll learners in secondary education from disadvantaged groups	Develop and implement community-based outreach and a enrollment plans for girls and disadvantaged groups	By 2020, community outreach campaigns implemented in selected underserved areas.
Priority Objective 4.2: Improve secondary education learning outcomes	**Strategy 4.2.1**: Increase equitable distribution of secondary school teachers across geographic areas including increasing proportion of female teachers	Recruit additional secondary school teachers using equity-based formula for allocation across regions based on needs and gender.	Allocation formula used for recruitments of 300 teachers by 2020

		Update job descriptions and terms of reference for secondary school teachers	All schools have the job descriptions and used as base for employment and performance evaluation
	Strategy 4.2.2: Improve the quality of teaching in secondary schools	Develop teacher performance management plan and evaluation program	By 2020, teacher performance plan distributed to 100% of schools
		Develop approved pre-service secondary school training program with national universities	By 2020, pre-service training program disseminated to 5 states
		Develop in-service teacher training strategy with supervisory bodies	By 2020, in-service teacher training strategy utilized in 5 states
	Strategy 4.2.3: Develop and distribute learning materials based on national curriculum framework	Develop quality assurance processes within the MOECHE to ensure development of appropriate materials that adhere to principles of inclusion and conflict sensitivity	By 2020, quality assurance systems fully developed , including criteria and guidelines and in use for supervision
		Introduce libraries and resource centers in secondary schools	By 2020, libraries established in 10% of secondary schools.
		Produce and supply text books based on the new curriculum framework to every learner in all subjects.	By 2019, 1.2 million textbooks in 12 subjects supplied to schools.
	Strategy 4.2.4: Strengthen Learning Assessment Systems	Train ministry personnel at Federal and subnational levels on management and quality assurance processes for implementing learning assessments	By 2020, 44 Relevant ministry personnel at federal and state levels completed training in Learning Assessment systems
		Establish a learning assessment data bank with appropriate technology and software.	By end of 2019, software procured and integrated
		Develop strategy for utilizing learning assessment results to support teacher training (in-service and pre-service)	Strategy developed and endorsed with Federal and State levels, ESC partners and development partners

7 Chapter 7 – Alternative Basic Education (ABE)

The data shows that more than half of all children and adolescents in Somalia have never attended formal education or are currently out-of-school for a range of different reasons. There are diverse needs of children and adults (e.g. nomadic pastoralists, agro-pastoralists, street children, working children, returnees, internally displaced persons, orphans and the poor). Alternative Basic Education (ABE) is a complementary initiative to formal primary education services for marginalized out-of-school children and those with diverse needs in order to with the aim of ensuring education can be accessed by all. Most ABE services in Somalia are provided by non-government organizations and designed to provide education for children of the same age-group as regular primary school-going children as well as those who are overaged and did not have opportunities to access formal educations services.[61]

This chapter reviews key evidence from the full ESA for the ABE subsector regarding student enrolment and participation, teachers, quality of learning facilities, availability of learning materials and comments on learning outcomes for children. Key policy priorities for the MOECHE are provided based on interventions to be supported in the current ESSP period.

7.1 Situation Analysis

Progress with ABE policy objectives. As outlined in the draft National Education Policy 2017, the federal government set out several objectives, including the need to establish a capable ABE department within the Ministry to ensure regulation of, and coordination between individual programs in this field of education.[62] None of the ABE objectives outlined by National Education Policy were achieved during the period of the outgoing IESSP. Currently, the department does not exist and most ABE activities were conducted by donors and partners. There were no major initiatives to expand adult literacy or the non-formal literacy units. At the same time, there was no standard examination and certification system applied in ABE schools. The recruitment and facilitation of ABE teachers was done mainly by donors and development partners.

There is also a lack of coordination between policy-makers, governments, INGOs, and communities, resulting in poor sustainability of interventions and lack of data and lessons for good practice.

Curriculum. There is currently no national curriculum for ABE in Somalia that is used systematically. Different education partners reportedly develop their own ABE curriculum materials or utilize existing materials in coordination with government. As result, there is little assurance that ABE learners are gaining important competencies that will address their learning needs and livelihood opportunities. Developing 'relevant' learning objectives for ABE learners remains an important priority to develop to ensure ABE learning facilities support the learning needs of traditional excluded communities through the provision of relevant learning opportunities. There is a wide body of evidence to demonstrate that promoting equity in education through relevant learning opportunities for groups traditionally excluded from

---

[61] ABE access and coverage indicators such as Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) have been included in the ESA report as part of enrolments in the primary education subsector analysis.

[62] Federal Government of Somalia Ministry of Education, Culture and Higher Education. 2016. Draft National Education Sector Policy. Mogadishu: MoECHE.

education is a key component of building an inclusive society able to support national economic development and strengthen the resilience such individuals and groups in numerous fashions.[63]

A 2008 survey conducted by the Africa Education Trust[64] on the education needs in Somali Pastoralist Communities in Somalia, Somaliland and Puntland, highlights the stated learning preferences listed by community elders, young men and women in nomadic pastoralist communities. Data is presented based on the most commonly cited preferences and aggregated averages of respondents and along gender linesas an example of how learning content can be adjusted to suit the needs of learners considering gender-based preferences.

Literacy and numeracy were the most common preferences of community elders, young women and young men (95%, 91% and 100% respectively), while vocational skills was overall the second most cited learning preference, particularly among young men and women. Health was the third most cited learning preference among respondents, but much more preferred by young women compared to community elders and young mend (55% compared to 18% and 27% respectively). The fourth most cited learning preference related to 'raising and caring for animals', but this was most popular among community elders and young mend and least preferred by young women (27% and 27% compared to only 5%).   Conversely, environment was the least popular topic with less than 10% of community elders considering it important and no young women or young men.

Important generational and gender differences regarding learning and curriculum were also evident from the AET survey. For example, while 'handicrafts' was the less commonly cited at aggregate average level, it was one of the most preferred learning subjects for women (55% of young girls compared to 0% for community elders and young men). Similarly, while only 5% of women preferred life skills as a learning subject, no community elders or young men listed this as a preferred learning subject.

Reasons for not being enrolled in education. Those who have remained most excluded from formal education are from clearly defined groups including nomadic and pastoralist communities, those from rural areas, IDPs, and those from the poorest wealth quintiles across the country. Reasons for not attending school were affordability, working at home, perceived benefit of school and distance to school. A small number of respondents also cited poor health as a barrier to education, with 'disability' likely a being a major reason for a large proportion within this group. Attendance in Quranic schools and then Formal schools is preferred to ABE, even in the groups that ABE interventions are designed to reach. The main reasons for this are the limited prevalence of ABE facilities and the public perception that ABE is of lower quality than FPE.

Enrolment. It is likely that figures for ABE enrolment are understated, but that understating of enrolment is not significant. Overall enrolment figures across the entire country at 14,801 students (51% m, 49% f), with 51% of all ABE enrolments in Puntland, 38% in Somaliland and only 9% in Central South. For Central South the total number of enrolments in ABE for 2015-

---

63 UNICEF ESARO, A study of Education Resilience in Arid and Semi-Arid Lands 2016.
64 Africa Education Trust. 2008. A study of the Education Needs of Young People in Nomadic and Pastoralist Communities in Somalia, Somaliland and Puntland. London: AET.

16 were only 1,361 (59% f), which accounted for.6% of all primary school enrolments (FPE, IQS and ABE combined).

The proportion of male to female learners in CSS is 41% males to 59% females. This suggests that in CSS access is relatively higher for female learners in ABE facilities compared to male students unlike FPE institutions where gender inequities remain high. This is the only education subsector in CSS where girls have greater levels of access compared to boys.

Distribution of Enrolments. Across the country 39% of all ABE learners are enrolled in Level 1, with Central South and Puntland have roughly equal proportions and only Somaliland being much lower at 31% of learners enrolled in Level 1.   28% of all ABE learners are enrolled in Level 2, through Somaliland has the higher proportion at 30% of ABE learners enrolled in Level 2, while Puntland has the lowest proportion at 23%. The overall trend for Levels 1-3 is a steady decrease across learning levels, with the only exception being Somaliland which has relatively equal proportion distributed across levels 1-3. However, there is a massive drop-off in the proportion of learners found at ABE Level 4. Within Central South, while there appear to some initially high drop-off rates regarding the proportion of learners from Levels 1 and 2, the distribution of learners at later levels is fairly equal. Overall the data suggest that many ABE learners are nevertheless lost after the first two years with only smaller proportions remaining in higher levels.

Enrolment by ownership 'type'. In the case of Somaliland, nearly 100% of ABE learners are enrolled in 'government owned' ABE centres, while in Puntland 43.5% of learners are enrolled in 'government owned' ABE centres.   In Central South this figure is 0% of learners enrolled in 'government owned' ABE learning centres. This is consistent across all regions of Central South for which data is available (i.e. none of the ABE learners are enrolled in any 'government owned' ABE facilities).

ABE Learning Facilities in Central South Somalia. There has been relatively little growth in the number of ABE institutions. As shown in the full ESA, the number of ABE schools across regions has remained at around 11. However, official government EMIS data should be treated carefully given its limited coverage to only 4 regions, particularly when other data sets suggest that the number of ABE facilities across all regions of Central South can be as high as 44 which in turn would also increase overall ABE enrolments in Central South to over 4,938 learners.[65] Nevertheless, based on official government data ABE facilities account for less than 1% (which only reaches 3% using alternative data) of all basic education institutions counted in the 2015/16 government EMIS.

ABE Teachers. Across all of Somalia there are, based on official government EMIS data, a total of 383 ABE teachers, of which only 15% are female. Most ABE teachers are found in Somaliland (179) follow by Puntland (145) with the fewest in Central South (59). Only in Somaliland are the majority of ABE teachers found in government-managed facilities, while in Central South there are no teachers that work in government managed facilities.

---

[65] See 2016 UNICEF Rapid Baseline Survey.

Within Central South, females comprise 12% of the ABE teaching force, even though there is a higher proportion of female students compared to male students in ABE learning centres (7 out of 59). However, in Bakool Region there is a relatively high proportion of female teachers (31%). Based on the distribution of teachers between government and non-government ABE centres there has been little government investment in building ABE as a viable accelerated education model. Even though there appears to have been little investment made to maximize the potential of ABE to support out-of-school children and overage learners the overall student-teacher ratio stands at 23:1 in ABE facilities in Central South Somalia. Available data thus suggests that, considering the number of out-of-school children, the country as a whole has not sufficiently utilized ABE to expand access to education.

Teacher Qualifications. For the whole country the proportion of qualified teachers is slightly over 40%. This is highest in Puntland where nearly 50% of ABE teachers are categorized as 'qualified' while in Somaliland the proportion of only 38.5%. The lowest proportion of qualified ABE teachers are found in Central South where only 22% are qualified defined as completion of basic education (Primary school) according to MoECHE. There is also a very high level of variation with Central South regarding the availability of qualified teachers at state and regional levels.

There is no standardized qualification for teachers in ABE, just as there are no standardized curriculum or other educational requirements. This is mostly because each ABE centre is individually run/managed, and linkages between them are difficult to identify (i.e. there is a generally weak regulatory environment for the ABE subsector with few quality standards in place), with few government offices at more local level having sufficient capacity to regulate or support quality standards in ABE learning centres.

ABE Teacher Salaries. ABE teachers' salaries are paid by communities, private sector and non-government organizations. Across the country some 46% of ABE teacher salaries are paid by government, 13% by 'private' sources, 14% by 'other' sources, and 7% by 'community. Government accounts for the main source of ABE teacher salaries only in Puntland at 61% of teacher salaries and lowest in Central South at 0%. Within Central South Somalia the single largest source of ABE teacher salary payments is 'private' sources (56%) followed by 'community' (14%) and 'undefined' sources (15%). However, in Bakool Region 'community' accounted for 62% of payments for teacher salaries, in Hiraan Region 'private' accounted for 100% and in Gedo Region 50% of payments for teacher salaries. Only in one region with available data did INGOs account for a large proportion of payments for ABE teacher salaries, Banadir at 29%. In no location has government demonstrated a capacity to pay salaries of ABE teachers, with the different sources of payment of ABE teachers' salaries further demonstrating lack of an overall regulatory framework under which to manage teachers.

Single vs. Double-shift schools. For the country as a whole, single-shift teaching is used in the majority of ABE schools (73%). This is highest in Somaliland at 84%, followed by Puntland at 66%, and least in Central South at 55%. Considering the nature of ABE learning centres this appears to be a significant under-utilization of double-shift teaching in ABE learning facilities as a strategy for accommodating the different schedules of learners for which ABE facilities are meant to support and expanding access to education for those groups.

Data for Central South shows that 45% of facilities utilize double-shift teaching. However, the overall trend in different regions is to utilize double-shift teaching much more than is suggested by aggregate data for Central South. Bakool Region has the largest number of ABE learning centres recorded in government EMIS (5 centres), which all rely on single-shift teaching and, as a result, which reduces the proportion of schools using double-shift teaching in Central South. Excluding Bakool Region, the usage of double-shift teaching ranges from 67%-100% in other regions. The usage of single shift teaching in the majority of ABE learning centres may act as a management barrier to out-of-school adolescents and youth to access ABE learning facilities.

Community Education Committees (CECs). No ABE school in the Central South is under the management of the government. 40.3% of the schools are run by the community 11.9% and are being run by the NGOs. It is not clear what the other 42% of the ABE facilities are being run by as they are categorised as 'others', though this comprises the largest proportion (UNICEF Rapid Baseline Survey 2016).

Type of ABE learning centre infrastructure. In Central South 39% of facilities are classified as 'permanent' structure, 31% as 'semi-permanent' and 30% as 'temporary' (UNICEF Rapid Baseline Survey 2016)[66]. The largest proportion of 'permanent' are found in Jubaland State (50%) with the same proportion of 'temporary' (50%). Galmadug State also has an equally high proportion of 'permanent' structures, but a much lower proportion of 'temporary' infrastructure for ABE learning facilities. The state with the fewest 'permanent' infrastructure is Southwest with 32%. Most of these 'permanent' structures are typically attached to, or extensions of, existing building for primary schools or secondary school learning facilities. With the exception of regions in Jubaland State, most others across other states rely much more on 'semi-permanent' types of infrastructure for ABE learning facilities.

Quality of ABE Learning Centre Infrastructure. 52% of all facilities are classified as being in 'poor' condition, 43% as being in 'fair' condition and only 2% as being in 'good' condition. The quality of infrastructure appears poorest in Jubaland State where 100% of schools across all regions report that ABE infrastructure in in 'poor' condition. Galmadug State has the higher proportion of facilities in 'fair' condition at 67%, though Galgaduud Region has some 50% of its ABE infrastructure in 'poor' condition. Some of the other regions with the highest proportions of their ABE facilities in 'poor' condition include Middle Shabelle (100%) and Bakool (52%).

Access to Water in ABE Learning Centres. It is estimated that 86% of ABE learning facilities have access to some type of water source (UNICEF Rapid Baseline Survey 2016). However, only 7% of schools reported having access to 'safe' water. None of the centres in Jubaland State and Hirshabelle State reported having access to safe water sources. In Southwest State, only Bakool Region reporting having any centres with access to safe water (2 out of 11). Galmadug State had the highest proportion of ABE centres with access to safe water at 17%, though this was concentrated in Galgaduud Region with 50% of its centres having access to safe water while Mudug Region had none of its centres with access to safe water.

---

[66] Rapid survey baseline figures, because of different the survey methodology employed, provides a higher sample size of ABE schools compared to the number of official ABE schools listed in government EMIS data. However, as government EMIS data does not provide information on the quality of infrastructure in ABE schools, rapid baseline survey figures are used here to provide a sense of ABE school infrastructure quality.

Conversely, the level of access to alternative water sources for ABE learning centres is relatively high at 80%. Alternative water sources include trapped rain water, rivers or streams, or small damns, among others. On a state-by-state basis, coverage is below 80% only in Galmadug State at 63%. Regions with ABE centres reporting the highest level of access to alternative water sources include Lower Juba, Bay, Middle Shabelle and Mudug (all 100%). Regions with ABE centres with the lowest level of access to alternative water sources include Galgaduud Region (0%) and then Gedo Region (75%).

Availability of Latrines in ABE Learning Centres. Only 16% of ABE learning centres in Central South are furnished with latrines (UNICEF Rapid Baseline Survey 2016). Galmadug State has the highest proportion at 25%, while all other states range from between only 14% to 17%. There is also a high level of variation across regions within states with several regions not having any latrines in ABE centres (i.e. Lower Juba, Bay and Mudug) while remaining regions have between only 20% to 25% of their ABE centres with latrines. Only Galguduud Region in Galmadug State has a relatively higher proportion of ABE centres (50%) with latrines. Considering that females make up a larger proportion of learners in ABE centres compared to males in Central South, the lack of latrines suggests that ABE centres are not 'gender sensitive' nor well-equipped to support the continued learning of females in these facilities.

School feeding programs. Only 2% of all ABE learning centres surveyed have any type of school feeding program. In nominal terms this translates into only 1 out of 44 ABE learning centres surveyed (UNICEF Rapid Baseline Survey 2016).

7.2 Policy Context

ABE is designed to contribute to the MoECHE's goal of eradicating illiteracy and reaching SDG 4 education targets relating to increasing access to quality primary education. Key policy documents guiding planning for the secondary subsector include:

1. Draft National Education Policy 2017.
2. National Development Plan for Somalia 2017- 2019.
3. National Education Act 2017 (*Sharciga Waxbarashada Qaranka 2017*).
4. Teacher education and training policy 2017.
5. National Curriculum framework 2017.
6. Quality Assurance School Inspection manual.
7. Public Procurement, Concessions and Disposal Act, 23 November 2015.
8. Convention on the Rights of the Child (CRC).

The draft National Education Policy sets out several objectives for the subsector including the need to establish a capable ABE department within the Ministry to ensure regulation of, and

coordination between individual programs in this field of education.[67.] The objectives of ABE in the NDP 2017-2019 also include:

- To establish and expand adult literacy and non-formal education and provide quality learning opportunities to the large numbers of youth and adults who missed out on formal education during the civil war.
- To establish a non-formal and adult literacy department; develop policy, strategy and program at federal and state level.
- To recruit and train non-formal education teachers and establish education facilities in remote and rural areas.
- To form standard examination and certification system to enable students in the non-formal education to transition to formal education, training, grading and certification.

7.3 Priority Policy Objectives, Strategies and Activities for ABE Subsector

Evidence shows that more than half of all children and adolescents in Somalia have never attended formal education or are currently out-of-school for a range of different reasons. The ABE subsector aims to address this issue and improve learning for those who have never benefited from formal education or for those who have dropped out of school. The priority objectives listed below are aligned with the mission, visions, and goals of the MOECHE and objectives of the National Development Plan, other relevant policy documents, and are based on priority needs identified in the Education Sector Analysis (ESA) 2012-2016.

7.3.1 Priority Objective 5.1: Increase access to education for out-of-school adolescents and youth

This priority objective will improve access to ABE learning by addressing key demand and supply side barriers for ABE learners.   Due to the high number of out-of-school adolescents and youth who have never attended schooling ABE will provide alternative education pathways for those who have been excluded from education.

7.3.1.1 Strategy 5.1.1: Remove financial and cultural barriers for ABE learners

Poverty and the scheduling for formal education services are two common barriers for those from disadvantaged groups to access education services. This strategy will work to remove these barriers by implementing a series of complementary activities.

Financial barriers to accessing education will be removed through the provision of scholarship, or cash subsidies, to adolescents and youth from the poorest households. The ministry will first develop a plan to identify at-risk adolescents or youth using transparent needs based criteria developed in consultation with state level officials, community stakeholders, and with the technical support of key development partners. This will help to ensure that future beneficiaries are selected fairly and in a way that will not generate community levels grievances. In order for this essential efforts to be materialized key donors and development partners will be presented by the Ministry with a 'business case' for investing in this innovative approach to support subsidies for ABE learners. This will build upon recent global initiatives that seek to use 'cash' as a tool for increasing social safety nets in fragile and conflict-affected

---

[67] Federal Government of Somalia Ministry of Education, Culture and Higher Education. 2016. Draft National Education Sector Policy. Mogadishu: MoECHE.

settings. Additional financing for this initiative will be secured from progressive increases in domestic financing for the education sector over the coming years at both national and local levels.

The ABE program will also provide relevant education opportunities that will cater for the livelihood needs and schedules of target communities and thus remove 'school class scheduling' as a barrier to education. These target communities will include nomadic/pastoral communities, urban poor and other minorities who never accessed basic formal primary schooling. This will be done through community level consultations between ABE facility managers and teachers with community leaders and potential learners to ensure that the timing of school hours is appropriate.

7.3.1.2 Strategy 5.1.2: Expand access to appropriate infrastructure

Evidence shows that the ABE subsector is underutilized in enrolling out-of-school adolescents and youth. This is perhaps clearest when considering the number of government recognized ABE centers across Central and Southern Somalia, only 11 according to official government EMIS data. Moreover, the centers that do exist are of mixed quality, especially regarding the availability of gender-sensitive WASH facilities, the size of learning spaces, and work spaces for teachers. Well-being of learners can be linked to the quality of the infrastructure of the schools they attend. Appropriate school infrastructure increases attendance of students, enhances staff motivation, and can also help to improve learning outcomes.

This strategy will thus work toward addressing the supply side barriers faced by learners to access ABE learning facilities. Key activities will include establishing agreements with local education officials and selected schools to allow double-shift schooling to be implemented to enable a greater number of out-of-school adolescents and youth access ABE programs. In schools that agree to this approach, teachers will also be engaged to support additional teaching using approved ABE learning materials and supported by ABE facilitators experienced with programs that have been implemented by development partners.

In addition to this, the MOECHE will coordinate with state and regional level education officials to conduct a priority needs assessment for the construction of new ABE learning centers. This assessment will be supported by experienced development partners in coordination with government officials to identify areas with the highest demand for ABE, that have the highest numbers of out-of-school adolescent and youth in accessible catchment areas, and that are sufficiently secure to allow construction activities and future teaching and learning activities to be conducted. The MOECHE will construct at least 11 additional ABE learning centers based on approved construction specifications of the government ensuring learning spaces are safe and genders sensitive with appropriate WASH facilities for female learners. The government will seek funding support from donors and development partners to complete these construction works. Initiatives of existing ABE programs will also be further scaled up, especially those using local radio programming to deliver ABE learning to out-of-school adolescents and youth in hard-to-reach and high risk areas of Central and South Somalia.

7.3.1.3 Strategy 5.1.3: Conduct communication and outreach activities to overcome demand side barriers

This strategy will work toward removing demand side barriers to accessing ABE services caused by limited community (and government) awareness on interactive learning medium (i.e. use of radio for distance learning) and understandings about the importance of ABE for out-of-school adolescents and youth.

Key activities will include developing an effective communication strategy and socialization campaign to raise awareness about the availability of existing Interactive Radio Instruction programs, or those that become available, and how these can be accessed to support distance learning. This campaign will be designed jointly with local education officials and the MOECHE, with technical support from development partners, to reach communities in hard-to-reach and high risk areas. Strategies will take into account security considerations for beneficiaries in certain areas, and appropriate messaging in such contexts. It is hoped that this will expand access to ABE services through innovative teaching and learning strategies that use radio as a medium.

To complement increasing access through distance learning, the MOECHE develop a community awareness campaign in regions with existing ABE centers and in those regions where new ABE centers will be constructed. This campaign will also be designed in collaboration with local level education officials with technical support provided to development partners taking into account issues related to security of learners and teaching personnel and school safety. The campaign will focus on raising awareness on the benefits of ABE learning for out-of-school adolescents and youth, how and when such programs can be accessed, and where facilities are located. This campaigns will also be limited in geographic scope focusing on those regions with ABE centers that can be accessed so as not to result in disappointment among community members that do not, or will not yet have, accessible ABE learning centers (i.e. matching demand with supply).

7.3.2 Priority Objective 5.2: Strengthen quality of ABE teaching and learning

The quality of learning in ABE centres is poorly documented but available data shows that key supply side barriers for quality learning exist with the dearth of trained and qualified ABE teachers. The lack of trained teachers compounded lack of teaching and learning materials to support effective learning and achievement of desired competencies based on the national curriculum framework.

This priority objective thus seeks to improve the quality of teaching and learning by implementing pre- and in-service training for ABE teachers and by developing and distributing sufficient teaching and learning materials in ABE centers.

7.3.2.1 Strategy 5.2.1: Increase the number and proportion of qualified ABE teachers

As demonstrated by evidence in the sector analysis, ABE teacher training initiatives have been 'ad-hoc' and poorly designed with numerous different materials being used for training purposes. This strategy will thus focus on developing a qualified teaching workforce for the ABE subsector who will be able to support ABE learners achieve desired learning competencies. This will be achieved updated available ABE teacher training materials and implementing pre- and in-service ABE teacher training activities.

The training of ABE teachers will be preceded with the updating of available ABE teacher training materials to develop and package aligned to supporting learners achieve core learning outcomes related to literacy, numeracy and life skills. In additional to training materials, a packet of teacher resource materials will be developed with lessons plans and scripted learning activities to support teachers in better managing and supporting learning in classrooms. All materials will be endorsed by government and then become the standard package to be used by partners and government schools implementing ABE programs. This will help to ensure overall alignment of learning in ABE centers to the endorsed curriculum framework of the Federal Government.

Using government certified ABE training materials and teacher resource packages, in-service training will be conducted for all ABE teachers in the 11 existing ABE centers. This training will be expanded for teachers in new ABE centers as they are constructed. In-service training will be implemented by the Federal State Education Ministries' schools supervisors, Education partners   and qualified teachers employed by the government, to provide technical support and quality assurance. Initial trainings will be followed with mentoring support for teachers provided by school supervisors during supervision visits to ensure teaching resources packages are being used effectively, to provide guidance on emerging questions or needs from teachers, and to provide inputs to the MOECHE on how to update training materials and teacher resource packages based on lessons learned at school level.

The MOECHE will also pilot pre-service training and qualification programs for ABE teachers with selected local universities. The training program will be based on more in-depth training on key teaching and learning pedagogies embedded in the government endorsed in-service training materials, with the duration of this training to cover 6 to 12 months. Teachers completing pre-service training will subsequently receive in-service mentoring support from school supervisors similar to those teachers benefitting from the in-service training activities.

7.3.2.2 Strategy 5.2.2: Remove supply-side barriers by developing and distributing teaching aids and learning materials

Sector analysis findings demonstrate that ABE teachers lack access to important teaching and learning materials that will support improved learning in ABE centers. This strategy will thus focus on removing this supply side barriers for quality learning.

A mapping of needed teaching and learning materials for ABE learners will be conducted and used to inform the procurement of development of those materials. This mapping will include specific attention to issues of gender and will be considerate of the different areas of preferred learning by males versus females, as highlighted in education sector analysis findings. This will allow the MOECHE, working with state level education officials, to develop and distribute appropriate teaching aids and learning materials to support learners acquire the skills or competencies that they wish to acquire through available ABE programs.

The MOECHE will also adapt the national primary school curriculum framework so that it is aligned to accelerated learning in ABE facilities and thus provides clear learning pathways into formal primary education. In additional to supporting accelerated achievement of key learning competencies related to numeracy, literacy, and life skills, this will provide continued learning opportunities for ABE learners who may wish to transition to formal secondary education or

TVET training programs.   Barriers related to distance will also be overcome for rural communities by the expansion of existing pilot initiatives using radio to support distance learning for rural and pastoralist communities.

7.3.3   Priority Objective 5.3: Improve efficiencies and subsector management

This priority objective will address key management weaknesses within the ministry of education regarding its capacity to oversee and guide the ABE subsector. Strategies will focus on strengthening a functioning ABE unit with the MOECHE, establishing clear policies to regulate the subsector, and strengthening quality assurance systems for ABE centers, through Improved monitoring, supervision and evaluation, and then providing teacher feedback to improve quality of teaching and learning processes.

7.3.3.1 Strategy 5.3.1: Establish governance mechanisms to coordinate education activities

Available evidence suggests that governance mechanisms to regulate and manage ABE subsector activities are poorly developed or not in place. This undermines the overall coherence of ABE activities and government oversight as well as effective coordination of activities in the subsector. This appears especially true when considering the number of ABE facilities listed in different surveys when compared to official government EMIS data where large discrepancies are found. This strategy thus seeks to remove enabling environment barriers to the effective and efficient delivery of services in this subsector by establishing a clear policy framework for the ABE subsector and by introducing quality assurance systems to support oversight, coordination and adherence to evolving quality standards for ABE. .

Key activities will include the development of a MOECHE policy which will provide the necessary guidelines for the management, coordination and required quality standards of the ABE subsector. This policy will be developed in consultation with key stakeholders in the subsector and development partners supporting ABE learning across Somalia.

To strengthen the day-to-day coordination, implementation and development of the ABE subsector, an ABE unit will also be established within the MOECHE. This Unit will be supported with capacity development support from key donors and partners to coordinate ABE subsector activities, build on lessons learned for ABE programming, and build partnerships with state level education officials to strengthen ABE service delivery for Somali learning. It is expected that this Unit will play an important role with improving overall coordination of ABE activities and adherence to government quality standards and policy guidelines once finalized.

7.3.3.2 Strategy 5.3.2: Strengthen monitoring and quality assurance systems of ABE learning facilities

The limited availability of data and evidence for the ABE subsector, which is sometimes conflicting based on different data sources, highlights weaknesses with existing monitoring and quality assurance systems for the ABE subsector. This strategy will address these enabling environment weaknesses for improving effective sector management by strengthening monitoring and quality assurance systems for ABE schools.

Key activities will include the development of ABE supervision tools by which the quality of the ABE teaching, learning and school management will be regularly checked, with feedback

provided to managers and teachers on areas to be improved. These tools will also include supervisor guidelines for mentoring teachers during school supervision visits and that will also become important resources for Regional and District Education Officers. The MOECHE will be supported in developing these monitoring tools and mentoring guidelines by development partners that are already engaged in expanding and strengthening the quality of ABE in Somalia and in consultation with local stakeholders. In order to operationalize these tools, the MOECHE will further update is existing program of school evaluation and supervision to ensure ABE schools are included in these activities over the period of the current ESSP.

To further strengthen quality assurance systems, existing EMIS activities will be revised to include all ABE schools in annual school census activities. School survey tools will also be updated to ensure that all key indicators for ABE schools are captured, with the updating of school survey tools to be facilitated by development partners currently supporting ABE programming. This will that full data reporting for ABE schools is reflected in future annual statistical yearbooks produced by the ministry, with data used to support quality improvements at school level.

Table 47.   Priority Policy Objectives, Strategies and Activities Matrix (ABE Subsector)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 5.1: Increase access to education for out-of-school adolescents and youth	**Strategy 5.1.1**: Remove financial and cultural barriers for ABE learners	Develop needs based criteria for 'bursary' beneficiary selection, with selection completed by end of 2018	By end of 2018, needs based criteria completed and endorsed by stakeholders
		Beneficiary selection process in coordination with state and regional level education officials	By 2020, selection process completed with lessons learned produced
		Develop 'business case' for donors to finance cash-based scholarship schemes for enrolling learners	By 2020, business case accepted and donors investing in scheme
		Increase the federal and state government scholarships for ABE learners to overcome 'hidden costs'	5 states apply subsidies for ABE learners by 2020
		Develop appropriate services catering to time/livelihood needs	By 2020, culturally sensitive school scheduling design utilized by 100% of ABE centres
	Strategy 5.1.2: Expand access to appropriate infrastructure	Establish controlling agreement that give ABE education programs rights to use local school buildings (e.g. through double-shift schooling)	Policy and agreements signed up to by 50 schools by 2020
		Conduct priority needs assessment to identify areas with highest demand and catchment areas with highest numbers of out-of-school adolescents and youth	Priority needs assessment and mapping of areas completed by early 2019
		Construct additional ABE learning facilities based on priority needs assessment	Double the number of ABE schools from 11 to 22 by 2020
	Strategy 5.1.3: Conduct communication and outreach activities to overcome demand-side barriers	Implement national and state-level community awareness campaigns about the benefit of ABE focusing in regions with highest demand and need	By 2020, campaigns completed in at least 22 regions

Priority Objective 5.2: Strengthen quality of ABE teaching and learning.	Strategy 5.2.1: Increase the number and proportion of qualified ABE teachers	Review and update in-service training materials for ABE, aligning content to national curriculum framework including development of teacher resource materials and lesson plans.	By 2020, 100% of ABE schools using in-service training materials and lesson plans
		Deliver in-service training package for ABE teachers	By 2020, three sessions of In-service training provided to 80% of ABE teachers (once per year), including follow-up mentoring (once per year)
	Strategy 5.2.2: Remove supply-side barriers by developing and distributing teaching aids and learning materials	Adapt national curriculum for ABE learning providing learning pathways to formal education,	By 2020, ABE curriculum in full use in all centres
		Develop radio based programming for ABE distance learning and implemented in rural areas	By 2020, 20% of hard-to-reach rural areas utilizing radio-based distance learning programs
		Adapt national curriculum for ABE learning providing learning pathways to formal education, and develop and distribute of learning materials that adhere to quality assurance processes	By the end of 2019, national curriculum adapted for ABE
Priority Objective 5.3: Improve efficiencies and subsector management	Strategy 5.3.1: Establish governance mechanisms to coordinate ABE activities	Develop a national policy for the ABE subsector	By 2020, ABE policy endorsed utilized by stakeholders
		Establish an ABE unit within the MOECHE that will provide direction, management, and coordination for ABE activities	ABE Unit established and fully operational by 2020
	Strategy 5.3.2: Strengthen monitoring and quality assurance systems of ABE learning facilities	Develop ABE supervision tool including teacher mentoring guidelines	By the end of 2018, supervision tool and mentoring guidelines completed and endorsed by stakeholders.
		Update MOECHE evaluation and supervision schedule to include coverage of ABE facilities	By end 2019, MOECHE begins routine monitoring of ABE facilities
		Include ABE learning facilities in annual EMIS/school census exercise	Data on ABE facilities gathered and incorporated in statistical yearbooks 3 times (2018-2020)

8 Chapter 8 – Technical and Vocational Education and Training (TVET)

'Youth' are an important group to be served by education in order to support the state building and peacebuilding goals of the Federal Government as it continues to transition out of conflict and away from state failure. This chapter reviews evidence from the full ESA on the TVET subsector regarding student enrolment and participation, teachers, quality of learning facilities, availability of learning materials and comments on learning outcomes for children. Key policy priorities for the MOECHE are provided based on interventions to be supported in the current ESSP period.

8.1 Situation Analysis

According to the UNFPA Population Estimation Survey (PESS) 2014, Somalia has some 4.4 million young people between 15 to 34 years of age. Of this, as seen in Table 48, 15-19 years accounts for a third (33.7%) of the entire youth population. There are more male than there are females in this age bracket although with females comprising 52.1% of the youth population compared to 47.9% males.

Table 48.   Estimated Youth Population by Gender in Somalia (PESS 2014)

Age	Male		Female		Total	
	No	As a % of Total (15-34)	No	As a % of Total (15-34)	No	As a % of Total (15-34)
15 - 19	763,831	17.3%	726,378	16.4%	1,490,209	**33.7%**
20 - 24	536,505	12.1%	616,758	14.0%	1,153,263	**26.1%**
25 - 29	429,989	9.7%	549,729	12.4%	979,718	**22.2%**
30 - 34	388,496	8.8%	408,504	9.2%	797,000	**18%**
TOTAL	**2,118,821**	**47.9%**	**2,301,369**	**52.1%**	**4,420,190**	**100%**

UNFPA, PESS (2014)

Table 49.   Somalia Youth Population (14-24 years) by Type of Residency (PESS 2014)

Type of residence	14-17 yrs			18-24 yrs			TOTAL (14-24)	% of Total Pop (14-24)
	Male	Female	Total	Male	Female	Total		
Rural	154,218	124,473	278,691	184,236	200,567	384,803	663,494	22.1%
Urban	280,428	269,949	550,377	381,057	437,415	818,472	1,368,849	45.6%
IDP Camps	51,999	51,171	103,170	52,067	66,306	118,374	221,544	7.4%
Nomadic	166,384	140,980	307,364	220,884	220,287	441,171	748,535	24.9%
TOTAL	653,029	586,573	1,239,602	838,244	924,575	1,762,820	3,002,422	100%
% of Total Pop (14-24)	**21.8%**	**19.5%**	**41.3%**	**27.9%**	**30.8%**	**58.7%**	**100%**	

UNFPA, PESS (2014)

A large proportion (45%) of the youth population in Somalia is concentrated in urban areas.[68] Often forgotten in discussions on addressing a potential 'youth bulge' and social pressures in urban areas due to youth unemployment is that the majority of youth remain in rural areas (22.1%) or are 'nomads' such as pastoralists or coastal fishing communities (24.9%).[69] Rural and nomadic youth still comprise the majority of Somali youth (47% combined), while the remaining 7.4% are found in IDP locations. In this regard, a major weakness underpinning much of the discussion on addressing a potential 'youth bulge' in Somalia is that solutions are geared primarily toward the formal (or 'modern') economic sector and neglect strengthening livelihood opportunities and economic skills for traditional herding or rural livelihoods – a major weakness considering that 'livestock' comprises a large proportion of Somalia's GDP and is among its most productive economic sectors.

Central South Somalia has a majority of youth between 14 and 24 at 57% while Somaliland and Puntland have 34% and 9% respectively. Within Central South Somalia, Banadir and Southwest State have the highest proportion of the population aged 14 and 24 with Central South, though Jubaland and Galmadug states each have close to 300,000 youth between the combined ages of 14 to 24 years.

Table 50.   Somalia Youth Population (14-24 Years old), CSS/FGS by state/region, Puntland and Somaliland

Region		14-17 year olds			18-24 year olds			TOTAL (14-24 Yrs)
		Male	Female	Total	Male	Female	Total	
Jubaland	Lower Juba	23,283	18,543	41,826	33,613	37,601	71,214	113,040
	Middle Juba	13,849	12,822	26,671	25,953	30,013	55,966	82,637
	Gedo	18,751	19,388	38,139	25,082	36,671	61,753	99,892
	TOTAL	55,883	50,753	106,636	84,648	104,285	188,933	295,569
Southwest	Bakool	20,825	13,568	34,393	21,017	20,382	41,399	75,792
	Bay	38,913	30,210	69,123	51,426	58,120	109,546	178,669
	Lower Shabelle	76,162	64,234	140,395	69,673	75,802	145,475	285,870
	TOTAL	135,900	108,012	243,911	142,116	154,304	296,420	540,331
Hirshabelle	Middle Shabelle	26,212	21,415	47,627	28,477	29,283	57,760	105,387
	Hiraan	19,326	13,656	32,982	24,967	31,105	56,072	89,054
	TOTAL	45,538	35,071	80,609	53,444	60,388	113,832	194,441
Galmadug	Mudug	37,598	33,297	70,894	45,975	52,329	98,304	169,198
	Galgaduud	26,329	24,176	50,505	31,231	38,477	69,708	120,213
	TOTAL	63,927	57,473	121,399	77,206	90,806	168,012	289,411
Banadir		82,813	85,011	167,825	101,714	120,848	222,562	390,387
Central South Somalia		384,061	336,320	720,380	459,128	530,631	989,759	1,710,139
% of Total 14-24Yrs old		13%	11%	24%	15%	18%	33%	57%
Somaliland Totals		214,008	199,105	413,113	297,472	302,456	599,927	1,013,040
% of Total 14-24Yrs old		7%	7%	14%	10%	10%	20%	34%
Puntland Totals		54,961	51,150	106,111	81,644	91,488	173,132	279,243
% of Total 14-24Yrs old		2%	2%	4%	3%	3%	6%	9%
Somalia National Total		653,030	586,575	1,239,604	838,244	924,575	1,762,818	3,002,422

---

[68] UNFPA. (2014). Somalia Population Estimation Survey 2014
[69] ibid

% of Total 14-24Yrs old	22%	20%	41%	28%	31%	59%	100%

UNFPA, PESS (2014)

Enrolment into TVET Institutions. Based upon PESS data, about 145,309 learners are enrolled in post-secondary institutions across Somalia, while around 95% of the youth between 14 and 24 years across the entire country are not in any type of post-secondary institutions (Table 51). Urban youth are more likely to attend TVET institutions than all the other youth groups, possibly because of better access to tertiary education. More youth from the richest wealth quintile are enrolled in tertiary institutions. Central South Somalia has 96% of its youth out of school while Somaliland and Puntland have 92% and 91% respectively.

Table 51.   Enrolment in tertiary institutions against the demands by the Youth bulge

Type of residence	Youth Population (14-24)			Enrolment in Tertiary Institutions			Out of School Youth			% Out of School Youth		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Rural	338,454	325,040	663,494	8,843	9,226	18,069	329,611	315814	645,425	97.4%	97.2%	97.3%
Urban	661,485	707,364	1,368,849	52,586	52,927	105,513	608,899	654437	1,263,336	92.1%	92.5%	92.3%
IDP Camps	104,066	117,477	221,543	3,436	3,514	6,951	100,630	113963	214,592	96.7%	97%	96.9%
Nomadic	387,268	361,267	748,535	6,185	8,591	14,776	381,083	352676	733,759	98.4%	97.6%	98%
TOTAL	1,491,273	1,511,148	3,002,421	71,050	74,259	145,309	1,420,223	1436889	2,857,112	94.2%	94.6%	94.4%
% of Pop (14-24)	49.7%	50.3%	100.0%	2.4%	2.5%	4.8%	47.3%	47.9%	94.4%			

UNFPA, PESS (2014)

TVET Curriculum. Currently there is no standardized national curriculum framework for TVET (this is the case across Somaliland, Puntland and Central South combined). The lack of a national TVET curriculum has contributed to graduates from various institutions getting to the job market with different capacities and skills profile. Provision of TVET training using approved curriculum at established TVET institutions will enhance their competency and increase their productivity, thus improving employer confidence in them. TVET delivery system has remained largely supply-driven since it is the TVET providers who decide which skills/courses to train, based on the numbers to be trained in a project. Gender composition and the target groups as decided by the donors or sponsors.

Funding for the TVET subsector. Of the about USD 190 million invested in the TVET subsector between 2013-2017 by donors and partners, 1% went to FGS alone, 55.8% went to FGS and Puntland and 40.9% went to projects that cover all of Somalia (Puntland, Central South and Somaliland).

Table 52.   Donor support for TVET Projects in Somalia 2013-2017

Donor	Prog/Project Name	Main areas of activities	Regions	Value (USD) *	% of Total Volume
Somalia Stability Fund	Somalia Stability	Private Sector Development (PSD), enterprise development, TVET	Puntland & CSS Somalia	80	42.3%

UNICEF Somalia	Youth Employment Program	Out of School youth	Puntland & CSS Somalia	2	1.10%
UNESCO	Skills for Life Project	Skills Assessment Needs assessment and Training	Somaliland, Puntland FGS	1	0.5%
USAID	Somali Youth Learners Initiative	Soft skills for in school	Somaliland, Puntland FGS	38	20.1%
ILO	Youth Employment Somalia (YES)	Skills Development-mainstreaming access to finance	Somaliland, Puntland FGS	8.9	4.7%
Govt of Japan	Youth for Change	Vulnerable youth, financial inclusion	FGS	2	1.1%
UNHCR/IOM)	Durable Solutions	Skills for employability, integration	FGS & Puntland	1	0.5%
EU	Sector Wide Approach Programs	Integrate elements of TVET, Primary, Secondary, Capacity development & Teacher training	Somaliland, Puntland FGS	25.5	13.5%
EU	TVET Program Empowerment for better livelihood	Informal TVET to marginalized community dependent on the economy	Puntland	3.1	1.6%
EU	TVET Program for Roads and Energy	Building technical and management capacity in private and public sector	Somaliland, Puntland FGS	4.1	2.2%
Norway	Vocational School - TVET	Solar Energy	FGS & Puntland	2.7	1.4%
World Bank	Somalia Education Analytical and Advisory	Analytical and Technical Advisory	Somaliland	1	0.5%
World Bank	Recurrent Cost Financing Program		FGS & Puntland	20	10.6%
		TOTAL		**189.3**	**100%**

TVET Donor stakeholder meeting 2017, GIZ
*in millions

The relative size of investments in TVET are quite large in relation to funding for the primary and secondary education sectors considering a much smaller coverage of beneficiaries. At present, TVET is largely driven by the international partners due to their substantive funding support and is heavily skewed towards in livelihood programs in order to meet their main priority of poverty alleviation and post conflict recovery and reconstruction underpinned by a desire to ensure youth do not turn to negative coping strategies for their survival in Somalia.

TVET Instructor Qualification and Distribution. There are about **534** TVET instructors across Central South Somalia (UNICEF Rapid Baseline Survey, 2015), though official EMIS data suggests the number is much lower. Nevertheless, this larger sample is used to assess levels of qualification and training experience of available TVET instructors. 44% of the qualified instructors are in Jubaland while the Southwest regions have about 34%. Lack of trained and qualified teachers and instructors leads to less superior quality of education and

training which in turn limit the ability of the graduate to apply these skill sets at the workplace. Such graduates are not only unable to compete regionally, they also have not received value for the resources invested in their training. A qualification framework for TVET instructors does not currently exist.

Of the **525** TVET instructors, 45% are located in Jubaland while 32% in Southwest. Only 3.2% are in Hirshabelle while data for Banadir, which presumably has the highest number of TVET centres is not available. States that are largely underserved have fewer qualified TVET instructors as compared to those located in comparatively developed regions and states.

TVET school infrastructure. Data on the type of infrastructure on TVET institutions is unavailable for the whole of Somalia. In Central South there are more temporary structures for TVET education than they are permanent and semi-permanent (UNICEF Rapid Baseline Survey 2015). Of 102 structures surveyed, 14.7 % are in good condition while 27% and 55% are in fair and poor conditions. No school in Hirshabelle and Gedo have new structures. This is probably because of the invasion and use of school facilities by military barracks and war.

School Feeding on TVET Institutions. There are insufficient facilities for school feedings and kitchen and storage facilities. For instance, only 2 of the 65 facilities surveyed reported having a school feeding programs (UNICEF Rapid Baseline Survey 2015). Lack of school feeding programs undermine attendance as learners who have to split between going to school and staying away to pursue other livelihoods activities.

Availability of latrines. Only 7% and 44% of the schools in Central South have adequate sanitation and water facilities (UNICEF Rapid Baseline Survey 2015). Lack of water and proper sanitation are major risks to the uninterrupted continuation of school program as poor sanitation and lack of water often leads to outbreak of epidemics such as typhoid and cholera

Management of TVET facilities. About 31% and 27% are managed by the NGO and the communities respectively. No school is managed by the Public (UNICEF Rapid Baseline Survey 2015). Lack of public managed TVET institutions reduces government control over the supervision, accreditation and qualification which could lead to different institution offering varied courses. Similarly, institutions not controlled or owned by governments tend to be located in areas good for business and strategic reasons and not necessarily where most are required such as underserved areas.

Major Economic Activities in Somalia. A comprehensive market study that profiles the whole of Somalia based on the major economic activities and maps out the employability of both institutional based TVET (IBTVET) and Enterprise Based TVET (EBTVET) is not currently available. The major economic activities in CSS are Pastoralism, Agro-Pastoralism, trading and fishing as identified by the technical working groups at the MOECHE. Comprehensive information on the potential of each sector is not available but regions such as Lower and Middle Juba, Bay and Banadir which have multi-faceted economic potential are good grounds for exploitation of labor potential through **IBTVET and EBTVET** approaches. Not surprisingly, 'agro-pastoralism', 'fishing and 'pastoralism' comprise the majority of economic opportunities as reported by stakeholders.

Table 53.   Major economic activities in CSS by region

Region		Major Economic Activity
Jubaland	Lower Juba	Agro-pastoralism, trading, fishing
	Middle Juba	Agro-pastoralism, trading, fishing
	Gedo	pastoralism
Southwest	Bakool	pastoralism
	Bay	Agro-pastoralism, trading,
	Lower Shabelle	Agro pastoralism
Hirshabelle	Middle Shabelle	Agro-pastoralism
	Hiraan	Pastoralism, trading,
Galmadug	Mudug	pastoralism
	Galgaduud	pastoralism
Banadir		Trading, fishing, agro-pastoralism

MOECHE technical working groups

Challenges in Implementing TVET Programs in Somalia. Outlined below are several challenges identified with implementing TVET programs in Somalia and Central South. From the donor mapping exercise it is clear that there are several challenges in the implementation of TVET programs including;

1. There are limited resources, in the form of investments, to serve the about 95% of youth without TVET education as well as short funding cycles. It is therefore unsustainable to introduce TVET programs and follow them through to the point that one can determine its impact in the job market.
2. Lack of clarity on relationship between Federal, State and Local authorities and generally weaker structural lead to inadequate regulation of TVET institutions which then results in failure to develop and administer minimum qualification frameworks. This leads to the TVET institutions churning out graduates that are not suitable for the job market. Technicians and Craftsmen not suitable for the job market are a liability to the development of the country.
3. The lack of security, just like in many other sectors in Somalia is a challenge as TVET institutions cannot be adequately distributed to reach underserved youth in rural and IDP populations. This leads to inequalities in the provision of education and training services (for further detail see the full ESA report)

8.2 Policy context

The Federal Government of Somalia does not have a specific TVET policy. Key policy documents guiding planning for the TVET subsector include:

1. Draft National Education Policy 2017.
2. National Development Plan for Somalia 2017- 2019.
3. National Education Act 2017 (*Sharciga Waxbarashada Qaranka 2017*).
4. Teacher education and training policy 2017.
5. Quality Assurance School Inspection manual.

6. Public Procurement, Concessions and Disposal Act, 23 November 2015.

The Draft Education Policy 2017 makes little reference to the TVET subsector, except the Annexure that gives a target of refurbishing 5 former TVET Centres in; Mogadishu, Merka, Beledweyn, Baidoa and Galcayo, and to develop and deliver catch-up programs and livelihood skills development programs during the Early Recovery Phase for post primary and secondary drop-outs. Similarly, the national development plan only provides vague guidance on employment and TVET activities. Overall there remains generally weak regulatory framework, poor coordination of the TVET subsector.

A Vocational Qualification Framework will also be developed to set common principles and guidelines for nationally recognized qualifications covering schools, technical vocational institutes with qualifications leading to international recognition of national standards. The cornerstone of the Vocation Qualification Framework will be the close partnership and collaboration with industry, and potential employers at all stages.

8.3 Priority Policy Objectives, Strategies and Activities for TVET Subsector

The TVET subsector has tremendous promise for supporting job growth for unemployed and addressing some of the social and economic pressures that expose Somali youth to negative pressures. However, the subsector remains very underdeveloped. The priority objectives and key strategies for the TVET subsector are aligned with the mission, visions, and goals of the MOECHE and the objectives of the National Development Plan and are based on available evidence for the TVET subsector.

8.3.1 Priority Objective 6.1: Improve access to TVET services for marginalized and at-risk youth

Somalia faces a critical stage of transition away from state failure and now has an opportunity to capitalize on its demographic dividend with a large youth population. However, most of these youth either have very limited educational experience or have never attended school and thus face numerous social and political pressures. In order to build on their potential and support the emergence of a prosperous and stable Somalia this ESSP expand access to TVET services for those youth who are at greatest risk so as to capitalize upon their potential to support the country's development. This priority objective will overcome demand-side and supply-side barriers for at-risk youth in areas with available TVET services.

8.3.1.1 Strategy 6.1.1: Conduct social mobilization to raise awareness of TVET programs and their benefits

This strategy will help to raise awareness among community members about the importance and role of TVET programs and enrolling at-risk youth in available TVET programs in different regions. MOECHE at federal level working with state level education officials will do this by developing a simple community awareness raising campaign for communities regarding the benefits of TVET services. The campaign will provide information on how youth can enrol in such programs, where these program are located, and how such programs can support their future livelihoods. The campaign will be implemented using community radio and via community and religious leaders.

Specific community level outreach activities will also be developed to enrol at risk and vulnerable youth in areas where TVET services are provided. This outreach will be conducted based on a clear needs based criteria that will be developed and agreed to with community leaders and TVET services providers. Support in designing, developing and delivering these activities will be sought from key development partners and aid agencies experienced with TVET programming in Somalia.

8.3.1.2 Strategy 6.1.2: Expand coverage of TVET through construction and rehabilitation of training centers

This strategy will help to address identified supply side barriers faced by learners to access TVET programs, particularly those from disadvantaged groups. There are only a handful of officially recognized TVET facilities across Central and Southern Somalia, with those that do exist having a mixed and sometimes poor level of infrastructure quality. Evidence drawn from the full ESA report shows that to promote greater levels of enrollment and accessibility, flexible scheduling of TVET programs for learners will be a successful approach to overcome demand side barriers by addressing factors related to opportunity costs that potential learners face if enrolling in programs.

Activities for building and rehabilitating TVET training facilities will begin with a robust construction and rehabilitation needs assessment that will identify infrastructure needs and detailed costings, TVET infrastructure works will then be implemented to provide adequate facilities in each of the states in Central and Southern Somalia.

This strategy will also improve physical infrastructure of target centers in each of the federal state capital towns. The key activities will include mapping TVET centers for rehabilitation/construction of existing and new centers based on identified needs. Assessments will also incorporate analysis of the most appropriate learning times for potential trainees in surrounding areas that will then be used to design flexible learning times and schedules for programs delivered in TVET facilities. This will help promote access by accommodating the cultural and livelihood needs of communities that will be supported.

8.3.2 Priority Objective 6.2: Increase the quality and relevance of TVET programs to support increased youth employment

According to the ESA 2012-2016 findings, there are challenges with enhancing quality and relevance of TVET. This appears especially true in relation to the quality of TVET instructors the market relevance of programs offered for at-risk and vulnerable youth, and the availability of appropriate training materials within TVET facilities. This priority objective will thus focus on overcoming quality and supply barriers related to instruction quality, training materials, and the alignment of training programs based on labour market opportunities, including more traditional economies based on livestock and herding (which remains among the most lucrative market sectors across the country).

8.3.2.1 Strategy 6.2.1: Align TVET programs to labor market needs

This strategy will focus on increasing the market relevance of TVET programs to support trainees in gaining marketable skills that will translate into meaningful income generation activities.

Key activities to implement this strategy will include conducting a labour market survey to identify high demand labour skills, as well as skills needed to capitalize upon economic opportunities available in traditional economies. Together with the Ministry of Labour and Employment, the MOECHE will also establish a TVET training database to support job placements and to review success rates with transitions of graduates into employment and business opportunities. This will provide additional support to graduates and help to continuously improve training programs based on success rates.

Additionally, the MOECHE will develop a framework that regularly reviews and upgrades the TVET training curriculum to ensure key learning competencies are routinely updated and linked to changes in the market place. This strategy will also establish an internship program with the private business sector to support job placements for TVET graduates. It is expected that activities under will lead to relevant training opportunities for youth and provide increased support for their successful transition into the world of employment or business.

8.3.2.2 Strategy 6.2.2. Improve teaching and learning processes in TVET facilities

Sector analysis evidence demonstrates that the quality of instructors and training support that they receive remains insufficient and poorly aligned to evolving market needs. This strategy will thus focus on strengthening the capacity of TVET/TVQA instructors to provide more effective youth training and learning opportunities that are aligned to labour market opportunities.

Key activities will include designing and implementing an instructor capacity strengthening program based on evidence generated by planned labour market surveys. Labour market surveys will be used to introduce required skills sets among TVET instructors to help them better equip youth to secure employment opportunities in the labour market. TVET instructors will also be equipped with skills and knowledge on conflict sensitive education training approaches and life skills to further equip youth with the social competencies needed to contribute to society as constructive citizens.

To further support regular improvement of trainers a performance management system for TVET instructors will be developed. This system will be developed together with state level education personnel and TVET implementing partners. Feedback that will be generated from this performance management system will be used to support instructors to improve their skills in required areas. .

8.3.2.3 Strategy 6.2.3: Equip TVET facilities with appropriate training materials and resources

Available evidence suggests that a major barrier for receiving quality TVET training is with a general lack of well-equipped training centers (i.e. tools, work stations/labs, learning materials) that can support youth to gain concrete labor market skills .This strategy will thus overcome these barriers by ensuring appropriate training facilities are available together with needed learning materials for youth.

To inform the development of training materials, equipment and learning materials, activities will include a rapid needs assessment on the availability and quality of training equipment and

materials currently available in TVET centers. This assessment will be supported by relevant international and local development partners with experience at conducting analytical research/assessments and will be used to inform activities for procuring equipment in TVET centers and for developing required learning and training materials and that will include components of life skills and peacebuilding education for youth. The development of training and learning materials will also be supported by experienced international partners and will adhere to quality assurance criteria for developing 'conflict sensitive' teaching and learning materials (see cross cutting priorities chapter).

8.3.3   Priority Objective 6.3: Establish effective TVET governance and management systems to improve external efficiency

Sector analysis findings demonstrate that a current weakness with the TVET subsector springs from the weak management and governance of the subsector, lack of quality standards, and the absence of government regulation of TVET programming. While these weaknesses are understandable given the early period of state building for Somalia, these weaknesses undermine the effectiveness of TVET activities and achievement of National Development Plan goals. Currently, there are no strong TVET policies or legal and regulatory mechanisms for this subsector. Most of the TVET activities are local and project-based, implemented by INGOs, outside of government regulation and little coordination with government partners at federal and state levels.

This priority objective will thus focus on addressing enabling environment and regulatory barriers for improving the efficiency and effectiveness of the subsector. It will strengthen legal frameworks and policies to better regulate the subsector and will establish functioning quality assurance systems for TVET programs in order to ensure adherence to endorsed government standards and regulations.

8.3.3.1 Strategy 6.3.1: Develop legal frameworks for the TVET subsector

This strategy will strengthen the regulatory environment for the TVET subsector to ensure adherence to government endorsed TVET/VOS quality standards that will be developed during this ESSP. The key activities to be implemented during this ESSP will thus focus on selecting representatives from federal and state levels be members of a TVET national authority that will act as an overall regulatory body for the subsector. The MOECHE, together with line ministry partners, will also develop a national TVET policy that will outline the roles and responsibilities of different actors for carrying out TVET training programs and the overall coordination and management of the subsector at both national and subnational levels.

A coordination mechanism will also be established between relevant line ministries at federal and state levels that will be mandated to support job placements TVET training graduates. This coordination mechanism will be mandated to establish guidelines for placing training graduates and supporting job placement coordination with the private sector.

8.3.3.2 Strategy 6.3.2: Establish functioning Quality Assurance Systems for the TVET Subsector

One of the greatest challenges with understanding, managing and regulating the TVET subsector is the near complete absence on TVET quality assurance and monitoring systems within the government. As a result, much of the information available for TVET is only available

from project reports produced by implementing partners who provide reports to donors who fund the implementation of TVET activities inside Somalia. This strategy will thus address these challenges by developing and implementing standard monitoring and evaluation tools that will be applied by all partners implementing TVET programming inside Somalia.

Key activities will thus focus on developing a function monitoring and evaluation system, which will be supported by experienced international experts sourced via key development partners with experience in the TVET subsector and who will work closely with government TVET personnel to create credible tools that are easily implemented.

Once these systems and procedures are developed and endorsed by relevant stakeholders, supervision exercises will be conducted on a bi-annual basis (i.e. twice per year). This will also increase transparency and improve the performance of TVET centres and teachers. To further ensure the effectiveness of the TVET governance and management systems, the annual TVET EMIS data will be collected and analyzed to address the possible gabs of the program. Additionally, TVET centers will be included in expanded annual EMIS school surveys that are the basis for producing the MOECHE annual statistical yearbook. This will entail identifying and including key monitoring indicators into the existing EMIS survey tools.

Table 54.　　Priority Policy Objectives, Strategies and Activities Matrix (TVET Subsector)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 6.1: Improve access to TVET services for marginalized and at-risk youth	**Strategy 6.1.1**: Conduct social mobilization to raise awareness of TVET programs and their benefits	Develop and implement a community awareness campaign in high need regions with available TVET services	Campaign developed and implemented and reaching 30 regions by 2020
		Develop criteria-based mobilization campaign to identify and enroll most vulnerable/at-risk youth	2,000 at-risk youth enrolled in TVET programs by 2020
	Strategy 6.1.2: Expand coverage of TVET through construction with appropriate scheduling	Construct 6 standard Technical Secondary Schools	6 school constructed by the end of 2020 (1 in each 4 State and 2 Mogadishu city) (6 facilities in total) by 2020
		Establish programs with flexible entry and exit points for underrepresented students	By 2020, 100% of programs apply flexible timetables
Priority Objective 6.2: Increase the quality and relevance of TVET programs to support increased employment of youth and strengthen TVET curriculum	**Strategy 6.2.1:** Align TVET programs to labor market needs and livelihood opportunities	Conduct market survey to assess relevant job demand and inform design of TVET programs	Survey results being utilized to inform design of courses by 2020
		Create TVET database that records trainees' data and success rates with job placements	Database is regularly expanded and used as a reference by 2020
		Establish program for internships and job placement in coordination with private sector companies	By 2020, at least 50 companies enrolled in TVET job placement schemes
		Establish a framework that regularly reviews and upgrades the training curriculum and syllabus to ensure market relevance of training	Framework established and endorsed by MOECHE and state officials by 2020
	Strategy 6.2.2. Improve training and learning processes in TVET facilities	Conduct capacity building training to TVET trainers, including life skills training and conflict sensitive education	By 2020, 75% of instructors complete conflict sensitive and life skills training
		Establish a teacher evaluation and feedback management system to regularly improve quality of trainers	System established with feedback provided to 100% of TVET instructors by 2020
	Strategy 6.2.3: Equip TVET facilities with	Conduct an assessment on the availability and quality of training equipment and materials	Quality assurance assessment of training materials and equipment completed by 2020

		Equip TVET centers with required training and learning equipment and materials (including workplaces and labs)	100% of TVET centers fully equipped by end of 2020
		Develop TVET textbook and training guidance materials ensuring adherence to principles of conflict sensitivity and building constructive citizenship	80% of courses supported by training and learning materials by 2020
Priority Objective 6.3: Establish effective TVET governance and management systems to improve external efficiency	**Strategy 6.3.1**: Develop legal frameworks for TVET	Develop TVET national policy with assigned roles and responsibilities across ministries and state level authorities	Develop national policy by 2018 and fully endorsed by federal and state levels by 2019
		Establish coordination mechanisms with appropriate line ministries for job placement of TVET graduates	Mechanism implemented and least 25 graduates secure job placements through coordination mechanisms by 2020
	Strategy 6.3.2: Establish functioning Quality Assurance Systems for the TVET subsector	Conduct capacity building training to TVET trainers, including life skills training and conflict sensitive education	Instructor capacity development package developed by 2018 and implemented fully by 2020
		Include TVET facilities in annual EMIS data collection exercises	Data on TVET facilities gathered and incorporated in statistical yearbooks 3 times (2018-2020)

9 Chapter 9 – Cross-cutting issues

This chapter reviews evidence from the full ESA on key cross-cutting issues deemed critical to improve the capacity of the MOECHE to manage a coherent education system. It includes issues of decentralization, 'private' education service providers and quality assurance systems for the education sector.

9.1 Situation Analysis

MOECHE Service Delivery Capacities. The MOECHE at federal government level is responsible for the overall guidance and administration of education in Somalia. Its mandate is to ensure that a viable system is in place to promote quality education and training for all citizens in order to optimize individual and national development. As federal government structures were only established several years ago capacities within the ministry remain generally low, which are explored below in relation to staffing, skills and training of personnel. Regional states within Central South have varied administrative structures and departments in place, each of which suffer similar (or more severe) capacity deficits compared to the federal level MOECHE. This structure is essentially very similar to the structure of the ministry prior to civil war and state collapse when domestic financing was greater and when the ministry had some 50,000 personnel under its authority (government staff and teachers combined). Arguably the current structure has not been updated to reflect the realities of the country and a much more poorly resourced government and state institutions with a much fewer number of personnel to manage.

A comprehensive capacity assessment report conducted by the Directorate of Schools in 2016 identifies challenges related to capacity of the ministry of education and its ability to deliver effective services as summarized below.

Table 55. Capacity Deficits for providing effective education services

- Deployment of staff into position does not always match the individual's skills and competences.
- Lack of organizational capacity to impart new key competencies on staff that are needed in a rapidly changing environment to enable them to function more effectively in the education sector.
- Lack of clear operational framework between staff at federal, state and region levels has undermined effective field operations and accountability at different levels of the education system.
- There are no clear linkages in developing education sector plans and poor alignment regarding objectives, targets and strategies across different administrative levels of government. Regional plans do not feed into national plans, which are developed without reference to federal level priorities and targets.
- Personnel incentives are weak and salaries are not paid on time.
- Education officials suffer from limited material and financial resources to carry out their duties at federal, regional, and local levels.
- Education officials suffer from limited material (offices, supplies, computers, etc.) and financial resources to carry out their activities at federal, regional, and local level.
- Education officials, like all government staff, face serious security challenges which inhibits their freedom of movement and ability to carry out required duties and functions.
- There is a gap between competencies and the responsibilities of education managers in relation to assignments undertaken.
- Lack of well-coordinated framework for actors offering capacity development in education management in Somalia. Instead, many diverse training opportunities are provided that undermine the strengthening of coherent and effective government systems.
- Key legal and policy frameworks (Education Act and National Education policy) have not yet been finalized. As a result, overall weaknesses with the broader regulatory environment for the education sector have not been addressed.
- Development partner's support to the education sector typically uses project-based approaches that have limited timeframes. This inhibits sustainability of programs and effective system strengthening.

MOECHE 2016, Draft Capacity Assessment Report for the Directorate of Schools

Enabling environment. Policies and regulatory frameworks are currently being put into place to guide the effective implementation of educational and training strategies. The Education Act has been developed and endorsed while the Higher Education Act is in draft from awaiting finalization. The government Human Resource Policy Manual (2015) also outlines the general rules governing the employment of civil service employees in the MOECHE including other rules such as promotions, transfers and seconding of staff. The policy further lays out the categories of employment as Permanent and Pensionable, Replacement of Next of Kin, Contract and Temporary appointment.[70]

---

[70] CFBT, Human resource Manual (2015)

Transparency and Accountability. The MoECHE has focused on strengthening key dimensions of good governance. Key dimensions of good governance as listed in MOECHE policy documents are;

1. Public Sector Management
2. Transparency
3. Accountability
4. Regulatory reform and,
5. Public sector skill and Management

Ministry efforts have led to several minor improvements with transparency and accountability within the MOECHE. Following the identified of specific needs for the Finance department leading to 5 members of the department (1 female) trained on financial procedures and use of QuickBooks. Consequently, MOECHE has shifted from the use of manual accounting systems to QuickBooks[71] which ideally should improve the overall financial reporting of the ministry. The MOECHE is yet to put in place a strategy for disseminating financial utilization reports publicly or with stakeholders.

Skills development and training of government personnel. At federal level, training and capacity building has been conducted for most departments in the MOECHE. This has included 26 staff (5 female) being trained on human resources and staff management including transparent recruitment. Training has also been provided for 36 staff (3 female) on quality assurance and minimum standards for school

With funding support from the European Union, MOECHE staff have been awarded scholarships to study Masters Degrees and Post-graduate Diplomas in Education Planning, Administration and Curriculum Development from the University of Nairobi. These are in fact a continuation of a policy started by EU under the earlier capacity building project. Of the 24 staff members in Central South Somalia (FGS MOECHE) who have graduated from these programs, 16 are male and 8 are female[72] The courses have all been directly related to Educational Management or to Curriculum Development, thus, they should have improved upon the Ministry's capacity. Some of the beneficiaries have also come from the State Ministries, in particular, Galmadug. However, only 14 of the 24 personnel trained still work at the MOECHE while the rest have moved elsewhere.

Several trainings have been supported by the federal level ministry which has included education personnel from state and district levels in relation to gender and EMIS. The MOECHE Gender Unit has conducted training for 96 personnel (30 female) drawn from central and district levels.[73] Meanwhile, over the past three years the Department of Quality Assurance has led training of federal, state and district level education personnel on EMIS. This has included 50 REOs and Education umbrella staff representatives trained on how to conduct census and validation of the EMIS data.

Training data demonstrates a significant bias in favor of males being training compared to females with, for example, only 31% of the beneficiaries of training on Gender being female while those that participated in

---

[71] MOECHE, Joint Review of the Education Sector, 2015
[72] ibid
[73] MOECHE, Joint Review of the Education Sector, 2015

quality assurance and minimum standards training account for 8.3% of training participants[74]. Additionally, available information regarding the participants for ministry training activities demonstrates that a higher proportion of participants have been drawn from the federal level than from the state and district levels.

Organizational Capacity for Payment of Salaries of education personnel. The ability of the MOECHE to pay staff salaries is a strong indicator of its organizational capacity to support core functions within the ministry, including its capacity to finance resources such as materials, computers, office space, and transportation and security costs of ministry facilities. The majority of minister personnel (97%) are paid with external funding sources from donors/development partners. Irrespective of external donor support, without which the MOECHE could not function, there remain key personnel that are not paid by any funding source. This includes some 23% of the Regional Education Officers (REOs), 86% of Quality Assurance Officers (QAOs) and 100% of District Educational Officers (DEOs). The non-payment of key MOECHE staff that are tasked with supervision of the quality of education and training services is a major gap that has significant negative effect on the delivery of education services.

Technical Support to the MOECHE. Currently, the MOECHE utilizes three Technical Advisors (TAs) engaged for the departments of Policy and Planning, REO coordination and Teacher Training and receives additional funding support for technical advisors in areas of engineering construction and pastoral education initiatives, which have been funded by donor organizations such as the European Union, UNICEF and USAID. From Table 56 below, much of the technical assistance to the MOECHE is in the form of technical officers while the Department of Policy and Planning takes up a majority of the TAs available to the sector. The other departments of Gender, Quality Assurance, Finance, HR, Higher Education and Public Schools each has one technical advisor.

Table 56.   Technical Support to the MOECHE

Department	No of TAs	Percentage of Total	Paying Agency	Start (MM/YY)
Policy and Planning	4	22.2%	IOM & EU	2016
Quality Assurance /Curriculum Development	1	5.6%	IOM	2016
Gender	1	5.6%	IOM	2016
Finance	1	5.6%	IOM	2016
HR	1	5.6%	IOM	2016
Higher education	1	5.6%	EU	2016
Public schools	1	5.6%	GPE	2016
Officers (technical)	8	44.4%	EU	2016
REO Technical Advisor	1	5.5%	UNICEF	2016
Teacher Training Technical Advisor	1	5.5%	UNICEF	2016
GPE Consultant	1	5.5%	UNICEF	2016
ESC coordinator	1	5.5%	UNICEF	2014
Total	**22**			

MOECHE HR Department

Education Sector Governance, Administrative Decentralization and State building. Decentralization is described as facilitating political reform and enhancing stability in conflict-affected contexts, responding to political and economic dimensions of conflict by dispersing power from centrist structures, responding to

---

[74] ibid

diverse population needs, and increasing political and institutional legitimacy.[75] However, in practice, decentralization is limited by capacity, coordination, and communication gaps between government levels, lack of operating budgets for sub-national offices, limited sub-national policy dissemination and implementation, and physical access challenges.

Current administrative structures and divisions of authority. Administrative structures for Somalia have been undergoing rapid transformations, sometimes contested, for the past several years. This is particularly true in regions of Central South Somalia that have only recently been 'liberated' from Al-Shabaab control and where local systems have evolved quite differently compared to other areas of Central South and Somalia more broadly.   As a country there are currently three major administrative units including the Federal Government of Somalia comprised of Federal Member States (FMS and referred to throughout this document as those areas making up 'Central South') and of which Puntland is a part, and Somaliland. Each of these contains further sub-national administrative units covering regional, district and village administrations.

Central South, which is regarded as more squarely being under the direct administrative authority of the Federal Government, currently contains four new states (Jubaland, Southwest, Galmudug and Hirshabelle) together with Banadir, including 10 regions across the states, and 58 districts across those regions. Each of the administrations contains their own education ministries and political representation that includes 'presidents' and other representation mechanisms that have, until recently, to some extent viewed themselves as entities separate from of federal government political representation mechanisms. While the newly elected Federal government has taken steps towards concluding the political agreements with the FMS (including Puntland), important issues pertaining to the new federal structure, including allocation of powers, jurisdiction and resources, remain to be resolved. Currently there is an MOU among the Ministries of education in the FMS in Central South with the Federal Government MOECHE in which they have agreed to work cooperatively in all matters related to education sector. It is also agreed the roles and responsibilities of each jurisdiction (e.g., MOECHE vs. FMS Ministries). FGS MOCHE is mandated to develop regulatory frameworks, e.g. Education Acts and policies and coordination while the regional states are mandated to carry out all implementation works of education. Due to resource scarcity, there is a perception of mistrust and disconnect between the FGS and FMS MOEs in those states believe that they are mandated under the federal rules to deal directly with development partners while FGS believes that they are the ultimate entity entrusted to manage bilateral arrangements with development partners

In addition to the establishment of new states, functioning district-level governance structures also have an important role to play in extending access to education services, promoting stability and achieving longer term development goals, as reflected in the May 2017 London Conference's emphasis on strengthening sub-national levels of administration and increasing the accountability of public officials. Outside of Puntland, however, there are only a few functioning district level governance structures to date (Adado and Benadir). Federal and state governments have prioritized district council formation in Jubaland, Southwest, Galmudug and Hirshabelle over the coming months, with a focus on building nascent, accountable and representative local governance structures capable of delivering basic services to the populations they serve.

---

[75] Crawford & Hartmann, Decentralization in Africa: A pathway out of poverty and conflict? 2008.

Given the recently established federal government structures, laws or acts on local government and decentralization of administrative functions for social services such as education have not yet been finalized. As such, Somalia's education system lacks an agreed upon legal framework to guide decentralizing education services.

The governance of education services is also affected by coordination challenges between the education sector and other ministries. For example, issues related to child protection and violence against children fall under the purview of the Ministry of Justice, with mixed levels of coordination with the MOECHE on related issues in school. There are other line Ministries, such as Ministry of Youth and Sports, Ministry of Religious and endowment, Ministry of Health that do not coordinate as required with the MOECHE for instance on matter such as youth training, WASH programs, Quranic Schools.

Forms of decentralization of education services. Federal government education officials aspire to establish a decentralized system of education service delivery under which state and regional officials play a strong role in managing and delivering education services. In part, this springs from a need to accommodate the country's broader political system of power-sharing with majority and disadvantaged clans in the country (as reflected in parliamentary power-sharing arrangements) and to address associated inequities in distribution of power and representation in decision-making. However, different forms of decentralization exist that involve different objectives and forms of decision-making authority, the implications of which have not yet been considered in tentative steps taken toward decentralizing education services. ***Deconcentration*** (often considered the weakest form of decentralization) redistributes financial and management responsibilities among different levels of the central government (e.g. to local administrative officials under the supervision of central government ministries). ***Delegation*** involves the transfer of responsibility for decision-making and administration to semi-autonomous authorities accountable to the central government, but with a great deal of decision-making power.

Devolution involves the transfer of finance and management responsibilities to quasi-autonomous local governments with decision-making authority within recognized geographical borders currently, the implications of these different forms of decentralization. While the exact mechanism for decentralizing education services in emerging FMS is yet to be determined, there are a number of lessons that can be drawn from the experience in Somaliland and Puntland, including the importance of ensuring alignment and coherence across various legal and policy instruments, from the start. Local government laws, decentralization policies, as well as education sector guidelines such as the ESSP need to reflect a common understanding of the division of functions and responsibilities across administrative levels, so as to strengthen the enabling environment for decentralized education services. Full devolution of education services has yet to be achieved in Somalia. However, several districts in Somaliland have demonstrated their capacity to carry out a number of functions devolved by the Ministry of Education, including the rehabilitation and maintenance of primary schools, payment of auxiliary workers and utilities, as well as the oversight of community outreach activities, with a significant portion of financing coming from local revenues. The experience in Somaliland, and Puntland to a lesser extent, indicates that, with sufficient policy and capacity-building support, it is possible to successfully transfer decision-making, finance and management responsibilities to districts for the delivery of primary education services.

The current status of decentralization in Central South (and Somalia overall) thus reflect tensions between the perceived importance of locally responsive service delivery and more centralized policy development and management systems (contributing to state building processes), the form of decentralization to be

utilized, and balancing institution building at federal level with the principles of power-sharing and representation to accommodate clan-based dynamics.

Curriculum Framework and learning materials. Key features of the national curriculum framework can found in the National Education Curriculum Framework (NECF) 2016. The Curriculum Framework was developed over a two-year period and included consultative workshops with a range of educationalists and representatives from all the private sector educational providers including private for profit schools, community schools and representatives of non-state actors' umbrellas. Once developed the draft framework was then taken out for consultations, a process led by the youth and funded by UNICEF to ensure conflict sensitive and inclusive curriculum was developed to support peace building objectives of the government through education.

The NECF is seen by the Ministry as an important first step towards unifying all the different schools who were at the time offering a range of different curricula, syllabi and textbooks or teaching materials. The key areas that were agreed as core to the Curriculum Framework are as follows:

- **Overall goals of education**, i.e. to build the learners as an important member of society who will be self-sufficient, fulfilled and can play a productive role at community, country, regional and global levels of society.
- **The values** to be instilled in the learners irrespective of their background. These are broad values related to religious, moral, patriotic and cultural areas and also recognizing the importance of the key basic and scientific and technical skills for the modern world.
- **The core learning** areas and cross cutting issues to be covered. This inevitably specifies the core subjects to be learnt but does not limit schools to those subjects if they wish to add to the electives.
- **The basic skills,** including life skills and 'peacebuilding/peace education', work skills and learning skills to be developed through the learning areas.
- **The broad learning outcomes to be achieved at each level of the curriculum.** These are the key to any harmonization of syllabi across different schooling systems and to portability between those systems. Thus, the Framework specified in broad terms what a learner would be able to do by the end of each cycle of education. The cycles were divided into four-year blocks, i.e. Grade 4, Grade 8 and Form 4.

In addition to the core areas fundamental to any curriculum development, the framework also laid out policies that were to be followed over time. These included the following:

- **A language policy** which stated that Somali, the first language of virtually every child in Somalia, should be the foundation upon which other languages are learnt and through which education proceeds.
- **The schools' structure** would follow an 8:4:4 system to fit in with the broad learning outcomes.
- **Methodology** that will be learner centred and activity-based.
- **An assessment system** with the formal system using the learning outcomes as the basis for summative assessment at grade 8 and 12.

The need for the harmonised NECF and the centralised examinations is enforced when one looks at the varied learning materials and potentially divergent curriculum materials in use across schools in Central South Somalia. This is in contrast to Somaliland and Puntland where over 85% of schools keep to their respective ministry's 'curriculum and take the centralised examinations at the end of each cycle.

Quality Assurance Systems, Standards and Supervision. The management of quality assurance systems and the implementation of minimum standards of education is the responsibility of the Department of Quality Assurance. The Department uses a combination of capacity building, inspections and external evaluations to achieve the desired outcomes of quality and reliable education.[76] The department uses several key tools including 'internal evaluations' and 'external evaluations' and school supervision.

Key challenges experienced in carrying out quality assurance activities are summarized in Table 57 below and spring from: coordination and lack of clarity over roles between different levels of government and limited engagement of some regional offices, insufficient funds to carry out routine school supervision because of reliance on donor funding and limited allocations form the MOECHE budget. As a result, while the overall approach and design of quality assurance systems are sound, the capacity weaknesses within Department of Quality Assurance has undermined effective implementation and the overall quality assurance role of the MOECHE.

Table 57. Summary of organizational capacity constraints – Quality Assurance and School Supervision

- At design level the MOECHE has in place several important and well thought-out quality assurance mechanisms covering 'external and internal evaluations', 'Quality Improvement Officers', 'Quality Improvement Managers' and 'Quality Improvement Coordinators'.

- However, insufficient budget allocations for 'investment expenditures' has meant that these mechanisms have remained poorly developed with few officers in government receiving any training on these mechanisms. This gap is particularly acute at State and Regional levels. Few officers are actually in place to operationalize Quality Assurance mechanisms within the MOECHE, and there is virtually no operational budget to support the actual implementation of Quality Assurance activities.

- School level supervision and quality assurance activities are also not implemented effectively for reasons outlined above. As a result, little support is provided to head teachers or teachers in schools to improve the quality of learning and teaching via government QA systems.

- Given the lack of a coherent policy to regulate the different types of private schools, there have also been challenges with regulating the quality of private schools and access to high risk geographic locations has further undermined the ability of the MOECHE at all levels of administration to regulate the quality of services across the overall education sector.

---

[76] MOECHE, School inspection and improvement manual (2015)

Teacher Training Systems. Weaknesses with teacher training systems have been identified across all subsectors and is therefore considered a critical cross-cutting issue to be addressed by the MOECHE. Across all subsectors there are weak teacher support systems in place, weak supervision of teachers, and poorly structured training programs to support in-service training. Many of these weaknesses are caused by the absence of an integrated strategy to support teacher quality improvement across all subsectors, a multiplicity of training materials that are often of mixed quality and not well-aligned to government quality standards and objectives and the ongoing need to better coordinate and guide efforts to improve teacher quality.

EMIS, Monitoring and Evaluation. Commendable progress has been made over the past three years with developing a functioning EMIS system to support better monitoring of progress with key education sector indicators. The use of EMIS has been mainly piloted in Banadir region in 2013-2015 and in the last year was scaled up to cover most of the Central South. There are however pockets of inaccessible areas where insecurity has made it impossible to collect data (e.g. Middle Juba). Summary findings on the current status of EMIS systems are presented below in Table 58.

Table 58.   Analysis of the FGS Education Management Information System (EMIS)

- The government has made strong progress over the past few years at implementing a functional EMIS system, which has been a commendable achievement. While weaknesses exist, the government is now able to publish annual statistical yearbooks for the education when previously no such data existed. The MOECHE now collects school data on an annual basis and produces statistical yearbooks which are used by many partners for assessing performance of the sector and their respective programs. There is now a high level of commitment within the MOECHE to strengthen monitoring of results with a growing appreciation of the role that data has for improved planning and achieving results in education by helping to set priorities and develop relevant and targeted services for the most disadvantaged.
- However, EMIS activities are entirely dependent upon external donor support and has, on the whole, been implemented on a minimal budget over the past few years.
- There has been insufficient capacity development in terms of training of personnel and system strengthening at either at either State or Regional levels and thus there has been no improvement in the coverage or quality of EMIS overall.
- A clear policy framework for EMIS has yet to be developed by the MOECHE which can lead to parallel systems of data gathering being conducted at federal and state levels and which can be integrated (e.g. teacher tracking).
- Currently software used for EMIS is not perceived as 'user-friendly' by ministry staff.
- There are no effective 'feedback loops' in place to ensure that EMIS data is shared with State/Regional official and with schools. This undermines the usefulness of data which should be used to address identified weaknesses with delivery education services at school level.
- Adaptability of the EMIS software system is problematic, for example questionnaires used for annual school census exercises have not been adapted since 2011.
- Maintenance and support for updating or troubleshooting the PINEAPPLES software is difficult as the MOECHE does not have a direct link to the vendor.
- The current EMIS only captures data for primary and secondary schools, thus excluding important areas such as ABE, ECCE, and TVET.

For further detail see the full ESA report

9.2 Policy Context

Key policy documents for cross-cutting issues includes:

1. Draft National Education Policy 2017.
2. National Development Plan for Somalia 2017- 2019.
3. National Education Act 2017 (*Sharciga Waxbarashada Qaranka 2017*).
4. Teacher education and training policy 2017.
5. National Curriculum framework 2017.
6. Quality Assurance School Inspection manual.
7. Public Procurement, Concessions and Disposal Act, 23 November 2015.

8. Memorandum of Understanding (MoU) between the Federal Government and State level ministries on roles and responsibilities provides the details on how the states are expected to work with each other.

9.3 Priority Policy Objectives, Strategies and Activities for Cross-Cutting issues

The ESSP will address key cross-cutting issues affected the overall education sector which have been identified by the Education Sector Analysis as crucial areas needs attention to improve quality of learning outcomes, accelerating progress toward equity in education, and improving the overall efficiency and effectiveness of the education sector. The priority objectives and key strategies are aligned with the mission, visions, and goals of the MOECHE and the National Development Plan, relevant policy documents, and are based on key sector analysis findings.

9.3.1 Priority Objective 7.1: Enhance the organizational capacity of the MOECHE to manage/regulate the education sector

This priority objective will address key capacity deficits within the MOECHE regarding its organizational capacities to coordinate and oversee the delivery of effective, efficient and accountable education services. Strategies used apply an institutional capacity development approach that will strengthen the broader enabling environment (policies and regulations, some of which are listed in specific subsector work matrixes), organizational capacities of the MOECHE at federal and state levels, and the management capacity and skills development needs of education personnel within the MOECHE.

9.3.1.1 Strategy 7.1.1: Disseminate information and training of personnel on finalized education policies/regulations

Developing, disseminating and implementing overall plans, policies and procedures is vital for the proper functioning for ministry. National education act and national education policy are completed which need further dissemination among stakeholder and their training for the proper implementation of these policies. Other subsector policies are either in planning or at approving stages. This strategy will thus focus on raising awareness among key stakeholders so that policies and legislation will be effectively implemented. In doing so, this will help to strengthen the management coherence of the education sector and align activities of different actors and types of education facilities (public, private or community-run).

Key activities related to this strategy include developing a strategic implementation plan to disseminate finalized policies and documents across all subsectors including private schools. This plan will be developed by a technical taskforce made up of MOECHE Director Generals in consultation with education stakeholders and ESC members and will include a listing of the most appropriate communication channels through which to disseminate information. The plan will also articulate follow-up training needs for stakeholders and the types of resources (e.g. summaries of documents) needed to support effective awareness raising of education actors.

9.3.1.2 Strategy 7.1.2: Develop guidelines to strengthen transparency and accountability of the MOECHE

Increasing transparency and accountability within the government are priority of the new government and also very important to ensure greater efficiency and effectiveness for education service delivery. In the Somalia context, the collapse of the state in the early 1990s

and decades of anarchy gave rise to numerous practices that the international community regards as 'corrupt'. The legacies of state collapse have proven a major challenge to support current state building process and greatly slowed recovery and development efforts after the establishment of the Federal Government of Somalia when there were no effective standards and procedures that encouraged accountability and transparency within the MOECHE. Since then, draft HR, finance and procurement policies have been developed and need further review to be finalized, endorsed and then and then disseminated for implementation throughout the ministry at federal and state levels. This strategy will thus strengthen the integrity, transparency and accountability of the ministry's operations which will lead to increased trust of stakeholders toward the ministry and improved efficiencies with sector management.

Key activities for this strategy include developing plans for strengthening accountability, management and transparency systems for ministry's financial, recruitment and procurement procedures. Draft guidelines will be reviewed through consultative forums including key stakeholders and partners to be finalized including their monitoring and enforcement mechanisms. This process will include identifying training needs for ministry personnel at Federal and State levels to operationalize the new guidelines upon their endorsement (see Strategy 7.1.3 below).

9.3.1.3 Strategy 7.1.3: Strengthen skills of ministry personnel to carry out professional duties

This strategy will address the critical lack of facilities and equipment faced by all education personnel at federal and state levels. This ESSP will equip ministry personnel with sufficient office space and equipment to carry out their duties in a professional and effective manner.

9.3.1.4 Strategy 7.1.4: Strengthen skills of ministry personnel to carry out professional duties

Clear standard Operating Procedures, guidelines and highly qualified and capable personnel are considered as cornerstones for any institution. Within the MOECHE (at both Federal and subnational levels), it is assumed that there has been a gap in these areas, particularly regarding the skills ministry personnel to carry out their duties which up to now have also been poorly defined due to the absence of clear procedures and guidelines. To implement the proposed policies that will be finalized to address operational weakness caused by weak guidelines and procedures. The ministry foresees providing training for its staff and consultants which will be reinforced with capacity injection from highly qualified experts from the Diaspora.

Key activities under this strategy will include training personnel on various skill including budgeting and financial management for increasing budget planning for covering recurrent operational costs (including absorbing additional teachers onto the government payroll). The design and implementation of this training and budget planning will be supported by key development partners experienced in this technical area.

To support capacity development of MOECHE personnel at federal and state levels, a skills needs assessment of ministry personnel will be conducted to identify gaps in knowledge and

capacities for carrying out duties based on ministry policy guidelines, particularly in the areas of financial management and reporting, planning, coordination and human resource management. The results of this assessment will be the basis of a comprehensive training strategy for ministry personnel over the next three years. This assessment and the implementation of the training program will be supported by international partners and experts in the areas of institutional capacity development and organizational development.

To support the ministry personnel to carry out their duties, clear Standard Operating Procedures will be development based on endorsed operational guidelines in the areas of Human Resource Management, Financial Management and Procurement. These SOPs will thus become easy reference materials to support personnel in carrying out their duties. SOPs will supplement staff training activities.

To support continuous capacity development of ministry personnel, the MOECHE will also coordinate with donors and development partners to introduce a 'parallel desk' capacity strengthening approach. This activity will look to secure external technical support for ministry personnel and who will work in partnership with ministry staff in a mentoring and coaching role (e.g. IOM approach for recruiting skilled diaspora Somalis as technical injection). Under this approach, external technical specialists will be partnered with ministry personnel to help carry out critical staff functions while at the same time transferring skills and knowledge to ministry personnel.

9.3.2 Priority Objective 7.2: Develop learning materials based on approved national curriculum framework

Education sector analysis findings demonstrate that, although an outcome-based curriculum framework has been established for primary and secondary levels (also used for the ABE subsector), there is still a dearth of learning materials in schools based on the new curriculum framework. This priority will thus overcome supply-side barriers to learning materials in schools by buttressing subsector initiatives to develop learning materials by strengthening the capacity of curriculum development personnel and quality assurance processes for the development and distribution of learning materials.

9.3.2.1 Strategy 7.2.1: Strengthen capacities and quality assurance systems for production of inclusive and 'conflict sensitive' learning materials

Although curriculum framework for primary and secondary subsectors has been established and syllabi developed, there is huge need to develop and disseminating learning materials to schools, especially for textbooks which need to be developed, printed and supplied to learners. Currently all available materials are drawn from sources outside Somalia or procured on an 'ad hoc' basis, which creates unique challenges for aligning learning to the objectives of the National Development Plan and support state building efforts in Somalia. This strategy will supplement subsector initiatives geared at producing these needed learning materials by strengthening the oversight capacities of the ministry regarding and quality assurance processes.

Key activities for this strategy include developing capacity of curriculum development personnel within the ministry with the various requirements and needs for producing quality learning materials based on the national curriculum framework. This capacity development

will be supported by key international development partners and experts in the fields of curriculum and learning.

With support of key international development partners, the ministry will also develop a robust quality assurance system specifically geared toward ensuring that quality learning materials are produced and that will adhere to principles of conflict sensitivity, inclusion and tolerance. International experience has shown that significant risks exist in fragile contexts with producing learning materials that may promote negative messages and inherent biases against certain groups or individuals.[77] To mitigate against such risks, this quality assurance system will be applied to all materials developed by the government or with donor funding.

9.3.3 Priority Objective 7.3: Attain equity and parity in educational system for girls

Education Sector Analysis findings show that girls face extreme inequities both in accessing education as well as the extent to which females play leadership role within the education sector as either managers or teachers. This priority objective will thus reinforce subsector initiatives to promote equity for girls, particularly those from marginalized groups such as pastoralist children, IDPs and the urban poor, and those with disabilities. Key strategies will focus on overcoming cultural barriers and bottlenecks toward the role that girls and women have in leadership roles in the education sectors

9.3.3.1 Strategy 7.3.1: Increase female leadership in education

According to the ESA findings, female leadership in education is low compared to males. Therefore, this strategy will focus on overcoming cultural barriers to women's leadership in Somalia.

Key activities will include developing a 'gender and education policy' through extensive political and community level consultations to ensure that policy frameworks better cater for women's leadership. The MOECHE will also revise HR recruitment practices to ensure a greater proportion of females take up positions as teachers at all levels of education, including management positions within the MOECHE at all levels of administration.

9.3.3.2 Strategy 7.3.2: Conduct social awareness raising campaign on girls' roles in education

This strategy will focus on removing cultural barriers to girls' participation in education and traditional perceptions regarding the role of girls in Somali society. In doing so, it will also work to give girls with self-confidence to take on future leadership roles in society and the work place.

Key activities will include the MOECHE establishing a 'girls' ambassador' program and 'girls clubs' in school to empower young girls to become future leaders in Somalia and provide them with peer support to overcome cultural barriers they experience in school. This program will be supported by key donors committed to advancing girls education in Somalia and with technical implementation support from key partners. To supplement this program, bi-annual 'girls motivational seminars' will be designed and implemented in schools with this program. These seminars will be implemented by teachers selected as facilitators and with the seminars

---

[77] For extensive examples visit the INEE website at: http://www.ineesite.org/en/resources/category/conflict-sensitive-education

geared toward celebrating the successes of girls in schools and local communities so as to further empower young girls and overcome social barriers they experience to their advancement in society.

Additionally, with the support of stakeholders and development partners the MOECHE will design and implement annual community awareness campaigns targeting parents and community leaders. The campaign will focus on relaying key messages on the social and economic benefit of girls' education and will be implemented through appropriate communication channels identified during the design phase of this initiative.

9.3.4 Priority Objective 7.4: Strengthen in-service teacher training systems for all subsectors

Poor teaching quality and low proportions of qualified teachers consistently features as a critical challenge for children's learning across all educational subsectors. Currently, there is no coordination or coherence across the various subsectors that addresses on-going teacher development, and thus each subsector may have variations in how they approach this issue. This priority objective will thus reinforce subsector specific initiatives to improve the quality of teaching by strengthening overall system-wide approach to in-service teacher training and support, establishing clear criteria for in-service training approaches and linking in-service training to school supervision strategies. It will establish standards and practices that improve teacher quality and regular professional development on a consistent basis for all subsectors.

9.3.4.1 Strategy 7.4.1: Design a comprehensive in-service teacher training program based on government teacher quality standards

As noted above, the education system in Somalia has been suffering from a chronic shortage of qualified teachers and a dearth of appropriate teaching resources. Developing and implementing a comprehensive in-service teacher training program will significantly contribute to strengthen teacher skills and to improving learning outcomes.

Key activities include developing a comprehensive in-service teacher training and mentoring strategy and methodology linked to school supervision exercises so that a comprehensive and well-coordinated approach to subsector in-service activities is in place. This will be achieved through consultation with key stakeholders involved with in-service teacher training activities with technical support on design issues provided by key development partners in the education sector. In order to institutionalize in-service training strategies, the MOECHE will establish a technical partnership with SNU to support the creation of comprehensive in-service training materials for the various education subsectors.

9.3.5 Priority Objective 7.5: Establish a system-wide monitoring and supervision system

Over the past several years the MOECHE has made progress with developing school supervision and monitoring systems, though many weaknesses remain with ensuring effective school level monitoring and supervision is carried out on a regular basis. This priority objective will thus address system-level weaknesses with procedures and practices for school monitoring, expanding supervision to all forms of schools, improve upon the usage of school level monitoring data to support quality improvement of education services and learning in

schools, and address human resource development needs to ensure supervision and monitoring activities are conducted professionally.

9.3.5.1 Strategy 7.5.1: Develop protocols and tools for implementing system-wide school supervision

This strategy addresses identified gaps in the education system with school supervision to strengthen subsector initiative for strengthening routine school supervision and monitoring activities. The strategy will focus on improving supervision and monitoring standards, tools and logistical planning for conducing routine monitoring to support school level quality improvements with school management and teaching practices.

Key activities in this strategy will develop system-wide standards and procedures for routine school monitoring and school supervision activities across all subsectors, including the systematic collation, analysis and usage of supervision data to support school level quality improvement. Standards will be linked to supporting routine mentoring support for teachers.

The MOECHE, with the support of partners and in consultation with key stakeholders, review and update existing school supervision tools used by supervisors across different subsectors to align school level monitoring activities to supporting quality improvement strategies outlined throughout this ESSP. These tools will be linked to various training activities for supervisors, REOs and DEOs listed across the subsectors to ensure that a coherently aligned approach is applied for the education sector and for different categories of schools. The MOECHE will also support state and regional education officers to develop detailed logistical plans and monitoring schedules of schools to operationalize routine school supervision activities. These plans will calculate needs related to transportation, printing of materials, and the use of innovative real-time monitoring tools and additional training support needs of supervisors, REOs and DEOs. As appropriate, donors and development partners will be requested to provide funding for government supervision activities for co-supervision activities of donor-funded project initiatives.

9.3.6   Priority Objective 7.6: Establish system-wide use of EMIS

Over the past several years the MOECHE has made commendable progress with establishing the foundation of an EMIS system literally starting from scratch. However, there remain key gaps with EMIS systems and several areas identified as requiring strengthening to provide more accurate data for effective monitoring, planning and quality improvement of the education sector. This priority will thus expand EMIS to create a system-wide monitoring and evaluation mechanisms, improve tools and EMIS quality assurance mechanisms, and strengthen the skills and capacities of EMIS personnel at federal and state levels.

9.3.6.1 Strategy 7.6.1: Establish EMIS regulatory guidelines and tools (including its decentralization) for all education subsectors

This strategy will focus on strengthening the system-wide usage of EMIS for decision-making at federal and state level and for education development partners, It will address several of the identified regulatory weaknesses regarding roles, responsibilities and functions of EMIS implementation at different levels of the MOECHE so as to also decentralization of EMIS facilitate the decentralization of EMIS.

Key activities will include developing an EMIS policy framework and strategy for federal and subnational levels and establishing a quality improvement framework that will link EMIS to school level quality improvement across all subsectors. This will include developing 'information feedback loops' directly to schools based on EMIS report findings with recommendations on how schools can address identified weakness/challenges. These activities will be supported by international development partners through the provision of funding and technical support.

The different EMIS survey tools currently being used will also be reviewed and updated ensure that key indicators are captured during annual school data collection for all subsectors and upgrading of current EMIS software used for storing data and producing reports.

9.3.6.2 Strategy 7.6.2: Strengthen human resource capacities to carry out EMIS functions

This strategy will focus on improving the capacities of MOECHE EMIS personnel at federal, state and regional levels to manage EMIS functions, including EMIS software, data quality assurance, and the generation of EMIS reports. Key activities will include identifying personnel at various levels of government who will be responsible for these duties and providing them with training on EMIS usage, quality control, software usage and generating reliable EMIS reports.

9.3.7 Priority Objective 7.7: Support decentralization of education service delivery

Given Somalia's history of state failure and the relatively recent reconstitution of a national political authority in the form of the Federal Government, addressing issues of governance and clan dynamics between federal level and state level institutions remains a major consideration for supporting the effective and efficient delivery of educations services and the emergence of a coherent education sector aligned to achieving National Development Plan priorities. Key governance challenges in Somalia persist regarding the relationship between federal and state authorities, including the appropriate delegation of duties and authorities between different levels of government. Though some progress has been made at improving relationships between different levels of government, the absence of formalized laws or constitutional powers creates ongoing challenges for improving local level service delivery. This priority objective will thus work to support state building and related peacebuilding objectives by improving governance and strengthening the broader regulatory environment regarding the roles, functions and accountabilities between different levels of government regarding education sector management. It will also look to improve the quality and effectiveness education by piloting innovative approaches for decentralized education service delivery that will empower local communities, generate greater resources for education services, and improve capacities of local education bodies to manage and ensure adherence to national quality standards for education.

9.3.7.1 Strategy 7.7.1: Strengthen legal framework for decentralization of education services

Although there is a memorandum of Understanding between federal ministry of education and ministries of educations at the regional state level with respect to roles and responsibilities, there is no substantial legal framework that outlines the roles and duties that federal government and regional states have in relation of education service delivery and decision-

making powers. Therefore, in the absence of legal frameworks, this strategy will create and establish a sustainable and well-coordinated educational service delivery and its frameworks.

The key activity will focus on developing a legal framework that will outline delegations and functions of authorities, accountabilities and decision-making that will be ratified into law to support the larger process of developing a constitutional framework on decentralization in Somalia. This will be achieved through a highly consultative process of dialogue and political agreement between relevant actors with technical support provided by governance and social service experts internationally. Expertise will also be drawn upon from the Joint Program on Local Governance to build upon lessons learned in other parts of Somalia and internationally.

9.3.7.2 Strategy 7.7.2: Expand education decentralization service delivery in pilot district councils with the JPLG

Evidence shows that when local governance is strengthened with respect to education service delivery, local communities are empowered to support the implementation of quality education services.[78] Importantly, decentralization of education services can also lead to sustained education service delivery in schools with improved school maintenance and infrastructure, improved teacher performance, and improved learning outcomes for children and adolescents. Therefore, this strategy will pilot the decentralization education service delivery in selected district councils in coordination with the JPLG program. Applying this strategy will also allow for the education sector to become a model for expanding on governance reform through decentralization to support state building efforts and National Development Plan goals related to governance.

Key activities will include developing a framework for local governments to generate revenues to finance local level education service delivery, select pilot districts to implement decentralized education functions, conduct a capacity assessment of district councils to identify support needs for implementing decentralized services, and conducting regular education sector decentralization coordination meetings to draw on lessons learned and support the effective implementation of this approach in other areas of Central and Southern Somalia in the future.

---

[78] See, EQUIP, *Identifying the Impact of Education Decentralization on the Quality of Education*, Working Paper, USAID. Available at: http://www.equip123.net/docs/e2-DecentQuality_WP.pdf.

Table 59.   Priority Policy Objectives, Strategies and Activities Matrix (Cross-cutting Issues)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 7.1: Enhance the organizational capacity of the MOECHE to manage/regulate the education sector effectively and efficiently	**Strategy 7.1.1**: Implement dissemination and training strategy on finalized government policies/regulations	Develop strategic implementation plan to disseminate finalized policies and documents across all subsectors (including regulations on private schools)	Plans and policies disseminated to 5 states by 2020
	Strategy 7.1.2: Develop systems and procedures to strengthen transparency and accountability of the MOECHE	Finalize and endorse guidelines for strengthening financial accountability/management and transparency systems of the MOECHE	Financial accountability guidelines are used by 100% of MOECHE offices as the basis of financial management by 2020
		Finalize and endorse transparent procurement guidelines for construction activities	Procurement guidelines are used by 100% of MOECHE offices as the basis of financial management by 2020
		Finalize and endorse transparent recruitment processes for staff and consultants	Recruitment guidelines are used by 100% of MOECHE offices for all recruitment procedures by 2020
	Strategy 7.1.3: Provide adequate infrastructure for the ministry	Reconstruct and equip the ministry's headquarters and reconstruct and equip the national examination and curriculum centers	Adequate central facilities are rebuilt and operationalize for 6 offices (1 federal and 5 state) by 2020
	Strategy 7.1.4: Strengthen skills and tools for ministry personnel to carry out professional duties	Conduct skills needs assessment of MOECHE personnel at Federal and State levels	Assessment completed by 2018 and used as a basis for planning skills training program
		Implement skills training program for MOECHE personnel (Federal and State levels)	At least 50 personnel identified by needs assessment complete Skills training program by 2020
		Develop formalized SOPs based on endorsed guidelines for units and personnel within the MOECHE	SOPs for all units and functions completed within six months of HR, budget and procurement guidelines being endorsed

		Introduce 'parallel desk' capacity development approach to increase human resource capacities of ministry personnel (e.g. IOM approach for recruiting skilled diaspora Somalis as technical injection)	Donors and development partners continue to support strategy which operational with at least 10 TA working in parallel by 2020
Priority Objective 7.2: Develop syllabi and textbooks including learning materials based on approved national curriculum framework	**Strategy 7.2.1**: Strengthen capacities and quality assurance systems for production of inclusive and 'conflict sensitive' learning materials	Develop capacity of curriculum development personnel within the ministry	Train 33% of developers per year, completing 100% by 2020
		Print sample syllabi and textbooks for field testing	By 2019 10,000 copies of textbooks printed for field testing
		Establish quality assurance system for development of syllabi and learning materials in schools ensuring adherence to principles of conflict sensitivity, inclusion and tolerance	Quality control system in regular use to assess quality of all learning materials by 2020
Priority Objective 7.3: Attain gender equity and parity in education	**Strategy 7.3.1**: Increase leadership skills of females	Develop and implement gender and education policy	Develop policy by mid-2019
		HR policy revised with gender quotas on recruitment of female managers, head-teachers, and teachers	HR policy revised with quotas on female recruitment endorsed and impacting enrolment by 2020
	Strategy 7.3.2: Conduct social awareness raising activities to promote girls' enrollment and empowerment	Establish girl ambassadors program—role models and girls clubs	Program established in 30% of schools by 2020
		Conduct annual community awareness raising campaigns in targeting community leaders and government officials	Establish campaigns in 30% of schools by 2020
		Develop and implement bi-annual in-school motivational seminars	Seminars take place in 30% of schools by 2020
Priority Objective 7.4: Strengthen in-service teacher training systems for all subsectors	**Strategy 7.4.1**: Design a comprehensive in-service teacher training program	In partnership with SNU, develop in-service teacher training materials and methodology linked to school supervision exercises	Comprehensive in-service training package for teachers endorsed by 2020

	based on government teacher quality standards	Develop in-service training strategy linked to school supervision exercises including mentoring support for teachers	Protocols and guidelines for mentoring support by school supervisors (as well as REOs and DEOs) are in place and being used in 5 states by 2020
Priority Objective 7.5: Establish a system-wide school supervision and monitoring system	**Strategy 7.5.1**: Develop protocols and practices for implementing system-wide school supervision	Update and disseminate school supervision tools	Updated tools disseminated to all school supervisors, including REOs and DEOs by end of 2018
		Develop district/regional level logistical plans for routine school supervision	Logistical plans developed for regional/state level yearly 2019
	Strategy 7.5.2: Strengthen system-wide approach for enhancing capacities of supervisors to conduct school level supervision and monitoring	Train supervisors to perform school supervision and teacher mentoring activities (federal and state levels)	By 2020 45 supervisors trained in school supervision and teacher mentoring [16 at central ministry, 4 at Banadir, and 5 each of the four member states]
		Develop training material for supervisors	By 2020, 90% of supervisors trained to supervise and mentor teachers
Priority Objective 7.6: Establish system-wide use of EMIS	**Strategy 7.6.1**: Establish EMIS regulatory guidelines and tools (including its decentralization) for all education subsectors	Review and update EMIS tools to align and capture required key indicators across subsectors	Updated EMIS school survey tool completed, endorsed and used annually
		Develop Education Management and Information System (EMIS) policy for federal and subnational levels (including decentralization of EMIS)	Decentralized EMIS in operation by 2020
		Establish a quality improvement framework that links EMIS reporting to school level improvement strategies	Establish quality improvement framework by early 2019
		Upgrade EMIS software using available UNESCO global tools (or other appropriate software)	Software available and in use by 100% of relevant staff by 2020
	Strategy 7.6.2: Strengthen human resource capacities to carry out EMIS functions	Identify EMIS personnel who will manage EMIS (federal, state and regional levels)	At least 6 Staff working on EMIS full time b 2020
		Train EMIS personnel on usage of upgraded EMIS software and generating reports	Trained EMIS staff operating at federal, state and regional levels by 2020

Priority Objective 7.7: Support decentralization of education service delivery	Strategy 7.7.1: Strengthen legal framework for decentralization of education services	Draft law on decentralization of education services, including functions and decision-making to be ratified into law.	Education decentralization law ratified by end of 2020
	Strategy 7.7.2: Expand education decentralization service delivery for new district councils with JPLG	Develop framework for local government revenue generation for domestic financing of education services	Framework for local government financing of education services is operational by 2020
		Select pilot districts to implement decentralized education functions	By 2020, at least 5 pilot districts are benefiting from decentralization activities.
		Conduct capacity assessment for district councils	Capacity assessments inform the decentralization strategies in 5 districts by 2020
		Conduct education sector decentralization coordination meetings	By 2020, 9 education sector decentralization coordination meetings conducted with districts and states (3 per year)

10. Chapter 10 – Higher Education

This chapter reviews evidence from the full ESA on key issues for the Higher Education subsector regarding followed by key policy priorities for the MOECHE to be supported in the current ESSP period.

10.1 Situation Analysis

Enrolment. The total number of students across all 44 universities as of June 2013 was estimated at 51,471. The highest number of these students is enrolled in universities in CSSFGS (25,147), accounting for 49%; followed by Somaliland (18,223) at 35% and then Puntland (8,101) at 16%. The top three universities with the highest number of students are Mogadishu University (10.2%). University enrolment in Somalia reveal significant inequalities between male and female learners. Of the about 14,000 leaners enrolled in institutes of Higher Education in Somalia, only 31% are female.

Teaching Faculty. The total number of lecturers across all Somali universities stood at 2501 in 2013, making the overall student-lecturer ratio approximately 21:1. The number of lecturers across the universities varies. Moreover, since the number of lecturers in not disaggregated by faculty, student-lecturer ratio is not a good indicator of students experience in different faculties.

Table 60.   Number of lecturers in the ten largest institutions in Somalia.

HEI	Students	Lecturers	Student/lect. Ratio
Mogadishu University	5240	292	18:1
University of Hargeisa	4000	200	20:1
University of Somalia	3912	134	29:1
Amoud University	3887	212	18:1
SIMAD University	3765	165	23:1
Gollis University	2778	25	111:1
East Africa University	2700	91	30:1
Plasma University for Science & Tech.	2693	105	26:1

Heritage Institute for Policy Studies, 2013

Qualification of lecturers/ Research capacity. The HIPS reports that among the 2,501 lecturers at the forty-four institutions it surveyed, 39% were reported to have Bachelor's degrees, 50% were reported to have Masters degrees, and the remaining 11% were reported to have PhDs (HIPS 2013[79]). Only 15 of the 44 surveyed institutions reported being engaged in any publishing activities. None reported being involved in any research activities. The absence of research capacity is exacerbated by the lack of meaningful research links and

---

[79]Heritage Institute for Policy Studies. "The State of Higher Education in Somalia: Privatization, Rapid Growth, and the Need for Regulation", 2013.

relations with other institutions in the region and beyond. In the eight largest universities in Somalia, only 5% of lecturers hold a PhD qualification, while 70% hold a Master's Degree.

Table 61. Distribution of lecturers' qualifications in the eight largest institutions in Somalia.

HEI	PhD	Master's Degree	Bachelor's Degree	Total	% with PhD
Mogadishu University	46	181	65	292	16%
University of Hargeisa	3	10	187	200	2%
University of Somalia		864	44	908	0%
Amoud University	10	146	56	212	5%
SIMAD University	16	99	50	165	10%
Gollis University	8	11	6	25	32%
East Africa University	11	52	28	91	12%
Plasma University for Sci. & technology	15	40	50	105	14%
Total	109	1403	486	1998	5%

Heritage Institute for Policy Studies, 2013

Infrastructure and programs. A large number of education institutions exist without a library, without computer or printing facilities, and without scientific laboratories. Many institutions operate without adequate libraries. Of the surveyed 44 institutions only 28 confirmed they had a library with the number of books ranging from 300 to 50,000. In addition, two institutions reported to have e-libraries and one institution reported to have online subscriptions to academic journals. 32 of 44 universities reported to have at least one computer laboratory with printing facilities.

Distribution of students across faculties. One third of all students enrolled in information technology (IT) and business administration courses. Approximately 30% of students are registered in variants of Social Sciences and Business Administration. Public Health and Law (Sharia) are the other popular faculties with approximately 14% and 13% of overall students respectively.

Financing. Of the 22 institutions surveyed in Central South, 14 reported depending fully on student fees for their financing. The remaining eight funded part of their operations through external aid (international NGOs, the diaspora and Islamic NGOs). Although all institutions surveyed in Central South depend on student fees for a percentage of their operational budget, all but one (Admas University) receive government subsidies. These subsidies range from 3% and 20% of their operational budget, although the majority fall between 3% and 5%. The situation in Puntland is similar to that of Central South where six of the nine institutions receive government subsidies ranging from 5% to 70% of their operational budget.

Governance. Federal and local authorities have little oversight on the day-to-day activities of HEIs. 20 of 44 of universities state that they are governed by local education associations and umbrella organizations. These institutions are independent private organizations with no policy

guidance or orientation from the local administrative authorities in the areas in which they operate. Policy and other administrative and management tasks come under the jurisdiction of institutionally mandated committees and councils composed of founders, investors, and other stakeholders.

Teacher Training and Certification. Somali National University (SNU) has played a central role in the training and certification of teachers.[80] Through the program Elmidoon (Seeking Knowledge), primary and secondary school teacher trainees are enrolled in SNU for an in-service teacher training course for trainers of teachers. The modules for Primary teacher trainees consisted of 9 subjects; Mathematics, Science, Social Studies, Physical Education, Islamic Religion, Arabic language, English Language & Somali language while secondary teacher modules comprised of Mathematics, Physics, English language, Education and Physical education[81]

The needs and challenges facing HEIs in Somalia. HEIs across Somalia face great challenges, ranging from insecurity, institutional weakness, poor capacity of staff and infrastructure, limited resources, and a lack of teaching materials. Perhaps the greatest challenge is the quality of their education. That nearly 50 higher education institutions operate in a country the size of Somalia is a matter of concern. The majority of the surveyed institutions lack sufficient financial resources and 96% experience a shortage of teaching and learning materials with 89% having insufficient basic infrastructure and teaching and learning equipment, have a shortage of qualified academic staff and limited capacity of administrative staff, which 73% do not have university owned buildings. The lack of curricula development capacity was also reported by 18% of the institutions surveyed.

The following challenges exist in the HE subsector within Central South specifically:

- There are no comprehensive national higher education laws and no national commission for higher education;
- The sector is run haphazardly with no curricula guidance or quality benchmarks or other key forms of support.
- Weaknesses and deficiencies in university management system, including the absence of clear regulations governing such processes while challenges in the governance structure such as poorly defined lines of authority and delegation.
- Fees charged by private universities may be prohibitive and could exclude many eligible Somali students from entering into Higher Education.

10.2   Policy Context

There is no specific HE policy instrument or action, but HE is covered by various existing policy and legal framework that guide the work of the HE subsector. These include:

1. Draft National Education Policy 2017.
2. National Development Plan for Somalia 2017- 2019.
3. National Education Act 2017 (*Sharciga Waxbarashada Qaranka 2017*).

---

[80] MOECHE, Teacher Training Progressive Report, 2016
[81] MOECHE, Teacher Training Progressive Report, 2016

4. Teacher education and training policy 2017.
5. Quality Assurance School Inspection manual.
6. Public Procurement, Concessions and Disposal Act, 23 November 2015.

Additionally, a Bill was drafted by the Commission for Higher Education that was never established. This Commission for Higher Education however, was funded by the EU and set up by CFBT with assistance from Nairobi University and was a networking organisation for sharing knowledge and systems between the universities of Puntland, Somaliland and Central and Southern Somalia. It was instrumental in involving the African Virtual University, establishing stronger internet and virtual courses, but always under a voluntary code of conduct with very little genuine sharing of information or standards.

10.3   Priority Policy Objectives, Strategies and Activities, Higher Education Subsector

The Higher Education subsector will play a critical role in providing the skills and professional competencies needed to equip Somali youth to contribute to the future development, economic growth and stability of Somalia. The priority objectives outlined in this ESSP are designed to address key barriers to improving equitable access to Higher Education, improving the quality of learning opportunities, Priority Objectives and key strategies for the Higher Education subsector are aligned with the mission, visions, and goals of the MOECHE and objectives of the National Development Plan. In this regard, the Directorate of Education will ensure the relevance of academic programs by matching skills acquired by higher education graduates to the needs of national development and the job market and increasing 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.

10.3.1 Priority Objective 8.1: Increase access to and equity in higher education

Poverty and relatively high costs for higher education in Somalia remain key barriers for some of the most marginalized and at-risk youth in the country. Several factors contribute to this inequities including the affordability of higher education and awareness among communities about Higher Education opportunities available. This priority objective will address key demand-side barriers for increasing access to Higher Education related to financial barriers as well as community awareness about Higher Education institutions.

10.3.1.1   Strategy 8.1.1: Support marginalized groups access higher education

This strategy will focus on overcoming financial and regulatory barriers to accessing higher education for and at-risk disadvantaged and at-risk youth. It will thus support National Development goals of preparing youth for self-employment and the business world and contribute to the economic and social development of Somalia.

Key activities will include developing affirmative action policies within universities to support disadvantaged groups' access education. This will be accomplished through participatory dialogues convened by a working group comprised of university leaders and government personnel representing federal and state levels to ensure transparent criteria and procedures are established for determining groups of learners who would fall under affirmative action

policies. It will also identify the specific support needed for disadvantaged groups to overcome the challenges they experience with enrolling in higher education.

To overcome financial barriers to accessing higher education, a key element of affirmative action policies will include establishing a national committee for scholarship awards at international or country level. For example, more advanced countries regularly provide scholarship opportunities to Somali youth to study abroad, yet guidelines on the selection of learners remain poorly developed and lack transparency. In consultation with stakeholders, a national committee for scholarship awards will strengthen selection procedures of learners to establish a more inclusive and equitable selection process that will benefit disadvantaged groups.

The government will also look to increase its own allocation of scholarship support programs for Somali youth to access local universities. Beneficiaries will be selected based on recommendations from the National Committee for University Scholarships that will be established during the first year of the ESSP with scholarship allocations to be financed by increases in the education budget as they materialize over the timeframe of the ESSP and additional funding support from donor governments.

10.3.1.2   Strategy 8.1.2: Conduct social awareness campaign to raise awareness of higher education opportunities for disadvantaged groups

An existing barrier to accessing higher education opportunities springs from limited awareness among disadvantage youth about how to access available education opportunities. This strategy will thus overcome this demand side barriers by raising awareness among communities about the importance of higher education and how such opportunities can be accessed by disadvantaged youth in particular.

Key activities that contribute to achieve this strategy will be developing an information campaign that will target disadvantaged youth groups, particularly for those in rural area, IDPs and from urban poor groups. MOECHE at federal level working with state level education officials will develop a simple community awareness raising campaign that will provide information on how disadvantaged youth can enrol in higher education opportunities and the support they can receive based on planned higher education Affirmative Action policies. The campaign will be implemented using community radio and via community and religious leaders.

10.3.1.3   Strategy 8.1.3: Support the rehabilitation of the Somalia National University's campuses and facilities

The facilities of the Gaheyr campus of SNU were recently handed over to the Government. This state-of-the-art campus expands an area of 3 kilometres and houses seven faculties: Economics, Law, Languages, Sciences, Engineering, Veterinary and Geology. The campus also houses the central library of the university and its printing house. The Ministry will work with the government to operationalise this university. Rebuilding Gahery campus will have great symbolic significance to the Somali nation. It would signal a process of stability and progress for the Somali people and restore hope to its young generation.

The **College of Education, Lafoole Campus** at the Somali National University was the single entity for the preparation of educators. Today, the college still has the exceptional responsibility to be a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership in order to enhance the future of coming generations. More than ever, it is critical time to advance teacher education and professionalism; however, this process must also be responsive and relevant for the current national context. Rebuilding the College of Education at SNU will enable teachers in Somalia to get the best possible professional preparation and support, which results in sufficient numbers at all levels of education of good quality and motivated teachers, instructors for all levels of education in order to assist all children, students in the country with relevant and effective learning.

10.3.2 Priority Objective 8.2: Improve quality of H.E. Institutions

This priority objective will focus on increasing the professionalism and capacity of university personnel to provide quality HE learning opportunities. Sector analysis findings suggest that key barriers to achieving quality learning outcomes are found with capacity deficits among teaching personnel and insufficient professional support and quality standards for lecturers at university level.   This priority will begin steps to remove these barriers by developing an instructor policy framework and mechanisms to facilitate improved accountability and quality improvement of instructional practices in higher education.

10.3.2.1 Strategy 8.2.1: Establish standards and systems for improving instructional quality in higher education

While there has been much effort at rebuilding and strengthening higher education institutions in Somalia, continued efforts are needed to establish endorsed standards for higher education instructor quality. As demonstrated by sector analysis findings, such mechanisms are lacking and thus undermine the contributions that higher education can make toward achieving goals of the National Development Plan and the overall quality of instruction in higher education institutions.   This strategy will make steps to specifically improve teaching quality by developing a series of regulatory mechanisms to establish improve quality standards and management mechanisms to support university instructors.

Several related activities will be implemented to realize this strategy. A Higher Education Commission will be mandated to develop an instructor education policy that will clearly articulate required quality standards in the HE subsector. The policy will be developed through a series of consultative meetings with key stakeholders, including learners and instructors.

To improve the quality of day-to-day instruction in university classrooms, after its establishment the HE Commission will also lead the development of instructor training manuals and protocols. This resource will focus on equipping lecturers with skills of adult learning processes, effective lesson development and instructional practices for university students. Additional resources to support lecturers will be provided through the procurement of IT resources which can be accessed by instructors to stay abreast of current market trends and developments in specific teaching areas offered by universities to all university content to become increasingly competitive in the regional and global business environment. Lecturers will also be provided with simple training on how to use these resources by international advisors recruited on short term basis through existing capacity injection initiatives supported by donors and development partners.

Quality assurance systems for university instruction will be further enhanced with the establishment of simple HE EMIS system that all universities will be required to report on. Monitoring tools for this system will developed in consultation with university partners, stakeholders and MOECHE personnel (federal and state levels) under the direction of the HE Commission once it is established and functioning. Data on instructional quality will then be gathered on an annual basis and analysed to feed into evolving strategies for regularly improving instructional quality in university classrooms.

10.3.3 Priority Objective 8.3: Improve management and regulation of the Higher Education subsector

This priority objective will address key weaknesses identified with the management of the HE subsector by strengthening the enabling environment and quality assurance systems. Education Sector Analysis findings demonstrate that these remain major deficiencies that impact upon the subsector's performance. This priority objective will thus contribute to strengthening country-wide management, regulatory frameworks and coherence of the subsector.

10.3.3.1 Strategy 8.3.1: Strengthen HE governance and management framework

This strategy will focus on strengthening the governance framework and management capacity of the HE subsector.

To strengthen the management and oversight functions of government, the MOECHE will establish a HE Commission comprised of representative from federal and state levels. This Commission will be established within the first year of the ESSP with its functions and duties to be agreed upon and officially mandated once the HE Act is officially ratified by parliament. To ensure that the HE Commission operates effectively, a capacity needs assessment will be conducted to identify required skills, systems and support needed by its members to facilitate the successful implementation of its functions. This needs assessment will become the basis for additional support needed to fully operational the HE Commission.

10.3.4 Priority Objective 8.4: Strengthen and develop national capacity for research and innovation

This priority objective is designed to strengthen the quality of university research and its capacity to contribute to the development needs of Somalia by generating knowledge and innovation. This will help to strengthen to overall quality of Higher Education in Somalia and its relevance to support social and economic development needs of the country.

10.3.4.1 Strategy 8.4.1: Establish best practices related to research and innovations

Proper research is vital for the social, economic and political development of the nation, which is often conducted by HE institutions. Currently, there are no verifiable research initiatives in the country's higher education institutions nor an identifiable capacity to conduct proper research that will contribute to the human and economic development of Somalia. This strategy to establish a research and innovations unit within the HE subsector will strengthen capacities for conducting research and innovations.

Key activities of this strategy include conducting a mapping exercise on existing research capacities, creating a department devoted to research and innovation in the ministry, developing guiding policy on research and innovation centre at national level and capacitate and strengthen existing research institutions and programs at all national universities level, in particular to ensure that all Universities meet the national standards.

10.3.4.2 Strategy 8.4.2: Facilitate knowledge sharing and coordination among research institutions

Quality research is anchored on a collaborative environment fostered among HE institutions; it also relies on allocating funds that encourage positive competition and good quality research, neither of which exist currently in Somalia's HEHE system. To address these challenges, the ministry will promote a culture of collaboration to entice the MOF and government to allocate funds to facilitate knowledge sharing between institutions.

Key activities for this strategy include conducting regular annual national and international conferences on research and innovation; promoting full participation of Somali researchers in national, regional and international conferences on research and innovation; establishing resources that will contribute to quality research in various fields and establishing "Somali National Institute for research and innovation" to build collaborative research activities.

Table 62.   Priority Policy Objectives, Strategies and Activities Matrix (HE Subsector)

Priority Objectives	Strategies	Activities	Targets
Priority Objective 8.1: Increase access to and equity in higher education	**Strategy 8.1.1:** Support marginalized groups access higher education	Establish Affirmative Action policies for university level, for marginalized and disadvantaged groups (including those with disabilities)	Affirmative Action Policy developed and implemented by 2020
		Establish a national committee for scholarship awards at international and country level	Committee established end of 2018
		Provide scholarship for marginalized groups	At least 90 new marginalized students on scholarships in 2020
	Strategy 8.1.2: Conduct social awareness campaign to raise awareness of educational opportunities for disadvantaged groups	Establish information campaigns and activities that target disadvantaged youth	Communicate and outreach campaign complete on radio in 5 States by 2020
	Strategy 8.1.3: Support the rehabilitation of the Somalia National University's campuses and facilities.	Construction/rehabilitation of Gaheyr Campus	By 2020, Two faculties of Gaheyr Campus operational
		Rebuilding the College of Education, Lafoole Campus	By 2020 the education faculty, science and mathematics departments will be rebuilt
Priority Objective 8.2: Improve quality of H.E. institutions	**Strategy 8.2.1:** Establish standards for improving instructional quality in higher education	Develop instructor education policy	HE instructors policy completed and endorsed and implemented by 2020
		Develop university instructor training manuals and protocols	Instructor manuals and protocols endorsed and in use in 50% of universities by 2020
		Establish monitoring and evaluation standards for instructors higher education institutions	Standards used to assess instructors in 50% of universities by 2020
		Procure IT resources, train staff and develop software for data collection about market needs and demands.	100% staff furnished with IT resources and trained in use by 2020
Priority Objective 8.3: Improve management, and regulation of the	**Strategy 8.3.1**: Strengthen HE governance and management framework	Conduct capacity needs assessment of HE commission	Needs assessment finalized and used for planning HR development by 2020

Higher Education subsector.		Establish HE Commission	HE Commission operational, recognized by all universities and monitoring progress by 2020
Priority Objective 8.4: Strengthen and develop national capacity for research and innovation	**Strategy 8.4.1:** Establish best practices related to research and innovations	Map the existing research capacity	Complete mapping by 2018
		Develop policy on research and innovation centers at national level	Policy developed and being implemented by 2020
		Create department of research and innovation to develop and strengthen the national capacity	Department fully functioning by 2020
		Strengthen the research capacity of *Somali Academy for Culture and Heritage* (2019)	20 research publications produced by 2020
		Capacitate the existing research programs at university level	10% increased funding increase for faculty research projects
	Strategy 8.4.2: Facilitate knowledge sharing and coordination among research institutions	Conduct annual national and international conference on research and innovation	2 research conference conducted by 2020
		Promote full participation of Somali researchers in national, regional, and international conferences on research and innovation	University personnel participate in at least one international conference per year by 2020
		Establish resources that will contribute to quality research in various fields	By 2018 universities mobilize resources from donors and Somali diaspora and prioritize research projects, and by 2019, funded research projects are conducted
		Establish "Somali National Institute for research and Innovation"	By 2020 three (3) innovative pieces of research undertaken

11. Chapter 11 – Cost and Financing of the ESSP

This chapter looks a cost and financing for the education sector at the federal government level over the past several years drawing on available data and provides cost and financing scenarios for the current ESSP.

11.1 Situation Analysis

The Somalia national budget[82] has grown significantly over the past four years from a very low amount of USD 35 million in 2012 (domestic finances and donor funding combined) to USD 267 million in 2017. For a country whose GDP per capita ranking in 2012, according to the World Bank, was fourth lowest in the World at USD 348, only higher than Burundi, the Democratic Republic of Congo and Malawi this signifies fairly notable progress. Moreover, it is estimated that outside of formal economy there is an estimated USD 500 million in the informal economy which is not yet subject to any government taxation systems and thus suggests much greater potential for increasing government revenue through improved taxation systems.

As of 2012, as much as 86% of the total national budget came from domestic revenue while the remaining 14% was provided by direct budgetary support from donors and development partners. Since 2012, the proportion of the national budget directly supported by donors increased to 38% in 2017 (or just over USD 102 million).

Figure 8.   FGS National Budget 2012-2017 (in millions)
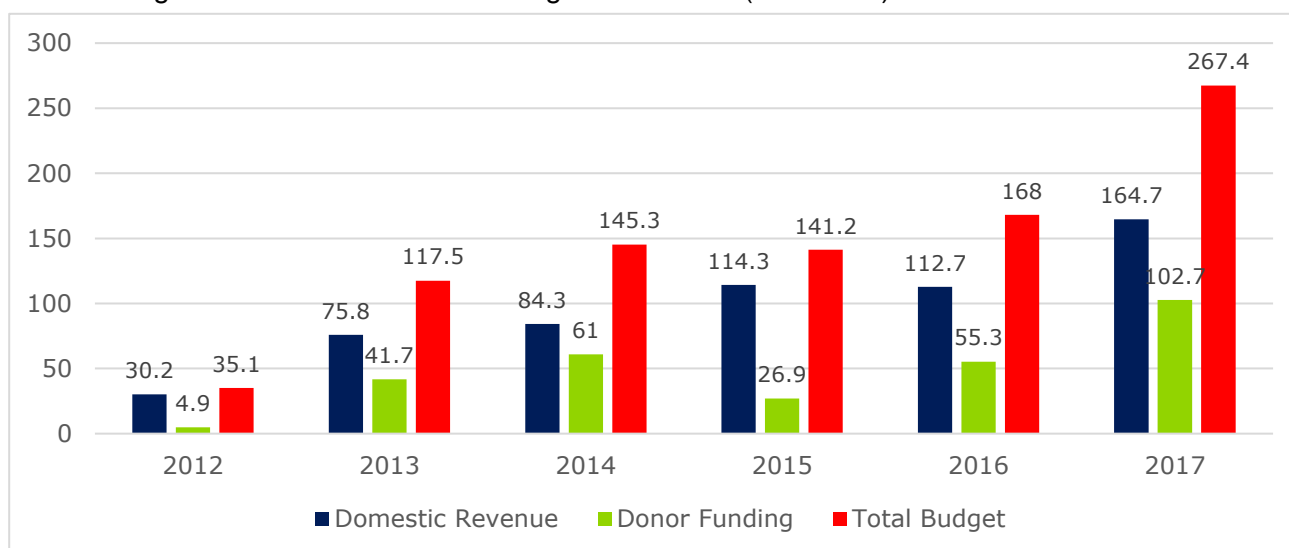
FGS Ministry of Planning; World Bank, 2017

National Budget Expenditures and Allocation to the Education Sector (federal government). Government revenue has increased over the years and will likely to lead to increased funding for the education sector based on commitments made in the National Development Plan, which commits to increasing the national budget allocation to the education sector by 3% per year. Nevertheless, since 2012

---

[82] Federal Republic of Somalia. 2016. Appropriation Act 2016. FGS

funding (and real expenditure) in the education sector has remained very low in both absolute and proportional terms as shown below.

Figure 9.   FGS Actual National Budget Expenditure in the Education Sector (2014-2016)
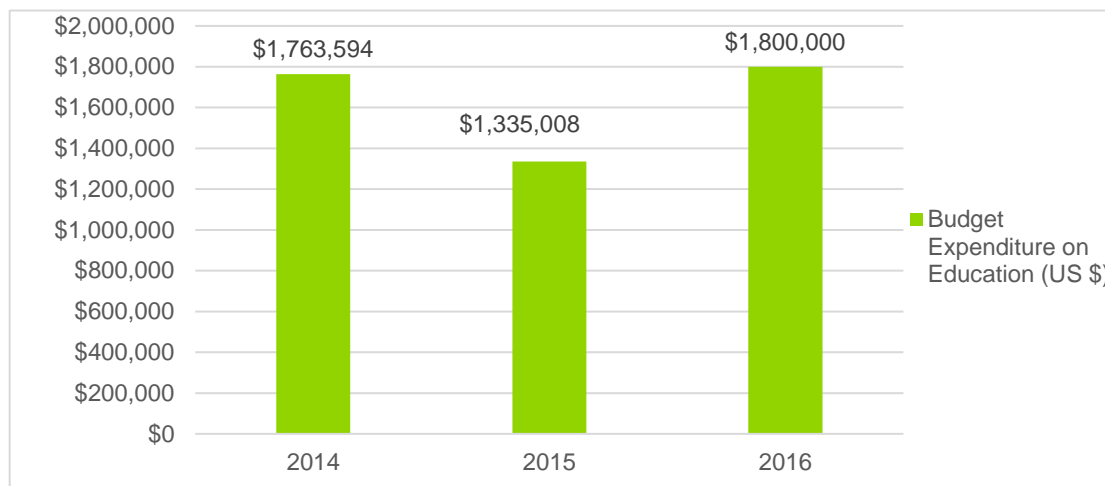
MOECHE, Department of Finance; World Bank 2017

As shown in Figure 9, about USD 1.7 million was spent in the education sector from the national budget in 2014. This declined in 2015 to some USD 1.35 million and then increased in 2016 to USD 1.8 million. The spending of the federal government budget to the education sector has remained largely stagnant in absolute terms despite a significant growth in government revenue and direct donor support to the FGS. As a result, the proportion of the total national budget spent in the education sector, already negligible in 2014 at 1.5%, has decreased to .67%. This actual expenditure in education is also far below the planned budget allocations for 2016, which was set at some 4.7% (which if actualized would have translated into USD 8 million).

There are no reliable records of the exact amounts of direct budgetary support provided to the MOECHE by donors and education partners. The MOECHE finance department estimates this direct funding support from external sources at approximately at about USD 1.25 million annually. Donor and education partner support also take other forms such as training of MOECHE staff, support for important meetings such as the Annual Joint Reviews as well as providing technical support to key Ministry functions through payment of Technical Advisors (TAs).

Figure 10.   Total MOECHE Budget against estimated donor support
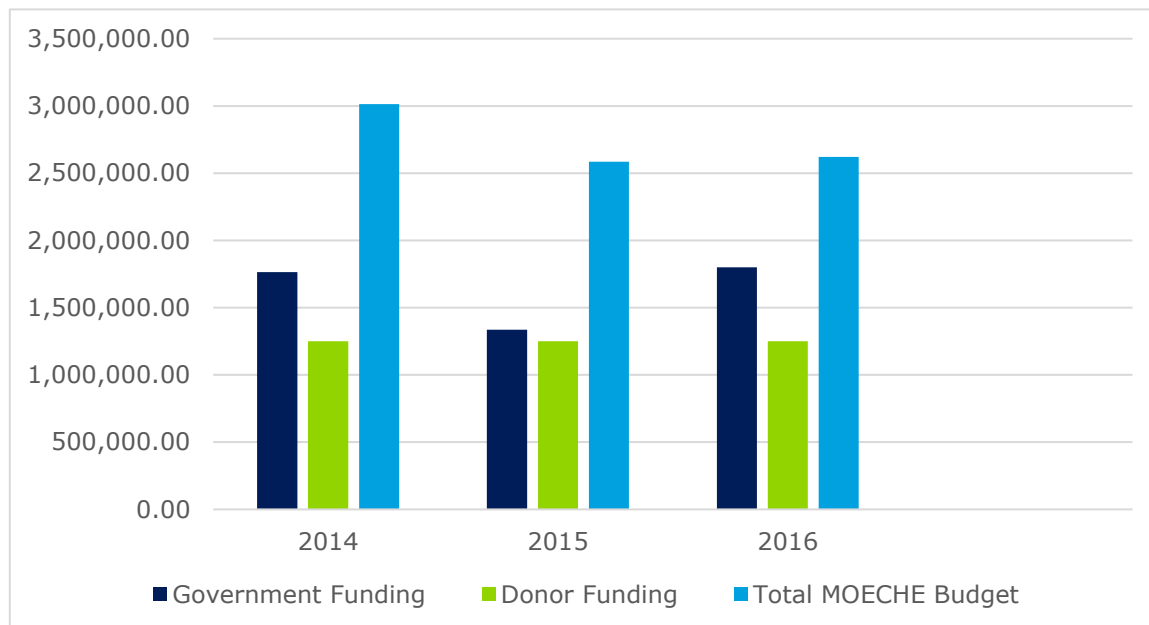
MOECHE, Department of Finance

Table 63 below show the total budget available to the MOECHE from combined government and external donor funding. While donor direct budget support has been fairly constant, the government funding trends for the education sector do not show a prioritization of the sector by government. There is a 25% decrease in government funding to the MOECHE between 2014 and 2015, which in turn led to a 16% drop in the total available funding for the education sector from both the government and donors and partners, though in 2016 this increased with a greater level of utilization of national budget funds for the education sector.

Table 63.   Trends in Total MOECHE budget and estimated donor direct budget support

		Government Funding		Direct Budget Support		Total MOECHE Budget
		Amount	% of Annual Total	Amount	% of Annual Total	
2014	Amount	1,763,594	58.5%	1,250,000	41.5%	3,013,594
2015	Amount	1,335,008	51.6%	1,250,000	48.4%	2,585,008
	% change	-25.1%		0.0%		-16.6%
2016	Amount	1,800,000	59%	1,250,000	41%	3,050,000
	% change	34%		0.0%		17%

MOECHE, Department of Finance; World Bank 2017

National Budget Expenditure in the Education Sector- Comparison between FGS, Somaliland and Puntland. The FGS has progressively increased the national budget, growing from USD 35.1 million[83] in 2012 to about USD 267 million in 2017 (see Figure 8 above).

Table 64.   Proportion of National Budget Expended by MoEs in Somalia (FGS, SL & PL)

	2012	**2013**	**2014**	**2015**	**2016**

---

[83] MOEHS, Somaliland ESA (2012-2016), 2017

Total Government Budget	Somaliland	100,000,000	125,000,000	152,000,000	180,000,000	203,000,000
	Puntland	30,158,200	38,622,800	39,277,340	60,182,157	N/A
	FGS	35,100,000	117,500,000	145,300,000	141,200,000	168,000,000
MoE actual budget	Somaliland	7,823,156	8,895,312	12,418,867	12,793,592	14,618,336
	Puntland	1,069,526	1,384,565	1,186,658	4,212,751	N/A
	FGS	N/A	N/A	1,763,594	1,335,008	1,800,000
MoE % of Total Budget	Somaliland	7.80%	7.10%	8.20%	7.10%	7.20%
	Puntland	3.50%	3.60%	3.00%	7.00%	N/A
	FGS	n/a	n/a	1.21%	0.95%	1.07%

Computations from SL ESA, PL ESA and FGS MOECHE Finance Department; World Bank 2017

Government Spending on Recurrent Expenditure. Available data shows that spending by the MOECHE has been dismal, with the ministry consistently failing to fully utilize funds planned/allocated to the education sector. This has resulted in the ministry losing millions of dollars annually from the national budget, as demonstrated by planned budget allocations for 2016 (at 4.7% of the national budget) compared to actual utilization (of only 1.07% of national budget funds). In 2016 alone this translated into a loss of some USD 5.7 million dollars for education available from domestic financing.

Budget figures from the MOECHE Finance department indicate that the Ministry spends an average of USD 96,000 annually on recurrent expenditures that are not salaries. Recurrent expenditure as a proportion of the total MOECHE budget has been between 3.2% and 3.7% over the past three years.

Figure 11.   A representation of Ministry spending on recurrent expenditure as a % of Total MOECHE Budget
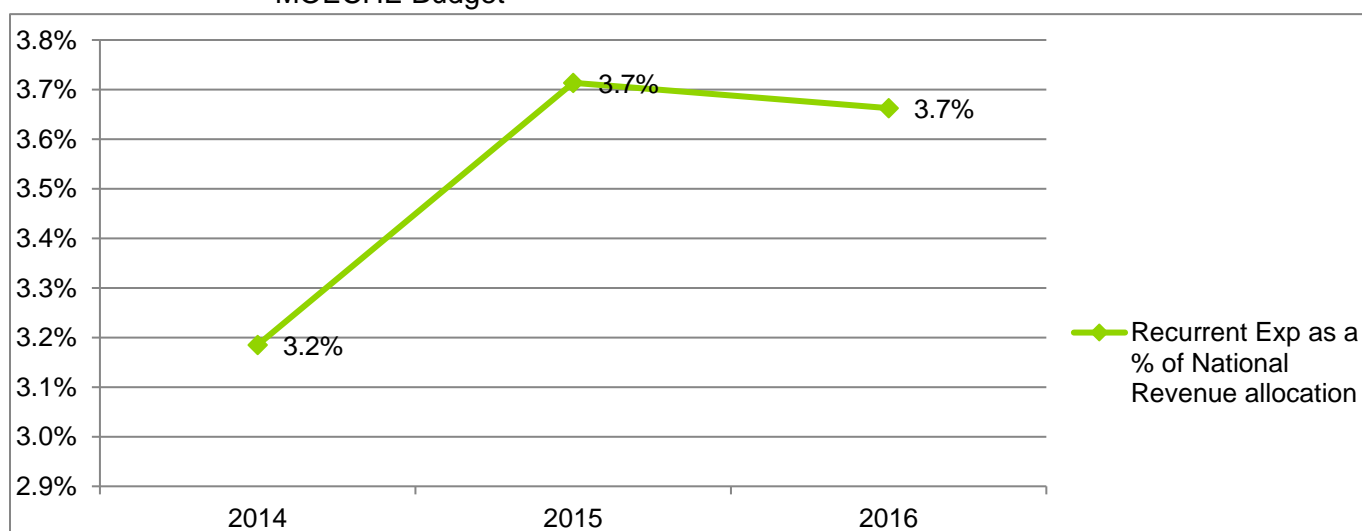
MOECHE, Department of Finance

Education FINANCING *at* Regional and State Level in Central South. Over the past several years the federal government has regularly disbursed funding to education ministries at regional level to support education service delivery in Central South Somalia. Overall these annual disbursements have been relatively small with some regions, such as Middle Juba and Middle Shabelle, not having received any funding disbursements from the MOECHE.

Table 65. Federal Government funding allocations for education services at state/regional level in Central South (in US$)

State	Region	2014	2015	2016	Total
Jubaland	Lower Juba	130,800	130,800	130,800	392,400
	Middle Juba	n/a	n/a	n/a	n/a
	Gedo	109,200	109,200	109,200	327,600
	Total	240,000	240,000	240,000	720,000
	% of annual totals	17.39%	17.39%	12.20%	15.23%
Southwest	Bakool	0	0	21,600	21,600
	Bay	234,400	234,400	234,400	703,200
	Lower Shabelle	176,400	176,400	176,400	529,200
	Total	410,800	410,800	432,400	1,254,000
	% of annual totals	29.76%	29.76%	21.98%	26.52%
Hirshabelle	Middle Shabelle	n/a	n/a	n/a	n/a
	Hiraan	182,400	182,400	182,400	547,200
	Total	182,400	182,400	182,400	547,200
	% of annual totals	13.21%	13.21%	9.27%	11.57%
Galmadug	Mudug	120,000	120,000	120,000	360,000
	Galgaduud	144,000	144,000	142,800	430,800
	Total	264,000	264,000	262,800	790,800
	% of annual totals	19%	19%	13%	17%
Banadir		283,200	283,200	283,200	849,600
% of annual totals		20.52%	20.52%	14.40%	17.97%
Total		1,380,400	1,380,400	1,967,200	4,728,000
% of 3 year totals		29.20%	29.20%	41.61%	100.00%

MOECHE, Department of Finance
n/a= 'not available'

Disbursements from federal level to state and regional levels have been limited given the small size of the national budget over recent years. However, recently several state administrations have demonstrated a capacity to generate local level government revenues that can be used to support educations service delivery at state and regional level.

Off-Budget Program Support for the MOECHE. Comprehensive data on off-budget support by donors and partners over the years is not readily available with the MOECHE. It is however not in doubt that

significant support from donors and partners go into directly supporting educational programs and projects. This support ranges from directly supporting programs and projects across the sector, facilitating Ministry staff through short courses and seminars to payment of technical advisors for the various departments in the Ministry in an effort to strengthen capacity. Donors and partners have also played a role in the funding of initiatives that promote the availability of educational data such as population surveys and the annual educational statistics yearbooks. Table 66 provides a rough estimate based on available data regarding investments made in the education sector from 2011 to 2017 and includes confirmed additional funding up to 2020.

Table 66.   Off-budget Program support to the MOECHE (2011-2017)

Donor	Partner	Project Name	Regions	Value (USD)*	Period
USAID	MERCY CORPS	Somali Youth Leaners Initiative	SL, PL & CSS	37,042,403	2011- 2017
Netherlands	UNICEF	Peacebuilding, Education and Advocacy Program (PBEA)	SL, PL & CSS	14,000,000	2012-2016
Qatar	UNICEF	Education a Child	SL, PL & CSS	19,000,000	2014-2017
GPE	UNICEF	Global Partnership for Education	SL, PL & CSS	14,000,000	2012-2017
USAID	UNICEF	Alternative Basic Education	Gedo, Bay & Bakool	9, 999, 999	2015-2020
DFID	UNICEF	Resilience Program	CSS	3,000,000	2014-2016
Japan	UNICEF	Emergency Response	SL, PL & CSS	5,000,000	2012-2017
UNICEF Nat Coms	National NGOs/MOEs	Pastoral education and emergency	SL, PL & CSS	4,500,000	2011-2017
UNICEF	National NGOs/MOEs	Thematic funds	SL, PL & CSS	10,000,000	2011-2017
European Union	INGO Consortium/other	Various	SL, PL & CSS	72,000,000	2014-2020
DFID	RI	Educate Girls, End Poverty (GEC)	SL, PL, Galmudug & Benadir	18,319,700	2013 -2017
USAID	TBD	TBD	SL, PL & CSS	60,000,000	2018-2020
GPE	MOEs, UNICEF, Save the Children, Care, Concern, NRC	GPE	SL, PL & CSS	33,000,000	2017-2021
Education Cannot Wait	Various	Rapid Emergency Response	SL, PL & CSS	5,000,000	2017-2018
Somalia Humanitarian Fund	Various	Rapid Emergency Response	SL, PL & CSS	18,000,000	2011-2017
DFID	CARE/ADRA	Somali Girls Education	SL, PL & Galmudug	17, 857,619	2013 -2017

		Promotion Project (SOMGEP) 1			
Total				**$312,862,103**	**2011-2020**

MOECHE ESA working groups

The limited data available on program and project support between 2011-2010 indicate a considerable lean by donors and partners to supporting youth learning initiatives. About USD 37 million has gone into a project Somali Youth Learners initiative that aims at reducing the number of youth out of school and impacting basic skills to the learners. Promoting girls' education has also been given a priority by donors and partners with about USD 35 million going into initiatives that keep girls in school and help reduce gender inequality in learning outcomes. The total estimated investments made from 2011-2017 including new commitments from major donors such as the EU, USAID and GPE to 2020 is approximately USD 313 million. These off-budget donor investments are averaged out below to calculate expected levels of external financing to support the implementation of the ESSP.

11.2   Financing of the current ESSP

Projections of Off-budget donor support.   Using historical trend data for off-budget donor funding support for the education sector, realistic funding projections are shown below specific to funding the FGS ESSP from 2018-2020. The projected funds available for the education sector in Central and Sothern Somalia from 2018-2020 is some USD 149 million, or annually an estimated USD 49.6 million (exclusive of implementation costs incurred by development partners or agencies that implement off-budget programs in support of the ESSP priorities). The projected annual figure of USD 49 million is utilized to provide financing projections over the next three years using different domestic financing models for increased domestic financing for education from the national budget.

Table 67.   Projected off-budget support for financing FGS ESSP 2018-2020

Donor	Value (USD)*	Period
Non-traditional donors*	20,000,000	2018-2020
Qatar	7,000,000	2018-2020
Japan	3,000,000	2018-2020
UNICEF	4,000,000	2018-2020
European Union	25,000,000	2018-2020
DFID	12,000,000	2018-2020
USAID	35,000,000	2018-2020
GPE	18,000,000	2018-2020
Education Cannot Wait	15,000,000	2018-2020
Somalia Humanitarian Fund	10,000,000	2018-2020
Total	**$149,000,000**	**$49,700,000**

*Non-traditional donors include countries such as Turkey, Saudi Arabia, Kuwait, and others. Contributions of countries such as Turkey were not available for the ESSP, although the government remains confident of ongoing support of such donors.

Domestic Financing and off-budget support. Given the uncertainty with domestic financing for the FGS, three models for domestic financing are used to support realistic budgeting of activities within the current ESSP. Model 1 is based on projected national budget growth over the next three years, inclusive of direct donor funding in the national budget, with allocations to the education sector calculated on a 3% annual increase as committed in the NDP. Model 2 uses the same projections of increases to the national budget, but excludes direct donor budget support, instead only calculating revenues generated from domestic revenue within the national budget, and includes increased allocations to the education sector by 3% per year as committed in the NDP. Model three, the most 'conservative', assumes stagnant national budget growth over the next three years but assumes increased allocations to the education sector as committed within the NDP (i.e. 3% per year up to 10%). Off-budget donor financing for the education sector (Central and Southern Somalia/FGS only) are included in each of the models.

Table 68.   Financing Model 1

	2018	**2019**	**2020**	**Total**
Total National Budget (domestic and direct donor budget support)	$250,787,520	$265,834,771	$281,784,857	**$798,407,148.00**
Education Budget 3 % annual increase	**$17,555,126**	**$26,583,477**	**$28,178,486**	**$72,317,089.20**
	4%->7%	7%->10%	10%	
Off Budget Support	$49,700,000	$49,700,000	$49,700,000	**$149,100,000.00**
Total Projected Finances for ESSP	**$67,255,126.40**	**$76,283,477.10**	**$77,878,485.70**	**$221,417,089.20**

Under Model 1, national budget allocations to MOECHE FGS budget would result in some USD 17.5 million in 2018 and reach some USD 28.1 million by 2020. Combined with off-budget support, total available funds would be USD 67.2 million and increase to some USD 77.8 million by 2020, with 33% of funds drawn from domestic financing and 67% from off-budget donor support. While this would be the ideal financing model, it seems unrealistic considering that it includes direct on-budget donor support to the national treasury that in many cases is 'earmarked' for specific areas and may not be included in calculations for allocating funds to the education sector.

Table 69.   Financing Model 2

	2018	**2019**	**2020**	**Total**
Total National Budget (domestic finances exclusive of donor on-budget support)	148,787,520	163,834,771	179,784,857	**$492,407,148.00**
Education Budget 3 % annual increase on domestic finances only)	**10,415,126**	**16,383,477**	**17,978,486**	**$44,777,089.20**
	4%->7%	7%->10%	10%	
Off Budget Support	$49,700,000	$49,700,000	$49,700,000	**$149,100,000.00**

Total Projected Finances for ESSP	$60,115,126.40	$66,083,477.10	$67,678,485.70	$193,877,089.20

Under Model 2, national budget allocations to the MOECHE FGS budget would result in some USD 10.4 million in 2018 and reach USD 17.9 million by 2020. Combined with off-budget support, total available funds would be USD 60.1 million and increase to some USD 67.6 million by 2020, with 23% of funds drawn from domestic financing and 77% from off-budget donor support. The funding available for the ESSP under this model may also be optimistic as it assumes a steady growth in government revenue over the coming years, actualization of NDP commitments to increase budget allocations to the education sector, and capacity of the MOECHE to absorb increased budget allocations.

Table 70.   Financing Model 3

	2018	**2019**	**2020**	**Total**
National Budget (stagnant growth, exclusive of donor on-budget support)	148,787,520	148,787,520	148,787,520	**$446,362,560.00**
Education Budget 3 % annual increase on domestic finances only)	**10,415,126**	**14,878,752**	**14,878,752**	**$40,172,630.40**
	4%->7%	7%->10%	10%	
Off Budget Support	$49,700,000	$49,700,000	$49,700,000	**$149,100,000.00**
Total Projected Finances for ESSP	**$60,115,126.40**	**$64,578,752.00**	**$64,578,752.00**	**$189,272,630.40**

Under Model 3, the most 'conservative', national budget allocations to the MOECHE FGS budget would result in some USD 10.4 million in 2018 but only reach USD 14.8 million by 2020. Combined with off-budget support, total available funds would be USD 60.1 million in 2018 and increase to some USD 64.5 million by 2020, with 21% of funds drawn from domestic financing and 79% from off-budget donor support.

Cost and Financing, Potential Funding Gaps. Costing of the ESSP is provided below in Table 71, including a proportional breakdown by subsectors, with a more detailed breakdown of costing by Priority Objectives provided in Annex 2. The overall projected cost for 2018-2020 is slightly over USD 212 million (inclusive of implementation costs of development partners, INGOs, UN Agencies, etc). The proportional breakdown by subsectors reflects the key policy priorities of the government, with the Primary Education subsector having the greatest proportion of investment, followed by Secondary Education, Resilience/EiE, then cross-cutting issues and TVET, with remaining subsectors each receiving smaller proportions of investment over the period of the current ESSP. Primary education, ABE and EiE/Resilience combined account for some 49% of the plan.

Table 71.   ESSP Costing Breakdown by Subsectors

Subsectors	**2018**	**2019**	**2020**	**TOTAL**	**%**
Resilience/EiE	$3,765,000	$7,310,000	$8,090,000	$19,165,000	12%
ECCE	$735,000	$1,770,000	$1,945,000	$4,450,000	3%
Primary Education	$13,115,000	$16,405,000	$19,970,000	$49,490,000	31%

Secondary Education	$6,145,000	$11,455,000	$12,070,000	$29,670,000	19%
ABE	$2,385,000	$3,525,000	$3,560,000	$9,470,000	6%
TVET	$2,900,000	$6,590,000	$5,090,000	$14,580,000	9%
Cross-cutting issues	$4,855,000	$6,860,000	$6,330,000	$18,045,000	11%
Higher Education	$2,260,000	$5,710,000	$4,320,000	$12,290,000	8%
Sub-total	**$36,160,000**	**$59,625,000**	**$61,375,000**	**$157,160,000**	
Implementation costs	$12,656,000	$20,868,750	$21,481,250	$55,006,000	
Total	$48,816,000	$80,493,750	$82,856,250	$212,166,000	

Budgeting for the ESSP has been completed using Financing Model 2 (shown above) to present a realistic funding scenario upon which to identify potential funding gaps for the ESSP, as shown in Table 72 below. The Table also includes additional costs associated with Grant Agents and their technical support and implementation costs that are incurred, which is averaged at 35% of off-budget donor supported programs (costs vary depending on the type of development partner).

Based on Financing Model 2, there is an overall funding gap of some USD 14.4 million, with deficits emerging in 2019 and 2020 due to the accelerated implementation of activities in those years compared to 2018. However, this relatively minor funding gap assumes that financing as outlined in Financing Model 2 materializes.

Table 72. ESSP 2018-2020 Costing, Financing, and funding gaps (Financing Model 2)

	2018	2019	2020	Total	%
ESSP Costing	$36,160,000	$59,625,000	$61,375,000	$157,160,000	
Technical support costs	$12,656,000	$20,868,750	$21,481,250	$55,006,000	
Total cost for ESSP Implementation	**$48,816,000**	**$80,493,750**	**$82,856,250**	**$212,166,000**	
Total National Budget (domestic and direct donor budget support)	$148,787,520	$163,834,771	$179,784,857	$492,407,148	
Education Budget 3 % annual increase	$10,415,126	$16,383,477	$17,978,486	$44,777,089	23%
	4%->7%	7%->10%	7%->10%		
Off Budget Program Support	$49,666,667	$49,666,667	$49,666,667	$149,000,000	77%
Total Projected Finances for ESSP	$60,081,793	$66,050,144	$67,645,152	$193,777,089	
Funding Gap	**$11,265,793**	**$14,443,606**	**$15,211,098**	**$18,388,911**	

12. Chapter 12 – Monitoring & Evaluation Plan

Monitoring implementation of the ESSP 2018-2020 will be based on achievement of planned targets as set out in the attached Action Plan matrix and consolidated result matrix attached to this ESSP. Within the MOECHE, monitoring functions are carried out by the EMIS Unit.

Monitoring progress towards outcome level results and the implementation of the ESSP will be a core part of work over the next three years for the ministry and will be led by the EMIS Unit. In addition to developing a strategy for strengthening EMIS, the Unit will apply 'standard' approaches for monitoring covering: routine monitoring, joint annual reviews by the JRES, regular field monitoring and development partner reporting on an annual basis.

Clearly defined targets and indicators have been developed for all the Priority Policy Objectives and activities under strategies that will be employed to achieve planned results in the ESSP 2018-2020. Where possible, baseline data is established (2017), and from these annual targets are set for 2020. For indicators where baseline data is missing, this information will be gathered in 2018 with development partners and through updated EMIS tools in order to capture information on key indicators that were omitted in previous data collection exercises. The EMIS is at the heart of any monitoring/evaluation system and the main goal for the Ministry is to institutionalize EMIS, ensuring that the department can retain qualified staff and be sufficiently funded to be able to make comprehensive and timely reports.

ESSP Monitoring process

The monitoring process will be carried out through the monitoring and reporting of annual plans from development partners on specific activities aligned to the ESSP. This will include the provision of resources from development partners to conduct joint monitoring of off-budget programme activities that contribute the achieving ESSP priorities and targets. Additionally, using the already existing MOECHE structures and strengthening these with stronger capacities with the EMIS unit, annual school census surveys will be conducted to monitoring progress on key outcome indicators. The school census exercise will be expanding to include schools supported by development partners, NGOs, CSOs and private organization.

The monitoring system will be based on the following mechanisms and approaches:

1. **Monitoring of the implementation of the ESSP**. This will be based on the implementation monitoring framework for the ESSP included in Annex 1. Monitoring of progress on ESSP outputs will be conducted through Joint Annual Review meetings convened with all development partners, and more robust direct joint programme coordination meetings and reporting of off-budget supported donor projects directly into the ESSP result framework.
2. **Annual monitoring of progress with achieving Outcome level indicators** specific to the priority policy objectives outlined in the various subsectors of the ESSP. These indicators will be monitored through the 'system-wide' usage of

EMIS planned in the cross cutting priorities chapter of the ESSP. EMIS and school census activities will be supported by state and regional level personnel (i.e. REOs and DEOs) and development partners supporting schools outside the reach of government mechanisms. As noted in other parts of the ESSP, data collection for EMIS will be expanded to include all private, CSO, and NGO managed schools.

3. **Dissemination of EMIS and statistical yearbooks.** School monitoring data and statistical yearbooks produced based on EMIS will be distributed to state and regional level education personnel, including school level stakeholders, to increase transparency of information flows and promote positive change at school level.

Key mechanisms that will be used for monitoring the implementation of the ESSP will include:

- The annual Joint Review of the Education Sector (JRES).
- EMIS Reports/ Somalia Educational Statistical Yearbooks
- Quarterly M&E reports from development partners and annual program management reviews
- National Examination Results
- EGRA, EGMA and MLA Assessments
- QASS Supervision Reports

Monitoring. Through the Education Sector meetings at different levels, ongoing monitoring of the implementation of the ESSP will be assured. Through the EMIS system, progress against performance indicators and baseline data will be collected at a minimum on an annual basis as part of the EMIS State and National Statistical Yearbooks.

Ensuring that these reports are utilized, analysed and where progress is lagging, remedial action taken, is a different challenge. The system is well monitored, but the strategy of the MOECHE will be to ensure that the reports are used effectively to enhance progress and performance.

Reporting. Annual reporting of progress toward ESSP results will be produced in collaboration with development partners and the production of Annual Statistical Yearbooks. Part of the ESSP strategy involves the development and strengthening of monitoring and evaluation capacities including MOECHE staff or technical consultants who will help report on the progress of the ESSP implementation. Reporting will also be supported through JRES inputs received from development partners. Reporting mechanisms for the JRES will be strengthened to ensure that future reviews take a more focussed approach on ESSP progress compared to past review meetings. This will support annual reporting on progress with the Action Plan attached to the ESSP 2018-2020 and the ESSP integrated result framework.

Monitoring of learning outcomes and teacher performance. Improving quality of learning and learning outcomes are a priority objective in the ESSP. The ESSP outlines several subsector strategies for improving teacher quality assurance processes, which will be utilized to provide more robust data on teacher performance as these systems are strengthened. These mechanisms include improved teacher mentoring and supervision systems, which will be geared at enhancing pedagogical teaching processes in classrooms. Similarly, planned leadership training of headmasters and school administrators will also be utilized to feed into improved teacher performance monitoring systems.

Likewise, it is understood that reliable data on learning outcomes was a major weakness of the previous IESSP. The current ESSP will address strengthen the quality of learning assessment systems under the leadership of the curriculum unit within the MOECHE and support of development partners, especially in relation to developing and instituting EGRA and EGMA at earl grade levels, MLA systems, and improving the robustness and reliability of examination assessments. These initiatives will build on the past support provided by international experts and development partners based on the specific subsector strategies outlined throughout this ESSP.

Sector Monitoring Matrix. Table 73 below outlines key indicators linked to priority objectives of the ESSP together with related baseline indicators. These table provides milestone targets and full targets covering primarily short and medium term objectives that will feed into longer term results. In cases where no baseline data is currently available, the ministry will collect data within the first year of implementing the ESSP with data then used as a baseline measure for the remaining timeframe of the ESSP. Means of verification and responsibilities for reporting have been provided for all indicators. Responsibilities for reporting will need to be reviewed following the completion of planned internal restructuring of the MOECHE, with additional training provided to staff at both federal and state levels on all aspects of the reporting system.

Annex 1 also include a detailed monitoring framework of strategies and activities for the ESSP that will be used to monitor progress toward implementing planned strategies and activities along the timeline outlined in the ESSP Action Plan. As noted above, subnational actors and stakeholders will play a critical role in implementing the monitoring matrix and will share accountabilities for achieving planned targets.

Preparation for launching a full-fledged ESSP post-2020. The MOECHE recognizes that numerous gaps in this ESSP exist due to insufficient data on key educational indicators related to efficiency, effectiveness, and learning outcomes. With the support of donors and development partners, strengthening data management, EMIS, monitoring and learning assessment systems will be critical for developing a stronger evidence-based full-fledged ESSP post-2020. The process for developing a full-fledged ESSP post-2020 starts with addressing these information gaps on key indicators and has already begun with the support of organizations such as UNICEF to update and strengthen current EMIS tools and systems. However, more synergized support from other partners is needed to build upon and expand existing initiatives, and is expected to begin in early 2018.

Following these initial steps, detailed planning for the next ESA and ESSP will begin by mid-2019 with ESC Steering Committee members so that a well-planned and agreed upon approach is concluded prior to the end of 2019, and works on the next ESA/ESSP begin in, and are completed by, the end of 2020.

Table 73.   Strategic Plan Monitoring Planned Outcome and Output level Results

Priority Objectives Indicator coding	Indicators*	2017 Baseline	2019 milestones	2020 Target	Data Source
Resilience/EiE					
PO 1.1: Education services sustained in emergency contexts	% of children retained in education during emergencies	92%	95%	98%	Education cluster/MoECHE
PO 1.2: Strengthen resilience by overcoming educational inequities	% of IDPs accessing safe and protected learning environments	16.8%	20%	25%	EMIS/UNFPA
PO 1.3: Implement Safe Schools Declaration	% of schools implementing Safe Schools Declaration	0%	25%	40%	EMIS
Early Childhood Education					
Priority Objective 2.1: Strengthen Organizational Capacity of MOECHE	% of organizational strengthening mechanisms completed	0%	50%	75% complete	EMIS
PO 2.2: Increase access to early childhood education	Participation rate in organized learning 1 year before official primary entry age (ECCE NER)	3.4%	10%	25%	EMIS
Primary Education					
PO 3.1a: Expand equitable access to free primary education	Primary Education GER	CSS - 22.1% / Somalia - 32%	CSS - 28% / Somalia - 38%	CSS - 35%/ Somalia 45%	EMIS
PO 3.1b	Gender Parity Index (GPI), primary school level	0.81	0.85	0.9	EMIS
PO 3.1c	% of schools with active CECs	n/a	TBD	70%	EMIS
PO 3.1d	Pupil Classroom Ratio (PCR)	n/a	TBD	TBD	EMIS
PO 3.1.e	% of primary schools with access to safe water	10.2%	20%	30%	Education Cluster/ EMIS

PO 3.2a: Increase the quality of learning outcomes in primary education	% of qualified teachers/demonstrating appropriate competencies in classrooms	20%	25%	30%	EMIS
PO 3.2b	% of children in Grade 4 achieving minimum proficiency in reading and maths (or pass exams)	87%	90%	95%	National Examination results
PO 3.2c	% of children at end of primary achieving minimum proficiency in reading and maths (or pass exams)	92%	95%	98%	National Examination results
PO 3.2d	Survival rate to Grade 5	65%	70%	75%	EMIS
Secondary					
PO 4.1a: Expand equitable access to free secondary schools	Secondary Education GER	CSS -12.9% Somalia-15.8%	CSS -16% Somalia-25%	CSS-22% Somalia 35%	EMIS
PO 4.1b	Gender Parity Index (GPI), secondary school level	0.7	0.75	0.8	EMIS
PO 4.1c	No. secondary schools	372	TBD	TBD	EMIS
PO 4.1d	Pupil Classroom Ratio (PCR)	n/a	TBD	TBD	EMIS
PO 4.1e	% of schools with access to safe water	14%	18%	22%	EMIS/ Ed Cluster
PO 4.1f	% of female teachers	4.3%	10%	15%	EMIS
PO 4.2a: Improve secondary education learning outcomes	% of qualified teachers/demonstrating appropriate competencies in classrooms	34.4%	38%	42%	National Exams
PO 4.2b	% of pupils passing Form 4 Examination	87.4%	90%	94%	National Exams
ABE					
PO 5.1: Increase access to education for out-of-school adolescents and youth	#s of youth/adults enrolled in ABE	1,361	18,000	50,000	EMIS

PO 5.2a: Strengthen quality of ABE teaching and learning.	% of qualified ABE teachers	22%	28%	35%	EMIS
PO 5.2b	% of ABE learners with functional competencies in literacy and numeracy	n/a	TBD	TBD	EMIS
PO 5.3: Improve efficiencies and subsector management	ABE Unit with tools/policy framework	Mechanisms not in place		Functioning ABE Unit	Ministry structure
TVET					
PO 6.1: Improve access to TVET services for at-risk youth	# of youth/adults enrolled in TVET	n/a	TBD	TBD	Updated EMIS
PO 6.2a: Increase the quality and relevance of TVET programs	% of qualified instructors	n/a	TBD	60%	updated EMIS
PO 6.2b	% of TVET learners with functional competencies in literacy and numeracy	n/a	TBD	TBD	Exams
PO 6.2c	% of graduates employed	TBD		60%	EMIS
PO 6.3: Establish effective TVET governance and management systems to improve external efficiency	Functioning TVET Authority with tools and policy framework	Mechanisms not in place		Functioning TVET Authority	MOECHE
Cross-cutting issues					
PO 7.1a: Enhance the organizational capacity of the MOECHE t	% of MOEHE staff with improved competencies	TBD	40%	80%	Training reports
PO 7.1b	% of national budget allocation to education sector	4%	7%	12%	Budget records, assumes 4% allocation in 2017
PO 7.1c	% of head masters certified in school leadership and management	n/a	25%	50%	Training records and reports

PO 7.2a: Syllabi and learning materials based on approved national curriculum	% of schools applying revised national curriculum (Primary level)	TBD	40%	80%	Inspector reports, school visits
PO 7.2b	% of schools applying revised national curriculum Secondary level)	TBD	40%	80%	Inspector reports, school visits
PO 7.3: Attain gender equity and parity in education	% of managerial positions occupied by women	n/a	15%	30%	MOECHE Employment records
PO 7.4: Strengthen in-service teacher training systems for all subsectors	% of teachers receiving in-service training	n/a	TBD	50%	Training reports
PO 7.4b	Policy and legal framework for training	Not available	Draft completed	Enacted and disseminated to all actors	Policy document
PO 7.5: Establish a system-wide school supervision and monitoring system	% of schools supervised once per year	n/a	35%	50%	Supervision reports
PO 7.6: Establish system-wide use of EMIS	% of schools covered by annual EMIS	n/a	50%	75%	EMIS records
PO 7.6a	Annual EMIS reports	Produced for 2015	Produced and distributed	Produced and distributed yearly	Statistical yearbook
PO 7.7: Support decentralization of education service delivery	% of districts managing education service delivery	0%	5%	13%	MoF
Higher Education					
PO 8.1: Increase access to and equity in higher education	# of youth/adults enrolled in Higher Ed	TBD	TBD	10,000	HE Commission

PO 8.2: Improve quality of H.E. institutions	% of HE Universities adopting QA Standards	Not available	Draft completed	50% of universities adopt quality standards	HE Commission
PO 8.3: Improve management, and regulation of the Higher Education subsector.	HE Commission, tools and policy framework	Not available	Tools drafted	Functioning Commission with tools	HE Commission
PO 8.4: Strengthen and develop national capacity for research and innovation	Quality research generated by HE institutions	TBD	TBD	TBD	HE Commission

all indicators disaggregated by m/f, rural/urban

13. Chapter 13 – Implementation Measures for the ESSP 2018-2020

13.1 Annual operational plans

Implementation of the ESSP 2018-2020 will be supported with development of yearly operational plans. In preparation the Planning Department will organize orientation training for FGS leadership and directors at the national and new Federal states. The Directors at the FGS and the REOs and the DEOs in the federating states will be responsible and take ownership of the annual targets, and for ensuring that all their staff are fully in board to achieve the targets. These Directors and REOs and DEOs will be responsible for managing oversight and partners who are part of the implementation of the ESSP. The REOs and DEOs will engage on the ESSP in their areas, through meeting and workshops. At the Federal Level, the oversight of the planning the implementation of the ESSP will be with the ESC. Annual plans will be developed with implementing partners to ensure alignment of off-budget donor support activities with ESSP priorities and strategies. Annual operational plans with development partners will focus on delivering specific output areas of the ESSP, with annual reporting feeding into the ESC meetings, as well as the annual JRES meetings to review progress and take required actions collectively. The Annual operational plans will focus on annual output and targets as set in the Monitoring matrix, and orientations and trainings will be organised each year of the ESSP implementation to ensure that all departments and Ministry staff are clear on the tasks assigned to them. State level MOECHE officials will also be orientated in the ESSP, its priorities and strategies with clearly defined accountability mechanism. This will occur with state level sector meetings with ministry officials and development partners at sub-national level. After budget approval by the Ministry of Finance, the Federal and State plans will be revised according to the allocated budget, and this will be communicated to respective Directors at the Federal and State levels.

State and regional level officials will be responsible for coordinating and reporting on activities at those administrative levels. State level officials will also contribute to the Pillar Working Group meetings of the National Development Plan as mandated with international development partners and donors.

13.2 System strengthening

A major initiative which will shape the planning and implementation of this ESSP is systems strengthening, which the FGS will undertake. As outlined in the ESSP cross-cutting priorities, system strengthening will form a core component of rolling out the ESSP, at both federal and state levels. Systems strengthening in the ESSP is designed to attain equity and parity in educational system for girls, strengthen in-service teacher training systems; monitoring and supervision systems, and EMIS data. Systems strengthening activities will focus on establishing strong fiduciary controls and transparency mechanisms, procurement and logistics, improved coordination between federal and state levels, and improved human resource management capacities to increase effectiveness and efficiency.

The MOECHE is also undertaking a series of organizational reforms with internal structures and staffing to align current structure with political and administrative realities of Somalia, as noted in the cross-cutting issues chapter of the ESSP. This will include clarifying roles and

responsibilities at all levels and within central and decentralised departments for teachers and instructors as well as managers and administrators, planning staff and department functions and performance reporting, recruitment and management, capacity development, training and appraisal. A phased programme of capacity development will be required in this time where administrative structures in Somalia are n undergoing rapid change and transformations. The Ministry of Education will recruit and deploy technical assistance to improve the systems, adequately staff provincial and district education offices and train civil servants and school managers in relevant disciplines. This will strengthen the delivery capacity at Federal and State levels.

13.3   Strengthening decentralization of education services to support state building

Decentralization of education services forms a core element of the ESSP. As a country there are currently three major administrative units including the Federal Government of Somalia comprised of Federal Member States (FMS and referred to throughout this document as those areas making up 'Central South') and of which Puntland is a part, and Somaliland. Decentralisation in this ESSP will focus on FMS. In accordance with the MoU between the federal level and states, decentralization will play a significant role in support state building processes, delivery important peace dividends to local communities, and improving the overall efficiency and effectiveness in managing education service delivery where more authority will be delegated to the Federating Member States, at the same time, the monitoring capacity at the Federal Level will be strengthened. The MOECHE will undertake initiatives to better clarify roles and functions between different administrative levels and work towards ratifying agreed upon forms of decentralization within the constitution to overcome existing weaknesses. Key support in this regard will be received from the Joint Program for Local Governance and other partners such as UNDP, the World Bank, and UNICEF. The MOECHE will also strengthen EMIS, supervision and quality assurance systems at sub-national level ensuring alignment with broader national objectives and strategies. Communities will also be supported in this process through initiatives to strengthen CECs and the provision of school grants and engagement in community level socialization campaigns aimed at promoting gender equity and supporting potential learners from disadvantaged communities to access education services. Many of these items are found in specific strategies under the respective subsectors of the ESSP.

13.4   Coordination with other line Ministries

Coordination with different line ministries has thus far remained weak and which can be understood in the context of recently established institutions that have operated in the context of a poorly defined legal framework and coordination mechanisms. The ESSP will coordinate closely with ministries such as the Ministry of Planning, the Ministry of Youth and Labor, the Ministry of Justice and Religious Affairs, and the Ministry of Finance, among others. Coordination will take place through specific strategies already identified in the ESSP, such as the Ministry of Justice and Religious Affairs, in order to extend the coverage of formal ECCE services to Quranic schools. Coordination with other ministries, such as the Ministry of Youth and Labor and the Ministry of Planning, will also occur through regular technical meetings on issues such as TVET and in nationally mandated forums such as the Social Pillar Working Group for the National Development Plan.

The ministry of education will set targets with detailed Monitoring frameworks for joint operations, with clear priorities which, will be for reporting against targets, and will be enforced in a climate of accountability for results. Similarly, the Ministry of Education will pursue clear legal frameworks where there are joint responsibilities to operate with other Ministries to produce commonly agreed results, in areas like of ECCE and Qur'anic Ministry of Justice and Religious Affairs, and for TVET with the Ministry of Youth and Labor.

13.5   Role of Civil Society, LNGOs, private organization and INGOs

The contribution of community-based civil society organizations, local NGOs (LNGOs), and private organizations over the last decade has been very substantial. These entities have played a major role in providing education services over the years of state failure and continue to play an important role in support education services in CSS. International NGOs, over recent years, have also begun taking a more active role in supporting education services in CSS. Much of this work has, however, occurred outside the control of government and the uneven application of government policies and quality standards and a collective commitment to align the activities of these different types of organizations remains at a nascent stage. This weak coherence calls for greater coordination between Civil Society, LNGOs, private organization and INGOs, especially in the current context of resource constraints, and the need for greater efficiencies.

The ESSP 2018-2020 also envisages much greater levels of coordination with development partners through these forums, particularly as planned results will be a collective responsibility under the leadership of the MOECHE. The ESSP also envisages the key local NGOs and CSOs will play an important role in extending education services to hard-to-reach areas and supporting the expansion of EMIS to schools not yet covered in official government quality assurance systems. It is also envisaged the private organisations will continue providing education services, particularly in urban areas, and voluntarily apply official government policies, quality assurance standards, endorsed national curriculum, and participate in annual EMIS and school census activities to ensure more robust data is available for future sector analysis and sector planning processes. It is also envisaged the coordination will be improved through more robust and transparent participation on ESC meetings, especially those in Mogadishu. It is also envisaged that ESC meetings in Nairobi will increasingly be reduced in favour of in-country level processes to ensure government ownership and in-country leadership of the education sector is respected.

Accountability under the ESSP will be for a common set of results held jointly by MOECHE, Civil Society, LNGOs, private organization and INGOs, DPs, donors and GPE. This will entail agreement on funding norms and systems for implementation, as well as a more transparent reporting process both to local communities and to MOECHE leadership.

13.6   Role of Development Partners, Donors, and Global Funds

The ESSP 2018-2020 offers a unique opportunity to align donor and development partner support to achieving targets and priorities outlined by the government, in a more harmonised and transparent relationship based on mutual responsibility, developed in consultation with a broad range of Somali stakeholders. Donors, including global funds, will be expected to fully align their support to priorities listed in the ESSP so as to ensure that our plan is realistic and is achievable.

It is expected that off-budget donor supported programs develop monitoring and reporting systems that will feed into reporting on results listed in the ESSP. This will promote greater accountability of donor funding and support sector-wide convergence in the education sector. The MOECHE will require greater levels of consultation and collaboration with donors in the development, design and implementation of off-budget projects, with annual meetings to review progress against planned results. To receive government endorsement of planned donor supported off-budget activities, this will also require greater levels of MOECHE involvement in the selection of implementing partners, development of TORs and the signing of grant agreements than has been the case in the past. This will ensure alignment of off-budget donor-funded initiatives to ESSP priorities and objectives, strengthen government leadership, and ensure off-budget activities support government development targets. MOECHE will also encourage donors to develop and utilize local capacities and Somali institutions for implementation of projects funded through the external development budget.

Consistent with government policy, it is also expected that Nairobi-based donors and organizations gradually shift their operations into Somalia to ensure greater levels of technical support and coordination with the government with the gradual phase-out of Nairobi-based sector coordination meetings and activities. Similarly, it is expected that global fund managers will conduct their technical and coordination meetings inside Somalia. These shifts are considered important changes that will localize international development and humanitarian assistance and offer external partners with an improved understanding of the Somalia context and, by extension, improved support to education in Somalia over the coming years.

13.7   The role of parents and community

The general increase in openness and accountability will be in the interest of achieving nationally significant targets with greater effectiveness and efficiency.

The ESSP 2018-2020 and the NDP 2017-2019 both see parents and communities as playing a critical role in achieving priorities and targets set out in the ESSP. At the school level, parents and the community, will take key responsibilities in cooperation with the school principal to engage with parents and community leaders and act as the link between local interests and government authorities. CECs will be supported with training to foster greater levels of community ownership and strengthen community-based management approaches for education. This will promote downward accountability from school level to communities and help to improve accountability and efficiencies within the sector. Communities will also play an important role in promoting gender equity in education, increasing access for disadvantaged communities, and taking a greater leadership role during periods of emergency to strengthen societal resilience and social cohesion. School-level administrators will be required to take an active role in promoting community participation in school management and will themselves be supported through leadership training initiatives for school administrators.

14. Chapter 14 – Risks and Mitigation Measures

The table below outlines the key risks that may undermine the ESSP implementation. It provides both a description of the likely impact should the risk become reality and the main measures that should be taken to both reduce the likelihood of that risk occurring and reduce the negative impact of any such risks if they do occur. The table should be used as a tool in monitoring the implementation of the ESSP and the final column specifies who or which institution should be responsible for monitoring the occurrence of each risk and for making sure that the mitigating measures are in place when and where appropriate. This column specifies at the level of the individual position, partner or department within the Ministry.

Table 74.   Risk and Mitigation Measures Matrix

Major Risks	Potential Impacts	Likelihood and impact level	Mitigation Measures	Responsible parties
Economic Issues				
• Donor funding below planned estimates and unreliable donor funding streams	• Planned activities and sector results negatively impacted	• Likelihood: High • Impact: Medium	• Lobby for more funds from donors (including non-traditional donors) based on credible ESSP; • Prioritize activities in ESSP based in such a way as not to impact greatly on desired outcome level results.	• DG Ministry of Education: Department of Planning and Coordination
• National budget allocation is not increased by 3% annually. • Weak domestic financing capacity (lack of taxation/ revenue generation)	• Lack of control over revenue and weak state institutions unable to finance social services such as education • Planned activities and sector results not achieved	• Likelihood: High • Impact: High	• Secure commitments from Ministry of Finance to increase allocation of national budget to education sector by a minimum of 3% per annum; • Ensure commitments are in writing and well-advertised to community • Strengthen local government revenue generation for education sector via JPLG program	• DG Ministry of Education: Department of Admin and Finance ; & • DG Education Department of Admin and Finance
• Weak financial management and fiduciary control systems	• Diversion of resources from key activities that undermine achievement of sector goals and improving access and learning outcomes.	• Likelihood: Medium • Impact: High	• Ministry to install and enforce the Public Financial Management system to strengthen financial systems and accountability measures • Train staff on the PFM systems	• DG Ministry of Education: Department of Admin and Finance
Administrative Issues				
• Inadequate capacity of Ministry staff at all levels including insufficient staffing within management units	• Inefficient use of government and donor funding undermining credibility of government • Lack of any detailed planning for implementation and over reliance on partners to initiate such implementation	• Likelihood: High • Impact: Medium	• Carry out detailed institutional capacity assessment to identify critical capacity gaps and develop capacity development strategy to strengthen overall effectiveness of management systems;	• Deputy Minister, MOECHE

			• Develop staff management policy that focuses on recruitment, retention and staff skills development • Ensure clear lines of management and monitoring responsibilities • Develop key partnerships to outsource critical activities for sector management (e.g. monitoring or training of personnel)	
• Unreliable data and data gaps to conduct effective planning and monitor result/progress on plan	• Planned activities and sector results negatively impacted to adjust activities as needed • Early warning signs of failure to meet targets not recognized or reacted to • Inefficient use of government and donor funding	• Likelihood: Medium • Impact: High	• Expand and improve EMIS and encourage development partners to support the initiative; • Provide training in value, interpretation and application of EMIS and similar data • Recruit short-term technical support to strengthen staff capacities on EMIS	• DG Ministry of Education Department of Planning and Coordination - EMIS
• Unclear roles and responsibilities among the line ministries and State Ministries •	• Poor collaboration and cooperation line institutions both and state level • Slowed progress on achieving gains in the sector and supporting integrated approaches for education development	• Likelihood: • medium • Impact: Low	• Establish inter-sectoral ministry working group convened by the Ministry of Planning and other Ministries and invite other Ministries to attend the ESC to promote cooperation • Align/share plans and priorities • Lobby the office of the prime minister to develop clear mandates and boundaries between ministries	• Deputy Minister • State Ministries
• Poor cooperation of government agencies and communities	• Lack of community participation in children's learning undermining progress in the sector	• Likelihood: Low • Impact: Medium	• Establish participatory mechanisms for community dialogue with the local authorities and communities	• Poor cooperation of government agencies and communities

			• Introduce public communication strategy to keep communities informed of progress in the sector	
• Weak engagement with private sector and implementing partners,	• Undermines coherence of education sector • Increases inequity in access and quality in provision of education • Limited progress/alignment to national development goals	• Likelihood: Medium • Impact: Medium	• Ministry develop policy framework for regulating private sector • Strengthen quality standard supervision systems for private sector • Develop strategy for building 'public-private' partnership based on examples of existing good practice • Education policy and plans involve extensive consultation with the private sector ensuring their ownership and, where appropriate, leadership	• Minister MOECHE and Private Schools Department
• Insufficient financial resources for school supervision • Lack of regulations that empower ministry to regulate the private sector	• Inability of ministry to apply effective quality improvement approaches for schools; • Fragmentation/lack of regulation of education sector creating 'space' for non-state actors to undermine achievement of mission/goals of education for Somalia • Private and public sectors become more dominant in a way that undermines public systems •	• Likelihood: High • Impact: Medium	• Secure commitments from Ministry of Finance to increase allocation of national budget to education sector by a minimum of 3% per annum; • Encourage cost-effective approaches to supervision are reflected in donor-funded activities/ secure commitment from all major donors to invest in this area in support of overall ESSP • Ensure regulations on private education are mutually agreed, clear and enforceable • Ensure funding of supervision of private sector is built into private sector funding	• Minister of MOECHE & DG Ministry of Education, Department of Policy and Planning
Political and Security/Emergency Issues				
• Political instability which may lead to	• Delays of government budget	• Likelihood: Medium	• Ensure that education policy and plans result from extensive	• Minister, MOECHE, TVQA, and DG

less focus for education sector	• Changes in priorities or policies in education that do not match the priorities in this ESSP • Slowed progress on achieving gains in the sector	• Impact: High	consultation which will provide ownership and legitimacy across key stakeholders • The ministry in collaboration with development partners will advocate to make education as priority	Ministry of Education Department of Planning and Coordination - EMIS
• Emergencies or economic shocks leading to insufficient domestic financing for development	• Planned activities and sector results negatively impacted Development funds diverted to emergency response	• Likelihood: Medium • Impact: High	• Advocacy with humanitarian donors to increase funding for the specific emergency and for Education in Emergencies to prevent diversion of government funding to respond to emergencies.	Education in Emergency Unit
• Insecurity especially insurgent groups and state border areas and natural disasters (flooding, droughts)	• Planned activities and sector results negatively impacted • Losses experienced on development gains achieved • Inability to provide security in contested areas • Attacks on education facilities and closure of schools, • Increase inequity in education sector • Insurgents groups take control of certain areas. • Lack of access to some areas.	• Likelihood: High • Impact: High	• Support regular cluster meetings/ contingency planning • Provide relevant training in disaster risk reduction and school safety • Implement school safety measures in consultation with elders and religious leaders and launch social media campaign. • Government will have a plans to liberate and sustain the insurgent areas education	• DG Ministry of Education, Department of Planning and Coordination
• Conflict related risks: politicization of clan identities leading to mobilization of groups and communal conflict	• IDPs, nomads and other disadvantaged groups have limited access to education •	• Likelihood: Medium • Impact: Medium	• Conduct a public awareness campaigns to eradicate negative impacts of clanism • Recruit and retain teachers and students from different districts and regions	• DG Ministry of Education, Department of Planning and Coordination

			• Support marginalized and IDP children to be part of the school system	
• Unwillingness of partners and individual teachers to work in remote and 'high risk' areas	• Planned activities and sector results negatively impacted • Increased inequities in the sector fuel further marginalization of excluded groups	• Likelihood: High • Impact: High	• Identify key partners able/willing to provide support in remote and 'high risk areas' • Develop strategies to incentivize professionals to work in disadvantaged area • Develop strategies that support talented learners from such areas.	• Minister of MOECHE & DG Ministry of Education, Department of Planning and Coordination
Demand and Quality risks				
• Gender-based inequities, early marriage, FGM, unwillingness to employ females in schools •	• Girls continue to lag behind on education and achieving social equity • Lack of female role models in the education system	• Likelihood: High • Impact: High	• Provide gender awareness and sensitisation at all trainings • Introduce government quotas on the recruitment of female teachers and head masters at all levels of education, both public and private • Train teachers on positive reinforcement and discipline, paying particular attention to the girls in the classrooms.	• Minister of MOECHE, State Ministers and the Deputy Minister
• Unwillingness of society to support or send children with disabilities to school	• Ongoing inequities and marginalization of children with disabilities	• Likelihood: High • Impact: Low	• Conduct social awareness campaigns for children with disabilities • Target support to those with disabilities	• Minister of MOECHE & DG Ministry of Education, Department of Policy and Planning
• Inadequate teachers trained/ employed to meet high standards quality and expansion of sector	• Slow progress with achieving gains on learning outcomes • High teacher turnover • Poor quality of teaching in classrooms	• Likelihood: High • Impact: High	• Strengthen teacher training programs linked to Teacher Training Centres (TTC) including strengthening of teacher resource materials and teacher training methodologies and	• Teacher Education Department • HR Department

			including in-service training and pre-service • Strengthen teacher management policy and practices to recruit and retain qualified teaching cadre • Introduce third part monitoring system	
• Private partnerships in production of learning materials result in lower quality and greater inequity in provision	• Contributing to demand-side barriers to educational enrolment • Adolescents/youth vulnerable to 'negative coping strategies'	• Likelihood: Medium • Impact: High	• Ensure that clear criteria are established and maintained in selecting learning materials	• Minister of MOECHE & DG Ministry of Education, Department of Policy and Planning
• Low demand for education from parents in rural areas and lower wealth quintiles	• Low progress on goals related to access • Ongoing vulnerability of excluded groups • Child labour continues due to perceived opportunity costs by parents/ communities	• Likelihood: Medium • Impact: Medium	• Update social outreach campaign via different communication channels to raise awareness on importance of education (community leaders, CECs, radio, etc) • Head teachers to monitor class registers and hold discussions with community to enrol children/ retrieve those who are 'forced out of education' • Ensure improved quality of education in rural areas and of opportunities for educated youth, especially girls	• Policy Planning and Teacher Education

Annex 1 – ESSP Results Framework 2018-2020

Policy objectives (POs)	Strategies	Planned Activities	Indicator	Baseline	2019 Milestone	Targets 2020	Source of Verification (SoV)	Who is collecting the data	How often	Assumptions
Resilience/Education in Emergencies										
Outcomes/Outputs			Indicator	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
			1.1 % of children retained in education during emergencies	92%	95%	98%	Education cluster/MoECHE	MoECHE Dept Planning	Annual	Level of emergencies do not exceed those experienced over the last three years. Data remains available
			1.2 % of IDPs accessing safe learning environment	16.8%	20%	25%	EMIS/UNFPA	UNFPA QASS	Annual	
			1.3% of schools implementing Safe School Declaration	0%	25%	40%	EMIS	Education clusters QASS	Annual	
PO	**Strategies**	**Planned Activities**	**Indicators**	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 1.1: Ensure educational services are sustained in emergency contexts	**Strategy 1.1.1:** Strengthen enabling environment for EiE	Establish federal government/Regional States EiE Unit ministry team with operational framework and guidelines	1.1.1.1 Number of states with EiE unit using framework	0	EIE UNIT established operationalized	5 States	annual ministry reports	EiE Unit MOECHE	Annual	Funding is made available and emergencies remain no higher than in previous 4 years.
		Develop an emergency EiE policy and legal framework (including EiE task force)	1.1.1.2 Policy in place and documented	0	Policy, framework & local action plans developed	Policy, framework and local action plans implemented by 2018	Policy framework	EiE Unit MOECHE	Annual	
		Develop and disseminate a contingency plan	1.1.1.3 EiE Contingency plan in place	0	EiE Contingency plans endorsed	Contingency plans disseminated and implemented in 5 states	Contingency plans	EiE Unit MOECHE	Annual	
		Establish and operationalize a monitoring and evaluation mechanism for EiE	1.1.1.4 Monitoring reports available	0	EiE M&E mechanisms established and operational	EiE M&E mechanisms established and regularly implemented	Monitoring reports	EiE Unit MOECHE	2019/ 2020	

	Strategies	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
		Create an inventory of emergency supplies (tents, TLS, Teaching and Learning materials)	1.1.1.5 Inventory available in each state	0	Inventory of emergency available in 2 states	Inventory of emergency supplies Available in 5 states	EiE Unit monitoring visits, partners reports	EiE Unit MOECHE	Annual	
	Strategy 1.1.2: Strengthen government-led coordination mechanisms with relevant stakeholders	Create an EiE taskforce consisting of the relevant partners and state officials	1.1.2.1 Committee meets regularly and in emergencies	0	EiE taskforce committee created (state and federal)	EiE taskforce operating regularly (state and federal)	minutes of meetings	Task Force	Annual	
		Prepare and orientate the taskforce committee	1.1.2.1 Orientation training held	0	Committee prepared and orientated	Committee operating regularly as needed	Workshop report	Task Force	2018/ 2019	
	Strategy 1.1.3: Strengthen personnel capacity and skills at a levels of education to manage and respond to EiE	Identify and train Federal government EiE team (preparedness, response, planning)	1.1.3.1 At least 5 staff trained and can coordinate EiE responses	0	The team member identified and training initiative	Team operational and able to coordinate EiE responses	annual ministry reports	EiE Unit, EMIS	Annual	
		Train teachers in emergency, including psycho-social support (primary and secondary)	1.1.3.2 % of teachers trained in emergency affected areas	n/a	20% of teachers trained	20% of teachers trained	EiE Unit monitoring visits, partners reports	EiE Unit, EMIS	Annual	
		Initiate psycho-social support service programs, including counselling and resource information, for students in all TLSs	1.1.3.3 % of affected schools implementing psycho-social support	n/a	20% of affected schools	40% of affected schools	EiE Unit monitoring visits, partners reports	EiE Unit, EMIS	Annual	
		Identify and train a MOECHE education in emergency team (15 ministry personnel) with cluster organizations	1.1.3.4 Number of personnel trained to respond in emergencies	n/a	15 team members identified and trained in EiE	Team fully operational	training reports	EiE Unit, EMIS	Annual	
		Design and initiate community sensitivity and awareness activities in at-risk areas	1.1.3.5 % of at-risk areas reached	n/a	50%	By 2019; 50% areas have received sensitivity and awareness sessions, and 100% of areas by 2020.	EiE Unit monitoring visits, partners reports	EiE Unit, EMIS	once	
PO	**Strategies**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**

187

PO	Strategies	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 1.2 Strengthen resilience by overcoming educational inequities	**Strategy: 1.2.1:** Target support for groups most excluded from education and at greatest risk	Expand ABE learning opportunities for IDP communities (integrating WASH and school feeding)	1.2.1.1 # of additional IDPs that are able to use integrated learning opportunities	n/a	50,000	100,000	EiE Unit monitoring visits, partner reports	EiE Unit, EMIS	Annual	Groups targeted are accepting of support and education
		Draft plans for current schools to have "EiE program," in which educators provide outreach education to affected communities	1.2.1.2 % of schools at risk with outreach and EiE plans	n/a	Plans drafted in 75% of schools	Community-specific plans implemented in 75% of schools in at-risk areas by 2020	Plans available	EiE Unit	Annual	
PO	**Strategies**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 1.3: Implement Safe Schools Declaration to Protect Education from Attack	**Strategy: 1.3.1:** Strengthen protection and safety mechanisms in/around educational facilities	Training of teachers on conflict resolution and 'positive discipline strategies' for students	1.3.1.1 % of affected schools with teachers trained	n/a	20% of schools have 2 teachers trained	*By 2020, 60% of affected schools have 2 teachers trained*	EiE Unit monitoring visits, partner reports	EiE Unit	Annual	Funding and local capacity able to conduct training
		Establish school level monitoring and reporting mechanisms for violence against schools/personnel	1.3.1.2 % of schools with reporting mechanisms in place	0	20%	By 2020, 60% of schools have reporting mechanisms in place	school supervision reports	EiE Unit	Annual	
		Train education personnel and CEC/community members on Safe School Declaration and implementation modalities	1.3.1.3 % of schools with CECs trained to implement safe school modalities	0	20% of schools have CEC personnel trained	By 2020, 60% of schools' CECs have personnel trained on safe school implementation modalities	School supervisor reports, training reports	EiE Unit	Annual	
		Conduct orientation of security personnel (SNA/Policy) on Safe Schools declaration and conflict resolution procedures	1.3.1.4 Number of sessions of training on safe schools and conflict resolution in each state	0	training agreed and piloted	By 2020, five (5) sessions in 5 states annually.	School supervisor reports, training reports	EiE Unit	Annual	
Early Childhood Care and Education (ECCE)										
			Indicator	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
	Outcomes/Outputs		2.1 % of organizations mechanisms completed	0	50%	75% are completed	EMIS	QASS	Annual	Community accept concept of ECE with

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
			2.2 Participation rates in organized learning for age group	3.4%	10%	25%	EMIS	QASS	Annual	Koranic schools
PO 2.1: Strengthen Organizational Capacity of MOECHE to manage and deliver ECCE services	**Strategy 2.1.1:** Develop institutional structures within the MOECHE to manage and regulate the ECCE subsector	Establish Federal Government/Regional States ECCE Units, with operational framework and guidelines in place	2.1.1.1 ECCE Units Established and functioning	0	Department structures in each 5 states	Units fully operational with guidelines	MOECHE, documentation	ECCE Dept	once	Sufficient funding and personnel capacity with ECE experience is identified. Agreement with Koranic schools and this fruitful and productive
		Develop and implement an ECCE Policy	2.1.1.2 ECCE Policy in place	0	Draft policy developed	Policy endorsed and disseminated to all states	Policy document, ECCE Unit	ECCE Dept	once	
		Establish minimum quality standards for safe and secure instructional/learning environments for children in ECCE/Quranic facilities	2.1.1.3 Forms in use for ECE school inspections	0	Minimum quality standards endorsed	Minimum quality standards disseminated to all states	School supervisor reports,	ECCE dept	Annual	
		Develop standardized competency based ECCE curriculum framework	2.1.1.4 Published framework is available	0	Draft curriculum framework developed	Curriculum framework endorsed by 2020	Policy document, EMIS	ECCE Dept	Annual	
	Strategy 2.1.2: Establish collaboration mechanisms between Quranic schools and ECCE schools (MOECHE and Ministry of Justice and Religious Affairs)	Develop coordination mechanisms and integration plan with the Ministry of Justice and Religious Affairs and education personnel at state level.	2.1.2.1 An agreed plan is implemented across all pre-schools	0	Develop plans and schedule	By 2020, integration plan endorsed with relevant stakeholders and in all states	Action plan documents	MOECHE	Annual	
		Design and initiate awareness raising campaign on benefits of ECCE	2.1.2.2 Number of states conducting awareness raising campaigns	0	Campaign designed	Campaign conducted in 5 states	MOECHE reports on campaigns	ECCE Dept	Annual	
	Strategy 2.1.3: Establish a qualified cadre of	Conduct in-service training for ECCE teachers/ECCE caregivers.	2.1.3.1 Number of teachers trained by 2020	n/a	first in-service training completed	300 ECCE teachers/caregivers receive in-service training.	EMIS for teachers, training reports	ECCE Dept	Annual	

| | ECCE teaching staff/ caregivers | Develop supervision tools for QA of ECCE facilities/learning | 2.1.3.2 Number of schools visited with Inspectors using tools | 0 | Draft supervision tools and systems developed | Supervision toosl endorsed and utilized by supervisors | School supervisor reports | QASS | Annual | |
| | | Conduct quarterly supervision of ECCE teachers and facilities | 2.1.3.3 % of schools receiving 4 supervision visits each year | na | 5% of ECCE schools visited at least twice per year | By 2020, 10% of ECCE centres receiving 4 visits per year | School supervisor reports | QASS | Annual | |

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 2.2: Increase access to quality early childhood education by improving and expanding infrastructure.	**Strategy 2.2.1:** Establish accessible ECCE learning spaces through construction and rehabilitator activities	Map construction needs and build new ECCE centers in marginalized areas	2.2.1.1: Number of centres built by 2020	na	Buildings started in 7 centres	One (1) center constructed per year in each state, total 15 centers	Engineering supervision reports	ECCE Dept	Annual	The curriculum framework is endorsed in time for materials production
		Establish strategy to engage CBOs/private sector in maintenance and rehabilitation of ECCE facilities (including for Quranic schools)	2.2.1.2: % of ECE centres managed by private sector	na	Strategy agreed with private sector partners	By 2020, 75% of ECCE centers are maintained by private sector partners/CBOs and 25% by the government	EMIS reporting	ECCE Dept	Annual	
	Strategy Objective 2.2.2: Provide appropriate early learning materials for ECCE children	Develop, gender sensitive teacher guides and learning materials (TLM) based on ECCE curriculum framework	2.2.2.1:Gender sensitive learning materials available in ECCE centers	na	Pilot Learning materials endorsed and produced	Gender sensitive learning materials based on ECCE curriculum framework in use in centers	School supervision reports	Curriculum and ECCE Dpt	Annual	
		Locally produce and distribute ECCE learning packs for piloting	2.2.2.2: % of ECCE centers that have locally produced learning materials	na	Local ECCE learning materials are piloted	By 2020 , locally produced ECCE learning materials available in 80% of centers	The materials, QASS and ECE reports of school visits	ECCE Dept	Annual	

Primary Education										
		Indicator		Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
Outcomes/Outputs		3.1a Primary GER		CSS-22.1% Somalia-32%	CSS- 28% Somalia 38%	CSS 35% Somalia 45%	EMIS	QASS	Annual	Continued funding and expertise available to support
		3.1b GPI		0.81	0.85	0.9	EMIS	QASS	Annual	

			3,1c % of schools with CECs	n/a	TBD	70%	EMIS	QASS	Annual	building, learning materials, infrastructure and teacher training
			3.1d Pupil Classroom ratio	n/a	TBD	TBD	EMIS	QASS	Annual	
			3.1e % of Primary Schools with safe water access	10.20%	20%	30%	EMIS/ Ed Cluster	QASS	Annual	
			3.2a % of qualified & competent teachers	20.1	25%	30%	EMIS	QASS	Annual	
			3.2b % of children in Grade 4 proficient in Maths and reading	87%	90%	95%	National Exams	Exam Board/ Curriculum	Annual	
			3.2c % of children achieving minimum proficiency in reading and maths (exam pass)	92%	95%	98%	National Exams	Exam board/ Curriculum	Annual	
			3.2d Survival rate to Grade 5	65%	70%	75%	EMIS	QASS	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 3.1: Expand equitable access to free primary education	**Strategy 3.1.1**: Strengthen regulatory mechanisms to generate domestic financing for education	Develop policy framework for private school licensing and fees (including rental fee system for those operating in government-owned building)	3.1.1.1: Private school licensing framework endorsed	0	Draft Policy framework developed	By 2020, policy framework endorsed	Licensing framework	MOECHE Department of Planning	2020	Increased funding is made available as planned both from government and private sources with donor support forthcoming for
	Strategy 3.1.2: Advocate to increase national budget allocations to the primary education sector	Develop earmarked taxation mechanisms specific for education revenue generation	3.1.2.1: Earmarked taxation mechanisms	na	Mechanisms developed for State & Federal levels	Education earmarked taxation mechanisms developed for State and Federal levels	Document and finance records	Finance dept; MoF	Annual	

									additional gaps
		Develop a plan to increase National Budget allocation to education by 3% per year to reach 12% NDP target	3.1.2.2: % increase in Govt budget allocation by end of 2020 as a result of advocacy. The latter is in on-going and observable.		Advocacy & plan launched 3% annual increase to education	By 2020, National Budget allocation 12% to education sector	Ministry of Finance Budget records	Finance dept/ MOF	Annual	
	Strategy 3.1.3: Develop pro-poor schemes to enroll children from disadvantaged groups	Develop a 'pro-poor' MOECHE budget plan to increase education allocations to support, teachers, scholarships for children, and supplying learning materials	3.1.3.1: # of states utilizing pro-poor budget plan	NA	Pro-poor MOECHE budget plan developed	By 2020, pro-poor MOECHE budget plan utilized by 5 states	MOECHE Department of Planning records	MOECHE Department of Planning	Annual	
		Recruit 600 teaches who are paid $400 per month	3.1.3.2: No. of teachers newly employed by 2020	0	300 teachers recruited in disadvantaged regions	By 2020, 600 new teachers recruited in disadvantaged regions	Teacher recruitment records MOECHE	MOECHE Admin & Finance	Annual	
		Provide scholarships to Children from disadvantaged households	3.1.3.3: No. of children on receiving scholarships	na	5000 bursaries provided	By 2020, 10,000 children from disadvantaged households receiving bursaries	Budget records	MOECHE Admin & Finance	Annual	
		Train and deploy 50 special needs teachers (10 in each state including Banadir).	3.1.3.4: Number of special needs teachers recruited	0	Training started for 50 SN teachers	50 SN teachers trained and deployed in 5 States (10 each)	teacher records	Training Dept	Annual	
		Establish local, school-specific plans to increase the enrolment of children from disadvantaged families	3.1.3.5: # of schools with enrolment plans for disadvantaged children	0	100 schools	200 schools with plans to increase enrolment of children from disadvantaged families	School supervision reports	MoECHE Planning	Annual	
	Strategy 3.1.4: Rehabilitate and construct school infrastructure to expand access for disadvantaged groups	Register, audit and map school infrastructure to guide prioritized upgrading and renovation of primary school facilities	3.1.4.1: Mapping completed for Central and Southern Somalia	0	Auditing and mapping completed	Auditing and mapping completed by 2019	Mapping documents	MoECHE Planning	once	
		Construct new facilities in prioritized underserviced regions based on need-based criteria	3.1.4.2: No. new schools or new classes built based on mapping	0	20 schools near completion	30 new schools constructed (10 schools with 12 classrooms per year)	Engineering supervision reports	MoECHE Planning	Annual	

| | | Rehabilitate school infrastructure with appropriate girl-friendly facilities based on identified mapping needs | 3.1.4.3: No of classrooms rehabilitated or constructed | 0 | 200 classrooms rehabilitated or constructed | 600 classrooms rehabilitated or constructed | Engineering supervision reports | MoECHE Planning | Annual | |

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 3.2: Increase the quality of learning outcomes in primary education	**Strategy 3.2.1**: Improve teaching quality through in-service training and recruitment of qualified teaching force.	Review and revise teacher training materials to support in-service training and ensure alignment with education policy and curriculum framework	3.2.1.1: New in-service teacher training materials available and appropriate to curriculum	0	Resource materials revised and developed in Somali language	In-service teacher training materials utilized by all development partners	Documents, training reports	MOECHE Teacher ed	2019 and 2020	Government funding is provided as planned. Insecurity does not prevent all schools being supervised
		Conduct pre and in-service training for primary school teachers	3.2.1.2: % of teachers who receive in-service training		40% of teacher receive in-service training	80% of teachers receive in-service training once per year	Training reports and partner reports	MOECHE Teacher ed	Annual	
		Construct 5 teacher training centres	3.2.1.3: Number of training centres	0	2 training centres completed and furnished	5 Institutes fully completed and furnished by end of 2020	Engineering supervision reports	MOEHC Planning & Teacher Ed.	Annual	
	Strategy 3.2.2: Provision of learning materials and strengthening early grade learning	Monitor the implementation of national outcome-based curriculum in all primary schools in Somalia	3.2.2.1: % of lessons observed using new curriculum materials	na	Begin first annual monitoring cycle in 2019	50% of lessons observed based on CF	Supervision reports	QASS	Quarterly	
		Produce and supply text books based on curriculum framework to every leaner in all subjects over phases to achieve full coverage for learners	3.2.2.2: Textbooks distributed to 100% of schools	0	Textbooks in production	By 2020, textbooks distributed to 100% of schools	EMIS	Curriculum Dpt, QASS	2019/ 2020	
		Establish MLA (minimum learning achievements) across grades and EGRA activities for lower primary pupils	3.2.2.3: EGRA system operational	0	MLA & EGRA set end of 2018	MLA including EGRA assessments system implemented in schools by 2020	EGRA & MLA Reports	Exams dept	Annual	
	Strategy 3.2.3: Increase community participation in	Develop harmonized CEC training package with education stakeholders and ESC members	3.2.3.1: Appropriate package available and in use	0	CEC training package endorsed end of 2018	Endorsed CEC training in use in 5 states by 2020	CEC training package	MOECHE Teacher ed	Annual	

193

| school-based management | Establish CEC (community education committees) where they do not exist | 3.2.3.2: Number of schools with operational CECs | 0 | CEC's established in 150 schools | CECs established and operational in 300 schools | School supervision reports | QASS | Annual | |

Secondary Education									

	Indicator	**Baseline**	**Milestone 2019**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
Outcomes/Outputs	4.1a Secondary GPI	CSS 12.9 Somalia 15.8	CSS 16% Somalia 25%	CSS 22% Somalia 35%	EMIS	MoECHE Planning	Annual	Funding is available and private schools and umbrellas are accepting of Ministry leadership
	4.1b Secondary GPR	0.7	0.75	0.8	EMIS	MoECHE Planning	Annual	
	4.1c No of Secondary Schools	372	TBD	TBD	EMIS	MoECHE Planning	Annual	
	4.1d PCR	n/a	TBD	TBD	EMIS	MoECHE Planning	Annual	
	4.1e % of schools with safe water	14%	18%	22%	EMIS/ Ed Cluster	EMIS and Planning	Annual	
	4.1f % of female teachers	4.30%	10%	15%	EMIS	MOECHE Teacher ed	Annual	
	4.2a % of qualified competent teachers	34.40%	38%	42%	EMIS	MOECHE Teacher ed	Annual	
	4.2b % of pupils passing Form 4	87.40%	90%	94%	Exam Board	Exam Board/ Curriculum	Annual	

PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 4.1: Expand equitable access to free secondary schools	**Strategy 4.1.1**: Strengthen regulatory mechanisms to generate domestic financing for secondary education	Develop policy for private school licensing and fees for secondary schools	4..1.1.1: Policy in place and in use	0	Draft policy developed	By 2020, poly endorsed and in use	Document and School reports	Dept for Umbrellas and Private Ed	2019/ 2020	Umbrellas and Private schools and Arabic schools accept the regulations and harmonizing work of the Ministry
		Develop MOECHE subsector financing plan for increasing numbers of teachers on direct government salaries financed through increased domestic financing	4.1.1.2: Financing plan operationalized	0	Plan endorsed	Plan in use for financing teachers from domestic revenue	Financing plan	MOECHE Admin & Finance	2019/ 2020	

	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
	Strategy 4.1.2: Expand and rehabilitate secondary school infrastructure	Register, audit and map school infrastructure to guide prioritized upgrading and renovation needs of secondary school facilities, including gender sensitive facility needs	4.1.2.1: Mapping completed and updated by 2020	0	Complete registering, auditing and mapping by end of 2018	Mapping completed and regularly for use in planning decisions	Mapping report	MoECHE Planning	2019/2020	
		Construct 25 new secondary school buildings in prioritized underserviced regions based on need-based criteria	4.1.2.2: Number of new schools constructed	0	Region specific plans completed, 5 new schools completed	Construction of 25 schools completed (372 to 397 schools)	Engineering supervision reports	Planning Dept	2019/2020	
		Rehabilitate school infrastructure with appropriate girl-friendly facilities based on identified mapping needs	4.1.2.3: Number of schools rehabilitated based on mapping	0	15 schools rehabilitated with girl friendly spaces	25 rehabilitated schools fully in use	Engineering supervision reports	Planning Dept	2019/2020	
	Strategy 4.1.3: Develop pro-poor schemes to enroll learners in secondary education from disadvantaged groups	Develop and implement community-based outreach and a enrollment enhancement plans for girls and disadvantaged groups	4.1.3.1: % of underserved areas implementing outreach campaigns	0	50% of selected underserved areas	Community outreach campaigns implemented in 100% of selected underserved areas	EMIS	Planning Dept	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 4.2: Improve secondary education learning outcomes	**Strategy 4.2.1**: Increase equitable distribution of secondary school teachers across geographic areas including increasing proportion of female teachers	Recruit additional secondary school teachers using equity-based formula for allocation across regions based on needs and gender.	4.2.1.1: # of teachers recruited using the formula	0	By end 2018 formula is in place and 100 teachers recruited	Allocation formula used for recruitments of 300 teachers by 2020	MOECHE recruitment records	MOECHE Admin & Finance	Annual	Funding for training. Sufficient form four leavers and graduates select teaching as a career. Universities have the human skills capacity needed to train future modern
	Strategy 4.2.2: Improve the quality of teaching in	Update job descriptions and terms of reference for secondary school teachers	4.2.2.1: Updated job descriptions	na	Job descriptions agreed and disseminated	All schools have the job descriptions and used as base for employment and	Official Job descriptions	MOECHE Admin & Finance and QASS	2019/2020	

	secondary schools					performance evaluation				teachers and to implement the new curriculum
		Develop teacher performance management plan and evaluation program	4.2.2.2: Teacher performance plan distributed to 100% of schools	0	Draft policy in place	Teacher performance plan distributed to 100% of schools	Performance plan	MOECHE Teacher ed	2019/ 2020	
		Develop approved pre-service secondary school training program with national universities	4.2.2.3: Program is documented	na	Approved pre-service training program in place	Pre-service training program disseminated to 5 states	Pre-service training strategy document	MOECHE Teacher ed	2019/ 2020	
		Develop in-service teacher training strategy with supervisory bodies	4.2.2.4: # of states adopting in-service training strategy	na	Draft strategy completed	In-service teacher training strategy utilized in 5 states	QASS reports	MOECHE Teacher ed	Annual	
	Strategy 4.2.3: Develop and distribute learning materials based on national curriculum framework	Develop quality assurance processes within the MOECHE to ensure development of appropriate materials that adhere to principles of inclusion and conflict sensitivity	4.2.3.1: Conflict sensitive quality assurance tool	na	Quality assurance systems developed	Quality assurance systems fully developed , including criteria and guidelines and in use for supervision	QA tool	QASS	2019/ 2020	
		Introduce libraries and resource centers in secondary schools	4.2.3.2: % of schools with library resource centres	na	Libraries established in 5% of schools	Establish libraries in 10% of schools by 2020	QASS reports	QASS	Annual	
		Produce and supply text books based on the new curriculum framework to every learner in all subjects	4.2.3.3: # of textbooks distributed to schools	0	400,000 textbooks distributed to schools	By 2020, 1.2 million textbooks in 12 subjects supplied to schools	Distribution reports and receipts	QASS and Curriculum	2019/ 2020	
	Strategy 4.2.4: Strengthen Learning Assessment Systems	Train ministry personnel at Federal and subnational levels on management and quality assurance processes for implementing learning assessments	4.2.4.1: # of personnel trained on QA and Assessment systems	0	20 personnel trained (Federal and State levels)	44 Relevant ministry personnel at federal and state levels complete training in Learning Assessment systems	Training records and reports	MOECHE Teacher ed	Annual	

| | | Establish a learning assessment data bank with appropriate technology and software. | 4.2.4.2: Data bank of learning assessments exists and in use | na | Appropriate software identified | Software procured and integrated | Software | Exams dept | 2019, 2020 | |
| | | Develop strategy for utilizing learning assessment results to support teacher training (in-service and pre-service) | 4.2.4.3: Learning assessment mentoring strategy available | na | Strategies drafted | Strategy developed and endorsed with Federal and State levels, ESC partners and development partners | Strategy document | MoECHE Planning and QASS | 2019, 2020 | |

Alternative Basic Education (ABE)

	Indicator	Baseline	Milestone 2019	Targets 2020	SoV	Who	How often	Assumptions
	5.1 No. of youth enrolled in ABE	1,361	25,000	50,000	EMIS	NFE and QASS	Annual	
	5.2 % of ABE teachers qualified	22%	28%	35%	EMIS	MOECHE Admin & Finance	Annual	
Outcomes/Outputs	5.2.a % of ABE learner with functional competence in literacy and numeracy	n/a	TBD	TBD	EMIS	MOECHE Teacher ed	Annual	All areas remain accessible for at least part of the year
	5.3 ABE unit with framework and tools	0		Functioning unit and framework in place	Ministry structure	MoECHE Planning	2019	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 5.1: Increase access to education for out-of-school adolescents and youth	**Strategy 5.1.1**: Remove financial and cultural barriers for ABE learners	Develop needs based criteria for beneficiary selection, with selection completed by end of 2018	Needs-based selection criteria available	0	Needs based criteria endorsed	Needs based criteria completed and endorsed by stakeholders	Document and attendance records	Dept of NFE	2019/ 2020	Funding is available. Those targeted are motivated and cultural traditions do not act as an insurmountable barrier
		Beneficiary selection process in coordination with state and regional level education officials	Selection process completed	0	Selection for pilot launched	Selection process completed with lessons learned produced	Minutes of selection procedure	Dept of NFE	2019/ 2020	
		Develop 'business case' for donors to finance cash scheme for enrolling learners	Donor funding for cash schemes available	0	Business case developed and presented	Business case accepted and donors investing in scheme	Document and donor formal response	Dept of NFE	2019/ 2020	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
		Increase the federal and state government subsidies for ABE learners to overcome 'hidden costs'	# of states providing subsidies to learners	n.a	2 states	5 states apply subsidies for ABE learners	Finance records	Dept of NFE and Planning	Annual	
		Develop appropriate ABE services catering to time/livelihood needs of learners	% of ABE centres using Flexible timetables for scheduling	0	Culturally sensitive school scheduling design completed	Culturally sensitive school scheduling design utilized by 100% of ABE centres	School timetables, visits	QASS	Annual	
	Strategy 5.1.2: Expand access to appropriate infrastructure	Establish controlling agreement that give ABE education programs rights to use local school buildings (e.g. through double-shift schooling)	# of schools that have signed up to agreement	0	Policy & agreements established selected areas	Policy and agreements signed up to by 50 schools	Documented agreements	Dept of NFE	2019/ 2020	
		Conduct priority needs assessment to identify areas with highest demand and catchment areas with highest numbers of out-of-school adolescents and youth	Assessment and mapping complete	0	Needs assessment completed	Priority needs assessment and mapping of areas completed by early 2019	Assessment report	Dept of NFE	2019/ 2020	
		Construct additional ABE learning facilities based on priority needs assessment	Number of ABE facilities constructed and in use.	11	Construction of 5 additional ABE schools completed	Number of ABE schools is doubled from 11 to 22 by 2020	Engineering supervision reports	Dept of NFE	2019/ 2020	
	Strategy 5.1.3: Conduct communication and outreach activities to overcome demand-side barriers	Develop and Implement national and state-level community awareness campaigns about the benefit of ABE focusing in regions with highest demand and need	Number of regions covered in campaigns	n/a	ABE campaigns started in 11 regions	Campaigns completed in at least 22 regions	Campaign reports	Dept of NFE	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 5.2: Strengthen quality of ABE teaching and learning.	**Strategy 5.2.1**: Increase the number and proportion of qualified ABE teachers	Review and update in-service training materials for ABE, aligning content to national curriculum framework including development of teacher resource materials and lesson plans.	% of schools using updated training materials	Existing materials based on old curriculum	In-service training materials and lesson plans endorsed	100% of ABE schools using in-service training materials and lesson plans	Supervision visits	NFE and QASS	2019/ 2020	Curriculum adaptation can be done within the year. Funding available for new materials
		Deliver in-service training package for ABE teachers	% of ABE teachers receiving in-service training	n/a	In-service package trialed	In-service training provided to 80% of ABE teachers once per year), including follow-up mentoring (once per year)	Training reports from partners; supervision reports	Dept of NFE; QASS; Development partners	Annual	
	Strategy 5.2.2: Remove supply-side barriers by developing and distributing teaching aids and learning materials	Adapt national curriculum for ABE learning providing learning pathways to formal education,	% of ABE schools utilizing adapted ABE curriculum	na	ABE curriculum adapted	ABE curriculum in full use in all centres	Supervision reports	Dept of NFE; Curriculum Dept	Annual	
		Develop radio-based programming for ABE distance learning and implemented in rural areas	% of regions utilized radio-based distance learning programs	n/a	Radio-based distance learning piloted in 4 hard-to-reach regions	20% of hard-to-reach rural areas utilizing radio-based distance learning programs	Development partner reports, Annual Reviews, JRES	NFE and QASS	Annual	
		Develop and distribute teaching and learning materials (TLMs)	% of classes using new materials	0	Relevant materials in use by 100% classes	By 2020, TLM distributed to 100% of ABE teachers to support classroom teaching	Supervision reports	QASS	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 5.3: Improve efficiencies and subsector management	**Strategy 5.3.1:** Establish governance mechanisms to coordinate ABE activities	Develop a national policy for the ABE subsector	Policy exists and is available	0	ABE policy endorsed by stakeholder	ABE policy endorsed utilized by stakeholders	Policy document	Dept of NFE	2019/ 2020	Supervisors data collectors and trainers are able to access the more remote areas at
		Establish an ABE unit within the MOECHE that will provide direction, management, and coordination for ABE activities	One active unit exists	0	ABE Unit established	ABE Unit established and fully operational by 2020	MoE organogram	DG of Ministry	2019/ 2020	

		Develop ABE supervision tool including teacher mentoring guidelines	One set of guidelines developed	0	Supervision tool and mentoring guidelines completed	Supervision tool and mentoring guidelines completed and endorsed by stakeholders	Guideline documents	QASS	Annual	least part of the year
	Strategy 5.3.2: Strengthen monitoring and quality assurance systems of ABE learning facilities	Update MOECHE evaluation and supervision schedule to include coverage of ABE facilities	% of ABE classes routinely monitored	0	MOECHE routinely monitors ABE facilities	By 2020, 50% of ABE classes are routinely monitored	School supervision reports	QASS	Annual	
		Include ABE learning facilities in annual EMIS/school census exercise	# of years ABE facilities included in EMIS	0	EMIS data gathered	Data on ABE facilities gathered and incorporated in statistical yearbooks 3 times (2018-2020)	The Statistical Year book	EMIS Unit	Annual	

Technical and Vocational Education and Training (TVET)										

		Indicator	Baseline	Milestone 2019	Targets 2020	Source of Verification	Who collects data	How often	Assumptions
		6.1 No of youth. Adults enrolled in TVET	TBD	TBD	RBD	Updated EMIS	MoEHE Planning	Annual	
		6.2a % of TVET teachers qualified	n/a	TBD	60%	updated EMIS	MoEHE Planning	Annual	
Outcomes/Outputs		6.2b % of TVET learners with numeracy and literacy competences	n/a	TBD	TBD	Exams	Exam board/ Curriculum	Annual	
		6.2c % of graduates employed	TBD	TBD	60%	EMIS	MoECHE TVET Dept	Annual	
		6,3 Functioning TVET authority with tools and framework	Not in place	Authority established	Functioning unit with a framework in place	MOECHE	MoEHE Planning	2019/ 2020	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 6.1: Improve access to TVET services for marginalize	**Strategy 6.1.1:** Conduct social mobilization to raise awareness of TVET	Develop and implement a community awareness campaign in high need regions with available TVET services	6.1.1.1: Number of community campaigns conducted	0	Campaign reaching 7 regions	Campaign developed and implemented and reaching 30 regions	Campaign reports	Dept of TVET	Annual	Youth in most remote areas can be accessed.

		Develop criteria-based mobilization campaign to identify and enroll most vulnerable/at-risk youth	6.1.1.2: Number of vulnerable at risk learners identified and enrolled in TVET	na	Criteria-based mobilization campaign launched	2,000 at-risk youth enrolled in TVET programs	Selection criteria	TVET Dept and Planning	Annual	
d and at-risk youth	programs and their benefits									
	Strategy 6.1.2: Expand coverage of TVET through construction with appropriate scheduling	Construct 6 standard Technical Secondary Schools	6.1.2.1: Number of Technical Secondary Schools constructed	0	Assessment completed by 2019	6 school constructed by the end of 2020 (1 in each 4 State and 2 Mogadishu city) (6 facilities in total)	Engineering supervision reports	MoECHE Planning and QASS	2019/ 2020	
		Establish TVET programs with flexible entry and exit points for underrepresented students	6.1.2.2: % of TVET programs with flexible timetables	n/a	40%	By 2020, 100% of programs apply flexible timetables	Supervisor reports	QASS	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 6.2: Increase the quality and relevance of TVET programs to support increased employment of youth and strengthen TVET curriculum	**Strategy 6.2.1:** Align TVET programs to labor market needs and livelihood opportunities	Conduct market survey to assess relevant job demand and inform design of TVET programs	6.2.1.1: Market survey exists and is referred to when planning courses	0	Survey conducted	Survey results being utilized to inform design of courses	Survey report	Dept of TVET and Curriculum	2019/ 2020	Sufficient capacity of lecturers and course designers is available
		Create TVET database that records trainees' data and success rates with job placements	6.2.1.2: Data base exists and is used to report success rates	0	Data base created	Database is regularly expanded and used as a reference.	Database	Dept of TVRT	Annual	
		Establish program for internships and job placement in coordination with private sector companies	6.2.1.3: # of companies enrolled in job placement scheme	0	Programs established with 20 companies enrolled	By 2020, at least 50 companies enrolled in TVET job placement schemes	Company enrollments	Dept of TVET	Annual	
		Establish a framework that regularly reviews and upgrades the training curriculum and syllabus to ensure market relevance of training	6.2.1.4: Framework exists and is in use and is upgraded annually	0	Framework endorsed	Framework established and endorsed by MOECHE and state officials	Framework document	Dept of TVET	2019/ 2020	
	Strategy 6.2.2. Improve training and learning processes in TVET facilities	Conduct capacity building training to TVET trainers, including life skills training and conflict sensitive education	6.2.2.1: % of instructors who are trained	0	Package for training instructors developed.	By 2020, 75% of instructors complete conflict sensitive and life skills training	Training records and reports, JRES, partner reports	Dept of TVET and Teacher Education	Annual	

		Establish a teacher evaluation and feedback management system to regularly improve quality of trainers	6.2.2.2: % of instructors receiving feedback	0	System drafted	System established with feedback provided to 100% of TVET instructors by 2020	Training reports	QASS	2019/ 2020	
		Conduct an assessment on the availability and quality of training equipment and materials	6.2.3.1: Assessment report	0	Assessment completed by 2019	Quality assurance assessment of training materials and equipment completed	Assessment report	QASS	2019/ 2020	
	Strategy 6.2.3: Equip TVET facilities with appropriate training materials and resources	Equip TVET centers with required training and learning equipment and materials (including workplaces and labs)	6.2.3.2: % of centres fully equipped	0	80% Centers at least partially equipped	100% of TVET centers fully equipped by end of 2020	Supervision visits, JRES	QASS and Dept of TVET	Annual	
		Develop TVET textbook and training guidance materials ensuring adherence to principles of conflict sensitivity and building constructive citizenship	6.2.3.3: 80% of TVET courses supported by textbooks and training manuals	na	Training materials developed for 50% of courses	80% of courses supported by training and learning materials	Training records and reports, JRES, partner reports	QASS and Dept of TVET	Annual	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 6.3: Establish effective TVET governance and management systems to improve external efficiency	**Strategy 6.3.1**: Develop legal frameworks for TVET	Develop TVET national policy with assigned roles and responsibilities across ministries and state level authorities	6.3.1.1: # of states endorsing policy	0	National policy developed	National policy endorsed by federal government and 5 states	Endorsed policy document	Dept of NFE and Planning	2019/ 2020	
		Establish coordination mechanisms with appropriate line ministries for job placement of TVET graduates	6.3.1.2: # of graduates obtaining job placements	0	Coordination mechanisms established	Mechanism implemented and least 25 graduates secure job placements through coordination mechanisms	Employment records	TVET Dept and Planning	Annual	
	Strategy 6.3.2: Establish functioning Quality Assurance Systems for the TVET subsector	Include TVET facilities in annual EMIS data collection exercises	6.3.2.1: # of years TVET facilities included in EMIS	0	EMIS data gathered	Data on TVET facilities gathered and incorporated in statistical yearbooks 3 times (2018-2020)	The Statistical Year book	Planning	Annual	
Cross-Cutting Issues for Systems Strengthening and Efficiencies										

	Indicator	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
Outcomes/Outputs	7.1a % of MoECHE staff with improved competencies	TBD	40%	80%	Training reports	MOECHE	Annual	Sufficient funding and personnel capacity within Federal and State ministries with relevant experience are identified.
	7.1b % of national budget allocated to Education	1%	8%	10%	Budget records	MOECHE	Annual	
	7.1c % Head teachers certified in school management	n/a	25%	50%	Training records and reports	QASS	Annual	
	7.2a % of primary schools implementing Curriculum Framework	TBD	40%	80%	Inspector reports, school visits	QASS and Curriculum	Annual	
	7.2b % of Secondary schools implementing Curriculum Framework	TBD	40%	80%	Inspector reports, school visits	QAS and Curriculum	Annual	
	7.3 % of managerial positions held by women	n/a	15%	30%	Employment records	MOEHE HE	Annual	
	7.4 % of head teachers receiving in-service training	n/a	TBD	TBD	Training reports	MOECHE Teacher ed	Annual	
	7.4b Policy and legal framework for training	n/a	drafted	Enacted and disseminated	Policy document	Training Dept	2019/ 2020	
	7.5 % of schools with supervision visits once a year	n/a	35%	50%	Supervision reports	QASS	Annual	
	7.6a % of schools covered by annual EMIS	n/a	50%	75%	EMIS records	EMIS and Planning	Annual	
	7.6b Annual EMIS reports	2015 available	produced annual	produced and distributed annually	Statistical yearbook	EMIS and Planning	Annual	
	7.7 % of districts managing education service delivery	0	5%	TBD	MoF	MOECHE	Annual	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 7.1: Enhance the organizational capacity of the MOECHE to manage/regulate the education sector effectively and efficiently	**Strategy 7.1.1**: Implement dissemination and training strategy on finalized government policies/regulations	Develop strategic implementation plan to disseminate finalized policies and documents across all subsectors (including regulations on private schools)	7.1.1.1: # of states receiving finalized policies	0	Plan developed and approved by end of 2018	Plans and policies disseminated to 5 states	Document approved and documents available	MOEHC Planning	2019/ 2020	
	Strategy 7.1.2: Develop systems and procedures to strengthen transparency and accountability of the MOECHE	Finalize and endorse guidelines for strengthening financial accountability/management and transparency systems of the MOECHE	7.1.2.1: % of MOECHE offices utilizing financial accountability guidelines	na	Guidelines completed and endorsed	Financial accountability guidelines are used by 100% of MOECHE offices as the basis of financial management	Accountability guidelines	MOECHE Admin and Finance	2019/ 2020	
		Finalize and endorse transparent procurement guidelines for construction activities	7.1.2.2: % of MOECHE offices utilizing procurement guidelines	na	Guidelines completed and endorsed	Procurement guidelines are used by 100% of MOECHE offices as the basis of financial management	Procurement guidelines	MOECHE Admin and Finance	2019/ 2020	
		Finalize and endorse transparent recruitment processes for staff and consultants	7.1.2.3: % of MOECHE offices utilizing recruitment guidelines	na	Guidelines completed and endorsed	Recruitment guidelines are used by 100% of MOECHE offices for all recruitment procedures	Recruitment guidelines	MOECHE Admin and Finance	2019/ 2020	
	Strategy 7.1.3: Provide adequate infrastructure for the ministry	Reconstruct and equip the ministry's headquarters and the National Exams' Centre	7.1.3.1: # of MOECHE offices rehabilitated and equipped	0	Adequate central facilities in use	Adequate central facilities are rebuilt and operationalize for 6 offices (1 federal and 5 state)	Engineering supervision reports	MOECHC Planning and QASS	2019/ 2020	
	Strategy 7.1.4: Strengthen skills and tools for ministry personnel to carry out	Conduct skills needs assessment of MOECHE personnel at Federal and State levels	7.1.4.1: Report on skills assessment completed	0	Assessment completed by end of 2018	Assessment completed by 2018 and used as a basis for planning skills training program	Skills assessment report	MOECHE Admin and Finance	2018	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
	professional duties	Implement skills training program for MOECHE personnel (Federal and State levels)	7.1.4.2: # of ministry employees who receive relevant training	0	Skills training program launched	At least 50 personnel identified by needs assessment complete Skills training program	Training reports	MOECHE Teacher ed	Annual	
		Develop formalized SOPs based on endorsed guidelines for units and personnel within the MOECHE	7.1.4.3: SOPs completed and available	0	SOPs completed and available by 2018	SOPs for all units and functions completed within six months of HR, budget and procurement guidelines being endorsed	SOPs	HE Dept	2018	
		Introduce 'parallel desk' capacity development approach to increase human resource capacities of ministry personnel (e.g. IOM approach for recruiting skilled diaspora Somalis as technical injection)	7.1.4.4: # of 'parallel' TA working in parallel and supporting MoECHE		Strategy agreed with donors and partners and operational	Donors and development partners continue to support strategy which operational with at least 10 TA working in parallel	TA reports	HE Dept	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 7.2: Develop syllabi and learning materials based on approved national curriculum framework	**Strategy 7.2.1**: Strengthen capacities and quality assurance systems for production of inclusive and 'conflict sensitive' learning materials	Develop capacity of curriculum development personnel within the ministry	7.2.1.1: % of curriculum developers who receive training	na	66% of personnel complete training	Train 33% of developers per year, completing 100% by 2020	Training reports	Curriculum Dpt	Annual	Funding for materials is available
		Print sample syllabi and textbooks for field testing	7.2.1.2: # of textbooks printed for field testing	0	Draft syllabi materials ready for printing	By 2019, 10,000 copies of textbooks printed for field testing	EMIS reports	MOECHE	2019/ 2020	
		Establish quality assurance system for development of syllabi and learning materials in schools ensuring adherence to principles of conflict sensitivity, inclusion and tolerance	7.2.1.3: QA system in place	na	Quality control system finalized and endorsed by end of 2018	Quality control system in regular use to assess quality of all learning materials	Documents, reports om materials	QASS and Curriculum	2018	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 7.3: Attain gender	**Strategy 7.3.1**: Increase female	Develop and implement gender and education policy	7.3.1.1: Gender policy document endorsed	0	Policy developed	Policy developed and endorsed	Gender Policy	MOECHE Gender unit	2019/ 2020	The commitment to gender

205

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
equity and parity in education	leadership education	HR policy revised with gender quotas on recruitment of female managers, head-teachers, and teachers	7.3.1.2: HR policy on gender representation exists and is endorsed	0	Draft HR policy revised with quotas on female recruitment	HR policy revised with quotas on female recruitment endorsed and impacting enrolment	HR Policy	MOECHE Gender unit	2019/2020	equity is forthcoming in the Private sector and the Ministry
	Strategy 7.3.2: Conduct social awareness raising activities to promote girls' enrollment and empowerment	Establish girl ambassadors program—role models and girls clubs	7.3.2.1: % of schools in which program is operating	0	Program established in 15% of schools	Program established in 30% of schools	School supervision reports	MOECHE Gender unit	Annual	
		Conduct annual community awareness raising campaigns targeting community leaders and government officials	7.3.2.2: % of communities exposed to campaigns	0	Campaigns establish in 15% of schools	Campaigns establish in 30% of schools	Campaign reports	MOECHE Gender unit	Annual	
		Develop and implement bi-annual in-school motivational seminars	7.3.2.3: % of schools in which seminars take place	0	Seminars designed and endorsed	Seminars take place in 30% of schools	School supervision reports	MOECHE Gender unit	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 7.4: Strengthen in-service teacher training systems for all subsectors	**Strategy 7.4.1**: Design a comprehensive in-service teacher training program based on government teacher quality standards	In partnership with SNU, develop in-service teacher training materials and methodology linked to school supervision exercises	7.4.1.1: Comprehensive in-service training package for teachers in place	0	In-service training package for teachers developed	Comprehensive in-service training package for teachers endorsed	Package and training reports	MOCHE Training Dept and University	2018/2019	Universities have the capacity to support training
		Develop in-service training strategy delivered through school supervision exercises including mentoring support for teachers	7.4.1.2: # of states where strategies and protocols followed by supervisors including REOs and DEOs	0	Strategy finalized	Protocols and guidelines for mentoring support by school supervisors (as well as REOs and DEOs) are in place and being used in5 states	Documents and supervisor protocols and reports	QASS and Teacher Ed section	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 7.5: Establish a system-wide school supervision and	**Strategy 7.5.1**: Develop protocols and practices for implementing system-wide	Update and disseminate school supervision tools	7.5.1.1: % of schools supervisors utilizing new tools	0	Tools updated, disseminated by end 2018	Updated tools in use by 100% of school supervisors, including REOs and DEOs	Supervision tools	QASS	2018/2019	

monitoring system	school supervision	Develop district/regional level logistical plans for routine school supervision	7.5.1.2: # of states with logistical plans in place	na	Plans developed by each State	Logistical plans are being used for school supervision in 5 states	Logistical Plans	QASS at State level	2018/2019	
	Strategy 7.5.2: Strengthen system-wide approach for enhancing capacities of supervisors to conduct school level supervision and monitoring	Develop training materials for school supervisors	7.5.2.1: Training materials available in Somali language	n/a	Training materials available and endorsed	Training materials used by 100% of development partners	Training materials, partner reports	MOECHE	Annual	
		Train supervisors to perform school supervision and teacher mentoring activities (federal and state levels)	7.5.2.2: % of supervisors trained to implement school supervision	na	50% of supervisors trained	90% of supervisors trained to supervise and mentor teachers	QASS reports; partner reports	QASS	Annual	
PO	**Strategy**	**Planned Activities**	**Indicators**	**Baseline**	**2019 Milestone**	**Targets 2020**	**SoV**	**Who**	**How often**	**Assumptions**
PO 7.6: Establish system-wide use of EMIS	**Strategy 7.6.1**: Establish EMIS regulatory guidelines and tools (including its decentralization) for all education subsectors	Review and update EMIS tools to align and capture required key indicators across subsectors	7.6.1.1: EMIS tools revised and in use	0	EMIS school survey tool updated	Updated EMIS school survey tool completed, endorsed and used annually	EMIS tools	MOECHE Planning Dept	2018/2019	The States have the capacity and motivation to take over the EMIS management
		Develop Education Management and Information System (EMIS) policy for federal and subnational levels (including decentralization of EMIS)	7.6.1.2: Decentralized EMIS in operation	na	EMIS policy developed and endorsed	Decentralised EMIS in operation by 2020	State reports	MOECHE Planning Dept	Annual	
		Establish a quality improvement framework that links EMIS reporting to school level improvement strategies	7.6.1.3: Framework is in place linking QASS to EMIS	0	Establish quality improvement framework	Quality improvement framework linked to and feeding into EMIS	Framework and analysis based on EMIS	Planning Dept and QASS	Annual	
		Upgrade EMIS software using available UNESCO global tools (or other appropriate software)	7.6.1.4: % of staff utilizing upgraded software in use by staff	0	Software provided to relevant staff	Software available and in use by 100% of relevant staff	Software and ministry reports	Planning Dept	2019/2020	
	Strategy 7.6.2: Strengthen human resource capacities to	Identify EMIS personnel who will manage EMIS (federal, state and regional levels)	7.6.2.1: Number of staff identified and working	na	5 Staff identified by mid-2018	At least 6 Staff working on EMIS full time	Staff records	Planning Dept	2018	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
		carry out EMIS functions Train EMIS personnel on usage of upgraded EMIS software and generating reports	7.6.2.2: Number of staff have been trained	0	Training completed for relevant staff at federal, state and regional levels	Trained EMIS staff operating at federal, state and regional levels	Training records and reports	Planning Dept	Annual	
PO 7.7: Support decentralization of education service delivery	**Strategy 7.7.1:** Strengthen legal framework for decentralization of education services	Draft law on decentralization of education services, including functions and decision-making to be ratified into law.	7.7.1.1: Education decentralization law ratified	0	Draft laws in place	Education decentralization law ratified by end of 2020	Education Decentralization Law	MOECHE Planning Dept	2019/ 2020	The States and regions have sufficient human capacity and financial management skills
	Strategy 7.7.2: Expand education decentralization service delivery for new district councils with JPLG	Develop framework for local government revenue generation for domestic financing of education services	7.7.2.1: Framework endorsed by local governments	0	Draft framework for local government financing agreed.	Framework for local government financing of education services is operational.	Financing framework	MOECHE Admin and Finance	2019/ 2020	
		Select pilot districts to implement decentralized education functions	7.7.2.2: # of districts benefitting from decentralized education	0	3 districts	By 2020, at least 5 pilot districts benefit from decentralization activities.	Reports on Pilots	MOECHE Planning Dept	Annual	
		Conduct capacity assessment for district councils	7.7.2.3: No of districts that complete capacity assessments	0	Capacity assessment completed	Capacity assessments inform the decentralization strategies in 5 districts	Capacity assessment reports	MOECHE Planning Dept	Annual	
		Conduct education sector decentralization coordination meetings	7.7.2.4: # of coordination meetings held	0	5 coordination meetings held	By 2020 , 9 education sector decentralization coordination meetings conducted with districts and states (3 per year)	Minutes of meetings	MOECHE Planning Dept	Annual	

Higher Education (HE)

	Indicator	Baseline	Milestone 2019	Targets 2020	SoV	Who	How often	Assumptions
Outcomes/Outputs	8.1: No. of youth enrolled in Higher Ed	TBD	TBD	10,000	University enrolment	HE Commission	Annual	Private Universities recognize the authority of the Ministry
	8.2: HE Personnel Quality	n/a	Draft standards	Quality assurance standards put in place	Quality standards	HE Commission	2019/ 2020	

			standards established						
			8.3: HE Commission with framework in place	not available	HE Commission established	Functioning commission with framework in place	Commission framework	HE Commission	2019/ 2020
			8.4: Quality research generated by HE institutes	0	6	At least 10 peer assessed publications in 2020	Peer assessed Journals	HE Commission	2019/ 2020

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 8.1: Increase access to and equity in higher education	**Strategy 8.1.1:** Support marginalized groups access higher education	Establish Affirmative Action policies for university level, for marginalized and disadvantaged groups (including those with disabilities)	8.1.1.1: Policy document	na	Affirmative Action Policy developed	Affirmative Action Policy developed and implemented	Affirmative Action Policy	MOECHE Planning Dept	Annual	Funding available and Ministry priorities accepted by wider stakeholders
		Establish a national committee for scholarship awards at international and country level	8.1.1.2: Committee exists	0	Committee established	Committee established	Minutes of meetings	MOECHE Planning Dept	Annual	
		Provide scholarship opportunities for marginalized groups	8.1.1.3: Number of marginalized students on scholarships	na	50 new marginalized students on scholarships	At least 90 new marginalized students on scholarships in 2020	University enrollment records	MOECHE Planning Dept	Annual	
	Strategy 8.1.2: Conduct social awareness campaign to raise awareness of educational opportunities for minority groups	Establish information campaigns and activities that target disadvantaged youth	8.1.2.1: Number of states with campaigns including on radio	0	Communicate and outreach campaign launched	Communicate and outreach campaign complete on radio in 5 States	Reports, radio broadcast	MOECHE Training Dept and University	2019/ 2020	
	Strategy 8.1.3 Support the rehabilitation of Somalia National University's campus and facilities	Construct/rehabilitate Gaheyr Campus	8.1.3.1: Number of faculties that are operational	0	Construction on-going	By 2020, Two faculties of Gaheyr Campus operational	Engineering supervision reports	MOECHE Planning Dept	2019/ 2020	
		Rebuild the College of Education, Lafoole Campus	8.1.3.2: Number of faculties that are rebuilt	0	Construction on-going	By 2020 the education faculty, science and mathematics departments will be rebuilt	Engineering supervision reports	MOECHE Planning Dept	2019/ 2020	

PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 8.2: Improve quality of H.E. institutions	**Strategy 8.2.1:** Establish standards for improving instructional quality in higher education	Develop instructor education policy	8.2.1.1: Policy documented	0	HE instructors policy completed and endorsed	HE instructors policy completed and endorsed and implemented	Policy document	CHE	2019/2020	Sufficient local human resource capacity available at this level. Funding sufficient to attract the most able.
		Develop university instructor training manuals and protocols	8.2.1.2: % of university utilizing endorsed manuals	0	Instructor manuals and protocols developed and endorsed	Instructor manuals and protocols endorsed and in use in 50% of universities	HE Commission reports	CHE	2019/2020	
		Establish monitoring and evaluation standards for instructors higher education institutions	8.2.1.3: % of universities utilizing standards	0	Standards established by 2018	Standards used to assess instructors in 50% of universities	HE Commission reports	QASS and CHE	2019/2020	
		Procure IT resources, train staff and develop software for data collection about market needs and demands.	8.2.1.4: % of staff furnished with IT tools and trained in use	na	Resources provided and 66% of staff trained	100% staff furnished with IT resources and trained in use	University staff records	QASS and CHE	2019/2020	
PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 8.3: Improve management, and regulation of the Higher Education subsector.	**Strategy 8.3.1:** Strengthen HE governance and management framework	Establish HE Commission (CHE)	8.3.1.1: HE Established and operating	0	HE Commission established end of 2018	HE Commission operational, recognized by all universities and monitoring progress	Commission exists	DG Ministry	2018/2020	
		Conduct capacity needs assessment of HE commission	8.3.1.2: Needs assessment report available by 2020	0	Needs assessment conducted	Needs assessment finalized and used for planning HR development	Needs assessment report	Dept for HE	2019/2020	
PO	Strategy	Planned Activities	Indicators	Baseline	2019 Milestone	Targets 2020	SoV	Who	How often	Assumptions
PO 8.4: Strengthen and develop national capacity for research and innovation	**Strategy 8.4.1:** Establish best practices related to research and innovations	Map the existing research capacity	8.4.1.1: Research Mapping report exists and is used	0	Mapping completed	Mapping completed	Research mapping reports	MOECHE Planning Dept	2019/2020	Sufficient finding and sufficient human research capacity is available and identified
		Develop policy on research and innovation centers at national level	8.4.1.2: Policy document approved and used	0	Policy developed by 2018	Policy developed and being implemented by 2020	Research and Innovation policy document	CHE	2019/2020	

									within Somalia
		Create department of research and innovation to develop and strengthen the national capacity	8.4.1.3: Existence of research dept within Ministry or a University in existence by 2018	0	Department developed by 2018	Department fully functioning by 2020	The department exists	CHE	2018	
		Strengthen the research capacity of **Somali Academy for Culture and Heritage** (2019)	8.4.1.4: # Number of research pieces published by 2020	na	10 examples of research published	20 research publications produced	Published research	CHE	2019/2020	
		Capacitate the existing research programs at university level	8.4.1.5: % of funding increases for research	na	5% increased funding for faculty research projects	10% increased funding increase for faculty research projects	Funding reports	CHE	2019/2020	
	Strategy 8.4.2: Facilitate knowledge sharing and coordination among research institutions	Conduct annual national and international conference on research and innovation	8.4.2.1: # of research conference held	na	Inaugural conference implemented in Mogadishu	2 research conference conducted by 2020	Conference proceedings	University HE commission	2019/2020	
		Promote full participation of Somali researchers in national, regional, and international conferences on research and innovation	8.4.2.2: # of international conference attended by university personnel	na	Indicators to be set	University personnel participate in at least one international conference per year by 2020	Conference proceedings	CHE	2019/2020	
		Establish resources that will contribute to quality research in various fields	8.4.2.3: Amount of funding for research projects	na	Prioritize research objectives, funding begins by 2019	Prioritize research objectives are identified and receive at least USD 50,000 funding	Funding reports	CHE	2019/2020	
		Establish "Somali National Institute for research and Innovation"	8.4.2.4: # of research pieces undertaken by the institute	0	Planning committee for institute established by 2018	By 2020, at least 3 innovative pieces of research completed by the institute	Publications and paper presentations	CHE	2019/2020	

Annex 2 – MOECHE Three-Year Education Sector Strategic Plan Budget by subsector and overall

Resilience/EiE	2018	2019	2020	Total	%
Priority Objective 1.1: Education services sustained in emergency contexts	2,680,000	4,660,000	4,340,000	**11,680,000**	
Priority Objective 1.2: Strengthen resilience by overcoming inequities	560,000	1,750,000	2,750,000	**5,060,000**	12%
Priority Objective 1.3: Implement Safe Schools Declaration	525,000	900,000	1,000,000	**2,425,000**	
<u>Sub-total</u>	**3,765,000**	**7,310,000**	**8,090,000**	**19,165,000**	
Early Childhood Education	2018	2019	2020	Total	%
Priority Objective 2.1: Strengthen Organizational Capacity of MOECHE	530,000	940,000	815,000	**2,285,000**	
Priority Objective 2.2: Increase access to early childhood education	205,000	830,000	1,130,000	**2,165,000**	3%
<u>Sub-total</u>	**735,000**	**1,770,000**	**1,945,000**	**4,450,000**	
Primary Education	2018	2019	2020	Total	%
Priority Objective 3.1: Expand equitable access to free primary education	9,825,000	11,375,000	12,280,000	**33,480,000**	
Priority Objective 3.2: Increase the quality of learning outcomes in primary education	330,000	350,000	350,000	**1,030,000**	32%
<u>Sub-total</u>	**13,115,000**	**16,405,000**	**19,970,000**	**49,490,000**	
Secondary Education	2018	2019	2020	Total	%
Priority Objective 4.1: Expand equitable access to free secondary schools	3,190,000	5,715,000	4,600,000	**13,505,000**	
Priority Objective 4.2: Improve secondary education learning outcomes	2,955,000	5,740,000	7,470,000	**16,165,000**	19%
<u>Sub-total</u>	**6,145,000**	**11,455,000**	**12,070,000**	**29,670,000**	

Alternative Basic Education (ABE)	2018	2019	2020	Total	%
Priority Objective 5.1: Increase **access** to education for out-of-school adolescents and youth	1,455,000	1,985,000	1,760,000	**5,200,000**	
Priority Objective 5.2: Strengthen **quality** of ABE teaching and learning.	590,000	1,030,000	1,350,000	**2,970,000**	6%
Priority Objective 5.3: Improve **efficiencies** and subsector management	340,000	510,000	450,000	**1,300,000**	
Sub-total	**2,385,000**	**3,525,000**	**3,560,000**	**9,470,000**	
TVET	2018	2019	2020	Total	%
Priority Objective 6.1: Improve access to TVET services for at-risk youth	490,000	3,110,000	2,060,000	**5,660,000**	
Priority Objective 6.2: Increase the quality and relevance of TVET programs and curriculum	2,050,000	2,840,000	2,590,000	**7,480,000**	9%
Priority Objective 6.3: Establish effective TVET governance and management systems to improve external efficiency	360,000	640,000	440,000	**1,440,000**	
Sub-total	**2,900,000**	**6,590,000**	**5,090,000**	**14,580,000**	
Cross-cutting issues	2018	2019	2020	Total	%
Priority Objective 7.1: Priority Objective 7.1: Enhance the organizational capacity of the MOECHE	3,450,000	4,195,000	3,825,000	**11,470,000**	
Priority Objective 7.2: Develop syllabi and textbooks including learning materials based on approved national curriculum framework	290,000	450,000	240,000	**980,000**	
Priority Objective 7.3: Enhance **gender equity** and parity in education	255,000	460,000	565,000	**1,280,000**	11%
Priority Objective 7.4: Strengthen **in-service teacher** training systems for all subsectors	100,000	230,000	400,000	**730,000**	
Priority Objective 7.5: Establish a system-wide **school supervision** and monitoring system	410,000	700,000	600,000	**1,710,000**	

Priority Objective 7.6: Establish system-wide use of **EMIS**	250,000	500,000	380,000	**1,130,000**	
Priority Objective 7.7: Support **decentralization** of education service delivery	355,000	785,000	885,000	**2,025,000**	
Sub-total	**4,855,000**	**6,860,000**	**6,330,000**	**18,045,000**	
Higher Education	**2018**	**2019**	**2020**	**Total**	**%**
Priority Objective 8.1: Increase access to and equity in higher education	770,000	3,660,000	2,390,000	**6,820,000**	
Priority Objective 8.2: Improve quality of H.E. institutions	600,000	1,050,000	1,120,000	**2,770,000**	
Priority Objective 8.3: Improve management, and regulation of the Higher Education subsector	180,000	180,000	110,000	**470,000**	8%
Priority Objective 8.4: Strengthen and develop national capacity for research and innovation	710,000	820,000	700,000	**2,230,000**	
Sub-total	**2,260,000**	**5,710,000**	**4,320,000**	**12,290,000**	
Sector subtotal	**36,160,000**	**59,625,000**	**61,375,000**	**157,160,000**	100%
Implementation costs	$12,656,000	$20,868,750	$21,481,250	$55,006,000	
Total	**$48,816,000**	**$80,493,750**	**$82,856,250**	**$212,166,000**	

Bibliography

Acia Consultants, (2013). Early Childhood Development and Education Feasibility Study Report & Implementation Plan for Federal Government of Somalia.

Academy for Peace and Development. (2004). Socio-Economic Survey 2004 Federal Government of Somalia.

ActionAid. (2015). Federal Government of Somalia Drought update. http://www.actionaid.org/Federal Government of Somalia/2016/01/Federal Government of Somalia-drought-update

Africa Education Trust. (2013). Report on Measuring Learning Achievements in Grade Seven (MLA 7), Federal Government of Somalia.

Ahmed, Hassan S. (2009). An Analytical Understanding of How External Sources Inform and Impact Upon Federal Government of Somalia's National Education and Teacher Education Policy-making Processes. PhD Thesis.

Ageely H. M. A. (2008). Health and socio-economic hazards associated with Khat consumption. *J Family Community Med.* 15(1): 3–11.

Asian Development Bank. (2010). *Guidance Note: Education Sector Risk Assessment.* Mandaluyong: Asian Development Bank.

Asian Development Bank. (2010). Education Sector Risk Assessment Guidance Notes.

Barakat, Connolly, Hardman, Lewis, Lineker, Menkhaus, Shanks. (2014). *Beyond Fragility: A Conflict and Education Analysis of the Somali Context.* York: The University of York, UNICEF.

Bethke, L. (2009). Capacity development in education planning and management in fragile states. Paris: UNESCO / IIEP.

Boston Consulting Group. (2012). Vocational Education - The missing link in economic development.

Brannelly, L., Ndaruhutse, S., & Rigaud, C. (2009). Donor's engagement: Supporting education in fragile and conflict-affected states. Paris: IIEP and CfBT Education Trust.

Brown, T. (2015). Final Synthesis Report for the Joint Review of the Education Sector, Federal Government of Somalia, 2015. GPE, IIEP. Hargeisa, Federal Government of Somalia.

Buckland, P. 2005. Reshaping the Future: Education and post-conflict reconstruction. Washington DC: World Bank.

Cameron, L. (2004). Indicator Handbook for Primary Education: Abridged. EQUIP2. US Agency for International Development. Washington.

CESVI & Handicap International. (n.d.) Children with Disabilities in Federal Government of Somalia: A Knowledge, Attitudes and Practices Household Survey.

Collier, P., & Hoeffler, A. (2000). Greed and grievance in civil war. Washington, D.C.: World Bank.

Coulombe, S. Tremblay, J. and Marchand, S. (2004). Literacy scores, human capital and growth across fourteen OECD countries. Statistics Canada Catalogue number 89-552-MIE200411.

Davies, L. (2009). Capacity Development for Education Systems in Fragile Contexts. ETF, GTZ, EU and INEE.

Dupuy, K. (2008). Education for Peace: Building peace and transforming armed conflict through education systems. Oslo: International Peace Research Institute, Oslo (PRIO).

Epstein, A. (2010). Making the case for an equity focus in education. New York: UNICEF HQ Education Section.

EFA (TFI). (2008). Guidelines for Capacity Development in the Education Sector within the Education for All - Fast Track Initiative Framework. EFA (FTI).

EU Commission. (2015). TVET Education in Africa, Synthesis report 2015.

FHI 360, UNICEF. (2014). Education Policy and Data Center, Horizontal Education Inequality and Violence Conflict: A literature Review. New YorK, NY: UNICEF.

Filmer, D., Fox., L. (2014). Youth Employment in Sub-Saharan Africa. *Africa Development Series.*

FSNAU, UNHCR. (2013). Somalia Initial Rapid Needs Assessment (SIRNA), Federal Government of Somalia and Puntland. 2016. USAID, OCHA, EU and REACH.

GIZ (2014). Development of Standards for Vocational Teachers at Bachelor level in Lao PDR.

Goldsmith, C. (2010). *"*Teachers' pay – making the pipe work": The role of improving teachers' payroll systems for education service delivery and state legitimacy in selected conflict-affected countries in Africa. Background paper prepared for the Education for All Global Monitoring Report 2011 The hidden crisis: Armed conflict and education. UNESCO, EFAGMR.

Global Partnership for Education. (n.d.) Out-Of-School Children. http://www.globalpartnership.org/focus-areas/out-of-school-children

Hardman, Lewis, Lineker, Menkhaus, Rzeszut and Shanks. (2014). Beyond Fragility: A Conflict and Education Analysis of the Somali Context.

Hammond, L. (2007). 'Obliged to give': Remittances and the Maintenance of Transitional Networks between Somalis at Home and Abroad. London Migration Working Papers No. 2007/07.

Heritage Institute for Policy Studies. (2013). The state of higher education in Somalia: Privatization, rapid growth, and the need for regulation. Mogadishu: HIPS.

Hove, M.et al. (2013). The Urban Crisis in Sub-Saharan Africa: A Threat to Human Security and Sustainable Development.

International Institute for Educational Planning. (2011). Integrating conflict and disaster risk reduction into education sector planning: Guidance notes for educational Planners. Paris. UNICEF/UNESCO.

International Labour Organization. (n.d.) Child Labour and Education. http://www.ilo.org/ipec/Action/Education/lang--en/index.htm

International Solidarity Foundation (ISF). (2014). Final evaluation of community education on female genital mutilation (FGM) in Federal Government of Somalia. http://www.solidaarisuus.fi/wp/wp-content/uploads/2016/06/final-evaluation-of-fgm-education-in-Federal Government of Somalia-final-report-tiedote.pdf

Interpeace. (2016). Practice Brief: Resilience and Peacebuilding. Using Resilience to Build Peace. Frameworks for Assessing Resilience Program.

Isaak, M. H. (2013). Capacity gaps assessment report for the ministry of education and higher studies of Federal Government of Somalia. Republic of Federal Government of Somalia MOECHE, Department of Policy and Planning. 2013.

Kattan, R. B. (2006). Implementation of Free Basic Education Policy. Education Working Paper Series No. 7. World Bank.

Kelil, H.K., Jebena, D.C., Dufera, D. (2014). The use and usefulness of school grants: lessons from Ethiopia. UNESCO, IIEC.

Knezevic, N., and Glenn, S. W. (2015). Reducing fragility and supporting peacebuilding through youth facilitation of the National Education Curriculum Framework in Somalia: achievements, challenges, and lessons learned. Nairobi: UNICEF.

Knezevic, N., and Renders (forthcoming), 'The potential of conflict-sensitive education approaches in fragile countries – the case of curriculum framework reform in Somalia' – Practitioner's Note, Journal of Education in Emergencies. New York.

OECD (2006), DAC Guidelines and Reference Series Applying Strategic Environmental Assessment: Good Practice Guidance for Development Co-operation. Paris: OECD.

OECD-DAC. (2015). Fragile States Report. Paris: OECD.

The Management University of Africa. (2013). Capacity gaps assessment report for the Ministry of Education and Higher studies of Federal Government of Somalia.

Middlebrook, P. (2016). *The economic future of Somalia*. Horseseed Media. https://horseedmedia.net/2016/01/13/the-economic-future-of-somalia/

Monaghan, C., King, E. (2015). Youth Education Programming and Peacebuilding in Dadaab Refugee Camp: Results and Lessons Learned. Kenya: UNCFPEAP.

Mouton, J. & Dall, F. (2006). Delivering Education Services in Fragile States: Lessons from Four Case Studies. Creative Associates International. USAID.

National Council of Educational Research and Training. Educational Indicators. http://www.ncert.nic.in/programs/education_survey/msise/Educational%20Indicators%20-%20Final%20-%201.pdf

Interpeace. (2016). Practice Brief: Resilience and Peacebuilding. Using Resilience to Build Peace. Frameworks for Assessing Resilience Program.

Novelli, M., Lopes C.M.T.A., Smith, A. (2015). A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in Conflict-Affected Contexts.. University of Amsterdam. http://learningforpeace.unicef.org/partners/research- consortium/research-outputs/

OCHA. (2013). Federal Government of Somalia Factsheet. Oosterom M., Scott-Villers, P. (2016). Power, Poverty and Inequality. *IDS Bulletin*, 47:5.

https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/12665/IDSB_47.5_10.190881968-2016.169.pdf?sequence=1&isAllowed=y

REACH/ICHA/USAID/EUHACP. (2016). *Somalia Initial Rapid Needs Assessment (SIRNA) Federal Government of Somalia and Puntland.* Hargesia: REACH/ICHA/USAID/EUHACP.

Rose, P., & Greeley, M. (2006). *Education in Fragile States.* DAC FSG. Save the Children Federal Government of Somalia. (2013). National study on street children in Federal Government of Somalia.

Save the Children. (2013). Food for Thought: Tackling child malnutrition to unlock potential and boost prosperity

Schomburg, H. (2014). Key methodological issues of tracer studies. http://www.nvf.cz/assets/docs/ee55c2515f5533d2bb629ce8fa2f5d94/623-0/shomburg-tracer.pdf

Smith et al. (2016). Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in Kenya. Nairobi: University of Sussex, University of Ulster, UNICEF ESARO.

Stewart, F. (2002). *Horizontal Inequalities: A neglected dimension of development.* Oxford: Queen Elizabeth House.

Systems Approach for Better Education Results (SABER). (2015). SABER Education Management Information Systems Solomon Islands. Country Report, 2015. http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/EMS/SABER_EMIS_Solomon_Islands_CR_Final_2015.pdf

Republic of Federal Government of Somalia Ministry of Education and Higher Education, Africa Educational Trust. (2011). All Secondary School Statistics

Republic of Federal Government of Somalia Ministry of Education and Higher Education. (2011). 2011/12 Primary School Census Statistics Yearbook.

Republic of Federal Government of Somalia Ministry of National Planning and Development. (2012). National Development Plan (2012-2016)

Republic of Federal Government of Somalia Ministry of Education and Higher Studies. (2012). Federal Government of Somalia Education Sector Strategic Plan, 2012-16. Hargeisa: MOECHE.

Republic of Federal Government of Somalia Ministry of Education, Africa Education Trust. (2013). Report on Measuring Learning Achievements in Grade Seven (MLA 7), Hargesia: AET.

Republic of Somaliland Ministry of Education and Higher Studies. (2013). Federal Government of Somalia Primary School Census Statistics Year Book 2011/12. Education statistics may not present accurate figures.

Republic of Federal Government of Somalia Ministry of Education and Higher Education, Aide Mémoire. (2014) Joint Review of the Education Sector (JRES) Federal Government of Somalia Education Sector Strategic Plan (ESSP) February 24th – 25th 2014

Republic of Federal Government of Somalia Ministry of Education and Higher Studies. (2014). Annual Education Statistics Yearbook (2014-15)

Republic of Federal Government of Somalia Ministry of National Planning & Development. (2014). Federal Government of Somalia MDGs Report 2013: Prospects for meeting the MDGs by 2015.

Republic of Federal Government of Somalia Ministry of National Planning and Development, UNICEF. (2014). Multiple Indicator Cluster Survey 2011: Final Report, 2014.

Republic of Federal Government of Somalia Ministry of National Planning and Development, UNICEF. (2014). Federal Government of Somalia Final Report 2014. Monitoring the situation of children and women.

Republic of Federal Government of Somalia Ministry of Education and Higher Education Department of Policy and Planning. (2015). Education Statistics Yearbook 2014/2015.

Republic of Federal Government of Somalia Ministry of Education and Higher Education. (2015). Federal Government of Somalia National Policy of Education. 2015-2030.

Republic of Federal Government of Somalia Ministry of Education and Higher Studies, Mercy Corps. (2015). Technical Assessment Report for ABE centres in Marodijex, Sahil and Awdal regions; SYLI, October 10, 2015

Republic of Federal Government of Somalia Ministry of Education and Higher Education. (2015). Federal Government of Somalia Education Statistics Yearbook 2014/15

Republic of Federal Government of Somalia Ministry of Education and Higher Studies. (2015).Federal Government of Somalia National Policy for Education (2015-2030).

Republic of Federal Government of Somalia Ministry of Education and Higher Studies. (2016). Revising Pastoralist Education in Ethiopia: Moves toward socially inclusive education. Presentation made at joint UNICEF/ICQN Pan-African Symposium on Education, Social Cohesion and Resilience. 1-3 June 2016. Addis Ababa, Ethiopia.

Republic of Federal Government of Somalia Ministry of Education and Higher Studies, UNICEF. (2016). Decentralized Education Service Delivery Model (SDM). JPLG Program. Federal Government of Somalia Update 2016.

Republic of Somalia MOECHEHS&HS, Mercy Corps, Africa Educational Trust. (2016). Activity Monitoring Report: Mentoring evaluation and distribution materials about backboard and books.

Republic of Federal Government of Somalia Ministry of Education and Higher Studies, Save the Children International. (2011). Vocational Qualifications Framework for Federal Government of Somalia. Hargeisa: European Union Commission.

Tebbe, K., Breazeale, B., Commins, S., Kalista, J., Pigozzi, M. J., Winthrop, R., & Graff, C. (n.d.). *The multiple faces of education in conflict-affected and fragile contexts.* Retrieved from http://www.themimu.info/sites/themimu.info/files/documents/report_inee_multiple_faces_of_ed_in_conflict -affected_fragile_contexts.pdf

The UN Joint Program on Local Governance and Decentralized Service Delivery (JPLG). (2012). Study on Sector Functional Assessments within. Education, Health and WASH in Federal Government of Somalia.

UNDP. (2009). Somalia's Missing Million.

UNDP. (2010). Federal Government of Somalia MDG Report, 2010.

UNDP. (2012). Somalia Human Development Report 2012.

UNDP. (2013). Somalia Gender Equality and Women's Empowerment Strategy (2011-2015) Progress Report. http://www.undp.org/content/dam/somalia/Reports/Somalia%20Gender%20Progress%20Rpt.%202013.pdf

UNESCO. (2011). Global EFA Monitoring Report 2011. http://en.unesco.org/gem-report/

UNESCO. (2008). Capacity development in educational planning and management for achieving EFA: a UNESCO strategy paper, irst draft. Paris: UNESCO.

UNESCO. (2011). Education for All Global Monitoring Report 2011: The Hidden Crisis: Armed Conflict and Education.

UNESCO Institute for Statistics. (2012). Opportunities lost: The impact of grade repetition and early school leaving. UNESCO-UIS: Quebec.

UNESCO PEER, Republic of Federal Government of Somalia Ministry of Education and Higher Education. (2008). Survey of Secondary Education in Federal Government of Somalia 2008. http://unesdoc.unesco.org/images/0021/002167/216762e.pdf

UNFPA. (2014). Somalia Population Estimation Survey 2014. http://somalia.unfpa.org/sites/arabstates/files/pub-pdf/Population-Estimation-Survey-of-Somalia-PESS-2013-2014.pdf

UN Habitat. (2014). Assessment report on the capacity of Federal Government of Somalia University Law Schools to effectively undertake enrichment and expansion initiatives in their land law curriculum.

UNICEF. (2016). Gender, Education and Peacebuilding: A Review of Learning for Peace Case Studies., New York: UNICEF http://learningforpeace.unicef.org/resources/gender-education-and-peacebuilding-a-review-of-learning-for-peace-case-studies/

UNICEF. (2013). 'We Like Being Taught': A Study on Teacher Absenteeism in Papua and West Papua, Indonesia. UNICEF, Indonesia.

UNICEF Somalia. (1993). Strategies on nomadic education delivery: State of the art review.

UNICEF/UNESCO. (2013). Comprehensive School Safety. Working towards a global framework for climate-smart disaster risk reduction, bridging development and humanitarian action in the education sector.

UNICEF, World Bank. (2008). Somali Reconstruction and Development Program: Deepening Peace and Reducing Poverty, Volume 1.

UNICEF, World Bank. (2009). Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi, and Mozambique, World Bank, Washington D.C.

UNICEF. (2015). Really Simple Stats: The UNICEF Ghana International Statistics Bulletin. https://www.unicef.org/ghana/REALLY_SIMPLE_STATS_-_Issue_2(1).pdf

UNICEF, Federal Government of Somalia National AIDS Commission (SOLNAC). (n.d.) Situational Analysis on Orphaned and Vulnerable Children in Federal Government of Somalia. Draft Report. Hargeisa, Federal Government of Somalia: Anppcan-Som Chapter.

UNICEF. (2016). The Role of Conflict Sensitive Education in Supporting the Achievement of SDG 4, UNICEF ESARO.

UNICEF Somalia. (2014). Federal Government of Somalia Multiple Indicator Cluster Survey. 2011.

United Nations. (2016). United Nations Sustainable Development Goals. http://www.un.org/sustainabledevelopment/sustainable-development-goals/

Wesonga, D. (2013). Accelerated Primary Education Support (APES) Project. Final Evaluation Report. Federal Government of Somalia: Save the Children International, Concern Worldwide. www.alnap.org/pool/files/9686521.pdf

World Bank. (2011). *The World Development Report: Conflict, Security, Development.* Geneva: World Bank.

World Bank. (2014). New World Bank GDP and Poverty Estimates for Federal Government of Somalia. http://www.worldbank.org/en/news/press-release/2014/01/29/new-world-bank-gdp-and-poverty-estimates-for-Federal Government of Somalia

World Bank (2017), *Federal Republic of Somalia, Somalia Economic Update, Mobilizing Domestic Revenue to Rebuild Somalia*, July 2017, Edition No. 2.