



**REPUBLIC OF SOMALILAND
MINISTRY OF EDUCATION AND HIGHER
STUDIES**

Education Sector Strategic Plan
(ESSP 2017-2021)
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Foreword



The Somaliland Education Sector Strategic Plan (2017-2021) is a detailed planning document that provides a comprehensive outlook of the roadmap that the Somaliland Education Sector will take over the next five years. The ESSP borrows heavily from an evidence-based Education Sector Analysis (ESA) 2012-2016, looking back at the goals and strategies set in the Education Sector Strategic Plan of 2012-2016 and the achievements, failures and lessons

learned. More importantly, the ESA provides a basis and relevant analytical information for the development of a robust, credible and realistic ESSP (2017-2021).

The global progression from the Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs) necessitates that countries and governments develop credible, reliable yet sustainable strategies and plans that seek to align key sectorial activities to broader SDG goals. Somaliland is no exception. These broader goals and objectives are aligned with the principles of Convention of the Rights of the Child (CRC) that looks at education as a right which plays an important role in the empowerment to democratic action, social rights and equipping of important lifelong skills. If well implemented the plan will progressively lead the sector and the country at large towards the achievements of the Sustainable Development Goals (SDGs) and in particular the 4th goal of ensuring inclusive and quality education for all and promote lifelong learning, the 5th goal to achieve gender equality and empower all women and girls, the 10th goal to reduce inequalities within and among countries and the 16th goal to promote just, peaceful and inclusive societies. On a medium to long term basis, sustained identification of key strategic priorities within the education sector followed through by targeted investment especially in the TVET sector by donors will lead the country closer to the achievement of SDG Goal 1 (elimination of extreme poverty) and SDG Goal 8 (inclusive and sustainable economic growth through employment and decent work for all).

Whereas challenges to the full achievement of some of these goals do exist, the Somaliland Government, the Ministry of Education, the education donors and implementing partners are committed to working together to make sufficient progress in the achievement of these indicators.

This plan is the second ESSP for Somaliland. Some efforts have been made to highlight key projections throughout the sector where feasible and relevant, although it should be noted that availability of credible and reliable data continues to be a critical challenge to an accurate appraisal of the progress made in the sector over the past five years. The Education Management Information System (EMIS) provides most of the data that has gone into strengthening arguments and assertions made in these analyses covers only some subsectors leaving vital data gaps that should be addressed going forward.

Furthermore, the strategy goes beyond a mere statement of objectives and activities of the education subsectors of Early Childhood Education (ECE), Primary/ABE, Secondary, Non-Formal Education, TVET and Higher Education but takes into consideration the linkages with the cross-cutting themes and the roles played in enhancing the quality, access and effectiveness of the education and training systems.

The plan further builds on the key findings and recommendations from the ESA Somaliland Education Sector Analysis (2012-2016) and seeks to solidify the recommendations into key strategies broken down into measurable activities and results on key indicators for the sector.

The themes of Education Financing, Governance, Curriculum Development, Quality Assurance, Out of School Children, Internal and External Efficiency, Gender and Equity have been given prominence in the plan, and in their role in sustaining the main subsectors and their contribution to providing quality education and training services.

In the realization of the increasingly outstanding importance being accorded to matters related to risk and fragility, the ESSP has delved into useful insights and strategies that contribute to the capacity to predict and respond to emergencies, building resilience and peacebuilding limited data notwithstanding.

HE Abdillahi Ibrahim Habane

Minister for Education and Higher Studies

Republic of Somaliland

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Specifically, we extend our appreciation once again to the ESSP working groups, Heads of Departments, the Education Sector Committee (ESC), representatives of non-governmental organizations and bilateral aid agencies for their participation and contribution.

This Education Sector Strategic Plan is informed by our legal obligations, by the Somaliland Education Policy Paper and by the outcomes of extensive consultations with key stakeholders nationwide and across the entire education sector. The desire of the Government of Somaliland to protect human rights, freedom and dignity translates in our education sector into fundamental goals of success in education for all, irrespective of background, gender or ability, in line with the international agreements to which we are party.

The role of education and training in the economic development of Somaliland is recognized in this Plan, which constitutes a road map to guide the Ministry from our current situation, in which we rely heavily on the invaluable support of development partners, local and international agencies, towards sustainability.

We hope that this framework of strategic actions, targeting concrete achievements, evidenced by indicators will guide us all towards the ambitious goals set out in this Strategic Plan for education over the coming five years, informed by the core principles of equity, quality, relevance, efficiency and sustainability within a holistic and balanced sector-wide approach.

The cooperation of all who receive this Plan in their wholehearted and thoughtful support for its timely implementation is called for, expected and appreciated.

Ahmed Abokor Mohamed
Director General for the Ministry of Education & Higher Studies

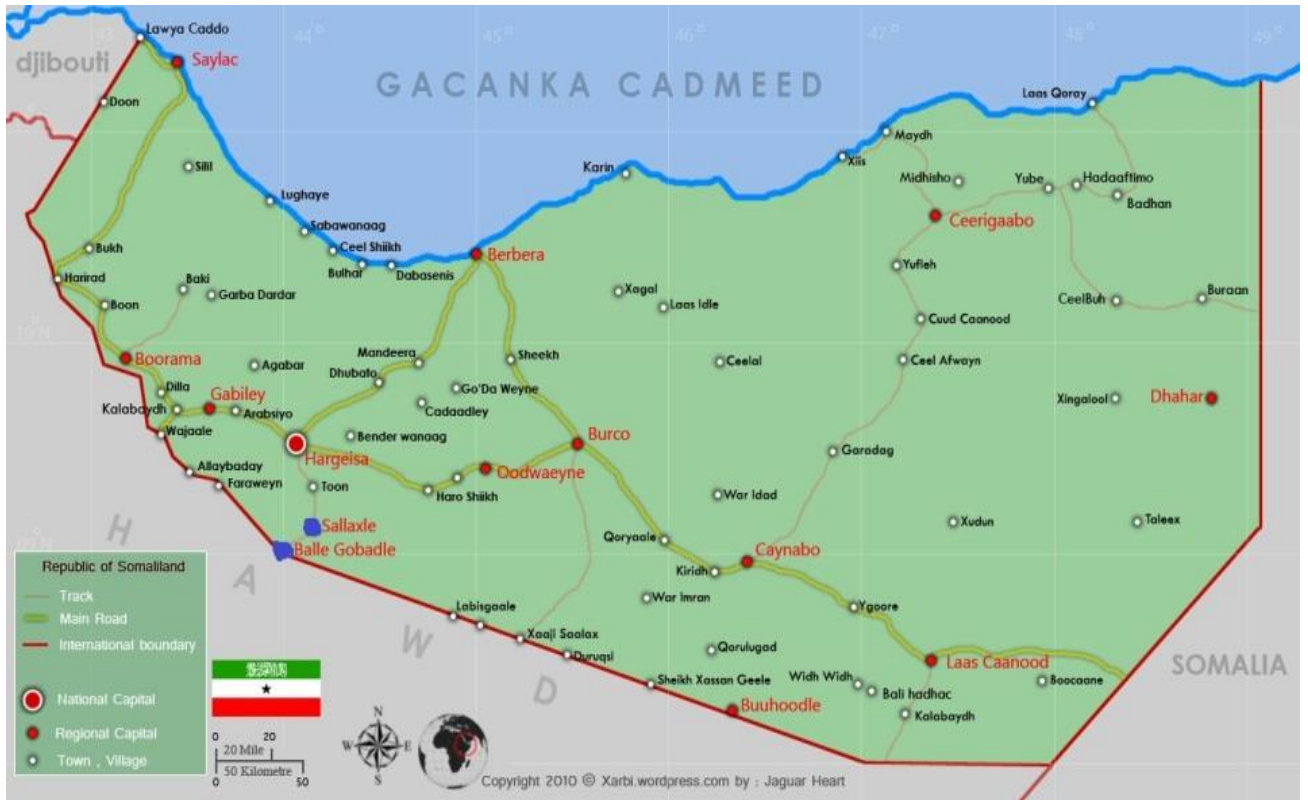
List of Abbreviations

| | |
|---------|--|
| ABE | Alternative Basic Education |
| AET | Africa Educational Trust |
| AIDS | Acquired Immuno Deficiency Syndrome |
| ALP | Accelerated Learning Programme |
| CBO | Community Based Organization |
| CEC | Community Education Committee |
| CfBT | Centre for British Teachers |
| CHE | Commission for Higher Education |
| CIA | Central Intelligence Agency |
| CPD | Continuous Professional Development |
| CRC | Convention of the Rights of the Child |
| DBE | Department of Basic Education |
| DEO | District Education Officer |
| DG | Director General |
| EBT | Enterprise Based Training |
| EBFLECs | Enterprise based Family life education centres |
| ECD | Early Childhood Development |
| EFA | Education for All |
| EIE | Education in Emergencies |
| EMIS | Education Management Information System |
| EPS | Employment Promotion Services |
| EBTVET | Enterprise Based technical Vocational education training |
| IBTVET | Institute Based technical Vocational education training |
| ESA | Education Sector Analysis |
| ESSP | Education Statistics Yearbook |
| ESY | Education Statistics Yearbook |
| FP | Formal Primary Education |
| GNP | Gross National Product |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| GIR | Gross Intake Rate Ratio |
| GNP | Gross National Product |
| HDR | Human Development Report |
| HIV | Human Immunodeficiency Virus |
| IAS | International Aid Service |

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| IBT | Institute Based Training |
| ICT | Information and Communication Technology |
| ICDSEA | Integrated Capacity Development for Somali Education Administration |
| IDP | Internally Displaced Persons |
| INGO | International Non-Government Organizations |
| IP | Implementing Partners |
| IQS | Integrated Quranic Schools |
| JPLG | Joint Programme on Local Governance |
| JRES | Joint Review of the Education Sector |
| KG | Kindergarten |
| MDG | Millennium Development Goals |
| M&E | Monitoring and Evaluation |
| MLA | Measuring Learning Achievements |
| MOEHS | Ministry of Education and Higher Studies |
| MoLSA | Ministry of Labor and Social Affairs |
| NCDI | National Curriculum Development Institute |
| NFBE | Non-formal Basic Education |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NIR | Net Intake Rate/Ratio |
| NQF | National Qualification Framework |
| NTA | National Training Agency |
| PPP | Purchasing Parity Price |
| PTR | Pupil Teacher Ratio |
| QASS | Quality Assurance and Standard Service |
| QI | Quality Indicators |
| REC | Regional Education Committee |
| REO | Regional Education Officer |
| SCOTT | Strengthening Capacity of Teacher Training |
| SDG | Sustainable Development Goals |
| SEC | School Educational Committee |
| SEIGYW | Somali Educational Incentives for Girls and Young Women |
| SL | Somaliland |
| SNE | Special Education Needs |
| SNECB | Somaliland National Examinations certification board |
| SNEP | Somaliland National Education Policy |

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| STI | Sexually Transmitted Infections |
| TQS | Traditional Quranic Schools |
| TVQA | Technical vocational qualification Authority |
| TTI | Teacher Training Institute |
| TLM | Teaching Learning Materials |
| TVET | Technical Vocational Education and Training |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Education Science and Culture Organization |
| US\$ | United States Dollar |
| VBA | Visual Basic for Applications |
| VQF | Vocational Qualification Framework |
| WB | World Bank |
| WHO | World Health Organization |

MAP of Somaliland



Executive Summary

Background

In September 2016, Somaliland embarked on the process of developing the second education sector strategic plan (ESSP, 2017-2021), through the support of the Global Partnership for Education (GPE). The completion of the first ESSP 2012-2016, and the commitment of funding by GPE and the international community is an important vote of confidence in Somaliland's Education Strategic Plan.

The Education Sector Strategic Plan (ESSP 2017- 2021) is guided by the National Education Policy of 2015-2030, and represents a new vision for the education sector. It sets out the policies and objectives of the education system to be achieved during the next four years. These policies and objectives have been developed based on the national and international commitments of the Government of Somaliland through the Ministry of Education and Higher Studies (MOEHS) to provide quality, affordable and competitive education to its citizens throughout the country. This is well articulated in the Missions, Goals and Objectives of the 15-year Somaliland National Policy for Education (2015-2030), the Somaliland National Development Goals, 2012, the National Development Plan¹¹ 2017-21 and in the Constitution of Somaliland. These broader goals and objectives align with the principles of Convention of the Rights of the Child (CRC), and, if well implemented, will progressively lead the sector and the country towards the achievement of the Sustainable Development Goals (SDGs) 2030.

ESSP Targets

The targets/educational outcomes for ESSP 2017-2021 for GER for ECE is projected to increase from 3.2% to 14.3%. The GER for Primary Education (including ABE), is projected to increase from 44.3% to 67.4%, and the GER for Secondary Education is projected to increase from 21.3% to 35%.

ESSP Programme Design and Priorities

The ESSP covers five years and has a budget of US\$ 275 million. The ESSP has been designed to provide maximum impact on the education system. The ESSP has been developed through a consultative process led by the Ministry of Education and Higher Studies (MOEHS) and involving stakeholders from the Ministry, development partners and civil society organizations. The Education Sector Coordination Committee, played a key role in the management and coordination of the process.

The ESSP consists of six pillars in the education sector, are addressed in the ESSP 2017-2021, namely: Early Childhood Education; Primary Education; Non-Formal Basic Education (NFE); Secondary Education; Teacher Education; Technical and Vocational Education and Training (TVET), and Higher (tertiary) Education, and the cross cutting areas including Governance and Institutional Capacity; Education Decentralization; Curriculum framework; Quality Assurance Systems, Standards and Supervision;

Examinations and Learning Achievement; teacher quality, and Education in Emergency/resilience.

The programme proposed under the ESSP (2017-2021), takes into account the key policies and strategies to ensure that the education and training services achieves the seven outcomes from ECE, Primary education, secondary education, non-formal education, technical vocational education, higher education and cross cutting areas, with improving teacher quality being a critical cross-cutting issue across subsectors.

All of these programmes have been designed taking into account existing capacity within the system in Somaliland to achieve the desired policy outcomes.

Implementation arrangements and capacities

An organization structure has been included in the programme document, with responsibility for programme implementation in the sector plan, as well as accountability mechanisms. Implementation of this ESSP will be the responsibility of the Education Department, together with the Regional Offices (REOs, Section Level), in coordination with councils, municipalities, traditional leaders to support a decentralized system of basic services. Decentralization of education services will be based on a phased approach.

Costing and financing the ESSP

A detailed financial analysis was carried out in the ESA, which has been used to make refinements in the ESSP. The financial implications have also been worked out as follows. The overall cost for the ESSP has been calculated as US\$ 275.8 million for implementation through 2017 to 2021. US\$ \$131,427,730 million is the projected domestic financing available under realistic projections, with US\$ 82.5million expected to be financed through commitments from donors and development partners including GPE during the period of ESSP implementation. While this leave a funding gap it is assumed the gap is manageable and will form the basis of additional resource mobilization efforts with key partners to fill projected financing gaps.

Monitoring, reporting and evaluation mechanisms

Progress under the ESSP will be reviewed annually through a Joint-Review of the Education Sector (JRES). Regular reporting of the strategy vs. actual achievements for all subsectors, will be instituted to ensure that the objectives are being met. Through the EMIS system, progress against performance indicators and baseline data will be collected a the beginning of the programme where baseline data is missing with data collected annually thereafter, and the Government will also consider recruiting an independent third-party evaluation of the ESSP. The ESSP includes a detailed Results Framework with baseline figures and key performance indicators that will be monitored on an ongoing basis during the period of the plan.

The success of the ESSP will depend to a significant degree on the timely availability of regional and district-level information. The strengthening of EMIS and the development of innovative monitoring mechanisms will therefore be given a high priority (e.g. mobile phone technology, SMS reporting from schools).

Conclusion

This is the Second Education Sector Plan prepared by the government of Somaliland. Its preparation which was led by the Ministry and involved all stakeholders has created strong local ownership. It was designed taking into account the existing capacity in Somaliland. It has set its priorities using strategies that focus on activities that will expand access to good quality education in Somaliland on a sustainable basis.

This ESSP focuses on education outcomes for the sector, and seeks to link accountability mechanisms to resources, so that those departments of education, are empowered, with clear roles and responsibilities. The Government of Somaliland is committed to provide quality, affordable and competitive education to its citizens, and to reduce barriers and ensure equitable access and learning outcomes with very ambitious, but achievable targets. The support of all donors and international development actors, and their alignment behind the ESSP processes and policies described in this document, will be critical to the overall success and sustainability of the ESSP.

1. Context of the Education Sector Strategy Development

1.1 Purpose of the Somaliland Education Strategic Plan 2017-21

The Somaliland Education Sector Strategic Plan (ESSP) 2017-2021 provides a comprehensive, sector-wide roadmap created by government officials, local and international partners and other education stakeholders.

This document is structured along GPE guidelines for sector analysis and sector planning, albeit with the appropriate consideration of the Somaliland context. The Ministry of Education and Higher Studies (MOEHS) has put great effort into providing a credible education sector plan which is supported by development partners and owned by local stakeholders and the Government it represents. The plan is largely based on the key findings and recommendations of the Somaliland Education Sector Analysis (ESA) 2012-2016 which has provided the information and laid the foundation to inform policies and strategies for the education sector for the next four years.

The strategy is organized around the 6-pillar-structure of the ESA report reflecting the 6 subsectors of 1) Pre-primary/Early Childhood, 2) Primary, Secondary (herein including Alternative Basic Education), 3), Non-Formal Education, 4) Higher Education and 6) Technical and Vocational Education and Training (TVET). Additional 'cross-cutting' issues are considered for the education sector. This structure is also consistent with the ESSP 2012-2016 and mirrors the organizational structure of the MOEHS so that the linkages to implementation and managerial responsibilities are clear. The organizational structure of the MOEHS is shown in Table 1.

Priority policy objectives, strategies and activities laid out in the strategic plan are derived from National policy objectives specified in the 15-year Somaliland National Policy for Education (2015-2030), and in the Somaliland National Development Goals, 2012 both of which reflect the National Development Plan for Somaliland 2017-21. The ESSP also intends to lay the foundations for achieving the wider objectives of the Sustainable Development Goals (SDGs). The plan also complies with the principles of the Convention of the Rights of the Child (CRC) that looks at education as a fundamental right of children. Similarly, the ESSP conforms with the CEC commitments to reach out to the marginalized; the disabled, the poor, disadvantaged girls, working children, children in emergencies and those with nomadic lifestyles.

This sector strategic plan is thus an important coordination tool for all the education stakeholders so that they can combine efforts and resources to achieve the wider goals and vision of the education sector. It will also improve efficiencies by avoiding overlapping and duplication and unnecessary transaction costs.

1.2 Methodology of the ESSP

1.2.1 Methodology

The development of the second ESSP document has been the result of a two- step process:

- i. Education Sector Analysis (ESA) for Somaliland
- ii. Development of the Education Sector Strategic Sector Plan on the basis of the Education Sector Analysis

The ESSP consists of identification and prioritisation of policy issues in the sector, and setting out strategies, costing and an action plan.

1.2.2. Education Sector Analysis

The purpose of the Education Sector Analysis:

The Government of Somaliland received support from GPE and UNICEF to conduct the ESA to provide a comprehensive understanding of education development needs and priorities and progress made on key priorities during the last ESSP period 2012-2016. Particular attention was given to areas underpinning the Global Partnership for Education (GPE) strategic development goals related to: quality of learning outcomes for children, out-of-school children and inequities with learning outcomes between groups, factors that undermine the quality and relevance of education services for marginalized children and young people, as well as education sector management and governance factors that contribute to efficiencies and the quality of education services for all.

The objectives were to:

- I. Present a comprehensive picture of the education sector in Somaliland.
- II. Identify and highlight the key gaps and strengths of the sector including capacity issues.
- III. Identify the internal and external threats and opportunities.
- IV. Develop a set of priority policy options for the ESSP.
- V. Prepare an action plan for the implementation of the sector priorities.

The ESA was facilitated by funding support from GPE and additional resources and technical support from UNICEF including embedded technical advisors at the ministry TAs, and the Ministry of Education led the research process, and the analysis was based on a widely consultative process and the use of available and key data sources as follows:

- I. Review of key data sources, such as the secondary data (reports/studies drawn from literature reviews):
- II. Mini-workshops to review existing sector plans, within thematic groups formed for different areas of the education sector.
- III. Key informant interviews with District Education Officers, Head teachers, teachers, students, community members, local NGOs and head of Madrassas in 10 districts.

- IV. Visits to educational institutions for School level validation missions.
- V. Verification and validation workshop with partners and education stakeholders.
- VI. Quality Assurance provided by the Ministry of Education and UNICEF as well as broader stakeholder quality reviews by the ESC members.

Subsector thematic groups consisting of officials of different organizations in the education sector were formed to inform the process (these groups continued into the ESSP development, and will form part of the implementation process). Each group was headed by a focal person of the most directly related Department of the Ministry of Education. The following subsector technical working groups, were part of the thematic areas, contributing to the ESSP:

- I. Early Childhood Education (ECE);
- II. Primary Education;
- III. Secondary Education;
- IV. Non-Formal Education (NFE);
- V. Technical and Vocational Education and Training;
- VI. Higher Education
- VII. Cross-cutting Themes
- VIII. Finance and Budgeting (by the Planning Department and MoF).

1.2.3 ESSP Development Process

The ESSP development process was based on the sub-sector thematic groups formed under the Education Sector Analysis process. The findings were discussed in each group and recommendations were made, followed by subsector development. Each subsector working group prioritized the policy areas, and group members jointly prepared the sub-sector matrix with targets, which form the basis of the current document including the 'Results' and 'Implementation' matrices.

A series of workshops were conducted with a final four day working session, organised in Hargeisa to consolidate the several versions of the document, and to validate the feedback from the appraisal. The professional knowledge of the members of the working groups was utilized to priority the policy priorities, strategies, targets and the activities.

1.2.4 Organisation of the document

The document has been organized into three parts. Chapter 1- 3 explains the background of the ESSP, the context, the methodology, Chapters 4-11 form the core of the ESSP subsectors, preceded by a chapter on overarching or cross-cutting strategies, and Chapters 12–14 provide the strategic monitoring plan and implementation framework, critical assumptions and risks, costs and financing of the ESSP. The last chapter explains the cost and finance situation in Somaliland.

Limitations

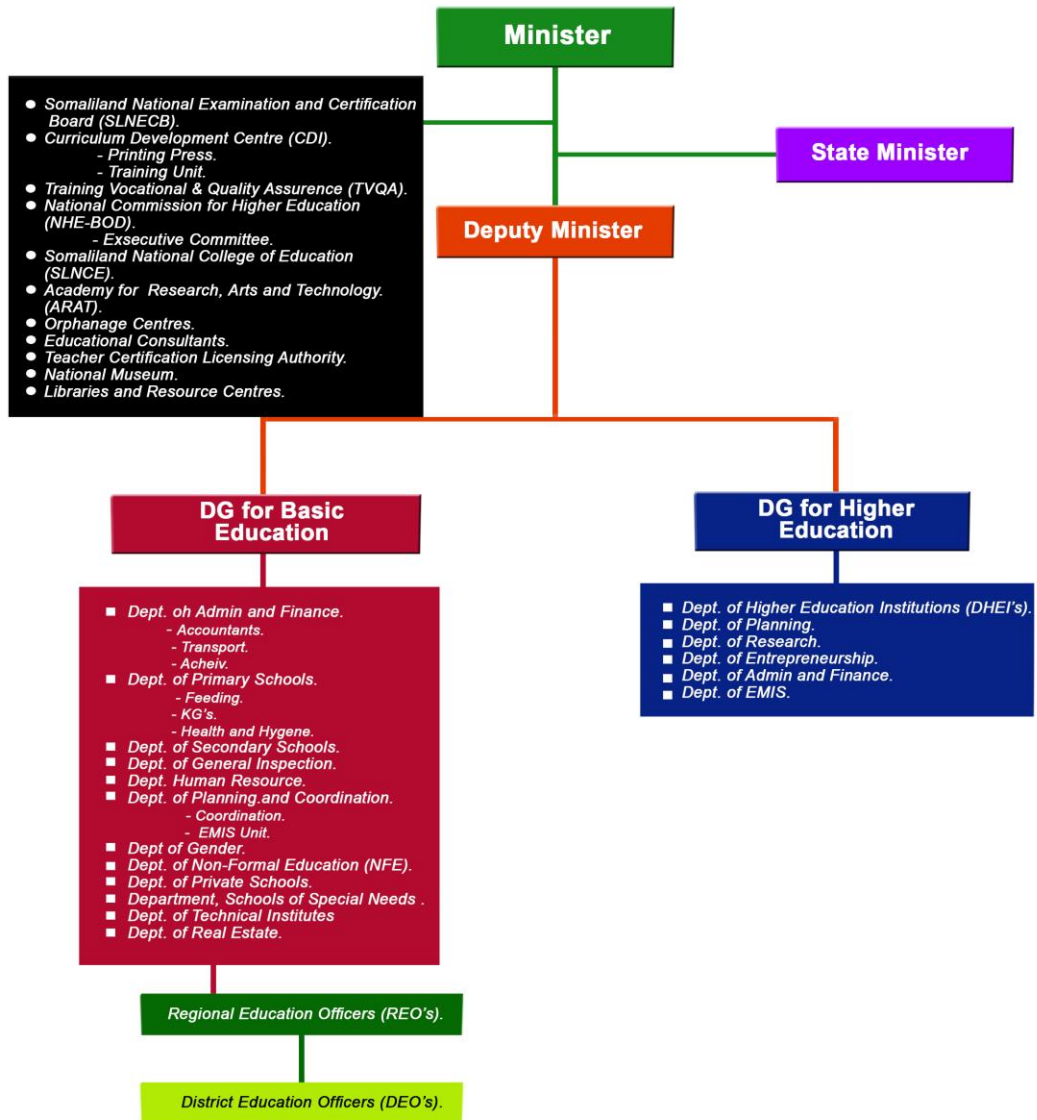
UNESCO, UNDP, and UNFPA data have different school age populations. The data sources used for the ESSP are inconsistent for GER, and NER. The Ministry has updated the EMIS data from the original version of 2016, while ESA was based on 2012 data. For consistency the Ministry of Education has decided to use UNFPA data which is updated in the ESSP to calculate the data for GER, and NER.

1.3 Profile of the Education Sector

The Somaliland education system has four main levels: pre-primary, primary/alternative, secondary/vocational, and higher education (See Table 2). Pre-primary (early childhood) is not (yet) fully integrated into formal education, but in some private facilities and Quranic School systems, it exists, running for up to three years. Primary schooling lasts for eight years and is divided into a four year-elementary or lower primary cycle and a four-year intermediate or upper primary cycle. Secondary education and Vocational Training (as per design) also run for four years. The exception is the Arabic medium schools, which have 9 years of primary/intermediate schooling and 3 years of secondary education. The tertiary level for both systems have a minimum of two years with many running for four. Each subsector is described and assessed in detail in the relevant chapters of this report.

Table 1. The Somaliland MOEHS Organizational Structure

STRUCTURE OF THE MINISTRY OF EDUCATION AND HIGHER EDUCATION (MoE&HE).



Website: www.moehsomaliland.com

Table 2. Structure of Somaliland Education System

| Years of Education | Qualification Level | | Standard Age |
|---|---|---|--------------|
| 19 | | | 24 |
| 18 | | | 23 |
| 17 | | | 22 |
| University/College Education | | | |
| 16 | First / Second degree (Bachelors) | | 21 |
| 15 | | | 20 |
| 14 | College diploma/ Technician Level (part of Vocational Training) | | 19 |
| 13 | | | 18 |
| Secondary and Vocational Education & Training | | | |
| 12 | Senior 4 (S4) | Technical, Vocational and Educational Training (TVET) ^{d1} | 17 |
| 11 | Senior 3 (S3) | | 16 |
| 10 | Senior 2 (S2) | | 15 |
| 9 | Senior 1 (S1) | | 14 |
| Primary Education Including Integrated Quranic Schools (IQS) And Alternative Basic Education (ABE) | | | |
| 8 | FP / IQS (P8) / ABE: G5 | | 13 |
| 7 | FP / IQS (P7) / ABE: G4 | | 12 |
| 6 | FP / IQS (P6) / ABE: G3 | | 11 |
| 5 | FP / IQS (P5) / ABE: G2 | | 10 |
| 4 | FP / IQS (P4) / ABE: G1 | | 9 |
| 3 | FP / IQS P3 | | 8 |
| 2 | FP / IQS P2 | | 7 |
| 1 | FP / IQS P1 | | 6 |
| Early Childhood Education (ECE) | | | |
| [0] | Formal pre-primary / Early childhood education / Quranic Schools | | 5 |
| | | | 4 |
| | | | 3 |

Age for the ABE is notional for G1 is not fixed from 6-14 years.

¹ Level 4 training is currently not yet delivered.

1.4 Vision, Mission, and Goals of the Education Sector

Vision

"Somaliland envisions education as means to prepare all learners to become life-long learners equipped with the skills, knowledge and attitudes to be successfully productive citizens" (Somaliland National Policy of Education, 2015-2030).

This supports the Government of Somaliland's **Vision 2030**, which states that Somaliland will be "A nation whose citizens enjoy equitable and quality education." (Somaliland National Development Goals). The Vision provides a roadmap to ensure that no-one is left behind in national development, through its intent on affirmative action. Vision 2030 inspires Somalilanders to focus on commonly owned goals concerning and shared values and principles around which they can rally to build a prosperous nation.

Mission

"The mission of National Education of Somaliland is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its parents and communities" (Somaliland National Policy of Education, 2015-2030).

Somaliland National Education Goals

To promote within society, the acquisition and application of relevant knowledge, skills and attitudes necessary to fulfil its potential for development in a continuously changing world:

- Concern for proper management and utilization of the physical environment.
- A sense of responsibility for peace and improved relations at the individual, family, community, national and international levels.
- The growth of civic consciousness in an informed and socialized citizenry committed to mutual understanding, a culture of peace, and collaboration an acceptance of diversity, and toward resolving differences without violence.
- Values of loyalty, self-reliance, tolerance, co-operation, diligence, openness, inquiry, critical thought, honesty, justice, fairness and peace.
- Awareness of the need for and the active promotion of social justice, in the context of Islam.

a) (Somaliland National Policy of Education, 2015-2030).

National Education Objectives

To National goals for the education sector are further detailed for the education sector as follows:

- To build the foundation for learners to be committed to the preservation and enrichment of their culture, and Islamic values.
- To provide learners with appropriate knowledge, insights, skills and values as well as empowering them to realize their potential that will able them to make worthwhile contributions to society.

- To provide children with the listening, speaking, reading and writing skills in Somali, Arabic, and English.
- To provide a sound foundation of arithmetic and the application of mathematics to practical problems.
- To build the foundation for learners in the three areas of science while developing for them the practical application skills.
- To lay the foundation for basic information technology, and the awareness of the role of technology in national development
- To support learners, acquire practical skills and manual dexterity through productive activities integrated into the actual curriculum.
- Provide learners the opportunity to develop their individual talents and ability to acquire critical thinking, self-expression, self-reliance, and logical judgment
- To provide students the opportunities to appreciate learning and develop desire to continue learning
- To prepare students for tertiary and higher education, technical and vocational trainings.
- To provide young people with the basic skills which help them to contribute various communities in Somaliland in areas of animal husbandry, fishing, agriculture, budgeting, family welfare, community development, care for the environment, community health and physical fitness.,
- To raise awareness among pupils about issues including reproductive health, HIV/AIDS, and STDs.

(Somaliland National Policy of Education, 2015-2030).

The Republic of Somaliland has invested a great deal to develop its country. A knowledge economy based on investment in human capital continues to be a priority for the Ministry and the government more broadly. Although great accomplishments have been achieved in the Education sector many challenges still remain. Some of the challenges faced by the education sector and for children's learning are specified in the Somaliland National Development Goals, and the full Education Sector Analysis completed as part of this ESSP².

² Education Sector Analysis, 2016

2. Policy Context

This chapter provides the context for the Somaliland ESSP (2017-2021) looking at macroeconomic conditions, demographics, risks and hazards facing the education sector and learners including issues of ‘fragility’, and cost and financing of the education sector in Somaliland. The policy context is described in this section taking into account the relevant national policy documents.

2.1 Economic and Social Context

Economy. Reliable and recent macroeconomic data about Somaliland is largely unavailable³. Nevertheless, there exist estimates based on statistical projections of Somalia including Somaliland-wide GDP. For instance, the World Bank’s socio-economic survey of 2002 gives the figure US\$ 1.6 billion, while its 2006 survey estimated GDP at US\$ 1.3 billion. Most of the international institutions use these sources, whilst the latest CIA Fact Book figures Somalia GDP in Purchasing Parity Price (PPP) prices is given as US\$ 5.89 billion, and the per capita income at US\$ 600. The nominal GDP at the official exchange rate is estimated at US\$ 2.37 billion, which implies a GDP per capita of about US\$ 400. The Somaliland Ministry of National Planning and Development estimates that Somaliland has an average GDP of US\$ 1.05 billion in nominal prices. Table 3 summarizes economic statistics for the region with the majority of people (71%) working in the agriculture sector. The largest sectors contributing to GDP are agriculture (including livestock) followed by services and remittances (see full ESA 2017 for details).

Table 3. Economic Statistics for Somaliland

| Economic Indicators | Value | Global Ranking |
|---------------------------------------|-----------------------------|----------------|
| GDP (Purchasing Power Parity): | \$4.431 billion (2014 est.) | |
| GDP (Official Exchange Rate): | \$5.8 billion (2014 est.) | 177 |
| GDP - Real Growth Rate: | 2.6% (2010 est.) | |
| GDP - Per Capita (PPP): | \$400 (2014 est.) | 113 |
| GDP - Composition, By End Use: | | |
| Household Consumption: | 72.1% | |
| Government Consumption: | 8.7% | |
| Investment In Fixed Capital: | 19.8% | |
| Investment in Inventories: | 0.8% | |
| Exports of Goods and Services: | 0.3% | |
| Imports of Goods and Services: | -1.7% (2015 est.) | |

³ Republic of Somaliland Ministry of National Planning and Development. 2012. National Development Plan (2012-2016)

| GDP – Composition by Sector of Origin: | | |
|---|---|-----------|
| Agriculture: | 60.2% | |
| Industry: | 7.4% | |
| Services: | 32.5% (2013 est.) | |
| Agriculture - Products: | Bananas, sorghum, corn, coconuts, rice, sugarcane, mangoes, sesame seeds, beans; cattle, sheep, goats; fish | |
| Industries: | light industries, including sugar refining, textiles, wireless communication | |
| Industrial Production Growth Rate: | 2.5% (2013 est.) | |
| Labour Force: | 3.109 million (2013 est.) | 88 |

Extracted from CIA World Fact book. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>

Deprivation Index.

The Multidimensional Poverty Index (MPI) captures the incidence of poverty and the intensity of deprivation within a population (the proportion of poverty indicators by which an individual is 100% deprived). Whilst the incidence of poverty in Somaliland is 72%, the average intensity of poverty is 54%. Poor living standards contribute more than 50% of average deprivation, reflecting weak service infrastructure (for example, roads, sanitation and housing), which have a profound effect on poverty. Education is the second-highest contributor at 33%.

Economic and Livelihood Challenges.

The population in the age group 15 to 64 that is working or is available for work is considered to be the economically active population. In Somaliland, this constitutes 56.4% of the total population, a total of 1.9 million people. Total employment (comprising self-employment, paid employment, unpaid economically productive family work excluding normal household chores) is 29.62% of the total population (or 52.6% of the economically active population) meaning that half of the labour force is not engaged in any form of productive employment i.e. is not economically active and has no employment status.

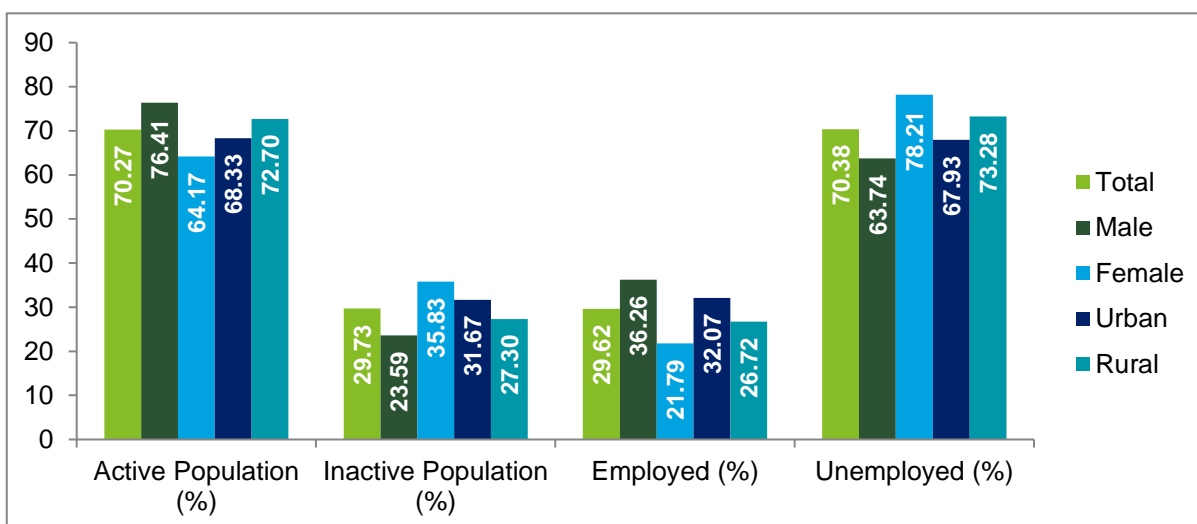
Of prime concern is youth unemployment, as two-thirds of the youth are unemployed – one of the highest rates in the world. This is among the factors fuelling the appeal of extremist groups such as *Al-Shabaab*, who in the past actively recruited their members from the youth across the horn of Africa region⁴. Furthermore, this has led to major vulnerability of young people aggravating their exposure to risks and other forms of exploitation that trap them in cycles of poverty and underdevelopment.⁵

⁴ UNDP. 2012. Somalia Human Development Report 2012.

⁵ Beyond Fragility, 2014, UNICEF and York University study

As the Figure below shows, the estimated labour force is slightly higher in rural compared to urban areas, but conversely there are fewer people employed in rural areas compared to urban areas. Education and training services have been known to provide one of the most effective interventions to that can address unemployment through imparting of knowledge and skills that lead to employment or self-employment.

Figure 1. Disaggregation of employment by Gender and Rural-urban Classifications



Somalia Human Development Report 2012.

Child Labour and early marriage.

A 2004 survey⁶ estimated that child labour in Somaliland is 18% of total number of children aged under 18 years. Of these working children, the sector distribution is summarized below. Whilst the reasons for child labour are not discussed in the survey, factors such as poverty, social exclusion, labour mobility, discrimination and lack of adequate social protection as well as lack of educational opportunity are contributors and influencers of child labour⁷. Further, the number of working children may constitute a significant proportion of out-of-school children in the country, and can contribute to explaining the primary and secondary school enrolment rates.

In regard to early child marriage, it is apparent (and generally well documented) that low education levels especially among women quite invariably leads to early marriage and poor pregnancy and child care practices leading to such high mortality rates (ESA 2016). The assessment, poverty is also a motivation for early marriage of girls, who show on average a higher dropout rate than boys in Primary school.

2.2 Demographic and social welfare indicators

Table 4. Population distribution by Age and Region (PESS, 2014)

| Region | Male | Female | Total |
|--------|------|--------|-------|
|--------|------|--------|-------|

⁶ Academy for Peace and Development. 2004. Socio-Economic Survey 2004 Somaliland.

⁷ International Labor Organization <http://www.ilo.org/ipec/Action/Education/lang--en/index.htm>

| | Number | Percentage | Number | Percentage | |
|-----------------------|------------------|-------------|------------------|-------------|------------------|
| Awdal | 348,479 | 51.8 | 324,784 | 48.2 | 673,263 |
| M/jeex + Sahil | 618,827 | 49.8 | 623,176 | 50.2 | 1,242,003 |
| Togdheer | 361,315 | 50.1 | 360,048 | 49.9 | 721,363 |
| Sool | 173,026 | 52.8 | 154,402 | 47.2 | 327,428 |
| Sanaag | 283,035 | 52 | 261,088 | 48 | 544,123 |
| TOTAL | 1,784,682 | 51.3 | 1,723,498 | 48.7 | 3,508,180 |

UNFPA Somalia/Somaliland Population Estimate Survey 2014

The total estimated population of Somaliland is some 3.5 million people. The average population growth rate is 3.1% per annum⁸. 51.3% of the population is male, whilst 48.7% is female⁹. Sixty-two percent of the female population is aged under 25, compared to 66% of males. The average life expectancy is 50 years and 55 years for males and females, respectively¹⁰. The total population is expected to grow by 32% between 2010 and 2020, whilst the under 15 years' old age group will decrease slightly from 44.4% to 44.2%, signifying a greater number of children of school age¹¹. This implies that the capacity of the education system will not only need to grow at a similar rate i.e. by 32% over 10 years to accommodate increasing population numbers of school-aged children and adolescents.

Rural-Urban Migration. There are nearly 1.85 million people living in urban areas (52.9%), compared with about 0.4 million in rural areas and 1.2 million nomadic/pastoralist (combined 44.8%) and 84 thousand internally displaced persons (IDPs) (only 2.4%). Over past years the proportion of the population living in urban areas has increased over those living in rural areas.

⁸ Republic of Somaliland MOEHS. 2014. Annual Statistics Yearbook (2014-15)

⁹ UNFPA Somalia Population Estimation Survey 2014.

¹⁰ Somaliland Mission in USA. <http://somaliland.us/>

¹¹ UNFPA Somalia Population Estimation Survey 2014
<http://somalia.unfpa.org/sites/arabstates/files/pub-pdf/Population-Estimation-Survey-of-Somalia-PESS-2013-2014.pdf>

Table 5. Regional distribution of Somaliland Population Disaggregated by Settlement Status¹²

| Region | Urban | | Rural | | Pastoralist | | IDPs | | Total |
|-------------------------------|------------------|--------------|----------------|--------------|------------------|--------------|---------------|-------------|------------------|
| Awdal | 287,821 | 42.8% | 143,743 | 21.4% | 233,709 | 34.7% | 7,990 | 1.2% | 673,263 |
| Maroodi-Jeex and Sahil | 802,740 | 64.6% | 138,912 | 11.2% | 255,761 | 20.6% | 44,590 | 3.6% | 1,242,003 |
| Sanaag | 159,717 | 29.4% | 30,804 | 5.7% | 352,692 | 64.8% | 910 | 0.2% | 544,123 |
| Sool | 120,993 | 37.0% | 13,983 | 4.3% | 187,632 | 57.3% | 4,820 | 1.5% | 327,428 |
| Togdheer | 483,724 | 67.1% | 57,356 | 8.0% | 154,523 | 21.4% | 25,760 | 3.6% | 721,363 |
| Total | 1,854,995 | 52.9% | 384,798 | 11.0% | 1,184,317 | 33.8% | 84,070 | 2.4% | 3,508,180 |

UNFPA Somalia/Somaliland Population Estimate Survey 2014

2.3 Overview of the Achievements and Key Challenges of the ESSP 2012-16

Between 2012 and 2016 the allocation of national funding to the education sector has increased in nominal terms with increases in the national budget, although there has been limited progress regarding increasing allocations to the education sector as a proportion of the national budget.

Over the past five years the budget allocation to education has almost doubled from US\$ 7.8 million in 2012 to US\$ 14.6 million by 2016. Up to 72% of this budget allocation¹³ was absorbed by teachers' salaries, which, despite reported as being low¹⁴, has left little for capital expenditure and other running and recurrent costs, especially for free primary education that was introduced in 2011.

For the Primary subsector there is a 9.9 % increase in the number of primary schools from the baseline number of 987 schools in 2012, which is a growth rate of approximately 2% annually. At the same time, the number of ABE centres has declined. The average annual growth rate of classrooms is 15.9% in the formal primary sector for the last five years, which is below the 612 classrooms annually promised in the ESSP 2012/16 but sufficient to keep up with the growing enrolment at this level.

In the secondary education subsector, the total current student enrolment of both private and public schools as per the 2014/15 data is 47,913 compared to an enrolment of 31,072 in 2011 which translates into an increase of 54% over four years. This remains a very rapid increase in enrolment and thus a challenge to planners grappling with ensuring that as many learners as possible have an opportunity at education against a backdrop of limited resources. The total teaching force currently serving in the secondary education sector is 1,804 teachers of whom only 26 are female,

¹² Extracted from UNFPA Somalia Population Estimation Survey 2014

¹³ Expenditure figures from the Finance Department, Ministry of Education

¹⁴ Ahmed, Hassan S. 2009. An Analytical Understanding of How External Sources Inform and Impact Upon Somaliland's National Education and Teacher Education Policy-making Processes. PhD Thesis.

representing less than 2% of the work force. Overall growth compares with 1,112 teachers in 2011, which represents an increase of 62%.

Additionally, about 26% boys and 22% girls have attended formal school. Only a quarter of women in Somaliland are literate, and illiteracy status varies greatly across Somaliland. For example, 45% of women residing in urban areas are literate compared to only 10% of their rural counterparts (PESS 2014, UNFPA of Population, 2016).

The key successes of the ESSP 2012-16 are summarised as follows:

- A policy of free primary education has been implemented across the country (though yet to be realized for many children);
 - 66% of primary teachers are now on the payroll of the government;
 - An increase in the teaching force and slight growth of learners has meant the teacher-to-learner ratio has been maintained. The pupil-teacher ratio for formal primary was 31:1 in 2014/15;
 - A school construction programme of classrooms has kept pace with the expansion in learner numbers;
 - The introduction of a new outcome-based curriculum framework with syllabi (but as yet insufficient support learning materials produced based on the framework); and
 - The Gender Parity Index for primary education has improved over the last four years from 0.76 to 0.83.
 - Encouraging results in Somali literacy. There is also some improvement in examination pass rates at grade 8 and form 4
- b)

Key shortfalls in delivery of the 2012-16 ESSP are as follows:

- 5 % growth rate in GER in primary education against a target of 75%. A decline in the quality of teachers represented by an increase in the ratio of unqualified teachers, with nearly 50% of teachers not categorized as 'qualified';
- Low learning outcomes at primary level, with low results in mathematics and writing, but;
- Students' participation rates in the education system are still low, with more than 50% of children and youth being excluded from basic education.
- Low proportion of female teachers reflecting ongoing gender-based inequities.
- Lack of effective government capacities to support EiE including for IDPs and pastoralist children.
- Ongoing challenges with capacity of the ministry to provide effective and efficient education services
- Stagnation regarding increasing budget allocations to the education sector as a proportion of the national budget.
- Quality in all subsectors is a constant challenge as evidenced by rather low achievement levels; and
- There is a significant trend towards increasing privatization of basic (primary and secondary) education, largely driven by the low-quality delivery of public

services, mostly attributable to the low quality of teachers and low professional morale, as well as poor infrastructure and lack of equipment in public schools.

2.4 Risks and Hazards to Education

Emergencies (e.g. drought, flooding, cyclone, financial shocks, conflicts, etc.) have had a profound impact upon children's education during the timeframe of the outgoing ESSP with close to 35,000 children¹⁵ in Somaliland being forced out of school for different periods of time, and hundreds of schools either closed or damaged. Ordinarily, those most affected have been pastoral and rural communities where government and private sector services remain weakest.

Other risks related to governance, include a grossly underfunded sector, weak financial accountability and transparency, weak staff management systems, the lack of a policy framework for education in emergency or school safety and formal education systems that are not flexible enough to fit into the life style of the pastoralist communities (see full ESA report for further details on governance risks). All of these factors have had a profound effect on the delivery of quality and equitable education services over the last four years.

Other contributors to the fragility of the society and by extension education include the politicization of clan identities leading to mobilization of groups and communal conflict, the inability to provide security in contested areas and an increase in non-state actors exercising control at local level. In addition there has been migration of IDPs to urban centres, limited accountability and impunity for anti-social actions, a proliferation of small weapons, excessive use of *khat* leading to use of violence to resolve disputes and financing of crime. There have also been examples of violence against children in schools and the marginalization of youth from civic and political processes undermining the effective delivery of education and training services¹⁶. A nexus between these (and other) risks and how they impact on education is presented in the full ESA report.

Vulnerable groups in Somaliland. In the context of Somaliland, it is assumed by local stakeholders that specific groups are the most vulnerable to being impacted by 'shocks' or emergencies. Not surprisingly, those who are perceived as being most impacted are those who experience the greatest inequities in education, those identified as most vulnerable include pastoralist/nomadic communities, children in rural schools, as well as IDP communities. While 'girls' are seen as 'most impacted' by only 36.7% of respondents they are in fact the most affected overall when considering that girls make up roughly half of all children in rural and nomadic/pastoral communities.

Other groups cited as being impacted include orphans, those with disabilities, and returnees from Ethiopia who sometimes migrate back and forth between Somaliland

¹⁵ MOEHS 2017 Drought Assessment Report.

¹⁶ Beyond Fragility: A Conflict and Education Analysis of the Somali Context. York: The University of York, UNICEF (2014)

and the Somali Region of Ethiopia. Those who are least impacted are children from urban schools and, to a lesser extent, children from urban poor families. Common to those groups who experience the greatest impacts is that they are either from rural areas or nomadic/pastoralist communities and thus have limited access to social services, or experience high levels of inequity with how social services (including education resources) are allocated between urban and rural areas. Others who are most impacted also tend to be those who are most marginalized and ‘disempowered’, including girls and IDPs. Commonly underpinning these patterns are high levels of inequity or social and political marginalization experienced in different forms by the most vulnerable groups.¹⁷

Table 6. Groups most affected by emergency/risks

| | Most impacted | Sometimes (not much) | Least (hardly ever) | Total (n) |
|---|----------------------|-----------------------------|----------------------------|------------------|
| Pastoralists | 50 | 10 | | 60 |
| | 83.3% | 16.7% | 0.0% | |
| IDPs | 31 | 29 | | 60 |
| | 51.7% | 48.3% | 0.0% | |
| Children from urban poor families | 25 | 21 | 14 | 60 |
| | 41.7% | 35.0% | 23.3% | |
| Girls | 22 | 29 | 9 | 60 |
| | 36.7% | 48.3% | 15.0% | |
| Children in urban schools | 4 | 17 | 39 | 60 |
| | 6.7% | 28.3% | 65.0% | |
| Children in rural schools | 38 | 18 | 4 | 60 |
| | 63.3% | 30.0% | 6.7% | |
| (Orphans x2, disabilities x4 Returnees x1) | | 7 | | 7 |
| | 0.0% | 100.0% | 0.0% | |

Risk and Hazard Survey, ESA Validation Workshop, Hargeisa, 2016 (Table developed using a sample of 50 schools in six regions and analysed by the technical officers of the MOEHS using excel calculations.)

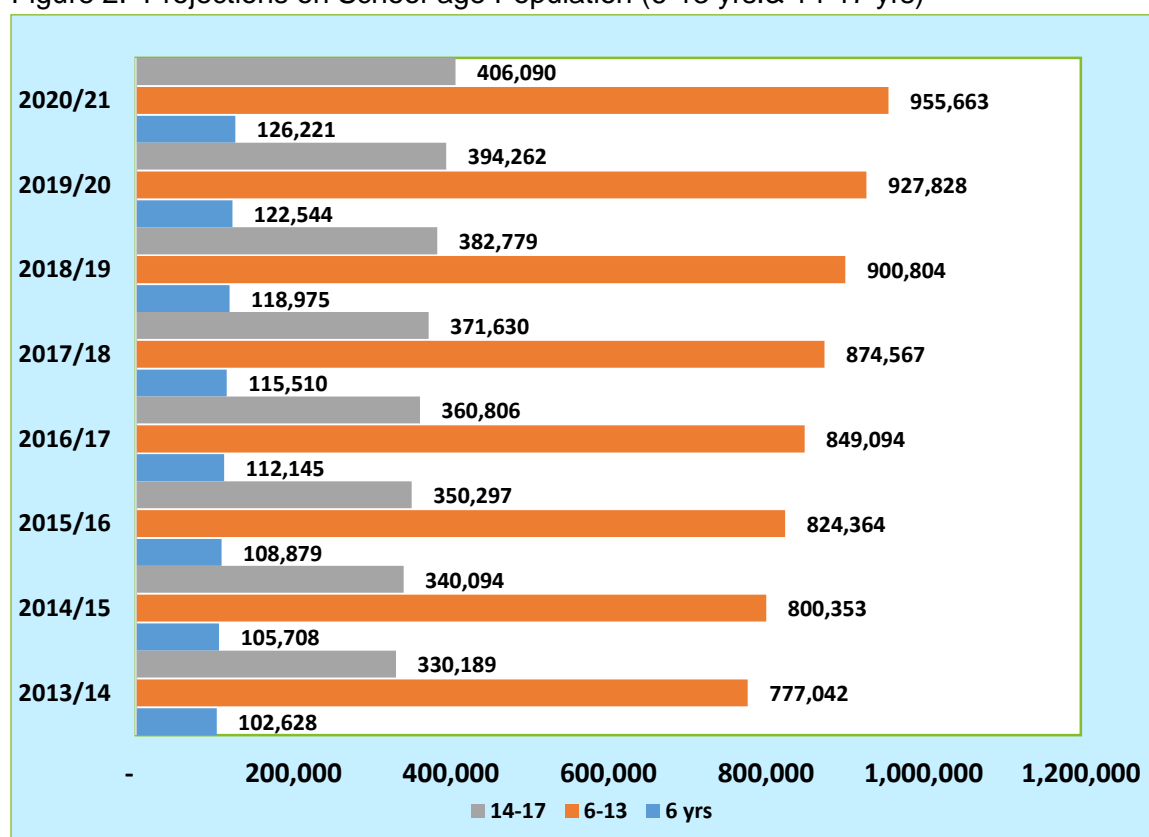
Projections on School Age Population (6-13 years & 14-17 years). The UNDP Census of 2007/2009 estimated that the population was growing at the rate of 3% every year. It also estimated the number of six-year-olds, (the age when children should be joining Grade 1 of Primary School), at 49,473¹⁸ as of 2016/2017 fiscal year rising to 55,682 as of 2020/2021 fiscal year. The size of the population that will require Primary School education (6-13 years) is projected to rise from 572,986 in 2016/2017 to 644,901 in 2020/2021 while those that will require secondary school education will rise to about 269,167.

¹⁷ The survey did not specifically explore vulnerability based on clan affiliations; those matching geographic inequities with key education and resource allocation indicators with clan location could be used to identify any possible linkages between political clan affiliation and vulnerability to environmental shocks.

¹⁸ Computations based on 2.8.9 the Somaliland Statistical Yearbook (2014/2015) and UNDP Census 2007.

These projections however remain rough approximations, partly because they still use the baseline figure of 2007 and partly because they come with the assumption that no child between the age of 14 and 17 will be seeking primary school education. Additionally, the projections assume that secondary school learners are all below the age of 18. In both cases, the assumptions are highly improbable yet they remain our best for projections. Learners in Somaliland have been known to enrol into formal education much later and frequently take time out due to fees or family demands so that many Secondary learners are in fact over 20 and many primary school entrants 7 or over, especially in rural areas. For this reason, GER may be a better indicator of progress on many fronts over the next four years than the NER.

Figure 2. Projections on School-age Population (6-13 yrs.& 14-17 yrs)



Based on UNFPA 2014

2.5 Projected Trends on Key Indicators for Basic Education

Gross Enrolment Ratios and Net Enrolment Ratios. Gross Enrolment Ratio (GER) is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.¹⁹ This rate is predicted to rise from 44.4% (or 48.8% based on weighted PESS data²⁰) in 2014/2015 to 67% in 2020/2021 based on current trends.

¹⁹ UNESCO Institute of Statistics

²⁰ See FGS ESA 2017 for weighted figures on GER/NER for Somalia including Somaliland.

Table 7. Weighted GER and NER for Primary

| | M | F | Total |
|-----|--------------|--------------|--------------|
| GER | 53.4% | 44.2% | 48.8% |
| NER | 40.4% | 34.5% | 37.4% |

Somaliland 2014/15, UNFPA PESS

Table 8. Non-weighted GER and NER for Primary

| | M | F | Total |
|-----|--------------|------------|--------------|
| GER | 48.5% | 40.1% | 44.3% |
| NER | 36.3% | 31% | 33.7% |

Somaliland EMIS Statistical Yearbook, 2015-2016

Net Enrolment Ratio in primary education on the other hand is the number of pupils of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population. Based on current trends it is hoped that Somaliland will achieve 54% NER by 2021 – up from the current 33.7% (or 37.4% weighted based on PESS data).

For both GER and NER girls remain far behind boys in terms of access education with a roughly 10% difference with GER and approximately 5% difference for NER.

Gross Intake and Net Intake Ratios

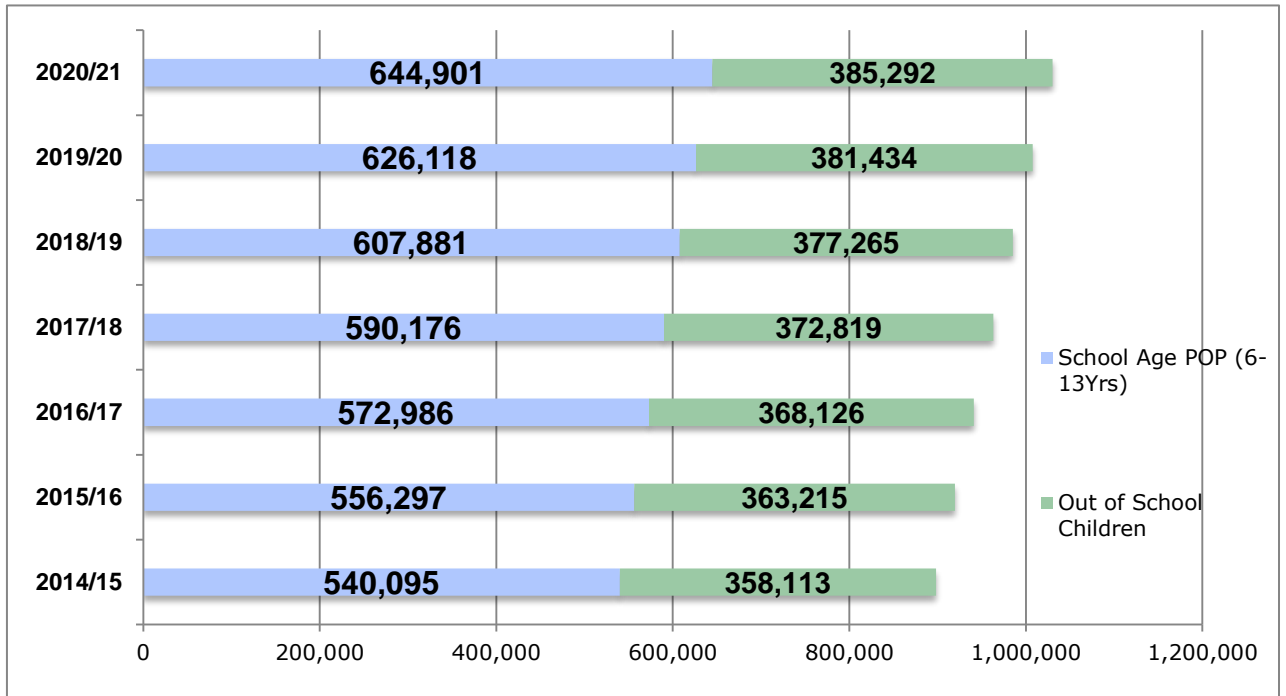
Gross Intake Ratio (GIR), defined in the first grade of primary education as the number of new entrants in the first grade regardless of age, expressed as a percentage of the population of the official primary entrance age. To ensure that as many learners as possible get a chance at an education, it is necessary to expand opportunities for first grade learners as fast as the system can allow.

Considering the huge number of out of school children, targeted effort will need to be made to admit learners over the official Grade 1 entry age of 6 years. Therefore the GIR is projected to rise from 101.2% in 2016 to 115% in 2021. The fact that this figure is over 100% is an indication of the large number of overaged children who enter Grade 1.

Net Intake Ratio (NIR), being the new Grade 1 entrants who are the official primary school entrance age, expressed as a percentage of the population of the same age is projected to rise from 23.5% in 2015 to 34.5% in 2021 subject to aggressive investments in the sector and innovative efforts of increasing system efficiency

Projections on School Age Population and Out of School Children. To achieve universal education and eliminate illiteracy, the Government will strive to ensure that fewer school-age children are out of school.

Figure 3. Total School-Age Population and Out-of-School Children



Projections calculated based on the figures from UNFPA PESS 2014

By 2021, only two thirds of the school-age population will have been enrolled in formal education leaving about 33% of children out-of-school.

3. Key Policy Objectives of the ESSP 2017-2021

The previous chapters provided the background of the education sector, the methodology for developing the ESSP, and an analysis of the current situation of the education sector in Somaliland. Chapter 3 provides the core and key policy objectives of the ESSP, 2017-2021, identified during the national development planning process and are outlined in the National Development Plans, in the National Education Policy 2017, and in the Constitution of Somaliland. These priorities and objectives form the foundation for determining a more focused ESSP.

Seven key policy objectives were identified during a consultative process, and are broken down into objectives that have measurable indicators and are designed to successfully delivery against each objective. These will be monitored during the lifetime of the five-year plan and provide information about the success of policy objectives so that they can be adjusted if results are not being achieved in a timely manner. These Policy Objectives are outlined as follows, and discussed in more details are aligned with the thematic subsectors in the subsequent chapters:

Policy Objective 1: To increase and expand access to education

Policy Objective 2: To improve the quality of learning outcomes

Policy Objective 3: To promote equity and inclusion for all students

Policy Objective 4: To build institutional and human capacity at all levels of the government to facilitate implementation of education reforms.

Policy Objective 5: To strengthen the system and review policies in all subsectors

Policy Objective 6: To increase funding for general education to support implementation of Education Sector Strategic Plan.

Policy Objective 7: To monitor and evaluate the implementation of the ESSP.

A rationale is provided regarding the selection of this policy priority followed by an outline of key strategies listed below that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

3.1 Policy Objective (1): To increase and expand access to education

Strategies to achieve the Policy Objective 1:

- 1. Construct, expand and rehabilitate more schools and temporary learning centres**
- 2. Promote early childhood development**
- 3. Provide access to education for ABE,**
- 4. Reduce the dropout rates:**
 - .
- 5. Promote access to education for children in hard to reach areas**
- 6. Provide access lifelong learning: TVET, Higher Education and Education in Emergencies**
- 7. Implement advocacy programs to increase access**

Rationale:

The government of Somaliland has given a significant focus on elevating access for vulnerable members of community, particularly, students with special needs and physical disabilities, marginalized children, nomadic-pastoralists, the very poor, girls and women in the sector. Despite these efforts, the ESA 2016 notes that challenges persist, and hence, increasing and expand access to education will be an ESSP priority to meet the key education objectives of Somaliland. Progressive measures will include creating an environment for girls by ensuring that there are adequate and relevant girl-friendly facilities, encouraging female teacher training and placement especially as secondary school teachers. Introducing affirmative policies to achieve gender parity in the teaching cadre, including Head teachers, providing scholarship programs targeted at girls at secondary levels and improve systems for students with special needs (SNE) at all education levels. The new curriculum rolled out in 2016 is also a major milestone and the fact that new syllabi developed and textbooks printed caps it all (ESA 2016).

Key strategies

- 1. Expanding Infrastructure:** The ESA finding indicate that Education infrastructure (physical and human) fails to meet growing demand for example, building new schools to accommodate rising enrolment). Investments in educational infrastructure from government funding (2012-2016) suggests that there is no particular policy guiding allocation to this vital area. To further the manifesto promises, the President of the Republic of Somaliland issued a decree of Free Primary School Education for all children in primary schools throughout Somaliland. In response to this decree, efforts were made to enrol children, such as the Go-2-School Initiative, the school-based girl child education and community based promotion and advocacy programs. However, while enrolment numbers increased there was not sufficient progress made on improving GER and NER figures with a majority of school-aged children still being out of school. Challenges to improving access vary across the regions and districts, but chief among them is the fact that many primary school children in rural areas do not have access to upper primary or secondary schools and face key barriers related to supply of school facilities, teachers and learning materials as well as financial barriers. Thus, an expansion of education services is needed in order to help every child access quality education.

In order to support increased enrolment in the education system, additional temporary or permanent learning spaces are needed. The infrastructure enhancement effort will focus on construction, expansion and rehabilitation of primary and secondary schools, vocational training centres, technical schools, ABE and NFE centres and regional and district offices; all aimed at widening opportunities for access to education, particularly for those who are most excluded.

- 2. Promote early childhood development:** Early Childhood Education (ECE) and pre-school learning are neglected sectors across the education systems in Somalia, though in places such as Somaliland privately run foundations in urban areas have introduced pre-school learning that is outside of government regulation²¹. It is important to note that while many children attend Koranic schools at early ages under the authority of the Ministry of Religion and Education in Somaliland, the learning in these ECE institutions typically focus on religious teaching. As a result, limited attention is given to areas of holistic child development, numeracy and literacy, and social-emotional competencies required for effective learning in early grades of formal education. The GPE programme will focus on ECE to improve school readiness to help small children to learn in these formal school settings.

- 3. Provide access to education for children in ABE programs:** Key ESA findings show that: There is insufficient public financial resources and inadequate personnel, which tends to lower the quality of education services; in addition, there is lack of data on: teacher recruitment, selection, training and development, shortage of relevant educational materials including textbooks and supplementary reading resources, particularly in the rural learning centres. Access to ABE learning programs will be increased in order to facilitate a smooth transition to formal secondary schools, the ABE curriculum matches the formal Primary curriculum but is accelerated in order to better serve older out of school children.

The MOEHS will expand and improve availability of ABE facilities and staff to meet needs of the numbers of out-of-school children. The Ministry will construct ABE centres in, or close to, communities and increase the numbers of primary schools that are used as ABE learning centres after the primary children have finished their studies. Mobile schools for nomadic and pastoral youth and other disadvantaged youth are also very important.

The demand for ABE should increase if the MOEHS conducts a national mobilization of stakeholders, from families and communities to teachers and management staff on the importance of ABE. Particular emphasis will be placed on the marginalized children, which includes giving special attention to enrolment of girls, especially in low-income and remote areas.

- 4. Reducing the dropout rates:** Another very important factor needed to be considered in order to provide access to education for all children is to reduce the dropout rates. ESA findings show that drop-out rates are not properly incorporated into the analysis due to poor monitoring mechanisms. In addition, ESA findings show that the problem is attrition/low survival rates in early grades. Most of the children who 'drop out' never make it to the transition stage. . There are no learning spaces in upper primary or secondary schools in hard-to-reach areas or in areas where there are nomadic pastoralist communities. Failure to proceed to secondary school because of lack of academic or linguistic preparation also causes students to leave school. Concrete steps

²¹ UNICEF Somalia Education Strategy Note 2018-2020

must be taken to overcome the high dropout rates. To address the cultural reasons for the high dropout rates among females, the Ministry will have to undertake community sensitization campaigns to educate parents, CECs, community for all children, some of the cross-cutting issues such as ensuring gender equality, access for children with special needs and those affected by emergencies specific strategies will be developed and be included in a sensitization and advocacy programme.

- 5. Provide access to education for children in hard to reach areas.** The Ministry will prioritise access especially for the hard to reach areas. The ESSP envisages expanding access for the most marginalised and vulnerable girls and boys, and return on investment shows that benefits are highest for children from poor and vulnerable households²². Similarly, the ESSP categorises the hard to reach and underserved with education as; the disabled, poor girls, working children, children in emergencies and those with nomadic lifestyles. The strategy requires strengthening institutional capacities of the education providers; and to sharpen the focus on equitable systems and budgets that benefit the most disadvantaged children.
- 6. Provide access lifelong learning: TVET, Higher Education and Education in Emergencies:** Lifelong learning (and the corresponding subsectors) for Somaliland as articulated in the ESSP 2017-2021 is inspired by the Sustainable Development Goals (SDGs) of ensuring inclusive and quality education for all. This is elaborated in the mission of the Ministry of Education whose mission is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its parents and communities. On a medium to long term basis, sustained identification of priorities within the education sector followed through by targeted investment especially in the TVET sector will lead the country closer to the achievement of SDG Goal 1 (elimination of extreme poverty) and SDG Goal 10 (inclusive and sustainable economic growth through employment and decent work for all). Higher Education is considered as the path academic excellence, and will provide skills, and strengthen quality programmes that promote research, knowledge transfer, lifelong learning, and produce individuals who are competitive and innovative with high moral values to meet the nation's aspirations. Education in emergency would ensure that education is not neglected in times of crisis and sudden onset emergencies or disasters. The Education Sector will settle on this key policies and strategies to guide its path to sustainable development.
- 7. Advocacy to increase access:** Advocacy will be used as the tool to influence and inform decisions to improve. Advocacy will be undertaken at national level, and district levels including through Education Sector Coordination Committees and other fora. To ensure access, the policy dialogue will be crucial, from the CECs, through to the school levels, district, and the state level,

²² The Investment Case for Education and Equity. UNICEF, 2015

both in terms of advocacy for allocation of more resources, and behavioural change to support of access, participation and learning

3.2 Policy Objective (2): To improve the quality of learning outcomes.

Strategies to achieve the Policy Objective 2:

- 1. Revision of the Curriculum Framework**
- 2. Develop and produce Textbook and learning materials based on revised curriculum framework**
- 3. Improve Academic Achievement/learning outcomes:**
- 4. Teacher training, development and management**
- 5. Improving the quality of workplace environment for teachers:**

A rationale is provided below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

Quality in education learning outcomes remains as a problem in education in Somaliland. The MLA results for 2012 suggest that basic literacy is being achieved at primary level. The results for literacy in Somali are much better than similar results in neighbouring countries. (Only 4-7% were failing basic literacy in Somaliland (ESA, 2016). However, concerns remain about writing skills and basic numeracy. The latter in particular is below scores in other countries. A lack of basic academic skills of teachers have contributed to the poor quality of education delivery. In fact, lack of teacher quality compels many parents to send their children to private school where they pay high fees.

Quality education and improving learning outcomes for children consists of a challenging academic curriculum which will facilitate the development of students and help prepare them for their futures, and to cope up with demand for scientific subjects, and a strong teaching cohort that will facilitate the learning of the curriculum. To deliver quality education services that will lead to improved learning outcomes, the system needs to produce a qualified teaching staff at the levels of ECE, Primary/ABE, Secondary, and Technical Vocational Education. To reach all citizens, including those who are disadvantaged, teachers must be trained in the basic concepts of differentiated instruction for students with diverse learning needs in the classroom. Quality requires continuous professional development measures to improve the academic and pedagogical skills of existing teachers, and to support the development of teachers throughout their careers.

A final implicit measure of education quality is the equitable distribution of learning and teaching materials across all regions based on the revised outcome-based national curriculum framework. In an effort to integrate Public and Private Partnerships, the MOEHS supported as successful initiative with private businesses to print and deliver teaching and learning materials to the various regions and districts. In addition,

learning outcomes will continue to be measured through continuous assessment and standardized examination for all primary, general secondary and technical secondary schools in the country.

To address regional disparities, the Ministry will bring all level of education up to a common level of learning outcomes. In consultation with MOEHS staff and other stakeholders, the Ministry will deliver the same level of education services by the end of the ESSP through appropriate allocations of resources.

Key strategies

- 1. Revision of the Curriculum Framework:** A harmonized curriculum framework has been developed in Somaliland with a new syllabus, books and other teaching and learning materials. However, there is a need for a robust revision of both the syllabi and the subject contents. In addition, a thorough revision of the textbooks is also needed in this ESSP cycle. Not to mention the inclusion of cross-cutting issues such as life skills, consideration for gender, peace education, environmental education, health and sanitation etc. To do this, the Ministry will need to retain the services of subject experts for the revision and evaluation work. In addition, to the revision of the learning outcomes, the Ministry needs to retain the services of English, Somali and Arabic language experts to support the linguistic revisions of the curriculum.
- 2. Textbook and learning materials:** Plans have been under way this year to procure and distribute textbooks for primary and secondary schools with the support of local private businesses. The revision of the syllabus will bring the introduction of new learner textbooks and teacher guides, which will be also be distributed to all schools through a new national distribution system that will incorporate procurement, storage, distribution, tracking and learning materials replacement. To this end there is an immediate need to rehabilitate and refurbish the curriculum centre and to provide spaces for storage. The new textbooks were printed and the life skills and cross-cutting issues components were incorporated into the curricula.
- 3. Improving Academic Achievement:** In order to measure the quality of academic achievement, the Ministry must have a strong national examination framework. Continuous assessment coupled with standardized exams are important to measure learning outcomes and will be used for remedial support and professional development of teachers. The examination office will require to be modernized with local experts and an examination data bank. The Ministry will also strengthen the capacity of existing Examination office staff and the National Examination Council. These bodies are and will continue to be effective in the oversight of the effectiveness of the curricula, through a system of continuous assessment and standardized evaluations to measure academic learning achievement. Information will be further used to focus on areas for improving teacher training, pedagogy and remedial support measures for learners.

4. Teacher training, development and management. Pre- and in-service training and on-going professional development are necessary to improve the quality of the teachers. The current modes of teacher training are not sufficient to guide the teachers towards a learner centred pedagogy that puts front and centre the cognitive, social, emotional and physical needs of the learners. Therefore, opportunities for improving the teacher training modes and/or accessing short-term professional development courses will have to be explored in order to increase the quality of and access to education services. A broad curriculum framework for teacher education is needed, along with teacher standards and a code of conduct. The Ministry is committed to finalize and implement a policy support system of conditions of service, pre-service and in-service training, professional certification and on-going professional development to enhance the skills of the teacher service.

5. Improving the quality of workplace environment for teachers: As shown in ESA findings, the quality of workplace and learning environments is generally poor across schools in Somaliland. Improvement of the physical facilities will include the construction/furnishing and expansion of the National Teacher Training Institute. The Ministry commits to constructing and expanding workplace resource rooms in the regions and districts in order to meet the needs of the professional development of teachers. At the national level, construction of new spaces, and the rehabilitation/expansion of existing ones, will be undertaken particularly within the Curriculum Centre in Hargeisa. The construction will address the lack of adequate space and operational facilities, subject panel offices, a library, production facilities, and spaces for professional development workshops for teachers.

3.3 Policy Objective (3): To promote equity and inclusion for all students

Strategies to achieve the Policy Objective 3:

- 1. Expand education opportunities to girls' education and promote gender equality throughout the education system.**
- 2. Facilitate access to learning for pupils with special educational needs.**
- 3. Facilitate learning for children in emergencies.**
- 4. Provide alternative and accelerated learning opportunities for out-of-school children and youth.**
- 5. Expand education opportunities for nomadic pastoralist students and children in hard to reach areas.**
- 6. Promote and expand livelihood opportunities for out-of-school students**

A rationale is provided below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

Equity and inclusion of all students in Somaliland is a major challenge. The gender disparity in formal education is approximately 57% for boys and 43% for girls. Regional disparities in enrolment are also a key educational challenge (see full ESA report 2016 for more data and specific subsector chapters below). The Gender Parity Index (GPI)

in the Primary and Secondary subsectors has been gradually rising since 2011/12, although it remains very low, demonstrating high level of inequity at both primary and secondary levels. The proportion of female teachers is under 5% (ESA 2016). The Ministry is committed to continue to support access to education for girls to promote equity. There is a concerted effort to conduct aggressive campaigns to keep the girls in the schools and helping them reach their full potential. In collaboration with civil society, implementing partners and female role models, the Ministry has developed and implemented a gender mainstreaming policy designed to place more educated females in management and leadership positions in the education system. Resources will continue to be allocated through the budget process to support the strategic aim of providing more female role models in schools and throughout the education system.

Key strategies

1. Expand opportunities for Girls' education and gender equality:

Solutions such as scholarship for fees, the provision of sanitary kits for school girls, access to clean and segregated latrines, school feeding initiatives that provide tuition supplements and personal needs allowances will permit the female students to continue their studies at schools and teacher training institutes. The MOEHS will also aim to construct segregated classrooms and schools since parents required a separation of sexes in the upper primary and secondary schools because of socio-cultural norms. The Ministry will also establish a system of grants and bursaries to overcome the economic reasons for keeping girls out of school. In addition, in order to improve the capacity of female education managers in key management positions, the Ministry must identify and train promising women. In fact the Ministry has put female deputy head teachers in leadership tracks through a combination of mentoring and coaching while ensuring they get the requisite leadership and management experience in their jobs. This programs included women at the school level, to prepare them for employment as Head Teachers, and will identify promising prospects for key management positions in all departments and Ministry levels

2. Facilitate access to education for children with Special Needs:

ESA findings demonstrate a critical need to provide physically and educationally accessible spaces for our children with special needs. As with all children, but especially for those with special needs, the priority of the MOEHS will be to provide accessible, safe and friendly learning environments. With the support of donors and implementing partners, the Ministry will ensure that all learning contexts are accessible to all students, particularly those with special needs. Because of the inclusive education mandate, a number of children with special needs already attend mainstream schools. To assist them, the Ministry is committed to designing and implementing a teacher training curriculum that will give all teachers the tools to be more effective teachers of these children. In addition, resources will be allocated within the budget to support the strategic aim of providing teachers who are trained specifically to meet their special needs in schools, with provision for children who are not able to be accommodated in an inclusive schools

approach. Accessible classrooms will be added to a number of existing primary schools which are already being improved to the child-friendly standards.

- 3. Ensuring access for children affected by emergencies:** ESA findings demonstrate that emergencies impact greatly upon children accessing education and on protecting gains made over the years for learners to be retained in education. The MOEHS needs to prepare to provide access to education for children affected by emergencies. Contingency planning, training of education personnel, and the availability of emergency and humanitarian funds to address acute incidents are paramount. Throughout the ESSP work will continue to be implemented to sustain the Minimum Standards for Emergency Education. National coordination of emergency responses in the education sector will continue in partnership with the Education Cluster and implementing partners. As we have witnessed from this past year, natural and man-made calamities have impacted the education of many children in Somaliland. A better system to track emergencies and data gathering of children affected by the emergencies will need to be put in place. This type of data can help the MOEHS to make sure that schools are located in areas that are not drought-prone and that building facilities are in line with safe school construction standards.
- 4. Provide alternative and accelerated learning opportunities for out-of-school children and youth:** The magnitude and complexity of the problem of out-of-school children and youth continue in Somaliland, and girls outnumber boys at every stage of education. The Government of Somaliland recognizes the importance of alternative and accelerated learning opportunities as a policy and sector strategy to reduce numbers of OOSC, in line with SDG4. The Ministry of Education with partners, have been addressing the issue of out-of-school children and youths through the implementation of projects and programmes. This experience provides the evidence for scaling up alternative and accelerated learning opportunities to bring OOSC into schools, with a specific focus on youths and adolescent girls.
- 5. Expand education opportunities for nomadic pastoralist students and children in hard to reach areas.** The nomadic groups in Somaliland are among the most marginalised and excluded groups, particularly girls, who has been unreached by several interventions. These nomads are on the move, and the movement usually involves the entire nomadic family, old and young and all their animals. These nomadic groups have similar traits with other nomadic peoples, and are as such not left out of the challenge of low participation or out of school children. The data puts the literacy rate among the nomads as at about 23%. To address the challenge of providing education to the nomadic groups, Somaliland will expand access to quality basic education to nomadic girls through provision of appropriate

curriculum to incorporate culturally relevant materials for the pastoralists and nomadic populations.

6. Promote and expand livelihood opportunities for out-of-school students: The OOSC students are initiated into work to support themselves and their parents and the community. The labour intensive demands for children needed in keeping the livestock economy (goats and camels) compete with the demands of education for the participation of students in schools. The critical role children play in the livelihoods makes parents and the communities reluctant to release their children to participate in formal schooling. This programme will balance opportunities of livelihoods and expand opportunities for schooling by recruiting this children and providing flexible modalities for formal basic education.

3.4 Policy Objective (4): To build institutional and human capacity at all levels of the education ministry to facilitate implementation of education reforms

Strategies to achieve the Policy Objective 4:

1. Increase the capacity of educational managers
2. Strengthen leadership and management systems
3. Improve the technical capacities of Ministry officials to support quality education
4. Improve the Monitoring and Evaluation skills
5. Improve coordination between the Ministry and implementing partners:

A rationale is provided below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

In a post-conflict context such as Somaliland where education remains underfunded and local officials struggle to manage complex political dynamics in a 'competitive' donor environment, the resulting pressures created by GPE processes risk generating conflicts and undermining partnerships if not managed effectively and in a manner that is 'conflict sensitive'. The ESA 2016, highlighted the capacity gaps in the MOEHS. It noted the need for a clarification on the roles and responsibilities on the core values of the ESA and ESSP, in contexts of weak capacities. Hence, one of the key objectives of the ESA/ESSP, is to address these weaknesses which require extensive awareness raising and sensitivity with ministry officials who are expected to take on lead roles at certain points of consultations and analysis. In addition, the internal management system and staff capacities, have not prepared them to keep pace with the rapidly expanding school system in Somaliland.

The overall management systems and policies needed to guide the efforts of the Ministry and departments have not yet been finalized, approved and disseminated. An effective education system that can provide Somaliland with the much needed human

capital is important. Part of that effective education system will be the institutional capabilities of the staff to manage education, and educational administrators who possess the skills and knowledge to implement and oversee those policies and processes. The lack of well-qualified managers leaves the education sector with complex challenges that will have a tremendous impact on the ability of the system to implement its plans and programs. Consequently, the professional capacities of education managers at all levels must be strengthened and improved.

A capacity needs assessment was conducted and the findings indicated that there is a need for institutional capacity building for all staff at the Ministry. Based on this analysis the following prioritization for developing the capacities at different levels has been made.

Key strategies

1. Increase the capacity of educational managers: There is a need to increase the capacity and the numbers of educational managers throughout the Ministry. However, increasing the number alone is not sufficient; rather, the internal systems and procedures, policies and guidelines must also be in place for these qualified managers to implement and plan their educational activities. The intended systems require the following key skills to be developed for all managers:

- The use of the EMIS systems and other data collection instruments for evidence based decision making processes, and establishing Monitoring and Evaluation programs at all levels.
- The data collection capabilities of the EMIS system should be made stronger.
- Information collected by supervisors on their visits to schools, reports submitted by Head Teachers, and all information from all courses will be entered into EMIS for later analysis and reporting.
- Education managers at all levels will be trained in analysis and report writing, so that the resulting information will be available to stakeholders throughout the sector.

2. Strengthen leadership and management systems: In order for the staff at the Ministry to carry out their duties and responsibilities as educational administrators, will require a number of actions:

- Developing and implementing HR management, financial and asset accountability systems to guide the actions of education managers at all levels.
- EMIS must move from a donor-funded project to a government owned programme, thus ensuring the system becomes part of a sustainable education sector.
- Improving the sector coordination mechanisms for horizontal and vertical cooperation between the Ministry and implementing partners.

3. Improve the technical capacities of Ministry officials to support quality education: One of the more pressing needs is to develop the mid-level managers in the central and regional offices. The ministry will adopt a system that ensures qualified people are recruited to work with leaders in key management positions. It also requires training in broader skills related to delivery of quality education,

including training on specific skills for cross-cutting issues, such as Risk Reduction and Emergency Response (RRER), life-skills and human rights education, environmental education and sensitization on gender equality.

4. Improve the Monitoring and Evaluation skills: A robust Monitoring & Evaluation system can uphold the fiduciary responsibilities of educational managers who will oversee the implementation of the plans in the ESSP. The M&E and financial management system will first be strengthened in the central office and gradually be rolled out to the regions. At the regional level, intensive training on M&E and resource management will be undertaken.

5. Improve coordination between the Ministry and implementing partners: Strengthening and improving coordination mechanisms between the MoEHS and its implementing partners will make better use of the resources allocated to the education sector. Given the large capacity deficits within the education system, and the enormous numbers of tasks and activities to be undertaken, educational managers must collaborate with development partners. The public and communities expect that all levels of the education system will use their allocated resources wisely, and will waste neither time nor funds due to the inability of agencies to coordinate their activities.

3.5 Policy Objective (5): To strengthen the system and review policies in all subsectors

Strategies to achieve the Policy Objective:

- 1. Review/Develop and finalize policies in all subsectors**
- 2. Finalize and/or develop regulatory frameworks that strengthen the function of the system in general**
- 3. Support a decentralized system of basic services with local municipalities**
- 4. Identify the training and development needs of staff in the implementation of subsector policies.**
- 6. Improve ESC coordination mechanisms**

A rationale is provide below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

In order to strengthen the system, all pending subsector policies must be finalized, approved and disseminated. The policies are the guiding regulatory mechanisms to the implementation of the plan, and without a robust system of transparency and accountability, many policies cannot be enacted. The government (MOEHS) will ensure that all educational policies are formulated in a broader context and in deep and wide consultation with all the education stakeholders so as to minimize resistance and enhance local ownership. Planning and management of the system will be based on well researched statistics and information. The government will evaluate effectiveness in implementing national policies, school policies and programmes through the use of QA school supervision report as a tool for accountability. The Ministry is committed to the finalization and dissemination of all pending policies.

.Key strategies

1. Review and finalize policies in all subsectors. The Ministry has come up with a number of policies to support the implementation of the ESSP. The ESA reviewed the performance of the education system, and identified the strengths and weaknesses and opportunities for improvement. A number of policies were identified for development or for review. They include finalizing the following policies:

- ECE Policy
- Teacher Education Policy
- Primary and Secondary Education Policy
- Technical Vocational and Education Training (TVET) Policy and VQF
- Non Formal Education (NFE) policy
- Curriculum Policy
- Finance and Procurement Policy
- Human Resources (HR) policy
- Gender Mainstreaming Policy
- Technology Policy
- Education Management Information Systems (EMIS) Policy
- National policy on risk reduction and emergency response.

2. Finalize and/or develop regulatory frameworks that strengthen the function of the system in general: The ESA (2016) notes that there is limited funding that goes into tools and systems that assist in the effective running of the education sector. These include EMIS, Monitoring and Evaluation, accounting, performance monitoring and management systems. The government will establish an efficient institutional framework for effective delivery of education services. The ESSP will work systems for EMIS and FMIS. The EMIS will improve data on education statistics; expand the scope of EMIS to include data from all sub-levels of education; capture all indicators in the ESSP to enhance monitoring and evaluation systems (including financial information); identify and monitor the contribution that the private sector and development partners makes to education; sensitize officials at district/regional levels on the purposes and value of having an accurate EMIS; Statistics Unit adequately staffed and re-trained/up-graded in both data collection and analysis; computerize the documentation centre of MoEHS, and publish and distribute annual education census.

A fully developed and sustainable FMIS system will promote sound financial and human resource management systems; make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust; implement efficient and transparent procurement systems will be developed and operational; sub-sector financing plans will be completed and reviewed regularly; Internal audit capability will be established and strengthened; criteria will be established for efficient use of resources and cost effectiveness; and computers will be provided to the department of finance at the Central Level and relevant FMIS will be developed and installed.

3. **Support a decentralized system of basic services with local municipalities:** The ESA 2016 recommends as a strategy the strengthening of the institutional capacities of the MOEHS Directorates and Departments, working through a decentralized structure in partnership with NGOs and developmental actors. Decentralisation will result in strengthening the primary education management capacity by improving the governance, management, and administration of the system. Ministry of Education will increase operational efficiency and improve governance in primary education by implementing institutional reform. The ESSP will building on the ESSP 1, to improve school management and accountability in a decentralized planning and management framework.

4. **Identify the training and development needs of staff in the implementation of subsector policies.** The capacity development will entail the training for central and regional level staff. This will entail the identification of the Human Resource Development (HRD) needs and competencies at all levels of the management system (central down to school) levels; providing targeted training to upgrade the technical competence of selected staff; developing long-term capacity building strategy for staff at all levels based on the capacity gaps assessment report; deployment and utilization of the already embedded Technical Advisors and education officers across all departments including regional offices capacity; and the full participation of all education stakeholders and capacity building of CECs across all regions.

5. **Improve ESC coordination mechanisms:** The Education Sector Committee (ESC) is a coordination mechanism chaired by the MOEHS²³. This is done in coordination with national and international Development Partners²⁴ to build the education sector. The ESA notes that significant efforts were made to fully comply with state-building principles along the OECD-DAC committed principles of state-building in fragile environments, which is also reflected in the out-phasing ESSP²⁵. However, the bulk of sector coordination in Somalia is driven by the Education Sector Committees (ESCs) at the State level (held in Mogadishu, Hargeisa, Garowe and Galkayo) in which ministries of education and local implementing partners are represented²⁶. During this time of transition, improved coordination and communication between local ESCs and Nairobi is needed to improve the efficiency and effectiveness of education service delivery in Somaliland.

3.6 Policy Objective (6): To increase funding for general education to support implementation of the Somaliland Education Sector Strategic Plan 2017-2021

Strategies to achieve the Policy Objective 6:

1. To increase funding for general education from government sources and other financial resources
2. To increase funding for general education from donor sources

²³ ESA 2015

²⁴ The UN, the EU and its Member States, notably Denmark, Sweden and Norway assistance programmes have been on the forefront; in the middle of the last decade the US AID assistance programme joint quite visibly.

²⁵ ESSP 2012-2016, pp. 23 ff.

²⁶ TORs for Education Sector Coordinator

- 3. To increase funding for general education in kind from local communities, businesses, remittances and other sources**
- 4. To support Public Private Partnership in funding education.**

A rationale is provided below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

Somaliland has had an impressive track record in the cooperation with national and international Development Partners²⁷ to build the education sector. Whilst the multi-donor Development Fund (SDF) under the Ministry of National Planning created since 2012, and have generated significant funds, the education sector is lagging behind, and much is yet to be realised in the education sector (ESA 2016). Furthermore, donor funding is almost exclusively channelled through INGOs, with significant transaction costs and loss of synergy effects. Moreover, these funds are reducing owing to the global trends and donor fatigue. One of the key commitments of the Ministry to implement the planned activities in the ESSP is to increase funding for general education from government sources and other financial resources. There are many different ways to raise funds to support educational projects. International donors, the Somaliland government, implementing partners, Somali Diaspora, local businesses and communities have all committed to contribute resources and materials to support the ESSP. As they recognize the need, the Ministry increased the financial support to the education sector this past year.

At the same time, local business and communities provide financial support to the MOEHS, however, their extent of their contributions is not known for sure because of the lack of reliable data. The finance office is committed to:

Key strategies

- 1. To increase funding for general education from government sources and other financial resources.** The ESA 2016 recommends as a priority for the sector, to develop sub-sector plans with a sound rationale for prioritization based on quantified sufficiently costed and financed plans (what cannot be financed, should not be planned, or should be reflected as an alternative plan). The government will continue increasing the national education budget and strengthen the financial capacity of the existing trust fund and the primary schools grants to cover overhead costs. The recurrent costs of the education sector will be covered by the government.

- 2. To increase funding for general education from donor sources.** The strategy for general funding for general education will target Somalia based

²⁷ The UN, the EU and its Member States, notably Denmark and Sweden and non-EU members such as Norway assistance programmes have been on the forefront; in the middle of the last decade the USAID assistance programme joint quite visibly.

donor sources and the Somali Diaspora. The additional funding from the development partners and Diaspora community and other stakeholders in will cover the cost of free primary education.

3. **To increase funding for general education in kind from local communities, businesses, remittances and other sources.**

4. **To Support Public Private Partnership in funding education.** The government will promote close collaboration and partnership with the private and civil society in education service delivery. A coordinating committee for MOEHS, private sector and civil society will be established to facilitate private sector participation in education services delivery. The government will determine and provide enabling environment for the Private Sector to participate in the education process by develop partnership initiatives through inclusive management approaches (aimed at Schools, communities and Businesses); and encourage public schools to learn best management practices from private schools.

3.7 Policy Objective (7): To monitor and evaluate the implementation of the ESSP

Strategies to achieve the Policy Objective 7:

- 1. Expand Monitoring and Evaluation of on-going educational activities in all regions**
- 2. Review and harmonize the common national M&E tools**
- 3. Train supervisors and provide them with the necessary tools for observation**
- 4. Monitor and evaluate all partner activities**
- 5. Monitor the implementation of the ESSP and Action Plan.**
- 6. Evaluate the implementation of the ESSP and Action Plan.**

A rationale is provided below regarding the selection of this policy priority followed by an outline of key strategies listed above that are geared to address specific determinants. These priorities and strategies are further detailed in specific subsector priorities and strategies as relevant.

Rationale:

The Somaliland Education Sector Strategic Plan 2012 – 2016 acknowledged the importance of quality Monitoring and Evaluation (M&E) to measure educational outcomes across regions and population groups in the country. However, despite the revision of the ESSP (2014), it did not clearly define or outline an M&E framework on which a cohesive M&E system could be developed. To expand Monitoring and Evaluation of educational activities in all regions and districts is a priority of the Ministry, and the ESSP 2017-2021 will provide a robust M&E framework to monitor the implementation of the plan. To this end, there is a need to review and harmonize all M&E tools used among the MoE personnel and the implementing partners. The following key strategies will be used for the implementation of the ESSP.

Key strategies:

1. **Expand Monitoring and Evaluation of on-going educational activities in all regions.** The government will implement an effective monitoring and evaluation system for the implementation and the accountability of the ESSP 2017-2021. The M&E framework will be implemented and integrated in the planning process of ESSP to strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels.
2. **Review and harmonize the common national M&E tool.** The Somaliland Education Sector Strategic Plan 2012 – 2016 acknowledges the importance of quality Monitoring and Evaluation (M&E) ²⁸ to measure educational outcomes across regions and population groups in the country, for measuring functional outcomes across departments within the Ministry, and for Quality Assurance purposes across the sector.
3. Regular visits should be accompanied by details visit reports, therefore, M&E staff should be trained on the concepts of report writing and identification of weaknesses and strengths in the implementation of the planned activities. Another key activity which is also important is to train supervisors on the MOEHS, M&E tools and to encourage them to use them all the times upon their M&E site visits. Efforts at harmonizing the tools will be undertaken under the leadership of the Ministry in collaboration with implementing partners.
4. **Monitor and evaluate all partner activities.** The Ministry will undertake periodic monitoring (half yearly and yearly), of the development partners, by the M&E division whereas regular implementing monitoring will be carried out by respective line divisions of partners' activities. This will improve the execution of external grant implementation while simultaneously integrating lessons learned and good practices of such execution into MoE functions since most donors fund INGOs directly.
5. **Monitor the implementation of the ESSP and Action Plan.** This will entail the monitoring of the ESSP and other indicators with technical support from the Grant Agent and the ESC; progress monitoring and review meetings with districts on a quarterly basis using result based frameworks and processes. Providing training in education planning and management, specifically to DEO and REOs, and the officials at the Central level. Such sub-national training will be linked to the work on the GPE Programme Priorities.

²⁸<http://planipolis.iiep.unesco.org/upload/Somalia/Somalia-Somaliland-Education-Sector-Plan-2012-2016.pdf>

Evaluate the implementation of the ESSP and Action Plan. Develop research studies, systems for monitoring program and projects and activities, and conducting evaluation of systems performance and processes. **The analysis, and documentation and publication will be maintained within the M&E for reference.**

4. Early Childhood Education (ECE)

4.1 Situation Analysis

Early Childhood Education plays a critical role in child development and contributes to school readiness and reduced school attrition, especially in the first two years, as well as improved learning outcomes. Despite the positive impacts of investing in ECE, since the formulation of the outgoing ESSP, very little progress has been made in this subsector. This could be a reflection of the particular nature of the sector in Somaliland, where pre- and early primary education is intimately linked with Quranic education. Whilst Quranic education instils a sound spiritual and moral foundation through acquisition of knowledge of the *Holy Quran*, it is not intended to prepare children for Primary education *per se*. Another critical element is the complex relationship between MOEHS driven policy and other responsible bodies, notably the Ministry of Religion and Endowment (MORE), which is presently mandated to govern the Quranic schools. Close collaboration between the two ministries is required to streamline the relationship between the Quranic Schools and the formal pre-primary ECE to achieve a generally agreed policy and strategy by all concerned stakeholders. Most importantly, the ESA and subsequent validation discussions suggest a very low status or value that the public places on formal ECE.

Enrolment levels and equity: There is a general lack of comprehensive data on ECE which, coupled with the lack of comprehensive birth registration, makes it difficult to determine the enrolment levels and the demand for ECE services in Somaliland. It is worth recognizing that the proportion of pre-primary school aged children (3-5) attending Quranic school and kindergarten is reported to be very low as Quranic schools also cater for older children. The majority of those children enrolled in Quranic schools is outside the ECE age bracket and are simultaneously attending primary school²⁹. In addition, the nature of the pastoral/nomadic lifestyle of a majority of the Somali community limits their access to ECE services (roughly 34% of the total population of Somalis are nomadic/pastoralist). Another factor limiting access to ECE is the cost of education, as both forms of education, Quranic and formal, charge school fees. Whereas, the fees in Quranic schools are moderate and affordable for most, fees charged by kindergartens, especially the privately managed ones, are relatively high. This serves as a barrier to the majority of households.

Quality of services provision: The quality of services in kindergarten and Quranic schools seems to be compromised by key determinants impacting on quality such as

²⁹ Acacia Consultants, 2013.

lack of a standardized ECE curriculum, untrained teachers, outdated teaching/learning approaches and inadequate use of play and learning materials. Because the MOEHS has yet to address the data management, monitoring and quality assurance needs of the sector, there is no data to conduct a robust analysis on quality issues referred to here.

Teacher-caregiver training and curriculum: Presently, there is no curriculum for ECE teacher training available and no clear training policy or strategy for ECE teachers and caregivers. In institutional terms the nearest choice for training teachers would be the proposed National Teacher Training Institute (NTTI), for which a modular competency-based (outcome oriented) curriculum development approach has been recommended. The ECE modules would need to be specific to this level and age group and not be confused with training of lower primary teachers. In addition to proposing a competency-based approach, the curriculum for the children should contain components of the Quranic-school teachings, as this can smoothen the anticipated transition process, i.e. the transition to the MOEHS eventually exercising full authority and quality assurance over both Quranic and ECE elements and can lead to some integration of Quranic teaching as preparation for early childhood education.

Service delivery channels: There are three main channels that can be referred to as channels for early learning programmes in the Somaliland. These are categorized according to management and type of service as follows:

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

Whereas the TQS are found in both urban and rural areas and at least in every village, the private KGs and IQSs are mainly located in urban centres. Most of the children enrolled (94%) are in the traditional Quranic schools that are more accessible as they are located within villages and charge lower fees than kindergartens. Only children from relatively privileged backgrounds access kindergartens. This calls for targeted interventions to be put in place to cater for poorer and marginalized children over the next five years.

Community perceptions on ECE. Lack of understanding by communities of the scope of ECE has resulted in the assumption that attending Quranic School fulfils the requirement for ECE. This suggests the need for a wide-ranging awareness raising campaign to address these beliefs and explain how ECE includes essential preparation for formal schooling³⁰.

4.2 ECE Policy Context

³⁰ Acacia Consultants, 2013. Early Childhood Development and Education Feasibility Study Report & Implementation Plan For Somaliland.

The MOEHS's vision is to provide quality ECE education that will provide a wide range of structures and options for all prospective students at the beginning of their school experience. The ESA 2016 raised the need for full consideration of ECE and its integration into the policy and strategy of the ESSP and Action Plan, as ECE is an important cornerstone of the education system. In Somaliland, ECE encompasses educational programmes that serves children in their preschool years, i.e. before they enter elementary or primary school. The Somaliland policy for ECE is still in draft form and not formally finalized. Thus the priority objective in this ESSP is to finalize, approve and disseminate the national policy on ECE. The ECE policy is drawn from the National Policy, which has two core policy statements on ECE, to provide quality and equitable access to ECE and to ensure quality and relevance of ECE.

4.3 Policy Objectives, Strategies, Targets and Activities

ESSP sets out the following policy objectives, strategies targets and activities for ECE over the next five years.

Priority Objectives and key strategies for the Somaliland ECE subsector are aligned to the sector goals and mission as defined from the Somaliland National Education Policy 2017. They are further refined based on the key findings of the Education Sector Analysis (ESA) 2012-2016 which helps to break down the key targets and activities for the next five years. The Minister of Education has also raised the need for full consideration of ECE and its integration into the ESSP and Action Plan as ECE is an important cornerstone for improving children's learning and retention in primary school.

4.3.1 Priority Objective 1.1: Expand and Increase Access and Equity in ECE

- c) **Rationale:** The ESA 2016 report noted that ECE has positive effects for access and equity (especially for children from lower social strata), for better transition, and higher enrolment. In the context of Somaliland concrete data on children's enrolment in ECE services remains weak but it is widely assumed that only small proportion of children, primary in urban areas, access ECE while a much larger proportion access Quranic services. Expanding access to ECE thus can play a positive promoting equity and improving learning outcomes at higher levels of the education system, including in rural areas and from lower wealth quintiles in urban areas. Integrating key aspects of ECE curriculum into Quranic education will also play an important role in increasing access to ECE in a manner that will support the holistic development of children. However, communities and parents also have limited awareness regarding the important of ECE, which acts as a critical demand-side barrier.
- d) Key strategies:
- e) **1.1.1 Conduct ECE awareness raising campaigns** to all community levels through local media . Key activities under this strategy will include social mobilization using different communication channels, social media and

community leaders, as well as involving communities and parents in key decision-making processes regarding ECE policy development.

- f) **1.1.2 Expansion access of ECE centres in main cities in the six regions.** This strategy will be utilized to begin overcoming supply-side barriers (i.e. ECE learning centres and materials) to access ECE services, particularly for those children from urban poor households. Evidence generated will be further used to raise awareness among community members regarding the benefits of children being enrolled in ECE with lessons learned used to expand ECE to rural areas in the future.

4.3.2 Priority Objective 1.2: Improve the Quality and Relevance of ECE.

- g) **Rationale:** one of the major barriers to children accessing quality ECE services, as shown in the ESA, is a dearth of trained and qualified ECE caregivers. Similarly, caregivers in Quranic schools have not benefitted from well-developed trainings geared toward improving teaching, learning and caring practices for small children in either ECE or Quranic school facilities.

h) Key strategies

- a) **1.2.1 Recruitment and training ECE teaching workforce.** This strategy will work toward overcoming key supply-side barriers regarding the availability of qualified ECE caregivers. Training materials and quality standards will be developed for training a cohort of ECE caregivers with lessons learned and materials developed later used to scale up training approaches. .

4.3.3 Priority Objective 1.3: Improve Internal and External Efficiencies within ECE Subsector

- i) **Rationale:** ECE is priority objective because apart from the benefits of yielding quality, it has the effect of improve Internal and External Efficiencies within the ECE subsector by reducing the drop-rate, improving the literacy rate, and developing the child holistically, both physically and mentally, and preparing children for a cohesive society with good relations, where children grow up as well balanced human beings. As demonstrated by summary ESA findings for the primary subsector, survival rates to Grade 5 remain very poor with a majority of children potentially leaving school at early grade levels.

j) Key Strategies

5.3.1 Finalization of ECE Policy Frame Work

Activities under this strategy will work towards finalization of ECE Policy which later become a base for improving services in Quranic facilities and expanded ECE coverage.

- k) **1.3.2 Develop and adopt an ECE policy with minimum standards for ECE schools.** Activities under this strategy will work toward overcoming quality

and enabling environment determinants and barriers to children receiving quality learning at ECE level. Activities will thus support, it is hoped, improved retention and learning at early grade years of primary school. The ESSP will develop a competency-based curriculum framework for ECE and quality standards for ECE facilities..

4.4 Activity Matrix for ECE Subsector

Table 9. Activity Matrix ECE Subsector

| Policy Statement 1: Providing quality and equitable access to early childhood education | | | |
|--|---|--|---|
| Policy Objectives | Strategies | Planned Activities | Targets(2017-2021) |
| Priority Objective 1.1: Expand and Increase Access and Equity in ECE. | 1.1.1 Conduct ECE awareness raising campaigns at all community levels through local media. | Conduct quarterly ECE awareness raising campaign through madrassas and Imams | By 2021, monthly awareness campaigns 12 sessions per year. |
| | | Engage with parents on the complimenting nature of ECE to Quranic schools | By 2021, four monthly awareness (total sessions held |
| | | Establish collaboration with the Ministry of Religion and Endowment | By 2021 MOU signed between the Ministries |
| | 1.1.2 Expansion access of ECE centers in main cities in the six regions | Construct and furnish 31 new ECE centers | By 2021, 31 ECE centres constructed and furnished. |
| Priority Objective 1.2 Improve the Quality and Relevance of ECE. | Strategies | Planned Activities | Targets |
| | 1.2.1 Recruit and train ECE teaching workforce | Recruit and train 300 ECE teachers (70% female) | By 2021 ECE 300 teacher recruited and at least 50% trained on ECE teaching methodology. |
| | | Update and distribute ECE teaching learning Material | By 2021 ECE materials distributed to target centres |
| Priority Objective 1.3 Improve Internal and External Efficiencies within ECE. | Strategies | Planned Activities | Targets |
| | 1.3.1 Finalization of ECE policy framework | Finalize ECE policy framework | By 2021, framework and minimum standards for ECE in place. |
| | 1.3.2 Develop and adopt an ECE policy with minimum standards for ECE schools | Develop ECE curriculum framework and minimum standards for ECE facilities for national roll-out. | By 2021, ECE curriculum rolled out. |

5. Primary Education

5.1 Situation Analysis

Only 31.5% of Available data from the full ESA shows that school access and school retention remain critical issue at all levels of the education system, especially for the most vulnerable populations such as girls, rural/nomadic pastoralist, the poor, disabled, IDPs, and over-aged out-of-school children. However, when considering the drive to expand access rapidly by increasing numbers of schools and classrooms, one must also consider how to maintain the quality of education services.

Currently, in Somaliland, creating and meeting the demand for access to quality education remains a challenge. Only 36.8% have access to upper primary education (as shown further below) – let alone go on to complete secondary and post-secondary studies. For the country to meet its long-term development needs, it must develop its human resources to their full potential. Primary Education is the largest sector within the MOEHS structure. The enrolment numbers are the higher than in any other subsector. Thanks to the introduction of free primary education by Presidential Decree in 2011 there was a significant increase in enrolment, especially in Grade 1, though not as great as one might have expected when looking at the impact of free primary education in neighbouring countries. This increase, combined with poor management and supervision of teachers, lack of physical infrastructure, particularly in remote areas, inadequate teaching and learning materials, and low participation of school committees and communities in school management contribute to problems in providing quality education. And although Grade 1 enrolment increased, the overall increase in enrolment has been little more than the increase in the population in that age group. Thus, the enrolment figures have fallen well short of the targets put forward under the outgoing ESSP. The net effect has been a stagnant GER when compared with 2012.

Possible explanations for the causes for the MOEHS's failure to meet the enrolment targets include:

- Lack of parental confidence in government schools providing relevant education. The large increase in private schools of higher quality is evidence of this lack of trust. They are of course, out of reach of most parents;
- The hidden costs of education, including clothing, exercise books and the opportunity costs of losing potential labour;
- The quality of the teachers, many of whom are demotivated due to low and irregular salaries exacerbated by the community no longer contributing through school fees;
- Lack of facilities in government schools, including lack of learning materials and physical facilities such as water;
- Difficulty of access because there are insufficient schools or schools are too far away, especially in rural areas.

Gross Enrolment Ratio: A total of 239,454 children were reported to be in primary schools based on the latest available data in the 2014/2015 period. The primary education GER remained fairly stagnant at 44.3% (male 48.5%, female 40.1%) (EMIS)

in the formal primary education schools including IQS since 2012. These figures hide a decreasing trend in the GER of boys but an increase in the GER for girls. Disaggregated by region, GER in 2014-15 was 60% in urban areas and 25.8% in rural areas (EMIS). The above enrolment rates are used as an approximate guide to how many additional learners and therefore how many additional learning spaces and teachers will be required to make GER improve. (See activity matrix at the end of this chapter)

Net Enrolment Ratio³¹: The NER in urban areas for 2014-15 was 46.2%, while in rural areas it was 19.6%. During the same period, the Gross Intake Ratio (GIR) for Grade 1 was 94.4, whilst the Net Intake Ratio (NIR) was 23.5% (32% urban and 13.7% rural). This indicates that 70.9% of students start primary school at a later age than the recommended six years of age.

Completion Rates: The 2014-15 Yearbook³² records a survival rate for students who had completed five grades of primary school in 2014-15 period as 63%. The survival rate is usually recorded at 5th grade as this level of education is commonly presumed to be a prerequisite for sustainable literacy³³. There is no data available showing the gross rate of completion for primary school (i.e. up to Grade 8) in Somaliland. Although the ESA has concentrated on the GER rates, completion rates are equally, if not more, important as they are clear indicators of efficiency and quality in the system.

Repetition Rates: The average repetition rate in primary school for the 2014-15 period was 2%, with girls' repetition rates higher than that for boys (2.2% and 1.9%, respectively) in all classes except in class 8, where the repetition rate was equal but lower for both genders. For girls, the repetition rates are highest in classes 2 and 4, and for boys it is in Grades 2 and 3.

Student Performance: The only data available for use in the ESA 2012-16 for performance scores revealed that at Grade 4 level, the average score in a Measuring Learning Achievement (MLA), based on a cross sampling was 23%³⁴ for mathematics. This is alarmingly low as the competencies assessed were at a very low level. The equivalent scores for literacy at grade 4 were a little better with approximately 45% able to operate at the simple sentence level in terms of understanding and responding appropriately. The literacy rate is a common indicator of student performance. According to Africa Educational Trust working with the Ministry and again using a cross sample MLA Report for Grade 7 (2013) showed that students are generally performing reasonably well in Somali literacy as only 11.5%³⁵ who scored less than 20%, were

³¹ Republic of Somaliland Ministry of Education. 2015. Education Statistics Yearbook, (2014-15).

³² Ibid.

³³ L. Cameron. 2004. Indicator Handbook for Primary Education: Abridged. EQUIP2. US Agency for International Development. Washington.

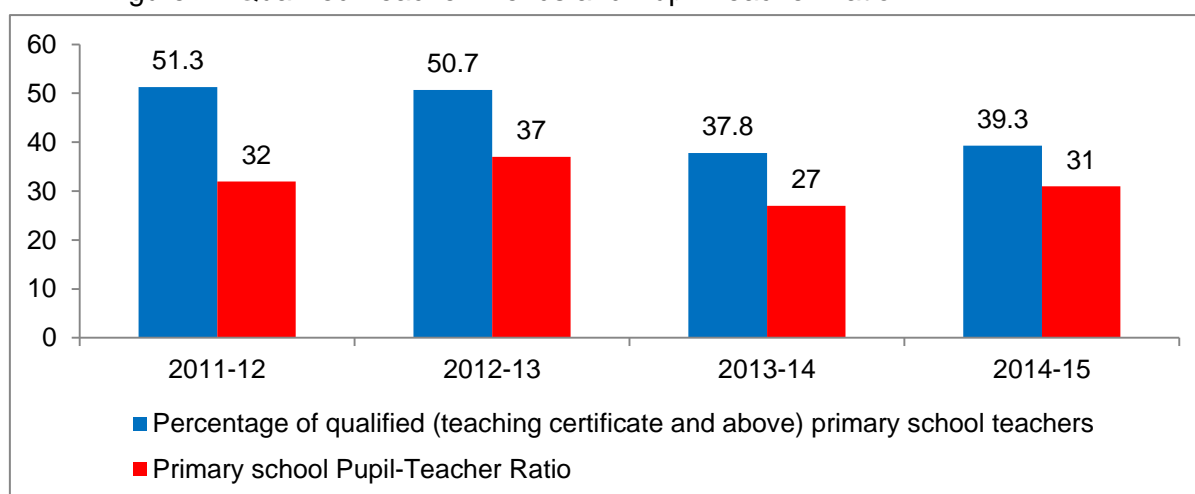
³⁴ Report on Measuring Learning Achievements in Grade 4 (MLA4) compiled by Africa Educational Trust March 2012

³⁵ 'Report on Measuring Learning Achievements in Grade 7 compiled by Africa Educational Trust June 2013

deemed to have failed to achieve basic literacy and were unable to express themselves in their own language. In contrast over 60% were achieving high marks. The weakest skill area was writing which showed a clear weakness with only 25% able to write a competent paragraph. Considering relatively high numbers of drop-outs the actual performance levels could be significantly worse. However, the same Grade 7 MLA showed considerably lower performance levels in numeracy with 45% scoring under 20% on the simple tests and only a third passing the exam (i.e. scoring 60% or more).

Pupil-Teacher Ratio: Although the Ministry may not have recruited the additional 500 teachers promised in the previous ESSP, they have recruited sufficient numbers to maintain, in fact marginally improve, the student teacher ratio. Within the context of FPE the ratio could have risen dangerously (above the agreed benchmark of 1:45). The Pupil Teacher Ratio (PTR) for formal primary education has improved from 32:1 in 2011/12 to 31:1 in 2014/15. However, the percentage of qualified teachers has steadily declined between 2011 and 2015. A ratio of around 30:1 is usually seen as acceptable at primary level, but it may hide a much poorer ratio in some schools, especially poorer urban areas and it hides the increasing number of under qualified teachers being used.

Figure 4. Qualified Teacher Trends and Pupil-Teacher Ratio



Somaliland EMIS Statistical Yearbook, 2015-2016

Table 10. Primary Teacher distribution Urban vs. Rural

| | Urban | | | Rural | | | Total | | | % of Rural |
|-----------------|-------|-------|-------|-------|------|-------|-------|-------|-------|------------|
| | M | F | T | M | F | T | M | F | T | |
| Somaliland | 4,029 | 828 | 4,857 | 2,469 | 261 | 2,729 | 6,498 | 1,088 | 7,586 | 36% |
| % in group | 83.0% | 17.0% | 100% | 90.5% | 9.5% | 100% | 85.7% | 14.3% | 100% | |
| Rural vs. Urban | | | 64% | | | 36% | | | | |

Somaliland EMIS Statistical Yearbook, 2015-2016

Pupil-Textbook Ratio: Apart from mathematics textbooks (0.43, or 2.3 pupils per textbook in 2014-15), there is no data on the current pupil-textbook ratio in primary schools. However, based on hearsay of teachers and inspectors we can say that the ratio probably worsened over the four years. Recently this issue was addressed by the Ministry who has had textbooks written and published for all subjects, however, at present they are only available to learners who can purchase them.

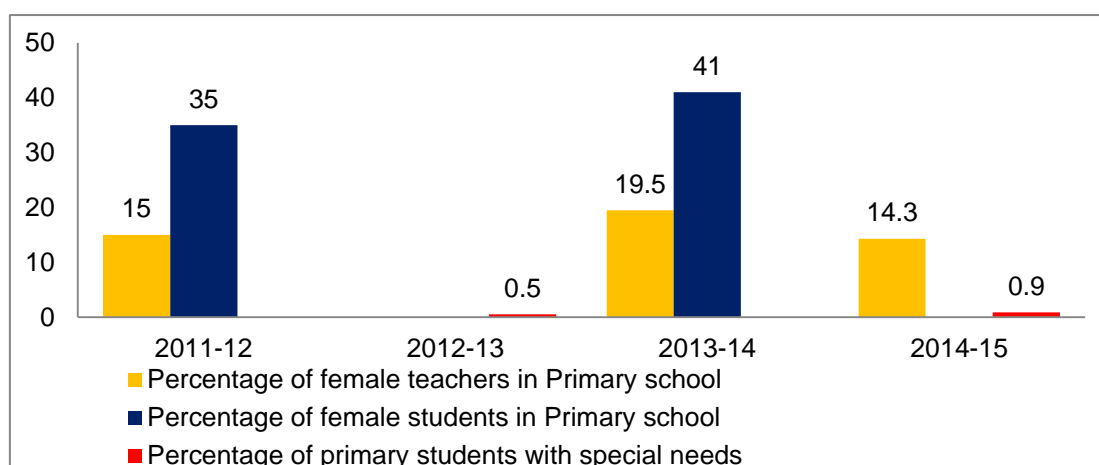
Inclusive education: The definitions of special needs are very narrow and there are very few statistics that can measure the numbers involved and little is being done to address their needs at any level with the result that very few children with special needs can access education or fulfil their potential.

Gender Parity Index (GPI): It is positive to note that the GPI for primary education has indeed increased over for the last four years from 0.76 to 0.83. This shows that the previous work and campaigns have had some success and should be extended until the planned parity has been achieved ensuring that girls are receiving equal opportunities in accessing learning facilities. Access to education facilities by those persons with physical disabilities continues to be a challenge although no reliable statistics exist. In fact, that lack of statistics is in itself indicative of existing attitudes to disability as a low priority issue.

Barriers for girls. As shown below shows that female teachers comprised between 15% in 2012 and then 20% in 2014, dropping back to 14% in 2015. The Statistics Year book for 2014/15 also states that 16% of Government teachers are female, whilst 14% of non-government primary schools are female. Whilst this decrease may not be significant in the long-run, the figures depict a poor gender balance in the teaching force at primary level. Further, this imbalance may limit equity in and access to support services for girls and women and deprives girls of role models. Similarly, the percentage of female students is below 50% (as already show by GPI figures earlier), indicating that access to school falls short of the target as far as equity (and potentially, teacher and pupil perspectives and expectations) is concerned. As such, limited progress has been made with creating enabling environments for girls in schools.

However, numbers appear to be increasing. At the same time, as there is a gap in the data for this indicator for the 2012-12 period, it is not clear whether there is a rising trend until data for 2015-16 is assessed (currently in progress).

Figure 5. Gender Equity indicators – Promoting enabling Environments for girls



Somaliland EMIS Statistical Yearbook, 2015-2016

Schools and classrooms built: Starting from extremely modest levels³⁶, by 2015 a total of 1,083 primary schools in Somaliland were built, and representing an annual growth rate of almost 4%. At the same time, ABE centres, which are included in this school count, declined due to the trend of transforming them into formal primary schools. As reported in the ESA, the construction programme largely achieved the original objectives of keeping up with any growth in enrolment, and as a result, the average class to learners' ratio has improved significantly and now stands at 46. However, there remain concerns about the distribution of learning spaces because some urban areas tend to have overcrowded classrooms while some rural schools have very small, and therefore uneconomic, class numbers. In addition, issues remain with the quality of many school facilities in terms of water, office space and space for play areas.

The Pupil Classroom Ratio (PCR) for formal primary including IQS has gradually decreased from 57:1 in 2011-12 to 46:1 in 2014-15. However, there is a significant disparity between urban and rural settings for this indicator, with the PCR being on average of 25.1 pupils in rural areas over the four-year period. The long distances they have to travel may cause the low numbers attending school in rural areas.

School Feeding programmes: Another key factor, evidenced in the ESA, that impacts on attendance, especially attendance of girls, is related to the availability of school feeding programmes. For the period 2012 and 2016, the target was set to provide 200 primary schools with facilities for school feeding including take-home rations for girls in these schools. EMIS reports show that, of the targeted schools, 172 schools were reached and 18,548 girls received take-home rations.

Efficiency, relevance, quality of learning: Poor transition and high drop-out rates are generally strong indicators for education inefficiencies. However, as reported in

³⁶ In 2003/4 there were only 304 public schools, including: ABE and IQS schools, as reported in: MOEHS Strategic Plan 2012-2016, Annex.

ESA, statistical information is limited, and cohort studies non-existent. Indications might suggest that the drop-out rates, especially in upper primary, are potentially high, but drop-out rates are not properly incorporated into the analysis due to poor monitoring mechanisms. Consequently, no definite statement can be made, other than suggesting additional inputs are built in in terms of statistical methodology when collecting this data, especially cohort studies

Curriculum revision and development: It is reported in the ESA that, on the whole, good progress was made in this area. However, concerns remain as to whether the crucial cross cutting issues and skills specifications that are clearly laid out in the Framework are transferred into the syllabi and the textbooks and finally into the classrooms. Continued monitoring in this area and special observation on how the curriculum framework is implemented remain issues for the forthcoming period.

Teachers: deployment, qualifications, key performance indicators

According to the Somaliland Education Statistics Yearbook, 2014/15, the total number of teachers in primary school (FPE and IQS) has risen from 6,119 in 2012-13 to 7,765 in 2014-15³⁷. While numbers show an inconsistent pattern from year-to-year, the only obvious trend is that number of teachers has been steadily increasing over time, with proportionally greater increases in the number of male teachers compared to female teachers.

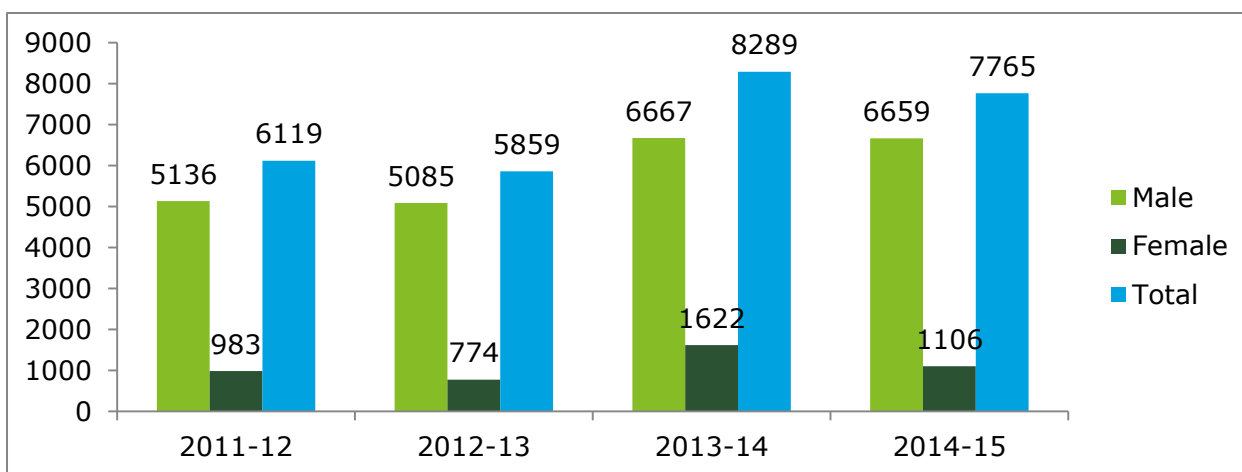


Figure 6. Total Primary Teachers (Including ABE and IQS), 2012-2015
Somaliland EMIS Statistical Yearbook, 2014-2015

Deployment of teachers. The distribution of teachers between urban and rural areas is highly skewed, with 64% of all teachers stationed in urban schools, compared to only 36% in rural areas. This is skewed as some 52% of the school going children are found in urban areas compared to close to 45% in rural areas (rural and pastoral/nomadic communities combined). This distribution of teachers suggests significant inequities in the distribution of education resources in Somaliland that

³⁷ Ibid.

aggravate existing patterns of social and economic exclusion of rural and nomadic areas. These trends need to be reviewed in the context of much lower size of classes in rural areas and the possibility of trialling boarding schools as a way of increasing rural enrolment. One other alternative remedy to small classes could be to increase the number of rural schools, accept the small class sizes in areas of low population density and use multi-grade teaching approaches.

Teaching Hours. According to the *National Education Policy*³⁸, students at primary school level are required to learn 8 subjects for a total of 36 periods, comprising 27 teaching hours every week. There is no data capturing the number of teaching hours timetabled or actually taught during the 2012-16 period. The actual state of teacher attendance can be presumed to be low. This can be evidenced through a number of factors, including comments from Quality Assurance Officers, and may be caused by low professional morale, insufficient teaching resources and, most importantly, low teacher remuneration. In fact, high teacher absenteeism, is widespread internationally, and particularly in developing countries³⁹.

Remuneration of teachers and managers. One of the overriding concerns has been the absence of attractive conditions of service, lack of career schemes and total absence of performance related remuneration for senior teaching staff, including head teachers. As demonstrated in the ESA, the present allocation of finances to teacher remuneration is not only dangerously insufficient in comparison to other developing countries, it also allows for inequitable treatment of teaching staff from region to region.

Increasing gap between public and private education. The ESA has documented that quality across all education subsectors remains a constant challenge as evidenced by rather low achievement levels described above in the MLA results. This may have contributed to an increasing trend towards privatisation of basic (primary and secondary) education, largely driven by the low quality delivery of public services and partly attributable to low quality of teachers and low professional morale, as well as poor infrastructure and lack of equipment in public schools. Private education can provide significant stimuli to the public sector and makes a major contribution (about 30%) to improved access. However, both should compete on a comparable financial basis and the public sector should not subsidise private education. In addition, the Ministry must ensure that the private sector meets minimum standards and is compliant with the National Education Policy.

Data Availability and Smart Indicators. At present, the greatest drawback, both to planning and evaluating progress under any plan, is the lack of key indicators that can be used for comparison. In theory, we could create many of these indicators

³⁸ Republic of Somaliland Ministry of Education and Higher Education. Somaliland National Policy of Education. 2015-2030.

³⁹ See: Guerrero G et al. 2012. What works to improve teacher attendance in developing countries? DfID

retrogressively if the data was sufficiently robust. Unfortunately, much of the data can be faulted, as it is not always collecting like for like each year. E.g. private schools are not included in all the statistics in earlier years and not all statistics have been validated.

Student Performance. The only data recovered for performance scores revealed that at Grade 4 level, the average score is 23% in mathematics. The literacy rate is a common indicator of student performance, but, as previously stated, the MOEHS does not have official data on literacy for the whole Republic of Somaliland.

Results of Monitoring Learning Achievement for Grade 7

Monitoring Learning Achievements (MLA) (or ‘Measuring Learning Achievements’ and also used as an acronym for Minimum Learning Achievements) is one of the most commonly used learning achievement tests. It represents a standardized approach to testing at various stages to see what levels of learning have been achieved. This tool can be used to measure the success of the quality aspects of the ESSP, particularly since data is available from 2012 and 2013 against which future improvements in performance can be measured.

Measuring learning achievements in Grade Four (MLA4) in Somaliland was a requirement in ICDSEA¹ under Result 4, which aimed to strengthen the capacity of departments within Ministries of Education to measure and deliver quality in education. As a result of the issues raised by MLA4, it was agreed by the Ministry of Education that a similar study should be carried out in Grade Seven and that these assessments of learning achievements should be a regular part of the monitoring of the education system. Whereas MLA4 was funded by the European Community, MLA7 was funded by UNICEF and was a part of the project to support examinations and assessment across the whole of Somalia (FACSS).

In March 2012, findings from MLA4 concluded that numeracy was by far the weakest of the key competencies and recommended urgent remedial action to address how numeracy was taught. The findings from these tests for MLA7 in June 2013 confirm this.

Any discussion of results needs to look at the scores on individual items rather than the overall score to value the diagnostic implications for the delivery of curriculum. Thus, in the full report the results are described initially in terms of competences achieved as indicated by specific test items before reporting on the overall scores.⁴⁰

Table 11. Summary of performance across the four learning areas in Somaliland

| Mark Range | 40 – 50* | 30 – 39 | 20 – 29 | 10 – 19 | 0-9 |
|--------------------|----------|---------|---------|---------|-----|
| Somali | 34 | 25.6 | 33.4 | 3 | 4 |
| Mathematics | 15 | 16.9 | 34.2 | 20 | 14 |
| English | 30.1 | 29.2 | 21.7 | 16.5 | 2.5 |

⁴⁰ Report on Measuring Learning Achievements in Grade 7- AET

| | | | | | |
|-----------------|------|------|------|------|------|
| Sciences | 11.3 | 18.2 | 46.2 | 13.7 | 10.5 |
|-----------------|------|------|------|------|------|

According to the Africa Education Trust Measuring Learning Achievements (MLA) Report for Grade 7 (2014) it is clear that students are generally performing well in Somali and that all but between 4% and 7% have achieved basic literacy and can express themselves in their own language. Some 34% are achieving high marks. However, there remains a weakness in their writing that will result in a weakness in writing any other languages they learn. Students have performed satisfactorily in science but at a slightly lower level than in Somali, and with fewer excelling but a majority in the middle range of scores. English, though clearly weaker in the writing and paragraph comprehension, parallels the results in Somali. These are better than one would expect from students without textbooks and with very little exposure to the language. Maths is clearly the weakest subject, with 34% having very weak numeracy skills and only 32% actually passing. Numeracy and mathematics has been shown to be weak in form four exams, in Grade 8 exams, in MLA 4 and in studies done on non-formal education⁴¹.

School Environment and Risk Management. There is very little supporting data available on implementation of risk management practices either at baseline or since. In a context such as Somaliland, education delivery both needs protection against risk and is in itself a means of risk prevention, protection and peace building. This was well-illustrated through the risk management and peacebuilding approach taken in curriculum development consultative process that was supported by UNICEF and managed by AET (see full ESA for further detail).

5.2 Policy Context

The Somaliland education policy context and foundation of the primary education is guided by the recent introduction of Free Primary Education in Somaliland, when H.E the President of the Republic of Somaliland declared Free Primary Education for all in 2010 (Somaliland National Education Policy, 2017). Four policy statements form the hallmark of the primary education Policy, including: Enhancing access and equity in Primary Education; raising quality and relevance of primary education; provide to all children in Public Schools Free Primary Education; and the need for local governments to fulfil and implement the requirements of the decentralization policy. These are reflected in the priority objectives below.

The ESA 2016, notes the areas in which the Ministry has been successful in the implementation of the ESSP 2012-2016, where policy has been fully or partially achieved, and outlines the areas where more emphasis would be required, going forward. The ending ESSP findings suggests that the plan was highly ambitious, from the high extent of missed targets, which implies unrealistic goal-setting, poor strategic planning and, consequently, lack of accountability measures. The ESA recommends

⁴¹ Report on Measuring Learning Achievements in Grade Seven (MLA 7), Somaliland. 2013. Africa Education Trust.

that primary education, subsector requires better targeted formulation, with results to include specific (quantified) indicators and targets, as well as accessible sources of information, and means of verification (such as a well-equipped EMIS among others). The ESSP 2017-2021 aims to address some of these concerns, and sets out the following priority objectives, strategies targets and activities for primary education over the next five years.

l)

5.3 Priority Objectives, Strategies Targets and Activities

The primary subsector is the key focus within this plan, both in terms of resource costs and in terms of the numbers involved. A key priority is first to increase enrolment and address retention and completion barriers and secondly to increase the quality of what is offered in government schools.

Strategies and objectives for the Somaliland primary education Subsector are aligned to the sector goals and mission objectives as defined from the Somaliland National Education Policy 2017. They are further calibrated with the findings of the Education Sector Analysis (ESA) 2012-2016 which helps to break down the key targets and activities for the next five years. The government declared universal primary education in 2010. This ESSP includes a carefully costed plan for continued expansion of school places but combined with improved quality and addressing inequities related to gender, wealth, lifestyle and geography.

The Ministry will review its narrow definition of special needs, as consideration needs to be given to learners with a range of learning difficulties. Within the Somali context, and especially with the numbers of displaced peoples far more attention needs to be given to slow learners and those with behavioural problems, especially related to trauma. In the context of the above, the ESA and the National Policy Documents, the strategic objectives for primary education for the ESSP 2017-21 will be realized through the following priority objectives, strategies and activities as follows.

5.3.1 Priority Objective 2.1: Expand and Increase Access to and Equity in Primary Education

- m) **Rationale:** The challenges in the Primary Education sector cut across policy issues, equity issues (especially gender and special needs). It was assumed that the declaration and introduction of free primary education would be followed by a massive increase in enrolment in Grade 1. However, with about only 50% of the children enrolling for free education and GER remaining stagnant over the past several years, increasing access and addressing inequities faced by the most disadvantaged children and communities a key focus of this ESSP.
- n)
- o) Key Strategies
- a) **2.1.1 Improve, expand and optimize the number of primary schools and classrooms, while targeting disadvantaged students.** Activities under this strategy will work to overcome key barriers for increasing access to education

related to supply-side determinants (i.e. lack of catering to marginalized children) as well as the inequitable distribution of teachers between rural and urban areas, and overcoming demand-side barriers related to poverty and education costs preventing children from enrolling in schools. School feeding programmes will also be piloted in ABE facilities based on evidence and lessons learned regarding the much higher rates of enrolment in rural and pastoralist communities in arid and semi-arid lands.

- b) 2.1.2 Implement equity strategies in primary schools for students, teachers and head teachers for girls and other marginalized groups.** ESA findings demonstrate that inequities faced by specific groups of children in Somaliland are a major obstacle to increasing GER. Activities under this strategy will address specific barriers for children in rural areas, girls and those with special needs related to supply and demand. Activities will focus on implementing equity-based teaching and learning strategies for rural children to facilitate their entry into formal education with demand-side barriers for girls overcome through the provision of schemes for ‘take home rations’ so as to create ‘incentives’ for girls to participate in education while ‘girl friendly spaces’ will be constructed in existing schools to overcome demand-side and cultural barriers to girls attending school. To overcome supply-side barriers for children with special needs to access education, teachers will also be recruited and trained specifically for children with special needs. Lessons learned from this pilot initiatives will be documented and used as a basis for scaling up successful activities in the future to further promote equity in education.

5.3.2 Priority Objective 2.2: Improve the Quality and Relevance of Primary Education

- p) **Rationale:** Education quality is a challenge in the Primary Education sector that needs focus for Somaliland. The MLA results for 2012 suggest that basic literacy is being achieved at primary level, and the results for literacy in Somali are much better than similar results in neighbouring countries. However, concerns remain about writing skills and basic numeracy. In addition other factors impacting on quality, such as poor transition rates, and lack of data for both planning, and comparison of key indicators around quality, or relevance. ESA findings also demonstrate that a large proportion of teachers are not qualified, which impacts greatly upon children effective learning at all grade levels.

q)

Key Strategies

- a) **2.2.1 Increase the number of qualified teachers in primary schools.** To address supply-side barriers related to the proportion of qualified teachers at primary school, activities under this strategy will focus on delivering teacher training based on government quality standards and the new national curriculum framework. The quality of teaching and learning in schools will be further supported through regular school monitoring exercises that will ensure adherence to teaching quality standards and provide ongoing mentoring support to teachers through monitoring activities conducted at school level.

- b) **2.2.2 Strengthen the national curriculum for primary education by improving its relevance and delivery taking into account matters of gender, special needs and vulnerable children.** Key activities under this strategy will address quality and supply-side barriers to improving the quality of education by strengthening cultural and economic relevance of curriculum materials for children in rural and pastoralist communities, ensuring that the special needs of excluded groups are sufficiently addressed (e.g. those with disabilities, girls) and ensuring that sufficient numbers of teacher support materials and guides are available and distributed to teachers in classrooms. Key supply-side barriers for quality education will be further addressed by developing and distributing supplementary reading and learning materials to the most disadvantaged children.

5.3.3 Priority Objective 2.3: Improve Internal and External Efficiencies within the Primary School Subsector

Rationale: ESA findings strongly suggest that attrition rates are high (i.e. low survival rates) from the time of entry to primary school to upper primary levels. At the same time, transition rates between grade levels in primary school and from primary school to secondary school are below desired levels and act as a major barrier to achieving desired goals in the current ESSP

Key Strategies

- a) **2.3.1 Introduce remedial learning strategies to promote student survival and transition rate.** This strategy will focus on specific quality and supply-side barriers (e.g. availability of teachers, learning contact hours and usage of assessment tools for learning) for children's effective learning by introducing activities and requirements at school level to ensure contact learning hours are increased for children, special 'catch-up' learning programmes are introduced for children who experience challenges with achieving desired learning outcome, and also using routine student learning assessment outcomes as a basis to tailor teacher training strategies and support remedial learning for children who face challenged in specific areas of learning.
- b) **2.3.2 Strengthen School management.** ESA findings show that the quality of learning environments in many schools remains low and it is assumed this has a major impact upon children effective learning and retention in schools. Activities under this strategy will thus focus on improving children's learning environment and school management by supporting schools and CECs to develop School Improvement Plans. This will help to address supply, demand and quality barriers to children's learning and retention in school (and promotion across grade levels) by improving school facilities and infrastructure, increasing community participation in local school management processes and improving the overall quality of school management.

5.4 Activity Matrix for primary education subsector

Table 12. Activity Matrix Primary Education Subsector

| Policy Statement 2: Enhancing Access, Equity and Quality in Primary Education | | | |
|---|---|---|--|
| | Strategies | Planned Activities | Targets |
| Priority Objective 2.1: Expand and Increase Access and Equity in Primary education | 2.1.1 Improve, expansion and optimization of the number of primary schools and classrooms, while targeting disadvantaged students. | Construct 135 Primary schools including special needs , ABE and 5 upper primary boarding schools | By 2021,1285 primary schools functioned |
| | | Renovate and furnish 340 classes including water and toilet facilities for the target schools | By 2021, 340 classrooms renovated and furnished |
| | | Recruit and provide hardship allowance to 975 primary and ABE teachers in rural areas | By 2021 , 975,teachers recruited with allowances provided |
| | | Review/Update policy on special needs education and categories of special need children | By 2021, Updated policy on special need education developed. |
| | 2.1.2 Implement equity strategies in primary schools for students, teachers and head teachers for girls and other marginalized groups. | Provide school feeding program to 200 additional primary and ABE schools , | By 2021, 425 schools with a feeding program |
| | | Establish flexible cost effective and alternative learning approaches to complement formal education system | By 2021, 425 schools with flexible learning programs |
| | | Provide take home ration to 21,452 additional girls. | 2021 , 21452 girls provided take home ration |
| | | Construct 20 girl friendly places in 20 primary schools | By 2021, 20 GFS constructed and functional |
| | | Recruit 100 special needs education teachers | By 2021, 100 special needs teachers recruited. |
| | Priority Objective 2.2: Improve the Quality and | Strategies | Planned Activities |
| 2.2.1 Increase the number of qualified teachers in primary schools. | | Recruit new teachers and provide subject matter and pedagogy training to 2,214 in-service primary school teachers | By 2021, 5347 teachers trained and certified. |

| | | | |
|---|--|--|---|
| Relevance of Primary Education | | Support school monitoring and supervision thrice quarterly | at least 50%of schools visited. |
| | 2.2.2 Strengthen the national curriculum for primary education by improving its relevance and delivery taking into account matters of gender, special needs and vulnerable children | Review ABE curriculum to incorporate culturally relevant material for the Pastoralists and nomadic education | By 2021 inclusive, relevant to culture and environment curriculum in place. |
| | | Review the national curriculum for primary education and improve its delivery taking into account matters of gender, special needs (Standardized sign language) and vulnerable children. | By 2021, primary education curriculum with standard sign language for special needs in place and in use in schools. |
| | | Develop and distribute teaching and learning materials (Teachers guide, student work book). | By 2021, all schools receive TLMS |
| | | Develop teaching and learning supplementary materials | By 2021, 50% children get access to supplementary materials. |
| Strategies | Planned Activities | Targets | |
| Priority Objective 2.3: Improve Internal and External Efficiencies within the Primary School Subsector | 2.3.1 Introduce remedial learning strategies to promote of students survival and transition rate | Conduct supervision/ mentoring of teachers to increase contact hours for teaching of students. | By 2021, students receive a minimum of (five) 5 hours of contact teaching per school per a day. |
| | | Introduce catch up programmes in 20% of government supported classrooms | By 2021, 20% of government classrooms supported |
| | | Establish and carry out assessment of student learning outcomes on an annual basis. | By 2021, 5 assessments on learning outcomes carried out. |
| | 2.3.2 Strengthen School management | Introduce and operationalize school improvement plans | By 2021, 50% of the schools develop and operationalize SIP. |
| Organize CEC meetings, and other with parents' fora, to follow up student learning outcomes. | | By 2021, a minimum of 3 CEC meetings conducted annually on learning outcomes carried out per school per a year | |

6. Secondary Education

6.1 Situation Analysis

Secondary education in Somaliland spans four years, from Form 1 to 4, and is divided into junior secondary (Forms 1 to 2) and senior secondary (Forms 3 and 4). Entrance to secondary education is, in theory, determined by the centrally administered standardized examinations at the end of class 8 (the last year of primary education). The MOEHS National Policy of Education (2015) targeted a Gross Enrolment Ratio (GER) of 50% by 2016. In fact, as of 2015, the GER was only 21.3% (boys 25%, girls 17%) and the Net Enrolment Rate (NER), was 10.5% (boys 11.6%, girls 9%) for the same period. Whilst explicit data describing the age range of enrolled secondary students was not available, the difference between NER and GER shows that approximately 50% of students are not within the appropriate age group of 14 to 17 years. The real entry age for secondary education varies due to access limitations, such as cost of education, in addition to late completion of primary school resulting in a high proportion of secondary students being over-age.

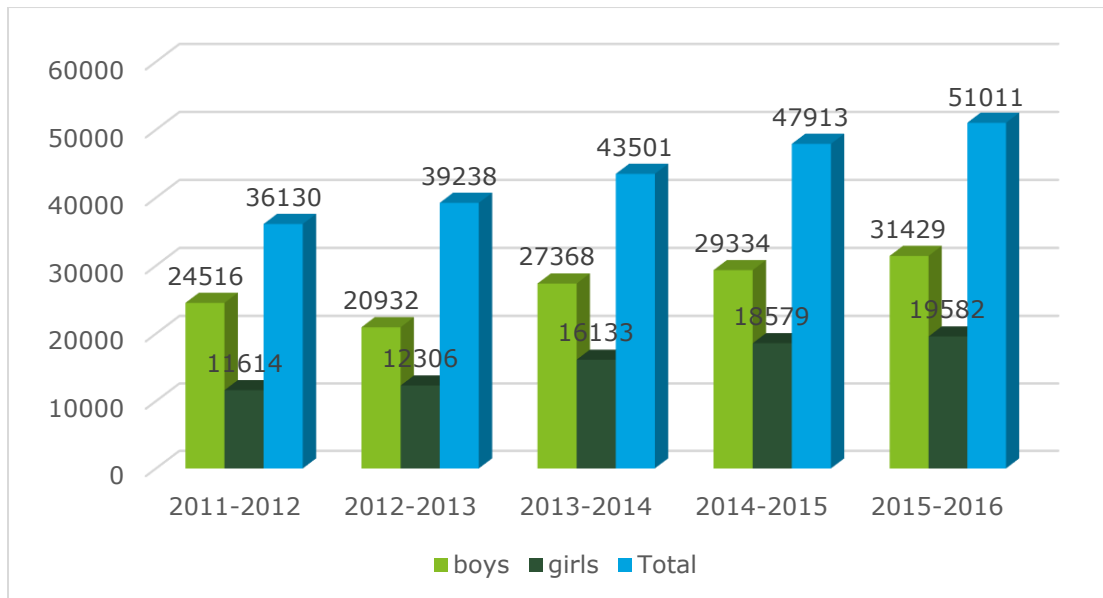
Just over half (55.6%) of the secondary school students are enrolled in government-owned schools. Private schools therefore have a significant share of students in the secondary sector. This correlates with the regional distribution of private secondary schools, most of which are in urban areas where economic conditions are better and families can afford higher school costs. Private schools also have better gender ratios, with 43.1% of students in private schools being girls in contrast to only 35.3% in government-run schools. This difference also springs from the reality that public secondary schools are situated in more disadvantaged regions that experience greater social barriers to girl's participation in education.

In this subsector, as elsewhere, teachers give private classes for students at a cost, giving an advantage to those students who can afford it and benefiting teachers who are paid by parents. This practice raises issues of equity (and perhaps the effectiveness of those teachers in their 'normal' classes). However, this practice also keeps the best teachers within the government system as it ensures that they earn a reasonable income and are thus less inclined to move entirely to private schools.

Some of the critical challenges facing the secondary education sector in Somaliland are summarised from the full ESA below.

Enrolment. Although the Annual Average Growth in the rate of enrolment has remained high (54% between 2012 and 2015), there remains a major shortfall when measured in terms the GER of 21% in 2015. Even when accounting for overage learning in primary school, the majority of 14-17 year olds remain out-of-school (estimated at over 50%).

Secondary enrollment trend from 2011 to 2016

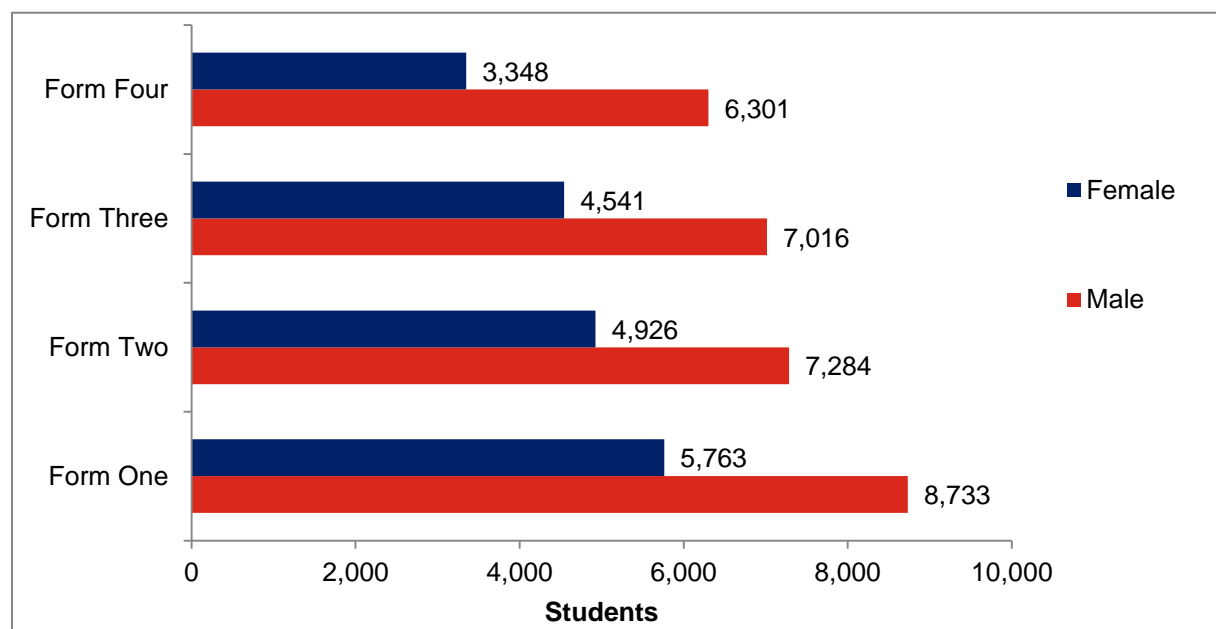


Enrolment by Form.

As shown in above, enrolment in the final year of secondary school is lower than in the first year by approximately 28% for boys and 42% for girls. There is no survey data with a cohort study that could confirm the reasons for this difference. However, the report suggests two reasons. Firstly it is the result of the 13.5% increase in enrolment over the past several years resulting in approximately 54% increase in school enrolment over time. This accounts for some of the differences between form 1 and form 4, i.e. it is a result of successful expansion each year. Secondly, dropout rates increase from Form 1 to Form 4, which accounts for the remaining differences between levels. For example, the Somaliland Multiple Indicator Cluster Survey (2014) observed that one in every two of the primary school age children are in primary school and this declines even further to one in five of secondary school age children attending secondary school⁴². Again, this observation could be the result of the increases in enrolment each year and/or as a result of dropout.

⁴² Republic of Somaliland Ministry of National Planning and Development, UNICEF. 2014. *Multiple Indicator Cluster Survey 2011: Final Report*, 2014.

Figure 7. Secondary Enrolment by Form for the year 2014/15⁴³



Somaliland EMIS Statistical Yearbook, 2015-2016

Equity. There are major inequities in the system that need to be addressed. These include the gender divide (GPI is 0.84 EMIS 2015/2016). The data for rural-urban divide is currently not available for Somaliland, whilst only 10% of teachers are deployed in rural areas) and the rich-poor divide. These may be the result of poor distribution of classes and teachers or may be the result of wealthier households able to pay for the best teachers and schools while poorer households are left under-resourced via the public school system.

Female teachers: The number of female teachers in the system is only 78, or 4% of all secondary school teachers. The lack of female teachers and therefore, lack of female role models for girls in school, is a major source of concern.

Teacher Qualifications and Capacity

The draft teachers' policy document shows that the minimum standard of qualification and certification for secondary education teachers requires at a minimum that teachers hold a diploma in teaching. As of 2014-15⁴⁴, 993 teachers (55%) are qualified at diploma level or above, as shown below. Over a third of teachers qualifications were "not defined", presenting doubts on the quality of education for students being taught by potentially unqualified staff. This contrasts with 2011 when out of 1,112 teachers only 12%, i.e. 178 teachers were not qualified. Thus, over the last four years, while teacher recruitment has kept pace with increasing enrolment, teacher qualification has fallen behind. Moreover, as shown in Table 33 the distribution of secondary teachers

⁴³ Republic of Somaliland MOEHS, 2015. Somaliland Education Statistics Yearbook 2014/15

⁴⁴ Republic of Somaliland MOEHS: 2015. Education Statistics Yearbook 2014/2015

between urban and rural areas shows massive inequities in the provision of services. Some 90% of secondary teachers are stationed in 'urban' areas compared to only 10% in rural areas. While this can be understood in a number of different ways, such as limited access and supply of primary education facilities in rural areas decreasing demand at secondary level, it also reflects the impact that inequities in primary education which are reproduced at secondary level and further aggravate vulnerability and risk for young people in rural areas.

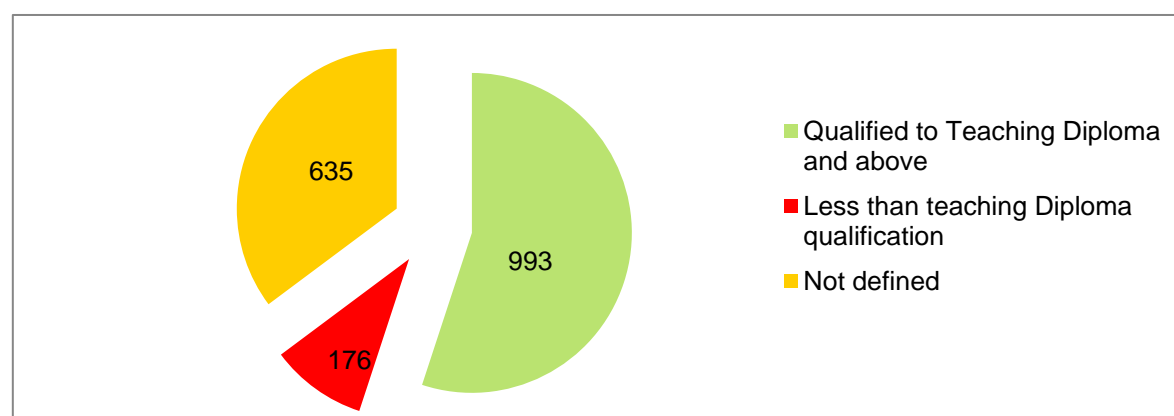
Table 13. Secondary Teacher distribution Rural vs. Urban

| Region | Urban | | | Rural | | | Total | | |
|-----------------|-------|----|-------|-------|----|------|-------|----|--------------|
| | M | F | T | M | F | T | M | F | T |
| Somaliland | 1,553 | 70 | 1,623 | 173 | 8 | 181 | 1,726 | 78 | 1,804 |
| % in group | 96% | 4% | 100% | 96% | 4% | 100% | 96% | 4% | |
| Rural vs. Urban | | | 90% | | | 10% | | | |

Somaliland EMIS Statistical Yearbook, 2015-2016

The average percentage of qualified secondary school teachers was 55.1%. These comprised of 55.2% of total male teachers and 52.3% of total female teachers. As shown below, while the proportion of qualified teachers is higher among female teachers, in absolute numbers this translates to only 2.3% of all qualified teachers being female as only 4% of the total teaching population is female.

Figure 8. Total Number of Secondary School Teachers by Qualification Status, 2014-15



Somaliland EMIS Statistical Yearbook, 2015-2016

The percentage of qualified secondary school teachers has decreased from 84% in 2010/11 to 55.1% in 2014/15. While this suggests a significant decline, caveats exist due to the accuracy of teachers' data and that the qualification of some teachers is not defined in the ESSP database (i.e. some qualified teachers may be listed as not being qualified). Furthermore, according to the MOEHS Education Sector Strategic Plan

(2012-2016), many secondary teachers obtained their training outside Somaliland and thus may not be recorded correctly inside Somaliland⁴⁵.

Pupil-Classroom Ratio. In Somaliland, the total secondary education Pupil Classroom Ratio (PCR) is 42.7 students per classroom. The PCR in government-managed schools is 40.4 students per classroom and in the non-government secondary schools it is 45.9 students per classroom. This indicates that on average private schools have slightly larger class sizes than government schools. This is probably because of the small class sizes in rural areas where government managed public schools have a much greater presence compared to private run secondary schools which are concentrated in urban areas. However, in Hargeisa private schools have significantly smaller class sizes than their government equivalents, suggesting the government run-schools are more accessible to poorer urban households resulting in overcrowding.

Pupil-Teacher Ratio. The total teaching force currently serving in the secondary education sector is 1,804 teachers, of whom only 78 are female (or 4%, see Table 13). This compares with 1,112 teachers in 2011 and thus represents a rate of increase of 62%. This matches well with the growth in student numbers. The teaching force was expanding by a rate of 62% while student enrolment expanded by rate of 54% resulting in a slightly improved student teacher ratio. However, as in the primary sub-sector this was achieved by using an increasing number of unqualified teachers which may have had a negative impact upon quality of learning in secondary schools.

Learning Environment

Schools. There are 100 secondary schools, most of which are located in urban areas, with 37 private schools and the rest public⁴⁶. Of the 63 public secondary schools, seven operate double shift systems in order to maximize learning spaces and accommodate high student number in urban areas.

Classrooms. The total number of classrooms in formal secondary school has increased progressively over the period of the outgoing ESSP, from 679 classrooms in 2010/11 to 1,122 in 2014/15⁴⁷. This consists of growth in both government and private schools combined and represent a rate of growth of 65% in new learning spaces, and exceed the 54% rate of growth in new students in the education system. This is reinforced by the 2014 ratio of classrooms to learners at an average of 43 pupils per classroom.

Quality: There have been major deficiencies in all areas that deliver quality. These include a decline in the numbers of teachers who are qualified and a lack of teaching learning materials, textbooks, equipment and general facilities. The average

⁴⁵ Republic of Somaliland MOEHS, 2015. Somaliland Education Statistics Yearbook 2014/15

⁴⁶ Republic of Somaliland MOEHS, 2015. Somaliland Education Statistics Yearbook 2014/15

⁴⁷ Republic of Somaliland Ministry of Education and Higher Education, 2015. *Education Statistics Yearbook 2014/2015*

percentage of qualified teachers is 55.1%, whilst 55% of all secondary schools reported lacking libraries and laboratories.

Student Learning Outcomes

The data on student outcomes is limited and the implications for this are severe, as student performance at primary and secondary levels is a key indicator of external efficiency. However, EMIS has data on the exit level candidates (Form 4) who achieved the minimum acceptable performance of 50% or above.

Data shows that of students who registered for the Form 4 examination (7,799 students), a total of 6,218 achieved 50% or above. This indicates that 79.7% of all Form 4 students registered for the exam, with 81.3% of students who completed the exam achieving scores of 50% and above. Only 1.9% of the registered students were absent from the exam. From the total registered male students, and from the total registered female students, 79.4% and 80.4% respectively achieved 50% and above. This indicates that a slightly higher percentage of female students scored 50% and above compared to males. However, there are significant gaps in the data, including the percentage difference in scores between the highest and lowest percentiles, and disaggregation by subject. Further analysis of learning outcomes at secondary level, or comparisons with 2011 outcomes, is recommended to be completed by the Examination Board within the ministry as it has control of the full results (see full ESA report for details).

Areas that need further research: Dropout rates. Further studies are needed into enrolment increases, transition rates and dropout rates.

Research into the needs for secondary level education in rural areas need to be examined based on grade 5-8 statistics. Where unit size may not be fully economic, then alternative strategies need to be discussed including the possibilities of boarding schools, multi-grade teaching web-based or other forms of technologies to deliver courses, and unit costs considered in all cases.

6.2 Policy Context

The MOEHS's has two specific policy statements, dedicated to Secondary education to, notably: (1) Improving Access and Equity in Secondary Education; and (2) providing relevant and quality secondary education that will impart a wide range of options for career choices and future studies of the learners (SNPE, 2017). The vision is to provide quality secondary education that will provide a wide range of options and career choices of the learners in the post-primary formal education.

In the context of the challenges around enrolment, equity, the dearth of female teachers, and the deficiencies in quality of education, and the MOEHS National Policy of Education (2017), and the National Policy Documents, the strategic objectives for secondary education for the ESSP 2017-2021 will be realized through the following priority objectives, strategies and activities as follows:

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6.3 Priority Objectives, Strategies, Targets and Activities

ESSP sets out the following objectives for secondary education over the next five years.

6.3.1 Priority Objective 3.1: Increase access and equity of secondary education

Rationale: There has been a steady improvement in gender parity in Secondary Education over the last four years. By 2015 the ratio of girls-to-boys had improved to almost 2:3. Specifically there were 39% girls and 61% boys enrolled in secondary education (ESA 2017). However, continuing barriers to achieving gender parity spring from poverty and expectations that girls will support household chores, social attitudes to women and early marriage of girls. It should also be noted that in rural schools gender parity is lower, which is a reflection of the conservative nature of rural communities and greater economic and cultural barriers for girls. . Moreover, there remain high levels of inequity between secondary education enrolment rates between rural and urban areas with rural areas lagging far behind urban areas.

Key Strategies

- a) **3.1.1 Improvement, expansion and optimization of the number of secondary schools and classrooms, while targeting disadvantaged students.** This strategy will address key supply and demand barriers for young people to access secondary education focussing on raising awareness of communities, provision of learning spaces and teachers in rural and urban poor areas, and overcoming financial and cultural barriers for girl's education. Key activities will include conducting regular awareness raising campaigns using social media and community leaders regarding the importance of secondary education, the construction and renovation of schools ensuring access to WASH facilities and girl friendly spaces, and provision of scholarships for girl's to overcome financial barriers. Successes of the strategy will be documented so that lessons learned can be scaled up in the future.
- b) **3.1.2 Equitably distribute teachers to ensure the learning of children in rural areas is supported.** This strategy will focus on overcoming supply-side barriers for young people in rural areas to access quality education, as well as ensuring the equitable distribution of qualified teachers in rural and remote areas. ESA findings have demonstrated a major dearth of teachers in rural areas, especially those who are qualified. The inequitable distribution of teachers thus fuels inequities and hinders progress with making 'quick wins' for increasing access and improving quality for those who are most marginalized. Key activities will focus on the recruitment, training and deployment of qualified teachers to rural schools ensuring their regular attendance with the provision of hardship allowances for teaching in rural areas of Somaliland.

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6.3.2 Priority Objective 3.2: Improve the quality and relevance of Secondary Education

Rationale: The ESA report 2016 shows that, from the total number of students who registered for the Form Four examination, i.e. from 7,799 students, 6,218 achieved 50% or above, which is the minimum acceptable performance. This indicates that from the total form four students registered for the exam 79.7% and from those who sat for the exam 81.3% achieved 50% and above. At the same time, a large proportion of teachers at secondary level are not yet qualified, which acts as a major supply-side barrier to improving quality of education and improving the learning outcomes of students.

Key Strategies

- a) **3.2.1 Train teachers in order to meet student's academic needs.** This strategy will address key supply-side barriers for improving learning outcomes of students by improving the quality and effectiveness of teaching in classrooms. Key activities that will be implemented to achieve this result will include recruiting, training and deploying qualified secondary school teachers in key subject areas where learning outcomes are lowest. Qualified teachers will be supported with annual in-service trainings to strengthen specific areas of teaching. To further support teaching processes, routine school monitoring will be conducted each year to ensure adherence to quality standards and provide in-service mentoring support to teachers through school supervisors.
- b) **3.2.2 Provide adequate and relevant teaching and learning materials or secondary schools including special needs.** This strategy will address supply-side barriers regarding the dearth of learning materials at secondary school level. Key activities will include reviewing the updated national curriculum framework and developing and then distributing relevant learning materials aligned to the needs of students in secondary school, including those of vulnerable and marginalized groups.

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6.3.3 Priority Objective 3.3: Improve Internal and External Efficiency of the Secondary Subsector

Rationale: The data on student outcomes is limited and the implications for this are severe, as student performance at secondary levels is a key indicator of internal efficiency. The ESA 2016 findings also suggest potential weaknesses with efficiencies relating to survival rates at secondary school and transition rates across higher levels. advance key priority for this ESSP is thus to address factors leading to inefficiency within secondary schools to ensure learning are well-equipped to become constructive and productive citizens following secondary education..

- a) **3.3.1 Address supply, demand and quality barriers to promote students survival and transition rates.** This strategy will focus on addressing supply, demand and quality barriers to improving internal efficiencies in secondary education. Key activities will include raising awareness and community participation in supporting learning of students, increasing teaching and learning contact hours and utilizing learning assessment tools to support remedial learning of students to ensure they achieve required learning

competencies. Learning assessments will also be used to strengthen teacher training strategies to improve upon teaching and learning strategies in subject areas where learning struggle.

- b) **3.3.2 Develop school Improvement Plans to improve achievement of students' academic quality.** ESA findings show that the quality of learning environments in many schools remains low and it is assumed this has a major impact upon effective learning, retention transition between form levels in secondary schools. Activities under this strategy will thus focus on improving learning environments and school management by supporting schools and communities to develop School Improvement Plans. This will help to address supply, demand and quality barriers to children's learning and retention in school (by improving school facilities and infrastructure, increasing community participation in local school management processes and improving the overall quality of school the learning environment.

6.4 Activity Matrix for Secondary subsector

Table 14. Key Activity Matrix, Secondary Education Subsector

| Policy Statement 3: Improving Access, Equity and quality in Secondary Education | | | |
|--|---|---|---|
| | Strategies | Planned Activities | Targets |
| Priority Objective 3.1: Increase Access and Equity of secondary education | 3.1.1 Improve, expansion and optimize of the number of secondary schools and classrooms, while targeting disadvantaged students. | Conduct awareness raising campaigns of the importance of secondary school education in the community | By 2021, secondary education popularized through awareness raising. |
| | | Construct 30 new secondary school in the six regions | By 2021, 30 new secondary schools fully operational (130 schools fully operational |
| | | Renovate and furnish 500 classes including water and toilet facilities for the target schools in the six regions | By 2021, 500 additional classrooms renovated and furnished |
| | | Construct girl friendly spaces in ten (10) secondary schools across the country | By 2021, 10 GFS constructed and functional |
| | | Generate scholarships for 500 female secondary students from marginalized communities including special needs | By 2021, 500 provided scholarship |
| | 3.1.2 Equitably train, recruit, and distribute teachers to ensure the learning of children in rural areas is supported | Recruit and provide hardship allowance to 100 qualified secondary school teachers of mathematics, chemistry, biology and physics, language and social science annually. | By 2021, 100 teachers recruited and provided with allowances |
| Priority Objective 3. 2: Improve the Quality and Relevance of Secondary Education | Strategies | Planned Activities | Targets |
| | 3.2.1 Train teachers in order to meet student's academic needs | Provide annual in service training for secondary teachers on subject matter and pedagogy to 200 teachers per year | By 2021, 1196 secondary teachers trained and certified |

| | | | |
|---|--|--|---|
| | | Conduct school monitoring and supervision and mentoring of teachers on a quarterly basis. | By 2021 four school supervision and monitoring visit conducted per school per year |
| | | Recruit 100 qualified secondary school teachers of mathematics, chemistry, biology and physics, language and social science annually. | By 2021, 2958 recruited and working in schools |
| | 3.2.2 Provide adequate and relevant teaching and learning materials for secondary schools including special needs | Review the national curriculum for secondary education, and improve its relevance and delivery taking into account matters of gender, special needs and vulnerable children (including development of teachers guides) | By 2021, Secondary school curriculum reviewed and implemented |
| | | Procure sufficient learning materials including, language and social science text books, science equipment's and supplementary reading material to 80 secondary schools. | By 2021, 80 schools provided textbooks and supplementary materials |
| Priority Objective 3.3 : Improve Internal and External Efficiency of the Secondary Subsector | Strategies | Planned Activities | Targets |
| | 3.3.1 Address supply, demand and quality barriers to promote students survival and transition rates | Organize meetings and orient parents, CECs to follow up student learning outcomes By organize monthly meetings with teachers | By 2021 reduce drop outs from 4.2% to 1.1% |
| | | Improve student teaching and learning By strictly following contact hours and strength quality assurance process at school level | By 2021, students receive a minimum of 5 hours of contact teaching each school day. |
| | | Implement school level formative assessment in 50% of classrooms. | By 2021, 50% of classrooms have conducted formative assessments. |
| | | Introduce afternoon remedial schools programs | By 2021, at least 55%of secondary schools with functional improvement plans |
| | | Standardize and strengthen student assessment mechanisms / systems to measure learning outcomes | By 2021, all school implement school level formative assessment. |

| | | | |
|--|--|---|--|
| | 3.3.2 Develop school Improvement Plans to improve achievement of students' academic quality | Introduce and operationalize school improvement plans | By 2021, 55% of schools with functional improvement plans. |
|--|--|---|--|

7. Non-Formal Education (NFE)

7.1 Situation Analysis

Non formal Education (NFE) is defined as a practical and functional mix of fundamental literacy, numeracy and skills for life. It focuses on community or district-based programs that engage out-of-school youth in learning in order to prepare them to improve their life opportunities and/or successfully enter high growth occupations and careers. The Ministry of Education's department of Non-Formal Education (NFE) seeks to foster lifelong education and support services. It provides services for youth/adult learning, girls/women's learning spaces and family learning centres that enable individuals to access education in various life skills that equip them with the ability to generate sustainable and healthy livelihoods, while developing as informed and skilled citizens.

Currently the Non-Formal Education Program operates without training manuals or standardized curriculum. A lot of capacity strengthening is required. The NFE department in order to ensure delivery of quality education and training services needs to develop its capacity and human resources. This includes the development of rural educational strategies programs and improvement of advanced level of NFE linkages to the other education subsectors, establishment of an equivalency certification system and Institutionalization of NFE teachers and provision of in-service teacher training on regular basis. There are a total of 260 NFE centres across Somaliland with which the MOEHS is involved. The following Table about the regional NFE Enrolment between the years 2014 and 2015 is the only available data according to the monitoring reports collected by the Ministry of Education and Higher Studies in collaboration with all stakeholders/ partners.

Table 15. Key indicators for NFE

| Regions | No of NFE centres | No of classes | Enrolment of NFE learners | | | Percent Girls |
|----------------|-------------------|---------------|---------------------------|--------------|--------------|---------------|
| | | | F | M | TOT | |
| Awdal | 40 | 128 | 2361 | 1469 | 3830 | 61.7% |
| M/Jeeh | 84 | 185 | 7895 | 3690 | 11585 | 68% |
| Sahil | 30 | 121 | 2079 | 1574 | 3653 | 57% |
| T/dheer | 45 | 173 | 3866 | 2612 | 6478 | 60% |
| Sool | 25 | 157 | 3211 | 1525 | 4736 | 67.8% |
| Sanag | 36 | 120 | 1061 | 510 | 1571 | 67.5% |
| | 260 | 884 | 20473 | 11380 | 31853 | 64% |

MOEHS, NFE Department 2016

Only a quarter of women in Somaliland are literate (see full ESA for details). This varies greatly by region and rural-urban divide. The existing NFE centres provide literacy and numeracy for adults and out of school youths, the age category for this target group is

between 15 to 45 years. As shown in Table 22 above, the proportion of female students is 64%.

The key challenges in the NFE subsector are summarized as follows:

- Just like most other subsectors, financial resources, especially from public funding remain insufficient. This, coupled with inadequately trained personnel, tends to lower the quality of education services in NFE facilities
- The NFE subsector does not have an up-to-date comprehensive policy that will guide and facilitate the running of the sector and ensure that the sector imparts life skills to learners who did not have a chance of formal education.
- As currently equipped, NFE facilities have limited learning materials to support learning especially in life skills training and in particular equipment for practical learning.
- There are gaps regarding awareness of the NFE programme among the Somaliland communities and the important role it plays in imparting basic literacy and numeracy skills to learners.
- The Ministry is facing challenges in the implementation of Family Education Centres (FLECS) due to limited resources.
- There is lack of data and documents regarding the achievements of teacher recruitment, selection, training and development. There is also a shortage of relevant educational materials including textbooks and supplementary reading resources, particularly in the rural learning centers. The EMIS does not incorporate the NFE subsector.

7.2 Policy Context

The official government policy on NFE is still in draft form. Although the focus of this policy and its strategy will include the promotion of gender parity within the education system. NFE service delivery will be done through public, private and voluntary sector (INGOs, NGOs, CBO, faith groups) partnership and collaboration.

7.3 Priority Objectives, Strategies, Targets and Activities

The ESSP sets out the following objectives for Non-Formal education over the next five years.

7.3.1 Priority Objective 4.1: Increase access and equity in NFE

Rationale: The likelihood that the formal education system will increase its outreach to reach 100% of the educatable population in the next few years is very remote. Nevertheless, considering the overall ratio of those in the population who remain illiterate or who have never attended school, as identified in the full ESA, NFE will play critical role in overcoming inequities in society and supporting the achievement of key national development goals for Somaliland. The many challenges for this subsector relate to numerous supply-side barriers, especially appropriate learning facilities, teachers and learning materials.

Key Strategies

- a) **4.1.1 Expand NFE centres and classrooms.** This strategy will address key supply-side barriers for increasing access to education through NFE. ESA data demonstrates that there is a major dearth of facilities in place to support potential learners in Somaliland. Key activities will include the construction and/or renovation and furnishing of NFE classrooms in some of the hardest-to-reach and marginalized areas of Somaliland. Additionally, infrastructure in existing primary schools will be improved so as to expand the capacity of the system to absorb more NFE learners.
- b) **4.1.2 Develop and provide appropriate teaching learning material for adult education.** This strategy will address key supply-side barriers with adult learning. Within the NFE subsector there is a near complete lack of learning materials for adult learners. That EMIS systems and the ESA report fail to provide any data on learning materials in NFE highlights the extent to which this area has been neglected over the years. Key activities that will be conducted to address this barrier to learning in NFE will be based upon procuring and distributing teaching and learning materials for learners across all non-formal learning centres across Somaliland.
- c) **4.1.3 Recruit and provide remuneration of NFE teachers in NFE centres.** This strategy will focus on addressing supply-side barriers caused by the lack of qualified NFE teachers in the subsector. Key activities will thus focus on recruiting and providing remuneration for NFE teachers to ensure they are present in schools and provide services to learners.

7.3.2 Priority Objective 4.2: Improve the Quality and Relevance NFE

Rationale: The quality and relevance of NFE remains very poor due to the lack of investment made in this subsector over the years and as demonstrated by the numerous supply-side barriers with learning materials and the availability of teachers. To improve the quality of NFE key measures will be taken to strengthen quality standards and quality assurance mechanisms as well as capacitating teachers with critical skills.

Key Strategies

- (a) **4.2.1 Provide teacher training to meet NFE academic needs.** ESA data suggests that the quality of learning in NFE centres remains low and is largely due to the lack of investment made in this subsector. This strategy will focus on training a cadre of NFE teachers and literacy facilitators to support effective teaching and learning. Additionally, quality assurance mechanisms will be developed and utilized to support sustained quality improvement of NFE teachers and centres through regular mentoring support provided to teachers by supervisors. Lessons learned from this initiative will be document for scaling up successes in the future
- (b) **4.2.2 Provide adequate and relevant NFE teaching and learning materials.** While the absence of learning materials for NFE learners is a major supply-side barriers, the ministry will ensure that learning materials are of sufficient quality an relevance of the specific needs of adult learners and those who purpose

alternative livelihoods in the traditional economic sectors. Key activities will include developing a harmonized NFE curriculum (thus addressing the fragmentation of learning with the subsector) and ensure that sufficient learning materials and resources are distributed to all NFE learning centres.

7.3.3 Priority Objective 4.3: Improve Internal and External Efficiency of the NFE

Rationale: There is very limited data available regarding efficiencies with the NFE subsector. Nevertheless, it is assumed by all partners and the ministry itself that key weaknesses exist regarding linkages (or ‘learning pathways’) from NFE to formal learning, thus leading to significant wastage of learners who become disenfranchised with the lack of clear pathways. Additionally, it is widely believed that many NFE learners are lost due to poor quality and lack of investment to support their learning (e.g. books, teachers, facilities) resulting in low quality of NFE teaching and learning.

Key Strategies

- a) **4.3.1 Increase retention and promotion in NFE facilities.** This strategy will focus on addressing key determinants related to quality in order to increase retention and promotion with the NFE subsector. This strategy will also complement other measures taken to address supply barriers and quality barriers listed above. Key activities will focus on strengthening the use of standard student assessment systems in NFE and supporting remedial learning, introducing measures to increase learning contact hours in NFE centres and strengthening elements of life skills and vocational learning provided in NFE centres to ensure learning supports improving the livelihoods of NFE learners.

7.4 Activity Matrix for NFE Subsector

Table 16. Activity Matrix NFE Subsector

| Policy Statement 4: Access, Equity and Quality of Non-Formal Basic Education: | | | |
|--|---|--|--|
| | Strategies | Planned Activities | Targets |
| Priority Objective 4.1: Increase Access and Equity of NFE | 4.1.1 Expand NFE centers and classrooms | Construct , furnish and equip 90 classes including Family life center facilities | By 2021 90 classrooms constructed and furnished |
| | | Renovate 102 NFE classes including water and toilet facilities for the target centers across the regions | By 2021 102 classrooms renovated and furnished |
| | | Improve infrastructure of existing NFE Centres through rehabilitation projects | By 2021, 30,000 adult learner benefit from the new classrooms |
| | 4.1.2 Develop and provide appropriate teaching learning material for adult education | Procure appropriate teaching and learning material to all (FLECS centers) | By 2021 50% adolescents and youth get access to supplementary material |
| | | Procure and distribute TLMs to accommodate adult learners | By 2021 50% of adult learners access TLMs |
| | 4.1.3 Recruit and provide remuneration of NFE teachers for NFE centers | Recruit and remunerate 100 new NFE teachers | By 2021, 100 facilitators recruited. 2021 |
| | | Recruit adult literacy facilitators. | By 2021, 657 adult literacy facilitators recruited. |
| Priority Objective 4.2: Improve the Quality and Relevance NFE | Strategies | Planned Activities | Targets |
| | 4.2.1 Provide teacher training to meet NFE academic needs | Provide training on functional literacy and skills for life to 657 NFE instructors | By 2021 657 NFE instructors trained |
| | | Strengthen supervision and quality assurance process for adult education (NFE) | By 2021 50% of NFE centres supervised 3 times per year |
| | 4.2.2 Provide adequate and relevant NFE teaching and learning materials. | Develop and harmonize, NFE curriculum to incorporate culturally relevant material for NFE | By 2021 50% of NFE harmonized curriculum in place and in use in the NFE centres. |
| | | Provide sufficient learning materials to all NFE learners including FLECS | By 2021, adult learners in all classes receive TLMs |

| | Strategies | Planned Activities | Targets |
|--|---|--|--|
| Priority Objective 4.3: Improve Internal and External Efficiency of the NFE | 4.3.1 Increase retention and promotion in NFE facilities | Standardize and improve student assessment mechanisms / systems to measure learning outcomes | 2021, four annual student learning Assessment reports in place. |
| | | Increase NFE learners teaching and learning contact hours | By 2021, 80 % of teachers comply with the minimum of five hours per school day (as per Education Policy). |
| | | Conduct capacity building for teachers in life skills training and income generation activities for learners | By 2021, four annual capacity building for teachers in life skills training and income generation activities for learners are conducted. |

8. Technical and Vocational Education and Training

8.1 Situation Analysis

Although high in demand, the TVET Department at the Ministry of Education continues to suffer from lack of organization, access and a disjuncture between private and public vocational services. Reliable data is still a problem as the TVET subsector was included in the EMIS census only since 2015. Currently the TVET department offers formal public secondary school services in the Technical schools in Hargeisa, Burao and one technical Agricultural school on the outskirts of Burao. However, the majority of TVET institutions are privately owned and administered independently from the MOEHS. These schools are project-based and their longevity depends on the lifespan of donor funding for projects. Therefore, sustainability is a major challenge in the TVET private sector. There are many challenges hindering this subsector as noted below.

Fragmentation and data availability. TVET programming in Somaliland is currently fragmented due to the manner in which these programmes are implemented. With the assistance of Development and Implementing Partners a wide spectrum of initiatives and activities have been implemented over the years but there is a lack of formalized documentation to assess initiatives and results in this subsector.⁴⁸

Weak policy implementation. As documented in the ESA a number of far reaching initiatives were proposed in the outgoing ESSP 2012-2016, with the potential to create enabling conditions for developing a concise, structured TVET subsector, including:

The 2011 National Vocational Qualifications Framework (VQF)⁴⁹, was developed and has not been reviewed. In addition, a draft TVQA Bill was developed but not finalized. Therefore, the TVQA need to be revised to address the ambiguities in the roles and responsibilities between the TVET Department and TVQA Authority. Furthermore, VQF should be revised so that it will be line with the TVET Strategy, current labour market demand and the ESSP 2017-2021.

Standardization of all qualifications and credentials is an important element in a structured, consistent education system. This would gradually address the current problem of questionable qualifications (diplomas and degrees) thus creating a national, binding system of qualifications for all education and training providers;

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⁴⁸ See Chapter 9 ESA for details concerning the severe absence of reliable data and the related lack of management capacity. Sporadic data in the course of a various interviews were given, but only followed by provision of written information with significant delays; even then the data set is rudimentary as documented in the ESA. A comprehensive document for the VQF was put in place with EU funded assistance in 2012.

⁴⁹ *ibid.*

- A comprehensive revision of curricula towards output/ learning outcome-based, or results-based, with defined levels (modular structure) and linked to NQF, skills and knowledge competencies;
- Specification of occupations or trades (with recognized qualification profiles), ensuring national and regional recognition (gazetting, standards);
- Concepts and plans to implement the training of instructors/ TVET teachers, albeit without full consideration of heads as managers of TVET institutions/ colleges.
- However, it is noted that their transformation into binding norms is yet to be effected as none of these initiatives were fully realized.

Lack of management capacity. TVET has remained an under-funded subsector and the near-total absence of subsector-wide monitoring by the MOEHS suggests a fundamental management inefficiency and lack of capacity. However, a department for TVET was created in the compound of the MOEHS with a fully functional equipped building but clear guidelines on reporting and job profiles are yet to be developed and applied.

Limitations. Given the extremely sporadic data available (extensively elaborated in the ESA and above) any attempt to develop a realistic assessment of the cost to develop the sector is seriously curtailed. This handicap is exacerbated by a number of other factors: Operationalized policy statements with clear-cut (quantitative) indicators are for the most part absent. The 2012 ESSP stated that per annum one new training centre should be created/refurbished, with a capacity of 360 trainees⁵⁰. No costing or financing plan had been developed against which the present situation could be measured, and serve as a basis for better planning. As discussed more fully in the ESA the existing (oldest) TVET Centre in Hargeisa received funds (from implementing partners) for upgrading, and there is an initiative to re-build the (totally destroyed) Burao TVET centre underway, with the help of implementing/development partners at the end of the out-phasing ESSP. None of the proposed initiatives to introduce “mobile” TVET training in order to reach out to the rural areas and provide training opportunities to the disadvantaged rural young women and men⁵¹” has been documented (for verification). Thus, the information and funding bases advise on good caution and modest planning: what cannot be financed cannot be planned for. Availability (or at least solid prospects) of funding is the defining bottleneck for the planning of sector initiatives.

⁵⁰MOEHS: National ESSP 2012-2016: “For each year of implementation (of this sector plan) the Government will establish/refurbish/rehabilitate one new Vocational Training Centre in an urban setting so that in 2016 five new or rehabilitated centres are operational. These will progressively offer professional training services at craft levels one to four (see VQF)”, p. 65.

⁵¹ Ibid.

Financing of the sector. Funding from the national budget for the TVET subsector is rather constrained, not allowing any significant expansion of the subsector. Given other serious requirements to raise the funding for other subsectors, notably in basic (primary and secondary as well as ABE) education, there is no reason to assume any growth in public funded TVET in the near future.

One approach to change the impasse, mentioned above, could be to channel all significant donor funding through the national development (or similar fund), and this, if well managed by the TVET Authority, could result in management gains (due to reduced transaction and other costs).

In addition, alternative sources should be made available, by shifting the need for funding to the beneficiaries. Given that the majority of TVET trainees are from the poorest strata of society, it cannot be expected to collect fees from trainees⁵². However, the key beneficiary, which is the country's economy, should participate in expanding TVET.

8.2 Policy Context

The Somaliland National Education Policy 2017, and the ESA are the key guiding documents for the TVET Sector. The MOEHS is committed to implement a robust agenda for TVET based on the need for technical knowledge coupled with livelihood opportunities for the youth. Although the guiding policies and principles are still in draft form, stakeholders will benefit from a sustainable regulatory mechanism that will guide the policies and regulatory mechanism for TVET in Somaliland.

Two National Education Policy 2017 statements include to: increase access and equity of TVET education; and to increase the quality and relevance of TVET education.

8.3 Priority Objectives, Strategies, Targets and Activities

ESSP sets out the following priority objectives for primary education over the next five years with a clear rationale provided for each priority.

8.3.1 Priority objective 5.1: To Improve and Promote of TVET access and equity

Rationale: TVET has the potential to improve the well-being and employability of Somaliland youth and increase access to labour market for all sections of the economy. However, data from the ESA shows that the proportion of youth benefitting from TVE programmes remains very low springing from high costs of implementation of such programmes. The ESSP will thus work toward overcoming supply and demand barriers for youth to access TVET that spring from the high cost of these programmes and their limited availability.

⁵² However, if donor-funded support is made available, then voucher schemes could be considered.

Key Strategies

- a) **5.1.1 Expand TVET centres to main regions.** This strategy will focus on increasing access to TVET facilities supply barriers related to the lack of TVET training facilities. To this end, key activities will include establishing new TVET facilities in three regions for new learners and providing them with quality learning materials to established technical schools.
- b) **5.1.2 Promote gender equity in TVET centres, with special attention for girl's enrolment.** This strategy will look to overcome barriers to female participation in TVET training centres and, by extension, in the work force. Activities will focus on providing tailored/gender-sensitive learning opportunities for females in 'female friendly' environments.
- c) **5.1.3 Implement market demanded EBTRET and IBTERET.** This strategy will focus on increasing the quality and relevance of training in the TVET subsector by better aligning courses to the labour market and providing institutional basic training and Enterprise-based training to 300 trainees annually.

8.3.2 Priority objective 5.2: To enhance quality and relevance of TVET trades and strengthen capacity of TVET/TVQA Staff.

Rationale: There are challenges in terms of enhancing quality and relevance of TVET in Somaliland. A comprehensive review of the current approaches in the TVET centres and other institutes will be done to take stock and help to orient TVET curriculum to increase the quality of competence in professional skills based on current and future local market opportunities. Learners will identify a pathway for lifelong careers and productive livelihoods. To this end, ESA findings also demonstrate that further investments are required to strengthen the capacity of TVET/TVQA staff to provide more effective training and learning opportunities for the youth of Somaliland.

Key Strategies

- (a) **5.2.1 Strengthen capacity of existing TVET centres to deliver quality training.** This strategy will focus on overcoming supply-side barriers in relation to training facilities and programmes, which remain below required levels to meet the needs of unemployed youth in a manner that will support the national development goals of Somaliland. Activities under this strategy will address specific barriers by increasing the availability of equipment, training systems in centres, learning/training aids, and rehabilitating training facilities.
- (b) **5.2.2 Adopt highly specialized advanced technical skills for learners.** This strategy will focus specifically on demand and quality barriers confronting training programmes to ensure that relevant programmes are developed that will support learners in gaining sustainable livelihoods and employment. To this end, a major labour market survey will be conducted to inform the design of future TVET/TVQA initiatives considering the labour opportunities in both formal and traditional market opportunities.

- (c) **5.2.3 Enhance the quality and relevance of TVET through training of instructors and centre managers.** This strategy will focus on specific supply-side barriers regarding the quality of services provided by improving the skills of TVET instructors and centre managers. Activities will thus focus on increasing the skills of instructive and managers through specialized training programmes and providing instructors with learning exchange opportunities in neighbouring countries and on-the-job training opportunities so that new skills can be integrated into the training programmes for TVET learners.
- (d) **5.2.4 Improve the relevance and quality of TVET curriculum by adapting and implementing competency-based curriculum.** This strategy will focus on addressing quality barriers by conducting an overall review of the TVET training curriculum to ensure key learning competencies are integrated across the sector and which are aligned to broader national development goals. The finalized competency-based curriculum will then become the basis for all development partners to delivery training, which will also help to better regulate and align all activities within the subsector to national goals and priorities.

8.3.3 Priority Objective 5.3: To increase internal and external efficiencies and harmonize assessment and employment procedures for TVET trainees.

Rationale: The ESA 2016 found that the TVET subsector is poorly structured, weakly aligned to national ownership, and there is limited government regulation over the sector that will help to strengthen the external efficiencies of the subsector. To this end, a priority for the ministry will be to strengthen the regulation of the subsector to improve the external efficiencies of TVET training programmes.

Key Strategies

- a) **5.3.1 Standardize and improve assessment and certification of TVET trainees.** This strategy will specifically focus on addressing enabling environment factors regarding the management and quality assurance of the TVET subsector. Activities will focus on improving the quality and standards of examination systems and the capacity of the TVET Examination Unit to apply quality standards across the subsector.
- b) **5.3.2 Prepare TVET graduates for employability in the labour market.** This strategy will focus on strengthening the external efficiencies of the TVET subsector so that a higher proportion of graduates are able to secure sustainable livelihoods and employment opportunities upon the completion of TVET training programmes. Activities will focus on strengthening collaboration mechanisms with the business sector and building 'public-private' partnerships, providing business start-up opportunities for TVET graduates and conducting regular tracer studies of graduates that will be used to continually improve upon the external efficiencies of the TVET subsector.

8.4 Activity Matrix for TVET Subsector

Table 17. Activity Matrix for the TVET Subsector

| Policy Statement 5: Access, Equity and Quality of TVET | | | |
|---|---|---|--|
| | Strategies | Planned Activities | Targets |
| Priority objective 5.1: Improve and Promote access and equity to TVET | 5.1.1 Expand TVET centers to main regions | Establish and operationalize new three technical Secondary school in 3 regions | By 2021, 3 secondary technical schools equipped and functional. |
| | | Enroll 360 trainees into the new established technical schools annually | By 2021, 90% of the enrolled students completed the training. |
| | | Provide learning materials to established technical secondary schools | By 2021, all the functional technical secondary schools have got adequate learning materials. |
| | | Provide institutional based and enterprise based trainings to 50 disabled and special needs trainees annually | By 2021, 50 people with disabilities benefited from enterprise based trainings. |
| | 5.1.2 Promote gender equity in TVET centers, with special attention for girl's enrollment. | Introduce highly marketable female friendly courses and provide female friendly leaning environment | By 2021 , gender parity in relation to TVET access will reach .06 |
| | 5.1.3 Implement market demanded EBTVET and IBTEVET | Provide institutional-based training and enterprise-based training to 300 trainees annually | By 2021, 70% will minimum IT literacy skills |
| Priority objective 5.2 Enhance quality & relevance of TVET trades and strengthen capacity of TVET/TVQA Staff | Strategies | Planned Activities | Targets |
| | 5.2.1 Strengthen capacity of existing TVET centers to deliver quality training | Strengthen TVET center personnel capabilities to procure equipment and machines through trainings and system development (Procure advanced TVET machines and tools relevant to TVET curricula and repair old machines; Renovate and rehabilitate public TVET institutes). | By 2021, 80% of functional public Technical institutes have got adequate and relevant equipment and tools for each Course. |

| | | | |
|---|--|---|--|
| | 5.2.2 Adopt highly specialized advanced technical skills for learners | Undertake extensive labor market survey to determine advanced and highly employable skills trainings. | By 2021, 60% TVET graduates have gained employment in their respective specialty 12 months after graduation and national service |
| | 5.2.3 Enhance the quality and relevance of TVET through training of instructors and center managers | Establish TVET instructors' training department TVET/TVQA departments. | By 2021, 60% of working TVET instructors have got at least Diploma Qualifications in TVET teaching. |
| | | Train and produce 200 highly skilled TVET instructors. | By 2021, 60% of working TVET instructors have got at least Diploma Qualifications in TVET teaching. |
| | | Upgrade capacity of TVET center staff through on-the-job training. | By 2021, provided with center based TVET job training. |
| | | Register, assess and accredit TVET centers/Institutes | By 2021, 90% of existing TVET centers/institutes are accredited By TVQA. |
| | 5.2.4 Improve the relevance and quality of TVET curriculum by adapting and Implementing competency based curriculum | Develop Competence-based Curriculum and implement for all levels. | By 2021, 80% of public and private TVET centers/ institutes adapt MOE&HS TVET curricula. |
| | | Provide on-the-job training and take study tour to TVET staff of MOE&HS | By 2021, 90% of TVQA and TVET staff are capable of effectively and efficiently management of TVET program in the country. |
| Priority Objective 5.3: Improve Internal and External Efficiency of TVET | Strategies | Planned Activities | Targets |
| | 5.3.1 Standardize and improve assessment and certification of TVET trainees. | Train public TVET examiners and assessors. | By 2021. all TVET examinations are standardized and administered By SLNECB |
| | | Establish and operationalize TVET examination unit under SLNECB. | By 2021. all TVET examinations are standardized and administered By SLNECB |
| | | Strengthen/Develop TVET examination checklist/guideline. | By 2021. all TVET examinations are standardized and administered By SLNECB |

| | | |
|---|---|--|
| 5.3.2 Prepare TVET graduates for employability in the labor market | Establish employment promotion units at TVET centers. | By 2021, 60% of TVET graduates have gained employment in their respective specialty 12 months after graduation and national services |
| | Collaborate with MOLSA on linkages of TVET graduates to employers for apprenticeships. | By 2021, 60% of TVET graduates have gained employment in their respective specialty 12 months after graduation and national services |
| | Provide business startup capital to 120 TVET graduates. | By 2021, 60% of TVET graduates have gained employment in their respective specialty 12 months after graduation and national services |
| | Pilot crowdfunding platform in collaboration with MOLSA to enhance availability of funds for business-minded TVET students. | |
| | Under TVET tracer study | |

9. Higher Education

9.1 Situation Analysis

The Education Sector Analysis (2012-2016) observed that the Higher Education (HE) sector is relatively new in Somaliland. As a result, data on university education in Somaliland is extremely limited due to lack of regulation of institutions and insufficient Ministry involvement. In the recent decade the growth of tertiary education has been significant. From the core of established universities ranging back to the 1990's such as Amoud, Hargeisa, Gollis and Burao University an impressive growth has emerged to 35 recognised universities in the country⁵³. Very similar to the private largely unregulated economic sector the rapid growth of the HE sector has followed initiatives, mostly privately driven, be it as possible business ventures, or more often from philanthropic motives, often in the form of joint ventures. This is a reason for the diversity of university programmes and status (public / private), and it is clear that the majority of the usually much smaller universities are still private initiatives. Almost all universities were founded by diaspora and local communities but are now considered public institutions under the authority of the Somaliland government.

The remaining under 20 autonomous universities founded by NGOs or private entities are generally self-financing through student fees. The Universities receive limited support from external donors, which include the Somali diaspora, the Developing Partners, including United Nations Agencies, and local major stakeholders. Overall participation has grown significantly and the latest annual enrolment stands at approximately 13,000 students.

Student ratios and Lecturer Qualification

A 2013 survey⁵⁴ on HEIs in Somalia (Including Somaliland) revealed the following information on select universities: Hargeisa, Amoud and Gollis, which represent the three largest universities in Somaliland. Table 19 summarizes the number of lecturers provided per year in the three universities. There are clearly regional disparities in terms of student population and student-lecturer ratio. In Gollis university, despite having the smallest student body and fewest lecturers, the student-lecturer ratio is highest.

Table 18. Lecturers in Hargeisa, Amoud and Gollis Universities

| HEI | Students | Lecturers | Student/Lecturer Ratio |
|---------------------|----------|-----------|------------------------|
| Hargeisa University | 4,000 | 200 | 20:1 |
| Amoud University | 3,887 | 212 | 18:1 |
| Gollis University | 2,778 | 25 | 111:1 |

⁵³ The total number of universities is subject to verification; it ranges from 24 to 35.

⁵⁴ Heritage Institute for Policy Studies. 2013. The state of higher education in Somalia: Privatization, rapid growth, and the need for regulation. Mogadishu: HIPS.

Lecturer qualifications

In Somaliland's three largest universities, lecturer qualifications range from Bachelor's Degree to PhD degree, as shown below.

Table 19. Lecturer Qualifications in Hargeisa, Amoud and Gollis Universities

| HEI | PhD | | Master's Degree | | Bachelor Degree | | Total |
|---------------------|-----------|-------------|-----------------|--------------|-----------------|--------------|------------|
| Hargeisa University | 3 | 1.5% | 10 | 5.0% | 187 | 93.5% | 200 |
| Amoud University | 10 | 4.7% | 146 | 68.9% | 56 | 26.4% | 212 |
| Gollis University | 8 | 32.0% | 11 | 44.0% | 6 | 24.0% | 25 |
| Total | 21 | 4.8% | 167 | 38.2% | 249 | 57.0% | 437 |

MOEHS, 2016

Whilst the data above is not representative considering the few number of universities surveyed, it is reflective of realities experienced by the three most established public universities in the country. Of 437 recorded university lecturers, a total of 57% only have a Bachelor's Degree. The university with the greatest proportion of lecturers with a bachelor's degree is Hargeisa University, with 97%, with Amoud and Gollis each with around 25% of lecturers have a Bachelor's Degree. While just under 5% of all lecturers hold a PhD, Gollis University has the highest proportion with 32% of lecturers hold a PhD (8), compared to Hargeisa University which has only 1.5% of lecturers having a PhD (3). Even though Hargeisa University has a much larger number of lecturers, the total number of those with a PhD (only 3) suggests that, unlike Gollis, Hargeisa University does not have a clear policy or intent to recruit lecturers who have PhDs. While faring better, Amoud University has just under 5% of its lecturers with a PhD (10). However, Amoud has a large proportion at Master's level (almost 70%, or 146), compared to 44% (or 11) in Gollis. Hargeisa University thus appears to have least invested in hiring of lecturers with higher academic qualification as only a combined total of lecturers have either a PhD (3) or Master's (10). The remaining 187 lecturers are all Bachelor degree holders.

Governance: There is an urgent need to develop a structured approach towards strengthening those institutions designed to manage the sector effectively, notably the MOEHS; Directorate for Higher Education and the closely connected Higher Education Commission.

Institutional framework: The present legal framework needs very urgent strengthening. Various draft legal norms have been debated, but there is no reliable framework or corresponding law/ ordinance/decree in place to ensure implementation of good standards. One of the consequences of the largely unregulated higher education sector is the myriad of education institutions, often lacking accountability and transparency. This can lead to fundamental challenges for recognized and

reputable institutions and can potentially threaten the good reputation of existing awards (diplomas/certificates)⁵⁵ and its issuing institutions.

There is an urgent need for building the capacity of the designed managing bodies, the Directorate General for Higher Education and the Commission. Systematic transfer and exchange of experiences with other regional and international HE institutions and their governing bodies is essential, e.g. in the form of 'learning partnership contracts'. In order to produce meaningful results such liaisons need solid financing over longer periods.

Quality Assurance relevance of programmes : Although no detailed sub-sector wide data has been provided, there is strong indication from ESA 2016 (also confirmed by the source quoted above) that there is a trend towards comparatively much stronger enrolment , also stated in the above table, mostly attributable to stronger participation rates in feeder institutions, notably secondary education schools. HE institutions systematically report about enormous difficulties in maintaining standards, and this, coupled with the existence of completely unregulated private providers raises very serious quality issues, in terms of learning conditions, quality of teaching faculty, relevance of programmes and curricula and other crucial areas. The MOEHS has fully acknowledged that there are severe challenges in regard to quality management of services delivery:

The Minister of Education is committed to ensure that quoted as saying that the “Higher Education Directorate and the [Higher Education] commission will ensure the minimum standard required from universities are is adhered to with rigor. Compliance to the minimum standards checklist will be monitored through regular assessments jointly by the Directorate for Higher Education and the Commission. The Minister also warned universities that fail to meet the minimum standard that they risk losing their accreditation and the right to operate in Somaliland. The Ministry will also ensure a common standard for curriculum is adopted. It would be therefore crucial to make minimum standards compulsory for HE institutions”⁵⁶. And this would provide the benchmarks for the supervising public institutions. These very essential policy statements however need to be supported by an adequate legal framework to ensure adherence to such policies.

The proposed sector review should also address the issues of existing research capacity, and identify enabling factors to raise volume and quality of research. A pre-requisite to actually achieve this is a capacity building approach of the existing faculties and to ensure a much broader base of doctoral degree holders.

|
|

Financing: The ESA suggested that the budget appropriation for HE after years of stagnation at very low levels, was increased in 2016 (from the equivalence of US\$ 500,000 to one million in 2016). However, the discussions revealed that the allocation was not followed by implementation, and as a result, no increase in actual financial investments was observed.

The HE sub-sector financing is the most critical single factor that restricts future development of the sector. All public universities are stressed with very limited funding as the provision of public funds distributed over some 15 universities leaves an extremely curtailed and financially difficult situation for university and HE services development, particularly when equitable policies (of promoting women and individuals with physical disabilities) are being considered. It should also be noted that refinancing of the universities is very limited given the very low average income levels. The implications of the severe financial restrictions are immediately plausible:

- Shortage of qualified academic staff
- Insufficient basic infrastructure (in particular adequate laboratories, including ICT access)
- Insufficient access to relevant learning and teaching materials

The potential for involving the private sector, including Somali Diaspora, and other international sponsoring organizations has been recognized by the universities, however this valuable source of support is limited, and cannot replace the role of the State for funding.

9.2 Policy Context

The key policy documents for Higher Education is the Higher Education Act (draft), and the Higher Education policy developed and in cooperated into the Education Policy for Somaliland. The MOEHS states its vision for the HE subsector as “Centres of academic excellence that meet the development needs of the country”, while its mission is to develop and strengthen quality HE programmes that promote research, knowledge transfer and lifelong learning and produce individuals who are competitive and innovative with high moral values to meet the nation’s aspirations⁵⁷. The ESA validation workshop confirmed the need to increase the MOEHS’ focus on higher education by supporting the minimum universities standards assessments to be carried out by the Directorate of Higher Education (DHE) in collaboration with the Commission (Higher Education). Furthermore, the National Policy calls for targeted incentives to universities to improve their research and publication capacity and output, and this could be linked to performance related budgeting.

9.3 Priority Objectives, Strategies, Targets and Activities

⁵⁷ Republic of Somaliland MOEHS. 2012. Education Sector Strategic Plan (2012-16)

ESSP sets out the following priority objectives for higher education over the next five years with a clear rationale provided for each priority.

9.3.1 Priority Objective 6.1: Expand and Increase Access and Equity in Higher Education

Rationale: Enrolment of females in higher education is 30%, which means that for every three students one is a female and two are males. There are less females' compared to males in higher education. Females get married early, due to cultural norms. The data also shows that many students complete secondary, however the University facilities are not equipped or adequate to meet the need for the increasing volume of students. At the same time, only a fraction of all Somali youth ever attend university, estimated at less than 2% overall.

Key Strategies

- a) **6.1.1 Increase enrolment with an emphasis of girls.** Given the need to build human resource capacity in Somaliland and the very low proportion of young people who attend university, this strategy aims to overcome key barriers to access a university education. Key activities under the strategy will address gender-based inequities and support strengthening the capacity of the system to enrol a greater number of learning. Key activities will include providing scholarships based on clear set of guidelines, addressing the economic added value of these for the society and their sustainable growth potential: promising sectors could be inter alia: marine studies (fisheries), dry land agriculture, livestock by-products, food processing, energy, mining and gems, mineralogy (petroleum). The scholarships will be provided to the top students in every region of Somaliland, based on the national examination scorers. Ratio of allocation will be 70% from public and 30% from private schools.

9.3.2 Priority Objective 6.2: Improve the Quality and Relevance of Higher Education

Rationale: All the Universities in Somaliland are categorised as weak in terms of quality and relevance of the course content. The higher education sector generally suffers from a dearth of quality and reliable data. All the Universities in Somaliland have not gone through the required accreditation process, yet they have been given licences to operate. The Ministry is not in a position to evaluate the capacities of any university presently. There are 16 standard criteria for assessment, which the Ministry has not been able to assess due to the capacity gaps. Moreover, there is no harmonised curriculum framework, with some universities teaching the same courses for three years, while others teach the same course for four years. A vast majority of the academic staff do not have Doctors of Philosophy (PhDs), which is a requirement for teaching staff, particularly for aspirants for occupying the position of Dean. In addition, academic staff are required to publish scientific research in reputable journals, yet there is no research capacity in the universities. Skills training in

universities seem to be misguided and not aligned with international practice as such training is the prerogative of the TVET (sub) sector.

Key Strategies

- a) **6.2.1 Develop and enforce HE key policy documents and guidelines including quality assurance.** Key weaknesses with the sector spring from a poor regulatory environment and a need to strengthen policy documents guiding the overall subsector. The ESSP will thus address the related quality barriers by strengthening the overall enabling environment for Higher Education. Key activities will include constituting standing sector advisory committees to ensure good linkages and pathways between education/training and employment in order to prepare students for the 'world of work', internships and other linkages with employers and real work situations. These will all contribute to a clarification of the design of levels of training (in terms of the existing draft National Qualification Framework). The Somaliland government will fully embark on increasing the capacity of existing recognised universities. The choices of programmes and their levels would have to be justified not only against the increasing social demand (youth bulge, increasing outputs from secondary education) but also filtered by the principles of economic demand (further discussed in Chapter 9 of ESA). Additional performance indicators for allocation of funding, to ensure compliance with minimum and higher standards of universities, faculty developments (e.g. recognized publications) will be prioritised. These criteria be developed jointly with the Universities, the CHE, guided by the MOE- Directorate for HE The MOEHS will also form a special task force for HE development with participation from MOE and MOF, public and private universities and CHE as well as other stakeholders, notably the developing partners and the private sector. Similar to the observed delays in TVET sub-sector development⁵⁸ one of the key issues for review would mean to engage in analysis of the observed extreme delays in creating sector enabling conditions. Key activities would concentrate on reviewing action plans, responsibilities, milestones (benchmarks), and analysis for causes of non-achievement.

9.3.3 Priority Objective 6.3: Improve Internal and External Efficiencies within the Higher Education

Rationale: The internal and external efficiencies within the Higher Education of the Ministry of Education and Higher Studies is very weak. A key deficiency in the present status of the sector is the lack of reliable data which should be addressed immediately as a pre-requisite to virtually all of the proposed analytical, policy setting activities. Further, the staffing, remuneration and training is weak. This requires the government to come up with strategies to address these capacity gaps. For instance, the average pay for lectures currently is US\$100 per class per month, which translates to about US\$ 8 per hour, and earnings are based on the number of hours taught. The Ministry

⁵⁸ See chapter 9 of ESA

of Education and Higher Studies will commission a survey on the issue of staffing capacity, remuneration of lecturers and come up with a policy that will set a standard for staffing levels and the minimum wages. The evidence generated from the survey would provide recommendations to improve the efficiencies within the Higher Education to make systems work better.

Key strategies

- a) **6.3.1 Improve capacities of Directorate staff to deliver effective HE courses.** This strategy will focus on increasing the professionalism and capacity of university staff to provide effective HE learning opportunities and, by doing so, improve the internal and external efficiencies of HE. Key activities will include scaling up successful university programmes. The ministry will also embark on a formal review of capacity development needs of lecturers at university level to improve the skills in teaching a youthful workforce and reviewing current remuneration structures to ensure quality staff are retained in the HE system.

9.4 Activity Matrix for Higher Education

Table 20. Activity Matrix for Higher Education Subsector

| Policy statement 6: Ensuring that Higher Education is available and accessible to all Somaliland people | | | |
|--|--|---|--|
| | Strategies | Planned Activities | Targets |
| Priority Objective 6.1: Increase equitable access to higher education in Somaliland | 6.1.1 Increase enrolment with an emphasis of girls | Conduct gender needs assessments for intervention | By 2021, assessments completed and used to shape policy |
| | | Provide scholarship grants for 200 girls and disadvantaged students | By 2021, 200 scholarships granted |
| | | Develop a comprehensive survey of facility expansion needs {higher education minimum standards} | By 2021, 50% of universities apply gender sensitive minimum standards on facilities. |
| Priority Objective 2: Improve quality and relevance of higher education in Somaliland | 6.2.1 Develop and enforce HE key policies documents and guidelines including quality assurance, | Conduct a study on capacity gaps in University human resource | By 2021, Degree programs operational with emphasis on entrepreneurial production in marine resources, livestock By products, agriculture, food processing and solar energy |
| | | Conduct research and support academic journals | By 2021, 5 research papers published |
| | | Developing M& E and do regular monitoring. | . Enforceable policies in place and operational. Annual minimum university standards assessment reports published by HE Commission |
| | | Implement HE minimum standards for all HE institutions | Annual assessment report published by the commission. |

| | | | |
|---|---|---|--|
| | | Adopt standard curriculum framework for higher education and review for relevance and marketability | The HE Commission to carry out annual minimum universities standards |
| | | | |
| | | | |
| | | | |
| | Strategies | Planned Activities | Targets |
| Priority Objective 3: Improve internal and external efficiency of HE | 6.3.1 Improving capacities of Directorate and Commission staff | Build directorate staff capacities | By 2021, 80% of the university faculty received planned training. |
| | | Construct and furnish the Commission of Higher Education Centre and directorate | By 2021, HE commission building completed and furnished |
| | | Review remuneration structure HE staff | By 2021, Higher education staff remuneration reviewed and operational. |

10. Cross-cutting Themes, Governance and Institutional Capacity Considerations

The ESSP has identified a number of cross-cutting themes, with the overarching goal to strengthen governance and put in place institutional capacity to improve the performance of the sector. The following subsectors were prioritised as part of the ESA 2016 in the context of Somaliland. They include: A) Sector governance and institutional capacity considerations; Education decentralization; Curriculum framework; Quality Assurance Systems and Standards and supervision, and Examinations and learning achievement tests. This chapter focuses on these seven cross-sectoral areas as well as EMIS systems, EiE and teacher quality, which have been identified as key cross-cutting issues across other subsector chapters and ministry working groups.

10.1 Situation Analysis

Sector governance and institutional capacity considerations.

The Ministry of Education and Higher Studies (MOEHS) is composed of the Ministry of Education, Higher Education and Commission for Higher Education. A Minister leads it with the assistance of a Vice-Minister and a State Minister. The entities of Education and Higher Education each have a Director General who deals with policy. There are 14 departments in the Ministry.

There is a Somaliland National Education College, and a National Curriculum Development Institute which, the new national education policy stipulates should serve as an autonomous body within the Ministry. There is also a National Examination Board that is autonomous to this structure and reports directly to the Minister of Education.

Key ESA Findings on Governance and Capacity Building Considerations:

- While the overall structure of the ministry is sound and promotes social and political stability through implicit clan-based power sharing arrangements, there are a number of organizational capacity deficits that undermine the ability of the ministry to perform as effectively as it could. Weaknesses relate to insufficient budget and operational resources, poor staff management and training policies, confusion between units within the ministry, and insufficient systems and coordination mechanisms for day-to-day operations
- Whereas policies and procedures have been clearly laid out in the policy documents developed in draft and awaiting endorsement, in some cases, there are challenges in the roll-out and the implementation of such policies and guidelines. For instance, a comprehensive Quality Assurance Framework has been developed complete with a supervision and minimum standards checklist. This progressive move is curtailed by gaps in the implementation process which render such policies ineffective
- Whereas most departments and education regulatory bodies have full authority over privately managed schools, a few still do struggle with supervision activities

involving privately run facilities. This has undermined a comprehensive framework and only added to the on-going fragmentation of the education system, which, for all intents and purposes, remains unregulated as a result.

- The MOEHS is generally under-funded, which limits its capacity to function effectively. Despite recent expansion in facilities and office space with assistance from some donor and partners, office space remains a challenge with some of the departments not having sufficient room to host its entire staff. The budget for office maintenance has remained stagnant at \$3,768 over the past five years (2012-2016) leading to a considerable strain on the Ministry meeting its office maintenance needs and the purchase of office supplies and equipment.
- The MOEHS faces considerable challenges in attracting and retaining qualified staff both in the Ministry and in the teaching workforce. Some noble initiatives such as The Integrated Capacity Development for Somalia (including Somaliland) Education Administrations (ICDSEA) Programme, a three-year (2010-2013) multi-phased programme funded under the EU Education Sector Development Support Programme for Somalia (including Somaliland) (EDF10) which targeted institutional capacity development of the MOEHS has reported mixed results. 10 staff were initially employed in the Ministry. They were employed under the multi-phased programme which was part of the larger effort under the Somalia Special Support Programme (SSSP) and were taken through training capacity building programmes while posted in key ministry departments. However, by 2016, only 5 of the 10 trainees remain attached to the Ministry.
- Considerable investments in the ICDSEA program also included the employment of 5 key technical advisors. The MOEHS now relies on the services of Technical Advisors (TAs), including two of the original advisers, in the same departments targeted by the ICDSEA. There are TAs attached to the Policy and Planning, Quality Assurance and Curriculum Development departments supported by donors and partners. There have been gaps in formulating clear knowledge and skills transfer from the TAs to the Ministry staff in consideration of the intended limited periods of engagements of technical advisors.

Education Decentralization

In 2014, the Government of Somaliland approved the Somaliland Decentralization Policy 2013-2020, which provided the political, administrative and financial plans to decentralize service delivery to districts with sufficient capacity prioritizing social sectors, which are health, education and water management. The decentralization policy also outlines the direct election of District Councils based on open, competitive, and non-discriminatory selection and campaigning for local council offices with elections scheduled in Somaliland in 2017.

The National policy of decentralization recommends that decentralization of education services will be based on a phased approach defined by capacity assessments of the local governments at each classification category. The decentralization of the primary education will be decentralized to Category A local governments in the initial phases based on the assessment of their capacities as determined by the Ministry of Education.

The policy further recommends that Category A⁵⁹ local governments will have responsibility for the operating licensing of pre-primary schools, nurseries and kindergartens and their buildings and facilities with responsibility for the health and safety of the children. They will not have any responsibility for overseeing the educational content or quality of the services provided to the children in these facilities. The Ministry of Education, or the Ministry of Religion in the case of Quranic schools, will be responsible for the quality and content of the curriculum and teaching in these schools (for further discussion see full ESA report).

Key ESA Findings on Decentralization:

- Despite such a comprehensive framework, the policy has not specified in details how the devolved functions will be financed.
- The MOEHS budget spends 85% of its budget on salaries and the rest on recurrent and capital costs leaving little to no budget for strengthening decentralized units
- The ministry in its decision-making remains somewhat centralized with regional administration remaining generally weak and under resourced.

Curriculum framework

With support of donors such as the EU and USAID, the MOEHS conducted a curriculum development process to develop a national curriculum framework for basic education. UNICEF subsequently supported the Ministry lead this process in partnership with AET to develop quality, relevant and inclusive education curriculum in Somaliland to support life-long learning so that children can become productive citizens able to contribute to the development of the nation.⁶⁰

The Ministry has since finalized a clear curriculum framework within which all the departments can work and the quality and purpose of education can be measured. The framework provides guidelines on a wide range of areas including: Values and goals, contents and learning areas, skills and cross cutting issues and key learning outcomes for each level all developed to provide an overarching direction to guide the constructive development of syllabi and learning materials for all schools and for non-formal education. School timetabling and contact hours and key levels are also specified. This curriculum framework is now in the early stages of implementation with syllabi prepared and initial textbooks written.

Key ESA Findings on the Curriculum Framework

⁵⁹ Bashir Tani: Somaliland Decentralization Policy

⁶⁰ Knezevic and Renders (forthcoming), 'The potential of conflict-sensitive education approaches in fragile countries – the case of curriculum framework reform in Somalia' – Practitioner's Note, Journal of Education in Emergencies. New York.

- Reports from employers and universities complain about the very low level of English competencies of school graduates and inspectors report that most secondary schools and universities use Somali rather than English when teaching and English is only used as the written medium.
- A challenge to the language policy is the low level of achievement in English. Most English textbooks are simply reproduced in original text without any language adaptation or Somali language ‘tips’ provided in textbooks to help learners understand foreign concepts or terminology. No studies on the impacts that ‘foreign language of instruction’ has had upon Somali children were available for this ESA.

Quality Assurance Systems, Standards and Supervision.

The QASS is a department of the MOEHS in charge of Quality Assurance and Standards. The department has developed a comprehensive quality assurance checklist that guides school visits by quality advisors. The checklist has been developed in line with basic quality standards for education institutions and provides a broad list of items to be used in supervision and quality assurance in education delivery. Thus, the comprehensive checklist provides a measure of the extent to which the schools are achieving minimum standards across five indicators. Their reports provide excellent data for the Chief Inspector and Director General so that they know the standards achieved under each heading and the number of schools that are succeeding or failing.

Key ESA Findings on Quality Assurance Systems, Standards and Supervision

- During the rollout of the school supervision exercise, some of the trained supervisors did not participate in supervision exercises and were replaced by REOs without consultation of the central ministry or QASS department. These were local arrangements made between the trained supervisors and REOs which meant that the REOs stepped in to carry out tasks meant for the trained supervisors and this was neither approved nor communicated to the Ministry
- REO and DEOs were expected to fully participate in supervision exercises, but this did not occur as planned. Generally gaps in planning and coordination led to some cases of exclusion of REOs and DEOs.
- There have been cases, in some regions where regional quality assurance focal points are inactive or do not exist.
- The checklist and the handbook used for school supervision exercises are not aligned as there is some confusion as to the role of minimum standards appropriate for data collection, measuring school achievements and registration as against the handbook using QASS as a force for school improvements.
- There is insufficient budget allocation from the MOEHS to support the operational implementation of activities (budget analysis of MOEHS expenditure shows nil for ‘Supervision activities’)
- Professional encouragement and counselling have not been rolled out by QASS.

Examinations and Learning Achievement Tests

The Somaliland National Examinations Council (SLNECB), established in 1996, is responsible for the national examinations system and the accreditation of certificates for primary, secondary, teacher education and tertiary subsectors of education and training. The management of overseas scholarships has also been added to the scope and functions of the Council. It aims at providing fair and transparent exams that will accurately measure the achievements of students in both the formal and non-formal sectors of education. Through the exams, SLNECB aims to promote high standards of education, greater skills and provides recognition of academic achievement in general. The draft SLNECB Act, which was presented mid-2012 but has yet to be enacted, provides the legal basis for the overall status, mandate and functions of the SLNECB. Through the SLNECB, the Minister is responsible for the assessment and certification of final examinations of public and private education institutions.

Key ESA Findings on Examination and Achievement Test

- The overall design of the examination system is sound and fit-for-purpose. It manages and delivers quality exams at Form 4 and Grade 8 levels.
- Since 2012, the MOEHS has also increasingly invested much more of its own funds to this area, increasing from US\$ 18,333 in 2012 to US\$ 385,500 in 2016, an increase of some 2048% over four years.
- The alternative basic education for ABE, uses the same exams graduating from Primary and to enter Secondary Schools.
- No evidence was available to assess whether exams are appropriate for pastoral and other traditional communities and thus potentially reproduce cultural inequities toward traditional communities and lifestyles.
- Little information was available on assessment regarding selection processes for scholarships administered by SLNECB, but they appear to have been equitably and fairly distributed to promising young students in Somaliland.
- Insufficient attention has been paid to formative assessments. In practice, therefore teachers tend to ignore aspects of learning that are not examinable, even if they are emphasized in the curriculum, and are important for the learners' holistic development

10.2 Policy Context for Cross-cutting issues

Relevant policies on cross-cutting issues are not yet finalized, however, the MOEHS is committed to improve its efficiency and the mechanisms for better management of education activities, resources and investments.

10.3 Priority Objectives, Strategies, and Activities for Cross-cutting Activities

ESSP sets out the following priority objectives over the next five years with a clear rationale provided for each priority.

10.3.1. Priority Objective 7.1: To Improve and strengthen governance and Institutional Capacity development for MOEHS system

Three key strategies will be deployed during the period of the ESSP to increase the capacity of the MOEHS to provide more effective education services as follows:

Key Strategies

- a) **7.1.1 Strengthen regulatory environment for the sector.** This strategy will focus on addressing enabling environment and regulatory barriers to improving the efficiency and effectively of the education sector. Key activities will focus on updating and harmonizing key policy documents for the education sector that will strengthen coherence and government oversight of different types of education services providers, quality standards and quality assurance systems.
- b) **7.1.2 Strengthen organizational capacity of the ministry of education.** This strategy will focus on strengthen the capacity of the ministry to effectively carry out day-to-day sector management functions by reviewing, updating and distributing subsector manuals and operational guidelines to official to support them in carrying out their functions in a predictable, consistent and transparent fashion.
- c) **7.1.3 Strengthen capacity of staff to deliver effective services.** This strategy will focus on overcoming supply-side barriers arising from weak staff capacities to effectively and professionally carry out their duties as education ministry personnel. Key activities will include carrying out a human resources development needs assessment identify key competencies needed to carry out functions and existing skills gaps among personnel at different levels of the system, conducting personnel training based on identified needs for short and long-term needs of the ministry, as well as recruiting international and local technical advisors to fill critical capacity gaps and support skills transfers to ministry personnel.

10.3.2: Priority Objective 7.2: To build the institutional capacity of the Curriculum institute

This strategy will focus addressing critical gaps within the sector for effectively implementing the new national curriculum framework and ensuring that sufficient learning and resources materials are in place in schools for learners. Two key strategies will be used to achieve these results as follows:

Key Strategies

- a) **7.2.1 Upgrade Curriculum Centre physical facilities and resources.** The Somaliland Curriculum Centre faces serious challenges with providing sufficient curriculum resources due to supply-side barriers springing from weak facilities and resources for the ministry to produce materials. This strategy will thus focus on strengthening the capacity of the facilities and resources within the Curriculum Centre by procuring printing facilities, expanding space within

existing facilities for production purposes, and training staff of material production covering all elements of the learning material 'supply chain'.

- b) **7.2.2 Increase human resource capacities of the Curriculum Centre.** This strategy will address institutional weaknesses springing from weak staff capacity in the production and development of materials. Key activities will focus on creating a cadres of well-trained personnel to produce material based on the new national curriculum framework. Personnel will be trained through short courses and postgraduate degree programmes specifically including elements regarding the production of 'conflict sensitive' materials to mitigate risks associated with promotion of biased or inappropriate learning materials that are inconsistent with national development goals.

10.3.3: Priority Objective 7.3: To establish full functioning of Somaliland National College of Education

Low teacher quality was identified as a critical cross-cutting issue across all education subsectors. This priority will thus focus on strengthening the capacity of the ministry to produce quality teachers in Somaliland and overcome supply-side barriers related to qualified teachers in schools.

Key Strategies

- a) **7.3.1 Develop Somaliland National College of Education.** This strategy will focus on addressing enabling environment barriers to developing a competent and professional workshop. The main activity will focus on the development of a 'master plan' for strengthen the National College of Education and a coherent teacher training policy to guide the skills training of all teachers across Somaliland.

10.3.4. Priority Objective 7.4: Generate reliable evidence-base for education sector planning and monitoring

This priority will focus on strengthening the capacity of the education ministry to plan utilizing improved information and monitoring system. This will allow future activities in the sector to increasing target needs of learning and those experiencing the greatest inequities for accessing quality education by better targeting resources and developing stronger evidence-based plans.

Key Strategies

- a) **7.4.1 Strengthen Education Information Management System.** The overarching strategy that will be used to achieve this priority is strengthening EMIS systems at national and subnational levels in Somaliland and capturing data missing in previous exercises (e.g. for NFE, ECD, etc). Activities that will be implemented under this strategy will include annual school census surveys with refined data collection tools to capture information on critical indicators across all subsectors, implementing training of education officers at

subnational level to conduct monitoring and data management and strengthening school management records, and disseminating annual EMIS reports to school level to introduce 'feedback' loops for information management systems that will allow continuous improvement at school level based on EMIS findings.

10.3.5. Priority Objective 7.5: To decentralize primary education functions to the local governments

ESA findings have pointed to key weaknesses with capacities of local governments to deliver effective services that spring from laws and regulations that do not clearly define accountabilities at different levels of government and weak organizational and staff capacities at local levels. This priority will thus focus on addressing these barriers to improving access to quality education by implementing the following strategies.

Key Strategies

- a) **7.5.1 Strengthen policy framework for decentralization of education services.** This strategy will overcome enabling environment barriers to providing effective decentralized education services. Key activities will include working with other branches of government to develop a regulatory framework that clearly outlines delegations of functions and responsibilities across different levels of government and across different departments within government. Additionally, in coordination with the JPLG programme tools will be developed to support local governments generate domestic financing to fund decentralized education services by creating local taxation mechanisms that are consistent with national laws.
- b) **7.5.2 Expand education decentralization service delivery for new district councils with JPLG.** This strategy will focus on addressing supply-side barriers for delivering effective decentralized education services by address capacity weaknesses of local government to provide services. Key activities will include piloting activities in selected district councils, conducting capacity gap needs assessment and delivering of trainings to address identified needs and supporting improved coordination of service delivery among stakeholders at local levels.

10.3.6. Priority Objective 7.6: Implement reliable and effective annual national Examinations

ESA findings show that, although progress has been made over the years, there are ongoing weaknesses with the implementation and utilization of annual national student examinations. These weaknesses undermine the capacity of the education system to achieve improved learning outcomes for learning as rapidly as hoped in this ESSP period. To address this challenge and ensure further gains are made with improving learning outcomes the following key strategies will be employed in the ESSP.

Key Strategies

- a) **7.6.1 Strengthen capacity of Somaliland National Examination Board.** This strategy will focus on strengthening the organizational and human resource capacities of the ministry to conduct annual examinations that can be used for monitoring progress and improving learning outcomes of learners. Key activities will include training of key personnel, strengthening quality assurance of examination process to ensure credible annual examinations with reports are completed and disseminated annually and improving facilities for carrying out examination functions.
- b) **7.6.2 Strengthen data management systems of National Examination Board.** This strategy will focus on increasing the data management systems of the National Examination board to conduct formative examinations to support learning processes, more effective analysis and utilization of assessment data and training of personnel to analyze assessment data so that it can be used to improve teaching and learning processes.

10.3.7. Priority Objective 7.7: Ensure that children access education in safe and protected learning environments in situations of emergency

The full ESA report (and Chapter 2 herein on risks/hazards and vulnerability in education) demonstrate that issues of emergency and fragility have a major impact on learning and protecting the fragile gains made in the education sector. This is treated as critical cross-cutting issue that impacts upon all aspects of the education system and, as noted in the 'risks' section of this ESSP, is regarded as one of the major risks to achieving planned results in this ESSP. Several key strategies will thus be utilized to strengthen the capacity of the education system and to support all subsectors as listed below.

Key Strategies

- a) **7.7.1 Strengthen resilience of education system.** This strategy will focus on strengthening the resilience of the education system to withstand different types of emergencies and better provide education services during periods of emergency or crisis. Key activities will include developing a comprehensive series of emergency contingency plans to support responses to emergency and implementing schools safety plans, conducting EiE capacity development training for EiE personnel and supporting regular government-led education cluster coordination meetings with partners.
- b) **7.7.2 Conduct social mobilization campaign on EiE.** This strategy will focus on raising awareness among stakeholders at all levels of the education system to support community-level risk mitigation planning and response to support and maintain education services during periods of emergency. Key activities will focus on awareness raising and trainings for community leaders, CECs, school Head Teachers and community leaders.

10.4 Activity Matrix for Cross cutting and systems strengthening

Table 21. Activity Matrix, Cross-cutting issues

| Policy Statement 7 .Strengthening educational systems for efficient and effective service delivery | | | |
|--|--|---|---|
| | Strategies | Planned Activities | Targets |
| Priority Objective 7.1: Improve and strengthen governance and Capacity development for MOEHS system | 7.1.1 Strengthen regulatory environment for the sector | Review and harmonize all existing policies, and operationalize the policies. | By 2021 20 , policies , manuals, and guidelines are functional and in place |
| | 7.1.2 Strengthen organizational capacity of the ministry of education | Develop all Education subsectors manuals and guidelines for management and operations | By 2021, all the required manuals are printed, and distributed for use. |
| | 7.1.3 Strengthen capacity of staff to delivery effective services | Carry out HRD needs assessment and competencies at all levels of the management system (central down to school) | By 2018, needs assessment completed and used to shape capacity development programme |
| | | Organize HRM orientation for MOEHS staff | By 2021 at least 70% of MOEHS staff received HRM information |
| | | Develop long-term, on-going capacity building strategy for staff at all levels based on the capacity gaps assessment report | By 2021, capacity building strategy developed and is operational |
| | | Recruit Local and international technical advisors for NFE, planning, teacher training, curriculum, TVET and Quality assurance, and a Chief Technical Advisor for Higher Education. | By 2021, seventy (70) departmental technical staff including HODs capacity improved through mentoring and technical assistance. |
| | | Provide targeted training to upgrade the technical competence of selected staff. | By 2021, thirty (30) MOEHS Officials acquired technical knowledge |
| | Strategies | Planned Activities | Targets |

| | | | |
|--|--|---|---|
| Priority Objective 7.2: Build the institutional capacity of curriculum centre | 7.2.1 Upgrade curriculum centre physical facilities and resources | Provide essential equipment's and material for printing facilities. | By 2021 well equipped curriculum institute in place |
| | | Renovate and expand the curriculum Institute with adequate working space. | By 2021 Curriculum institute constructed ,fully equipped and functional |
| | 7.2.2 Increase human resource capacities of the curriculum centre | Recruit and train subject specialists for all education subsectors | By 2021 all required curriculum specialists Available |
| | | Recruit a team of subject panelist and curriculum developers to build capacities of the Curriculum Institute. | By 2021, a well-equipped Curriculum Institute established and supporting curriculum implementation. |
| Priority Objective 7.3: Establish full functioning of Somaliland National College of education | Strategies | Activities | Targets |
| | 7.3.1 Establish the Somaliland National College of Education | Complete and implement SNCE master plan | By 2021 National teacher training institute constructed ,fully equipped and functional |
| Priority Objective 7.4 : Promote and Maintain evidence based EMIS Data for all education subsectors | Strategies | Activities | Targets |
| | 7.4.1 Strengthen Education Management Information System (EMIS) | Collect EMIS data on yearly basis for education subsectors (rolling out) | By 2021 Evidence based EMIS system in place and functional |
| | | Decentralize the EMIS system including training of education personnel at subnational level | By 2021, all Regions s have functioning EMIS systems. |
| | | Print and disseminate EMIS report to all subnational education offices | By 2021, annual EMIS reports distributed to subnational offices, |
| Update school management records | By 2021, school management records updated annually. | | |
| Priority Objective 7.5 Decentralize primary | Strategies | Activities | Targets |
| | 7.5.1 Strengthen the policy framework for | Develop regulatory framework for decentralizing education services | By 2021 primary education service delivery contribution of Local government increased to 10% |

| | | | |
|---|---|---|---|
| education functions to the local governments | decentralization of education services | Develop framework for local government revenue generation for domestic financing of education services | By 2021, a framework for domestic financing of education services is operational. |
| | 7.5.2 Expand education decentralization service delivery for new district councils with JPLG | Select pilot district councils to implement decentralized education functions | By 2021, 8 districts are benefiting from decentralization policy. |
| | | Conduct capacity assessment for district councils | By 2019, the capacity assessment completed and used to inform the decentralization policy |
| | | Conduct monitoring and oversight for primary education decentralized functions to the local governments | By 2021, all districts conduct monthly monitoring visits to schools. |
| | | Conduct education sector decentralization coordination meetings | By 2021, 60 monthly education sector decentralization coordination meetings conducted. |
| Priority Objective 7.6: Implement reliable and effective annual national Examinations. | Strategies | Planned Activities | Targets |
| | 7.6.1 Strengthen the capacity of Somaliland National Examination board | Conduct examinations and produce annual reports | By the end of 2021, 100% of learners sit national Examinations and reports disseminated publicly |
| | | Construct and furnish two Exam setting exam halls, data room for exam center. | By the end of 2021, two (2) exam halls constructed and fully furnished |
| | | Construct and furnish eastern regions exam center in Buroa | By 2021, the eastern regions Exam centre in Buroa is completed |
| | | Conduct country-wide awareness raising on exam cheating and fraud | By the end of 2021, all regions participated in capacity building sessions on fraud and cheating. |
| | 7.6.2 Strengthen data management systems of examination board | Update evaluation system so that formative examinations form a component of overall final student learning assessments, rather than relying only on one data point (i.e. final exams) | By 2021, five formative assessment conducted |

| | | | |
|---|---|---|--|
| | | Establish Exam Data Bank, permanent subject heads and experts | By 2021, seventeen (17) subject experts in place and one (1) central Data Bank established. Established. |
| | | | |
| Policy Objective 7.7: Ensure that children access education in safe and protected learning environments in situations of emergency | Strategies | Planned Activities | Targets |
| | 7.7.1 Strengthen resilience of education system to ensure continuation of education services before, during and after the emergencies. | Develop and review education in emergency comprehensive contingency plan including capacity development on school safety plan | By 2021 timely response to emergency situations |
| | | Conduct rapid education in emergency assessment | By 2021 timely up to date rapid assessment reports |
| | | Provide EIE training for MOE staff at all level | By 2021 ,200 central, regional and districts of MOE staff are trained |
| | | Preposition a package of education supplies for education in emergency. | By 2021, 50% of education supplies prepositioned to EiE |
| | | Provide contingency funds for EiE | By 2021, government mobilized contingency funds for emergency response. |
| Policy Objective 7.8: Establish a coordination mechanism and resource mobilization for Education in Emergency. | 7.8.1 Conduct social mobilization campaign, and establish a coordination mechanism for Education in Emergency. | Establish strong education in emergency coordination system with in ESC, government, and actors | By 2021, EiE is a regular agenda of the coordination meeting at the Ministry of Education |
| | | Conduct regular education in emergency coordination meetings with cluster partners | By 2021, 50 national EIE WG meetings held (10 per year over 5 years) |
| | | Advocate and raise awareness to CEC, Head teachers, and communities | By 2021, 75% of CECs communities and head teachers sensitized on EIE management. |

11. Monitoring Plan

Monitoring progress towards outcome level results and the implementation of the ESSP will be a core part of work over the next five years for the ministry and will be led by the EMIS Unit. In addition to developing a strategy for strengthening EMIS, the Unit will apply 'standard' approaches for monitoring covering: routine monitoring, joint annual reviews by the JRES, regular field monitoring and reporting on an annual basis.

Using the already existing MOEHS structures and practices and buttressing these with stronger capacities at the M&E and EMIS departments makes for a good start in the implementation framework.

Monitoring will also be conducted at two levels as follows:

1. **Monitoring of the implementation of the ESSP.** This will be based on the implementation monitoring framework for the ESSP included in Annex 1.
2. **Annual monitoring of progress with achieving Outcome level indicators** specific to the priority policy objectives outlined in the various subsectors of the ESSP, as listed further below.

Key mechanisms that will be used for monitoring the implementation of the ESSP will include:

- The annual Joint Review of the Education Sector (JRES)
- EMIS Reports/ Somaliland Educational Statistical Yearbooks
- Quarterly M&E reports
- Financial Audit reports
- National Examination Results
- EGRA, EGMA and MLA Assessments
- QASS Supervision Reports

The Somaliland ESSP is results oriented. Clearly defined targets and indicators have been developed for all the Key Policy Objectives. Where possible, baseline data is established (2016), and from this annual targets are set for 2017/21. The EMIS is at the heart of any monitoring/evaluation system and the main goal for the Ministry is to institutionalize EMIS, ensuring that the department can retain qualified staff and be sufficiently funded to be able to make comprehensive and timely reports.

Monitoring

Through the Education Sector meetings at different levels, ongoing monitoring of the implementation of the ESSP will be assured. Through the EMIS system, progress against performance indicators and baseline data will be collected at a minimum on an annual basis as part of the EMIS State and National Statistical Booklets.

Ensuring that these reports are utilized, analysed and where progress is lagging, remedial action taken, is a different challenge. The system is well monitored, but the strategy of the MOEHS will be to ensure that the reports are used effectively to enhance progress and performance.

Reporting

Monitoring includes pulling together a series of progress and financial reports, which provide the detail on how each of the Key Policy Objectives is or is not progressing, how and if funds are released in the required amounts and on time.

Audit reports are the guarantee that funds are used for the intended purposes and provide the public the assurance that good governance principles are being adhered to.

It is also important to see the reports not as separate entities but as parts of a unified picture. The mechanisms for presenting the reports (at Senior Management Meetings, at annual reviews, at national education seminars etc.) and on how agreed actions can be followed up will be determined in the early stages of implementation of the ESSP.

Part of the ESSP strategy involves the development and strengthening of monitoring and evaluation capacities including MOEHS staff or technical consultants who will help report on the progress of the ESSP implementation.

Table 22 below outlines key indicators linked to priority objectives of the ESSP together with related baseline indicators. In cases where no baseline data is currently available, the ministry will collect data within the first year of implementing the ESSP with data then used as a baseline measure for the remaining timeframe of the ESSP. Annex 1 also include a detailed monitoring framework of strategies and activities for the ESSP that will be used to monitor progress toward implementing planned strategies and activities along the timeline outlined in the ESSP Action Plan for implementation.

11.1 Key Result Indicators

Table 22. Strategic Plan Monitoring Planned Outcome level Results

| Outcome Indicators | | 2017 Baseline | 2019 Milestones | 2021 Target | Source of Data |
|----------------------------------|--|------------------|--------------------|-------------|-------------------|
| Early Childhood Education | | | | | |
| Priority Objective 1.1a | GER | 3.2% | 5% | 10% | EMIS |
| Priority Objective 1.1b | ECE curriculum in Quranic schools | n/a | 10% | 20% | EMIS |
| Priority Objective 1.2 | % of qualified ECE teachers | n/a | 10% | 20% | EMIS |
| Priority Objective 1.3 | ECE minimum standards applied by ECE facilities | n/a | 20% | 40% | MOEHS |
| Primary Education | | | | | |
| Priority Objective 2.1a | GER | 44.3% | 55% | 67.4% | EMIS |
| Priority Objective 2.1b | Gender Parity Index (GPI) | 0.83 | .89 | 0.94 | EMIS |
| Priority Objective 2.1c | No. primary schools | 1,145 | 1,220 | 1,283 | EMIS |
| Priority Objective 2.1d | Total enrolment | 280,151 | 450,000 | 644,901 | EMIS |
| Priority Objective 2.1e | % of female teachers | 14% | 20% | 25% | EMIS |
| Priority Objective 2.2a | % of qualified teachers | 39.3% | 50% | 60% | EMIS |
| Priority Objective 2.2b | # of pupils passing Primary Leaving Examinations | 16,500 | 20,000 | 24,000 | EMIS |
| Priority Objective 2.2c | Pupil-textbook ratio | 2.3:1 | 2:1 | 1:1 | EMIS |
| Priority Objective 2.2d | Pupil-teacher ratio | 37:1 | 33:1 | 28:1 | EMIS |
| Priority Objective 2.3a | % of primary pupils in upper primary | 30% (TBC) | 37% | 45% | EMIS |
| Priority Objective 2.3b | Pupil Classroom Ratio (PCR) | 45.5:1 | 40:1 | 30:1 | EMIS |
| Secondary Education | | | | | |
| Priority Objective 3.1a | GER | 21.3% | 28% | 35% | EMIS |
| Priority Objective 3.1b | Gender Parity Index (GPI) | 0.68 | .75 | 0.80 | EMIS |
| Priority Objective 3.1c | No. secondary schools | 100 | 140 | 180 | EMIS |

| | | | | | |
|--------------------------------|--|--------------|--------|--|-------|
| Priority Objective 3.1d | Total enrolment | 53,263 | 70,000 | 90,278 | EMIS |
| Priority Objective 3.1e | % of female teachers | 2% | 8% | 15% | EMIS |
| Priority Objective 3.2a | % of qualified of teachers | 55.1% | 60% | 70% | EMIS |
| Priority Objective 3.2b | % of pupils passing Secondary Leaving Examinations | n/a | | To be set | EMIS |
| Priority Objective 3.2c | Pupil-textbook ratio (maths) | 15:1 | 7:1 | 1:1 | EMIS |
| Priority Objective 3.2d | Pupil-teacher ratio | 26.6:1 | 28:1 | 30:1 | EMIS |
| Priority Objective 3.3a | % of primary pupils in upper primary | 35% (TBC) | 40% | 45% | EMIS |
| Priority Objective 3.3b | Pupil Classroom Ratio (PCR) | 42.7:1 | 35:1 | 30:1 | EMIS |
| | Non-formal Subsector | | | | |
| Priority 4.1 | # of NFE learners | n/a | | 150,000 | MOEHS |
| Priority Objective 4.2 | % of qualified NFE teachers | n/a | | 50% | MOEHS |
| Priority Objective 4.3 | Learning assessment systems | n/a | | Annual assessment system in place by 2021 | MOEHS |
| | TVET Subsector | | | | |
| Priority Objective 5.1 | # of TVET learners | TBD | | 4,000 | EMIS |
| Priority Objective 5.2 | % of qualified instructors | TBD | | 60% | EMIS |
| Priority Objective 5.3 | % of graduates employed | TBD | | 60% | EMIS |
| | Higher Education | | | | |
| Priority Objective 6.1 | # of students enrolled | TBD | TBD | 10,000 | MOEHS |
| Priority Objective 6.2 | Minimum qualify standards for universities | TBD | TBD | 50% of universities adhere to minimum standards | MOEHS |
| Priority Objective 6.3 | % of trained workforce retained | TBD | TBD | 50% of university workforce trained and retained | MOEHS |

| | Cross cutting issues | | | | |
|---------------------------------|--|-----|-----|---|-------|
| Priority Objective 7.1 | % of MOEHS staff with improved competencies | TBD | TBD | 50% | MOEHS |
| Priority Objective 7.2 | % of qualified personnel available | TBD | TBD | 75% | MOEHS |
| Priority Objective 7.3 | Teacher training institute equipped | TBD | TBD | fully equipped and functional | MOEHS |
| Priority Objective 7.4 | EMIS system decentralized and functioning | TBD | TBD | Reliable year-to-year data used for next ESA/ESSP | MOEHS |
| Priority Objective 7.5 | Local revenue generated for education services | TBD | TBD | 25% increase of local funding for education services | MOEHS |
| Priority Objective 7.6 | Annual examinations | yes | | Reliable examination reports produced on yearly basis | MOEHS |
| Priority Objective 7.7a | % national budget allocation to education | 7% | | 13% | MOF |
| Priority Objective 7.7.b | % Education budget to EiE | 0% | | 5% | MOEHS |

**all indicators disaggregated by m/f, rural/urban*

12. Critical Assumptions and Risks

There are a number of risks to the achievement of the targets within the Priority Policy Objectives that have been identified alongside some strategies to support the mitigation of those risks. These are not exhaustive, but give an indication of the type of risks that need to be recognised. A risk analysis will be embedded within the annual sector review process and should new risks be identified they will be included as part of the annual sector review report.

12.1 Risks and mitigation measures

The table below outlines the key risks that may undermine the ESSP implementation. The table provides both a description of the likely impact should the risk become reality and the main measures that should be taken to both reduce the likelihood of that risk occurring and reduce the negative impact of any such risks if they do occur. The table should be used as a tool in monitoring the implementation of the ESSP and the final column specifies who or which institution should be responsible for monitoring the occurrence of each risk and for making sure that the mitigating measures are in place when and where appropriate. This column specifies at the level of the individual position, partner or department within the Ministry.

Table 23. Risk and Mitigation Measures Matrix

| Major Risks | Potential Impacts | Likelihood and impact level | Mitigation Measures | Responsible parties |
|--|--|--|---|---|
| Financing and Governance/Sector Management | | | | |
| <ul style="list-style-type: none"> Donor funding below planned estimates and unreliable donor funding streams | <ul style="list-style-type: none"> Planned activities and sector results not achieved | <ul style="list-style-type: none"> Likelihood: High Impact: High | <ul style="list-style-type: none"> Lobby for more funds from donors and justify needs with credible plans; Prioritize activities in ESSP based in such a way as not to impact greatly on desired outcome level results. | <ul style="list-style-type: none"> DG Ministry of Education: Department of Planning and Coordination |
| <ul style="list-style-type: none"> National budget allocation is not | <ul style="list-style-type: none"> Planned activities and sector results not achieved | <ul style="list-style-type: none"> Likelihood: High | <ul style="list-style-type: none"> Secure commitments from Ministry of Finance to increase allocation of | <ul style="list-style-type: none"> DG Ministry of Education: |

| | | | | |
|--|---|--|--|--|
| <p>increased by 1% annually.</p> <ul style="list-style-type: none"> • Weak domestic financing capacity (lack of taxation/ revenue generation) | <ul style="list-style-type: none"> • GPE funding withdrawn as government fails to meet budget allocation increases for the education sector • Lack of control over revenue and weak state institutions unable to finance social services such as education | <ul style="list-style-type: none"> • Impact: High | <p>national budget to education sector by a minimum of 1% per annum;</p> <ul style="list-style-type: none"> • Ensure commitments are in writing and well-advertised to community • Strengthen local government revenue generation for education sector via JPLG programme; | <p>Department of Admin and Finance ; &</p> <ul style="list-style-type: none"> • DG Higher Education Department of Admin and Finance |
| <ul style="list-style-type: none"> • Inadequate capacity of MOE staff at all levels including insufficient staffing within management units | <ul style="list-style-type: none"> • Planned activities and sector results not achieved • Inefficient use of government and donor funding undermining credibility of government • Lack of any detailed planning for implementation and over reliance on partners to initiate such implementation | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: High | <ul style="list-style-type: none"> • Carry out detailed institutional capacity assessment to identify critical capacity gaps and develop capacity development strategy to strengthen overall effectiveness of management systems; • Develop staff management policy that focusses on recruitment, retention and staff skills development • Ensure clear lines of management and monitoring responsibilities • Develop key partnerships to outsource critical activities for sector management (e.g. monitoring or training of personnel) | <ul style="list-style-type: none"> • Deputy Minister, MOEHS |
| <ul style="list-style-type: none"> • Unreliable data and data gaps to conduct effective planning and monitor result/progress on plan | <ul style="list-style-type: none"> • Planned activities and sector results not achieved/unable to adjust activities as needed • Early warning signs of failure to meet targets not recognized or reacted to | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: Medium | <ul style="list-style-type: none"> • Expand and improve EMIS and encourage development partners to support the initiative; • Provide training in value, interpretation and application of EMIS and similar data | <ul style="list-style-type: none"> • DG Ministry of Education & DG Higher Education, Department of Planning and Coordination - EMIS |

| | | | | |
|---|--|--|---|--|
| | <ul style="list-style-type: none"> • Inefficient use of government and donor funding | | <ul style="list-style-type: none"> • Recruit short-term technical support to strengthen staff capacities on EMIS | |
| <ul style="list-style-type: none"> • Lack of collaboration with other Ministries | <ul style="list-style-type: none"> • Slowed progress on achieving gains in the sector and supporting integrated approaches for education development | <ul style="list-style-type: none"> • Likelihood: High • Impact: Low | <ul style="list-style-type: none"> • Establish inter-sectoral ministry working group convened by the Ministry of Planning and other Ministries and invite other Ministries to attend the ESC to promote cooperation | <ul style="list-style-type: none"> • Deputy Minister |
| <ul style="list-style-type: none"> • Weak financial management and fiduciary control systems | <ul style="list-style-type: none"> • Diversion of resources from key activities that undermine achievement of sector goals and improving access and learning outcomes. | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: High | <ul style="list-style-type: none"> • Relevant development partners requested to provide support and training to strengthen financial systems and accountability measures within the ministry covering areas of construction, contracting procedures, staff management, local consultancies/human resources, etc. | <ul style="list-style-type: none"> • DG Ministry of Education: Department of Admin and Finance ; & • DG Higher Education Department of Admin and Finance |
| <ul style="list-style-type: none"> • Political change leading to less supportive government for education sector | <ul style="list-style-type: none"> • Education is not prioritized as a development activity with funds allocated to other sectors • Changes in priorities or policies in education that do not match the priorities in this ESSP • Slowed progress on achieving gains in the sector | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: High | <ul style="list-style-type: none"> • Ensure that education policy and plans result from extensive consultation which will provide ownership and legitimacy across the political divide • Strategic development partners to provide leverage on government through united advocacy messaging/leverage on decision-makers | <ul style="list-style-type: none"> • Minister, MOEHS, TVQA, and DG Ministry of Education & DG Higher Education, Department of Planning and Coordination - EMIS |

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| <ul style="list-style-type: none"> • Weak engagement with private sector and implementing partners, especially in TVET | <ul style="list-style-type: none"> • Undermines coherence of education sector • Increases inequity in access and quality in provision of education • Limited progress/alignment to national development goals • Diaspora financing private schools outside government system | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: Medium | <ul style="list-style-type: none"> • Ministry develop policy framework for regulating private sector • Strengthen quality standard supervision systems for private sector • Develop strategy for building 'public-private' partnership based on examples of existing good practice • Education policy and plans involve extensive consultation with the private sector ensuring their ownership and, where appropriate, leadership • Encourage business and diaspora to invest in learning facilities in hard-to-reach areas as well as urban minority communities. | <ul style="list-style-type: none"> • Minister MOEHS & DG Higher Education, Department of Entrepreneurship |
| Emergency/Conflict | | | | |
| <ul style="list-style-type: none"> • Emergencies or economic shocks leading to insufficient domestic financing for development | <ul style="list-style-type: none"> • Planned activities and sector results not achieved • Development funds diverted to emergency response | <ul style="list-style-type: none"> • Likelihood: High • Impact: High | <ul style="list-style-type: none"> • Advocacy with humanitarian donors to increase funding for the specific emergency and for Education in Emergencies to prevent diversion of government funding to respond to emergencies. | <ul style="list-style-type: none"> • DG Ministry of Education, Department of Planning and Coordination |
| <ul style="list-style-type: none"> • Insecurity especially in border areas and natural disasters (flooding, droughts) | <ul style="list-style-type: none"> • Planned activities and sector results not achieved • Losses experienced on development gains achieved | <ul style="list-style-type: none"> • Likelihood: High • Impact: High | <ul style="list-style-type: none"> • Support regular cluster meetings/ contingency planning • Provide relevant training in disaster risk reduction and school safety | <ul style="list-style-type: none"> • DG Ministry of Education, Department of Planning and Coordination |

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| | <ul style="list-style-type: none"> • Inability to provide security in contested areas • Attacks on education facilities and closure of schools, • Clan-based disputes over land/ school facilities • Increase inequity in education sector | | <ul style="list-style-type: none"> • Implement school safety measures in consultation with elders and religious leaders and launch social media campaign. | |
| <ul style="list-style-type: none"> • Conflict related risks: politicization of clan identities leading to mobilization of groups and communal conflict | <ul style="list-style-type: none"> • IDPs, nomads and other minority groups have limited access to education • Discriminatory practices of school administrators toward children from other clans. | <ul style="list-style-type: none"> • Likelihood: High • Impact: High | <ul style="list-style-type: none"> • Conduct a public awareness campaigns to eradicate negative impacts of clanism • Recruit and retain teachers and students from various clans in schools • Support marginalized and IDP children to be part of the school system | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination |
| <ul style="list-style-type: none"> • Elections | <ul style="list-style-type: none"> • Education resources used as means to secure political support fuelling inequity and competition • Lack of citizenship education to promote civic, social and political responsibility | <ul style="list-style-type: none"> • Likelihood: High • Impact: High | <ul style="list-style-type: none"> • Embed citizenship and civil rights into the curriculum as a cross cutting specific skill • Ensure transparency in education resource distribution based on equity-based formulas and transparency | <ul style="list-style-type: none"> • Minister of MOEHS, State Ministers and the Deputy Minister |
| Equity | | | | |
| <ul style="list-style-type: none"> • Unwillingness of partners and individual teachers | <ul style="list-style-type: none"> • Planned activities and sector results not achieved | <ul style="list-style-type: none"> • Likelihood: High | <ul style="list-style-type: none"> • Identify key partners able/willing to provide support in remote and 'high risk areas' | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of |

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| <ul style="list-style-type: none"> to work in remote and 'high risk' areas | <ul style="list-style-type: none"> Increased inequities in the sector fuel further marginalization of excluded groups | <ul style="list-style-type: none"> Impact: High | <ul style="list-style-type: none"> Develop strategies to incentivize professionals to work in marginalized area Develop strategies that support talented learners from such areas. | <p>Education, Department of Planning and Coordination</p> |
| <ul style="list-style-type: none"> Gender-based inequities, early marriage, FGM, unwillingness to employ females in schools Unwillingness of society to support or send children with disabilities to school | <ul style="list-style-type: none"> Girls continue to lag behind on education and achieving social equity Gender-based violence not addressed by curriculum or in schools Lack of female role models in the education system | <ul style="list-style-type: none"> Likelihood: High Impact: High | <ul style="list-style-type: none"> Provide gender awareness and sensitisation at all trainings Introduce government quotas on the recruitment of female teachers and head masters at all levels of education, both public and private Train teachers on positive reinforcement and discipline, paying particular attention to the girls in the classrooms. | <ul style="list-style-type: none"> Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination |
| Supply and Quality | | | | |
| <ul style="list-style-type: none"> Inadequate teachers trained/ employed to meet expansion of sector | <ul style="list-style-type: none"> Slow progress with achieving gains on learning outcomes High teacher turnover Poor quality of teaching in classrooms Fuelling of inequity of access, quality and learning outcomes for learners | <ul style="list-style-type: none"> Likelihood: High Impact: High | <ul style="list-style-type: none"> Strengthen teacher training programmes linked to NTTI including strengthening of teacher resource materials and teacher training methodologies and include refresher courses in teacher training Strengthen teacher management policy and practices to recruit and retain qualified teaching cadre | <ul style="list-style-type: none"> National Commission for Higher Education; Somaliland National College of Education; Teacher Certification and Licencing Authority |

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| <ul style="list-style-type: none"> • Insufficient resources/funding for school supervision • Lack of regulations that empower ministry to regulate the private sector | <ul style="list-style-type: none"> • Inability of ministry to apply effective quality improvement approaches for schools; • Fragmentation/lack of regulation of education sector creating 'space' for non-state actors to undermine achievement of mission/goals of education for Somaliland • Private and public sectors become more competitive in a way that undermines both systems | <ul style="list-style-type: none"> • Likelihood: High • Impact: Medium | <ul style="list-style-type: none"> • Secure commitments from Ministry of Finance to increase allocation of national budget to education sector by a minimum of 1% per annum; • Encourage cost-effective approaches to supervision are reflected in donor-funded activities/ secure commitment from all major donors to invest in this area in support of overall ESSP • Ensure regulations on private education are mutually agreed, clear and enforceable • Ensure funding of supervision of private sector is built into private sector funding | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination |
| <ul style="list-style-type: none"> • Rapid expansion of access to education | <ul style="list-style-type: none"> • Inequity in access and learning outcomes created • Increase attrition rates in early years • Quality of learning outcomes decreases with increased access | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: High | <ul style="list-style-type: none"> • Utilize school supervision, EMIS and monitoring reports to adjust quality improvement initiatives to accommodate for increased enrolments. • Strengthen teacher management and quality improvement initiatives • Ensure that strategies are in place so that funding increases are linked to increased enrolment | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination EMIS |
| <ul style="list-style-type: none"> • Syllabi and learning materials poorly aligned to learning | <ul style="list-style-type: none"> • Undermining of economic and social development for learners/ contributing to | <ul style="list-style-type: none"> • Likelihood: Medium | <ul style="list-style-type: none"> • Ensure syllabi and learning materials aligned to national curriculum framework, livelihood needs (including pastoralists), life skills needs of learners | <ul style="list-style-type: none"> • Curriculum Development Centre (CDI) |

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| <p>needs and livelihood opportunities</p> <ul style="list-style-type: none"> • Learning materials exposed to 'ideological' pressures that deviate from national development goals. • Private partnerships in production of learning materials result in lower quality and greater inequity in provision | <p>unemployment and grievance</p> <ul style="list-style-type: none"> • Potential for learning materials to have 'ideological' or 'hate' messages reproduced • Marginalization of youth from civic and political processes • Contributing to demand-side barriers to educational enrolment • Adolescents/youth vulnerable to 'negative coping strategies' | <ul style="list-style-type: none"> • Impact: High | <ul style="list-style-type: none"> • Establish consultative mechanisms to finalize learning materials and syllabi with community stakeholders • Formalize Quality Assurance systems for producing 'conflict sensitive' education learning materials produced by UNICEF and standard mechanism to be used for production of all learning materials. • Ensure that clear criteria are established and maintained in selecting learning materials | <ul style="list-style-type: none"> • Department of NFE |
| Demand | | | | |
| <ul style="list-style-type: none"> • Low demand for education from parents in rural areas and lower wealth quintiles | <ul style="list-style-type: none"> • Low progress on goals related to access • Ongoing marginalization/vulnerability of excluded groups • Child labour continues due to perceived opportunity costs by parents/ communities | <ul style="list-style-type: none"> • Likelihood: Medium • Impact: Medium | <ul style="list-style-type: none"> • Update social outreach campaign via different communication channels to raise awareness on importance of education (community leaders, CECs, radio, etc) • Head teachers to monitor class registers and hold discussions with community to enrol children/ retrieve those who are 'forced out of education' • Ensure improved quality of education in rural areas and of opportunities for educated youth, especially girls | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination |

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| <ul style="list-style-type: none"> • Lack of cooperation of local authorities and communities | <ul style="list-style-type: none"> • Lack of community participation in children's learning undermining progress in the sector | <ul style="list-style-type: none"> • Likelihood: Low • Impact: Medium | <ul style="list-style-type: none"> • Establish participatory mechanisms for community dialogue with the local authorities and communities • Introduce public communication strategy to keep communities informed of progress in the sector | <ul style="list-style-type: none"> • Minister of MOEHS & DG Ministry of Education, Department of Planning and Coordination |
|--|---|---|--|---|

13. Costing and Financing of the ESSP 2017- 2021

The purpose of this chapter is to present global estimates of the cost of the implementation of the strategy for each of the planned five years; to gain insight into the size of the challenge that the strategy presents and identifying strategies for overcoming potential funding gaps (some of which have already been noted in the risks mitigation section above).

The total projected budget for implementing the full ESSP over the next five years is slightly over US\$ 274 million including recurrent and capital costs based on the ESSP Priority Policy Objectives.

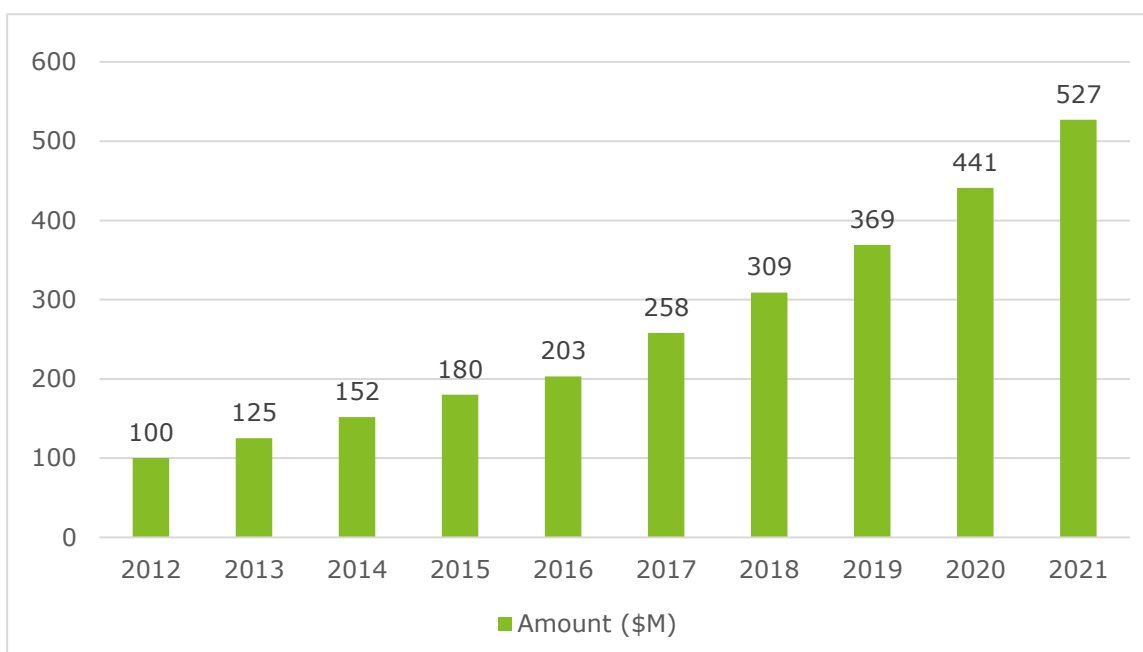
However, for Somaliland, it should also be noted that there are several difficulties with obtaining reliable data for past and present financial spending which form the basis for future estimates. These difficulties relate, among other things, to the following points:

- a. There are significant differences in costs between and within regions. This has an impact on cost estimates and it will need to be addressed when allocations are made.
- b. Several key data related to enrolment in particular in NFE/ABE/TVET remain unclear which makes calculating unit cost very problematic.
- c. The cost of the ESSP is dependent on a variety of factors that fluctuate regularly, such as the emergency/security situation in the country, the numbers of the displaced by natural calamities etc.
- d. Several of these factors also have a significant impact on available resources from the government (e.g., the diversion of government funding to respond to emergencies).

13.1 Situation Analysis

Central Government Budget the Somaliland national budget has grown at an average rate of 19.45% during the period of the outgoing ESSP (2012-2016). Based on previous growth rates, it is projected that an appropriation of constant previous annual average growth rate of 19.5% per year would translate into the likelihood that the central government budget will increase from US\$ 203 million in 2016 to US\$ 527 million in 20 21. The share of Education will be US\$ 34,285,546 in 2021 if the government of Somaliland allocates a sustained increase of US\$ 4 million annually.

Figure 9. Somaliland Projected National Budget (2017-2021)⁶¹



Calculations done on a 19.45% annual average growth rate projection on figures from MOF

Allocation of National Revenue to Education Sector

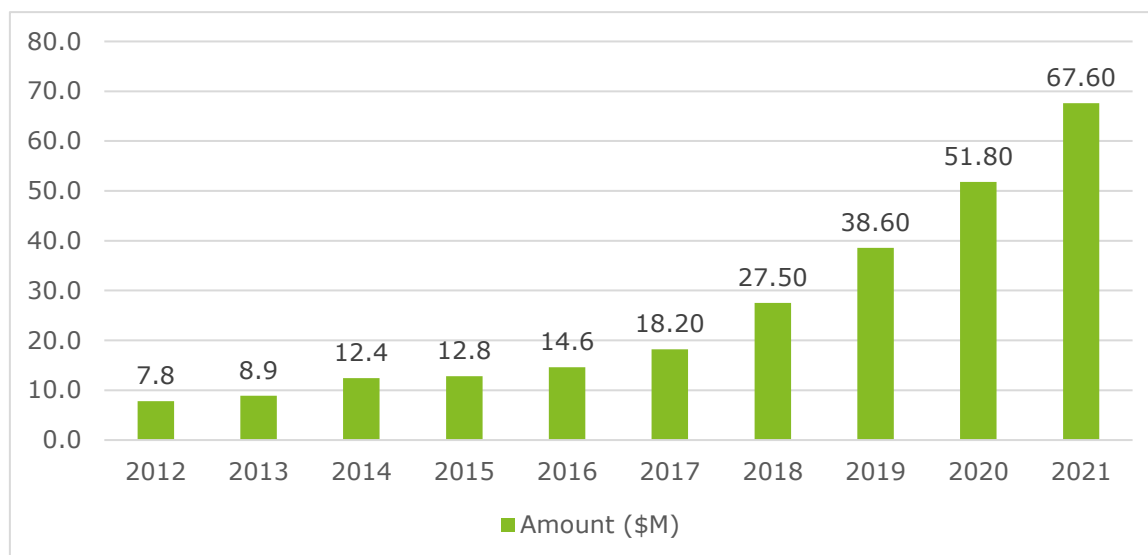
The allocation of the national budget to the MOEHS has remained stagnant at around 7% of the national budget over the years. However it is important to note that due to increases in the total public budget, the MOEHS public allocation has doubled from US\$ 7.8 million in 2012 to US\$ 14.6 million in 2016. The MOEHS, has negotiated for a larger budget allocation to enable the education sector meet the demands for increased government investment into education and training services over the period of this Strategic Plan. The aim is to have the National Government allocate the education sector a sustained US\$ 4 million increase each successive year over the next five years, the MOEHS budget could grow from US\$ 14.6 million to US\$ 34.2 million by 2021, as shown in Figure 11 below. Conversely, if the share of central government budget allocated to the MOEHS rises from 8% in 2017 to 13% by 2021 that education sector budget could grow to 69.6 million per year by 2021 (i.e. based on a national budget of US\$ 527 million by 2021 as shown in Figure 10 below). It is thus critical that sustained advocacy by donors occurs to encourage the Ministry of Finance to increase the proportion of budget allocations to the education sector and allow for greater domestic finances to support the implementation of the ESSP.

The mere increase of funding is not sufficient in itself as it must be coupled with financial transparency and accountability which would likely encourage donors and education partners to match such investments especially in the direction of budgetary support through the Ministry as sufficient accountability ensures that risks associated with the success of the projects would be lower and returns to investments higher.

⁶¹ Projection calculated based on budget trends between 2012-2016

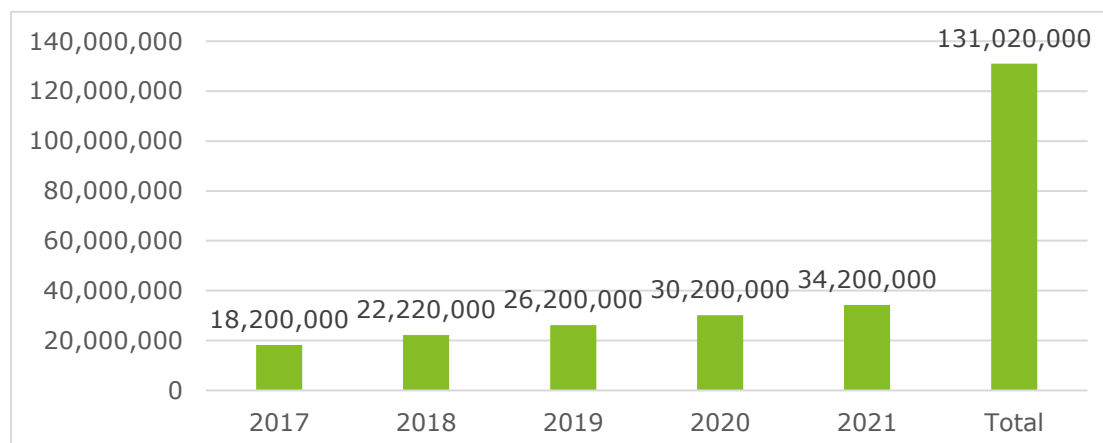
Increased allocations from the National Government not only enables the sector meet the demand for basic educational and training services such as payment of teacher salaries and investment in school supplies, it also improves the capacity of the Ministry to respond to emergencies in essential education services better and faster while awaiting the mobilization of emergency response by donors and partners.

Figure 10. Projected MOEHS Budget (2017-2021), government revenue and budget allocation increase to 13%⁶²



Projected government budget

Figure 11. Projected MOEHS Budget (2017-2021), projected increase based on US\$ 4 million annual budget increase

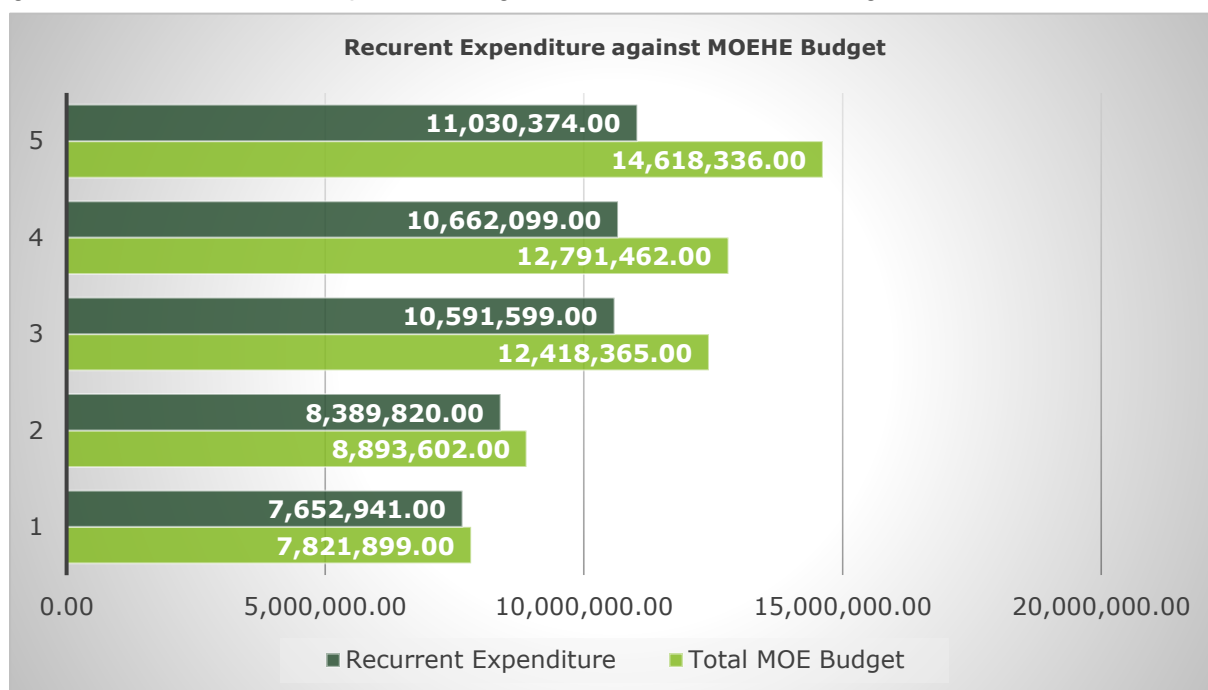


As discussed in the ESA, recurrent expenditure that is not salaries accounts for a modest proportion of national revenue allocated to education. From 2012-2016, a total of US\$ 3,126,707 has been used for recurrent expenditure. Apart from 2015, the sector has kept the figure below 6%. Such austerity measures that reduce recurrent

⁶² Projection based on Government information.

expenditures may appear prudent, but bring with them mixed benefits. On one hand such measures may free up funds for other initiatives related to learning or infrastructure development, but mean insufficient funding to support sector operations (including monitoring and school supervision in rural areas) that undermine the capacity of the sector to ensure overall coherence and quality.

Figure 12. Recurrent Expenditure against the total MOEHS Budget



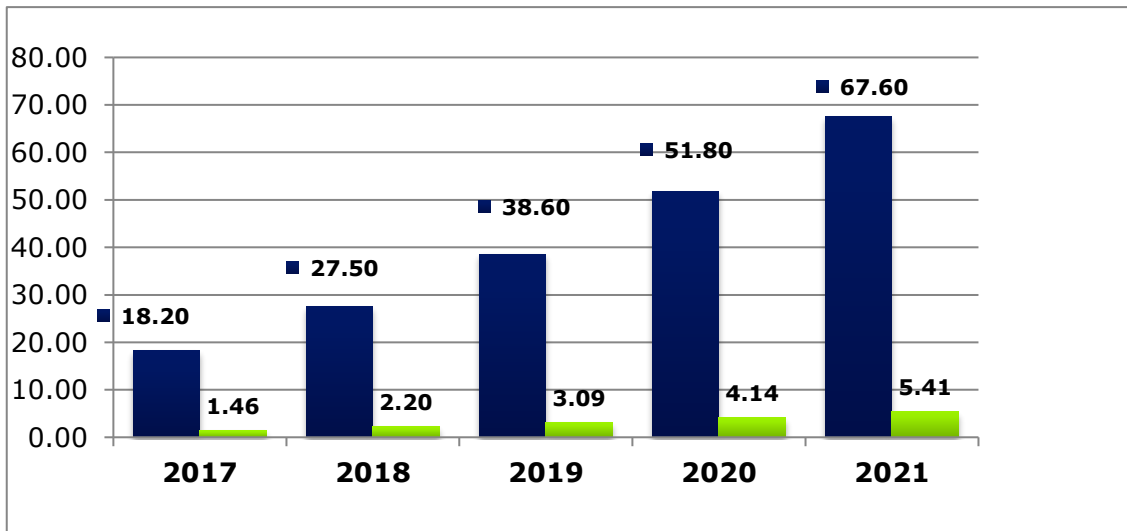
Source: MOEHS Finance Department

A look at the recurrent expenditure from 2012-2016, there appears to have been a lack of funding to critical areas that have undermined the provision of quality education services. Funding the curriculum centre, support to technical school and supervision of schools have had no investments until recently. Examination costs, purchase of stationary and funding of directorate of private schools have also had improved funding in the past year. This may help to explain the limitations in quality and coherence of certain areas of the education sector such as curriculum, examinations and running of technical schools.

Projections of Government Spending on Recurrent Expenditure (2017-2021)

The government is committed to setting a defined proportion of the total government allocation to the sector for recurrent expenditure to ensure that there is sufficient funding of key activities that promote access to quality education and training while at the same time freeing up sufficient resources for capital costs and investments. With a recommendation that a minimum of 8% be set aside for recurrent expenditure, the allocation could grow from the current US\$ 877,000 to US\$ 5.4 million by 2021. Projections in the figure below are based on assumptions that MOEHS budget will increase to 13% of increased national budget by 2021.

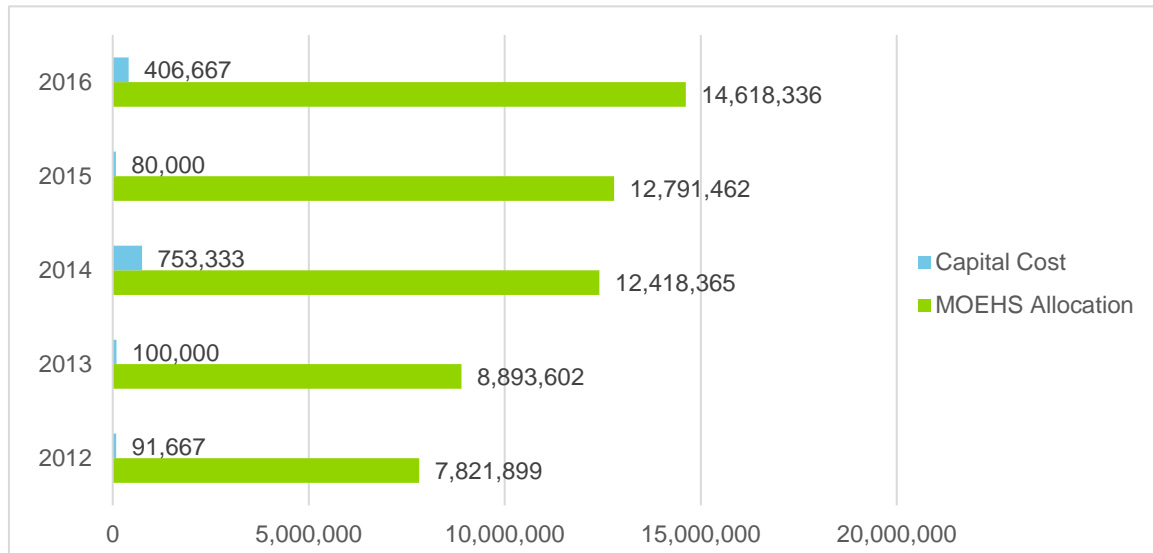
Figure 13. Projections on Government spending on Recurrent Expenditure (US \$ million)



Calculated based on the figures from MOEHS Finance Department

Government Spending on Capital Costs from the National Revenue Allocation to Education

Figure 14. A representation of Spending on Capital Costs against total MOEHS



Budget MOEHS Finance Department

Figure 15. A representation of government spending on Capital costs as a percentage of total MOEHS budget



Source: MOEHS Finance Department

Investments patterns on government spending on capital costs help reveal government priorities and some of the challenges that the ministry has had in delivering services. From the trends above, the MOEHS has mostly allocated less than 3% for capital investments from 2012-2016.

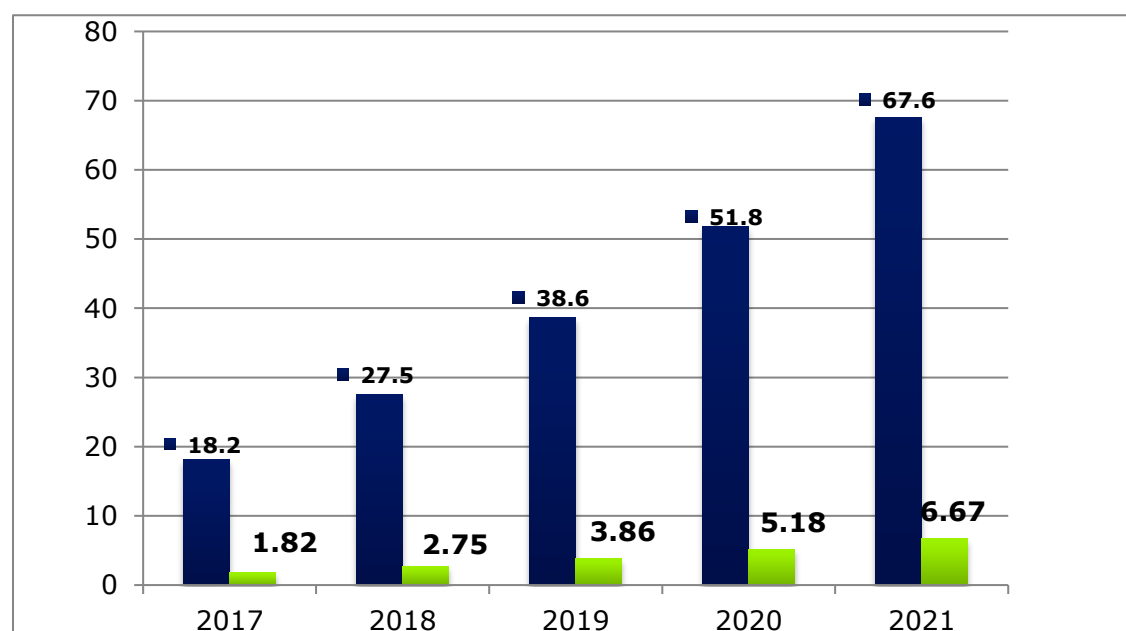
Ordinarily, limited investments in school maintenance over the years limit the ability of institutions to deliver quality services. At the same time, the prioritization of construction of universities and orphanages over school maintenance may suggest that the government has prioritized access to schools over the improvement of quality in the already existing schools, some of which reportedly remain vacant and unused (particularly in rural areas). Evidence with go-to-school campaigns globally following the endorsement of the MDGs shows that this type of investment pattern has not helped to improve access because of insufficient corresponding investments in quality improvement, curriculum, supplies for students and learning materials, teacher training, etc.

13.2 Projections of Government Spending on Capital Costs (2017-2021)

Just like recurrent expenditure, it is important that a defined proportion of the total government allocation to the education sector be set aside for capital costs to ensure that there is sustained expansion on the coverage of education and training services.

The MOEHS is set to reserve a minimum cap of 10% of the total allocation to the MOEHS for capital investments. This will see the growth of the allocation from the current US\$ 400,000 to US\$ 6.76 million by 2021. This has a potential to boost key educational service delivery such as purchase of vehicles for school supervision, replacement of temporary classes for IDPs and improving water and sanitation services to some institutions that depend on them. Projections in the figure below are based on assumptions that MOEHS budget will increase to 13% of increased national budget by 2021.

Figure 16. Projections of Government Spending on Capital Costs (2017-2021)



Calculated based on the figures from MOEHS Finance Department

Support by Donors and Education Partners

Information on support to the education sector by donors and partners is not easily available with the Ministry, which in itself is a pointer of gaps in the coordination donors and education partners funding and activities. Attempts to collect this information for this strategic projection was only partially successful.

The Joint Review of the Education Sector (JRES) provides a useful source of information on donor and education partner support. In the last JRES of 2015, total financial input to the sector amounted to about US\$ 34 million with US\$ 14.6 million coming from the National Government the difference of US\$ 19.6 million being met by donors and education partners through direct budgetary support, off-budget programme support and technical and capacity building. Table 24 below provides a forecast of realistic donor/partner investments from 2017-2019 based on past trends and potential future investments of key development partners for Somaliland.

Table 24. Total Projections by MOEHS, Donors and Partners (updated from JRES 2015)

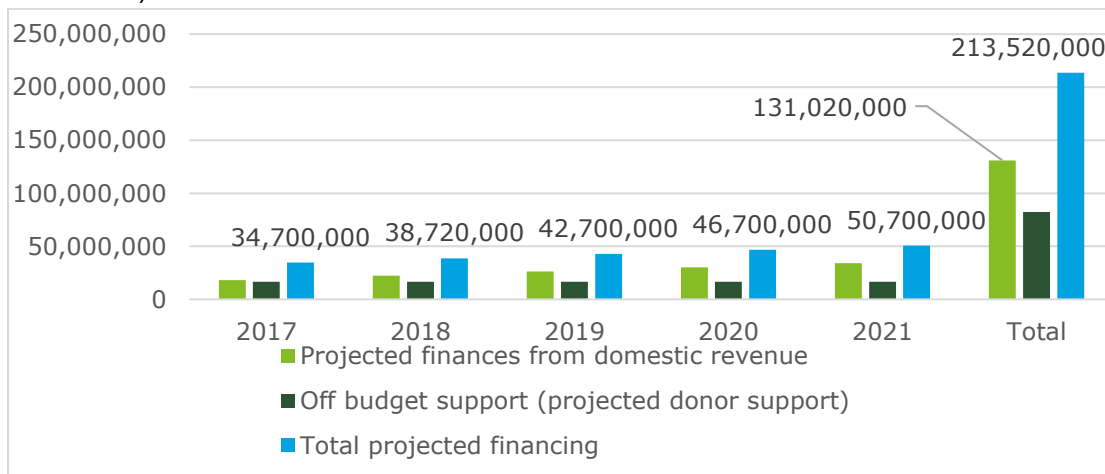
| Description | Per year | Total |
|---|---------------------|---------------------|
| UNICEF contribution US\$ 1,500,000 per year | \$1,500,000 | \$7,500,000 |
| Global Partnership for Education (GPE)* | \$3,500,000 | \$17,500,000 |
| European Union | \$4,500,000 | \$22,500,000 |
| WFP Feeding and take home rations | \$2,000,000 | \$10,000,000 |
| USAID | \$2,000,000 | \$10,000,000 |
| All other Education Partners \$3,000,000 per year | \$3,000,000 | \$15,000,000 |
| Total projection for five years | \$16,500,000 | \$82,500,000 |

NB: MOEHS Projected finances: The current MOEHS budget is US\$18,285,546 from domestic revenue, and this will include an increase of US\$4,000,000 per annum.

*Assumes funding received for current GPE grant and subsequent grant allowing for consecutive years of funding

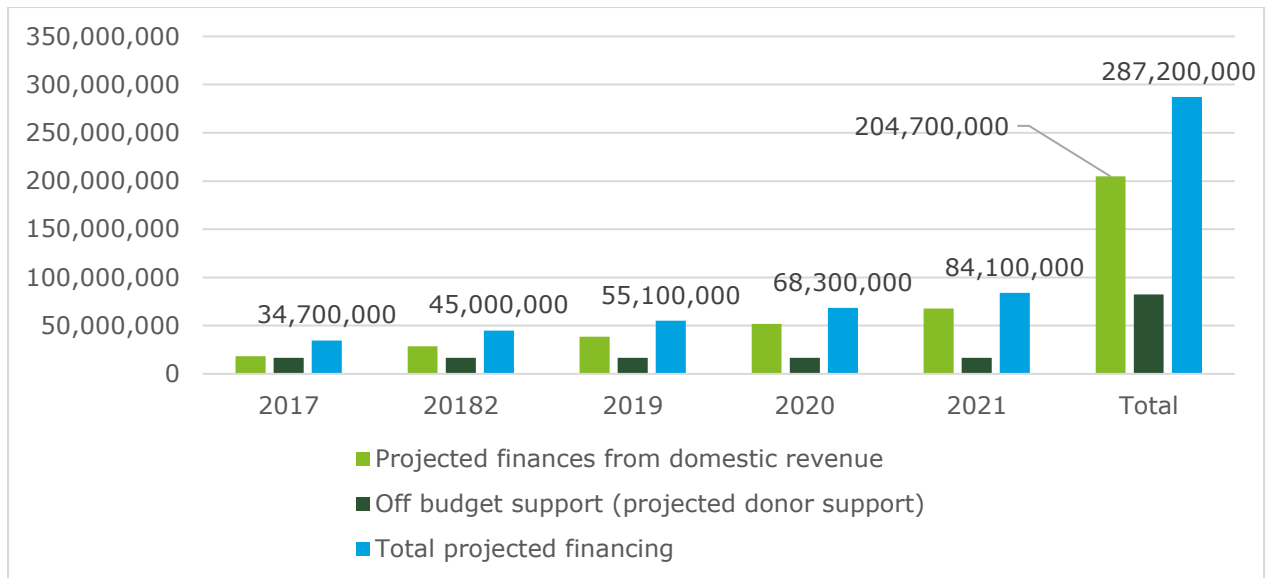
Figure 17 and Figure 18 also provide two models for projected financing for the education sector from 2017-2021 with Model 1 using a sustained increase of US\$ 4 million per year from the national budget, with Model 2 using a forecast of increasing the national budget allocation to education to 13% by 2021. Using Model 1, the total available funds for financing the sector will be US\$ 213 million, whereas in Model 2 the total projected funds would be US\$ 287 million. Under both model a realistically sustained level of donor investment per year is projected at US\$ 16.5 million with the greatest difference arising from the level of domestic financing. Under Model 1 the total amount of domestic finances available would be US\$ 131 million, whereas in Model 2 the total amount of domestic finances would be US\$ 204 million.

Figure 17. Projections for Total Injections to the Education Sector (MOEHS and donors & Partners from 2017-2021 (Model 1 annual budget increase by US\$ 4 million)



Projection calculated based on the figures from JRES 2015 and national budget projected increase to US\$ 527 million/year

Figure 18. Projections for Total Injections to the Education Sector (MOEHS, donors & Partners) from 2017-2021 (Model 2, annual budget increase to 13% of national budget by 2021)



Projection calculated based on the figures from JRES 2015 and national budget projections

It should also be noted that lack of reliable data on donor and education support both in form of direct budgetary support and off-budget support makes it difficult to make accurate projections over the next five years.

Higher education budget

In the absence of sufficient data a very raw estimate can be made. Assumptions can be made on estimating an annual total of 30,000 students in the sector, of which 2/3 are enrolled with public universities, with a student: teacher/lecturer ratio of 50:1⁶³, and an average pay of a lecturer: US\$ 500 p.m. The bill will be in the vicinity of some US\$ 30 million (US\$ 1,000 per student per year). Therefore another estimated US\$ 1 million for bursaries of disadvantaged students, various measures to build the academic, professional and management capacity of the faculty and administration must be added. The capital cost for rehabilitation and new construction and equipment will have to be added. The very raw unit cost per student, per annum will be in the range of: US\$ 1,000 (includes tuition and related costs), almost five times the average GPE unit cost in primary education (at US\$ 212 p.a.). Since that figure was computed as around US\$ 100 for Somaliland the US\$ 400 figure could be inflated. However, with a shift to engineering or even medical sciences, cost would grow much faster.

Given the extremely restricting financial circumstances, it is unrealistic to assume an increase from the present US\$ 0.5 million appropriation (and disbursement) to more than double the present level. Therefore, cost sharing policies will be mandatory, and will need to be complemented by Diaspora and other networks, notably with Development Partners, but also the private sector (as the key beneficiary) of better qualified human resources. Once the private sector is fully engaged in the professional development of the HE institutions, there should be a growing willingness for financial engagement.

⁶³This ratio is subject to verification; given the fact that the majority of the courses and programmes are social sciences based the figure might be realistic.

It is also positive to see that significant funding has been collected from students fees (no substantive data accessible), and through international scholarships promoting faculty and selected students in progressing their academic proficiency⁶⁴.

13.3 Summary costing and financing of the ESSP

Summary costing and financing information for the ESSP 2017-2021 is provided in Tables 25-27 below. The tables below provide two different financing models – one that is more realistic and based on projections on modest increases to the education budget and growth in the national budget (Model 1), and a more ‘optimistic’ model based on increased budget allocations to the education to 13% from the national budget with a corresponding growth of the national budget by 2021 based on figures provided by the Ministry of Finance. Table 25 uses a financing projection based on an annual budget increase of US\$ 4 million for the education sector whereas Table 26 uses a projection based on increasing the national budget allocation to the education sector to 13% by 2021 and based on a significant increase of the overall national budget. Under financing Model 1, 48% of the ESSP will be covered by domestic finances and 30% covered by donor investments, leaving a gap of 22% (or a total of US\$ 61.9 million) for the entire plan with funding shortages in each year. Under this model additional efforts will be required to mobilize donor funding to fill key gaps within the plan.

Conversely, under financing Model 2 as shown in Table 26 under which domestic financing for education increases to only 13% of the national budget by 2021, there will be no funding gaps for implementing the full ESSP and in fact would lead to a budget surplus with 74% of the plan funded by domestic resources and 30% funded by donor investments. Only in calendar years 2018 and 2019 would there be a funding gap of US\$ 12 million and US\$ 5.2 million in each respective year, although overall the budgeting of the plan will enter into surplus as domestic financing increases over time. While this would be an ideal situation, it is assumed to be unrealistic considering the expected growth rates of the overall national budget, but does highlight the benefits to education financing by increasing allocations to the education sector to 13% by 2021 as has been committed by the government as part of the development of this ESSP.

As shown in Table 27, the overall level investment reflects the prioritization of critical needs to support the implementation of the national development goals. Investments are spread across all key subsectors and cross-cutting issues with the highest levels of investment in the primary subsector (44%), followed by the Secondary subsector (12%) and then the TVET subsector (10%).

⁶⁴ MOEHS: “Somaliland government with support from Donors should organize travel programmes that involve visits to North American or European universities – such as the six-month fellowships offered through the Cambridge University African Studies Institute, exchange programs offered by Fulbright scholarships. These would help Somaliland academics meet with other researchers, editors and access international libraries.”

Table 25. Costing and budgeting of ESSP 2017-2021 (financing Model 1, MOEHS annual budget increase by US\$ 4 million)

| | 2017 | 2018 | 2019 | 2020 | 2021 | Total | % |
|--|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------|
| Total cost of ESSP | \$31,319,482 | \$57,116,635 | \$60,349,206 | \$61,066,468 | \$66,031,705 | \$275,883,495 | 100% |
| Projected finances from domestic revenue | \$18,285,546 | \$22,285,546 | \$26,285,546 | \$30,285,546 | \$34,285,546 | \$131,427,730 | 48% |
| Projected Off-budget support(Donor support) | 16,500,000 | 16,500,000 | 16,500,000 | 16,500,000 | 16,500,000 | 82,500,000 | 30% |
| Total projected financing | \$34,785,546 | \$38,785,546 | \$42,785,546 | \$46,785,546 | \$50,785,546 | \$213,927,730 | 78% |
| Funding Gap | \$3,466,064 | -\$18,331,089 | -\$17,563,660 | -\$14,280,922 | -\$15,246,159 | -\$61,955,765 | -22% |

Table 26. Costing and budgeting of ESSP 2017-2021 (financing Model 2, MOEHS annual budget increase to 13% of national budget by 2021)

| | 2017 | 2018 | 2019 | 2020 | 2021 | Total | % |
|--|---------------------|---------------------|---------------------|---------------------|----------------------|----------------------|-------------|
| Total cost of ESSP | \$31,319,482 | \$57,116,635 | \$60,349,206 | \$61,066,468 | \$66,031,705 | \$275,883,495 | 100% |
| Projected finances from domestic revenue | 18,200,000 | 28,500,000 | 38,600,000 | 51,800,000 | 67,600,000 | \$204,700,000 | 74% |
| Projected Off-budget support(Donor support) | 16,500,000 | 16,500,000 | 16,500,000 | 16,500,000 | 16,500,000 | 82,500,000 | 30% |
| Total projected financing | \$34,700,000 | \$45,000,000 | \$55,100,000 | \$68,300,000 | \$84,100,000 | \$287,200,000 | 104% |
| Funding Gap | +\$3,466,064 | -12,116,635 | -\$5,249,206 | +\$7,233,532 | +\$18,068,295 | +\$11,316,505 | +4% |

Table 27. ESSP 2017/2021 Costing summary per year and share of each Education subsector

| Subsector - priority Objectives Costing | 2017 | 2018 | 2019 | 2020 | 2021 | Total | % |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|-------------|
| Early child hood Education | \$748,540 | \$1,604,540 | \$1,479,540 | \$1,148,540 | \$1,088,540 | \$6,069,700 | 2% |
| Primary Education | \$16,843,320 | \$23,000,434 | \$25,750,457 | \$25,422,937 | \$31,016,376 | \$122,033,523 | 44% |
| Secondary education | \$3,262,925 | \$7,001,723 | \$6,770,110 | \$7,095,967 | \$8,372,824 | \$32,503,549 | 12% |
| Non formal Education | \$217,560 | \$1,869,040 | \$1,654,480 | \$1,237,200 | \$1,227,200 | \$6,205,480 | 2% |
| Technical Vocational Education and Training | \$0 | \$7,236,499 | \$7,906,499 | \$7,901,500 | \$4,455,501 | \$27,500,000 | 10% |
| Priority Objective Higher Education | \$3,094,265 | \$4,740,587 | \$4,885,587 | \$5,545,587 | \$6,706,587 | \$24,972,613 | 9% |
| Cross cuttings - Institutional Capacities | \$7,152,872 | \$11,663,812 | \$11,902,533 | \$12,714,737 | \$13,164,677 | \$56,598,630 | 21% |
| Total ESSP Cost | \$31,319,482 | \$57,116,635 | \$60,349,206 | \$61,066,468 | \$66,031,705 | \$275,883,495 | 100% |

Annex 1 – Detailed ESSP Monitoring Implementation Framework

| Policy objectives | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets 2021 | Source of Verification | How often will data be collected | Who is collecting the data | Assumptions |
|--|---|--|---|----------|-----------------|--|----------------------------------|----------------------------------|---------------------------------|---|
| Policy Statement 1: Providing quality and equitable access to early childhood education | | | | | | | | | | |
| | | | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often collected | Who is collecting the data | Assumptions |
| Priority Objective 1.1: Expand and Increase Access and Equity in ECE. | Outcomes/ Outputs | | PO 1.1.a GER | 3.20% | 5.00% | 10% | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | | PO 1.1.b ECE curriculum used in Quranic schools | n/a | 10% | 20% | EMIS | Annually | EMIS Unit | |
| | | | PO 1.2 % of qualified ECE teachers | n/a | 10% | 20% | EMIS | Annually | EMIS Unit | |
| | | | PO 1.3. ECE minimum standards applied by ECE facilities | n/a | 20% | 40% | EMIS | Annually | EMIS Unit | |
| | Strategies | Planned Activities | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often collected | Who is collecting the data | Assumptions |
| | Conduct ECE awareness raising campaigns at all community levels through local media. | Conduct quarterly ECE awareness raising campaign through madrassas and Imams | 1.1.1 # of awareness campaigns conducted | 0 | TBD | By 2021, monthly awareness campaigns (total sessions held) | Supervisor Report and KAP Survey | Four times annually | Department of Primary Education | Quality assurance officers provide monitoring reports that will be used to improve awareness, and access to ECE |
| | | Engage with parents on the complimenting | 1.1.2 # of Qur'anic schools integrated with ECE centers | 0 | TBD | By 2021, four monthly awareness (total | EMIS Data and reports | Twice annually | Department of Primary Education | |

| | | | | | | | | | | |
|---|--|---|--|----------------------------|----------------------------------|---|---------------------------------|---|-----------------------------------|---|
| | | nature of ECE to Quranic schools | | | | sessions held | | | | |
| | | Establish collaboration with the Ministry of Religion and Endowment | 1.1.3 MOU between MoRE and MoEHS is in place | 0 | Draft MoU available | By 2021 MOU signed between the Ministries | Signed MOU | Once in 2018 | Department of Primary Edu | |
| | Expansion access of ECE centers in main cities in the six regions | Construct and furnish 31 new ECE centers | 1.1.4 # of ECE centers constructed and Furnished | 0 | 15 ECE centres constructed | By 2021, 31 ECE centres constructed and furnished. | Construction completion reports | Annually | Department of Primary Edu | |
| Priority Objective 1.2 Improve the Quality and Relevance of ECE. | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Recruit and train ECE teaching workforce. | Recruit and train 300 ECE teachers (70% female) | 1.2.1 # of ECE teachers and staffs trained | 28 ECE teachers in 2016/17 | 150 | By 2021 ECE 300 teacher recruited and at least 50% FM trained on ECE teaching methodology | EMIS Data and reports | Annually | Department of Primary Edu | ECE funds are available and existing ECE center are operational |
| | | Update and distribute ECE teaching learning Material | 1.2.2 # of teaching and learning Material provided | NA in 2016/17 | 50% of centers receive materials | By 2021 ECE materials distributed to target centres | EMIS Data and reports | Annually | Department of Primary Edu | |
| Priority Objective 1.3 Improve | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |

| | | | | | | | | | | |
|---|--|--|---|--------------------------------|------------------|--|--|--------------|---------------------------|---|
| Internal and External Efficiencies within ECE. | | | | | | | | | | |
| | Finalize ECE policy framework | Finalize ECE policy framework | 1.3.1 # of ECE curriculum framework and minimum standards | Draft ECE curriculum framework | Drafts developed | By 2021, framework and minimum standards for ECE in place. | ECE curriculum framework and minimum standards | Once in 2019 | Department of Primary Edu | ECE funds are available and existing ECE center are operational |
| | Develop ECE curriculum framework and minimum standards for ECE facilities for national roll-out | Develop ECE curriculum framework and minimum standards for ECE facilities for national roll-out. | 1.3.2 # of teaching and learning Materials provided | NA in 2016/17 | Draft developed | By 2021, ECE curriculum rolled out | EMIS data and reports | Once in 2012 | Department of Primary Edu | |

Policy Statement 2: Enhancing Access, Equity and Quality in Primary Education

| Priority Objective 2.1 : Expand and Increase Access and Equity in Primary education | Outcomes/ Outputs | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|--|--------------------------|-----------------------------------|-----------------|------------------------|----------------|------------|---|-----------------------------------|--|
| | | PO 2.1a GER | 44.30% | 55% | 67.40% | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | PO 2.1b Gender Parity Index (GP)) | 0.83 | 0.89 | 0.94 | EMIS | Annually | EMIS Unit | |
| | | PO 2.1c No. primary schools | 1145 | 1220 | 1283 | EMIS | Annually | EMIS Unit | |
| | | PO 2.1d Total enrolment | 280151 | 450000 | 644901 | EMIS | Annually | EMIS Unit | |
| | | PO. 2.1e % of female teachers | 14% | 20% | 25% | EMIS | Annually | EMIS Unit | |
| | | PO 2.2a % of qualified teachers | 39.30% | 50% | 60% | EMIS | Annually | EMIS Unit | |

| | | | | | | | | | |
|---|---|---|-----------------------|------------------------|---|-------------------------------|---|-----------------------------------|--|
| | | PO 2.2b # of pupils passing Primary Leaving Exams | 16500 | 20000 | 24000 | EMIS | Annually | EMIS Unit | |
| | | PO 2.2c Pupil-textbook ratio | 2.3:1 | 2:01 | 1:01 | EMIS | Annually | EMIS Unit | |
| | | PO 2.2d Pupil-teacher ratio | 37-1 | 33-1 | 28-1 | EMIS | Annually | EMIS Unit | |
| | | PO 2.3a % of primary pupils in upper primary | 30% (TBC) | 37% | 45% | EMIS | Annually | EMIS Unit | |
| | | PO 2.3b Pupil-classroom ratio (PCR) | 45.5-1 | 40-1 | 30-1 | EMIS | Annually | EMIS Unit | |
| Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | Source of Verification | How often will data be collected | Who is collecting the data | Assumptions |
| Improve, expansion and optimization of the number of primary schools and classrooms, while targeting disadvantaged students. | Construct 135 Primary schools including special needs , ABE and 5 upper primary boarding schools | 2.1.1 # of primary schools constructed and furnished | 1145 of PS in 2016/17 | 50% toward target | By 2021,1285 primary schools functioned | EMIS Data and reports | Annually , 2018, 2019, 2020 | Department of Primary Edu | Development Partner support for education sector coordinated and maintained. |
| | Renovate and furnish 340 classes including water and toilet facilities for the target schools | 2.1.2 # of classrooms renovated and furnished. | NA | TBD | By 2021, 340 classrooms renovated and furnished | EMIS Data and reports | Annually , 2018, 2019, 2020 | Dept of Primary Edu & Dept of NFE | |
| | Recruit and provide hardship allowance to 975 primary and ABE teachers in rural areas | 2.1.3 # of teachers recruited and provided hardship allowance | 6043 of PS in 2016/17 | 500 | By 2021 , 975,teachers recruited with allowances provided | EMIS Data and HR data bases | Annually | Department of Primary Edu | |

| | | | | | | | | | | |
|---|-------------------|---|---|----------------------|----------------|--|-----------------------------------|---|-----------------------------------|---|
| | | Review/update policy on Special needs education and categories of special needs children | Policy document completed | 0 | Draft document | By 2021, Updated policy on Special Needs education developed | EMIS | Once in 2021 | Department of Primary Edu | |
| Implement equity strategies in primary schools for students, teachers and head teachers for girls and other marginalized groups. | | Provide school feeding program to 200 additional primary and ABE schools. | 2.1.4 # of schools having a feeding program | 225 of PS in 2016/17 | 300 | By 2021, 425 schools with a feeding program | EMIS Data and supervision reports | Annually | Dept of Primary Education | Development Partners support for school feeding is sustained. |
| | | Establish flexible cost effective and alternative learning approaches to complement formal education system | 2.1.5 # of schools having alternative learning programmes | 225 of PS in 2016/17 | 300 | By 2021, 425 schools with flexible learning programmes | EMIS Data and supervision reports | At the end of each term | Dept of NFE | |
| | | Provide take home ration to 21,452 additional girls. | 2.1.6 # of primary school girls provided take home ration | NA | TBD | 2021 , 21452 girls provided take home ration | EMIS Data and supervision reports | As per school distribution plan | Dept of Primary Education | Support of local communities maintained, despite Fee Free Primary Education |
| | | Construct 20 girl friendly places in 20 primary schools | 2.1.7 # of GFS constructed and furnished | NA | TBD | By 2021, 20 GFS constructed and functional | EMIS Data and supervision reports | As per construction schedule | EMIS Unit | |
| | | Recruit 100 special needs education teachers | 2.1.8 # of special needs teachers recruited. | 89 in 2016/17 | 120 | By 2021, 189 special needs teachers recruited. | EMIS Data and supervision reports | Dept of School of Special Needs | Dept of School of Special Needs | |
| Priority Objective 2.2: Improve | Strategies | Planned Activities | | | | Targets | | How often will data be collected | Who is collecting the data | |

| | | | | | | | | | | |
|---|--|--|---|-------|-------------------|---|---|---------------------------|---------------------------|---|
| the Quality and Relevance of Primary Education | Increase the number of qualified teachers in primary schools. | Recruit new teachers and provide subject matter and pedagogy training to 2,214 in-service primary school teachers | 2.2.1 # of teachers trained and certified. | 3,133 | 4,000 | By 2021 , 5347 teachers trained and certified. | EMIS report, supervision report , teacher training report | Annual | Dept of Primary Education | Ability and readiness of MOEHE to change the curricula and provide TLMs |
| | | Support school monitoring and supervision thrice quarterly | 2.2.2 # of supervision visits conducted per year. | NA | 25% of schools | at least 50%of schools visited. | supervision report. | Annual | Curriculum Devept Dept | |
| | Strengthen the national curriculum for primary education by improving its relevance and delivery taking into account matters of gender, special needs and vulnerable children | Review ABE curriculum to incorporate culturally relevant material for the Pastoralists and nomadic education | 2.2.3 ABE curriculum revised and adopted with the pastoralist communities. | NA | Draft document | By 2021 inclusive, relevant to culture and environment curriculum in place. | supervision report. | Once through out the ESSP | Curriculum Devept Dept | |
| | | Review the national curriculum for primary education and improve its delivery taking into account matters of gender, special needs (Standardized sign language) and vulnerable children. | 2.2.4 Primary education curriculum reviewed and sign language for special needs incorporated. | NA | Reviews completed | By 2021, primary education curriculum with standard sign language for special needs in place and in use in schools. | EMIS report, supervision report. | Once in 2021 | Curriculum Devept Dept | |
| | | | | | | | | | | |

| | | | | | | | | | | |
|--|--|---|---|----------------------------|------------------------------|---|----------------------------------|---|-----------------------------------|---|
| | | Develop and distribute teaching and learning materials (Teachers guide, student work book). | 2.2.5 Teacher guide and student workbook developed and distributed. | NA | Draft documents | By 2021, all schools receive TLMs | EMIS report, supervision report. | Annual | Curriculum Devept Dept | |
| | | Develop teaching and learning supplementary materials | 2.2.6 Schools provided sufficient supplementary materials | NA | 25% of children | By 2021, 50% children get access to supplementary materials. | EMIS report, supervision report. | Annual | Curriculum Devept Dept | |
| Priority Objective 2.3 : Improve Internal and External Efficiencies within the Primary School Subsector | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Introduce remedial learning strategies to promote of students survival and transition rate. | Conduct supervision/mentoring of teachers to increase contact hours for teaching of students. | 2.3.1 # contact hours of teaching and learning | 5 hours per day in 2016/17 | TBD | By 2021, students receive a minimum of (five) 5 hours of contact teaching per school. | EMIS report, supervision report. | | Dept of General Inspection | Funding available. Commitment of community and local government . Development Partner support for education sector coordinated and maintained. |
| | | Introduce catch up programmes in 20% of government supported classrooms | 2.3.2 20% of schools of government supported classrooms | NA | 10% | By 2021, 20% of government classrooms supported | supervision report. | Annual | Dept of Basic Education | |
| | | Establish and carry out assessment of student learning outcomes on an annual basis. | 2.3.3 # of Student learning outcomes assessment conducted annually. | NA | Annual assessments completed | By 2021, 5 assessments on learning outcomes carried out. | EMIS report, supervision report. | Annual | Dept of Planning and Coordination | |

| | | | | | | | | | |
|--|--------------------------------------|---|---|----|----------------|---|----------------------------------|-------------------------------------|---------------------------|
| | Strengthen School management. | Introduce and operationalize school improvement plans | 2.3.4 # of school improvement plan introduced and operationalized | NA | 25% of schools | By 2021, 50% of the schools develop and operationalize SIP. | EMIS report, supervision report. | Every term | Dept of Primary Education |
| | | Organize CEC meetings, and other with parents fora, to follow up student learning outcomes. | 2.3.5 # of parents involved in students learning outcome | NA | TBD | By 2021, a minimum of 3 CEC meetings conducted annually on learning outcomes carried out. | EMIS report, supervision report. | As per the School Development Plans | Dept of Primary Education |

Policy Statement 3: Improving Access, Equity quality in Secondary Education

| Priority Objective 3.1: Increase Access and Equity of secondary education | Outcomes/ Outputs | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|--|--------------------------|---|-----------------|------------------------|----------------|------------|---|-----------------------------------|---|
| | | PO 3.1a GER | 21.30% | 28% | 35.00% | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | PO 3.1b Gender Parity Index (GPI) | 0.68 | 0.75 | 0.8 | EMIS | Annually | EMIS Unit | |
| | | PO 3.1c No. Secondary schools | 100 | 140 | 180 | EMIS | Annually | EMIS Unit | |
| | | PO 3.1d Total Enrolment | 52263 | 70000 | 90278 | EMIS | Annually | EMIS Unit | |
| | | PO 3.1e % of female teachers | 2% | 8% | 15% | EMIS | Annually | EMIS Unit | |
| | | PO 3.2a % of qualified teachers | 55.10% | 60% | 70% | EMIS | Annually | EMIS Unit | |
| | | PO 3.2b % of pupils passing secondary leaving exams | n/a | | TBD | EMIS | Annually | EMIS Unit | |

| | | PO 3.2 c Pupil-textbook ratio | 15-1 | 1-Jul | 1-Jan | EMIS | Annually | EMIS Unit | |
|---|--|---|--------------------------|-----------------|---|----------------------------------|------------------------------------|-----------------------------|---|
| | | PO 3.2.d Pupil-teacher ratio | 26.6-1 | 28-1 | 30-1 | EMIS | Annually | EMIS Unit | |
| | | PO 3.3a % of primary pupils in upper primary | 35% (TBC) | 40% | 45% | EMIS | Annually | EMIS Unit | |
| | | PO 3.3b Pupil classroom ratio (PCR) | 42.7-1 | 35-1 | 30-1 | EMIS | Annually | EMIS Unit | |
| Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Improve, expansion and optimize of the number of secondary schools and classrooms, while targeting disadvantaged students. | Conduct awareness raising campaigns of the importance of secondary school education in the community | 3.1.1 Awareness raising sessions on the importance of secondary education conducted | NA | 2 campaigns | By 2021, secondary education popularized through awareness raising. | Supervision report. | Before the beginning of every term | Dept of Secondary Education | Funding available. Commitment of community and local government Development Partner support for education sector coordinated and maintained. |
| | Construct 30 new secondary school in the six regions | 3.1.2 # of secondary schools constructed | 150 schools in 2016/2017 | 15 | 30 new secondary schools fully operational (130 fully operational) | EMIS report | As per construction schedule | Dept of Secondary Education | |
| | Renovate and furnish 500 classes including water and toilet facilities for the target schools in the six regions (500*\$3,000) | 3.1.3 # classrooms renovated and furnished | NA | 250 | By 2021,500 classrooms renovated and furnished | EMIS report, supervising reports | As per rehabilitation schedule | Dept of Secondary Education | |

| | | | | | | | | | | |
|---|--|---|--|--------------------------|------------------------|---|----------------------------------|---|-----------------------------------|--|
| | | Construct girl friendly spaces in ten (10) secondary schools across the country | 3.1.4 # of GFS constructed | NA | 5 | By 2021, 10 GFS constructed and functional | EMIS report, supervision reports | As per construction schedule | Dept of Secondary Education | |
| | | Generate scholarships for 500 female secondary students from marginalized communities including special needs | 3.1.5 # of secondary school girls provided scholarship | NA | 250 | By 2021, 500 provided scholarship | EMIS report, supervision reports | Annual | Dept of Secondary Education | |
| | Equitably train, recruit, and distribute teachers to ensure the learning of children in rural areas is supported. | Recruit and provide hardship allowance to 100 qualified secondary school teachers of mathematics, chemistry, biology and physics, language and social science annually. | 3.1.6 # of teachers provided hardship allowance | 1958 teachers in 2016/17 | 50 | By 2021, 100 teachers recruited and provided with allowances | EMIS report, supervision reports | Annual | Dept of Secondary Education | |
| Priority Objective 3.2: Improve the Quality and Relevance of Secondary Education | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Train teachers in order to meet student's academic needs | Provide annual in service training for secondary teachers on subject matter and pedagogy to 200 teachers per year | 3.2.1 # of secondary school teachers trained certified | 1096 | 50 | By 2021, 100 additional new teachers (1196 secondary teachers trained and certified). | EMIS report | Annual | Dept of Secondary Education | Sufficient resources channeled to teacher training from both Government of |

| | | | | | | | | | |
|---|--|--|--------------------------|------------------|--|----------------------------------|-----------------------------|-----------------------------|--|
| | Conduct school monitoring and supervision and mentoring of teachers on a quarterly basis. | 3.2.2 # of school supervision conducted per year | NA | 2 per year | By 2021 four school supervision and monitoring visit conducted per school per year | EMIS report | As per supervision schedule | Dept of Secondary Education | Somaliland and Development Partners in order to meet the quality enhancing targets |
| | Recruit 100 qualified secondary school teachers of mathematics, chemistry, biology and physics, language and social science annually. | 3.2.3 # of teachers recruited | 1958 teachers in 2016/17 | 1800 | By 2021, 2958 recruited and working in schools | EMIS report, supervision reports | Annual | Dept of Secondary Education | |
| Provide adequate and relevant teaching and learning materials for secondary schools including special needs. | Review the national curriculum for secondary education, and improve its relevance and delivery taking into account matters of gender, special needs and vulnerable children (including development of teachers guides) | 3.2.4 Secondary school curriculum reviewed | NA | Review completed | By 2021, Secondary school curriculum reviewed and implemented | EMIS report | Once | Dept of Secondary Education | |

| | | | | | | | | | | |
|---|---|--|---|-----------------|------------------------|---|------------------------------------|---|-----------------------------------|---|
| | | Procure sufficient learning materials including, language and social science text books, science equipment's and supplementary reading material to 80 secondary schools. | 3.2.5 # schools provided sufficient textbooks and supplementary materials | NA | 40 | By 2021, 80 schools provided textbooks and supplementary materials | EMIS report | Annual | Dept of Secondary Education | |
| Priority Objective 3.3 : Improve Internal and External Efficiency of the Secondary Subsector | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Address supply, demand and quality barriers to promote students survival and transition rates. | Organize meetings and orient parents, CECs to follow up student learning outcomes By organize monthly meetings with teachers | 3.3.1 CECs established and # of meeting organized with the teachers | NA | 3% | By 2021 reduce drop outs from 4.2% to 1.1% | EMIS report and supervision report | Annual | Dept of Planning and Coordination | Funding available. Commitment of community and local government Development Partner support for education sector coordinated and maintained. |
| | | Improve student teaching and learning By strictly following contact hours and strength quality assurance process at school level | 3.3.2 Contact hours strictly followed | NA | TBD | By 2021, students receive a minimum of 5 hours of contact teaching each school day. | EMIS report and supervision report | Annual | Dept of Planning and Coordination | |
| | | Implement school level formative assessment in 50% of classrooms. | 3.3.3 # school level formative assessment in 50% of classrooms conducted. | NA | 25% | By 2021, 50% of classrooms have conducted | Assessment reports. | Annual | Dept of Planning and Coordination | |

| | | | | | | | | | |
|--|--|---|---|----|-----|---|------------------------------------|--------|-----------------------------------|
| | | | | | | formative assessments | | | |
| | | Introduce afternoon remedial schools programmes | 3.3.4 Afternoon tutorial classes introduced | NA | 25% | By 2021, at least 55% of secondary schools with remedial programmes | EMIS report and supervision report | Annual | Dept of Planning and Coordination |
| | | Standardize and strengthen student assessment mechanisms / systems to measure learning outcomes | 3.3.5 # of school level formative assessments implemented | NA | 50% | By 2021, all school implement school level formative assessment. | EMIS report and supervision report | Annual | Dept of Planning and Coordination |
| | Develop school Improvement Plans to improve achievement of students' academic quality | Introduce and operationalize school improvement plans | 3.3.6 School improvement plans developed and in place. | NA | 25% | By 2021, 55% of schools with functional improvement plans. | EMIS report and supervision report | Annual | Dept of Planning and Coordination |

Policy Statement 4: Access, Equity and Quality of Non-Formal Basic Education:

| Priority Objective | Outcomes/ Outputs | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|---|-------------------|--|----------|-----------------|--------------------|------|----------------------------------|----------------------------|---|
| 4.1: Increase Access and Equity of NFE | | PO 4.1 # of NFE learners | n/a | TBD | 150,000 | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | PO 4.2 % of qualified NFE teachers | n/a | TBD | 50% | EMIS | Annually | EMIS Unit | |
| | | PO 4.3 Learning assessment system in place | n/a | TBD | Annual assessments | EMIS | Annually | EMIS Unit | |

| | | | | | in place by 2021 | | | | |
|---|--|---|----------|-----------------|--|---|----------------------------------|----------------------------|--|
| Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Expand NFE centers and classrooms | Construct , furnish and equip 90 classes including Family life center facilities | 4.1.1 # of classrooms constructed and furnished. | N/A | 45 | By 2021 90 classrooms constructed and furnished | Physical buildings and Report completion reports. | As per construction schedule | Dept of NFE | The situation of country remain peaceful and availability of funds |
| | Renovate 102 NFE classes including water and toilet facilities for the target centers across the regions | 4.1.2 # of classrooms renovated and furnished. | N/A | 50 | By 2021 102 classrooms renovated and furnished | | As per renovation schedule | Dept of NFE | |
| | Improve infrastructure of existing primary schools through rehabilitation projects | 4.1.3 No of students benefiting from new classrooms | NA | 150000 | By 2021, 300,000 students benefit from the new classrooms | Assessment report on the school infrastructure. | As per rehabilitation schedule | Dept of NFE | |
| Develop and provide appropriate teaching learning material for adult education | Procure appropriate teaching and learning material to all (FLECS centers) | 4.1.4 # of materials to FLECS centres | N/A | 25% | By 2021 50% adolescents and youth get access to supplementary material | Reports from the distribution of TLMs. | Annual | Dept of NFE | |
| | Procure and distribute TLMs to accommodate adult learners | 4.1.5 # of materials for adult learners | | 25% | By 2021 50% of adult learners access TLMs | Evaluation reports | Annual | Dept of NFE | |

| | | | | | | | | | | |
|--|---|---|--|-----------------|------------------------|---|--|---|-----------------------------------|---|
| | Recruit and provide remuneration of NFE teachers for NFE centers | Recruit and remunerate 100 new NFE teachers | 4.1.6 # of NEF teachers recruited. | NA | 50 | By 2021, 100 facilitators recruited and remunerated. | Recruitment report | Annual | Dept of NFE | |
| | | Recruit adult literacy facilitators. | 4.1.7 # of adult literacy facilitators recruited | NA | 300 | By 2021, 657 adult literacy facilitators recruited. | Funds mobilized to pay incentives for facilitators | Annual | Dept of NFE | |
| Priority Objective 4.2: Improve the Quality and Relevance NFE | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Provide teacher training to meet NFE academic needs | Provide training on functional literacy and skills for life to 657 NFE instructors | 4.2.1 # of instructors training on functional literacy and skills for life conducted | NA | 300 | By 2021 657 NFE instructors trained | Training Reports | Annual | Dept of NFE | Required funds are secured and available. Required staff, equipment and curricula are available |
| | | Strengthen supervision and quality assurance process for adult education (NFE) | 4.2.2 # of centers supervised annually. | NA | 25% | By 2021 50% of NFE centres supervised 3 times | Supervision reports on QA of NFE centres | Annual | Dept of NFE | |
| | Provide adequate and relevant NFE teaching and learning materials. | Develop and harmonize, NFE curriculum to incorporate culturally relevant material for NFE | 4.2.3 # of curriculum materials developed. | NA | 25% | By 2021 50% of NFE harmonized curriculum in place and in use in the NFE centres | Evaluation reports | Annual | Dept of NFE | |
| | | Provide sufficient learning materials to all NFE | 4.2.4 # of NFE adults receiving NFE learning materials. | NA | 50% of learners | By 2021, adult learners in all classes | Distribution reports of TLMs | Annual | Dept of NFE | |

| | | learners including FLECS | | | | receive TLMs | | | | |
|--|--|--|---|-----------------|------------------------|---|---------------------------|---|-----------------------------------|---|
| Priority Objective: 4.3 Improve Internal and External Efficiency of the NFE | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Increase retention and promotion in NFE facilities. | Standardize and improve student assessment mechanisms / systems to measure learning outcomes | 4.3.1 # of assessment conducted. | NA | 2 | 2021, four annual student learning Assessment reports in place. | Evaluation reports | Annual | Dept of NFE | Required funds are secured and available. Required staff, equipment and curricula are available |
| | | Increase NFE learners teaching and learning contact hours | 4.3.2 # of contact hours recorded | NA | 40% | By 2021, 80 % of teachers comply with the minimum of five hours per school day (as per Education Policy). | Evaluation reports | Annual | Dept of NFE | |
| | | Conduct capacity building for teachers in life skills training and income generation activities for learners | 4.3.3 # of trainings for life conducted.. | NA | 2 | By 2021, four annual capacity building for teachers in life skills training and income generation activities for learners are conducted | Capacity building reports | Annual | Dept of NFE | |

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|--|--|--|--|--|--|-------------------------|--|--|--|--|
| | | | | | | activities for learners | | | | |
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Policy Statement 5: Access, Equity and Quality of TVET

| Priority objectives 5.1 Improve and Promote access and equity to TVET | Outcomes/ Outputs | | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|---|--|--|---|-----------------|---|---|----------------------------------|----------------------------------|--|---|
| | | | PO 5.1 # of TVET learners | TBD | TBD | 4,000 | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | | PO 5.2 % of qualified instructors | TBD | TBD | 60% | EMIS | Annually | EMIS Unit | |
| | | | PO 5.3 % of graduates employed | TBD | TBD | 1 | EMIS | Annually | EMIS Unit | |
| Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions | |
| Expand TVET centers to main regions | Establish and operationalize new three technical Secondary school in 3 regions | 5.1.1 # of Technical schools established and opened. | There is one public Secondary TVET institute. | 1 | By 2021, 3 secondary technical schools equipped and functional. | <ul style="list-style-type: none"> Quarterly monitoring and supervision reports. EMIS | Quatrely | Dept of Technical Institutes | <ul style="list-style-type: none"> Conducive environment for prospective females, | |

| | | | | | | | | | | |
|--|--|---|--|--|------|---|---|-----------|------------------------------|--|
| | | Enroll 360 trainees into the new established technical schools annually | 5.1.2 # of students enrolled. 5.1.3 # of students completed the training. | 75 (25 female) students are currently enrolled in Form 2 and Form 3 of Secondary TVET at HTI. | 45% | By 2021, 90% of the enrolled students completed the training. | Report. • TVET Assessments and Survey. • Education Sector Coordination meeting minutes. | Quatrely | Dept of Technical Institutes | <ul style="list-style-type: none"> • Availability of marketable female friendly courses, • Required funds are secured and available, |
| | | Provide learning materials to established technical secondary schools | 5.1.4 # learning materials provided to secondary technical schools. | Currently, only HTI is operational and has got limited learning materials for ongoing trainings. | 50% | By 2021, all the functional technical secondary schools have got adequate learning materials. | • Reports from secondary technical schools to MOE&HS | Quarterly | Dept of Technical Institutes | <ul style="list-style-type: none"> • Required staff, equipment and curricula are available, • No incidents of severe droughts or bad climate conditions, |
| | | Provide institutional based and enterprise based trainings to 50 disabled and special needs trainees annually | 5.1.5 # of enterprise based trainings provided | NA | 25 | By 2021, 50 people with disabilities benefited from enterprise based trainings . | • Joint monitoring and supervision reports. | Quarterly | Dept of Technical Institutes | <ul style="list-style-type: none"> • Peace and stability, |
| | Promote gender equity in TVET centers, with special attention for girl's enrollment | Introduce highly marketable female friendly courses and provide female friendly leaning environment | 5.1.6 # of female friendly courses introduced. | Average female participation rate is less than 40% compared | 0.05 | By 2021 , gender parity in relation to TVET access will reach .06 | <ul style="list-style-type: none"> • Quarterly monitoring and supervision reports. • EMIS | Quarterly | Dept of Technical Institutes | <ul style="list-style-type: none"> • Target students are available and |

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|--|---|---|--|--|------------------------|--|--|---|-----------------------------------|---|
| | | | | to males across all TVET program. | | | Report. • TVET Assessments and Surveys. | | | committed. |
| | Implement market demanded EBTVET and IBTEVET | Provide institutional-based training and enterprise-based training to 300 trainees annually | 5.1.7 % of students passed. | NA | 45% | By 2021, 70% will minimum IT literacy skills | | Quarterly | Dept of Technical Institutes | |
| Priority objectives 5.2 Enhance quality & relevance of TVET trades and strengthen capacity of TVET/TVQA Staff | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Strengthen capacity of existing TVET centers to deliver quality training | Strengthen TVET center personnel capabilities to procure equipment and machines through trainings and system development (Procure advanced TVET machines and tools relevant to TVET curricula and repair old machines; Renovate and rehabilitate public TVET institutes). | 5.2.1 Equipment catalogue developed and adapted By TVET providers. | <ul style="list-style-type: none"> • No equipment catalogue and difficult to identify relevant equipment for different trades. • Center staff are not trained on procurement and centers has no proper system of | 40% | By 2021, 80% of functional public Technical institutes have got adequate and relevant equipment and tools for each Course. | <ul style="list-style-type: none"> • Quarterly monitoring and supervision reports. • TVET Assessments and Surveys. | Quarterly | Dept of Technical Institutes | <ul style="list-style-type: none"> • Required funds are secured and available. • Required staff, equipment and curricula are available. • No incidents of severe droughts or bad climate conditions. |

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|--|--|---|---|--|-----|--|--|-----------|------------------------------|--|
| | | | | procurement. • Limited advanced machines/equipment. | | | | | | <ul style="list-style-type: none"> • Peace and stability. • Target students are available and committed. • Availability of advanced TVET instructors training locally or neighboring countries • Availability of committed TVET instructors. |
| | Adopt highly specialized advanced technical skills for learners | Undertake extensive labor market survey to determine advanced and highly employable skills trainings. | 5.2.2 Number of labor market surveys conducted. | • Currently, there is no comprehensive information on labor-market skills gap. | 30% | By 2021, 60% TVET graduates have gained employment in their respective specialty 12 months after graduation and national service | <ul style="list-style-type: none"> • Report of labor market survey. • JRES report. | Quarterly | Dept of Technical Institutes | |
| | Enhance the quality and relevance of TVET through training of instructors and center managers | Establish TVET instructors' training department TVET/TVQA departments. | 5.2.3 % of instructors enrolled in competency-based TVET instructor's training. | Majority of TVET instructors are old and there is no program for replacing them. | 30% | By 2021, 60% of working TVET instructors have got at least Diploma Qualifications in TVET teaching. | <ul style="list-style-type: none"> • Quarterly monitoring and supervision reports. | Quarterly | TVET/TVQA | |

| | | | | | | | | | |
|--|--|--|---|---|-----|---|---|--------|------------------------------|
| | | Train and produce 200 highly skilled TVET instructors. | 5.2.4 % of instructor completed the training | Majority of TVET instructors are old and there is no program for replacing them. | 30% | By 2021, 60% of working TVET instructors have got at least Diploma Qualifications in TVET teaching. | <ul style="list-style-type: none"> • TVET Assessments and Surveys. | Annual | Dept of Technical Institutes |
| | | Upgrade capacity of TVET center staff through on-the-job training. | 5.2.5 # of on-the-job training session conducted. | There is no on-the-job training opportunities for TVET staff at the moment. | TBD | By 2021, provided with center based TVET job training. | <ul style="list-style-type: none"> • Training reports. • JRES's Report. • Joint monitoring and supervision reports | Annual | Dept of Technical Institutes |
| | | Register, assess and accredit TVET centers/Institutes | 5.2.6 Number of TVET providers accredited. | There is no proper accreditation system from MOE&HS and all TVET providers are not officially accredited, but temporarily licensed. | 45% | By 2021, 90% of existing TVET centers/institutes are accredited By TVQA. | <ul style="list-style-type: none"> • JRES's Report. • Joint monitoring and supervision reports. • Capacity assessment reports. | Annual | Dept of Technical Institutes |

| | | | | | | | | | | |
|--|--|---|--|--|------------------------|---|--|---|-----------------------------------|--------------------|
| | Improve the relevance and quality of TVET curriculum by adapting and implementing competency based curriculum | Develop Competence-based Curriculum and implement for all levels. | 5.2.7 Number of curricula developed and adapted. | Curricula for only 10 subjects was developed in 2011 and revised in 2017. | 40% | By 2021, 80% of public and private TVET centers/ institutes adapt MOE&HS TVET curricula. | <ul style="list-style-type: none"> Curriculum development reports. JRES's Report. Joint monitoring and supervision reports | Annual | Dept of Technical Institutes | |
| | | Provide on-the-job training and take study tour to TVET staff of MOE&HS | 5.2.8 % of MO&HS TVET staff trained. | <ul style="list-style-type: none"> Some of the TVET staff are trained on monitoring, project cycle management and report. | 45% | By 2021, 90% of TVQA and TVET staff are capable of effectively and efficiently management of TVET program in the country. | <ul style="list-style-type: none"> Staff training reports. Report from study tours or exposure visits. JRES Reports. Monitoring and supervision reports. | Annual | Dept of Technical Institutes | |
| Priority Objective 5.3: Improve | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |

| | | | | | | | | | | |
|---|---|--|---|---|--------------------|--|---|--------|--|---|
| Internal and External Efficiency of TVET | Standardize and improve assessment and certification of TVET trainees. | Train public TVET examiners and assessors. | 5.3.1 TVET exams are set By TVET examination unit under SLNECB. | • There is no TVET examination unit. | Exams established | By 2021. all TVET examinations are standardized and administered By SLNECB | • JRES's Report. • Joint monitoring and supervision reports. | Annual | Training Vocational & Quality Assurance (TVQA) | • No incidents of severe droughts or bad climate conditions. • Peace and stability. • Required funds are secured and available. |
| | | Establish and operationalize TVET examination unit under SLNECB. | 5.3.2 # of examination checklist developed and printed. | • There is no checklist and proper standard for TVET exams. | Checklist in place | By 2021. all TVET examinations are standardized and administered By SLNECB | • Capacity assessment reports. • Exam reports from SNECB. | Annual | Training Vocational & Quality Assurance (TVQA) | |
| | | Strengthen/Develop TVET examination checklist/guideline . | 5.3.3 Number of TVET examiners and assessors trained. | • Only 9 assessors and examiners were trained in 2014. | 9 trained | By 2021. all TVET examinations are standadised and administered By SLNECB | • Capacity assessment reports. • Exam reports from SNECB. | Annual | Training Vocational & Quality Assurance (TVQA) | |
| | Prepare TVET graduates for employability in the labor market | Establish employment promotion units at TVET centers. | 5.3.4 # of EPS units facilitating linking of TVET graduates to employers. | Some of the projects support internships | Unit established | By 2021, 60% of TVET graduates have gained employment in their | • Tracer study reports. • JRES report. | Annual | Training Vocational & Quality Assurance (TVQA) | |

| | | | | | | | | | |
|--|--|--|---|---|------------------------|---|--|--------------|--|
| | | Collaborate with MOLSA on linkages of TVET graduates to employers for apprenticeships. | 5.3.5 % of trainees provided internships. | A project tracer study conducted indicated 69% employment of TVET graduates. However, there is no data of employment level of all TVET graduates at national level. | Study design completed | respective specialty 12 months after graduation and national services | <ul style="list-style-type: none"> Monitoring and supervision reports. Reports from MOSLA. | Annual | Training Vocational & Quality Assurance (TVQA) |
| | | Provide business startup capital to 120 TVET graduates. | 5.3.6 % of trainees provided small business grants. | | 60 | | | Annual | Training Vocational & Quality Assurance (TVQA) |
| | | Under TVET tracer study | 5.3.7 Study completed | | Study design completed | | | Once in 2020 | Training Vocational & Quality Assurance (TVQA) |

Policy statement 6: ensuring that Higher Education is available and accessible to all Somaliland people

| Priority Objective | Outcomes/ Outputs | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|-----------------------------------|-------------------|-------------------------------|----------|-----------------|---------|------|----------------------------------|----------------------------|-------------|
| 6.1: Increase equitable access to | | PO 6.1 # of students enrolled | TBD | TBD | 10,000 | EMIS | Annually | EMIS Unit | EMIS system |

| | | | | | | | | | | |
|---|--|---|---|-----------------|--|---|--------------|---|--------------------------------------|--|
| higher education in Somaliland | | | PO 6.2 Minimum quality standards for universities | TBD | TBD | 50% of universities adhere to standards | EMIS | Annually | EMIS Unit | implemented on annual basis |
| | | | PO 6.3 % of trained workforce retained | TBD | TBD | 50% of workforce trained and retained | EMIS | Annually | EMIS Unit | |
| | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Increase enrolment with an emphasis of girls | Conduct gender needs assessments for intervention | 6.1.1 # of assessments conducted | NA | TBD | By 2021, assessments completed and used to shape policy | EMIS | Annual | Dept of Gender and Dept of Planning. | Situation remains peaceful and funds are available |
| Provide scholarship grants for 200 girls and disadvantaged students | | 6.1.2 # of scholarships granted | NA | 100 | By 2021, 200 scholarships granted | Certificates | Annual | Dept of Planning. | | |
| Develop a comprehensive survey of facility expansion needs {higher education minimum standards} | | 6.1.3 # facilities operational with minimum standards | NA | 25% | By 2021, 50% of universities apply gender sensitive minimum standards on facilities. | Reports | Once in 2018 | Dept of Planning. | | |
| priority Objective 6.2: Improve | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |

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|---|---|---|---------------------------------|--------------------------|----------------|--|---|----------------|-------------------------------------|--|
| quality and relevance of higher education in Somaliland | Develop and enforce HE key policy documents and guidelines including quality assurance. | Conduct a study on capacity gaps in University human resource | 6.2.1 # of qualifies lecturer | NA | TBD | By 2021, Degree programs operational with emphasis on entrepreneurial production in marine resources, livestock By products, agriculture, food processing and solar energy | Certificate s | Once in 2018 | Dept of Research & Dept of Planning | Situation remains peaceful and funds are available |
| | | Conduct research and support academic journals | 6.2.2 # of researches published | NA | 3 | By 2021, 5 research papers published | Reports of researche s | Annual | Dept of Research & Dept of Planning | |
| | | Developing M& E and do regular monitoring. | 6.2.3 # of M&E frameworks | 2016/17 M&E is available | Draft endorsed | . Enforceable policies in place and operational. Annual minimum university standards assessment reports published by HE Commission | <ul style="list-style-type: none"> • Monitoring and supervision reports. • Reports from the Higher Education Commission . | Twice annually | Department of Planning | |

| | | | | | | | | | | |
|--|-------------------|---|---|----------------------|---|---|---|---|-----------------------------------|--------------------|
| | | Implement HE minimum standards for all HE institutions | 6.2.4 # of number relevance degree | NA | TBD | Annual assessment report published by the commission. | Annual reports from the universities. | Annual | Dept of Entrepreneurship | |
| | | Adopt standard curriculum framework for higher education and review for relevance and marketability | 6.2.5 # of minimum standards of HE implemented | NA | Standards developed | The HE Commission to carry out annual minimum universities standards HE policies complied o | <ul style="list-style-type: none"> Monitoring and supervision reports. Reports from the Higher Education Commission . | Annual | Department of Planning | |
| | | Develop and implement higher education policies including merging university | 6.2.6 Curriculum framework for Higher education adopted | NA | Framework developed | Policy is developed and made operational to merge universities | <ul style="list-style-type: none"> Reports from the Higher Education Commission . | Annual | Department of Planning | |
| | | 6.2.7 Capacity building place | NA | Assessment conducted | By 2021, Capacity Assessment reports prepared and recommendations implemented | Capacity Assessment reports | Annual | Dept of Higher Education Institutions (DHEIs) | | |
| Priority Objective 6.3: Improve | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |

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|--|---|---|--|--|----------------|--|---|--------|-------------------------|--|
| internal and external efficiency of HE | 6.3.1 Improving capacities of Directorate and Commission staff Improve capacities of Directorate staff | Build directorate staff capacities | 6.3.1 # of number staff who have been trained. | NA | 40% | By 2021, 80% of the university faculty received planned training. | Capacity assessment report | Annual | Dept of Admin & Finance | Availability of resources to build capacities of the Directorate to undertake the reform process |
| | | Construct and furnish the Commission of Higher Education Centre and directorate | 6.3.2 # Building and furniture procured. | There is no building for the Commission of HE. | Plans endorsed | By 2021, HE commission building completed and furnished | Physical building, and building completion report | Annual | Dept of Planning | |
| | | Review remuneration structure HE staff | 6.3.3 Report of remuneration structure for lecturers | NA | Plan endorsed | By 2021, Higher education staff remuneration reviewed and operational. | Report of remuneration structure for lecturers | Annual | Dept of Admin & Finance | |

Policy Statement 7 .Strengthening educational systems for efficient and effective service delivery

| Priority Objective 7.1 : | Outcomes/ Outputs | Indicators | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|---|-------------------|--|------------------------|-----------------|----------------|------|----------------------------------|----------------------------|---|
| Improve and strengthen governance and Capacity development for MOEHS system | | PO 7.1 % of MOEHS staff with improved competencies | TBD | TBD | 50% | EMIS | Annually | EMIS Unit | EMIS system implemented on annual basis |
| | | PO 7.2 % of qualified personnel available | TBD | TBD | TBD | EMIS | Annually | EMIS Unit | |
| | | PO 7.3 Teacher training institute equipped | No equipment available | 50% equipped | Fully equipped | EMIS | Annually | EMIS Unit | |

| | | | | | | | | | | |
|--|---|---|--|-----------------------|--|---|--|---|-----------------------------------|--|
| | | PO 7.4 EMIS decentralized and functioning | TBD | TBD | TBD | EMIS | Annually | EMIS Unit | | |
| | | PO 7.5 Local revenue generated for education services | n/a | Mechanisms developed | at least 25% of local governments generate revenue | EMIS | Annually | EMIS Unit | | |
| | | PO 7.6 Annual Examinations | Yes | Yes | Completed annually | EMIS | Annually | EMIS Unit | | |
| | | PO 7.7a % of national budget allocation to education | 7% | 9% | 13% | EMIS | Annually | EMIS Unit | | |
| | | PO 7.7b % of Education budget to EiE | 0% | 2% | 5% | EMIS | Annually | EMIS Unit | | |
| | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| | Strengthen regulatory environment for the sector. | Review and harmonize all existing policies , and operationalize the policies. | 7.1.1 # of Policies in place and functional | 5 policies | 10 | By 2021 20 , policies , manuals, and guidelines are functional and in place | Consultation meetings reports , validation reports | Annual | DG for Basic Education | Ability and readiness of MOEHE undertake reforms, and increase funding for systems strengthening |
| | Strengthen organizational capacity of the ministry of education. | Develop all Education subsectors manuals and guidelines for management and operations | 7.1.2 # of education subsectors manuals/guidelines in place and functional | 2 manuals /guidelines | Drafts completed | By 2021, all the required manuals are printed, and distributed for use. | Manuals and guidelines | Annual | DG for Basic Education | |

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|--|---|---|------------------------|-------------------------|---|-------------------------------------|----------------|--|
| Strengthen capacity of staff to delivery effective services | Carry out HRD needs assessment and competencies at all levels of the management system (central down to school) | 7.1.3 # of Capacity needs assessment conducted | 1 assessment in 2005 | Assessment conducted | By 2018, needs assessment completed and used to shape capacity development programme | Assessment reports | Once in 2018 | Depart of Planning and Coordination |
| | Organize HRM orientation for MOEHS staff | 7.1.4 # of MOEHS staff received HRM information | NA | 35% | By 2021 at least 70% of MOEHS staff received HRM information | Orientation Workshops reports | Once in 2018 | Dept of Admin & Finance |
| | Develop long-term, on-going capacity building strategy for staff at all levels based on the capacity gaps assessment report | 7.1.5 Capacity building strategy for all staff in place | NA | Draft strategy in place | By 2021, capacity building strategy developed and is operational | Consultation meetings reports | Annually | Depart of Planning and Coordination |
| | Recruit Local and international technical advisors for NFE, planning, teacher training, curriculum, TVET and Quality assurance, and a Chief Technical Advisor for Higher Education. | 7.1.6 # of technical advisors embedded at MOEHS | 2 TA 2014 -2017 | 35 | By 2021, seventy (70) HODs management capacity improved through mentoring and technical assistance. | progress and annual reports | As per TA plan | Dept of NFE, Dept of Teacher , Dept of TVET, and DHEIs |
| | Provide targeted training to upgrade the technical | 7.1.7 # of staff qualified competent managers available | 10 MOE staff 2014-2017 | 15 | By 2021, thirty (30) MOEHS Officials | Diplomas and certificates , reports | annual | Depart of Planning and Coordination |

| | | | | | | | | | | |
|--|---|---|--|-----------------|--------------------|---|---|---|-----------------------------------|--|
| | | competence of selected staff. | | | | acquired technical knowledge | | | | |
| Object 7.2: | Strategies | Planned Activities | Indicator | Baseline | | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Build the institutional capacity of curriculum centre | Upgrade curriculum centre physical facilities and resources. | Provide essential equipment's and material for printing facilities. | 7.2.1 # of essential equipment operational | NA | Materials procured | By 2021 well equipped curriculum institute in place | | Annual | Dept of Admin and Finance | Ability and readiness of MOEHE to provides resources to change the curricula |
| | | Renovate and expand the curriculum Institute with adequate working space. | 7.2.2 full functional curriculum institute constructed | 0 | Plan endorsed | By 2021 Curriculum institute constructed ,fully equipped and functional | Contracts signed | Annual | Curriculum Development Centre | |
| | Increase human resource capacities of the curriculum centre. | Recruit and train subject specialists for all education subsectors | 7.2.3 # of curriculum specialists recruited and trained | NA | 50% | By 2021 all required curriculum specialists Available | Institutional progress and annual re[ports | As per HRM capacity plan | Curriculum Development Centre | |
| | | Recruit a team of subject panelist and curriculum developers to build capacities of the Curriculum Institute. | 7.2.4 # of capacity buildings sessions for of subject panelist and curriculum developers | NA | TBD | By 2021, a well-equipped Curriculum Institute established and supporting curriculum implementation. | procurement contracts and inventory reports | As per HRM capacity plan | Curriculum Development Centre | |

| | Strategies | Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|--|--|---|--|---------------------------------------|-----------------------|--|--------------|----------------------------------|--|----------------------------------|
| Priority Objective 7.3 Establish full functioning of Somaliland National College of education | Establish the Somaliland National College of Education | Complete and implement SNCE master plan | 7.3.1 Functional and operational of SNCE | 25% of SNCE constructed | 15% | By 2021 National teacher training institute constructed, fully equipped and functional | M& E reports | Annual | Somaliland National Education of Education (SLNCE) | Funds required will be available |
| | | | | | | | | | | |
| Priority Objective 7.4 : Promote and Maintain evidence based EMIS Data for all education subsectors | Strengthen Education Management Information System (EMIS) | | | | | | | | | |
| | | Collect EMIS data on yearly basis for education subsectors (rolling out) | 7.4.1 Raw data collected from all education subsectors | Primary & secondary raw are available | Annual EMIS conducted | By 2021 Evidence based EMIS system in place and functional | EMIS | Annual | EMIS Unit | Funds will be available |
| | | Decentralize the EMIS system including training of education personnel at subnational level | 7.4.2 decentralized EMIS networking system is in place | at the central of MoEHS | System developed | By 2021, all districts have functioning EMIS systems. | EMIS reports | Annual | EMIS Unit | |
| | | Print and disseminate EMIS report to all subnational education offices | 7.4.3 Education Statistics Yearbook for Subsectors | Education Statistics Yearbook 2015/16 | Produced annually | By 2021, annual EMIS reports distributed to subnational offices, | EMIS reports | Annual | EMIS Unit | |

| | | | | | | | | | | |
|--|--|--|---|---|---------------------------|--|--|---|---|---|
| | | Update school management records | 7.4.5 School management record is in place | NA | System in place | By 2021, school management records updated annually. | EMIS and Supervision reports | Annual | EMIS Unit | |
| Priority Objective 7.5 | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Decentralize primary education functions to the local governments | Strengthen the policy framework for decentralization of education services | Develop regulatory framework for decentralizing education services | 7.5.1 Regulatory framework for decentralizing education services in place | Draft Decentralization framework in place. | Draft framework/law | By 2021 primary education service delivery contribution of Local government increased to 10% | Report on the regulatory framework for decentralizing education services | As per the decentralisation timelines | Department of Planning and Coordination | Availability of resources to undertake implementation of the decentralization policy. |
| | | Develop framework for local government revenue generation for domestic financing of education services | 7.5.2 framework for domestic financing of education services in place. | The government is currently working on this document, as part of Decentralization exercise. | Draft in place | By 2021, a framework for domestic financing of education services is operational. | A Framework for local government revenue generation. | Annual | Department of Planning and Coordination | |
| | Expand education decentralization service delivery for new district councils with JPLG. | Select pilot district councils to implement decentralized education functions | 7.5.3 # of district that have rolled out the decentralization policy. | 4 (four) districts currently are part of the decentraliz | pilot districts operating | By 2021, all 14 districts are benefiting from decentralization policy. | Implementation reports | Annual | Department of Planning and Coordination | |

| Priority Objective | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
|--------------------|------------|---|---|---|-----------------------------|---|--|----------------------------------|---|-------------|
| 7.6: | | Conduct capacity assessment for district councils | 7.5.4 Capacity assessment report | This is not done | Assessment design completed | By 2019, the capacity assessment completed and used to inform the decentralization policy | Capacity assessment reports | Annual | Department of Planning and Coordination | |
| | | Conduct monitoring and oversight for primary education decentralized functions to the local governments | 7.5.5 # of monitoring visits conducted by the decentralized education units | The decentralization exercise is underway. | Half completed | By 2021, all district conduct monthly monitoring visits to schools. | <ul style="list-style-type: none"> Quarterly monitoring and supervision reports. | Annual | Department of Planning and Coordination | |
| | | Conduct education sector decentralization coordination meetings | 7.5.6 # of education sectors decentralization meetings held. | The meetings are currently being organized as part of the decentralization policy development dialogue. | 15 | By 2021, 60 monthly education sector decentralization coordination meetings conducted . | <ul style="list-style-type: none"> Education Sector Coordination meeting minutes. | Annual | Department of Planning and Coordination | |

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|---|---|--|--|--|----------------|---|---|------------------------------|--|---|
| Implement reliable and effective annual national Examinations. | Strengthen the capacity of Somaliland National Examination board | Conduct examinations and produce annual reports | 7.6.1 # of exams conducted and reports produced | Previous exams conducted and annual reports produced | 50% | By the end of 2021, 100% of learners sit national Examinations and reports disseminated publicly | Exams reports on results | Annual | Somaliland National Education of Education (SLNCE) | The situation of the country will remain as peaceful as it is today |
| | | Construct and furnish two Exam setting exam halls , data room for exam center. | 7.6.2 # of exam buildings constructed & furnished | central examination is fully functional | 1 | By the end of 2021, two (2) exam halls constructed and fully furnished | physical building and completion report | As per construction schedule | Somaliland National Education of Education (SLNCE) | |
| | | Construct and furnish eastern regions exam center in Buroa | 7.6.3 # of exam centres in place in Buroa | central examination is fully functional | Plans approved | By 2021, the eastern regions Exam centre in Buroa is completed | physical building and completion report | As per construction schedule | Somaliland National Education of Education (SLNCE) | |
| | | Conduct country-wide awareness raising on exam cheating and fraud | 7.6.4 # of awareness raising sessions on exam cheating and fraud conducted country-wide. | No baseline | half by 2019 | By the end of 2021, all regions participated in capacity building sessions on fraud and cheating. | Awareness raising reports | Annual | Somaliland National Education of Education (SLNCE) | |
| | Strengthen data management systems of examination board | Update evaluation system so that formative examinations form a component of overall final student learning | 7.6.5 # formative assessment carried out | No baseline | 3 | By 2021, five formative assessment conducted | Assessment Reports | Annual | Somaliland National Education of Education (SLNCE) | |

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| | | assessments, rather than relying only on one data point (i.e. final exams) | | | | | | | | |
| | | Establish Exam Data Bank, permanent subject heads and experts | 7.6.6 # of Data Banks established and number of subject heads in place | No baseline | 9 | By 2021, seventeen (17) subject experts in place and one (1) central Data Bank established. Established. | Experts in place and functional Data Bank. | Annual | Somaliland National Education of Education (SLNCE) | |
| Policy Objective 7.7: | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Strengthen resilience of education system to ensure continuation of education services before, during and after the emergencies. | Strengthen resilience of education system to ensure continuation of education services before, during and after the emergencies. | Develop and review education in emergency comprehensive contingency plan including capacity development on school safety plan | 7.7.1 # of contingency plan and school safety plan in place | 2016/17 contingency plan | timely response | By 2021 timely response to emergency situations | Response reports. | Upon sudden onset of emergencies | Dept of Planning and Coordination | Availability of contingency funds Effective Coordination |
| | | Conduct rapid education in emergency assessment | 7.7.2 # of emergency assessments conducted | 2017 Reports | Updated assessments | By 2021 timely up to date rapid assessment reports | assessment reports. | As per the number of emergencies | Dept of Planning and Coordination | |
| | | Provide EIE training for MOE staff at all levels | 7.7.3 # of MoE and partners staff trained | 40 Central MoE staff and partners | 100 | By 2021 200 central, regional and | Training Reports | As per the number of emergencies trainings | Dept of Planning and Coordination | |

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| | | | | | | districts MOE and trained | | | | |
| | | Preposition a package of education supplies for education in emergency. | 7.7.4 # of education supplies prepositioned | NA | 25% | By 2021, 50% of education supplies prepositioned to EiE | Inventory report | Annual | Dept of Planning and Coordination | |
| | | Provide contingency funds for EiE | 7.7.5 # EIE working group(WG) meeting held | NA | 1% of education budget used for EiE | By 2021, government mobilized contingency funds for emergency response. | Minutes Meetings | As per the number of emergencies | Dept of Planning and Coordination | |
| Priority Objective 7.8: | Strategies | Planned Activities | Indicator | Baseline | 2019 Milestones | Targets | SoV | How often will data be collected | Who is collecting the data | Assumptions |
| Establish a coordination mechanism and resource mobilization for Emergency in Education. | Conduct social mobilization campaign, | Establish strong education in emergency coordination system with in ESC, government, and actors | 7.8.1 # ESC coordination meetings held with government actors | Currently ESC meetings are organized, but they require predictability. | 30 | By 2021, EiE 60 coordination meeting conducted at the Ministry of Education | Minutes of the ESC meetings. | Quarterly meetings | Dept of Planning and Coordination | Availability of contingency funds |
| | | Conduct regular education in emergency coordination meetings with cluster partners | 7.8.2 # ESC coordination meetings held with all cluster partners | Currently education emergency coordination meetings are held on an adhoc basis. | 25 | By 2021, 50 national EIE WG meetings held (10 per year over 5 years) | Minutes of the education cluster meetings. | 50 meetings over the life of the ESSP | Dept of Planning and Coordination | |

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| | Establish a coordination mechanism for Education in Emergency. | Advocate and raise awareness to CEC, Head teachers, and communities | 7.8.3 # of CECs and Head teachers sensitized on EiE | NA | 45% | By 2021, 75% of CECs communities and head teachers sensitized on EIE management | Training Reports | As per the training plan | Dept of Planning and Coordination |
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