PUNTLAND GOVERNMENT OF SOMALIA
MINISTRY OF EDUCATION AND HIGHER EDUCATION

Education Sector Strategic Plan

(ESSP) 2017-2021

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FOREWORD

This Education Sector Strategic Plan (ESSP) provides the direction and frameworks for the following five years starting in 2017 and ending in 2021 in order to achieve the Ministry's vision, mission and strategic goals and objectives. The Ministry has developed priorities that correspond to these strategic goals and initiatives, which form the basis of the ESSP, and are meant to assist the Ministry to attain its goals. These priorities include access and equity, quality and learning outcomes, efficiency, and strengthening the education system and administration across the following educational sub-sectors: Early Childhood Education; Primary; Alternative Basic Education (ABE), Non-Formal Education (NFE); TVET; Secondary; and Higher Education.

In actualizing these strategic themes, the Government of Puntland has high aspirations for the learning outcomes of all age-groups and demographics. We want every learner to get the best possible education, so that they can reach their full potential to be successful at home and in participating in the competitive global economy.

Despite the complex challenges that beset Somalia that include weak governance, security impediments and natural disasters, the Puntland educational system has been able to thrive in the last two decades. But yet, the progress falls much short of the vitality that is possible. Thus, we have set ambitious targets in the hope of making great progress with learners excelling in their learning and staying longer in the education system.

The Puntland education system is the platform for these aspirations. Over the next five years, I see an opportunity for change – a chance to ensure the system starts to fit the needs of the 21st century. It is timely to look at our legislation, funding model, who makes decisions at what level and how educational institutions and the Ministry can work together to accelerate achievement. Making sure these crucial parts of our education system are integrated to ensure that we give our people the opportunities they deserve, and what our nation requires.

As the Minister of Education, I look to the Ministry as the steward of an education system that is effectively lead by this ESSP; and works closely with educational leaders alongside parents, communities, donors and strategic partners to increase access, enhance quality, and ensure equity to help every learner succeed.

Hon: Prof. Abshir Yusuf Isse
Minister of Education and higher Education
Puntland Government of Somalia.

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List of acronyms and abbreviations

ABE	Alternative Basic Education
AET	African Education Trust
CARE	Cooperative for Assistance and Relief Everywhere
CEC	Community Education Committee
CFW	Curriculum Framework
CHW	Commission for Higher Education
DEO	District Educational Officer
DG	Director General
DHE	Department for Higher Education
DHE	Department for Higher Education
EBTVET	Enterprise-Based TVET
EC	European Commission
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESC	Education Sector Committee
EU	European Union
FABE	Flexible Approach to Basic Education
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
GTEC	Garowe Teacher Education Centre
HEI	Higher Education Institutions
HIV	Human Immuno-Deficiency Virus
IDP	Internally Displaced Person
IQS	Integrated Quranic Schools
JRES	Joint Review of the Education Sector
M&E	Monitoring and Evaluation
MLA	Measuring Learning Achievements
MoEHE	Ministry of Education and Higher Education
NDP	National Development Plan

List of acronyms and abbreviations

NFE	Non-formal Education
NGO	Non-governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
NRC	Norwegian Refugee Council
OTJ	On The Job
PCR	Pupil Classroom Ratio
PEPP	Puntland Education Policy Paper
PESSP	Puntland Education Sector Strategic Plan
PNEB	Puntland National Examinations Board
PPP	Purchasing Power Parity
QA	Quality Assurance
QAS	Quality Assurance and Standards
REO	Regional Education Officer
SCI	Save the Children International
SNE	Special Needs Education
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USD	United States Dollars
VQA	Vocational Qualification Authority
VQF	Vocational Qualification Framework
WWI	*WWI - Waxbarashadu Waa Iftiin* (Education is Light)

Acknowledgement

The Ministry of Education and Higher Education would like to appreciate the technical and financial support from the Global Partnership for Education (GPE); and Save the Children for facilitating the process of developing the current Puntland Education Sector Strategic Plan (2017-2021) and the 2016 Education Sector Analysis. Equally, the contribution of UNICEF, UNESCO, WFP and UNFPA is fully appreciated.

The Ministry also acknowledges the contribution of all the Education Sector Committee members working in Puntland for their participation and contribution in the development of this Education Sector Strategic Plan (ESSP).

Many thanks to the directorates and technical staff from the Ministry of Education and Higher Education and other direct line ministries – the Ministry of Planning and International Cooperation (MoPIC), the Ministry of Finance (MoF) and the Ministry of Women Development and Family Affairs (MoWDAFA) for their role.

Executive Summary

Puntland has made large strides towards enabling wider access to education across a range of groups in the country. Building on these successes, and the results of the 2016 Education Sector Analysis conducted, a number of key areas were identified to guide the development of this ESSP:

- Collection, Collation, Management and Oversight of Data; Establishment of Clear and Robust M&E.
- Strengthening of Compliance and Accountability Mechanisms.
- Limit Duplication of Inputs
- Focus on Quality and Learning Outcomes
- Pastoralists and Nomads
- Disadvantaged Groups
- Focus on Efficiency, and Relative Economic Impact

Based on the ESA analysis and in the development of this Education Sector Strategic Plan, the Ministry has identified the following six Sub Sectors; four Key Priorities and two Cross Cutting Thematic Areas listed below:

Six Education Sub Sectors

1. Early Childhood Education (ECE)
2. Primary Education
3. Alternative Basic Education (ABE) and Non Formal Education (NFE)
4. Secondary Education
5. Technical and Vocational Education and Training (TVET)
6. Higher Education

These sub sectors, identified during the 2016 Education Sector Analysis, have been central in the development of the ESSP.

Four Education Sector Priorities

1. Increase access and equity to education opportunities
2. Improve the quality of education and learning outcomes
3. Enhance efficiency of the education system
4. Strengthen systems and administration

Two Cross Cutting Thematic Areas

1. Education in Emergency (EiE)
2. Child Protection

While the State of Puntland achieved significant results in education in pursuit of fulfilment of the Millennium Development Goals (MDG) especially Goals under the last Puntland ESSP, a lot more remained to be accomplished. To this end, the unfinished business of MDG 4 will be continued.

Clearly, the Puntland Education Sector Strategic Plan (2017-2021), as reflected in the above six sub sectors; four education sector priorities and the two cross cutting thematic areas is linked to **The 2030 Agenda for Sustainable Development Goals**. The current Education Sector Strategic Plan links to the following Sustainable Development Goals

Goal 4: Ensuring inclusive and equitable quality education and promote lifelong learning

       opportunities for all and,

Goal 5: Achieving gender equality and empower all women and girls

Equally important, through provision of quality education and strengthening of Education Programmess, this ESSP will be laying a strong foundation towards achieving the SDG below:

Goal 16: Promotion of peaceful and inclusive societies for sustainable development, provision of access to justice for all and building effective, accountable and inclusive institutions at all levels.

Education Sector Strategic Plan (ESSP) 2017-2021

Vision, Mission and Guiding Principles

The education sector requires a long-term development vision, mission and guiding principle that establishes a clear set of policy priorities and defines the relevant sectoral directions and reforms which are aligned with the proud Education Policy, Education Act and Constitution of puntland. These are:

Vision

Quality education systems that guarantees and foster success for learners regardless of their abilities.

Mission

To provide an enduring quality holistic education that responds to and recognizes and realizes the spiritual, cultural, intellectual, physical and   potential of all learners, enabling them to make fulfilling life choices – responsive to socio-economic and environmental changes.

Guiding Principles

Six key concepts form the basis of this ESSP of the Ministry for the next five years.

- ⊙ *Access* is the ability of all learners to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

- ⊙ *Equity* calls for the system to treat all individuals fairly and justly in the provision of services and opportunities. It requires that every learner is provided with an opportunity for a good education**,** opportunity to participate in sports and to be involved in cultural activities.

- ⊙ *Quality* is exemplified by high standards of academic achievement, cultural understanding and sensitivity, and social cohesiveness. This implies a solid foundation of worthwhile learning resulting from a complex interplay of professional and technical knowledge and skills and social and cultural practices.

- ⊙ *Relevancy* requires that the system is meaningful, recognized, applicable and useful to one's life. In essence, it is a system that is largely localized and contextualized, reflecting the language, cultural, and spiritual values.

- ◉ **Efficiency** means optimum use of human, financial and material resources at all levels, timely and quality service delivery, unhampered communication and coordinated decision-making Excellence in management practice at all levels needs.

- ◉ **Sustainability** requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels

Purpose of the plan

The purposes of this ESSP are to:

   i.   Help the Ministry to fulfill its mission, vision and guiding principle in the education sector.

  ii.   Provide a planning framework that will enable the education sector to improve the provision of all forms of education services in Puntland, and

 iii.   Help the Ministry of Education and Higher Education, as sector regulator, communicate and collaborate with key stakeholders including local community, private sector, civil society, education partners and international donors to investment in the education sector.

Methodology

The findings of the Education Sector Analysis (ESA, 2016) served as a base to successfully develop the five year ESSP for 2017-2021 as well as the detailed three years' action plan. The development of this Education Sector Strategic Plan (ESSP) 2017-2021 was conducted through a extensive participatory and consultative process involving the entire education sector, including central, regional and district level education authorities, private sector, civil society and international education partners.

The consultative process involved stakeholders in the education indentifying of four key priorities for the ESSP 2017-2021.These include increasing access and equity of education opportunities, improving the quality of education and learning outcomes, enhance efficiency of the education system and strengthening systems and administration. Various Technical Thematic Working Groups consisting of education officials from the central, regional and district levels, NGOs and civil society and international education partners were then established and charged with responsibility of developing strategic activities and indicators for each priority area. The outcomes of this process were further developed and are reflected in the multi-year action plan.

1   Introduction to the ESSP

The MOE&HE and partners have made large strides toward enabling wider access to education across a range of groups in the country. These victories have been addressed in great detail in the Education Sector Analysis undertaken previous to the drafting of this ESSP.

These gains, and the ESA, have informed the strategic priorities of this ESSP; across each sub sector, many of the challenges faced were rather similar, requiring similar strategies for resolution. As such, this ESSP will focus on driving sub-sector-level development and improvement across the following four key priority areas:

A consultative process has informed the development of this ESSP, seeking to ensure that local expertise and capacity were consulted and developed throughout. The above themes guided inputs, in the interest of ensuring that the needs of the education sector are effectively met in the next five years.

These priorities have sought to correspond with Puntland's National Development Plan, feeding into the key priorities laid out by that document:

- Establishing of strong public finance management systems that improve accountability and transparency
- Decentralization of public service delivery to local-level government structures
- Strengthening the skills and capacity of civil servants and equipping them with ICT
- Respecting rule of law and resuming the democratization process at the right time; and
- Improving the institutional and human resources capacity of all government agencies

The ESSP priorities correspond to achievement of the above National Development Plan (NDP) that has sought to promote the below key outcomes, which have informed the development of this ESSP:
- improving access to and equity of basic education
- improving the quality of all levels of education
- improving basic health care specially for mothers and children
- creating employment opportunities and sports for youth
- promoting gender equity and women development; and
- improving the welfare of the disabled and other vulnerable groups

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Priorities

Four Key Puntland Education Sector Priorities (2017 – 2021)

Priority 1: Increase access and equity to education opportunities

To address the low Net and Gross Enrolment Rates across all education sectors (ECE, Primary, ABE & NFE; Secondary, TVET and Higher Education); Low transition rates from Primary to Secondary to University[1] and the numerous disparities and inequities manifesting in the education sector in Puntland, the Ministry will prioritise to improve access and equity across the education spectrum.

Access

The Ministry will substantially increase funding, including mobilizing resources from non-traditional donors, to improve access to education for children (boys and girls) from pastoralist communities; children living with special needs; children from rural, urban poor and coastal areas; children affected by poverty; children from minority groups, children affected by emergencies (EiE); children from Internally Displaced Populations (IDPs); asylum seekers and refugees. To achieve the increase, the Ministry will adopt and implement new, flexible, and innovative approaches.

Equity

While much emphasis in the past years was put on improving educational equity for girls with improved results, the Ministry will prioritize and significantly expand the focus to include other equity agenda to cover all categories listed below: rural –urban inequities, gender gap and parity inequities among boys and girls and geographical development imbalances related to education. The Ministry will also ensure to close the ratio of Male: Female teachers.

Priority 2: Improve the quality of education and learning outcomes

The Ministry will take appropriate measures to enhance the quality and relevance of education delivered across all sectors. Quality Assurance systems remain weak albeit some limited inspections and assurance inspections and having been undertaken.

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[1] Source: Puntland Education Sector Analysis, 2016 (MoEHE)

There are limited resources for the central collation and evaluation of educational quality in Puntland. To achieve this, the Ministry will establish learning outcome benchmarks to be achieved by learners. The benchmarks (ideally set against the MLA) will be validated externally against international standards on learning outcomes/achievement and designed to work well with the new Minimum Standards Framework. This will contribute to ensuring expansion in access and equity that is normally undermined by poor standards of education.

To address the above Priority 2, the Ministry will undertake to enhance:
   a) Teacher Education and Training
   b) Carry out a comprehensive curriculum review and development
   c) Enhance the Quality of the Learning Environment
   d) Focus on improvement in learning outcomes
   e) Strengthen school and teacher support supervision
   f) Enhance continuous professional development of teachers
   g) Strengthening the examination and certification systems
   h) Enhance achievement in basic literacy, mathematics, and science subjects
   i) Measuring Learning Achievement across the Primary, Secondary, ABE and NFE Education Subsectors

Priority 3: Enhance efficiency of the education system

This area of focus is primarily concerned with the following:
a) Promotion rate: Are students completing the education cycle?
b) Repetition: How many learners repeat?
c) Drop- out rate: How many drop out?
d) Cost of providing education: What is the cost of education per pupil,
e) what is the impact for that expenditure, and
f) What interventions and strategies can be put in place to address challenges in efficiency?

Priority 4: Strengthen systems and administration

The foundation of any progressive education sector the world over is built on strong management and administrative systems. This encompasses the following areas that will be addressed by the Ministry of Education across all sectors:

a) Strengthening and standardization of a centralized and integrated Education Management Information System (EMIS), including on pupil learning outcomes, for ease of reference and utilization to inform decision making. Efficient monitoring and evaluation frameworks–relevance, validity and reliability of data is important for planning and decision making processes. An EMIS quality control clearing house will be established before uploading the data into the EMIS system.

b) Build the capacity of Ministry of Education staff at regional and district levels

c) Strengthen the financial management and accountability systems for effective resource mobilization and utilization

d) Effective coordination of local government, non-state actors and private sector contribution in the delivery of quality of education. The Education Sector Committee will be strengthened further.

e) Ensure continued growth and expansion across all sectors including a significant portion of education needs at the community level.

f) Harmonize, adapt and disseminate innovative delivery of cost effective quality education services

g) Develop, harmonize and implement policy and legislative frameworks

h) Implement the 2014 Puntland Education Decentralisation Policy that includes MoEHE systems and management at regional and district levels.

i) As part of continued decentralization initiatives, Local Authorities will be engaged to undertake educational activities at the local level. These activities will include, but not be limited to: School rehabilitation; Conducting education awareness campaigns; Conduct learner enrolment drives in schools; Undertaking Quality Assurance and professional checks at local schools, including ensuring teachers attend regularly; and other activities building on the 2014 Puntland Education Decentralisation Policy.

2   Puntland State Context

2.1 Geography

The Puntland State of Somalia is situated in the north-eastern portion of Somalia. It is bordered by Somaliland to the west, the Gulf of Aden in the north, the Indian Ocean in the southeast, the central Galmudug region of Somalia in the south, and Ethiopia in the southwest. Puntland is comprised of the regions of Bari, Nugal, Mudug, Sanaag, Sool, Gardafu, Ayn, Hayland, and Karkaar. Its capital city is Garowe, in the Nugal province. Other major towns are Bosasso, largest city and home of the major port of Puntland, as well as Galkacyo, Las Anod, Gardo, Badhan and Buhoodle.

Puntland has a semi desert climate, and is regularly affected by droughts. As nomads and pastoralists make up a large portion of the population, agriculture and livestock is the most important sector of the state, with livestock normally accounting for a large percentage of GDP and export earnings (60% - 80% by some estimates) (CIA, 2016).

According to the 2014 population estimate published by UNFPA Puntland had a population of 2,701, 623 (Two Million Seven Hundred and One Thousand Six Hundred and Twenty Three). Table 1 below shows the population distribution across the 6 Regions of Bari, Mudug, Nugaal Sanaag and Sool by the Regions

Table 1 Below shows the 2014 population estimation survey published by the UNFPA covering all of Somalia; the regional breakdown was along Somalia's pre-war borders.

Table 1 – Somalia Population Estimation (UNFPA, 2014) Survey (PESS) by UNFPA

Regions	Urban	Rural	Nomads	IDP	Total
Bari	471,785	65,483	133,234	49,010	**719,512**
Mudug	381,493	79,752	185,736	70,882	**717,863**
Nugaal	138,929	31,047	213,227	9,495	**392,697**
Sanaag	159,717	30,804	352,692	910	**544,123**
Sool	120,993	13,983	187,632	4,820	**327,428**
Grand Total	**1,272,917**	**221,069**	**1,072,521**	**135,117**	**2,701,623**
% of total	**47%**	**8%**	**40%**	**5%**	

According to the UNFPA population estimate report of 2014, there were 45.6% people falling between   0-15 years. By 2014 the annual population growth for Somalia stood at 2.4%

Table 2 - Somalia Population Growth (World Bank, 2015)[2]

	1990	2000	2008	2012	2014
Population growth (annual %)	0.57%	3.26%	2.48%	2.29%	2.40%
Urban population growth (annual %)	1.8%	4.4%	3.6%	3.8%	3.6%
Net migration	..	..	..	**-400,000**	..

Outward migration to wealthier and more stable countries has been widely reported in Somalia, with those limited studies undertaken showing a potential outward migration of 400,000 people annually in 2012 (World Bank, 2015). Young people are widely seen to want to leave the country in search of a better life, posing potential challenges to the ongoing development of the country.

2.2 Political Context

Puntland is a state of the Federal Republic of Somalia which has been self-governing since 1998, when the rest of Somalia collapsed into anarchy due to the Somali Civil War. Despite its strides toward constructing a legitimate, representative government, Puntland has been experiencing some continued armed conflict (CIA, 2016). The conflicts with Islamist groups and

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[2] Somalia Population Growth (World Bank, 2015)

neighbouring states have led to displacement and some administrative challenges due to overlapping border claims.

2.3 **Basic Social Indicators**

Table 3 - Adult Literacy Rate (UNESCO, 2016)

Adult Literacy Rate (15 years and over, 2000–2006)	Female: 25.8% Male: 49.7% **Total: 37.8%**

Some of the most recent basic social indicators from Somalia indicate that the overall adult literacy rate in 2006 was 37.8%. From the table below, Life Expectancy in Somalia ranks among the bottom 11 internationally, and substantially lower than the average for low-income and Sub-Saharan African countries:

Table 4 - Somalia Life Expectancy and Neonatal Mortality Rates (World Bank, 2015)

	Life expectancy at birth		Neonatal mortality rate per 1,000 live births	
	1990	**2014**	**1990**	**2015**
Somalia	45	55	45	40
Sub-Saharan Africa	50	59	46	29
Low income	50	61	49	27
Lower middle income	60	67	48	26
Upper middle income	68	75	28	9
High income	74	79	8	4

The national mortality rate is also substantially higher than the sub-Saharan average, with 40 per 1,000 live births vs sub-Saharan Africa's 29. Within infant mortality, under-five mortality, and adult mortality too, there appeared to be a substantial gap between Somali figures and those of other African and low-income nations:

Table 5- Infant Mortality Rate and Under Five Mortality Rate

	Infant mortality rate per 1,000 live births		Under-five mortality rate			
			Total		Male	Female
	1990	**2015**	**1990**	**2015**	**2015**	**2015**
Somalia	108	85	180	137	143	130
Sub-Saharan Africa	109	56	181	83	89	78
Low income	113	53	187	76	81	71
Lower middle income	83	40	120	53	55	51
Upper middle income	43	15	55	19	20	18
High income	13	6	16	7	8	6

Table 6 - Adult Mortality Rate, 2009 - 2014 (World Bank, 2015)

	Adult mortality rate per 1,000	
	Male	**Female**
Somalia	346	285
Sub-Saharan Africa	328	285
Low income	283	236
Lower middle income	223	155
Upper middle income	134	88
High income	112	62

All of these indicators point to a context where life expectancies are relatively low and mortality rates high, posing substantial humanitarian and social challenges to the development of the country. This has led to prioritization of other sectors like security, health, and food security as primary concerns over education for many years.

2.4 **The Linguistic Context**

The Somali language, widely spoken in Somalia, is the de-facto language of instruction throughout most of Puntland, though some Quranic schools seek to teach children in Arabic. In recent years, some efforts have been made to make English the language of instruction in secondary and Higher Education Institutions (HEI).

2.5 **Humanitarian Context**

2.5.1 Poverty

Somalia as a whole remains the fifth-poorest country in the world (World Bank, 2016), Nonetheless, Puntland, a State of Somalia, continues to face a number of challenges stemming from and relating to poverty, particularly in rural and less-developed regions of the state; poverty has posed challenges for many families, as most educational provision in Puntland is not free.

2.5.2 Hunger

Hunger is another challenge facing the state. Recent drought appears to be exacerbating the situation particularly in rural areas – the UN estimated that 385,000 people in Somaliland and Puntland are in immediate need of food aid due to the ongoing crisis (WFP, 2016). Livestock, the main source of livelihoods for many in

the state, have not fared well in the drought, driving challenges in poverty and food security.

2.5.3 Armed Conflict

The ongoing armed conflicts with insurgent groups and neighbouring states, are also having an impact on the population. In some cases, conflicts have resulted in schools being abandoned, displacement, or administrative overlaps causing confusion at the school level.

2.5.4 Drought and other environmental disasters

Drought and other environmental disasters are common in Puntland, affecting the economy of the state as well as its education sector; generally it is one of the primary drivers of migration from rural to urban areas – because either more economic opportunity or more humanitarian aid was available in those areas. Such migration patterns have resulted in schools being abandoned in some areas, and increased pressure on limited urban educational resources.

2.5.5 Internally Displaced Persons (IDPs)

IDPs as a Percentage of Puntland's Population:

UNFPA, 2014	**5%**
2016 Puntland Government Statistics	**2%**

IDPs comprise 2%-5% of Puntland's total population. They include those fleeing conflict and drought from South Central Somalia, as well as those from Puntland seeking relief from drought and related environmental disasters. The presence of these IDPs continues to place pressure on the education system, while many IDPs continue to face challenges in educational access.

2.6 **The Macroeconomic and Public Finance Contexts**

2.6.1 GDP and Per Capita GDP Trends

Table 2 - GDP and Per Capita GDP Trends (Samantar, 2011)

	2016
Puntland GDP Growth Rate (US$)	2.24%
Puntland PPP	$ 8,943,208,492
Puntland per capita GPD	$ 573.28
Puntland GDP (US$)	2,235,802,123

Official figures from the Puntland Ministry of Planning and International Cooperation shows an encouraging picture of the current economic situation in Puntland, with economic growth reported as 2.24% in 2016, and per capita GDP at $573.28 (compared to Somalia's $129 in 2013) (UN, 2013).

2.6.2 Public Resources and Public Education Expenditure

Table 3 - Public Resources and Public Education Expenditure (USD)

Details	2010	2011	2012	2013	2014
MoE actual budget	$890,719	$1,069,526	$1,384,565	$1,186,658	$4,020,953
Total Government Budget	$28,020,000	$30,158,200	$38,622,800	$39,277,340	$60,182,157
MoE Percentage of Total Budget	2.0%	3.5%	3.5%	3.5%	7%
MoE personnel Costs as a percentage of MoE Budget	49%	64%	64%	85%	78%
Additional INGO contribution to MOE&HE budget (est.)					$1,666,656

In absolute and relative terms, the education budget of Puntland has been increasing rapidly in the last years, rising from 2% ($28m) in 2010 to 7% ($60m) in 2015. INGOs contributed substantial funds to the Education Sector to cater for development and recurrent expenditures that includes school teachers' salary incentives.

International Assistance

Somalia as a whole, Puntland being no exception, depends heavily on foreign aid assistance. Figures for Somalia comprised:

Table 4 - Somalia Net Official Development Assistance and Official Aid Received (World Bank, 2015)

	2010	2013	2015
Net official development assistance and official aid received (current US$)	514,810,000	990,130,000	1,109,380,000

3 Puntland Education Context

What follows is a summary of findings emerging from the Education Sector Analysis (ESA), as they relate to Access, Equity, and Quality across Puntland's various education sub sectors.

3.1 Access and Equity

3.1.1 Reasons for Children Being Out of School

The 2016 Puntland Education Sector Analysis findings indicated that there were children who had difficulty accessing education. It further highlights the reasons for children being out of school such as poverty; disabilities, pastoralist and nomadic lifestyles, gender preferences disadvantaging girls, internal displacements, migration, *minority* status and child labour as some of primary barriers to children's education in Puntland.

Poor resource availability (on the part of families, NGOs and the government) appears to be impacting negatively on rates of enrolment; there appears to be particularly poor access for pastoralists and other marginalised groups, but the situation has improved substantially in recent years.

This finding may indicate that efforts to improve equity within the education sector have been limited in some cases to the promotion of equity between boys and girls, with limited focus on other disadvantaged groups

Across these findings, it appears that the focus of many within equity is on male-female equity, ignoring some of the equity-related challenges relating to the urban-rural divide, IDPs, minorities, pastoralists, and other marginalised groups. This was instructive in guiding ESSP development.

3.2 Quality & Learning Outcomes

3.2.1 Observed Quality of Instruction

ESA identified that no sector's instructors, aside from Higher Education, met the minimum standards of pedagogical practice defined by a range of international research. While some excellent teachers were identified by enumerators, overall standards do not appear up to the task of educating effectively.

3.2.2 Textbooks and Learning Materials

The general lack of textbooks within the classrooms visited poses a number of concerns relating to educational quality and the capacity of relevant organizations to deliver textbooks. This was consistent across all subsectors.

3.2.3 Standard of Facilities

By and large, the standard of facilities appeared to be a challenge across visited institutions. However, concerns about standards of facilities (classrooms, and schools) are thought to be of secondary importance relative to the potentially poor standard of instruction offered in schools (see other analyses in this document for more detail).

as such, it is thought that any efforts to improve educational standards in the state should focus on improvements to education delivery alongside facilities.

3.2.4 Learning Outcomes

Findings in the ESA indicate that primary school students face some challenges in performing basic literacy and numeracy tasks; one study found that c. 30% of primary Year 7 pupils may be functionally illiterate or functionally innumerate. Learners in Puntland are lagging several years (at least four by most metrics) behind their international counterparts. Across the NFE sector too, there appear to be broad challenges in learning outcomes.

3.3 **Efficiency**

3.3.1 Internal Efficiency

According to ESA, the Primary survival rates from grade-to-grade were broadly consistent, with 75%-90% between years; girls appeared (across most primary years) to experience lower survival rates than boys. Some stakeholders indicated this may result from family emphasis of boys' education over girls'. Survival rates from grade 1-8 were 22.5%; boys' rates of survival comprised 29.9% and girls' comprised 18.9%; these findings indicate that rates of primary completion are very low, likely emerging from challenges in paying school fees faced by many in Puntland.

Rates of transition from Primary to Secondary were high (near 100%), indicating that if a child has the resources to complete primary school, they are likely to be able to continue on to higher studies. In addition to this, the rate

of grade repetition across each primary grade was relatively low between 2013 and 2015, and it appears to have been declining; however, low rates of repetition may indicate a lack of standards in promotion, as illustrated by potentially high rates of functional illiteracy and innumeracy in among learners in primary schools in Puntland.

In the NFE sector, the findings show high completion rates across the courses offered school year 2013/2014 and 2014/2015 in NFE centres. Similar to primary data, rates of repetition remain low. Similar concerns remain regarding high pass rates and potentially low standards of achievement.

The overall completion rate in secondary education for the school year 2014/2015 was 107% (99% for boys and 115% for girls). Rates of repetition, again, appeared to be low, though have been dropping in recent years.

Completion of TVET programmes within the school years 2013/14 and 2014/15 was impressive, with 106% of the trainees completing the various courses. The completion rates for both male and female learners were high, at 99% and 113%, respectively. In addition to this, recent studies offer some encouraging indications with regard to employment outcomes within the TVET sector (some studies have indicated employment rates as high as 80%, though such findings must be approached with a degree of caution given they do not undertake controls).

4   Education Subsectors

4.1 Early Childhood Education

4.1.1 Overview

Early Childhood Education (ECE) promotes the holistic cognitive, emotional, social and psycho-motor growth and development of the young child. ECE aims to foster the holistic development of children in an environment in which children feel secure, are stimulated and have opportunities to play, explore and develop. It is offered to children in the 3-5 age brackets.

The focus of ECE is on stimulating and developing the cognitive, affective and psycho-motor skills of the young child and his/her holistic development: Early Childhood Education should be fun. ECE will also prepare children for formal schooling and ease the transition from home to primary school.

In Somalia context, ECE is being delivered mostly through Madrassa, Quranic schools, and home-based providers

4.2 Challenges

In Puntland provision of Early Childhood Education remains a key challenge due to lack of adequate and reliable. There is also lack of a clear understanding of its importance amongst a majority of community members due to inadequate information on its scope, modes of delivery, rates of enrolment, quality, and curriculum design.

The sub sector lacks adequate resources, and human resource capacity to deliver the desired growth and results. Most of the ECE teachers are largely untrained, and poorly remunerated.

Despite the MoEHE, ESC partners and local communities' awareness of the challenges, little attempts to improve ECE provision in Puntland have been made. The sub-sector remains under studied and an area for further exploration and development.

4.2.1 Policy Priorities

Increase access and equity to education opportunities

Activity 1: Address the challenges facing the ECE sub sector.

Activity 2: Ensure children from all backgrounds participate in ECE. These include children with disadvantaged groups.

Improve the quality of education and learning outcomes

Activity 3: Integrate ECE in to EMIS data.

Activity 4: Improve Pupil learning outcomes across ECE.

Activity 5: Improve the quality of provision across ECE.

Strengthen systems and administration

Activity 6: Increase service provision in ECE.

The ministry will map, register and formalize the operation of all ECE service providers including the Madrassas and Home Based Care providers. As a result the Ministry will develop an ECE Sub Sector Mapping Report to include multi-sectoral responses and recommendations

Activity 7: Build the capacity of ministry staff to manage and coordinate the operationalization of ECE

Activity 8: Build the capacity of teachers and source for additional funding to support the sub sector

Activity 9: Standardize the delivery of ECE being provided by the private sector and religious institutions.
This is meant to improve and standardize the curriculum, mode of delivery, quality and increase of enrolment.

Activity 10: Review, develop and implement ECE policies including the QA Minimum Standards Framework.

4.2.2 Key success Indicators

	Indicators	Data Sources
✔	A study into equity of minority and other groups in the education sector (Equity in Education Study) has been undertaken; MoE&HE has a detailed understanding of equity issues within the education sector. This study is used to inform policy, planning, and resource allocations, and is clearly impacting on access and equity in the sector.	❖ Equity in Education Study
✔	ECE enrolment improves. (Concrete improvement targets and activities to be set on completion of the ECE Sector Mapping report)	❖ EMIS data QA Inspection / Supervision; Documents and Data
✔	ECE equity improves. (Concrete improvement targets and activities to be set on completion of the ECE Sector Mapping report)	❖ EMIS data QA Inspection / Supervision; Documents and Data

The focus of the Minimal Standards Framework should be on ensuring that child protection and safeguarding training mechanisms are in place at ECE institutions, and that basic consumer protections exist. Limited resources exist for additional activities within ECE. Further details of this activity can be found on page 83.

4.3 **Quality & Learning**

	Indicators	Data Sources
✔	ECE is tracked in EMIS, and includes relevant demographics, child protection, and learning outcome information.	❖ EMIS Data
✔	Pupil learning outcomes across ECE improves; learning outcomes will be benchmarked against international standards. (Concrete improvement targets and activities to be set on completion of the ECE Sector Mapping report).	❖ EMIS Data ❖ Pupil Achievement Data ❖ JRES Meeting Minutes ❖ Policy Documents
✔	Quality of provision across ECE improves; evaluations will be primarily informed by pupil learning outcomes. (Concrete improvement targets and activities to be set on completion of the ECE Sector Mapping report).	❖ EMIS Data ❖ QA Supervision / Inspection Documents and Data ❖ Pupil Achievement Data ❖ Meeting Minutes ❖ Policy Documents

4.4 Systems & Administration

	Indicators	Data Sources
✔	MOE&HE has detailed/accurate data on the different ECE providers in Puntland, their curricula, and fees. This information is divided by region, rural vs urban, demographics, teacher characteristics, ECE institution type, fee level, and supporting institution (as appropriate).	❖ EMIS Data ❖ ECE Sector Mapping Report
✔	MOE&HE has detailed/accurate data on ECE providers' quality of provision, as measured by pupil learning outcomes and teaching effectiveness, broken down by region, rural vs urban, demographics, teacher characteristics, ECE institution type, fee level, and supporting institution (as appropriate). All data on learning outcomes is benchmarked against international standards.	❖ EMIS Data ❖ ECE Sector Mapping Report
✔	MOE&HE has detailed data on ECE enrolment, broken down by region, rural vs urban, demographics, age, gender, teacher characteristics, ECE institution type, fee level, and supporting institution (as appropriate).	❖ EMIS Data ❖ ECE Sector Mapping Report
✔	ESSP National Standards Development Centre is established, and sets consumer protection, child protection, and minimum learning outcomes standards for ECE effectively; this has a demonstrably positive impact on learning outcomes in Puntland.	❖ Feasibility study ❖ Minimum standards documentation ❖ Examinations data ❖ EMIS data ❖ MLA reports ❖ Examinations reports

4.5 ECE Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
	Increase access and equity to education opportunities	60%	$802,552.00	$898,321.00	$994,090.00	$1,089,859.00	$1,766,271.54	$5,551,094.14
	Sub Total		$802,552.00	$898,321.00	$994,090.00	$1,089,859.00	$1,766,271.54	$5,551,094.14
2	Improve the quality of education and learning outcomes	10%	$105,543.00	$137,205.90	$178,367.67	$214,041.20	$ 290,024.48	$925,182.26
	Sub Total		**$105,543.00**	**$137,205.90**	**$178,367.67**	**$214,041.20**	**$290,024.48**	**$925,182.26**
3	Enhance efficiency of the education system	5%	$53,231.00	$63,877.20	$95,815.80	$114,978.96	$ 134,688.17	$462,591.18
	Sub Total		**$53,231.00**	**$63,877.20**	**$95,815.80**	**$114,978.96**	**$134,688.17**	**$462,591.18**
4	Strengthen systems and administration	25%	$400,591.00	$420,620.55	$462,682.61	$508,950.87	$ 520,110.62	$2,312,955.64
	Sub Total		**$400,591.00**	**$420,620.55**	**$462,682.61**	**$508,950.87**	**$520,110.62**	**$2,312,955.64**
	Grand Total		**$1,361,917.00**	**$1,520,024.65**	**$1,730,956.08**	**$1,927,830.03**	**$2,711,094.82**	**$9,251,823.22**

5 Primary Education

5.1 Overview

The main objectives of primary education are to introduce the child progressively to the world around him/her and to lay a solid foundation for future learning.

Primary education will:

- Promote learners' growth and acquisition of spiritual, cultural and intellectual values and adaptive attitudes to life based on Islamic principles and ethics.
- Inculcate basic literacy, numeracy, and reinforce communicative and manipulative skills and foster the growth of desirable civic qualities of tolerance, respect for others, maintenance of peace and patriotism.
- Stimulate learners' desire for knowledge and lay the basis for future/further learning

Primary school education is generally offered to learners in the 6-14 age brackets. The primary education level is comprised of a four-year, Grade 1-4 elementary cycle and a four-year Grade 5-8, intermediate cycle. The Puntland Primary School Leaving Examination (PSLE) assesses the completion of this stage and determines transition into secondary school. Within Primary, the government considers Alternative Basic Education (ABE) to comprise a component of the subsector.

Based on 2016 ESA findings, IDPs appeared to be relatively well represented, comprising a higher percentage of school populations (7.8%) than national population estimates (2%-5%[3]). In terms of male – female access and equity, girls were better represented within primary schools than in other areas, comprising 44% of total enrolment across all measures. Posing potential challenges to questions of educational access and equity is the rural vs urban divide, with primary enrolment much higher in the urban areas.

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[3] IDP and Government statistics were used to generate this range

The 2015 examination report indicated that 90% of primary school leavers passed certifications. However, in the 2014 MLA Report, government examiners indicated that approximately 30% of Year 7 students may be functionally illiterate. MLA Mathematics assessments, 90% of students only managed to score 40% on basic numeracy examinations set to the government's own age-appropriate standards. In light of the findings relating to high rates of functional illiteracy and innumeracy among yet Year 7 primary students had very high rates of primary graduation in spite of these challenges.

*Table **5** - EMIS Database and Educations Statistics Yearbooks Primary Enrolment Figures 2011 - 2016:*

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Primary, including IQS	100,703	105,978	126,153	129,411	138,651

Table 6 – Primary IDP Enrolment Access and Equity

7.8%	2% - 5%

Table 7 – Primary Male-Female Access and Equity

	EMIS 2013		EMIS 2015		2016 Lesson Observations		2016 School Data Form	
	M	F	M	F	M	F	M	F
Primary	**56%**	**44%**	**56%**	**44%**	**56%**	**44%**	**56%**	**44%**

Table 8 - Analyses of EMIS Data on Male-Female Access and Equity for Each Primary Subsector

	2013		2015		2016	
	Male	Female	Male	Female	Male	Female
Alternative Basic Education Total	45%	55%	52%	48%	50%	50%
Integrated Qur'anic School Total	55%	45%	55%	45%	44%	56%
Primary School Total	56%	44%	57%	43%		

Table 9 - Primary Urban-Rural Enrolment

	2015 EMIS Primary Enrolment		UNFPA 2014 Population	
	Urban	**Rural**	**Urban**	**Rural[4]**
Ayn	43%	57%	-	-
Bari	83%	17%	66%	34%
Buuhoodle			-	-
Gardafuu	54%	46%	-	-
Hayland	42%	58%	-	-
Karkaar	62%	38%	-	-
Mudug	57%	43%	53%	47%
Nugaal	40%	60%	35%	65%
Sanag	32%	68%	29%	71%
Sool	45%	55%	37%	63%

Table 10 - Primary Grade-to-Grade Transition Rates

	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-8+	1-8+
Boys	75%	94%	83%	83%	82%	90%	85%	98%	29.9%
Girls	76%	89%	77%	83%	78%	89%	74%	85%	18.9%
Total	75%	92%	81%	83%	80%	90%	81%	83%	22.5%

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[4] Source: (UNFPA, 2014). The rural figures in this table include both rural and pastoralist population counts.

Table 11 – EMIS Primary Repetition Rates

	Level	2012/13	2015/16
Primary Schools including IQS	Class 1	3.98%	1.3%
	Class 2	3.14%	0.9%
	Class 3	2.97%	1.1%
	Class 4	2.66%	0.9%
	Class 5	2.47%	0.8%
	Class 6	2.45%	0.8%
	Class 7	2.35%	0.8%
	Class 8	3.98%	1.0%
Primary Total		3.10%	1.0%

Table 12 - Primary Rates of Graduation to Secondary Study

Total Grade 8 Enrolment (2014)	7,098
Grade 8 Students Registered for Exam (2014)	6,711
Grade 8 Students Passed Exam (2014)	6,422
Rate of Graduation (2014)	90%
Total Form 1 Enrolment (2015)	6,909
Rate of Graduation to Secondary Study	108%

5.2 Challenges

Drafting of an effective ESSP must begin with an analysis of challenges and policy priorities, addressing the most pertinent challenges facing Puntland's Primary Education Sector. A range of issues was highlighted during the Education Sector Analysis; a brief summary of those issues as they relate to this ESSP have been given below. They have been divided into thematic policy priority sections; these same thematic sections will underpin the structure of this ESSP.

5.3 Challenges of access and equity

Enrolment Rates: While great strides have been made in enrolment, the Primary GER remains at 57.9% (2016), indicating that a large percentage of the national primary-age population remains out of school.

Gender Disparities: Disparities in male-female enrolment persist, with the current enrolment ratio at 56% male and 44% female. Male pupils appear to outperform female students in a range of key subjects, particularly in numeracy at the higher primary grades. Additionally, only 14% of primary school (incl. IQS) teachers are female.

Urban-Rural Disparities. Large disparities in rural-urban enrolment persist in Puntland: 66% of the state population is rural, with rural populations comprising 50% of Puntland primary enrolment. In achievement, large gaps

exist, with gaps widening in literacy and (particularly) numeracy skills at the upper primary level.

Teacher Recruitment, Development and Retention: In many regions, teacher salaries remain low (as low as $20-$50 USD per month), and qualified staff are sometimes reluctant to stay with rural communities. Droughts, conflict, and other similar factors are also impacting on teacher recruitment and retention in rural communities. Quality of education in rural areas may be suffering as a result.

Minority Groups out of Focus: As ESA findings indicate, many stakeholders described potential challenges facing some of Puntland's other minority groups (e.g. clan and ethnic groups); however, limited data was available regarding these groups, and stakeholders were reluctant to discuss matters concerning clan and ethnicity in too much detail.

Resource constraints: The MOE&HE's budget will grow to 7.5% of the Puntland total in 2017; much of this is anticipated to be dedicated directly to education operations. Partners have indicated growth in available funding at a rate of 10%-30% per annum. Nonetheless, substantial resource limitations confront the Puntland education sector; these challenges are expected to continue for the foreseeable future. There are some indications that aid funding to Puntland may decrease as it becomes more stable and prosperous. As such, any strategies seeking to increase access and equity will have to coordinate various education provider inputs.

5.4 **Hunger**

Hunger was identified as a chronic problem in primary schools across Puntland. According to a recent WFP study, substantial numbers of children were said to be in serious need of nutritional support. Their education was said to be seriously impacted as a result.

5.5 **Challenges of quality and learning outcomes**

Learning Outcomes: At the primary level, Somali pupils were at least three years behind their international counterparts in key subjects (Literacy and Numeracy), with one study indicating that one third of year seven pupils may

be functionally illiterate or innumerate. This gap appeared to widen at the higher grades.

Teaching Quality: Quality of instruction across most schools and regions in Somalia was a challenge. Only 27% of the primary teachers at EMIS (2015) registered schools are trained, indicating some room for improvement in this respect. Lesson observations undertaken as part of the ESA indicated that teaching practice, on average, remained below minimum standards. There were particular challenges in teacher subject knowledge. Some additional challenges in teacher attendance, professionalism, and commitment were identified.

Facility Quality: Facilities were a challenge across Puntland, though this was particularly prevalent in rural areas, where very few schools met minimum standards for effective learning facilities.

Availability of Resources: 67% of all surveyed primary classrooms had limited teaching and learning materials, and even those schools having textbooks showed very high pupil-textbook ratios (7:1 in many cases).

Focus on Access over Learning Outcomes: Throughout much previous activity in the education sector, including the previous ESSP, emphasis on educational quality (as measured by pupil learning outcomes) could be improved. Instead, focus was almost entirely on driving rates of enrolment. As a result, very little information was available about pupil achievement in Puntland, and pupil achievement is likely to have suffered as a result.

5.6 Challenges of efficiency

High Rates of Pupil Attrition: Pupil attrition in the Primary Sector was high, with c. 20% of the cohort dropping out every year. Challenges in affording fees and poverty were among the most common reasons children did not complete primary study.

Financial Efficiency
The government, NGOs, and communities provide substantial funding into the sector, however, there exist some challenges in coordination to ensure more children are reached through the different interventions across the Puntland state.

Low Levels of Learning: Building on the Quality & Learning challenges identified above, given that so many year seven pupils may be functionally illiterate or innumerate, value for money could be improved.. With regard to grade repetition, little was reported; however, this is likely because of a lack of objective standards governing pupil graduation form one grade to another.

5.7 Challenges of quality and Administration

Examinations & Learning: Examinations systems may need improvement to track more accurately with real learning outcomes; as was seen in earlier analyses, pupil achievement at higher grades is poor, with one study estimating c. 30% of year seven pupils may be functionally illiterate. Some work may need to be undertaken in the interest of ensuring alignment with objective standards.

Usefulness and Accuracy of EMIS Data: EMIS form an excellent foundation on which later data collection and evaluation can be undertaken; however, it lacked a range of key data points which could offer substantial insight into the effectiveness of the education system. Data on pupil achievement and other indicators was weak.

1. Policy Priorities

The Strategic Priorities and Activities have been structured along the same thematic areas as the Policy Priorities above. Priorities and Activities will make specific reference to the challenges, building on relevant international research demonstrating effective interventions to drive improvement across Puntland's education sector.

In many cases, strategies and activities will impact on more than one challenge or thematic area; where this is the case, the activity has been placed within that thematic area it best fits.

Activities are necessarily limited by available resources; as such, those limited activities possible with current resourcing will seek to achieve the greatest good for as large a portion of Puntland's population as possible, while seeking to address equity challenges. Many interventions will require substantial collaboration of Puntland's private sector, which is responsible for the largest share of educational activity

5.8 Increase access and equity to education opportunities

Activity 1: Expand provision of grants directly to schools through already existing community structures such as Community Education Committees (CECs) and local governments once strong accountability mechanisms have been established.

The MOEHE will ensure that Access and equity across the education sector is improved for all in Puntland.

Seeking to address gaps in rural areas, the MoE&HE will seek to coordinate activities to address shortcomings; urban centres appear to be relatively well provided for by community, government, and NGO structures, and may wish to use its influence to achieve development there. Direct construction and management efforts, supported by partners as appropriate, have the potential to achieve substantial impacts. Effective accountability mechanisms will be put in place prior to the construction of new schools, in the interest of ensuring that funds and initiatives are not abused.

Such an approach can be used as a method for supporting a range of traditionally disadvantaged or mobile/transient groups; namely women and girls, IDPs, and pastoralists, many of whom struggle to access even supported schools due to a lack of fees. A mixed model of direct-to-school (with effective accountability mechanisms implemented), and direct-to-beneficiary funding is likely to be effective, offering a high degree of flexibility.

Activity 2: Provide targeted allocation of resources to rural areas, girls, and other disadvantaged groups.

MoE&HE will Further to the above community partnership approach, the government will seek to ensure equitable allocation of resources (human and financial) to Puntland's key disadvantaged stakeholder groups across all providers and funding bodies; equitable distribution will be calculated as per capita spent on education by proportion of population.

Activity 3: Recruit and develop female teachers to work in all regions of Puntland.

Where scholarships or funds for teacher recruitment and training are given by international donors, and funds allocated by the government, these will be targeted at required numbers of such teachers, recruiting female teachers and other disadvantaged groups; these teachers will be expected to meet minimum standards of professional practice, as laid out in the ESA and later sections of this document.

Activity 4: Construct and open of 75 primary schools.

The MOEHE will lead state, non-state, community, and private providers to coordinate the opening of sufficient quality educational institutions and facilities to meet targets. Within regions of sufficient school density, existing providers will be expected to continue delivery, in close collaboration of the MoE&HE in a QA and strategic role, while resources will be directly allocated to school construction (as appropriate) and operations in rural and disadvantaged regions of Puntland.

Activity 5: Expand School Feeding Programmes (SFP) to meet acute needs.

The above programme will build on currently-planned programming, MOE&HE, drawing on relevant support and partnership with WFP and other actors, will act to deliver meals to students in acute need, based on bi-annual needs assessments that will be undertaken. Needs assessments will also be undertaken during emergent crises and disasters, to ensure emergency-based and acute needs are met. Effective compliance and accountability mechanisms must be implemented to limit abuse of programmes. Steps will be taken to ensure the sustainability and long-term impact of such activities.

Activity 6: Conduct equity in education study, leads to effective and equitable allocation of resources.

To address data gaps relating to minority group access to quality education, the MOE&HE, drawing on relevant supports, will undertake Equity in Education study, seeking to understand various disadvantaged groups' access to educational opportunity in Puntland. Specific attention will be paid to evaluations of achievement and access to effective schooling for these groups. Recommended minimum demographics underpinning study comprise: SNE children; Gender equity; Minority groups; IDPs; and other groups as appropriate.

Activity 7: Establish a Private Special Needs Education (SNE) school

The MoE&HE will seek to establish a pilot SNE school, drawing on relevant supports; this school will seek to offer provision for those SNE children currently facing limited educational opportunities – i.e. blind, deaf, and those with mental SNEs. This school will draw on international best practices in the creation of effective and sustainable SNE institutions in the developing world, and will be closely monitored to ensure effective, strong provision.

5.9 **Improve the quality of education and learning outcomes.**

Activity 8: Develop and Implement a Minimum Standards Framework.

MoE&HE will develop Minimum Standards Framework for education providers, building on the current national curriculum. Given that insufficient resources are available to centrally distribute government curriculum and relevant materials, the MoE&HE and partners will create standards all pupils must achieve before being promoted to the next grade; these will be benchmarked against international standards.

Activity 9: Create a Practicing Teachers' Certification**.**

This activity will seek to begin resolving the challenge of unqualified teachers through the creation of a 'Practicing Teachers' Certification', building on existing standards as appropriate, whereby practicing or prospective teachers will be allowed to sit basic subject knowledge assessments, and given a lesson observation.

Those teachers not meeting minimum standards will have specific areas for development and improvement identified, within the above-described framework, and given the opportunity to undertake training addressing specific areas of deficit in their practice, knowledge, or skills.

Activity 10: Implement an In-service Training for 1,000 practicing primary teachers per year.

The Integrated Dynamic Approach offers an evidence-based framework for the focus and duration of training to be provided to in-service teacher.

All teachers will also be given training in: Education in Emergencies; Disaster Risk Reduction; WASH; Psychological First Aid; and Child Protection. The

above training programmes will be tied in with the designation of cascade trainers in target schools (see Child Protection activities for more detail).

Activity 11: Train 650 primary school head teachers on management and institutional leadership.

The Ministry will offer training programs for primary head teachers. This boost the ability to inspire, lead and setting the school values to communicate with students, teachers, parents and community at large.

Activity 12: Provide training for 160 new primary teachers per year.

New teacher training will be subject to the same approach as practicing teacher qualifications and training described above.

Activity 13: Develop and print primary textbooks and teacher guides for all subjects.

Based on the new curriculum, the Ministry will enhance the quality and relevancy of primary education by developing and printing textbooks and other required teaching and learning materials.

Activity 14: Distribute 10,000 textbooks annually.

The Ministry will draw on relevant supports to undertake distribution of textbooks in core subjects (Somali, Mathematics, and Science); effective tracking mechanisms will be put in place to ensure that delivery and distribution quantities are well understood, and that textbooks are returned to schools at the end of every year. Availability of sufficient textbooks and learning resources has been demonstrated by a range of international research to be necessary for effective learning; without these, learning outcomes in all contexts can be negatively impacted

Activity 15: Upgrade facilities primarily WASH infrastructure, undertaken in 20 (100 over five years) primary schools annually.

There exists limited evidence on the impact of classroom facility upgrades on pupil achievement within development contexts, relative to what can be achieved by other interventions explicitly seeking to improve teaching and learning in classrooms. As a result, facility investment (with the exception of WASH facilities) will receive a secondary focus, with investments made after all other areas have been addressed. Such an approach is thought to promote

expenditure on those areas with the potential for more positive impacts on pupil learning outcomes

5.10 Enhance efficiency of the education system

Many of the interventions described in the 1) Access and Equity and 2) Quality and Learning Outcomes sections of this Primary ESSP are thought to have a substantial impact on efficiency in terms of reducing dropouts due to poverty, and promoting learning in classrooms. Poverty and related challenges emerged from the ESA as the greatest barriers to primary completion, while poor quality of education was identified as impacting on learning outcomes; international research has also established that poor teacher quality and accountability may also have a role in high dropout rates

Duplicated inputs and financial efficiency will receive substantial attention in the Management and Administration section of this document, given that it is not a challenge unique to primary education.

5.11 Systems and Administration: Strengthen systems and administration

The Puntland education monitoring, administration and coordination systems are strong, allowing for effective education sector coordination.

Key success Indicators

5.11.1 . Increase access and equity to education opportunities

	Indicator	Data Source
✓	A study into equity of minority and other groups in the education sector (Equity in Education Study) has been undertaken; The MOE&HE's understanding of the sector has been improved as a result. This study is used to inform policy, planning, and resource allocations, and is clearly impacting on access and equity in the sector.	❖ Equity in Education Study ❖ Plans, policies, and relevant records ❖ EMIS data
✓	Primary education funding assessments demonstrate that rural areas receive a	❖ Financial and budgeting documents

	greater proportion of government and donor funds and activity relative to their population, seeking to make up for gaps in investment in those areas.	❖ Feasibility Study completed ❖ Impact evaluation documents ❖ EMIS data ❖ QA supervisions and inspection documents
✓	Urban-rural achievement disparity is reduced to one year in maths, literacy, and science.	❖ MLA Studies ❖ EMIS data ❖ QA supervisions and inspection documents
✓	Male-female achievement disparity eliminated in maths, literacy, and science.	❖ MLA Studies ❖ EMIS data ❖ QA supervisions and inspection documents
✓	Primary GER increases to 70%	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Urban-rural enrolment disparity is reduced to 5%; urban-rural disparity will be measured relative to regional urban vs rural population.	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Number of teachers in the Primary Sector increases by 20%, from (4167 to 5000 teachers)	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Female teachers comprise 25% of the qualified primary teaching force.	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Gender parity index of 1 is achieved.	❖ EMIS data ❖ QA supervisions and inspection documents
✓	School feeding programmes are increased by 50% of primary schools in Puntland.	❖ School feeding assessments ❖ EMIS data

5.11.2 Improve the quality of education and learning outcomes

	Indicators	Data Sources
✓	Primary Students improve learning outcomes to perform at an average level within four years of international standards in the key subjects of: (Somali language, Mathematics, and Sciences).	❖ Examinations Effectiveness Report ❖ Examinations results ❖ MLA report ❖ Pupil achievement data ❖ EMIS Data
✓	60% of teachers will have adequate subject and pedagogical knowledge, building on teacher qualification and examination data.	❖ Examinations results ❖ Examination Documents ❖ EMIS Data ❖ Teaching Qualifications Issued ❖ Pupil achievement data; Practicing Teacher Certification, and teacher training Impact Evaluation
✓	65% of teachers will observe minimum standards of professional practice, including regular attendance, engagement in teaching process, and basic child protection practices. Teachers further evaluated against the same standards used in the ESA.	❖ EMIS data ❖ HR records ❖ QA supervision / inspection documents ❖ Training records ❖ MLA assessments ❖ Other research documents
✓	20% of primary school head teachers trained on school management and institutional leadership annually.	❖ QA supervision / inspection documents ❖ Teacher Database ❖ EMIS ❖ Training records
✓	Minimum Standards Framework is created and deployed.	❖ Minimum Standards Framework ❖ QA supervision / inspection documents ❖ Pupil achievement data ❖ MLA assessments ❖ Examinations data
✓	New investment into the education sector is primarily dedicated to areas and beneficiaries with limited existing provision and access (e.g. rural areas, pastoralists, etc.)	❖ Feasibility study complete ❖ Financial records ❖ Policy document ❖ Impact Evaluation of community partnership/scholarship

	Indicators	Data Sources
		❖ programme ❖ Pupil achievement data
✓	50% of all Primary school fee scholarship programmes are extended disadvantaged groups.	❖ Feasibility study completed ❖ Financial records ❖ Policy documents ❖ Impact Evaluation of community partnership/scholarship programme ❖ Pupil achievement data
✓	100% of Primary Education graduates (holding a Primary School Leavers' Certificate) will be functionally literate and numerate.	❖ Examinations Effectiveness Report ❖ Examination Documents ❖ EMIS Data ❖ MLA Reports ❖ Pupil Achievement Data ❖ Examinations Results
✓	100% of primary textbooks and teacher guides are developed and printed.	❖ Distribution documents ❖ EMIS data ❖ QA supervision/inspection reports ❖ Pupil achievements data
✓	Validated pupil-textbook ratio in the Primary Sector achieves 4:1 in key subjects: Mathematics; Somali; and scientific.	❖ QA supervision / inspection documents ❖ EMIS data ❖ Relevant verification mechanism documents ❖ MLA reports ❖ ESC Activity Tracking data ❖ Distribution documents
✓	WASH facility upgraded in 20 primary schools annually.	❖ QA supervision / inspection documents ❖ EMIS data ❖ ESC Activity Tracking data ❖ Distribution documents

5.11.3   Enhance efficiency of the education system

	Indicators	Data Sources
✓	Primary rate of survival from grade 1 – grade 8 is 75%.	❖ EMIS Data ❖ QA Systems

5.11.4 Strengthen systems and administration

	Indicators	Data Sources
✓	End-of-year examinations are sat by 90% of all Primary students in Puntland.	❖ EMIS Data ❖ MLA Reports ❖ Pupil Achievement Data ❖ Examinations Results
✓	EMIS fully functional, collected information annually on all sub-sectors, with data disaggregated by demographics.	❖ EMIS Data ❖ MLA Assessment Documents

5.11.5 Primary Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	56%	$17,135,242.20	$18,547,461.00	$19,959,679.20	$21,371,898.00	$22,784,116.80	$99,798,397.20
	Sub Total		**$17,135,242.20**	**$18,547,461.00**	**$19,959,679.20**	**$21,371,898.00**	**$22,784,116.80**	**$99,798,397.20**
2	Improve the quality of education and learning outcomes	28%	$8,567,621.10	$9,273,730.50	$9,979,839.60	$10,685,949.00	$11,392,058.40	$49,899,198.60
	Sub Total		**$8,567,621.10**	**$9,273,730.50**	**$9,979,839.60**	**$10,685,949.00**	**$11,392,058.40**	**$49,899,198.60**
3	Enhance efficiency of the education system	9%	$2,855,873.70	$3,091,243.50	$3,326,613.20	$3,561,983.00	$3,797,352.80	$16,633,066.20
	Sub Total		**$2,855,873.70**	**$3,091,243.50**	**$3,326,613.20**	**$3,561,983.00**	**$3,797,352.80**	**$16,633,066.20**
4	Strengthen systems and administration	6.5%	$1,530,000.00	$2,165,060.00	$2,346,711.00	$2,586,713.00	$2,866,804.00	$11,495,288.00
	Sub Total		**$1,530,000.00**	**$2,165,060.00**	**$2,346,711.00**	**$2,586,713.00**	**$2,866,804.00**	**$11,495,288.00**
	Grand Total		**$30,088,737.00**	**$33,077,495.00**	**$35,612,843.00**	**$38,206,543.00**	**$40,840,332.00**	**$177,825,950.00**

6   Secondary Education

6.1 Overview

Secondary education in Puntland seeks to accomplish the following:

- Facilitate all-round development of students spiritually, mentally, culturally and morally according to the norms and principles of Islam, so that they can make positive contributions to the development of society;
- Equip learners with appropriate skills and attitudes to enable them to achieve a better understanding of the world around them, realize their full potential, appreciate education, develop critical thinking and problem solving abilities, and encourage innovativeness; and
- Promote positive attitudes and cohesion related to national patriotism, co-operation and adaptability, and develop the knowledge base for students' access to tertiary education within Puntland and abroad.

Secondary school is intended for students from age 14-18, comprising four years (or forms) of study. Secondary education seeks to prepare students for university-level study.

6.2 Challenges

6.2.1 Challenges of Access and Equity

Enrolment Rates

The Secondary GER remains low at 12.6% (2015), indicating that a large percentage of the eligible state population remains without Secondary Education. Secondary enrolment rates are anticipated to remain a challenge so long as primary rates of completion remain low (c. 22%), and resources remain limited. JRES puts the Net Enrolment rate (NER) 2015/16 at 9. 2%

Gender Disparities

Disparities in male-female enrolment are particularly high in Secondary Education, with the current gender-specific GERs at 16.3% male and 8.8% female, and enrolment at 38% female and 62% male. Male pupils appear to outperform female students in a range of key subjects, particularly in numeracy. There were very few female secondary teachers in Puntland (by

some estimates, under 20), indicating some challenges in gender representation and availability of strong role models; only 3% of secondary school teachers are female.

Urban-Rural Disparities

A large disparity in rural-urban enrolment persists in Puntland, and is particularly pronounced in secondary education. Very few secondary schools exist in rural areas, which continue to struggle achieving parity in even primary education. In achievement, large gaps also appear to exist.

Teacher Recruitment, Development & Retention

In the secondary Sector, teacher salaries appeared to be higher than in Primary and NFE, and given the low numbers of schools in rural areas, teacher retention is not so much of a challenge in the Secondary Sector. However, given ambitious targets for Secondary Sector growth, particularly in rural regions, this is likely to become a substantial challenge (particularly in rural zones) as it has been in Primary.

Minority Groups out of Focus

There are potential challenges facing some of Puntland's other minority groups (e.g. clan and ethnic groups), particularly in secondary education, however limited data was available regarding these groups, and stakeholders were reluctant to discuss matters concerning clan and ethnicity. This lack of data has made evaluating access and equity in education for these stakeholders a challenge, impeding effective strategy as a result.

Resource constraints

While the ministry has indicated it will receive 7.5% of the national budget allocation in 2017, substantial resource constraints face secondary education in particular; within a context where primary GER remains a challenge, and a number of groups face challenges in accessing basic education, secondary education can take less of a priority.

6.2.2 Challenges of Quality and Learning

Learning Outcomes

At the Secondary level, limited data was available on achievement; ESA assessments undertaken offered limited insight, as assessments were targeted at low-primary age pupils. Nonetheless, if the challenges in achievement are consistent across both primary and secondary, substantial challenges in secondary achievement are likely.

Teaching Quality

Quality of instruction across most schools and regions in Puntland still remains a challenge. 61% of secondary school teachers hold appropriate training. Lesson observations undertaken as part of the ESA indicated that teaching practice, on average, remained below minimum standards, with particular challenges in teacher subject knowledge. Another study undertook the effectiveness of the Secondary English Medium Instruction initiatives (all Somali secondary schools are required to teach in English), and found that teachers received marks of c.25% on basic English exams, indicating challenges in subject knowledge and teacher quality; this study was undertaken by Mercy Corps Some additional challenges in teacher attendance, professionalism, and commitment were identified in the course of the ESA.

Availability of Resources

74% – 91% of all surveyed secondary classrooms had inadequate teaching and learning materials. EMIS records on availability of textbooks do not appear to be systematically maintained. Very few facilities have libraries or laboratories.

Focus on Access over Learning Outcomes

With much focus placed on expanding access and equity in the previous years, achievement of quality and learning outcomes suffered a setback. As a result, little was understood of pupil achievement in Puntland, and pupil achievement is likely to have suffered as a result.

6.2.3 Challenges of Efficiency

Duplication of efforts

Within the secondary sector, as in the rest of Puntland's education sector, concerns emerged regarding a range of potentially duplicated inputs, lack of clarity regarding what things really cost, and a resulting potential for financial inefficiency. Given lower rates of external funding, this is not so prevalent a challenge as in the Primary Sector, but still remains a concern.

Low Levels of Learning

Building on the Quality & Learning challenges identified in the Primary Sectors, it may well be the case that similar challenges have emerged in the Secondary sector. This raises questions regarding the efficiency of education, if so many children do not appear to be learning.

6.2.4 Challenges of Systems and Administration

Examinations & Learning

Government examination systems, and those systems designed to monitor learning achievements of pupils, are not yet aligned to real learning outcomes at the primary level. And this is the same case with secondary level. it is thought such challenges are likely to have persisted at the secondary level, particularly in light of limited resources. This misalignment may have caused challenges in the evaluation of activity undertaken, and in programme delivery.

Usefulness and Accuracy of EMIS Data

EMIS form an excellent foundation on which later data collection and evaluation can be undertaken; however, it lacked a range of key data points which could offer substantial insight into the effectiveness of the education system. Data focusing on minority group enrolment, and pupil achievement were particularly pertinent gaps, but data on myriad indicators and across available systems was weak.

6.3 **Policy Priorities**

6.3.1 Increasing Access and Equity

Activity 1: Undertake targeted allocation of resources to rural areas, girls, and other disadvantaged groups.

This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis.

Activity 2: Implement a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector.

Activity 3: Recruit female teachers to serve as secondary teachers, and provide appropriate incentives for them to stay.

A range of research undertaken in Puntland has established the reluctance of female teachers to travel far from their families. By recruiting local female teachers to work in local secondary schools, the schools may be able to depend on the lower mobility of these workers to support long-term staff capacity.

Activity 4: Build 25 new secondary schools, with over half of these in rural areas.

Similar to primary education, substantial collaboration with the private sector will be required to achieve this goal. This activity overlaps substantially with primary education. Please see page 31 further discussion.

Activity 5: Construct 25 Girl Friendly Spaces, seeking to improve girls' participation in education.

A range of stakeholders identified potential challenges facing girls in Secondary Education, ranging from a lack of female teachers and role models in the subsector, to potential challenges in feeling safe in secondary schools, or having gender disaggregated latrines available to them.

6.4 **Improve quality and learning outcomes**

Activity 6:. Review and analyse secondary syllabus for all subjects.

The Ministry will review and identify the gaps of the existing secondary syllabus and make it in line with the curriculum framework.

Activity 7: Create a Practicing Teachers' Certification for Secondary.

This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis.

Activity 8: Provide training for 100 practicing secondary teachers per year.

This activity overlaps substantially with primary education. Please see page 35 for further analysis.

Activity 9: Train 50 new secondary teachers per year.

This activity overlaps substantially with primary education. Please see page 35 for further analysi.

Activity 10: Develop and print secondary textbooks and teacher guides for all subjects.

Based on the curriculum framework, the Ministry will enhance the quality and relevancy of secondary education by developing and printing textbooks and other required teaching and learning materials.

Activity 11: Develop and implement the Minimum Standards Framework.

This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis.

Activity 12: Build or upgrade laboratories and libraries in 17 secondary schools in Puntland.

Given that there exists limited evidence that such investments in the Secondary Sector have relatively stronger impacts on pupil learning, it is advised that this activity be voluntarily funded by private sector organisations, with public and donor funds going to improve standards of instruction and delivery

6.5 Enhance efficiency of the education system

Many of the interventions described in the Quality and Access sections of this Secondary ESSP are thought to have a substantial impact on efficiency in terms of reducing dropouts due to poverty, and promoting learning in classrooms. Poverty and related challenges emerged from the ESA as the greatest barriers to secondary enrolment, while poor education quality was identified as impacting on learning outcomes; international research has also established that poor teacher quality and accountability may also have a role in high dropout rates.

Duplicated inputs and financial efficiency will receive substantial attention in the Management and Administration section of this document, given that it is not a challenge unique to primary education.

6.6 Strengthen systems and administration

The systems and administration changes and activities to be implemented have been presented in a consolidated format in the Management and Administration chapter; this has been undertaken in the interest of brevity, and because systemic changes seek to impact on multiple sectors.

6.7 Key Success Indicators

6.7.1 Access and Equity

	Indicators	Data Sources
✓	50% of government and donor funds allocated to secondary schools in rural areas.	❖ Financial records ❖ Policy documents ❖ Pupil achievement data ❖ Equity in Education ❖ Study Feasibility study completed ❖ Impact Evaluation of community partnership/scholarship programme
✓	50% of Secondary school fee scholarship programmes are extended to disadvantaged groups.	❖ Feasibility study completed ❖ Financial records ❖ Policy documents ❖ Impact Evaluation of community partnership/scholarship programme ❖ Pupil achievement data

	Indicators	Data Sources
✓	Secondary school pupils in rural areas perform within 10% of their urban counterparts.	❖ MLA report ❖ Pupil achievement data ❖ Equity in Education Study ❖ EMIS
✓	Male-female achievement disparity eliminated in maths, literacy, and science.	❖ MLA report ❖ EMIS data ❖ QA supervisions and inspection documents
✓	Secondary GER increased to 24%.	❖ EMIS
✓	Urban-rural enrolment disparity is reduced to 20%.	❖ EMIS ❖ Equity in Education Study
✓	Number of teachers in the Secondary Sector increased by 30%, to 1070.	❖ EMIS ❖ QA Systems ❖ Teacher Database
✓	Female teachers comprised 15% of Secondary teaching force.	❖ EMIS ❖ QA Systems ❖ Teacher Database
✓	Male-female secondary enrolment disparity is reduced to 15%.	❖ EMIS ❖ QA Systems
✓	Number of secondary schools built in Puntland; over half of these are in rural areas.	❖ ESC records ❖ EMIS ❖ QA Systems
✓	Number of GFS built (25 GFS)	❖ ESC records ❖ EMIS ❖ QA Systems

6.8 Improve Quality and Learning outcomes

	Indicators	Data Sources
✓	100% of secondary syllabus for all subjects are reviewed and analyzed.	❖ EMIS Data ❖ Pupil achievement data ❖ QA supervision/inspection reports
✓	Secondary students improve learning outcomes to perform at an average level within four years of their international counterparts in the key subjects	❖ EMIS Data ❖ MLA Reports ❖ Pupil Achievement Data ❖ Examinations Documents ❖ Examinations Results

	Indicators	Data Sources
	of: Language (Somali), Mathematics, and Sciences.	
✓	65% of secondary school teachers have adequate subject and pedagogical knowledge.	❖ Feasibility study completed ❖ Pupil achievement data ❖ Teacher Database/EMIS data
✓	100% of secondary textbooks and teacher guides for all subjects are developed and printed	❖ EMIS Data ❖ Pupil achievement data ❖ QA supervision/inspection reports ❖ Distribution documents
✓	65% of secondary school teachers observed Minimum Standards and professional code of conduct.	❖ EMIS data ❖ HR records ❖ QA supervision / inspection documents ❖ Training records
✓	22% of laboratory and libraries were built or upgraded in secondary schools.	❖ QA supervision/inspection documents ❖ EMIS data
✓	Validated pupil-textbook ratio in the Secondary achieved 1:2 in key subjects: Mathematics; Somali; and Sciences.	❖ QA supervision / inspection documents ❖ Textbooks Distribution records ❖ EMIS data ❖ ESC Activity Tracking data

6.9 Strengthen systems and Administration

	Indicators	Data Sources
✓	100% of Puntland Secondary school students sit for annual standardized examinations.	❖ MLA Results ❖ Examinations Documents ❖ EMIS Data ❖ Examinations Results ❖ Pupil Achievement Data
✓	EMIS are integrated, updated, published and disseminated at the end of each school year.	❖ EMIS Yearbook

6.10 Secondary Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	55%	$4,160,660.40	$4,970,349.60	$5,780,038.80	$6,589,728.00	$7,399,417.20	$28,900,194.00
	Sub Total		**$4,160,660.40**	**$4,970,349.60**	$5,780,038.80	$6,589,728.00	$7,399,417.20	$28,900,194.00
2	Improve the quality of education and learning outcomes	28%	$2,080,330.20	$2,485,174.80	$2,890,019.40	$3,294,864.00	$3,699,708.60	$14,450,097.00
	Sub Total		$2,080,330.20	$2,485,174.80	$2,890,019.40	$3,294,864.00	$3,699,708.60	$14,450,097.00
3	Enhance efficiency of the education system	9%	$693,443.40	$828,391.60	$963,339.80	$1,098,288.00	$1,233,236.20	$4,816,699.00
	Sub Total		**$693,443.40**	**$828,391.60**	**$963,339.80**	$1,098,288.00	$1,233,236.20	**$4,816,699.00**
4	Strengthen systems and administration	8%	$613,500.00	$776,105.00	$905,478.00	$1,003,371.00	$1,075,694.00	$4,374,148.00
	Sub Total		**$613,500.00**	**$776,105.00**	**$905,478.00**	**$1,003,371.00**	$1,075,694.00	**$4,374,148.00**
	Grand Total		**$7,547,934.00**	**$9,060,021.00**	**$10,538,876.00**	**$11,986,251.00**	**$13,408,056.00**	**$52,541,138.00**

7   ABE and NFE

7.1 Overview

The objective of this component is to provide a relevant alternative pathways for primary and secondary education to improve the quality of complementary and NFE-based programmes for children, youth and adults who are not able, due to special and difficult circumstances, to follow the formal schools and to develop Life, Numeracy and Literacy skills. This category of provision also includes flexible education for nomadic students.

The government will endeavor to build new facilities for flexible education in areas frequented by nomads and pastoralists, and also seek to deliver education in tents and mobile facilities. The mode of provision will necessarily be flexible, given the varying demands on student time, and their presence in different parts of the state at different times of year. Additional attention will be paid to increasing the number of teachers from within communities themselves, seeking to minimize turnover of teaching staff.

Seeking to ensure that recommendations remain concise, ABE and NFE have been combined into a single section. Given that NFE and ABE generally seek to target those with limited access to traditional education (namely adults, pastoralists, IDPs, and isolated rural communities), they will be particularly important in seeking to resolve many of the most salient challenges facing Puntland's education sector.

According to the JRES 2015, Puntland had a total of 58 Alternative Basic Education (ABE) institutions, and 107 Non Formal Education (NFE) institutions spread across the state.

7.2 Challenges

A range of issues was highlighted during the Education Sector Analysis; a brief summary of those issues as they relate to this ESSP and NFE/ABE have been given below. They have been divided into thematic policy priority sections; these same thematic sections will underpin the structure of this ESSP. Many of the challenges described below overlap substantially with those described in the Primary ESSP, and have, consequently, required overlapping activities.

7.2.1 Challenges of access and Equity

National Enrolment Rates

While great strides have been made in enrolment, the ABE and NFE sectors, by definition, seek to target those groups with traditionally limited access to formal education structures. Pastoralists, in particular, have experienced low levels of access to education, in spite of comprising up to 60% of Puntland population; together, NFE and ABE enrolment comprise only c. 27,000, in spite of their importance to traditionally excluded groups.

Gender Disparities

Disparities in male-female enrolment were also demonstrated in the sector, but with women comprising c. 82% of NFE enrolment. ABE, however, achieved near parity in male-female enrolment (49%F-51%M). Nonetheless, seeking to achieve balance across the sectors was a challenge identified by a range of stakeholders. Additionally, while in NFE 50% of teachers are female, in ABE that is the case for only 26% of teachers.

Pastoralists

Pastoralists, despite comprising c. 60% of the Puntland population experience low levels of access to education; only 5%-15% of pastoralists currently have access to education of any kind. Current education structures do not adequately meet pastoralist needs, with limited effective provision undertaken to-date. This is one of the primary equity and access challenges facing Puntland.

Teacher Recruitment, Development & Retention

NFE teachers are largely volunteers, and many ABE teachers face similar or greater challenges to salary sufficiency as those experienced by Primary teachers. Quality concerns were particularly prevalent within the NFE sector, given low standards of achievement identified in the ESA. Within rural areas particularly, and those areas targeting pastoralist pupils, retention and recruitment of competent teachers was a substantial challenge.

Disadvantaged Groups out of Focus

Many stakeholders described potential challenges facing some of Puntland's other disadvantaged groups (e.g. clan and ethnic groups), however limited data

was available regarding these groups, and stakeholders were reluctant to discuss matters concerning clan and ethnicity. This lack of data has made evaluating access and equity in NFE and ABE education for these groups a challenge, impeding effective strategy as a result.

Resource constraints

NFE and ABE have traditionally faced particular challenges of inadequate resources, with limited investment undertaken into these sub-sectors to-date. There are some indications that funding to Puntland may decrease as it becomes more stable and prosperous. As such, any strategies seeking to increase access and equity will have to work closely with private sector providers

7.2.2 Challenges of Quality and learning outcomes

Learning Outcomes

In NFE and ABE, scores on literacy and numeracy examinations delivered by the ESA team were particularly low. Pupils at every level struggled to demonstrate even basic literacy and numeracy skills, indicating unclear progression standards from one level/year of education to another.

Teaching Quality

Quality of instruction across most schools and regions in Somalia was a challenge, with NFE and ABE particularly affected. Nevertheless, relatively high percentages of ABE teachers were found to be certified (55.9%) and/or qualified (49.7%); high rates may be a result of recent GPE-funded initiatives to train a number of ABE teachers, and deploy them to rural areas (there are only 112 teachers across the sector, and the GPE-funded initiative sought to train c. 50 of them). Similarly, in NFE, 48.2% of NFE teachers are qualified and 38.8% certified. ESA study indicated that teaching practice of NFE and ABE teachers, on average, remained below minimum standards, with particular challenges in teacher subject knowledge..

Availability of Resources

ESA survey shows that 93% of NFE and ABE classrooms had no teaching and learning materials. The MOE&HE face challenges to provide textbooks to NFE and ABE schools.

Focus on Access over Learning Outcomes

Throughout much previous activity in the education sector, including the previous ESSP, very little focus was placed on educational quality (as measured by pupil learning outcomes), focusing almost entirely on driving rates of enrolment; even within the NFE and ABE sectors, this activity was limited. As a result, very little was understood of ABE and NFE pupil achievement in Puntland

7.2.3 Challenges of efficiency

Duplication of efforts

As noted in the rest of the other sub-sectors, there are concerns about possibility of duplication of inputs, lack of clarity regarding what things really cost, and a resulting potential for financial inefficiency. Given lower rates of external funding, this is not so prevalent a challenge as in the Primary Sector, but still remains a concern

High Levels Dropouts & Low Levels of Completion

Rates of dropout are high in both NFE and ABE, with many students stopping and starting education again at long intervals. Pupil retention through completion was a challenge given the types of pupils they sought to target. This is one of the primary challenges NFE and ABE must seek to address.

Low Levels of Learning

Building on the Quality & Learning challenges identified in the Primary Sector and in the Secondary Sector, value-for-money (as measured against learning) could be improved. Students appear to be graduating from one year to the next without achieving minimum learning outcomes. This raises potential questions regarding the efficiency of education, if so many children do not appear to be learning.

7.2.4 Challenges of systems and Administration

Examinations & Learning

Government examination systems, and those systems designed to monitor learning achievements of pupils, did not appear to be aligned to real learning outcomes in the NFE and ABE sectors; pointing to a need for more capacity

building efforts. This lack of capacity is likely to have caused challenges in the evaluation of activity undertaken, and in programme delivery.

Usefulness and Accuracy of EMIS Data

EMIS form an excellent foundation on which later data collection and evaluation can be undertaken; however, it lacked a range of key data points which could offer substantial insight into the effectiveness of the education system. NFE and ABE remained particularly out of sight of existing systems and mechanisms; no data points relating to the prevalence of pastoralist children were available. Data focusing on minority group enrolment, and pupil achievement were particularly pertinent gaps, but data on myriad indicators and across available systems was weak.

7.3 **Policy Priorities**

7.3.1 Increase Access and Equity

Activity 1: Allocate resources equitably.

To date, the majority of resources and activity in Puntland have been dedicated to primary education within formal education structures. However, NFE and ABE, by definition, seek to target those who have traditionally struggled to access such education structures; this gap in investment and focus may have contributed to the low rates of access experienced by pastoralists and other relevant groups within Puntland. Actors will undertake substantial investments into these educational areas of focus as a result.

Activity 2: Implement a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector.

Further to the previous discussion of equitable allocation of resources, the use of such schemes may go some way to addressing challenges in allocating appropriate education funding to nomadic or mobile groups, or those displaced by disasters (another target group of relevant NFE and ABE provision); scholarship or fee-payment schemes are thought to hold particular potential benefits for these pupils, given their high rates of mobility. However, some evidence exists that such scholarship and school construction initiatives

may not be sufficient to meet pastoralist or IDP needs, requiring a more 'holistic' approach. See later NFE/ABE pilot activities for further discussion.

Activity 3: Increase ABE schools to 75 schools**.**

Very few ABE schools are currently active in Puntland; core to growing ABE capacity is the establishment of additional schools.

Activity 4: Create pathways between ABE/NFE and formal education.

Wherever ABE and NFE provision is designed and delivered, it will be complemented by plans to promote linkages between these and more formal education structures. These plans will serve as concrete targets, against which providers and education sector administrators will be held.

Activity 5: Enhance ABE enrolment

There are currently 8,939 learners enrolled in ABE schools (2015), up from 7,204 in 2011. The rate of growth in ABE has been very low in the last 4 years, indicating potentially unbalanced investment in ABE. Further to earlier recommendations, it may be appropriate to retarget resources to meet the needs of the traditionally disadvantaged groups ABE seeks to support. However, given above challenges cited relating to availability of funds to unilaterally achieve these ends, community partnership/scholarship models may be necessary to achieve intended targets.

Activity 6: 30,000 Pastoralist children enrolled in Primary/ABE schools in Puntland.

Current EMIS do not track whether enrolled pupils come from Pastoralist families; this may be an area for EMIS development moving ahead. However, given very low rates of access reported by pastoralist communities (5%-15%).

As such, a combination of state, community and NSA provisions of more innovative, flexible, and mobile methods of educational delivery will have to be undertaken.

Activity 7: Pilot 2015 Pastoralist Policy.

The 2015 Pastoralist Education Policy contained a number of ideas to address challenges facing pastoralists in education; these include: -the construction of

boarding facilities in rural schools; provision of mobile education facilities; and radio education programming.

Prior to making any long-term funding decisions regarding these interventions, it will be necessary to run pilot programmes, followed by detailed evaluations, examining cost, learning outcomes, and real impact on access and equity.

Activity 8: Flexible school timing programmes explored and implemented as a method for improving pastoralist educational access.

Flexible timing approaches for pastoralist and mature pupils have been experimented throughout Puntland with a relative degree of success (AET, 2008); such approaches make use of existing educational infrastructure, with minimal need for additional investment in facilities or even teachers. Such approaches will be further explored, and used to meet many of the targets described above, where appropriate

Activity 9: Impact Evaluations for Pastoralist Education Provision.

Given that systematic collection of data through EMIS or similar tools is likely to be a substantial challenge when delivering pastoralist-focussed provision (the mobile nature of families and pupils will pose challenges to effective centralised tracking), impact evaluations will be undertaken annually, seeking to evaluate the real impact, efficiency, and outcomes of pastoralist education programmes and policies. The results of these evaluations will inform the continuous development and improvement of relevant provision.

Activity 10: Build 20 new NFE centres.

There are currently 124 NFE facilities in Puntland (2015), many of these relying on volunteer teachers or informal facilities, and others on private sector delivery. As such, the public costs involved in delivering relevant provision are much lower than in formal education systems. However, as was seen in the ESA, NFE achievement was particularly poor, with many pupils struggling in numeracy and literacy tasks – this may be an area for further exploration in setting funding and resourcing targets for these institutions. Nonetheless, this target does appear achievable given recent historical rates of growth. The literature points to positive learning and access outcomes, particularly for girls, with well-delivered NFE provision, indicating this approach may offer a fruitful way forward if effectively implemented.

Activity 11: Establish toilets, water points, and WASH facilities in 20% of NFE centres.

Further to above discussions regarding availability of resources, effective collaboration across resourcing bodies will have to be undertaken to achieve these ends.

Activity 12: Provide school feeding to meet acute need.

Within pastoralist and nomadic communities in Puntland and the wider East African region, hunger is a particular challenge facing school enrolment, particularly in periods of drought;. As such, core to encouraging enrolment of pastoralist children in schools, a focus on school feeding programmes will be appropriate. This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis and programme specification.

7.4 **Improve Quality and Learning outcomes**

Activity 13: Develop and Implement the Minimum Standards Framework

Very few standards appeared to be universally applied across both the NFE and ABE sectors, with students at higher grades being graduated without appearing to have met any minimum standards. As such, this activity will also apply to ABE and NFE provision. This activity overlaps substantially with primary education.

Activity 14: Create a Practicing Teachers' Certification

This activity overlaps substantially with primary education. Please see page 34 for further analysis and programme specification.

Activity 15: Provide training for 50 new NFE/ABE teachers per year.

This activity overlaps substantially with primary education. Please see page 35 for further analysis and programme specification.

Activity 16: Train 100 practicing NFE/ABE teachers per year.

This activity overlaps substantially with primary education. Please see page 35 for further analysis and programme specification.

Activity 17: Implement a government-community-NSA partnership model seeking to work closely with existing educational capacity and structures in Puntland.

Further to the previous discussion of equitable allocation of resources, the partnership/scholarship mechanisms may go some way to addressing challenges in educational quality, with pupils able to attend the schools they view as offering better standards of provision. However, some evidence exists that such initiatives may not be sufficient to meet pastoralist or IDP needs, requiring a more 'holistic' approach. See later other activities for further discussion. This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis and programme specification

Activity 18: Put in place mechanisms to ensure distributed textbooks are being given to pupils in need across Puntland, and that they are returned by the end of the year.

This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis and programme specification.

Activity 19: Validate self-reported EMIS textbook quantities and student-textbook ratios to be undertaken through QA mechanisms.

This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** or further analysis and programme specification.

Activity 20: Develop and print Level 3 and 4 of NFE textbooks.

Since the Ministry reviewed, analysed, identified the gaps of the existing Levels (1&2) and aligned with the curriculum framework. Therefore, the Ministry will develop and print the remaining two Levels (3&4) of NFE curriculum.

Activity 21: Distribute 2000 textbooks per core subjects annually.

Seeking to address challenges identified in the ESA, which were substantial in the NFE and ABE subsectors, textbook distribution will be tracked and validated, minimising loss of resources experienced in previous rounds of distribution. Substantial collaboration with international donors and the

private sector will be required to this end, given that the government may not have the resources to undertake relevant activity independently. This activity overlaps substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis and programme specification.

Activity 22: Provide facility improvements for 25% of all NFE classrooms/centres, with a focus on upgrading WASH facilities.

There exists limited evidence on the impact of classroom facility upgrades on pupil achievement within development contexts, relative to what can be achieved by other interventions explicitly seeking to improve teaching and learning in classrooms. As a result, facility investment (with the exception of WASH facilities) will receive a secondary focus, with investments made after all other areas have been addressed. Such an approach is thought to promote expenditure on those areas with the potential for more positive impacts on pupil learning outcomes

7.5 Enhance efficiency of the education system

Many of the interventions described in the Quality and Access sections of the Primary ESSP are thought to have a substantial impact on efficiency in terms of reducing dropouts due to poverty, and promoting learning in classrooms. Poverty and related challenges emerged from the ESA as the greatest barriers to primary completion, while poor education quality was identified as impacting on learning outcomes

Duplicated inputs and financial efficiency will receive substantial attention in the Management and Administration section of this document, given that it is not a challenge unique to primary education

7.6 Strengthen systems and administration

Activity 23: Develop and administer centralized end-of-year ABE and NFE examinations.

Further to the recommendations above, it will be necessary to create a set of standardised examinations, measuring pupil achievement prior to graduation to the next level of study. This will help minimise concerns highlighted in the ESA relating to unclear standards being applied to pupil progression, and low achievement among pupils in higher grades. This activity overlaps

substantially with primary education. Please see page **Error! Bookmark not defined.** for further analysis and programme specification

7.7 **Key Success Indicators**

Drafting of an effective ESSP must begin with an analysis of challenges and policy priorities seeking to address the most pertinent obstacles facing NFE and ABE in Puntland. Not all activities seeking to address these challenges have been included in this subsector section Many activities overlap with other subsectors; these have been included in the Management and Administration section.

7.7.1 Increase Access and Equity

	Indicators	Data Sources
✓	A study into equity of disadvantaged groups in the education sector (Equity in Education Study) carried out.	❖ Equity in Education Study report
✓	Government and donor funds equitably allocated to NFE/ABE schools.	❖ Feasibility study completed ❖ Equity in Education Study ❖ Financial documents and data ❖ EMIS data ❖ QA supervisions and inspection documents ❖ Impact Evaluation of community partnership/scholarship programme
✓	50% ABE & NFE school fee scholarship programmes are extended to disadvantaged groups.	❖ Feasibility study completed ❖ Financial records ❖ Pupil achievement data ❖ Examinations report
✓	Urban-rural achievement disparity is reduced in maths, literacy, and science.	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Male-female achievement disparity reduced in maths, literacy, and science.	❖ EMIS data ❖ QA supervisions and inspection documents
✓	Number of schools benefited School feeding	❖ School feeding assessments ❖ EMIS data

	programmes in rural areas.	
✓	ABE enrolment increased by 40% (50% of whom girls).	❖ Relevant programme documents; ❖ ABE impact evaluations; ❖ EMIS data
✓	Impact evaluations of all ABE and pastoralist provision undertaken annually.	❖ ABE/Pastoralist impact evaluation
✓	30% of Puntland Pastoralist Children (50% of whom girls) have access to NFE/ABE education.	❖ Pastoralist education impact evaluation ❖ EMIS data
✓	Pastoralist education pilot impact evaluation undertaken.	❖ Feasibility study completed ❖ Pastoralist Education Impact Evaluation report
✓	Flexible timing approaches introduced in 75% of schools serving pastoralist communities.	❖ Pastoralist Education Impact Evaluation report ❖ EMIS data
✓	NFE enrolment increased by 50%	❖ EMIS Data ❖ ESC Activity Database
✓	Male-female NFE enrolment disparity is reduced to 30%.	❖ Equity in Education Study ❖ EMIS data ❖ QA supervision / inspection documents

7.7.2 Improve Quality and Learning outcomes

	Indicators	Data Sources
✓	Students improve learning outcomes to perform at an average level within four years of their international counterparts in the key subjects of: Language (Somali), Mathematics, and Sciences.	❖ MLAs ❖ Examinations results ❖ Examination Documents ❖ Pupil achievement data ❖ EMIS Data
✓	50% of NFE/ABE teachers have adequate subject and pedagogical	❖ Examinations results ❖ Examination Documents ❖ EMIS Data

	knowledge.	❖ QA Systems ❖ Teaching Qualifications Issued ❖ Pupil achievement data ❖ Practicing Teacher Certification, and teacher training Impact Evaluation
✓	Level 3 and 4 of NFE textbooks were developed and printed.	❖ EMIS data ❖ QA supervision/inspection report
✓	65% of NFE/ABE teachers will observe minimum standards of professional practice.	❖ EMIS data ❖ HR records ❖ QA supervision / inspection documents ❖ Training records ❖ Other research documents
✓	Minimum Standards Framework is created and deployed.	❖ Minimum Standards Framework ❖ QA supervision / inspection documents ❖ Pupil achievement data ❖ Examinations data
✓	100% of Puntland, NFE learners attended annual centralized examinations.	❖ Examinations Documents ❖ EMIS Data ❖ Examinations Results ❖ Pupil Achievement Data

7.7.3 Enhance efficiency of the education system

	Indicators	Data Sources
✓	Average year-to-year progression in NFE and ABE achieved 65%, in minimum standards framework.	❖ EMIS data ❖ Annual Examinations Data ❖ Examinations documents

7.7.4 Strengthen systems and administration

	Indicators	Data Sources
✓	80% of NFE learners students sit end-of-year examinations.	❖ Examinations documents ❖ EMIS data ❖ Examinations Effectiveness Report

7.8 ABE & NFE Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	40%	$1,415,601.60	$1,520,460.60	$1,625,320.20	$1,730,179.20	$1,835,038.80	$8,126,600.40
	Sub Total		**$1,415,601.60**	$1,520,460.60	$1,625,320.20	**$1,730,179.20**	$1,835,038.80	**$8,126,600.40**
2	Improve the quality of education and learning outcomes	20%	$707,800.80	$760,230.30	$812,660.10	$865,089.60	$917,519.40	$4,063,300.20
	Sub Total		**$707,800.80**	**$760,230.30**	**$812,660.10**	**$865,089.60**	**$917,519.40**	$4,063,300.20
3	Enhance efficiency of the education system	7%	$235,933.60	$253,410.10	$270,886.70	$288,363.20	$305,839.80	$1,354,433.40
	Sub Total		**$235,933.60**	**$253,410.10**	**$270,886.70**	**$288,363.20**	**$305,839.80**	**$1,354,433.40**
4	Strengthen systems and administration	34%	$1,458,510.00	$2,443,686.00	$1,653,423.00	$987,636.00	$321,849.00	$6,865,104.00
	Sub Total		**$1,458,510.00**	$2,443,686.00	$1,653,423.00	**$987,636.00**	**$321,849.00**	**$6,865,104.00**
	Grand Total		**$3,817,846.00**	**$4,977,787.00**	**$4,362,290.00**	**$3,871,268.00**	**$3,380,247.00**	**$20,409,438.00**

8 Technical Vocational Education and Training (TVET)

8.1 Overview

The TVET sub sector is unique to the rest of the education sector, in that it seeks to provide more practical education and training in preparation for employment, generally within vocations and trades (e.g. masonry, beauty salon, carpentry, hairdressing, welding, etc.). Very often, programmes are targeted at the less fortunate or educated in a country, seeking to offer an avenue to employment which might not otherwise be available to targeted beneficiaries.

Programmes that seek to meet these needs must be designed to maximise employment outcomes while minimising cost. As will be seen in later analyses, classroom-only TVET can be four times more expensive than primary education, and have limited measurable impact on employment outcomes of trainees. This has been demonstrated in a wide range of international research within development contexts, and given resource-availability concerns present within Puntland, these considerations are particularly pertinent. Many of the challenges cited in this section stem from these challenges, and subsequent strategic activities seek to resolve these same issues. Not all activities seeking to address these challenges have been included in this subsector section. Many activities overlap with other subsectors; these have been included in the Management and Administration section.

8.2 Challenges

8.2.1 Challenges related to Access and Equity

Low Rates of Enrolment: Enrolment in TVET programmes remained low throughout Puntland; this was largely thought to result from challenges in high costs and availability of resources, community perceptions among other factors experienced across the education sector; this is thought to be further exacerbated by inconsistent project-focussed delivery, rather than unified systems of provision

Poor Quality and Limited Resources: Limited resources face Puntland TVET sector, where unit costs are estimated to be 4-8 times higher than those

in primary education. Further challenges in quality have faced much TVET, exacerbated by a highly project-focussed mode of delivery which does not allow for the building of long-term capacity, with projects often disconnected from labour market requirements.

Project-Based Provision: Most provision undertaken to-date appears to have been a largely project-based set of interventions, with limited development of long-term capacity in Puntland. This may have resulted in short-term, impermanent gains within targeted areas, rather than long-term growth in institutional capacity to drive employment.

15.2.2 Challenges related to improvement of quality education and **employment**

Labour Market Relevance: In many cases, it was unclear just how relevant training was to labour market requirements; training was often designed on the basis of only periodic labour market assessments, with labour market requirements shifting faster than provision can adapt, frequently leaving training and qualification programmes obsolete, or never truly meeting labour market requirements. This is particularly the case for women. This dynamic has likely resulted in TVET programmes that never truly and efficiently meet labour market and employment needs.

Quality of Provision: Additional questions have been raised regarding the quality of current provision in the sector, with under-resourced centres, and programmes targeted largely at theoretical, rather than practical, trainee development.

Lack of harmonized training curriculum: Currently different service providers and organizations use different curriculum which is not harmonized across the board. Curriculum for the different skills trades and levels is still not fully in place, with some levels not yet developed.

8.2.3 Challenges related to Systems and Administration

Tracking Systems and Administration of Employment Outcomes: EMIS, and TVET M&E, made limited if any effort to consistently track employment outcomes, making evaluations of training impact and efficiency a challenge. Making decisions regarding resource allocations to effective training programmes was rather challenging as a result.

Unclear QA and Qualifications: QA mechanisms and qualifications schemes appeared to have limited linkages to the private sector and labour market requirements. This may have resulted in training which has had limited impact on employability and employment outcomes of trainees and graduates.

8.3 **Policy priority areas**

8.3.1 Increase Access and Equity

The MOEHE will expand provision of TVET, skills and technical education to reach a bigger proportion of youth (15-24). Access and equity is a key priority across the education sector across Puntland. To meet this pledge, the MOEHE will implement the following activities over the next 3-5 years.

Activity 1: Hire 50 TVET instructors annually.

Across the various providers, 50 new qualified/trained TVET instructors will be hired annually. These will be experienced professional tradesmen from both the private sector and the technical educationalists.

Activity 2: Strengthen/upgrade existing TVET centres.

The TVET sector capacity will be leveraged to implement a variety of TVET programmes. It will be priority of MOEHE to enrol more trainees; expand their holding capacity and skills trade areas to include new courses.

Activity 3: Construct a model Technical Secondary School.

Activity 4: Coordinate the establishment of dedicated department at a local University to train TVET instructors.

Seeking to limit the need for large investments in equipment and machinery for TVET instructors training, instructors will be highly experienced professionals in those specialities they wish to teach; this will be a pre-requisite for selection in the programme. Such an approach will raise standards of training, while minimising the need to procure expensive equipment to teach the instructors themselves how to work in vocational trades; the hiring and training of non-specialists is to be avoided, given the large cost and quality implications. Training will be based on the TVET curricula.

8.3.2 Improve the quality of education and learning outcomes

Activity 5: Introduce on-the-job-training components across all TVET programmes.

Seeking to promote employability of TVET graduates, in keeping with internationally-established best practices, TVET provision will be designed to include a mixed practical classroom/on-the-job (OTJ) model. As such, all training delivery will include at least 50% on-the-job training (as measured by contact hours), undertaken at real, practicing businesses. For clarity, current Enterprise Based TVET programmes do not qualify as OTJ training, but are rather classroom-based training delivered by businesses as an alternative revenue stream; trainees rarely get to engage with real projects in real working environments, and spend a limited amount of time in training every day, reducing the learning they can gain from provision. 1-3 month internship models after programme completion (the current mode) may also require modification; internships undertaken alongside training for the duration, with theoretical lessons tied in to on-the-job learning, can be much more impactful.

In cases where limited funds are available for investment in effective and well-resourced training centres, or where trainees may not have sufficient literacy skills to engage with theoretical content, on-the-job models may serve as an effective and low-cost gap-fill.

The great strength of on-the-job training is that skills relevant to the needs of the labour market will be taught. However, the needs of these employers will themselves be varied, potentially leading to different forms of training taking place. This presents the challenge of developing qualifications that accurately assess students in a standardised fashion, whilst taking into account the different forms of training students may receive and shifting market needs.

The private sector will be heavily engaged in the design and deliver of these programmes at every level; without their heavy and substantive involvement interventions will fail.

Activity 6: Train thirty per cent (30%) of the existing TVET instructors.

Activity 7: Undertake TVET needs assessments.

Activity 8: Develop and harmonize TVET Curricula across all levels.

8.3.3 Strengthen systems and Administration

Activity 9: Conduct regular M&E for all TVET programmes.

M&E focus on empirical employment outcomes.

Activity 10: Implement TVET policy and strategy.

This will lead to design on TVET standards at all levels. Also, it will result in development of the Vocational Qualifications Frameworks (VQF), the referral pathways, the VQA, being designed to recognise on the job training skills acquisition.

Further to the above recommendation, it will be necessary to retarget qualifications from theoretical knowledge, to practical job skills. Where no qualifications for a specific programme exist, it will be necessary to develop new qualifications programmes meeting these requirements.

8.4 **Key success indicators**

8.4.1 Increase Access and Equity

	Indicators	Data Sources
✓	TVET subsector enrolment increased to 75%.	❖ TVET impact evaluation ❖ EMIS data

8.4.2 Improve the quality of education and learning outcomes

	Indicators	Data Sources
✓	TVET subsector equity (including gender, socioeconomic, and minority) improved by 50%.	❖ TVET impact evaluation ❖ EMIS data ❖ TVET LMS
✓	Number of qualified staffs with TVET expertise are hired.	❖ EMIS data ❖ QA supervision / inspection data
✓	100% of TVET administration staffs are provided relevant trainings to do their jobs.	❖ EMIS data ❖ QA supervision / inspection data ❖ Impact evaluation of on-the-job TVET provision ❖ HRM database
✓	TVET curricula across all the levels are developed and	

	Indicators	Data Sources
	harmonized.	
✓	TVET on-the-job components comprised a minimum of 50% of on-the-job (OTJ) training.	❖ Curricula ❖ EMIS data ❖ QA supervision / inspection data ❖ Qualification documents
✓	TVET Qualification Authority established and functional.	❖ Policy documents
✓	80% of trainees are employed in vocations or roles which provide a living wage.	❖ Tracer study report ❖ EMIS data ❖ QA supervision / inspection data
✓	MOE&HE has a clear strategic policy framework designed to recognise market demand.	❖ Curricular frameworks ❖ EMIS data ❖ Policy documents ❖ Records of qualifications awarded ❖ TVET LMS
✓	Private Sector is involved in the process of QA and qualification design.	❖ Feasibility study report ❖ TVET LMS ❖ Policy documents ❖ Curricula ❖ QA supervision / inspection data
✓	TVET programmes are designed with substantial primary input from the private sector.	❖ TVET LMS ❖ Policy documents ❖ Curricula

8.4.3 Strengthen systems and administration

	Indicators	Data Sources
✓	TVET employment data is included in EMIS; this data is validated by QA and M&E activities.	❖ EMIS Data ❖ Records of Validation Exercises ❖ QA system records ❖ Tracer study report
✓	M&E is carried out at 100% of TVET programmes.	❖ EMIS data ❖ M&E report
✓	The MOE&HE, ESC partners, and community, and private sector representatives are consulted regularly in the setting and implementation of minimum standards.	❖ Meeting minutes

8.5 TVET Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	59%	$1,644,199.20	$1,846,118.40	$2,048,037.60	$2,249,956.80	$2,451,876.00	$10,240,188.00
	Sub Total		$1,644,199.20	$1,846,118.40	$2,048,037.60	$2,249,956.80	$2,451,876.00	$10,240,188.00
2	Improve the quality of education and learning outcomes	30%	$822,099.60	$923,059.20	$1,024,018.80	$1,124,978.40	$1,225,938.00	$5,120,094.00
	Sub Total		$822,099.60	$923,059.20	$1,024,018.80	$1,124,978.40	$1,225,938.00	$5,120,094.00
3	Enhance efficiency of the education system	10%	$274,033.20	$307,686.40	$341,339.60	$374,992.80	$408,646.00	$1,706,698.00
	Sub Total		$274,033.20	$307,686.40	$341,339.60	$374,992.80	$408,646.00	$1,706,698.00
4	Strengthen systems and administration	1.6%	$15,000.00	$61,800.00	$63,654.00	$65,508.00	$67,362.00	$273,324.00
	Sub Total		$15,000.00	$61,800.00	$63,654.00	$65,508.00	$67,362.00	$273,324.00
	Grand Total		$2,755,332.00	$3,138,664.00	$3,477,050.00	$3,815,436.00	$4,153,822.00	$17,340,304.00

9 Higher Education

9.1 Overview

According to EMIS data available across all Higher Education Institutions, enrolment of female students in HEI stands at only 39%. This might be because families who have the resources to pay for HEI for some of their children. However, there has been a steady increase enrolment trends over the years and parity is expected in the coming five years.

While Higher Education is considered by many as of less priority compared to other sub sectors such as Primary Education, it is important to note that there are many opportunities to improve Higher Education in Puntland. Most of the interventions in HEI in Puntland will require substantial collaboration between the government and the private sector which is responsible for the entirety of Higher Education provision in Puntland.

9.2 Challenges

A range of issues were highlighted during the Education Sector Analysis; a brief summary of those issues as they relate to Higher Education Institutions in the ESSP, are provided below. They have been divided into policy priority areas.

Very few students in Puntland are enrolled in Higher Education (11,145 in 2014/15 as opposed to the 137,525 in Primary Education). It is unfortunate that providing Higher Education is comparatively expensive (Average annual total cost of Higher Education is $1,712.50 as opposed to $149.68, the average annual total cost of Primary Education) meaning that action in other sub sectors is likely to have much greater impact per dollar spent.

Following the creation of a number of new institutions and organisations in Puntland, duplication of effort, overlapping of scope, roles and responsibilities has contributed to administrative inefficiencies.

Based on the findings of the 2016 ESA data indicate that across all HEI institutions women comprise only 39% of students while all (100%) of HEI institutions are situated in urban areas. Thus, there appears to be no effective provision of Higher Education in rural areas. This urban-rural disparity

intersects with gender disparities, as it is often the case that Somali families are reluctant to send their daughters away to study (Goldie-Scot, 2014). The ESA findings also indicated that IDPs comprised only 0.3% of students at Higher institutions of learning visited as opposed to an estimated 2-5% of the population. Other challenges facing HEI include student harassment and discrimination.

9.3 **Policy Priorities**

9.3.1 Increase Access and Equity to education opportunities

Activity 1: Ensure women are protected and treated equitably.

Effort will be made to ensure female students are protected from any forms of discrimination, harassment, discrimination and violence on various grounds including, but not limited, to gender, ethnicity and disability.

Activity 2: Address, measures and reduce the gender disparity at HEIs.

Available data indicates that women, learners from Disadvantaged groups and disadvantaged groups are facing challenges in accessing Higher Education Institutions. To address this gap, the Ministry will pursue measures to reduce the gender disparities; urban-rural disparities; and other disparities through: Progressive encouragement of female students to enrol in Higher Education Institutions, build the awareness of stakeholders, families, community members and other groups on the importance of higher education; provision of a conducive and secure environment for women; and pursue funding to pay for provide bursaries and scholarships.

Activity 3: Provide scholarship opportunities for disadvantaged students including females to enrol at higher education institutions.

The Ministry will develop scholarship opportunity initiatives and advocate with donors, private sector and community to contribute to sending females and other students from poorer background to attend university education.

9.3.2 Improve the quality of education and learning outcomes

Activity 4: Establish a unified qualifications framework, moderation and objective standards of teaching in Higher Education in Puntland.

Activity 5: Quality assurance unit to evaluate 100% of HEIs annually.

Activity 6: MOE&HE support and coordinate and work with universities to ensure establishment of relationships and partnerships with foreign universities.

Activity 7: Introduce objective standards of teaching, moderation and measures of learning outcomes.

Activity 8: Establish Moderation and Objective Standards of teaching in all HEIs in Puntland. .

9.3.3 Enhance efficiency of the education system

Activity 9: Accrediting Higher Education Qualification.

9.3.4 Strengthen systems and administration

Activity 10: Establish the Commission for Higher Education (CHE).

The focus will be placed on ensuring effective systems are in place, and will seek to implement dual degree programmes.

Activity 11: Develop clear mandates, scope, roles and responsibilities to avoid duplication of services offered by the Department of Higher Education and the Commission for Higher Education in Puntland.

Activity 12: Avail accurate, reliable, and up-to-date EMIS data on Higher Education.

Activity 13: Ensure that ethical and transparent operational systems and modalities are maintained.

To achieve this, the Ministry will establish and maintain clear and transparent records of financing and activities by government and non-governmental organizations across the education sector.

Activity 14: Build the capacity of the human resource capital necessary to lead and manage the expansion and provision of quality higher education.

Activity 15: Mobilize financial and material resources to support, expand and provide quality higher education.

Activity 16: Develop and implement a zero tolerance approach to harassment and discrimination policy.

9.4 **Key success indicators**

9.4.1 Increase Equity and Access

	Indicators	Data Sources
✓	The number of scholarships from foreign and local universities increases by 2% yearly.	❖ Financial data ❖ Number of scholarships offered
✓	5% year-on-year increase in total student enrolment (tied to timely graduation and degrees confirmed to be internationally benchmarked).	❖ QA supervisions / inspection documents and databases ❖ EMIS data
✓	HEI Male-female parity achieved within five years (F 42%- M 58%)	❖ QA supervisions / inspection documents and databases ❖ EMIS data

9.5 **Improve the Quality of education and learning outcomes**

	Indicators	Data Sources
✓	Dual degree programmes, offered in partnership with QS Top-200 Universities, are offered at five Puntland universities; 15% of each university's graduating class receives a dual degree.	❖ EMIS Data ❖ Teaching Qualifications Issued ❖ QA reports
✓	100% of lecturers observed minimum standards of professional practice.	❖ HR records ❖ QA supervision / inspection documents ❖ Training records ❖ CHE M&E reports

9.5.1 Protection & Inclusion

	Indicators	Data Sources
✓	HEI Male-female enrolment reached 50%-50% within five years.	❖ EMIS data
✓	Improvements in response to reported protection and harassment issues.	❖ QA supervisions / inspections ❖ Reporting systems and documents ❖ Other research undertaken in schools by relevant organisations

9.5.2 Enhance efficiency of education systems

	Indicators	Data Sources
✔	Roles of DHE and CHE complement each other without duplicating work or allowing for significant overlap in responsibilities.	❖ Policies and guideline documents exist ❖ Relevant impact evaluations or other studies
✔	Effective and accurate data on student learning outcomes, enrolment, and demographics is available and updated annually within three months of the end of the academic year for HEIs.	❖ EMIS Data; ❖ Examinations and degree data ❖ QA Inspection / Supervision Documents and Database

9.5.3 Strengthen systems and administration

	Indicators	Data Sources
✔	100% of HEIs in Puntland are nationally accredited.	❖ Accreditation and QA mechanisms exist ❖ QA database ❖ EMIS data
✔	100% of HEIs are evaluated annually.	❖ Accreditation and QA mechanisms exist ❖ QA database ❖ EMIS data
✔	Financials for 50% of HEIs are audited independently annually.	❖ Audit report

9.6 HEI Enrollment and Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	60%	$9,729,811.20	$10,027,469.01	$10,332,563.35	$10,021,824.58	$10,416,411.71	$50,528,079.85
	Sub Total		$9,729,811.20	$10,027,469.01	$10,332,563.35	$10,021,824.58	$10,416,411.71	$50,528,079.85
2	Improve the quality of education and learning outcomes	29.97%	$4,864,460.46	$5,013,581.83	$5,166,448.50	$5,012,466.40	$5,210,015.17	$25,266,972.35
	Sub Total		$4,864,460.46	$5,013,581.83	$5,166,448.50	$5,012,466.40	$5,210,015.17	$25,266,972.35
3	Enhance efficiency of the education system	10%	$1,621,635.20	$1,671,244.84	$1,722,093.89	$1,670,304.10	$1,736,068.62	$8,421,346.64
	Sub Total		$1,621,635.20	$1,671,244.84	$1,722,093.89	$1,670,304.10	$1,736,068.62	$8,421,346.64
4	Strengthen systems and administration	0.09%	$13,207.14	$15,602.68	$15,747.18	$15,074.89	$16,131.68	$75,763.58
	Sub Total		$13,207.14	$15,602.68	$15,747.18	$15,074.89	$16,131.68	$75,763.58
	Grand Total		**$16,229,114.00**	**$16,727,898.35**	**$17,236,852.92**	**$16,719,669.97**	**$17,378,627.18**	**$84,292,162.42**

10 Management and Administration

10.1 7.1 Overview

Since 2012 the MoEHE has been building the capacity of its staff which led to strong institutional management and administration. There have been particularly impressive developments in the EMIS section of the MoEHE, which supports evidence-based planning. Likewise, there has been substantial improvement in the extension of Quality Assurance to the institutional level, which has been buttressed by policy development, collection data through EMIS, Training of teachers, capacity building of central, regional and district level staffs.

The MoEHE has taken steps to improve management and administration of education through decentralization. Additionally, going forward the current efforts will be further strengthened through decentralization and harmonization of education services which will take place in the context of a decentralized management system through delegation.

10.2 Challenges

The Quality Assurance and standards need improvement especially in three issues. First, there is less supervision and monitoring in remote and rural schools. Data collected by QAS officers needs to be collated better and stored centrally in a way that allows for meaningful, system-level analyses of educational quality. Secondly, examination and certification is challenged by inadequate resources which might impact the sustainability of administering national examination. Thirdly, textbook development, printing, and distribution have yet to be initiated due to shortage of resources. In general these three issues drastically impact quality of education system.

The following issues are similarly challenged:
- ESA indicates that 14% of schools identified via stakeholder may be operating outside the view of the MoE&HE, indicating a potential need to undertake additional registration activities;
- TVET and Teacher Training department remain very resource constrained.
- EMIS data is not capturing a wider range of indicators and data relating to demographics (e.g. IDP, minority groups, EiE), and pupil achievement data. Likewise, delays in publication of EMIS data may be hampering accurate evaluation of needs and subsequent decisions within the education sector.

- Ministry targets in policy planning appear to be largely output-oriented (e.g. enrolment figures, and schools built), with limited focus on objective measures of quality (e.g. pupil achievement).

10.3 Policy Priorities

10.3.1 Increase Access and Equity to education opportunities.

Activity 1:. Equity in education study leads to improvements in equity and access.

To address data gaps relating to disadvantaged groups access to quality education, the MOE&HE, drawing on relevant supports, will undertake an Equity in Education study, seeking to understand various disadvantaged groups' access to educational opportunity in Puntland, across all subsectors; specific attention will be paid to evaluations of achievement and access to effective schooling for these groups.

Activity 2:. MOE&HE Allocate Resources Equitably.

The government will, building on clearer understanding of funding and activity undertaken in the country, seek to ensure equitable allocation of resources (human and financial) to Puntland's key disadvantaged stakeholder groups; equitable distribution will be calculated as per capita spend on education by proportion of population. To now, it appears that substantially more resources have been allocated to non-pastoralists, and urban communities, negatively impacting on outcomes for a range of groups.

Activity 3: Undertake school registration initiative.

The MOE&HE will undertake regular rounds of school registration, seeking to ensure that EMIS captures an accurate and as complete as possible, a view of educational institutions in the country. Greater completeness of data and understanding has the potential to greatly strengthen decision-making processes.

Activity 4: Carry out Measuring Learning Achievement studies annually across the Primary and Secondary subsectors.

MOE&HE will undertake annual Measuring Learning Achievement tests, drawing on relevant supports. These will be undertaken by independent consultants, seeking to provide objective feedback on national pupil achievement; this is seeking to respond to previously-cited concerns regarding the validity of national examinations, and high levels of illiteracy and innumeracy among primary graduates, and lack of accurate data on national pupil achievement. MLAs will be undertaken in a random

selection of two years in Primary and Secondary; i.e. that two years from each subsector will be randomly selected for study.

The MLA assessments will also evaluate whether the previous year's annual examinations and certifications set by the MoE&HE are sufficiently benchmarked against international standards, and that they are valid, accurate, and reliable. The will also feed into EMIS systems, providing school-level insights into pupil achievement (as resources allow). The MLA assessments will also evaluate the percentage of pupils at each evaluated level/grade that are functionally illiterate and innumerate, offering an additional layer of insight to collected data.

10.3.2 Improve the quality of education and learning outcomes.

Activity 5: Revise school quality supervision frameworks and systems.

The results of these supervisions will be centrally recorded, ideally against EMIS data and in a centrally managed and accessible database, in a way that allows for meaningful analysis across individual schools, regions, demographic groups, and other pertinent areas of interest. These systems will also be designed to validate self-reported EMIS data, given that some concerns emerged during the ESA regarding that accuracy of school-submitted statistics.

Activity 6: Effective mechanisms are put in place to ensure absenteeism, or unprofessionalism among teaching staff is effectively dealt with.

MoEHE will establish mechanism to monitor teacher absenteeism, corporal punishment, and other indicators of poor teaching practice across Puntland. As such, it will be important to ensure teacher accountability systems are in place prior to any large-scale expansions in centralised payment systems. Furthermore, handing accountability mechanisms to communities and families, vis-à-vis that community partnership programme described in other sections, has been demonstrated to be another mechanism by which teachers can be held to account.

Activity 7: QA and administration responsibilities will be devolved to the REOs and DEOs, building on strengthened QA mechanisms and systems.

Travel across Puntland remains challenging, with MOE&HE officials effectively restricted from travel to many of the more remote regions of the country. Many of the preceding recommendations require regular and effective interaction with local schools and authorities to function as intended. Fortunately, the MOE&HE has some Regional and District infrastructure on which it can draw to achieve the ends of this ESSP.

As such, an extensive decentralisation and training initiative will be undertaken, building on new systems and practices, seeking to ensure District and Regional educational authorities are sufficiently well versed in requirements and capable of undertaking the required work. This will include participation in QA supervisions, examinations and standards implementation, and child protection work without the country.

10.3.3 Enhance efficiency of the education system

9.1.1.1 Strengthen systems and administration

Activities 8: EMIS systems are updated and strengthened to include a wider and stronger range of data.

The basic EMIS infrastructure appeared to be relatively strong, with easy-to-use systems, and well-observed practices underpinning much activity focussing on this system. However, EMIS systems remain an underutilised resource, with some challenges in timely updating of the system experienced; seeking to maximise the usefulness of this system, the EMIS system will be updated,

Activity 9: The MOE&HE works to effectively coordinate activity among NSA, NGO, and community-level actors to improve outcomes and efficiency.

Further to the above recommendation, detailed discussions will be had between all relevant actors about how to efficiently, and equitably allocate resources to meet the strategic goals of this ESSP. This activity will be undertaken in a greater degree of detail than is currently the case in JRES and ESC coordination meetings, and will seek to include the private sector, given that the government and third sector bodies do not have funds to unilaterally grow the education sector. Actors will seek to coordinate, rather than impose restrictions on, expanding provision; actions will be limited to coordination, and standards-raising across Puntland.

Activity 10: Compliance and Accountability Report.

Seeking to achieve a stronger understanding of the potential compliance and accountability risks present in the Education Sector, a compliance and accountability study will be commissioned by an independent consultant, identifying areas of potential risk, and drafting detailed recommendations and creating systems to pre-empt concerns relating to corruption and waste. These systems will be implemented and codified through the capacity building exercise described below.

Activity 11: Financial and Compliance Management Capacity Building, leading to strengthened Financial, Compliance, and Accountability Reporting.

Further to the study recommended above, and challenges identified in securing detailed financial information, and clarity surrounding expenditure, additional financial capacity building will be undertaken by the MOE&HE, drawing on relevant supports. Software will be included in this, as appropriate.

An independent consultant will be hired to evaluate finance and accounting systems in the MOE&HE; they will be given full access to all accounts, records of expenditure, and other financial data, as well as design financial systems, and train all staff in their deployment.

The consultant will continue to oversee the maintenance of these systems for a period of one year, ensuring practices and policies are being effectively implemented. Additional recommendations and systems will be developed to cover:

- ❖ Feasibility of decentralised input of financial data by REOs, DEOs, and other relevant authorities;

- ❖ Training programmes and capacitation for financial staff;

- ❖ Effective compliance and accountability mechanisms;

- ❖ Automated and integrated software installation, distributed as appropriate across decentralised actors; and

- ❖ Other recommendations and deliverables seeking to ensure effective financial mismanagement of the education sector.

Activity 12: National Examinations Capacity Building, leading to progressive deployment of national annual examinations across Puntland, resulting through effective collaboration of MOE&HE, ESC, Community Groups, Private Sector, and other relevant parties.

The MOE&HE will draw on relevant supports to build the capacity and expertise of the MOE&HE and PNEB to deploy appropriately rigorous, moderated, and internationally benchmarked national annual examinations across Puntland. The results of examinations will be benchmarked against the results of the MLA assessments undertaken by independent consultants, ensuring the accuracy of national examinations.

This initiative will begin with a detailed study, seeking to understand the capacity and knowledge gaps that must be addressed prior to the implementation of national standardised examinations. This will lead to the development of the following systems and capacity:

- ❖ Question bank development, and ministry capacitation on this, for each level of education;
- ❖ Ministry capacity building on effective international benchmarking, and the creation of moderated examination systems;
- ❖ Relevant software to manage question banks and examinations;
- ❖ Capacity development on strengthening compliance and accountability within examination systems – provision of additional support as appropriate to achieve these ends;
- ❖ Ministry capacity building in effective mark scheme development, and the application of these on a national scale;
- ❖ Additional support, as appropriate, to ensure effective implementation of national targets.

Activity 13: National standardised examinations undertaken annually in Puntland across the Primary and Secondary sectors. The results of these track with MLAs, and are valid, reliable, and accurate.

Building on the above capacity development exercise, the MOE&HE will lead national deployment of annual standardised examinations. The results of these will be valid, accurate, and reliable; they will track with the results of the MLA, and will be benchmarked against international standards.

Activity 14: Consistent, rigorous, and systematic M&E undertaken, across all central and third sector activity and interventions undertaken.

Much provision in Puntland has been subject to strong M&E, but a range of studies could have an improved focus on outcomes and impacts, not treating activities as impacts in themselves; i.e. that 'X' teachers were trained, 'Y' books distributed, therefore the project was a success. Such input-focussed measures do not evaluate real impact of project activities (i.e. did learning improve?), leading to unclear understanding of project outcomes. Consequently, additional resource allocations may be made to ineffective projects given that they are reported to be successful. Such challenges have been reported throughout the development sector and appear to have impacted on Puntland's education sector as well.

Activity 15: MOE&HE Capacity Assessment is undertaken, and informs activity.

A detailed MOE&HE capacity assessment will be undertaken, identifying key strengths and areas in need of development. Recommendations will be targeted and granular, linking directly to capacity requirements for implementing this ESSP. This Assessment will submit concrete recommendations on how to address gaps. The Assessment will be used to inform planning and development of training/hiring packages. The capacity assessment will also provide insight into training and capacity development needs of REOs and DEOs.

Activity 16: Appropriate action taken on completion of the Capacity Assessment.

The relevant bodies will take action on completion of the relevant assessment.

Activity 17: Establish National Standards Development Centre, building on existing National Curriculum Resources, which drives up educational standards across the country in the ECE, Primary, ABE, NFE, and Secondary Education subsectors.

MoE&HE, drawing on relevant supports, will develop Minimum Standards Framework for education providers, building on the current national curriculum. Given that insufficient resources are available to centrally distribute government curriculum and relevant materials, the MOE&HE and partners will create standards all pupils must achieve before being promoted to the next grade, these will be benchmarked against international standards. Minimum standards framework will also govern minimum health and safety requirements for schools, child protection requirements, and consumer protections for the private sector.

The Minimum Standards framework will guide QA Department's activities (see later sections for discussion), and be implemented in inspection systems and frameworks (see Management and Administration section for more details). The standards will be transparently communicated to all relevant stakeholders (teachers, students, and parents) in a format appropriate to those groups; in order for such standards to be effective, they must be well communicated and understood by all relevant parties (Ko J. &., 2013).

Activity 18: MOE&HE Equipment Audit.

Concerns were expressed in the ESA regarding availability and sufficiency of MOE&HE resources, with specific requests submitted for new IT infrastructure, computers, and vehicles. However, the ESA did not seek to study the sufficiency of specific material to achieving the goals of the MOE&HE. As such, an 'equipment

audit' will undertaken by independent party, seeking to establish the needs of the MOE&HE. This audit will seek to establish needs in:

- ❖ Vehicles;
- ❖ Furniture;
- ❖ Office supplies;
- ❖ Printing equipment;

- ❖ IT infrastructure;
- ❖ Communications infrastructure; and
- ❖ All other equipment required for effective completion of its mission.

Activity 19: Appropriate action taken on completion of the Audit.

The relevant bodies will take action on completion of the relevant audit.

Activity 21: MOE&HE builds partnerships with Local Authorities (not REOs and DEOs); pilot partnerships programmes undertaken to devolve some functions to these bodies.

Further to the above decentralisation initiatives, Local Authorities will be engaged to undertake educational activities at the local level. These activities will include, but not be limited to:

- ❖ School rehabilitation;
- ❖ Awareness drives, seeking to enrol more children in school;
- ❖ Undertaking QA and professionalism checks at local schools, including ensuring teachers attend regularly; and
- ❖ Any other activities building on the 2014 Puntland Education Decentralisation Policy.

These initiatives will have clear M&E undertaken, seeking to evaluate their impact.

10.4 Key success indicators

10.4.1 Increase Equity and Access

Key Success Indicators

	Indicators	Data Sources
✓	Effective and accurate data on pupil learning outcomes, enrolment, and demographics is available and updated annually within three months of the end of the school year for every sub-sector.	❖ MLA Assessment Documents
✓	Effective and accurate data on all educational institutions and providers in Puntland is available, including teacher characteristics, school operations data, curriculum, fees, and location are available and updated annually within three months of the end of the school year.	❖ EMIS Data ❖ MLA Assessments ❖ QA Inspection / Supervision Documents and Database
✓	95% of all schools and educational institutions are tracked in EMIS, as well as all relevant data. Data is updated annually.	❖ EMIS Data ❖ MLA Assessments ❖ QA Inspection / Supervision Documents and Database ❖ Minimum Standards Revision Documents and Training ❖ Training records
✓	Independent MLA assessments are undertaken annually in NFE, ABE, Pastoralist, Primary, and Secondary schools; these are validated and benchmarked against international standards, and provide insight into the rates of functional illiteracy and functional innumeracy in target schools. The examinations deployed are accurate, valid, and reliable.	❖ MLA Assessments
✓	An ESC activity tracking database is created, offering detailed insight into all activity undertaken by the MOE&HE and ESC partners.	❖ EMIS Data ❖ ESC Activity Database

✓	This database is being used to inform activity undertaken by all partners, and has minimized duplication of inputs/activities.	❖ EMIS Data ❖ ESC Activity Database

10.4.2 Improve the quality of education and learning outcomes.

	Indicators	Data Sources
✓	Effective and accurate data resulting from school quality inspections is available, with quality expectations uniformly undertaken across all subsectors.	❖ EMIS Data ❖ MLA Assessments ❖ QA Inspection / Supervision Documents and Database ❖ Minimum Standards Revision Documents and Training
✓	A representative sample of schools from each subsector, in each region of Puntland, is visited annually; an annual supervision schedule is set in collaboration with QA department and REOs/DOEs, and is observed.	❖ Inspection Schedule ❖ QA Inspection / Supervision Documents and Database
✓	See sector-specific indicators on percentages of teachers meeting minimum standards of professional practice.	

10.4.3 Enhance efficiency of the education system

10.1.1.1 Strengthen systems and administration.

	Indicators	Data Sources
✓	An ESC activity tracking database is created, offering detailed insight into all activity undertaken by the MOE&HE and ESC partners.	❖ EMIS Data ❖ ESC Activity Database
✓	This database is being used to inform activity undertaken by all partners, and has minimized duplication of inputs/activities.	❖ EMIS Data ❖ ESC Activity Database ❖
✓	Accounting and financial data is accurate, reliable, up-to-date, comprehensive, and freely available to all who require it.	❖ Financial Capacity Building Project undertaken ❖ Financial records and systems

✔	Systems are in place which ensure hiring of well-qualified staff; meritocratic hiring underpins all selection of employees at the MOE&HE.	❖ HR systems and policies ❖ Staff selection records
✔	Steps are taken, and systems put in place to identify and mitigate corruption and waste of resources before they arise.	❖ Compliance and accountability study ❖ Compliance and accountability systems and procedures
✔	Examination results are all benchmarked against international standards; certificate and end-of-year examinations are all reliable, valid, and accurate. They track with independent MLA results.	❖ Examinations documents and reports ❖ MLA assessments ❖ EMIS data
✔	End-of-year examinations, linked to the Minimum Standards Framework, are created for each year of Primary, Secondary, ABE, and NFE.	❖ Examinations documents and reports ❖ MLA assessments ❖ EMIS data
✔	Examinations are sat by specified percentages of students in the country for all relevant subsectors; the results of these track with independently undertaken subsector MLAs.	❖ Examinations documents and reports ❖ MLA assessments ❖ EMIS data
✔	All interventions undertaken by MOE&HE and relevant ESC partners have strong M&E mechanisms; M&E frameworks primarily measure impacts and learning outcomes, not activity.	❖ Relevant framework and policy documents ❖ M&E reports ❖ ESC Activity database ❖ EMIS database
✔	M&E information is shared across the sector across all partners, and key findings inform programming.	❖ Relevant framework and policy documents ❖ M&E reports ❖ ESC Activity database
✔	By end of 2021 MOE&HE human capital is substantially more professionally capable to enhance day to day job performance, and have sufficient capacity to meet minimum requirements of ESSP activity.	❖ Capacity assessment undertaken ❖ Records of action taken, and activity reports ❖ Training records ❖ HR records
✔	ESSP National Standards Development Centre is established, and setting standards across all subsectors effectively;	❖ Feasibility Study ❖ Minimum standards documentation

	this has had a demonstrably positive impact on learning outcomes in Puntland.	❖ Examinations data ❖ EMIS data ❖ MLA reports ❖ Examinations reports
✔	The MOE&HE has sufficient material resources to achieve its minimum mission and mandate.	❖ Equipment audit ❖ Procurement records

	The MOE&HE has successfully devolved substantial QA and administration activities to the REOs and DEOs; these are effectively implementing central government policies, systems, and practices.	**Training Records** **Capacity Assessment** **QA systems and records** **Administrative records**
✔	The MOE&HE has piloted Local Authority engagement pilots in three districts successfully.	❖ M&E Records ❖ Administrative records
✔	Clear, rigorous, and impact-focussed M&E is undertaken on both the Local Authority and decentralisation initiatives; these are focussed on impacts and outcomes, and are used to substantively inform further action on the mart of the MOE&HE.	❖ Training Records ❖ Capacity Assessment ❖ QA systems and records ❖ Administrative records

10.5 Management & Administration Capacity Building Costs

7. What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. A more detailed breakdown and discussion can be found in the 'Finance' section of this document.

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Ministry of Education Capacity Building Costs	100%	$215,000.00	$448,050.00	$249,312.00	$215,000.00	$448,050.00	$1,575,412.00
	Sub Total		$215,000.00	$448,050.00	$249,312.00	$215,000.00	$448,050.00	$1,575,412.00
	Grand Total		**$215,000.00**	**$448,050.00**	**$249,312.00**	**$215,000.00**	**$448,050.00**	**$1,575,412.00**

Cross Cutting Thematic Areas

11 Education in Emergencies

11.1 Overview

The Committee on the Rights of the Child, the independent body reporting to the UN on the implementation of the UN Convention on the Rights of the Child, defines emergency situations, requiring EiE provision, in the following way:

> **Emergency situations are defined as all situations in which man-made or natural disasters destroy, within a short period of time, the usual conditions of life, care and education facilities for children. Children affected by emergencies are amongst those most vulnerable and marginalized in the world, and constitute one of the largest groups of out-of- school children. For education for all to become a reality, the right of children to education in emergencies needs to be respected, protected and fulfilled.**

Primary EiE actors in Puntland, will continue to implement the Inter Agency Network for Education in Emergencies (INEE) standards for delivery. These standards seek to ensure minimum standards of provision across the following areas in the figure below:

Challenges

Within the Puntland context, the most salient challenges resulting in the need for EiE provision comprise drought and armed conflict. However, in some cases, long-term displacement has resulted in relatively large populations living in IDP camps and on the margins of society for extended periods of time;

EiE funding in Puntland tends to flow through the Common Humanitarian Fund (The Somalia Humanitarian Fund – 'CHF'); this body is responsible for the funding of humanitarian programmes throughout Somalia, not just

Puntland; this has potentially resulted in challenges in equitable and effective distribution of funds. NGOs have indicated that some retain small 'reserve emergency funds', seeking to offer higher degrees of flexibility to respond to emergencies without having to rely on the CHF; however, these funds are very limited and available only irregularly.

While the education cluster, led by UNICEF with SCI as co-lead, seek to coordinate Somalia-wide response from Nairobi, the need for more local capacity has resulted in the establishment of Puntland EiE working group (comprising the various agencies in Puntland responding to emergencies), seeking to coordinate EiE response across the MOE&HE and ESC partners. Further to this, many large NGOs have 'emergency response units' distributed throughout Puntland, with the intent of offering effective local capacity to respond to emergencies situations.

However, given the longer-term and slower nature of many of the emergency-related challenges facing Puntland, securing sufficient capacity and funding to meet EiE needs has been a substantial challenge.

11.2 **Policy Priorities**

The drafting of an effective Education in Emergencies (EiE) plan must begin with an analysis of the main policy priorities both for EiE, but also for Puntland's education sector more generally. There are five primary policy priorities facing EiE provision in Puntland: access, administration, coordination, quality, and availability of resources. These issues are interrelated in many ways, but are significant enough to merit individual discussion. The MoEHE, UNICEF, Save the Children and other EiE will take action under the following four Education Sector priorities

11.2.1 Increase access and equity to education opportunities

Activity 1: Advocate for increased access and enrolment in emergency-affected areas.

Activity 2: Establish clear, and actionable guidelines and systems for transition from emergency to normal education programmes and vice versa.

Activity 3: Conduct Equity in Education Study with focus on EiE, informing action and strategy.

Within the Equity in Education study, evaluation will be undertaken of the equity in access to EiE of different groups.

11.2.2 Improve the quality of education and learning outcomes

Activity 4: Ensure the quality of EiE provision through both planning and implementation.

It is important that students in emergency situations continue to have access to quality education, both to ensure continued educational progression in the short-term as well as to ease the transition into more normal formalised education when that option becomes viable.

Activity 5: Train teachers to address the constellation of concerns and obstacles specific to EiE.

11.2.3 Enhance efficiency of the education system

11.1.1.1 Strengthen systems and administration.

Activity 6: Integrate updated EiE data into the centralized EMIS System.

The focus will be on key demographic and achievement indicators to ensure ongoing and effective tracking and understanding of the EiE provision.

Activity 7: Conduct regular monthly EiE Working Group Meetings.

Strategic EiE response planning and implementation will be undertaken through monthly EiE Working Group meetings across the education sector. Emergency response meetings called to confront emergent challenges

Activity 8: Strengthen EiE coordination.

Ensure the effectiveness and efficiency of EiE provisions through improved coordination. Given the number of actors involved, coordination can be a significant obstacle to successful development and implementation; this effective coordination has faced substantial hurdles to-date.

Activity 9: Securing sufficient funds to permit the development, implementation, and maintenance of an effective EiE provision.

Inadequate funding presents a significant obstacle to successfully managing the other identified policy priorities: access, administration, coordination, and quality.

Activity 10: Develop administrative standards and practices for quality and effective EiE programming.

The Ministry of Education will develop and regularly review Disaster Response Plans to mitigate the negative effects of emergencies on education.

Activity 11: Develop a partnership growth programme, seeking to coordinate MoE&HE, community, NGO, and NSA structures to promote growth in the education sector; this programme includes substantial focus on EiE.

Activity 12: Coordinate development of education-sector wide EiE contingency plans to be adhered to and implemented by relevant actors.

Activity 13: Collaborate with key public, third sector and community stakeholders to create plans in order to contend with influxes of refugees and IDPs to the education system and assessing the impact that this will have on the existing quality and availability of resources for EiE.

Activity 14: Pre-positioning of stocks in high-risk areas.

Further to the effective contingency planning, which will include detailed, regional risk evaluations and minimum need projections, EiE actors will move to pre-position relevant stocks in high-risk areas.

Activity 15: Provide incentives and logistical support to the MOEHE Focal point personnel.

Activity 16: Train and build the capacity of MoEHE staff on scope, coordination and administration of EiE to ensure relevant staff can complete their jobs effectively.

REOs and DEOs will also be included in capacity building programmes Education in Emergencies:

11.3 Key Success Indicators

11.3.1 Increase Access and Equity

	Indicators	Data Sources
✓	EiE data captured into the EMIS system	❖ EMIS Data
✓	Collected data is reviewed periodically by the relevant MOE&HE department.	❖ TWG Meeting minutes ❖ ESC Activity database
✓	Monthly meetings are attended by the EiE working group.	❖ Meeting minutes
✓	Monitoring and evaluation of EiE provision is undertaken on a regular basis.	❖ QA Inspection / Supervision Records and Documentation ❖ EMIS Database ❖ INEE Handbook
✓	Number of Teachers trained for EiE situations as part of broader training initiatives in Puntland.	❖ QA Inspection / Supervision Records and Documentation Training records ❖ Teacher database ❖ EMIS Database
✓	Equity and access in EiE improved across all disadvantaged groups.	❖ EMIS Data
✓	EiE Contingency plans developed	❖ Contingency plans ❖ M&E documents
✓	Sufficient minimum stocks pre-positioned in high-risk areas and locations	❖ Stock records ❖ Partnership records
✓	EiE capacity strengthened sufficiently	❖ M&E reports ❖ Discussions with key stakeholders
✓	All EiE actors are clear on their role within EiE	❖ M&E reports ❖ Discussions with key stakeholders ❖ Administrative records

11.3.2 Edcation in Emergencies Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. Within EiE, the costs represented here do not deal with delivery of EiE, nor pre-acquisition of stocks – these are thought to be borne primarily by the CHF. These costs deal more with central capacity building at the Ministry and ESC level.

Note: The budgetary allocation for Education in Emergencies is reflected at the end of Child Protection page

Financial Planning

The Financial Planning section lays out available funds across both the government and international donors, and charts the costs across the education sector for the next five years. It identifies a substantial shortfall in available funding, which will require substantial collaboration across the sector to address.

12 Child Protection

12.1 Overview

Child protection concerns are of central importance in any education system; a number of studies have identified potential issues in Puntland, ranging from corporal punishment[5], to ineffective reporting and response systems. As such cross cutting Child Rights Governance and Child Protection measures across all sub sectors will be implemented to protect children.

12.2 Challenges

According to the Save the Children NORAD Framework Baseline Report, 2015 many schools had policies against such corporal punishment practices and claimed their teachers had been trained in psychosocial support to detect cases of trauma among their students and provide support. However, 31% of the pupils interviewed, according to the baseline report, indicated they had been subjected to beating by their teachers. Thus calling into question the adherence, effectiveness, and relevance of such policies and training.

Poor WASH facilities are also a challenge in the Child Protection area. Sanitary facilities are often lacking in schools in Puntland and many of the existing facilities are not always clean. Additionally, there is lack of staff-specific toilets, and pupil-to-toilet ratios remains high in many cases. According to the NORAD (2015) study, the average pupil-to-working toilet ratio was 91-1; additionally, approximately 19% of the schools included in the study had no toilet, and almost 30% had no clean toilet.

To safeguard the rights of children across all the sub sectors the Ministry of Education will prioritize the following actions disaggregated by priority.

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[5] Save the Children NORAD Framework Baseline Report, 2015

12.3 Policy priorities

12.3.1 Increase access and equity to education opportunities

Activity 1: Create awareness among CEC members on the rights of children and the need to protect children at school and at home.

Activity 2: Support schools to establish and strengthen Child Protection Clubs in every school.

The Child Protection Clubs will be central in advocating and creating awareness on the rights of children among fellow learners, community and other stakeholders.

Activity 3: Construction of inclusive Child Friendly Water Sanitation and Hygiene (WASH) facilities in Schools.

12.3.2 Improve the quality of education and learning outcomes

Activity 4: Train teachers, community groups, and local CSOs on Child protection and their Rights

The training will play a preventive role, informing community attitudes toward child protection and other child rights, with schools playing a key role in promoting attitudes which challenge violence and abuses.

Activity 5: Child Protection training programmes will be integrated into in service and pre-service teacher training programmes

These will draw heavily on the strong materials held by the ESC partners in the country; many of these are translated in Somali, and are proven within relevant contexts. Such an approach is thought to promote efficiency of intervention, and minimise cost escalation.

Activity 6: Train a designated 'Child Protection and Life Skills Trainer' per school.

This is meant to impart effective delivery of knowledge, skills, attitudes and practices to both students and staff. This approach, again, seeks to promote efficiency of intervention, drawing on available resources in the ESC. The Cascade trainers will be given a training schedule to observe in their own schools. The implementation of the training will be supervised regularly by Quality Assurance (QA) supervisions.

Activity 7: Ensure that Child Protection concerns will also be covered by MLA assessments and all other studies being undertaken in schools.

12.3.3 Enhance efficiency of the education system

Activity 8: Advocate for the Rights of the Child as enshrined in the UNCRC to ensure the developmental and protection needs of all school age children in and out of school

Activity 9: Advocate for enrolment of Out Of School Children (OOSC)

12.3.4 Strengthen systems and administration

Activity 10: In liaison with ESC members, stakeholders and other Ministries, conduct a study on Investment in Children.

Child Budgeting Analysis Study to include Education, Health and Child Protection among others sectors

Activity 11: Enforce national and school based policies and policy frameworks on child protection to protect children at school

Activity 12: Regular assessment of Child Protection concerns will be undertaken and remedial action documented. The assessments will be conducted at school level, by Quality Assurance supervisors throughout the year.

Activity 13: Develop Child Friendly Versions of the UN Convention on the Rights of the Child (UNCRC) and distribute at least a copy in every primary school

12.4 Key Success Indicators

	Indicators	Data Sources
✓	Number of cases of Child protection reported and addressed appropriately	❖ QA supervisions / inspections ❖ Other research undertaken in schools by relevant organisations ❖ EMIS CP database
✓	100% of primary learners (100% male and 100% female) are aware of effective WASH practices, and implement them in their daily lives.	❖ EMIS data ❖ Curricula designed and delivered ❖ QA inspection documents
✓	100% ABE& NFE learners (100% male and 100% female) are aware of harmful practices in their community, and demonstrate knowledge of how to effectively address them.	❖ EMIS data ❖ Curricula designed and delivered ❖ QA inspection documents
✓	100% of secondary learners (100% male and 100% female) are aware of important life skills, and demonstrate observance in their daily lives.	❖ Needs Assessment undertaken ❖ EMIS data ❖ FGD/Interviews guides ❖ Curricula designed and delivered ❖ QA inspection documents

12.5 Child Protection Capacity Building Costs

What follows is a brief summary of the costs expected from the above activities, and achievement of this ESSP's targets. Within CP, many of the costs associated by CP will be covered by activities in other sectors (namely the development of teacher training programmes, and oversight through QA mechanisms)

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Education in Emergencies	83%	$3,563,291.00	$2,894,253.00	$2,532,190.00	$1,823,942.00	$1,823,942.00	$12,637,618.00
	Sub Total		**$3,563,291.00**	$2,894,253.00	$2,532,190.00	$1,823,942.00	$1,823,942.00	$12,637,618.00
2	Child Protection	17%	$523,401.00	$523,401.00	$523,401.00	$523,401.00	$523,401.00	$2,617,005.00
	Sub Total		**$523,401.00**	**$523,401.00**	**$523,401.00**	**$523,401.00**	**$523,401.00**	**$2,617,005.00**
	Grand Total		**4,086,692.00**	**$3,417,654.00**	**3,055,591.00**	**$2,347,343.00**	**$2,347,343.00**	**$15,254,623.00**

The budget above refers to the total cost for the two cross cutting thematic areas.

13 Risks.

Risk	Mitigation measure	Assumptions
1: Access and equity to education opportunities		
Inability of learners to access and stay in school due to poverty, drought, strife and famine	Focus for immediate support to children in the most affected areas and also those children in rural areas, IDPs, girls, minority groups, coastal communities, and from pastoralists lifestyles	There will be political stability, limited civil strife and the current ongoing emergency responses will be effective
Limited response support to children's education during emergencies and inability of organization and donors to recognize the importance of Education in Emergencies	Develop a state and regional EiE Contingency Plans with prepositioned supplies and rooster to deploy immediately to minimize effects on children	Organizations, government and donors will embrace the Concept of Education in Emergencies and provided the needed coordination, financial, technical and material support
Limited funding and financial resources to implement the Puntland ESSP (2017-2021)	Stagnant or depleted financial support to the education sectors due competing resource in other countries and parts of the world	Financial Allocations to Education from Organizations, government and donors will be forthcoming to support education programming The government will gradually increase domestic funding to education programmes
2. Quality of education and learning outcomes		
Entrenched teaching to the test and rote learning	• Enhance credibility of examination system and certification • Document competencies and	• Transparency and accountability of the examination and certification system will be safeguarded

Risk	Mitigation measure	Assumptions
	standards to be achieved at different levels	• Availability of capacity to implement a competencies achievement education system
3. Efficiency of the education system		
Increased wastage across the Education Sector	• Provision of quality education across all levels	Teacher education colleges, teachers and the examination council will be steadfast in delivery of quality of Education and certification
4. Systems and administration		
Utilization of unreliable and invalid data to make useful for planning	• Ensure quality assurance during data collection and entry to ensure its validity and reliability • Consolidate data across all the education sub sectors into the system • Train more staff on data management	EMIS System will be re-designed to include all the sub sectors and updated and error checks during that data collection and entry will be minimal
Lack of human resource capacity to with stand the demands of decentralization of education at regional level	Establish a staggered roadmap to decentralize education to local , regional and district levels with focus on: • Sufficient guidance and oversight by the MOEHE Headquarters in Garowe • Development of quality control measures and indicators to be achieved by Central authorities • Provision of corresponding resources	The Decentralization Policy will be followed up for implementation and that no further regions will be established

Risk	Mitigation measure	Assumptions
Increased demand to education with no corresponding funding to sustain the growth and expansion	Conduct continuous education programming support and advocacy on the importance and benefits of education through: Media campaigns, open days, breakfast meeting briefs and bilateral meetings with key government departments	There will be political stability and continued government and NGO financial and technical support to the education sector
Duplication and uncoordinated education programming and response	• Strengthen coordination of all intervention by Education Sector Committee members • Review Education Sector Committee (ESC) Terms of References towards strengthening ESC coordination and responses • Clear separation of roles and responsibilities between the different directorates of the MOEHE and the Departments of Higher Education and the Commission of Higher Education	There will be concerted efforts by Education Sector Committee (ESC) members to strengthen delivery of education programmes Continued donor support to education programming

14 Ongoing Revision of the ESSP

In the interest of ensuring this ESSP remains relevant, and the primary driver of sector-wide activity, annual Joint Reviews of the Education Sector (JRES) will be undertaken. Achievements and impacts will be benchmarked against key indicators and outcomes. All M&E data, and the ESC Activity Database, will inform evaluations of progress against the ESSP; all ESC partners will continue to review and update the document in light of these findings.

Annual revision of targets and activities will also be undertaken, ensuring the ESSP remains relevant to emergent priorities, and the findings of the various studies required by this ESSP. In all cases, new targets and activities will seek to focus on achieving impacts and outcomes, with activity secondary to the achievement of relevant impacts. The guiding themes laid out in the ESA Synthesis Report, and repeated at the beginning of this document, will continue to inform the ongoing revision of this document.

15 Financial Plan

Table 13 - MOE&HE Budget (Government and Donor Contributions)

Details	2010	2011	2012	2013	2014
MoE&HE Actual Budget	890,719	1,069,526	1,384,565	1,186,658	4,020,953
Total Government Budget	28,020,000	30,158,200	38,622,800	39,277,340	60,182,157
MoE&HE Percentage of Total Budget	2.0%	3.5%	3.5%	3.5%	7%
MoE&HE Personnel Costs as a Percentage of MoE&HE Budget	49%	64%	64%	85%	78%
Additional INGO Contribution to MoE&HE budget (est.)					$1,666,656

The MoE&HE has seen substantial growth in funds in recent years, with the 2014 education budget achieving 7% of national totals. The ministry also reported receiving c. 1.6M USD in donor and NGO support, with this funding going to education development interventions, ministry recurrent cost as well as teacher incentives. The MoE&HE spent 78% of its funding in 2014 in recurrent costs, including REO and DEO costs; however, this is anticipated to shift to c. 50% dedicated to direct operations of education delivery.

Table 14 - Projected Puntland State of Somalia and MOE&HE Budget (2017-2021)

Projected Budgetary Allocation	2017	2018	2019	2020	2021	Total
Projected National Budget Amount	$67,200,000	$72,815,717	$78,880,692	$85,430,865	$92,505,052	$396,832,326
Projected MoEHE budget (Government Allocation)	$4,704,000	$5,825,257	$7,099,262	$8,543,087	$10,175,556	$36,667,307
Education as Percentage of National Budget	7.00%	8.00%	9%	10%	11%	9.24%
Projected MoEHE budget (Community Local and Diaspora Contribution)	$46,855,321	$50,475,400	$50,388,326	$48,890,261	$49,323,469	$245,932,777
Projected MoEHE budget (Donor Contribution)	$14,543,251	$16,066,937	$18,776,183	$21,655,993	$25,168,547	$96,210,911
Total projected MoEHE Budget(Community, Government and Donar fund)	$66,102,572	$72,367,594	$76,263,771	$79,089,341	$84,667,572	$378,490,850

The MOE&HE anticipates a growth in funds of 0.46% in 2017, and 1% per annum thereafter. By 2021, total available government funds are expected to achieve $11m USD.

Table 15 – Government-Submitted Breakdown of MOE&HE Subsector-Specific Spending on Education[6]

Subsector	Government Budget (2015)	Percentage of Gov't Budget
Primary Education (Grade 1-8 & ABE)[7]	$1,912,247	48%
Secondary Education	$841,540	21%
ECE Education	$-	0%
NFE Education	$92,171	2%
TVET	$40,074	1%
Higher Education (HEI)	$150,000	4%
Education Management and Administration	$801,486	20%
Educational Development	$169,915	4%

The government indicated it spends 48% of its budget on primary-related costs, with 21% allocated to secondary and 20% of education M&A. The remaining areas of expenditure did not individually comprise substantial percentages of activity.

Table 16 - INGO and Donor Funds – Puntland State of Somalia 2015

Organization	2015 Budget (USD)	Subsector Focuses
SCI	$1,200,000	Primary; TVET
RI	$1,500,000	Primary; Secondary (Gender)
NRC	$1,000,000	ABE; TVET
UNICEF[8]	$6,000,000	Capacity Building.
AET	$257,900	Primary & NFE Curriculum; Examinations
WVI	$900,000	Primary; TVET
CARE	$750,000	Secondary; Primary; TVET
WFP	$7,000,000	School Feeding
Additional Orgs. (est.)[9]	$2,500,000	N/A

Additional data was solicited from the main NGOs in Puntland, seeking to establish total aid funding flowing into Puntland's education sector. Each organisation was contacted, and asked to give the total funding they used for

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[6] These figures do not differentiate between administrative and direct education delivery costs.

[7] According to MOE&HE reports, grade 1-6 percentage comprises 45%

[8] Please note that UNICEF indicated it largely plays the role of a donor; most of these $6m USD are channelled through other organisations for project delivery; only an estimated 1.2M USD was spent directly on project costs. As such, only 1.2m USD has been added to the Puntland education sector funding total, in the interest of not double-counting fund sources.

[9] Please note that the consultants were unable to speak with representatives of all organisations in the country. Additional fund estimates are based on discussions with informed persons, largely representatives of other large NGOs in Puntland.

direct project delivery, and what subsectors they focused on. Total external funding flowing into Puntland's education sector was estimated to total $9.3m USD, and school feeding funding estimated at $7m USD.

Table 17 - Private Contributions to Education (2016)

Subsector	Est. Unit Costs p/a[10]	2016 Enrolment	Individual Expenditure
ECE	-	-	N/A
Primary (Incl. IQS)	$135[11]	138,651	$18,717,885
ABE	$25	9,176	$229,400
NFE	$25	15,097	$377,425
Secondary	$200	21,988	$4,397,600
TVET	$50	2,828	$141,400
HEI	$1,300	11,554	$15,020,200

Private contributions to education were estimated by evaluation of ESA data, and discussions with informed stakeholders; these inputs included payments for books, uniforms, and materials costs. The average estimated individual contribution to education was then multiplied against total enrolment for 2016 to achieve sector-wide estimated inputs. TVET totals remained low, given that NGOs largely fund relevant provision, with limited contribution by trainees.

Table 18 - Assumed subsector cost sharing across all enrolment (MoE&HE/Donor vs Private Contributions)

Subsector	MoE&HE / Donor Unit Cost	MoE&HE/ Donor Tot. Cost	Private Unit Cost	Private Tot Cost	Real Unit Cost (est.)
ECE	-	-		100%	N/A
Primary (Incl. IQS)	$54	$7,538,871	$135	$18,717,885	$189
ABE & Pastoralist	$65	$596,440	$25	$229,400	$90
NFE	$65	$981,305	$25	$377,425	$90
Secondary	$54	$1,195,553	$200	$4,397,600	$254
TVET	$800	$2,262,400	$50	$141,400	$850
HEI	$13	$150,000	$1,300	$15,020,200	1,313

The real unit cost for education was estimated, seeking to offset government and NGO investment into the education sector, or what education would cost

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[10] These include additional costs like books, uniforms, and materials.
[11] Private individual contribution estimates have been drawn from a combination of ESA survey data and discussions with informed stakeholders.

per pupil per annum in the absence of assistance. The results of this exercise can be seen in the above table – these can be found in the column titled 'Real Unit Cost (est.)'. It was assumed that for every dollar spent by the MOE&HE or donors, one dollar of savings was passed directly on to students. It appears that unit costs would be substantially higher in the absence of such funding, and would likely drive down enrolment rates.

Please note that the above subsector specific figures are estimates, created based on estimated subsector-specific expenditure given by the MoE&HE, INGOs, and available donors.

16 Projected Growth in MoE&HE and Donor Funds

Various international organisations and donors indicated that donor funds have been growing at a rate of 10% - 30% annually; this figure varied from organisation to organisation. In the interest of offering conservative estimates, low-end growth figures (12% average) have been used to create projections. The rate of inflation is assumed to be 3%. Growth in ministry funding has been estimated in line with the table laid out above, presenting the growth in available ministry funding.

Table 19 - Projected Growth in Donor and MoE&HE Funds

	2015	2016	2017	2018	2019	2020	2021
Gov't contribution	$2,975,000	$3,080,400	$3,998,400	$4,951,469	$6,034,373	$7,261,624	$8,649,222
NGO & donor contribution	$12,574,569	$14,506,023	$14,099,656	$15,555,206	$18,185,850	$20,974,382	$24,487,539
Education Sector Direct Funds (non-HEI)	$15,549,569	$17,586,423	$18,098,056	$20,506,675	$24,220,223	$28,236,006	$33,136,761
Gov't contribution	$525,000	543,600	$705,600	$873,789	$1,064,889	$1,281,463	$1,526,333
NGO & donor contribution	$333,331	$384,531	$443,595	$511,731	$590,333	$681,008	$785,611
MOE&HE Management & Admin Funds	$858,331	$928,131	$1,149,195	$1,385,520	$1,655,222	$1,962,471	$2,311,944

The projected growth in available funds will not be able to keep pace with projected or targeted enrolment, and resulting growth in education sector costs; much coordination between the MoE&HE, NGOs, donors, community groups, and other groups will be required to achieve desired ends. The projected shortfall, and expected MOE&HE and donor contributions, can be found in the table below. Costs are assumed to grow in line with inflation (3%).

Table 20 - Projected Growth in Education Sector Costs

	Unit Cost[1]	2017	2018	2019	2020	2021
ECE[2]	-	-	-	-	-	-
Primary (Incl. IQS)	$189	$30,088,737	$33,077,495	$35,612,843	$35,619,830	$37,973,528
NFEABE & Pastoralist	$90	$3,817,846	$4,977,787	$4,362,290	$1,090,109	$1,156,176
Secondary	$254	$7,547,934	$9,060,021	$10,538,876	$10,982,880	$12,332,362
TVET	$850	$2,755,332	$3,138,664	$3,477,050	$3,749,928	$4,086,460
HEI	$1,300	$16,229,114	$16,727,898	$17,236,852	$16,719,669	$17,378,627
Management and adminstration		$215,000	$448,050	$249,312	$215,000	$448,050
Additional ESSP Activities (Incl. EiE and ECE)[3]	-	$5,448,609	$4,937,679	$4,786,547	$4,275,173	$5,058,438
School Feeding		$7,000,000	$8,291,500	$9,821,282	$11,633,308	$13,779,654
Available MOE&HE & Donor Funds (Direct Delivery/Project Funds)		$18,098,056	$20,506,675	$24,220,223	$28,236,006	$33,136,761
Available School Feeding Funds		$7,000,000	$8,291,500	$9,821,282	$11,633,308	$13,779,654
Projected Funding Gap (Not Including HEI)		$31,775,402	$35,133,021	$34,806,695	$27,696,311	$28,022,856

As can be seen above, a substantial gap in funding is anticipated if growth projections, at current unit costs,

are to be achieved. Much of this is likely to be borne by families and individuals paying fees.

The MOE&HE will have to work closely with both donors and communities to ensure that targets in enrolment and growth are to be achieved.

The substantial gap in available funding poses a substantial risk to achievement of targets; concerted advocacy campaigns, on the part of the ministry and local stakeholders, will be important to improve funding availability.

Annexes

EARLY CHILDHOOD EDUCATION (ECE) SUB SECTOR COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	60%	$802,552.00	$898,321.00	$994,090.00	$1,089,859.00	$1,766,271.54	$5,551,094.14
	Sub Total		$802,552.00	$898,321.0	$994,090.00	$1,089,859.00	$1,766,271.54	$5,551,094.14
2	Improve the quality of education and learning outcomes	10%	$105,543.00	$137,205.90	$178,367.67	$214,041.20	$290,024.48	$925,182.26
	Sub Total		**$105,543.00**	**$137,205.9**	**$178,367.67**	**$214,041.20**	**$290,024.48**	**$925,182.26**
3	Enhance efficiency of the education system	5%	$53,231.00	$63,877.20	$95,815.80	$114,978.96	$134,688.17	$462,591.18
	Sub Total		**$53,231.00**	**$63,877.20**	**$95,815.80**	**$114,978.96**	**$134,688.17**	**$462,591.18**
4	Strengthen systems and administration	25%	$400,591.00	$420,620.55	$462,682.61	$508,950.87	$520,110.62	$2,312,955.64
	Sub Total		**$400,591.00**	**$420,620.5**	**$462,682.61**	**$508,950.87**	**$520,110.62**	**$2,312,955.64**
	Grand Total		**$1,361,917.00**	**$1,520,024.**	**$1,730,956.0**	**$1,927,830.03**	**$2,711,094.82**	**$9,251,823.22**

PRIMARY EDUCATION SUB SECTOR COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education	56%	$17,135,242.20	$18,547,461.00	$19,959,679.20	$21,371,898.00	$22,784,116.80	$99,798,397.20

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
	Sub Total		**$17,135,242.20**	**$18,547,461.00**	**$19,959,679.20**	**$21,371,898.00**	**$22,784,116.80**	**$99,798,397.20**
2	Improve the quality of education and	28%	$8,567,621.10	$9,273,730.50	$9,979,839.60	$10,685,949.00	$11,392,058.40	$49,899,198.60
	Sub Total		**$8,567,621.10**	**$9,273,730.50**	**$9,979,839.60**	**$10,685,949.00**	**$11,392,058.40**	**$49,899,198.60**
3	Enhance efficiency of the education system	9%	$2,855,873.70	$3,091,243.50	$3,326,613.20	$3,561,983.00	$3,797,352.80	$16,633,066.20
	Sub Total		**$2,855,873.70**	**$3,091,243.50**	**$3,326,613.20**	**$3,561,983.00**	**$3,797,352.80**	**$16,633,066.20**
4	Strengthen systems and administration	6%	$1,530,000.00	$2,165,060.00	$2,346,711.00	$2,586,713.00	$2,866,804.00	$11,495,288.00
	Sub Total		**$1,530,000.00**	**$2,165,060.00**	**$2,346,711.00**	**$2,586,713.00**	**$2,866,804.00**	**$11,495,288.00**
	Grand Total		**$30,088,737.00**	**$33,077,495.00**	**$35,612,843.00**	**$38,206,543.00**	**$40,840,332.00**	**$177,825,950.00**

ABE & NFE SUB SECTORS COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education	40%	$1,415,601.60	$1,520,460.60	$1,625,320.20	$1,730,179.20	$1,835,038.80	$8,126,600.40
	Sub Total		**$1,415,601.60**	**$1,520,460.60**	**$1,625,320.20**	**$1,730,179.20**	**$1,835,038.80**	**$8,126,600.40**
2	Improve the quality of education and learning outcomes	20%	$707,800.80	$760,230.30	$812,660.10	$865,089.60	$917,519.40	$4,063,300.20
	Sub Total		**$707,800.80**	**$760,230.30**	**$812,660.10**	**$865,089.60**	**$917,519.40**	$4,063,300.20
3	Enhance efficiency of the education system	7%	$235,933.60	$253,410.10	$270,886.70	$288,363.20	$305,839.80	$1,354,433.40
	Sub Total		**$235,933.60**	**$253,410.10**	**$270,886.70**	**$288,363.20**	**$305,839.80**	**$1,354,433.40**
4	Strengthen systems and administration	34%	$1,458,510.00	$2,443,686.00	$1,653,423.00	$987,636.00	$321,849.00	$6,865,104.00
	Sub Total		**$1,458,510.00**	**$2,443,686.00**	**$1,653,423.00**	**$987,636.00**	**$321,849.00**	**$6,865,104.00**
	Grand Total		**$3,817,846.00**	**$4,977,787.00**	**$4,362,290.00**	**$3,871,268.00**	**$3,380,247.00**	**$20,409,438.00**

SECONDARY EDUCATION SUB SECTOR COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total
1	Increase access and equity to education opportunities	55%	$4,160,660.40	$4,970,349.60	$5,780,038.80	$6,589,728.00	$7,399,417.20	$28,900,194.00
	Sub Total		**$4,160,660.40**	**$4,970,349.60**	$5,780,038.80	$6,589,728.00	$7,399,417.20	$28,900,
2	Improve the quality of education and learning	28%	$2,080,330.20	$2,485,174.80	$2,890,019.40	$3,294,864.00	$3,699,708.60	$14,450,097.00
	Sub Total		$2,080,330.20	$2,485,174.80	$2,890,019.40	$3,294,864.00	$3,699,708.60	$14,450,
3	Enhance efficiency of the education system	9%	$693,443.40	$828,391.60	$963,339.80	$1,098,288.00	$1,233,236.20	$4,816,699.00
	Sub Total		**$693,443.40**	**$828,391.60**	**$963,339.80**	$1,098,288.00	$1,233,236.20	**$4,816,6**
4	Strengthen systems and administration	8%	$613,500.00	$776,105.00	$905,478.00	$1,003,371.00	$1,075,694.00	$4,374,148.00
	Sub Total		**$613,500.00**	**$776,105.00**	**$905,478.00**	**$1,003,371.00**	$1,075,694.00	**$4,374,1**
	Grand Total		**$7,547,934.00**	**$9,060,021.00**	**10,538,876.00**	**$11,986,251.00**	**$13,408,056.00**	

TECHNICAL VOCATIONAL EDUCATION & TRAINING SUB SECTOR COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education opportunities	59%	$1,644,199.20	$1,846,118.40	$2,048,037.60	$2,249,956.80	$2,451,876.00	$10,240,188.00
	Sub Total		**$1,644,199.20**	**$1,846,118.40**	**$2,048,037.60**	**$2,249,956.80**	**$2,451,876.00**	**$10,240,18**
2	Improve the quality of education and learning outcomes	30%	$822,099.60	$923,059.20	$1,024,018.80	$1,124,978.40	$1,225,938.00	$5,120,094.00
	Sub Total		**$822,099.60**	**$923,059.20**	**$1,024,018.80**	**$1,124,978.40**	**$1,225,938.00**	**$5,120,094**

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
3	Enhance efficiency of the education system	10%	$274,033.20	$307,686.40	$341,339.60	$374,992.80	$408,646.00	$1,706,698.00
	Sub Total		**$274,033.20**	**$307,686.40**	**$341,339.60**	**$374,992.80**	**$408,646.00**	**$1,706,698**
4	Strengthen systems and administration	1.6%	$15,000.00	$61,800.00	$63,654.00	$65,508.00	$67,362.00	$273,324.00
	Sub Total		**$15,000.00**	**$61,800.00**	**$63,654.00**	**$65,508.00**	**$67,362.00**	**$273,324.0**
	Grand Total		**$2,755,332.00**	**$3,138,664.00**	**$3,477,050.00**	**$3,815,436.00**	**$4,153,822.00**	

HIGHER EDUCATION SUB SECTOR COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
1	Increase access and equity to education	60%	$9,729,811.20	$10,027,469.01	$10,332,563.35	$10,021,824.58	$10,416,411.71	$50,528,079.85
	Sub Total		$9,729,811.20	$10,027,469.01	$10,332,563.35	$10,021,824.58	$10,416,411.71	$50,528,079.
2	Improve the quality of education and	29.97%	$4,864,460.46	$5,013,581.83	$5,166,448.50	$5,012,466.40	$5,210,015.17	$25,266,972.35
	Sub Total		$4,864,460.46	$5,013,581.83	$5,166,448.50	$5,012,466.40	$5,210,015.17	$25,266,972.
3	Enhance efficiency of the education	10%	$1,621,635.20	$1,671,244.84	$1,722,093.89	$1,670,304.10	$1,736,068.62	$8,421,346.64
	Sub Total		$1,621,635.20	$1,671,244.84	$1,722,093.89	$1,670,304.10	$1,736,068.62	$8,421,346.64
4	Strengthen systems and administration	0.09%	$13,207.14	$15,602.68	$15,747.18	$15,074.89	$16,131.68	$75,763.58
	Sub Total		$13,207.14	$15,602.68	$15,747.18	$15,074.89	$16,131.68	$75,763.58
	Grand Total		**$16,229,114.00**	**$16,727,898.3**	**$17,236,852.9**	**$16,719,669.97**	**$17,378,627.18**	**$84,292,162**

EDUCATION MANAGEMENT AND ADMINISTRATION COSTS

#	Priority		2017	2018	2019	2020	2021	Total (US$)
1	Ministry of Education Capacity Building Costs		$215,000	$448,050	$249,312	$215,000	$448,050	**$1,575,412**
	Sub Total		$215,000	$448,050	$249,312	$215,000	$448,050	**$1,575,412**
	Grand Total		**$215,000**	**$448,050**	**$249,312**	**$215,000**	**$448,050**	**$1,575,412**

CROSS CUTTING THEMATIV AREAS COSTS

#	Priority	%	2017	2018	2019	2020	2021	Total (US$)
	Education in Emergencies	83%	$3,563,291.00	$2,894,253.00	$2,532,190.00	$1,823,942.00	$1,823,942.00	$12,637,618.00
	Sub Total		**$3,563,291.00**	$2,894,253.00	$2,532,190.00	$1,823,942.00	$1,823,942.00	$12,637,618.00
	Child Protection	17%	$523,401.00	$523,401.0	$523,401.00	$523,401.00	$523,401.00	$2,617,005.00
	Sub Total		**$523,401.00**	**$523,401.0**	**$523,401.00**	**$523,401.00**	**$523,401.00**	**$2,617,005.00**
	Grand Total		**$4,086,692.00**	**$3,417,654.**	**$3,055,591.00**	**$2,347,343.00**	**$2,347,343.00**	**$15,254,623.00**

OVERALL TOTAL COST						
SUBSECTORS	**2017**	**2018**	**2019**	**2020**	**2021**	**TOTAL**
ECE	$1,361,917.00	$1,520,024.65	$1,730,956.08	$1,927,830.03	$2,711,094.82	$9,251,823.22
Primary	$30,088,737.00	$33,077,495.00	$35,612,843.00	$38,206,543.00	$40,840,332.00	$177,825,950.00
NFE & ABE	$3,817,846.00	$4,977,787.00	$4,362,290.00	$3,871,268.00	$3,380,247.00	$20,409,438.00
Secondary	$7,547,934.00	$9,060,021.00	$10,538,876.00	$11,986,251.00	$13,408,056.00	$52,541,138.00
TVET	$2,755,332.00	$3,138,664.00	$3,477,050.00	$3,815,436.00	$4,153,822.00	$17,340,304.00
Higher Education	$16,229,114.00	$16,727,898.35	$17,236,852.92	$16,719,669.97	$17,378,627.18	$84,292,162.42
Educational M&A	$215,000	$448,050	$249,312	$215,000	$448,050	$1,575,412
Cross-cutting	$4,086,692.00	$3,417,654.00	$3,055,591.00	$2,347,343.00	$2,347,343.00	$15,254,623.00
Overall Grand Total	$66,102,572.00	$72,367,594.00	$76,263,771.00	$79,089,341.00	$84,667,572.00	$378,490,850.00

16.1 ANNEX 2: PUNTLAND ESSP RESULT FRAMEWORK

<table>
<tr><td colspan="6" align="center">**PUNTLAND ESSP (2017-2021)**
RESULTS FRAMEWORK</td></tr>
<tr><td colspan="6" align="center">**Sub-theme: Early Childhood Education (ECE)**</td></tr>
<tr><td></td><td>**Intervention logic**</td><td>**Indicators**</td><td>**Assumptions**</td><td>**Means of verification**</td><td>**Data source**</td></tr>
<tr><td>1</td><td>**GOAL:** To increase Access and Equity to Education opportunities for all children (3-5) years in Puntland by 2021</td><td>GER/NER</td><td>No disruption to learning</td><td>Document review</td><td>EMIS, Statistical year book</td></tr>
<tr><td>1.1</td><td>**Outcome**: To promote Early Childhood Development</td><td>% of children(3-5)years reported with improved psycho-motor, cognitive skills</td><td></td><td></td><td>EMIS Data</td></tr>
<tr><td>1.1.1</td><td>**Output**: Increased number of (3-5) year children enrolled in ECE centres and accessing education</td><td># of children enrolled in ECE</td><td>Parents sensitized and ready to send their children to ECE</td><td>School Inspection</td><td>Supervision/Inspection Documents and Data.</td></tr>
<tr><td>1.1.1.1</td><td>Activity: Increase enrolment of children between 3-5 years into ECE programmes</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.1.2</td><td>**Output**: Promote equity in ECE Sub-sector</td><td>study conducted</td><td></td><td>Document review</td><td>Study report</td></tr>
<tr><td>1.1.2.1</td><td>Activity: Conduct Equity in education study</td><td>Study conducted</td><td>Government receives funding to conduct study</td><td>Document review</td><td>Study report</td></tr>
</table>

			Willingness of parents to send children to ECE	School monitoring visit, Document review	EMIS
1.1.2.2	Activity: Increase enrollment of girls(3-5)years in ECE centres	# of Children enrolled in ECE			
2	**GOAL:** Learning outcomes improve through the provision of quality education in Puntland	Quality of ECE services improved			EMIS
2.1	**Outcome**: To promote Early Childhood Development	% of children exhibiting improvement in all the ECCD learning Domains		School inspection and supervision	Pupil Achievement Data;; Policy Documents
2.1.1	Output: To promote the Social & Emotion, motor, Cognitive, language and literacy Development of children(3-5) years across Puntland	# of children achieving on learning domains		Talking to teachers and checking children's performance	Pupil Achievement record
2.1.1.1	Activity: Integrating ECE data in EMIS				
2.1.1.2	Activity: Improve Pupil learning outcomes across ECE through assessment of learning outcome domains	% of ECE children(3-5 years) with enhanced literacy and numeracyskills		Monitoring visit, talking to children	Pupil achievement data
2.1.1.3	Activity: Improve the quality of provision across ECE				
3	**GOAL**: The education monitoring, administration and coordination systems are strengthened to allow for effective education sector coordination	A functioning M&E system in place	There is deliberate effort to manage M&E system	Meetings, systems operations audit, Document reviews	EMIS,
3.1	Outcome: Leading role of the Ministry strengthened for the integrated, inter-ministerial implementation of the ECCE	MOEHE taking leadership role in ECE sub-sector	Government takes necessary steps to	Meetings, document review	ECE policy, EMIS

	Policy and Strategic Framework.		coordinate ECE sub-sector		
3.1.1	Output: Strengthen capacity of MOEHE to manage the ECE(policy dissemination, curriculum development, formation of steering Committee, teacher accreditation and training, supervision and Inspection guideline)	ECE strategic and policy framework in place and operational		Meeting with MOEHE, Visiting ECE centre, document reviews	Training reports, EMIS
3.1.1.1	Activity: ECE Sector Mapping	Mapping report	Funding availability	Meeting, document review	Mapping report
3.1.1.2	Activity: ECE Policy Dissemination	Attendance records and minutes		Document reviews, interviews, field visits	Minutes of meetings, reports
3.1.1.3	Activity: ECE Curriculum development and harmonization	Harmonized curriculum in place	Funding availability	Review of documents	Reviewed document, interviews
3.1.1.4	Activity: Developing and implementing accreditation and certification system for teacher training	Functional teacher accreditation system in place	Available capacity	Meetings, document reviews, interviews	Reports
3.1.1.5	Activity: Establish a National Steering Committee	Functional committee in place	Available capacity	Meetings, document reviews	Reports
3.1.1.6	Activity: Developing standards for play and learning materials which promote child-centered teaching and the child's holistic development	Minimum standards framework for play and learning materials in place	Funds availability	Interviews, document review	FGD, REPORTS

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P.E	Intervention logic	Indicator	Assumption	Means of verification	Data source
	GOAL: Access and equity across the education sector is improved for all in Puntland	GER/NER	No emergencies interrupt learning	Document review	EMIS Year book
1					
1.1	Outcome: Access to primary education increased, through a continued expansion of formal primary education	GER/NER	No emergencies interrupt learning	Document review	EMIS Year book
1.1.1	Output: Increased enrolment in primary school and promote equity	Number of boys and girls enrolled in primary schools from different backgrounds	No emergencies interrupt learning	Document review	School records
1.1.1.1	Activity: Expand provision of grants directly to schools through already existing community structures such as Community Education Committees (CECs) and local governments	CECs empowered to manage and handle school improvement and development grants	Community willing to participate in school programmes	School visits,	MLA Studies; EMIS data QA supervisions and inspection documents
1.1.1.2	Activity: Provide targeted allocation of resources to rural areas, girls, and other disadvantaged groups.	Proportion of funding allocated to rural areas, girls and other disadvantaged groups	Parents send girls to school, and funding available	School visits, document review	MLA Studies; EMIS data QA inspection documents

Sub-theme: Primary Education (P.E)

1.1.1.3	Activity: Recruit and develop female teachers to work in all regions of Puntland	Number of female teachers recruited; Gender parity index 1 achieved	Parents send their girls to school and support them	School visits	Equity in Education Study; EMIS data
1.1.1.4	Activity: Construct and open of 75 primary schools	Number of primary schools constructed	Funding availability	Monitoring visit to schools	MLA Studies; EMIS data QA supervisions and inspection documents
1.1.1.5	Activity: Expand School Feeding Programmes (SFP) to meet acute needs	% of primary schools benefiting from school feeding programme	Funding availability	Visits to schools, interviews	MLA Studies; EMIS data QA supervisions and inspection documents
1.1.1.6	Activity: Conduct equity in education study, leads to effective and equitable allocation of resources	Number of studies or research done on Equity of education		Document reviews	MLA Studies; EMIS data
1.1.1.7	Activity: Establish a Private Special Needs Education (SNE) school	Number of SNE established and operational	Funds availability	Visits to schools	MLA Studies; EMIS data Supervision reports
2	GOAL: **Learning outcomes improve through the provision of quality education in Puntland**	% of schools showing improvement in the quality of education	Studies not interrupted and learner don't drop	Document review	Exams results
2.1	Outcome: Improvement in achievement of learning outcomes	% of grade(1-4) learners showing improvement in achievement of learning outcomes	No disruption in learning	Document review	Exams results
2.1.1	Output: Improvement in the achievement of the learning outcomes	# of children reported achieving the learning outcomes	No disruption	Document review	Exams results

2.1.1.1	Activity: Carry out literacy and numeracy assessment for 60% learners in grade 1-4	# of children that participated in literacy/numeracy assessment			
2.1.2	Output: Finalization of National curriculum and co-curricular activities, learning assessment and examinations	Harmonized curriculum and assessment systems in place and in use	Capacity available at MOEHE	Document review	Reports, Curriculum document
2.1.2.1	Activity: Develop and Implement a Minimum Standards Framework	Minimum Standards Framework developed and being used			
2.1.3	Output: Teacher training and development	% of teachers trained in different subject areas and are observing professional/pedagogical areas of competencies	Funding availability	Monitoring visits	Records
2.1.3.1	Activity: Create a Practicing Teachers' Certification	A certification system established and functioning	Capacity available	Meetings, interviews	Reports
2.1.3.2	Activity: Implement an In-service Training for 1,000 practicing primary teachers per year	# of In-service teachers trained in different subject and professional areas of competence			
2.1.3.3	Activity: Training 1,000 teachers on new curriculum	# of teachers trained in new curriculum			
2.1.3.4	Activity: Training 650 head teachers on management and Instructional leadership	# of head teachers trained on leadership and management			

2.1.3.5	Activity: Provide training for 160 new primary teachers per year	# of new teachers trained			
2.1.4	Output: Improve quality of infrastructure and instructional materials	# of schools with improved learning environment and # of teaching-learning materials developed and distributed to schools	Funding	Monitoring visits, interviews	Reports
	Activity: Distribute 10,000 textbooks and teacher's guides for all subjects annually(Development and printing)	# of text books and teachers guides developed and distributed Validated pupil-text book ratio	Funding availability	Visits to schools	Interviews, stores records
	Activity: Upgrade facilities primarily WASH infrastructure, undertaken in 20 (100 over five years) primary schools annually	# of primary schools with WASH facilities upgraded			
3	**GOAL: Enhance efficiency of the education system**	% of children retained and completing their studies	Parents supporting their children to be in schools	Document reviews	Attendance registers, examination results
3.1	Outcome: Improved retention of learners(P1-P8)	% children who enroll in P1 and transition from P.8	No disruption, and parents support	School examination results	Attendance, Examination results
3.1.1	Output: Improve the rate of pupil	Primary rate of survival			

	survival by 50%	p1-p8 is improved to 50%			
4	**GOAL: Strengthen systems and administration**	Efficiency in management of education system improved	Capacity and commitment available	Interviews, document reviews, systems audit	EMIS, records
4.1	Outcome: Management capacity strengthened	Functioning systems	Funding available	Systems audit	EMIS,
4.1.1	Output: EMIS being used	EMIS being used	Capacity built	Document review	EMIS database
4.1.1.1	Activity: Set up an integrated Management Information System(EMIS)	Integrated EMIS in place and in use			

<table>
<tr><td colspan="6" align="center" style="background:yellow">Sub-theme: Secondary Education S.E</td></tr>
</table>

	Intervention logic	**Indicator**	**Assumption**	**Means of verification**	**Data source**
1	**GOAL**: Increase access and equity	% of out of school youth accessing Secondary education	Parents supportive	Visits to schools, Document verification	EMIS data, school enrollment records
1.1	**Outcome**: Access to Secondary education increased, through a continued expansion of formal Secondary education	% of out of school youth accessing Secondary education	Parents supportive and no disruption	Monitoring visits	EMIS data
1.1.1	Output: Increased enrolment of students in Secondary schools, and promote equity	# of students enrolled in Secondary education	No disruption, parents support	Field visits to schools	EMIS, Enrollment data

1.1.1.1	Activity: Undertake targeted allocation of resources to rural areas, girls, and other disadvantaged groups with 50% of funding going to rural Secondary schools	Proportion of Government and donor funding going to rural Secondary schools Secondary GER increases to 24%.			
1.1.1.2	Activity: Implement a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector				
1.1.1.3	Activity: Recruit female teachers to serve as secondary teachers, and provide appropriate incentives for them to stay	# of female teachers recruited to teach in Secondary schools #Female teachers comprise 15% of Secondary teaching force			
1.1.1.4	Activity: Build 25 new secondary schools, with over half of these in rural areas	# of new Secondary schools constructed			
	Activity: Construct 25 Girl Friendly Spaces, seeking to improve girls' participation in education	# of Girl friendly Spaces constructed in Secondary schools			
1.1.1.5	Activity: Provide scholarships for 300 students, with 50% going to students from rural communities	Number of scholarships secured			

2	**GOAL**: Improved quality and learning outcome	Improved Pass rates of Secondary school s	Students retained in school	Monitoring visits,	Attendance records, examination results
2.1	Outcome: Learning outcomes improved at secondary schools	Proportion of students passing with improved Grades	Teachers are committed	Monitoring visits	Attendance records
2.1.1	Output: Reinforcement and better coordination of key quality inputs and processes	# of students passing in different subjects			
2.1.1. 1	Activity: Develop and implement the Minimum Standards Framework	Minimum Standards Framework in place			
2.1.1. 2	Activity: Create a Practicing Teachers' Certification for Secondary	Teachers Certification system in place			
2.1.1. 3	Activity: Provide training for 100 practicing secondary teachers per year	# of practicing teachers wo have received training			
2.1.1. 4	Activity: Recruit and Train 50 new secondary teachers per year	# of new Secondary school teachers recruited and trained			
2.1.1. 5	Activity: Build or upgrade laboratories and libraries in 17(20%) secondary schools in Puntland	# of Laboratories and libraries built and equipped			
2.1.1. 6	Activity: Review and analyze syllabus for all subject	New Syllabus developed and in use			
2.1.1. 7	Activity: Develop and print 6,000 Secondary text books(per core subject) and teachers Guides all subjects	# of Secondary school text books and teachers' Guides developed and printed			

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				Means of	
2.					
3	GOAL: Enhanced Efficiency of the Education system	Reduced % of students who drop out and repeat classes	No disruption to learning	Monitoring visits	Attendance records
4	GOAL: Strengthened systems and Administration	Functional management systems and Administration(EMIS)			

Sub-theme: Alternative Education and Non-formal Education AB&NFE

	Intervention logic	Indicator	Assumption	Means of verification	Data source
1	**GOAL**:Access and equity across the education sector is improved for all in Puntland	ABE & NFE sub-sector prioritized in Puntland	Sub-sector prioritized for funding	Check records	Financial records at MOEHE
1.1	Outcome: Access to Alternative Basic Education and Non-Formal Educaton(ABE &NFE) increased, through a continued expansion of ABE & NFE)	Expansion in ABE & NFE programmes	Funding availability	Document reviews and interviews	Financial records
1.1.1	Output: Increased enrolment, (attendance, retention and progression) into ABE & NFE	# of children and youth enrolled and attending ABE & NFE classes	Parents supporting the sub-sector	Field visits to schools, Document reviews, interviews	Attendance records
1.1.1.1	Activity: Allocate resources equitably	Proportion of Government and donor funding allocated			

		Equitably to ABE/NFE			
1.1.1.2	Activity: Implement a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector	Policy framework developed for ABE & NFE			
1.1.1.3	Activity: Increase ABE schools to 75	# of ABE schools opened			
1.1.1.4	Activity: Create pathways between ABE/NFE and formal education	Clear referral pathways developed and disseminated up to community level			
1.1.1.5	Activity: ABE enrolment increases by 40%.	% increase in the number of learners enrolled in ABE/NFE			
1.1.1.6	Activity: 30,000 Pastoralist children enrolled in Primary/ABE schools in Puntland	# of children from pastoralist community enrolled into primary/ABE			
1.1.1.7	Activity: Pilot 2015 Pastoralist Policy	Pastoralist Education policy domesticated			
1.1.1.8	Activity: Flexible school timing programmes explored and implemented as a method for improving pastoralist educational access	Flexible and convenient school timing is in place			
1.1.1.9	Activity: Impact Evaluations for	Evaluation study			

	Pastoralist Education Provision	conducted			
1.1.1.1 0	Activity: Build 20 new NFE centres	# of NFE centres opened			
1.1.1.1 1	Activity: Establish toilets, water points, and WASH facilities in 20% of NFE centres	# of NFE centres that have received new WASH facilities			
1.1.1.1 2	Activity: Provide school feeding to meet acute need.	# of NFE centres benefiting from school feeding programme			
2	**GOAL**: Improved quality and learning outcomes	% of disadvantaged, out of school youths and adults gaining life- long knowledge and re-integrating into different formal and vocational education system	Parents support the programmes	Document reviews	EMIS
2.1	Outcomes: Increased proportion of youths and adults completing their studies in	% of children, youths and adults transiting from ABE & NFE into other mainstream education system and gaining employment and self sufficiency	Parents willing to support their children	Document reviews, school visits	Attendance records
2.1.1	Output: Children/young adults completing their level of education in ABE/NFE centres	# of children/young adults completing their course of Education	No disruption to programme	Visits to schools, interviews	Examination results
2.1.1.1	Activity: Develop and Implement the	Functioning			

	Minimum Standards Framework	Implementation Framework in place			
2.1.1.2	Activity: Create a Practicing Teachers' Certification	Teacher's Certification system established			
2.1.1.3	Activity: Provide training for 50 new NFE/ABE teachers per year	# of new ABE/NFE teachers recruited and trained			
2.1.1.4	Activity: Train 100 practicing NFE/ABE teachers per year	# of in-service NFE/ABE teachers trained			
2.1.1.5	Activity: Implement a government-community-NSA partnership model seeking to work closely with existing educational capacity and structures in Puntland.	Growth in Public-Private partnership programmes across Puntland			
2.1.1.6	Activity: Put in place mechanisms to ensure distributed textbooks are being given to pupils in need across Puntland, and that they are returned by the end of the year	Text-books management system introduced and being followed			
2.1.1.7	Activity: Validate self-reported EMIS textbook quantities and student-textbook ratios to be undertaken through QA mechanisms	Functioning EMIS			
2.1.1.8	Activity: Distribute 2000 textbooks per core subjects annually	Pupil-textbook ration			
2.1.1.9	Activity: Provide facility improvements for 25% of all NFE	% of WASH Facilities upgraded and rehabilitated			

	Intervention logic	Indicator	Assumption	Means of verification	Data source
	classrooms/centres, with a focus on upgrading WASH facilities				
3.	**GOAL**: Enhanced Efficiency of education system				
4.	**GOAL**: Strengthen systems and Administration	Efficient systems of administration in place and running	Capacity and commitment	Systems audit, interviews document reviews	EMIS database
4.1.	Outcome: Improve efficiency in management and administration of education system	Management systems are functioning	Capacity and commitment	Systems audit	EMIS database
4.1.1	Output: Improved institutional and human capacity of the MOHE to deliver on their mandate	Technical, financial, capacity of the MOEHE sufficient	Funding availability	Document reviews	EMIS, financial records
4.1.1.1	Activity: Develop and administer centralized end-of-year ABE and NFE examinations	End of year examinations administered and results produced			

Sub-sector: Technical Vocational Education and Training (TVET)					
	Intervention logic	**Indicator**	**Assumption**	**Means of verification**	**Data source**
1	GOAL: Increase access and equity	% of out of school youth gaining with enhanced life skills	Parents understand and appreciates TVET	Document reviews, visits to schools	Enrolment records, EMIS
1.1	Outcome: Improved attendance, retention and progression in TVET	% youths retained and completing different	No disruption to programmes	Visits to TVET	Enrollment records

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	programmes	training skills trades		centres and enterprises	
1.1.1	Output: # of TVET trainees enrolled into different trade skills	# of TVET trainees enrolled in IBTVET and EBTVET	Funding availability	Monitoring visits to training centres	Records, Attendance
1.1.1.1	Activity: Hire 50 TVET instructors annually	# of TVET Instructors hired annually			
1.1.1.2	Activity:Strengthen/upgrade existing TVET centres	# of TVET centres upgraded			
1.1.1.3	Activity:Construct a model Technical Secondary School	# of Model Technical Secondary schools constructed			
1.1.1.4	Activity:Coordinate the establishment of dedicated department at a local University to train TVET instructors.	A new department for training of TVET Instructors established at a University			
2	**GOAL**: Improve the quality of education and the learning outcomes	% of trainees completing their training	No Disruption	Interviews with TVET centre managers, document reviews	EMIS, Examination results
2.1	Outcome: Increased proportion of youths gaining meaningful employment after training	% of TVET Graduates who have gained employment opportunity	Enterprises willing to take up the graduates	Document review, monitoring visits	Market feasibility study report, Tracer study report

		# of youth who have completed their training course		Document reviews	Examination results
2.1.1	Output: # of TVET trainees completing their trainings				
2.1.1.1	Activity: Introduce on-the-job-training components across all TVET programmes				
2.1.1.2	Activity: Train thirty per cent (30%) of the existing TVET instructors				
2.1.1.3	Activity: Undertake TVETneeds assessments				
2.1.1.4	Activity: Develop and Harmonize TVET Curricula across all levels				
3	**GOAL**: Strengthen systems and Administration	TVET revitalized in Puntland	Funding availability	Document reviews, Key Informant interviews	Policy documents-VQA, VQF, strategy
3.1	Outcome: Effective management of TVET programmes	TVET linkages with Institutions, enterprises enhanced	Funding availability	Document reviews	EMIS
3.1.1	Output: Improved capacity for TVET management	Capacity at the MOEHE enhanced to manage TVET	Funding availability	Document reviews	EMIS
3.1.1.1	Activity: ImplementTVET policy and strategy	TVET strategy disseminated and domesticated	Funds availability	Document reviews	TVET strategy document

	Intervention logic	Indicator	Assumption	Means of verification	Data source
	Sub-sector: Higher Education H.E				
1	**GOAL**: Increase Access and Equity to education opportunities	% of children transitioning from P.8 to Secondary education	Parental support	Document reviews, field visits	Enrollment records
1.1	Outcome: Access to Secondary education increased, through a continued expansion of Higher Education	% of growth in the yearly increase in enrollment	Parental support and funding availability	Document reviews	Enrollment records
1.1.1	Output: Increased enrolment of students in Secondary schools, and promote equity	# of students enrolled in Higher Education, including females			
1.1.1.1	Ensure women are protected and treated equitably	# female students enrolled in Higher Education, and # of cases of reported cases of female harassment reported and handled			
1.1.1.2	Address, measures and reduce the gender disparity at HEIs	HEI Male-female parity achieved within five years (F 42%- M 58%)			
1.1.1.3	Provide scholarship opportunities for disadvantaged students including females to enroll at higher education institutions	The number of scholarships from foreign and local universities increase by 2% yearly			
2	**GOAL**: Improve the quality of Education and learning outcomes	% of out of school youths retained and completing their levels of Higher education	Parental support, No disruption	Document review	End of year or end of phase examination

					result, EMIS
1.1	Outcomes: % children passing with good grades	Reinforcement and better coordination of key quality inputs and processes	No disruption	Document review	EMIS, Examination results
2.1.1	Outputs:	# of students retained and completing Higher education		Document review	Examination results
2.1.1.1	Activity: Establish a unified qualifications framework, moderation and objective standards of teaching in Higher Education in Puntland				
2.1.1.2	Activity: Quality assurance unit to evaluate 100% of HEIs annually				
2.1.1.3	Activity: MOE&HE support and coordinate and work with universities to ensure establishment of relationships and partnerships with foreign universities				
2.1.1.4	Activity: Introduce objective standards of teaching, moderation and measures of learning outcomes				
2.1.1.5	Activity: Establish Moderation and Objective Standards of teaching in all HEIs in Puntland				
3	**GOAL**: Enhancing efficiency of education system	% of students who go through the Higher education system	Increased funding of HE	Document review, interviews	EMIS, Examination results
3.1	Outcome: Increased proportion of students retained and completing their course of education	% of students in Higher completing and passing with good grades	Capacity exists	Visits to HEIs, Document reviews	EMIS, Examination results

					Attendance registers, Examination results
3.1.1	Output: Increased retention and completion rate of students in HEIs	# of students retained and completing Higher Education	No disruption	Document review	
3.1.1.1	Activity: Accrediting Higher Education Qualification				
4	**GOAL**: Strengthening systems and Administration	Fully fledged and functional Management and Administration systems in place	Funding availability	Systems audit	EMIS
4.1	Outcome: Enhanced Efficiency of management structures and systems	Technical, financial, capacity of the MOEHE sufficient	Staff committed	Systems audit	EMIS
4.1.1	Output: Increased capacity to manage and coordinate Higher education systems	Technical, financial, capacity of the MOEHE sufficient	Staff committed	Systems audit	EMIS
4.1.1.1	Activity: Establish the Commission for Higher Education (CHE	Fully fledged and functioning Commission for Higher Education			
4.1.1.2	Activity: Develop clear mandates, scope, roles and responsibilities to avoid duplication of services offered by the Department of Higher Education and the Commission for Higher Education in Puntland.	Clear organizational structure in place			
4.1.1.3	Activity: Avail accurate, reliable, and up-to-date EMIS data on Higher Education	EMIS in place and being used and updated			

	Activity: Ensure that ethical and transparent operational systems and modalities are maintained.				
4.1.1.4		Professional Code of conduct in place and disseminated			
4.1.1.5	Activity: Build the capacity of the human resource capital necessary to lead and manage the expansion and provision of quality higher education through trainings	# of staff hired and developed			
4.1.1.6	Activity: Mobilize financial and material resources to support, expand and provide quality higher education	Increased funding for Higher education			
4.1.1.7	Activity: Develop and implement a zero tolerance approach to harassment and discrimination policy.	Work based policy on harassment in place and disseminated			

<table>
<tr><td colspan="6" style="background:yellow;text-align:center">Cross-cutting theme: Education in Emergencies (EiE)</td></tr>
<tr><th></th><th>Intervention logic</th><th>Indicator</th><th>Assumption</th><th>Means of verification</th><th>Data source</th></tr>
<tr><td>1</td><td>GOAL: Increase access and equity to education opportunities</td><td>GER for children from emergencies affected areas</td><td>Community support to education</td><td>Document review, school visits</td><td>EMIS data</td></tr>
<tr><td>1.1</td><td>Outcome: Children affected by emergencies do not miss their education evening in emergencies situation</td><td>% of children from communities affected by emergencies accessing quality and equitable education</td><td>Funding for Education in Emergencies</td><td>Document review, school visits</td><td>EMIS</td></tr>
<tr><td>1.1.1</td><td>Output: Children affected by Emergencies enrolled in education</td><td># of children from emergencies affected areas</td><td>Community support</td><td></td><td></td></tr>
</table>

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	institutions/centres	enrolled and attending some form of education			
1.1.1.1	Activities: Advocate for increased access and enrolment in emergency-affected areas	# of community members from Emergencies affected reached with advocacy message on importance of Education in Emergencies			
1.1.1.2	Activity: Establish clear, and actionable guidelines and systems for transition from emergency to normal education programmes and vice versa	Transition strategy in place			
1.1.1.3	Activity: Conduct Equity in Education Study with focus on EiE, informing action and strategy	Equity in education study report			
2	**GOAL**: Improve quality of education and learning outcomes	Achievement of the learning outcomes	Support from parents and community		
2.1	Outcome: Increased proportion of children from emergencies affected community completing their education	% of children transiting to next level of education with good grades	Available funding for EiE	Document reviews	EMIS data
2.1.1	Output: Increased number of children passing with good grades	# of Children passing final examinations	No disruption	Document reviews, school visits, Key Informants	Attendance register
2.1.1	Activity: Ensure the quality of EiE				

.1	provision through both planning and implementation				
2.1.1 .2	Activity: Train teachers to address the constellation of concerns and obstacles specific to EiE	Number of Teachers trained for EiE situations as part of broader training initiatives in Puntland.			
3	**GOAL**: Enhance efficiency of the education system	% of children emergency affected communities completing their education system	Available funding foe EiE	Document reviews, Visits to schools	Examination reports, EMIS
4	**GOAL**: Strengthen systems and Administration	Functional systems	Funding availability		EMIS
4.1	Outcome: : Enhanced Efficiency of management structures and systems	Technical, financial, capacity of the MOEHE sufficient	Funding availability	Document reviews, systems audit	EMIS
4.1.1	Output:Increased capacity to manage and coordinate Higher education systems	Technical, financial, capacity of the MOEHE sufficient	Competent and committed staff	Document reviews, systems audit	EMIS
	Activity: Integrate updated EiE data into the centralized EMIS System	EMIS in place			
	Activity: Conduct regular monthly EiE Working Group Meetings	Monthly EiE Working group meeting held			
	Activity: Strengthen EiE coordination	Regular coordination Monitoring and evaluation of EiE provision is undertaken on a regular basis			

Activity: Securing sufficient funds to permit the development, implementation, and maintenance of an effective EiE provision	Increased funding stream for EiE			
Activity: Develop administrative standards and practices for quality and effective EiE programming.				
Activity: Develop a partnership growth programme, seeking to coordinate MoE&HE, community, NGO, and NSA structures to promote growth in the education sector; this programme includes substantial focus on EiE				
Activity: Coordinate development of education-sector wide EiE contingency plans to be adhered to and implemented by relevant actors	EiE Contingency plans developed			
Activity: Collaborate with key public, third sector and community stakeholders to create plans in order to contend with influxes of refugees and IDPs to the education system and assessing the impact that this will have on the existing quality and availability of resources for EiE	Contingency plans developed			
Activity: Pre-positioning of stocks in high-risk areas	Sufficient minimum stocks pre-positioned in			

	Intervention logic	Indicator	Assumption	Means of verification	Data source
		high-risk areas and locations			
	Activity: Provide incentives and logistical support to the MOEHE Focal point personnel.	EiE capacity strengthened sufficiently			
	Activity: Train and build the capacity of MoEHE staff on scope, coordination and administration of EiE to ensure relevant staff can complete their jobs effectively				

Sub-sector: Child Rights and Child Protection C.P

	Intervention logic	Indicator	Assumption	Means of verification	Data source
1	**GOAL: Increase access and equity to education opportunities**	Learners studying in a safe, protective environment	School administration deliberate in mainstreaming child Rights and protection in their schools	School visits, Document review, interviews	School Administrators, reports
1.1	Outcome: The provision of safe, inclusive, and nurturing education becomes a cornerstone of Puntland national education	% of schools with safe, inclusive learning environment	Commitment of school Administrators	School visits,	Reports, EMIS

1.1.1	Output: Awareness on prevention and response to neglect, abuse and exploitation of children created among children and the wider community in the targeted areas	Proportion of people aware of Child protection and Child Rights # of schools with trained Child Rights clubs	Commitment of school Administrators	School visits, Focused Group Discussions	Reports, minutes of meetings
1.1.1.1	Activity: Create awareness among CEC members on the rights of children and the need to protect children at school and at home	# of CEC members fully aware of Child rights and Child protection issues			
1.1.1.2	Activity: Support schools to establish and strengthen Child Protection Clubs in every school	# of Child protection clubs formed and functioning			
1.1.1.3	Construction of inclusive Child Friendly Water Sanitation and Hygiene (WASH) facilities in Schools.	# of Child friendly WASH facilities constructed in schools			
2	GOAL: Improve the quality of education and learning outcomes	Proportion of schools with Child Rights and Child protection integrated into teaching and learning, and other school programmes	Commitment of Education institutions to implement measures	School visits, Document reviews	Reports, Key Informant interviews, FGD
2.1	Outcome: Improved Child Rights and Child protection awareness	School population aware of Child Rights and Child protection issues	Commitment of School Administrators	School visits, Document reviews	School visits, Document reviews

Output: Improved capacity of education institutions to promote/champion Child Rights and Child protection among children	% of school community reached with Child Rights and Child protection issues	Commitment of school Administrators	School visits, Document reviews	School visits, Document reviews
Train teachers, community groups, and local CSOs on Child protection and their Rights Child Protection training programmes will be integrated into in service and pre-service teacher training programmes				
Train a designated 'Child Protection and Life Skills Trainer' per school				
Ensure that Child Protection concerns will also be covered by MLA assessments and all other studies being undertaken in schools	Assessment covers Child protection			
GOAL: Enhance efficiency of Education system	Children are retained and protected	Commitment	Document reviews, interviews, FGD	Reports, attendance
Output: Promote Advocacy on Child Rights and Child protection	# of child Rights Advocacy meetings held	Commitment	Document reviews, interviews,	Reports, attendance

				FGD	
	Activity: Advocate for the Rights of the Child as enshrined in the UNCRC to ensure the developmental and protection needs of all school age children in and out of school	Child Rights advocacy campaigns implemented			
	Activity: Advocate for enrolment of Out Of School Children (OOSC)	# of out of school Children enrolled in school as right			
4	GOAL: Strengthen systems and Administration	Child Rights related legal framework and policies domesticated in all the learning institutions	MOEHE commitment	Document reviews, Interviews, FGD	Reports, policies
	Outcome: Strengthen child protection legal framework in learning institutions	Strengthen Child protection policy framework	MOEHE commitment	Document reviews, Interviews, FGD	Reports, Policies
	Output: Disseminate Child rights policies and related laws	Number of policies and laws disseminated, and number of children benefiting from the dissemination sessions	MOEHE commitment	Document reviews, FGD	Reports, Policies
	Activity: In liaison with ESC members, stakeholders and other Ministries, conduct a study on Investment in Children	# of organizations adopting Child budgeting in their programmes and projects			

	Intervention logic	Indicator	Assumption	Means of verification	Data source
	Activity: Enforce national and school based policies and policy frameworks on child protection to protect children at school	# of schools sensitized on Child protection issues			
	Activity: Regular assessment of Child Protection concerns will be undertaken and remedial action documented	# of protection assessments conducted			
	Activity: Develop Child Friendly Versions of the UN Convention on the Rights of the Child (UNCRC) and distribute at least a copy in every primary school	# of copies of UN Convention on the Rights of the Child summarized and disseminated o schools			

Sub-sector: Management and Administration M & A

	Intervention logic	Indicator	Assumption	Means of verification	Data source
1	**GOAL**: Strong systems are in place across Puntland, and they aid in effective understanding and planning across the sector	Functioning systems in place	Funding and commitment	Systems audit	EMIS
1.1.1.1	Activity: EMIS integrated and updated	95% all schools and learning centres tracked in the system			
	School Registration initiatives				
	Measuring Learning Achievement studies undertaken annually across the Primary, Secondary, NFE, ABE, and Pastoralist	MLA assessment conducted annually			

	Education Subsectors				
	Equity in Education Study Leads to Improvements in Equity and Access				
2	**GOAL:** QA Systems Strengthened	Quality Assurance framework in place, and being used	Commitment, Funding availability	Systems audit, Key Informant Interviews(KIs)	EMIS
2.1.1.1	Activity: Revision of School Quality Supervision Frameworks and Systems.	A representative sample of schools from each subsector, in each region of Puntland, is visited annually; an annual supervision schedule is set in collaboration with QA department and REOs/DOEs, and is observed			
	Activity: Effective mechanisms are put in place to ensure absenteeism, or unprofessionalism among teaching staff is effectively dealt with.	Effective and accurate data resulting from school quality inspections is available, with quality expectations uniformly undertaken across all subsectors.			
3	**GOAL**: Effective coordination of Public, private and third sector	Harmonized and coordinated plans of actions consolidated for all stakeholders in Education	Commitment and capacity	Systems audit, meetings, document reviews	EMIS Database
3.1.1.1	Activity: Creation of an ESC	Database created and in use			

	activity database				
3.1.1.2	Activity: The MOE&HE works to effectively coordinate activity among NSA, NGO, and community-level actors to improve outcomes and efficiency.				
3.1.1.3	Activity: MOE&HE Allocate Resources Equitably	Level of funding increased			
4	GOAL: **Compliance mechanisms are strengthened, leading to better administration and management across the sector**	Internal control systems are in place and being followed	Commitmen t to follow	Systems audit, interviews, meetings	Audit reports
4.1.1.1	Activity: Compliance and Accountability Report	Systems are in place which ensure hiring of well-qualified staff; meritocratic hiring underpins all selection of employees at the MOE&HE			
4.1.1.2	Activity: Financial and Compliance Management Capacity Building, leading to strengthened Financial, Compliance, and Accountability Reporting.	-Accounting and financial data is accurate, reliable, up-to-date, comprehensive, and freely available to all who require it. -			
5	**GOAL 5**: National examinations and qualifications are deployed nationally, and are accurate,	National Examination unit at MOEHE is strengthened to perform its mandate	Funding availability and capacity	Systems audit	Reports, EMIS

	reliable, valid, and benchmarked against international standards				
5.1.1.1	Activity: National Examinations Capacity Building, leading to progressive deployment of national annual examinations across Puntland, resulting through effective collaboration of MOE&HE, ESC, Community Groups, Private Sector, and other relevant parties.	Examination results are all benchmarked against international standards; certificate and end-of-year examinations are all reliable, valid, and accurate. They track with independent MLA results.			
5.1.1.2	Activity: National standardized examinations undertaken annually in Puntland across the Primary, Secondary, ABE, and NFE sectors.	End-of-year examinations, linked to the Minimum Standards Framework, are created for each year of Primary, Secondary, ABE, and NFE			
6	**GOAL**: Strong M&E mechanisms in place, and inform planning and interventions across the sector	Quality Assurance department strengthened ,with good M&E systems being used	Funding and capacity	Document review, systems audit	EMIS Database
6.1.1.1	Activity: Consistent, rigorous, and systematic M&E undertaken, across all central and third sector activity and interventions undertaken	-All interventions undertaken by MOE&HE and relevant ESC partners have strong M&E mechanisms - M&E information is shared across the sector across all partners, and key findings			

		inform programming			
7	**GOAL**: By end of 2021 all MOE&HE human capital is professionally capable to enhance day to day job performance				
	MOE&HE Capacity Assessment is undertaken, and informs activity	By end of 2021 MOE&HE human capital is substantially more professionally capable to enhance day to day job performance, and have sufficient capacity to meet minimum requirements of ESSP activity			
8	**GOAL**: Establish National Standards Development Centre, which drives up educational standards across the country**.**	National Standards Development Centre opened and operational	Funding availability	Interviews, meetings, Document reviews	EMIS, Records
8.1.1.1	Activity: Establish National Standards Development Centre, building on existing National Curriculum Resources, which drives up educational standards across the country in the ECE, Primary, ABE, NFE, and Secondary Education subsectors.	ESSP National Standards Development Centre is established			
9	**GOAL**: MOE&HE is equipped as appropriate, ensuring capacity	Enhanced capacity of MOEHE	Funding availability,	System audit	EMIS, Records, Reports

	to meet needs of national education sector		and commitment		
9.1.1.1	MOE&HE Equipment Audit	The MOE&HE has sufficient material resources to achieve its minimum mission and mandate			
10	**Decentralization of education sector QA and administration functions**	Level of authority, resources, responsibility devolved to Regions, Districts and schools	Commitment from the centre	Systems audit, Interviews, field visits to Regions, Districts and schools	EMIS, Records
10.1.1.1	Activity: QA and administration responsibilities will be devolved to the REOs and DEOs, building on strengthened QA mechanisms and systems.	-The MOE&HE has successfully devolved substantial QA and administration activities to the REOs and DEOs; these are effectively implementing central government policies, systems, and practices -Clear, rigorous, and impact-focused M&E is undertaken on both the Local Authority and decentralization initiatives			

16.2 ANNEX 3: DETAILED THREE YEAR ACTION PLAN (2017-2019)

Subsector	#	Activity	Year 1	Year 2	Year 3
ECE	2	Equity in Education Study Leads to Improvements in ECE Equity and Access.		■	■
ECE	3	ECE Sector Mapping Report.	■		
ECE	3	EMIS systems are implemented for ECE.	■		
ECE	8	Development and Implementation of the Minimum Standards Framework.		■	
Primary	2	MoE&HE undertake targeted allocation of resources to rural areas, girls, and other disadvantaged groups.	■	■	■
Primary	3	Recruitment and development of female teachers to work in all regions of Puntland	■	■	■
Primary	4	Construction & opening of 75 primary schools	■	■	■
Primary	5	Provision of sufficient 'school feeding' to meet acute need.	■	■	■
Primary	13	Annual distribution of textbooks will amount to 10,000 per core subject; steps will be taken to ensure equitable distribution of resources.	■	■	■
Primary	14	Facility upgrades, primarily in WASH infrastructure, undertaken in 20 primary schools annually.	■	■	■
Primary	1	Implementation of a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector.	■	■	■
Primary	6	Equity in education study, leads to effective and equitable allocation of resources.		■	■
Primary	7	Establish a Private Special Needs Education (SNE) school.		■	■

Level	No.	Description			
Primary	8	Development and Implementation of the Minimum Standards Framework.		✓	
Primary	9	Creation of a Practicing Teachers' Certification.		✓	
Primary	10	Training will be provided for 1,000 practicing primary teachers per year.		✓	✓
Primary	11	Train 650 primary school head teachers on management and institutional leadership		✓	✓
Primary	12	Training will be provided for 160 new primary teachers per year.		✓	✓
Primary	13	Develop and print primary textbooks and teacher guides for all subjects		✓	✓
Primary	14	Distribute 10,000 textbooks annually.		✓	✓
Secondary	1	MoE&HE undertake targeted allocation of resources to rural areas, girls, and other disadvantaged groups.	✓	✓	✓
Secondary	3	Recruit female teachers to serve as secondary teachers, and provide appropriate incentives for them to stay.	✓	✓	✓
Secondary	4	25 new secondary schools are built, over half of these in rural areas.	✓	✓	✓
Secondary	5	Construction of 25 Girl Friendly Spaces, seeking to improve girls' participation in education	✓	✓	✓
Secondary	14	25% of secondary schools will have laboratories and libraries built and/or facilities upgraded to meet educational needs.	✓	✓	✓
Secondary	2	Implementation of a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector.	✓	✓	✓
Secondary	6	Development and Implementation of the Minimum Standards Framework.		✓	
Secondary	7	Review and analyse secondary syllabus for all subjects		✓	
Secondary	8	Creation of a Practicing Teachers' Certification.		✓	
Secondary	9	Training will be provided for 100 practicing secondary teachers per year.		✓	✓

Secondary	10	Training will be provided for 50 new secondary teachers per year.		██	██
Secondary	11	Build or upgrade laboratories and libraries in 17 secondary schools in Puntland.		██	██
ABE&NFE	1	The Government Allocates Resources Equitably.	██		
ABE&NFE	4	Creation of linkage pathways between ABE/NFE and formal education.	██		
ABE&NFE	12	Provision of sufficient 'school feeding/Food for training' to meet acute need.	██		
ABE&NFE	21	Annual distribution of textbooks will amount to 2,000 per core subject in NFE and ABE education; steps will be taken to ensure equitable distribution of resources.	██		
ABE&NFE	2	Implementation of a partnership growth programme, led by the MOE&HE, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector.	██		
ABE&NFE	13	Development and Implementation of the Minimum Standards Framework.		██	
ABE&NFE	14	Creation of a Practicing Teachers' Certification.		██	
ABE&NFE	15	Training will be provided for 50 new NFE/ABE teachers per year.		██	██
ABE&NFE	16	Training will be provided for 100 practicing NFE/ABE teachers per year.		██	██
ABE&NFE	17	Implementation of a government-community-NSA partnership model seeking to work closely with existing educational capacity and structures in Puntland		██	██
ABE&NFE	18	Mechanism is put in place to ensure distributed textbooks are being given to pupils in need across Puntland, and that they are returned by the end of the year.		██	██
ABE&NFE	23	Creation and deployment of end-of-year ABE and NFE examinations.		██	
ABE	3	75 ABE schools active in Puntland.	██		██

Category	No.	Description			
ABE	5	ABE enrolment increases 40%.	✓	✓	✓
ABE	6	30,000 Pastoralist children enrolled in Primary/ABE schools, or some other form of basic education.	✓	✓	✓
ABE	7	2015 Pastoralist Policy Pilots		✓	✓
ABE	8	Flexible school timing programmes explored and implemented as a method for improving pastoralist educational access.		✓	✓
ABE	9	Impact Evaluations for Pastoralist Provision.		✓	✓
NFE	10	20 new NFE centres will be built.	✓	✓	✓
NFE	11	Establish toilets, water points, and WASH facilities in 20% of NFE centres; use resources to promote equity and access, bearing gender issues in mind.	✓	✓	✓
NFE	22	Provide facility improvements for 25% of all NFE classrooms/centres, with a focus on upgrading WASH facilities.	✓	✓	✓
NFE	20	Develop and print Level 3 and 4 of NFE textbooks	✓	✓	✓
TVET	4	Coordinate the establishment of dedicated department at a local University to train TVET instructors	✓	✓	
TVET	7	TVET EMIS System Updated to Include Employment Data.	✓		
TVET	8	M&E undertaken for all TVET programming; M&E focusses on empirical employment outcomes.	✓		
TVET	1	50 new TVET teachers hired annually.		✓	
TVET	2	Strengthen/upgrade existing TVET centres.		✓	
TVET	3	Construct a model Technical Secondary School		✓	
TVET	5	Introduce on-the-job-training components across all TVET programmes.		✓	✓
TVET	6	Train thirty per cent (30%) of the existing TVET instructors		✓	✓
TVET	9	Conduct regular M&E for all TVET programmes.		✓	✓
HEI	1	Ensure women are protected and treated equitably	✓	✓	✓

Category	No.	Description			
HEI	2	Address, measures and reduce the gender disparity at HEIs.	✓	✓	✓
HEI	3	Provide scholarship opportunities for disadvantaged students including females to enrol at higher education institutions.	✓	✓	✓
HEI	4	Establish a unified qualifications framework, moderation and objective standards of teaching in Higher Education in Puntland.	✓	✓	
HEI	6	MOE&HE support and coordinate and work with universities to ensure establishment of relationships and partnerships with foreign universities.	✓	✓	
HEI	5	Quality assurance unit to evaluate 100% of HEIs annually.		✓	✓
HEI	7	: Introduce objective standards of teaching, moderation and measures of learning outcomes.		✓	
HEI	8	Establish Moderation and Objective Standards of teaching in all HEIs in Puntland.		✓	
HEI	9	Accrediting Higher Education Qualification		✓	
MA	1	EMIS systems are updated and strengthened to include a wider and stronger range of data.	✓		
MA	2	School Registration Initiative.	✓		
MA	3	Measuring Learning Achievement studies undertaken annually across the Primary and Secondary Education Subsectors.	✓	✓	✓
MA	7	Creation of an ESC activity database.	✓	✓	✓
MA	8	The MOE&HE works to effectively coordinate activity among NSA, NGO, and community-level actors to improve outcomes and efficiency.	✓	✓	✓
MA	9	MOE&HE Allocate Resources Equitably.	✓	✓	✓
MA	10	Compliance and Accountability Report.	✓	✓	
MA	11	Financial and Compliance Management Capacity Building, leading to strengthened Financial, Compliance, and Accountability Reporting.	✓	✓	

MA	14	Consistent, rigorous, and systematic M&E undertaken, across all central and third sector activity and interventions undertaken.	■	■	■
MA	4	Equity in Education Study Leads to Improvements in Equity and Access.		■	■
MA	5	Revision of School Quality Supervision Frameworks and Systems. Systems expanded to include and contact representative sample of schools on an annual basis across Puntland.		■	
MA	12	National Examinations Capacity Building, leading to progressive deployment of national annual examinations across Puntland, resulting through effective collaboration of MOE&HE, ESC, Community Groups, Private Sector, and other relevant parties.		■	
MA	15	MOE&HE Capacity Assessment is undertaken, and informs activity.		■	■
MA	16	Appropriate action taken on completion of the Capacity Assessment.		■	■
MA	17	Establish National Standards Development Centre, building on existing National Curriculum Resources, which drives up educational standards across the country in the ECE, Primary, ABE, NFE, and Secondary Education subsectors.		■	■
MA	18	MOE&HE Equipment Audit.		■	■
MA	19	Appropriate action taken on completion of the Audit.		■	■
MA	21	QA and administration responsibilities will be devolved to the REOs and DEOs, building on strengthened QA mechanisms and systems.		■	■
MA	22	MOEHE builds partnerships with Local Authorities (not REOs and DEOs); pilot partnerships programmes undertaken to devolve some functions to these bodies.		■	■
MA	6	Effective mechanisms are put in place to ensure absenteeism, or unprofessionalism among teaching staff is effectively dealt with.			■
MA	13	National standardised examinations undertaken annually in Puntland across the Primary, Secondary, ABE, and NFE sectors. The results of			■

		these track with MLAs, and are valid, reliable, and accurate.			■
EiE	1	Advocate for increased access and enrolment in emergency-affected areas.	■		■
EiE	2	Establish clear, and actionable guidelines and systems for transition from emergency to normal education programmes and vice versa.	■	■	■
EiE	3	Conduct Equity in Education Study with focus on EiE, informing action and strategy	■	■	■
EiE	6	Integrate updated EiE data into the centralized EMIS System.	■	■	■
EiE	7	Conduct regular monthly EiE Working Group Meetings	■	■	■
EiE	9	MOEHE capacity strengthening to contend with EiE; ministry takes on a strengthened leadership and coordination role.	■	■	■
EiE	4	Ensure the quality of EiE provision through both planning and implementation.		■	■
EiE	5	Train teachers to address the constellation of concerns and obstacles specific to EiE.		■	■
EiE	8	Strengthen EiE coordination		■	■
CP	2	Support schools to establish and strengthen Child Protection Clubs in every school.	■	■	
CP	1	Create awareness among Community Education Committee members on the rights of children and the need to protect children at school and at home.		■	■
CP	3	Construction of inclusive Child Friendly Water Sanitation and Hygiene (WASH) facilities in Schools.		■	■
CP	4	Train teachers, community groups, and local CSOs on Child protection and their Rights		■	■