ANNEX: TABLES AND LOGFRAMES

Table I: Export Trends (2009-2010)

Major Exports	2009	2010*
Goats/Sheep (in heads)	1,160,254	932,534
Cattle in (in heads)	67,966	88,518
Camels (in heads)	15,331	19,144
Hides and skins (in bundles)	9,355	15,531
Other general Cargo	342	305

Source: Statistical Section MOPIC [*2010 figures include 10 months actual and 2 months estimated]

Table II: Import Trends (in metric tons)

Major import in tons	2009	2010*
Sugar	98,134	63,106
Rice	57,406	51,786
Flour	71,265	53,746
Pasta	22,207	23,239
Cooking oil	12,981	20,070
Construction materials	15,850	17,641
Petroleum	78,077	67,618
Cement	97,727	86,894
General Cargo(including bagged cargo)	102,368	107,305

Source: Statistical Section MOPIC [*2010 figures are based on 10 months actual and two months estimated]

Table III: Composition of Projected Revenue for 2011

Composition of Revenue Source	Actual Budget 2010	% of Total Budget	Proposed Budget 2011*	% of Total Budget
Customs Duty	562,503,480,000	67.9%	596,097,600,000	66.8%

Other Indirect Taxes	98,385,000,000	11.9%	122,346,000,000	13.7%
Production tax	360,000,000	0.0%	360,000,000	0.0%
Income tax	24,276,000,000	2.9%	26,166,000,000	2.9%
Gov`t Property Fee	72,792,000,000	8.8%	73,392,000,000	8.2%
Govt Services Charges	61,389,000,000	7.4%	60,450,000,000	6.8%
Others	**8,894,520,000**	**1.1%**	**13,934,400,000**	**1.6%**
Total	**828,600,000,000**	**100.0%**	**892,746,000,000**	**100.0%**

*2011 Projected Revenue

Table IV: Composition of Expenditures: Puntland, 2010 & 2011

Composition of Annual Expenditures	2010	%	2011*	%
Salaries and Allowances	348, 871, 680,000	42.1%	369,746,376,000	41.4%
General Services of Government	152,606,016,000	18.4%	180,181,548,000	20.2%
General Expenditure A	169,500,000,000	20.5%	117,120,000,000	13.1%
General Expenditure B	153,302,670,000	18.5%	185,524,506,000	20.8%
Other Services	4,319,634,000	0.5%	40,173,570,000	4.5%
Total	**828,600,000,000**	**100%**	**892,746,000,000**	**100%**

Source: 2011 Puntland Annual Budget, Ministry of Finance

Table V: Ministry of Education Budgetary Allocation for 2011 and 2012

DETAILS	2011	2012	Total USD
Government Budget			
Personnel Costs	369,746,376,000	469,390,422,000	15,646,347
Services	522,999,624,000	689,293,578,000	22,976,453
Total Government Budget	**892,746,000,000**	**1,158,684,000,000**	**38,622,800**

MoE Budget			
Personnel Costs	15,662,154,000	264,333,18,000	881,111
Services	4,423,620,000	5,503,620,000	183,454
Education Development Budget	12,000,000,000	9,600,000,000	320,000
Total MoE Budget	**32,085,774,000**	**41,536,938,000**	**1,384,565**
MoE Percentage of Total Budget	2%	3.5%	3.5%
MoE personnel Costs as a percentage of MoE Budget	49%	64%	64%
Services Budget Breakdown			
Material Supplies		660,000,000	22,000
Repairs and Maintenance		312,000,000	10,400
Internal Travel Expenses		360,000,000	12,000
Public Utilities		4,171,620,000	139,054
Total MoE Services Budget		**5,503,620,000**	**183,454**

●

Table VI: To implement registration system of the ECE centres.

Specific Objectives	Strategies

To develop a comprehensive national policy for ECE	• Develop ECE policy in partnership with ministries of Justice, Health and implementing partners • Disseminate ECE policy to the stakeholders
Access and community Education Partnership	• Make pre-school programs affordable • Provide ECE services that take into account the needs of the community
Quality	• Develop a curriculum that combines Quran, health, nutrition, and education that build on mother tongue instruction. • ECE teachers to be quality staff • Establish minimum operating standards • Monitoring and evaluation of ECE programs and practices

Table VII: LogFrame for prioritized activities for Early childhood education

Objectives	Strategies	Required Actions	Verifiable indicators
To develop a comprehensive national policy for ECE	• Develop ECE policy in partnership with ministries of Justice, Health and implementing partners • Disseminate ECE policy to the stakeholders.	• Organize meetings with representatives of line ministries and education partners interested in ECE to develop a national policy on ECE	• Line ministries meetings held and comprehensive national policy on ECE developed • Policy of the ECE owned and in forced.
Access and community Education Partnership	• Make pre-school programs affordable • Provide ECE services that take into account the needs of the community	• Establish ECE facilities with adequate WASH and playground in very village • Allow parents more unrestricted access to ECE centres and pre-schools to be assistants at centres and pre-schools	• More centres and pre-school in all villages • More parents involve in the operations and running of the centres.

Quality	• Develop a curriculum that combines Quran, health, nutrition, and education that build on mother tongue instruction. • ECE teachers to be quality staff • Establish minimum operating standards • Monitoring and evaluation of ECE programs and practices	• Employ trained and qualified specialist ECE teachers • Establish a team of technical experts to produce a balanced curriculum for use by all pre-schools • ECE to have minimum operating standards with adequate materials and equipment • Establish one model pre-schools in each region ensuring that the special needs category are covered	• Better educated and trained staff and teachers manning pre-schools • Pre-school curriculum produced and in use • Minimum operating standards in place and publicized. • Model schools are operational in all regions.

Table X: Lower and Upper primary Enrollments by Gender, Region and School Types

Lower and Upper Primary Enrolments by Gender, Region and School Type

2011	PS				ABE				IQS				Total All School Types			
Lower Primary	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**
Ayn	998	1609	2607	38%					178	240	418	43%	1176	1849	3025	39%
Bari	7581	10082	17663	43%	351	462	813	43%	1639	2274	3913	42%	9571	12818	22389	43%
Karkar	2632	3330	5962	44%	73	112	185	39%	943	1106	2049	46%	3648	4548	8196	45%
Mudug	4811	5572	10383	46%					195	253	448	44%	5006	5825	10831	46%
Nugal	5980	6829	12809	47%					216	283	499	43%	6196	7112	13308	47%
Sanag	2322	2867	5189	45%					129	166	295	44%	2451	3033	5484	45%
Sool	2637	3339	5976	44%					10	18	28	36%	2647	3357	6004	44%
Sub Total LP	26961	33628	60589	44%	424	574	998	42%	3310	4340	7650	43%	30695	38542	69237	44%
Upper Primary	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**	**F**	**M**	**T**	**% F**
Ayn	360	563	923	39%					36	69	105	34%	396	632	1028	39%
Bari	2774	3984	6758	41%	76	171	247	31%	316	370	686	46%	3166	4525	7691	41%
Karkar	1088	1650	2738	40%	37	71	108	34%	15	36	51	29%	1140	1757	2897	39%
Mudug	2833	4068	6901	41%					72	72	144	50%	2905	4140	7045	41%
Nugal	2653	3552	6205	43%							0		2653	3552	6205	43%
Sanag	1013	1523	2536	40%					15	22	37	41%	1028	1545	2573	40%
Sool	481	692	1173	41%							0		481	692	1173	41%
Sub Total UP	11202	16032	27234	41%	113	242	355	32%	454	569	1023	44%	11769	16843	28612	41%
Grand Total	**38163**	**49660**	**87823**	**43%**	**537**	**816**	**1353**	**40%**	**3764**	**4909**	**8673**	**43%**	**42464**	**55385**	**97849**	**43%**

NumTeachers	Gender		
Regions	Female	Male	Grand Total
Ayn	22	124	146
Bani	109	846	955
Kankar	92	425	517
Khudug	61	504	565
Nugal	114	481	595
Sanag	48	376	424
Sool	15	215	230
Grand Total	461	2971	3432

Number of Teachers, Number Qualified and Number Certified

2011

	Total Teachers				Qualified Teachers				Certified Teachers			
PS	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**
Ayn	21	109	130	16%	4	31	35	11%	0	6	6	0%
Bari	91	673	764	12%	22	267	289	8%	2	46	48	4%
Karkar	73	370	443	16%	36	184	220	16%	2	6	8	25%
Mudug	61	492	553	11%	31	333	364	9%	8	74	82	10%
Nugal	113	463	576	20%	47	232	279	17%	6	41	47	13%
Sanag	48	356	404	12%	24	201	225	11%	4	36	40	10%
Sool	15	214	229	7%	3	81	84	4%	1	24	25	4%
PL Tot	422	2677	3099	14%	167	1329	1496	11%	23	233	256	9%

2011

	Total Teachers				Qualified Teachers				Certified Teachers			
ABE	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**
Ayn												
Bari	6	33	39	15%	6	19	25	24%	0	0	0	
Karkar	2	9	11	18%	0	2	2	0%	0	0	0	
Mudug												
Nugal												
Sanag												
Sool												
PL Tot	8	42	50	16%	6	21	27	22%	0	0	0	

2011

	Total Teachers				Qualified Teachers				Certified Teachers			
IQS	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**	**F**	**M**	**T**	**%F**
Ayn	1	15	16	6%	0	4	4	0%	0	4	4	0%
Bari	12	140	152	8%	2	70	72	3%	2	70	72	3%
Karkar	9	71	80	11%	7	12	19	37%	7	12	19	37%
Mudug												
Nugal												
Sanag	0	13	13	0%	0	2	2		0	2	2	
Sool	0	1	1	0%	0	0	0		0	0	0	
PL Tot	22	240	262	8%	9	88	97	9%	9	88	97	9%

No. of Surveys Sent, Received and % Received

	No. Sent				No. Received				% Received			
2011	PS	ABE	IQS	Tot	PS	ABE	IQS	Tot	PS	ABE	IQS	Tot
Ayn	20		4	24	20		4	24	100%		100%	100%
Bari	117	5	22	144	116	5	22	143	99%	100%	100%	99%
Karkar	67	2	40	109	67	2	34	103	100%	100%	85%	94%
Mudug	61			61	52			52	85%			85%
Nugal	82			82	74			74	90%			90%
Sanag	51		4	55	43		3	46	84%		75%	84%
Sool	39		1	40	39		1	40	100%		100%	100%
PL Tot	437	7	71	515	411	7	64	482	94%	100%	90%	94%

4 *source* : Puntland EMIS Unit – Primary School Census 2011/2012

Specific Objectives and Key Strategies for Achieving Universal Primary Education and Completion

Specific objectives	Strategies
Access and equity : ensure that children of age of 6 years are enrolled in primary schools	• School feeding provision • Universal Primary education sensitization • Establish child friendly space facilities for the special needs even at the early age of 6 years • Enrolment of primary school aged raised from current 44% to 60% • Gender parity addressed and all primary schools gender responsive.
Teachers To improve the quality of primary education Nationwide.	• Ensure that Puntland government identifies Funding to cover salaries of all primary teachers in public schools.

	• Improve teachers qualification status by certifying at least20% of the teachers annually. • Ensure improvement in the quality of teaching nationwide
Harmonization of primary curriculum and educational materials Supervision	• Ensure a uniform curriculum is in force in all primary schools nationwide • Ensure curriculum support materials are available nationwide • Effective monitoring and supervision of schools to ensure quality

TABLE XI: prioritized activities for primary education

Specific objectives	Strategies	Required Action	Verifiable indicators
Access and equity : ensure that children of age of 6 years are enrolled in primary schools	• School feeding provision • Universal Primary education sensitization • Establish child friendly space facilities for the special needs even at the early age of 6 years • Enrolment of primary school aged raised from current 44% to 60% • Gender parity addressed and all primary schools gender responsive.	• Construct 600 classroom or 120 schools constructed and 1200 teachers employed to cater for 24,000 enrolment projected in five years • Community mobilization and education to increase access • Strengthening Accelerated Basic schools for the disadvantaged and marginalized group of the community. • Undertake needs assessment (mapping) and develop a plan for school expansion and construction, to be negotiated with development partners and private sector.	• 20% of school age children are enrolled. • School feeding programme in operation in selected schools in rural and hardship district • Provision of special needs facilities to the primary schools • All districts nationwide sensitized on access including gender. • Improved access and completion of girls in primary education with the aim of attaining gender parity and equality • Separate Physical and Health Education facilities for females and males

		• Undertake a study of demand-side issues and Introduce free primary education and school feeding programme (through WFP) to increase access and GER. • Construct adequate toileting facilities in schools separate for boys and girls and make provision of sanitary supplies and water storage facility. • Free education introduced up to class 4 to increase access. • Models girls' only primary	
Teachers To improve the quality of primary education Nationwide.	• Ensure that Puntland government identifies Funding to cover salaries of all primary teachers in public schools. • Improve teachers qualification status by certifying at least 20% of the teachers annually. • Ensure improvement in the quality of teaching nationwide	• Develop clear guideline and procedures and remunerations for teachers placement • Identify funding sources to supplement MOE budge through, development partners, to cover all teachers' salaries. • Training of head teachers on strategic management and given responsibility allowance. • Code of conduct for teachers and certify them and commit them to practice their professionalism in public school for at least five years before they resign.	• Plans and weekly records of teachers monitored. • Increase in percentage of teachers in remote/rural areas • Good quality furniture in all schools • All qualified teachers graded basing the system on their academic qualification. • existing pre-service and in-service teacher training programme enhanced

		• School heads to monitor work plans and weekly records of teachers	
Harmonization of primary curriculum and educational materials	• Ensure a uniform curriculum is in force in all primary schools nationwide • Ensure curriculum support materials are available nationwide.	• Develop a relevant and harmonized curriculum and syllabus • Attain Textbook-pupil ratio of 1:2 in all primary schools mid 2015. • Develop supplementary readers for all languages by 2015. • Develop teacher manuals at all levels •	• Relevant curriculum and syllabus developed are in use • Approved textbooks for all subjects available in all primary schools • Core languages supplementary readers available in all schools • Support materials inform of manuals for teachers are in use
Supervision	Effective monitoring and supervision of schools to ensure quality	• Annual Plan of quality assurance and control of schools to be developed by Quality Assurance and Standards • Appoint more QA staff • Develop annual budget for supervision activities to be conducted • Biennial short term in-service training for all QAS staff • Provision of communication equipment and transportation facilities	• Annual plan of inspection available and being implemented • Increased number of staff • Annual budget developed and MoF scaling finances provided to inspectorate • All inspectorate staff participating in short term in-service training • Motor bikes and four wheel drive vehicles provided

Specific Objectives and Key Strategies for Achieving secondary education

Specific objectives	Strategies
Expand enrolments in the Secondary School sector including girls and the disadvantaged groups	• Make available access to secondary school sector from current 36% to 50% and reduce drop out rate by 5% by 2016 • Accessibility to schools in rural areas. • Make secondary schools 'special needs' friendly • Girl-child education sensitizations to be continuous
Better preparation of pupils for the world of work (those not continuing with tertiary education	• Examine the relevance of the curriculum to meet the economic needs of society. • Provide required knowledge, skills and resources for world of work
To improve the quality of Secondary Education nationwide	• Ensure that there are good quality teachers in schools in all regions with a special focus on rural areas
Ensure that there is improvement in the quality of teaching/learning environment	• Improve the teacher training curriculum and syllabuses • Textbook-student ratio of 1:4 in all secondary schools • Curriculum is more relevant to economic development and labour market needs • Effective monitoring and supervision of schools to ensure quality • Improve financial management process in schools
To provide a rounded education for maximum student development	• Make improved provisions for the physical well-being of the pupil • Encourage the development of more positive attitudes

Equity	• Scholarship fund for high-performing girls and children from marginalized groups

Table XII: prioritized activities for secondary education

Specific objectives	Strategies	Required Action	Verifiable indicators	Estimated cost
Access **Expand enrolments in the Secondary School sector including girls and the disadvantaged groups**	• Make available access to secondary school sector from current 36% to 50% and reduce drop out rate by 5% by 2016 • Accessibility to schools in rural areas. • Make secondary schools 'special needs' friendly • Girl-child education sensitizations to be continuous	• Quick assessment of school need conducted per region, districts by REOs and DEOs. • Government and implementing partners to rehabilitate and construct schools • Design and execute jointly formulated accessibility to school plan via difficult land terrain • Construct ramps and guides in order to make schools and toilet facilities more accessible to the disabled and blind • Provide teaching/learning materials usable by the blind and train teachers on sign language for the deaf • Provide School Guidance Counselors trained to attend 'special needs' children	• Quick assessment report • New and rehabilitated schools • All towns and villages with schools accessible by road/rivers • Special needs children able to move around school buildings easily • More teaching learning materials available for the blind • Increase in number of girls accessing primary schooling	
QUALITY				
Better preparation of	• Examine the relevance of	• Ensure that revised curriculum	• Secondary school graduates better	

pupils for the world of work (those not continuing with tertiary education	the curriculum to meet the economic needs of society. • Provide required knowledge, skills and resources for world of work	makes provision for preparing students for work • Train Guidance Counselors to give careers guidance and jobs counseling. • Organize visits to industries and offices	prepared for world of work • Guidance Counselors providing careers guidance and advice for students •	
To improve the quality of Secondary Education nationwide.	• Ensure that there are good quality teachers in schools in all regions with a special focus on rural areas	• Employ trained and qualified teachers • Provide more planned and better quality inservice training and annual development workshops • Revisit and review working conditions of service for teachers • Establish 'remote' area and subject allowances •	• Trained and qualified teachers in secondary schools • More teachers with in-service training and Annual school based workshops going on • Revised conditions of service for teachers • Remote area and subject allowances paid	
Ensure that there is improvement in the quality of teaching/learning environment	• Improve the teacher training curriculum and syllabuses • Textbook-student ratio of 1:4 in all secondary schools • Curriculum is more relevant to economic development and labour market needs	• Reduce class sizes • Provide more teaching/learning aids, including teacher guides to schools and training on their use • Review curriculum in terms of medium of instruction, harmonization, DRR, ICT, climate change, HIV/AIDS, hygiene and sanitation, integration of maturity and relevance to economic development and national labour market needs and make constant reviews. The curriculum emphasis math, science, business and home economics. • Reduce textbook student ratio	• Revised Teacher training curriculum and syllabuses • Smaller class sizes • Schools with more aids and teacher guides that are in use • Textbook ratio in secondary school is 1:4 • Reviewed curriculum in use	

		from the present 1:7 to 1:4 • Construct teaching/learning resource centres in all regions •		
	• Effective monitoring and supervision of schools to ensure quality	• Annual Plan of supervision of schools to be developed by Quality Assurance • Appoint more Quality Assurance Officers • Develop annual budget for Supervision activities to be conducted • Biennial short term in-service training for all Quality Assurance staff • Provision of communication equipment and transportation facilities	• Annual plan of supervision available and being implemented • Increased number of staff • Annual budget developed and MoE scaling finances provided to QAS • All inspectorate staff participating in short term in-service training • Motor bikes and four drive vehicles provided •	
	Improve financial management process in schools	• Financial management training for all principals/vice-principals and senior teachers of schools in all regions during the holidays • Employ qualified and trained bursars/Accountants	• Judicious use of resources by schools administration • Qualified and trained Bursars /Accountants in all secondary schools	
To provide a rounded education for maximum student development	• Make improved provisions for the physical well-being of the pupil • Encourage the development of more positive attitudes	• Rehabilitate and improve on sports facilities for schools at the district level • Establish and organize / better structure PE/sport programmes at the Secondary school level • Provide schools with sports equipment Organization of	• Established sports grounds/ facilities in use in districts • Properly planned sports programmes in operation at secondary school level • A higher standard of sports at school level	

		• inter-school sports competitions		
Equity	• Scholarship fund for high-performing girls and children from marginalized groups.	• Identify funding sources using MOE budget and , development partners, to enable high-performing girls with emphasis from the poor families to attend secondary school.	• Scholarships awarded to the high performing girls and marginalized groups	

Specific Objectives and Key Strategies for achieving higher education

Specific objectives	Strategies
Higher Education Policy	• Commission for Higher Education (CHE) responsible for policy formulation and implementation established • Medium-term financing plan in place
Improve Access and Equity	• Implement affirmative action policies for disadvantaged students, including girls • Scholarship fund for high-performing girls from poor and disadvantaged groups

Improve quality of Higher Education	• Curriculum is more relevant to economic development and labour market needs • Professional development of academic and non-academic staff • Develop systems of quality assurance and accreditation • Update and modernize libraries and other facilities • Update and Modernize Curriculum

Table XIII: prioritized activities for Higher education

Specific objectives	Strategies	Required actions	Verifiable indicators
Access			
Higher Education Policy	• Commission for Higher Education (CHE) responsible for policy formulation and implementation established • Medium-term financing plan in place	• Establish a quasi-autonomous Commission for Higher Education under MOE and HEI representation and with a secretariat. • Develop financing plans clarifying co-financing partners	• CHE Established and Functional • Financing of secretariat for CHE operational
Improve Access and Equity	• Implement affirmative action policies for disadvantaged students, including girls • Scholarship fund for high-performing girls from poor and disadvantaged groups	• Research equity issues in access to higher education to identify excluded groups and reasons for exclusion • Identify funding sources using MOE budget and development partners to enable high-performing girls to attend institutions of higher education	• Gender parity in university enrolment and graduation rates. • 50% increase in enrolments of students from disadvantaged regions/households • Procedure for means-testing developed • Grant funding for bursaries available • Funding identified and awarded

Quality	• Curriculum is more relevant to economic development and labour market needs	• Review curriculum in terms of relevance to economic development and national labour market needs.	• Harmonized and reviewed Curriculum in use
Improve quality of Higher Education	• Professional development of academic and non-academic staff •	• Aggressively recruit qualified persons • Develop opportunities for staff to upgrade their qualifications • Introduce incentive grants to cover some of the costs of having staff upgrade their qualification • Rewards or incentives in terms of • promotion for staff with training • Provide opportunities for peer to peer teaching and learning • Encourage relevant research into local problems	• 100% of all staff have minimum qualifications required by law • 50% of staff upgraded their Qualification • Improvements shown in annual performance review of staff • Research paper published
	• Develop systems of quality assurance and accreditation	• Develop set of standards to be used for assessment and accreditation • Accreditation becomes a core function of the CHE • Train independent evaluators • Establish links with other institutions at home and aboard	• Standards for assessment and accreditation developed by CHE • Evaluators trained • Baseline assessment of all higher education institutions carried out • Active links established
	• Update and modernize libraries and other facilities	• Determine critical infrastructure needs • Develop an ICT strategy • Set up a capital improvement fund and implement fund-raising strategy	• Study of critical infrastructure needs done • ICT strategy developed • Fund-raising strategy developed and implemented • 80% of funds needed to address critical infrastructure raised by 2015
	• Update and Modernize Curriculum	• Review of curriculum in all institutions and Faculties	• New curriculum agreed and in use

Specific Objectives and Key Strategies for achieving teacher education

Specific Objectives	Strategies
Quality	•
To produce a higher proportion of female teacher	• Make teacher training and the teaching short and medium terms profession more attractive to females • An increase in the percentage of senior school personnel that are females. • •
To recruit more qualified and trained teachers To curb the high attrition rates of qualified teachers To upgrade the quality of existing teachers in schools, especially in the rural area To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide	• National policies putting a ceiling on recruitments of teachers should at various levels be established • • Bond the teachers • Make teaching an attractive and financially secured life-long profession • Provide in-service training workshops to introduce new teaching skills and updates in the subject-knowledge of teachers • Establishment of materials and resource centres / libraries • Effective monitoring mechanisms of quality upgrading • To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide • Revise and improve the teacher education curriculum and syllabus and ensure that issues such as HIV/AIDS education are well covered. • Introduce innovative teaching strategies in the colleges and prepare teachers to use innovative

	child-friendly, girl-friendly approaches in the classroom • Harmonize the content and approaches of the many in-service training programmes offered by various agencies

Table XIV: prioritized activities for teacher education

Specific objectives	Strategies	Required actions	Verifiable indicators
Quality		•	•
To produce a higher proportion of female teacher	• Make teacher training and the teaching short and medium terms profession more attractive to females • An increase in the percentage of senior school personnel that are females.	• Make teacher training and the teaching profession more attractive to females. • Give preference to qualified female applicants for places when warranted and possible	• An increase in the percentage of senior school personnel that are females • More qualified and trained female Teachers
To recruit more qualified and trained teachers	National policies putting a ceiling on recruitments of teachers should at various levels be established	• Establish Teacher recruitment and remuneration procedures • Promotion of teachers based on performance and merit •	• Recruit more qualified teachers on the basis of demand • Teachers promoted on merit
To curb the high attrition rates of qualified teachers	• Bond the teachers • Make teaching an attractive and	• Get a commitment for teachers who have been educated through public	• Teacher attrition rate reduced • TU of MoE established in all regions, better

	financially secured life-long profession	funds to stay in the profession for a specified number of years. • Establish and Capacitate Teacher's Unit (TU) in the Education Division of all regions • Train teachers in management skills for career development • Provide incentives to teachers who work in rural areas	staffed and equipped • Reduction in teacher problems • Teachers trained and Incentives given
To upgrade the quality of existing teachers in schools, especially in the rural area	• Provide in-service training workshops to introduce new teaching skills and updates in the subject-knowledge of teachers • Establishment of materials and resource centres / libraries • Effective monitoring mechanisms of quality upgrading	• Organize in-service training workshops for teachers on new skills and updates in knowledge of the subjects • Expand and equip existing teacher colleges, and selected secondary schools to also function as a Resource Centre and Library for teachers	• In service training organized. • Existing teachers' colleges and selected secondary schools expanded and equipped •
To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide	• To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide • Revise and improve the teacher education curriculum and syllabus and ensure that issues such as HIV/AIDS education are well covered. • Introduce innovative teaching strategies in the colleges and prepare teachers to use innovative child-friendly, girl-friendly approaches in the classroom	• Establish more teacher training institutions especially in the regions • Organize training of trainers to be selected from the best teachers • Give directives to teacher training institutions to ensure that the curriculum and syllabus are revised incorporating HIV/AIDS, Peace Education and other issues • Sensitize and organize in-service training for teacher trainers on innovative teaching strategies by Consultants on innovative teaching techniques	• Establish more teacher training institutions especially in the provinces • Organize training of trainers (trainers can be selected from the best teachers • Revised and improved Curriculum and Syllabus for teacher training in operation. • Teacher trainers sensitized and trained to use innovative teaching strategies • Trainees trained in the use of innovative approaches • Harmonized training manual in contents and approaches developed

	• Harmonize the content and approaches of the many in-service training programmes offered by various agencies	• Teacher trainers introduce innovative teaching strategies to trainees • Develop a harmonized training manual on content and approaches for in-service training programs.	

Specific Objectives and Key Strategies for achieving TVET

Specific objectives	Strategies
Access • 35% of post-primary and primary dropouts enrolled in technical, vocational or professional programmes [NOTE: while this is a useful Indicator, all possible actions must be taken to ensure that TVET is not perceived as for those who have 'failed' academically.] • Enrolment rates of girls, and of children from pastoral communities increase by 10% in TVET programmes • At least one vocational training centre offering flexible multi-trade programmes based on local needs Quality	• Sensitize the public on the importance of the linkages between TVET training and poverty alleviation • Improve access and enrolment to all with focus on females by establishing more TVET training centres nationwide. • Better coordination and administration of skills training by improving on existing structures •

• Develop competency based curriculum for eight occupational standards. • To provide Nationally recognized accreditations for TVET offerings To ensure that all in TVET institutions become self-sustainable	• Development of improved and new standardized courses, curricula and syllabi focusing on competencies for training at all levels below the tertiary to meet the needs of the country. • Conduct standardized examinations for certificate granting TVET institutions • Ensure improvement in the quality of teaching

Table XV: prioritized activities for TVET

Specific objectives	Strategies	Required actions	Verifiable indicators
Access • 35% of post-primary and primary dropouts enrolled in technical, vocational or professional programmes • Enrolment rates of girls, and of children from pastoral communities increase by 10% in TVET programs • At least one vocational training centre offering flexible multi-trade programmes based on local needs	• Sensitize the public on the importance of the linkages between TVET training and poverty alleviation • Improve access and enrolment to all with focus on females by establishing more TVET training centres nationwide. • Better coordination and administration of skills training by improving on existing structures • 4 new Polytechnics	• Produce and adopt TVET Sub sector Policy • Visit existing structures, review and identify shortcomings • Construction and rehabilitation of more TVET training centres which are special needs and female friendly • Construct 4 polytechnics	• TVET Sub Sector Policy adopted • Shortcomings identified, reviewed and addressed Rehabilitated and constructed more TVET centres in all regions Four new polytechnics constructed and in use.

Quality • Develop competency based curriculum for eight occupational standards. • To provide Nationally recognized accreditations for TVET offerings • Number of TVET teachers increased from current 95 to 320 • Capacity building of teachers	• Development of improved and new standardized courses, curricula and syllabi focusing on competencies for training at all levels below the tertiary to meet the needs of the country. • Conduct standardized examinations for certificate granting TVET institutions • 225 teachers hired • 100 teachers in-serviced yearly	• Involve representatives of businesses in TVET curriculum and syllabuses planning and development under the leadership of MOE. • PNEB takes examination on board • All centres to have adequate TVET instructors • Adequate training for teachers in all competency areas.	• Standardized nationally endorsed TVET training curricula and syllabi produced and in operation • Examinations for all skills and competencies providing institutions standardized • 320 teachers placed on the payroll. • All teachers capacity improved.
To ensure that all in TVET institutions become self-sustainable	• Ensure improvement in the quality of teaching	• Compel facilitators and trainers to participate in short training programs	• More and better trained facilitators/trainers in TVET competency based training centres

Specific Objectives and Key Strategies for achieving NFE

Specific objectives	Strategies
Raise the literacy rate in the Country	National literacy and Numeracy NFE policy developed . Awareness of NFE increased at all levels Establish NFE offices in all regions
To provide equitable access to literacy and quality	NFE learning centres to be established in all regions Improve access and enrolment to all with focus on

skills training for individuals with no schooling and those with education below the primary level	females and the physically and mentally challenged by establishing more literacy and skills training centres nationwide Sensitise the public on the importance of the linkages between literacy eradication, skills training and poverty reduction
To ensure that the appropriate quality teaching and skills training meet the training needs of the country.	NFE Harmonized Curriculum developed Pre-service and in-service teacher training programmes for NFE teachers available Production of NFE appropriate learning and teaching materials available to all levels in all NFE centres Effective monitoring and supervision of NFE Centres to ensure quality

Table XVI: prioritized activities for Non formal education

Specific objectives	Strategies	Required actions	Verifiable indicators
Access			
Raise the literacy rate in the Country	National literacy and Numeracy NFE policy developed . Awareness of NFE increased at all levels Establish NFE offices in all regions NFE learning centres to be established in all regions	• Develop and integrate policy for formal and non formal and strategy for transition. • Provide professional guidance and management skills to improve NFE at all levels to reduce illiteracy level by 20% • Train unemployed but literate youths to be Trainers • Provide literacy to adults with emphasis on females. • Provide functional literacy to adults	• Literacy rates increase • NFE policy developed • Advocacy and awareness campaign conducted • All regions have NFE learning cernters. •

		with special needs focusing on livelihood skills	
To provide equitable access to literacy and quality skills training for individuals with no schooling and those with education below the primary level	• Improve access and enrolment to all with focus on females and the physically and mentally challenged by establishing more literacy and skills training centres nationwide • Sensitise the public on the importance of the linkages between literacy eradication, skills training and poverty reduction	• Construction and rehabilitation of more literacy and skills training centres which are special needs and female friendly. • MoE in collaboration with NGOs working in the area, to sensitise the public on the importance and value of being literate and possessing a saleable skills	• More and better quality structures which are special needs and female-friendly. • Greater public understanding and appreciation of vocational skills training •
Quality	•	•	•
To ensure that the appropriate quality teaching and skills training meet the training needs of the country.	• NFE Harmonized Curriculum developed • Pre-service and in-service teacher training programmes for NFE teachers available • Production of NFE appropriate learning and teaching materials available to all levels in all NFE centres	• Design, and develop curriculum for NFE. • Design TT programmes and train trainers for NFE, literacy and numeracy teacher education. • Distribute developed materials to all centres • Improve supervision, monitoring and evaluation capacity at all levels and develop a supervision system. • Provide training to selected curriculum development centre staff in NFE education materials production. • .	• NFE curriculum harmonized and developed. • Teacher training programs enhanced • NFE materials produced and distributed

	• Effective monitoring and supervision of NFE Centres to ensure quality	• Annual Plan of supervision of NFE Centres to be developed by Quality Assurance • Appoint more Quality Assurance Officers • Develop annual budget for Supervision activities to be conducted.	• Annual plan of supervision available and being implemented • Increased number of staff • Annual budget developed and MoE scaling finances provided to QAS • Motor bikes and four drive vehicles provided

Specific Objectives and Key Strategies for achieving cross cutting issues including SEN

Specific objectives	Strategies
Gender mainstreaming	• 50% of primary school enrolment is female. • 35% of secondary school is female. • 30% of teachers in all sectors of are female. • 30% of employment opportunities in MOE are female. • All teachers demonstrate gender awareness
Disadvantaged groups, pastoral & coastal, IDPs, OVCs	• Expansion of the education system takes account of children in need of special care and protection. • Pastoralists and coastal families get access and equal opportunity in education. • Emergency preparedness mechanisms put in place through contingency planning. • Retention and completion, especially of girls, enhanced.
Life skills, health, HIV /AIDS, environment, peace and conflict resolution	• Sustainability of teaching of life skills, health HIV/AIDS, environment, peace and conflict resolution. • Peaceful o-existence of communities
Ensure that all children with SEN of different categories are catered for through inclusive education and placement	Establish SNEARC at the MOE HQ Develop National Special Needs Education policy Special education needs (SEN) assessments and

	requirement carried out and identified. Placements of SEN pupils in SEN schools and integration of Physically disabled, Hearing impaired, and Visually Handicapped in regular schools with these disabilities friendly space.
Professional delivery of services to learners with SEN for the best of their interests	• Feasibility of training teachers (for each type of disability) conducted • Curricula for each disability and teaching materials are developed • Development partners support SEN in a coordinated way

Table XVII: prioritized activities for cross cutting issues and SNE

Specific objectives	Strategies	Required action	Verifiable indicator
Gender mainstreaming	• 50% of primary school enrolment is female. • 35% of secondary school is female. • 30% of teachers in all sectors of are female. • 30% of employment opportunities in MOE are female. • All teachers demonstrate gender	• Strengthen existing Gender Unit within MOE. • Develop and implement an awareness campaign, including religious leaders, media, community elders, and use of existing role models in various government	• Gender unit established • Advocacy campaign conducted in all regions and through media • Gender equality achieved in all learning institutions. • Adequate female teachers in schools • Affirmative action on employment of

	awareness	departments. • Integrate gender awareness training into all teacher training programmes • Reduce gender prejudices and stereotypes in schools	female in use.
Disadvantaged groups, pastoral & coastal, IDPs, OVCs	• Expansion of the education system takes account of children in need of special care and protection. • Pastoralists and coastal families get access and equal opportunity in education. • Emergency preparedness mechanisms put in place through contingency planning. • Retention and completion, especially of girls, enhanced.	• Establish special orphanage homes for rehabilitation and schooling • Introduce Nomadic mobile schools near water points to cater for the education of the nomadic children in all the regions. • Teachers in Nomadic mobile schools to be given additional incentives to keep them in such schools. • Nomadic mobile schools should have both gender wings, a matron and a nurse with medical facilities	• System caters for the children who require special care and protection. • Schools established in the pastoral and coastal families. • Early warning system put in place • Retention and completion, especially of girls enhanced. • Life skills and peace education incorporated in school syllabi •

		• Introduce school feeding programmes. • Quranic teachers in nomadic communities to be trained to teach basic subjects	
Life skills, health, HIV /AIDS, environment, peace and conflict resolution	• Sustainability of teaching of life skills, health HIV/AIDS, environment, peace and conflict resolution. • Peaceful o-existence of communities	• Incorporate life skills, health, HIV/AIDS, environment, peace and conflict resolution into Primary, sec. colleges, University curricula • Create Peace awareness through media	
Ensure that all children with SEN of different categories are catered for through inclusive education and placement	• Establish SNEARC at the MOE HQ • Develop National Special Needs Education policy • Special education needs (SEN) assessments and requirement carried out and identified.	• Develop SEN national policy and guidelines and inclusive education where applicable. • SEN assessments centres to coordinate and identify SEN pupils in all regions established for possible placement.	• Inclusive national policy and guidelines for SNE developed. • Assessment conducted in all regions • Primary schools responsive to SEN and disability friendly space

	• Placements of SEN pupils in SEN schools and integration of Physically disabled, Hearing impaired, and Visually Handicapped in regular schools with these disabilities friendly space.	• Integrate SEN of manageable disabilities into ordinary primary schools which is responsive and with disability friendly space.	
Professional delivery of services to learners with SEN for the best of their interests	• Feasibility of training teachers (for each type of disability) conducted • Curricula for each disability and teaching materials are developed • Development partners support	• Train few already qualified primary teachers to acquire knowledge and assessment skills in SEN. • Develop curricula for all category of disabilities • Acquire and develop teaching-learning materials • Identify, establish	• Assessment teachers have qualified status • Curriculum developed in use • Teaching and learning materials adequately provided. • Development partners supported the program

	SEN in a coordinated way	and regularise coordinating mechanism with development partners for SNE	

Specific Objectives and Key Strategies for achieving capacity for MoE HQ

Specific Objectives	Strategies
Capacity of the central MOE improved to sustainably manage the education sector	Improve access to quality education nationwide Partnerships: community, aid agencies, private sector
To develop a cadre of managers and leaders at all levels Conduct initial needs	• assessment of the technical capacity gaps at school, • Develop long-term, on-going capacity building • strategy for staff at all levels in collaboration with IP or other tertiary institutions
Decentralization	• Effective management of MoE Regional, District and institutional organizations enhanced • Further develop the capacities of CECs

Table XVIII: prioritized activities for MoE HQ

Specific objectives	Strategies	Required actions	Verifiable indicators
Capacity of the central MOE improved to sustainably manage the education sector	Improve access to quality education nationwide	• Strengthen the implementation of EMIS • Code of regulations, code of conduct and Ethics developed. • Draft the Education Act and code of regulations based on Constitution, Conventions, and PEPP and, in consultation with all stakeholders. Initiate implementing of regulations based on the Education Act.	• MoE restructured into seven Directorates with functions and operations of each clearly spelt out From 2012 • EMIS established and functional at central MOE from 2012 • The act will be presented to Parliament and enacted by mid 2012. • Act establishes right of access to education by 2013
	Partnerships: community, aid agencies, private	• Integrate development partner	• A transparent financial management

	sector	implementing projects into MOE from 2012 • Education sector budget captures funding from all stakeholders and mechanisms put in place by 2014 • Establish a teacher management division in the HR department charged with the registration, remuneration, and discipline of teachers. • Implement registration system for all institutions leading to full recognition	system for proper accountability. • MOE staffs acquired knowledge and experience directly from projects and planned their integration • MoE staff and teachers' recruitment, remuneration, transfers, deployment and promotions put in place by 2013
To develop a cadre of managers and leaders at all levels Conduct initial needs	• assessment of the technical capacity gaps at school, • Develop long-term, on-going capacity	• Build survey instrument • Develop library (learning centre) • Develop HR policies and guidelines • Develop courses on	• Needs assessment survey instrument developed and in operation • HR policies and guidelines already developed and in

	building strategy for staff at all levels in collaboration with IP or other tertiary institutions	education finance, logistics, procurement, monitoring, administration, school management and other common functions	operation • Long-term on going capacity building strategy in place
Decentralization	• Effective management of MoE Regional, District and institutional organizations enhanced • Further develop the capacities of CECs	• Build capacity of the regional and district staff.. • Provision of adequate facilities and equipment in all regional and district offices. • Produce a programme for further developing capacities of CECs • Require DEOs to work with REOs to implement CECs training programme	• REOs and DEOs trained to facilitate the capacity building of the CECs.