Appraisal Report of Somaliland's Education Sector Strategic Plan (ESSP) 2012 – 2016

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22nd February, 2013

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Appraisal Report of Somaliland's Education Sector Strategic Plan (ESSP) 2012 – 2016

Executive summary

The ESSP is being evaluated on the basis of the GPE guidelines and the Terms of Reference

1. The Education Sector Strategic Plan has been appraised using:
   - the Narrative Outline,
   - the annexures which contain a considerable amount of background information,
   - the log frames for the Plan as a whole and for each of the sub-sector,
   - information on the proposed quality assurance (QA) and standards framework together with the QA indicators,
   - the new curriculum framework,
   - the ESSP detailed costed Action Plan (2012 – 2016).
2. Additional discussions with the DG for MoEHE, CfBT and the ESC added further insights.

Major findings

1. Evidence of considerable amount of work put into the preparation of the ESSP - coverage of the sector is sufficiently wide.
2. Very useful information on context provided thereby assisting appraisal team to focus on feasibility and relevance of Plan.
3. The ESSP is tied into references to the National Development Plan (NDP) 2012-2016 & other policy documents. Alignment is good although implications not made fully explicit in action plan.
4. The section dealing with financing of the sector and some preliminary projections is very useful although activities not prioritised.
5. A set of key result indicators are presented although these are not at this stage linked to sets of costed actions and activities.
6. The Process of developing the Plan was all-inclusive. Evidence that consensus and ownership has been obtained from key stakeholders. Above all, Plan is owned by MoEHE on behalf the Republic of Somaliland.

Strengths

1. The ESSP is anchored on key national policy documents:
   - National Development Plan;
   - Somaliland Education Act (2007);
   - Free Primary Education Policy endorsed in 2011.
2. These documents embrace:
   - the United Nations Declaration of Human Rights (1948),
   - the Jomtien and Dakar Declarations of Education for All (1990 and 2000),
   - the UN standard rules on equalization of opportunities for persons with disabilities (1993);
   - the Salamanca statement and framework for action on Special Educational Needs (1994); and
   - The ESSP is fully consistent with the Millennium Development Goals (MDG).
3. The ESSP integrates the various planning documents prepared for achieving the MDGs and EFA goals.
4. The plan gives priority to primary education but not exclusively. All other subsectors are covered.
5. Generally the technical quality of the Plan is satisfactory. A standard format has been used by all contributors to it.
6. A coherent set of standards and modalities have been proposed.

7. Gender equity is reasonably well addressed.
8. Support to schools to monitor and improve teaching and learning will have positive teacher development spin-offs.
9. Enabling goals for capacity building have been develop.
10. The SWAP has is the preferred mode of management operation.

Concerns

1. The narrative blurs the clarity provided in the log frames and intervention logic.
2. The ESSP is overambitious when examined against resource capacity.
3. Activities listed in the ESSP need to be prioritised and timed.
4. The logframes should be SMART.
5. Absence of a timed Action/Implementation leaves the strategic direction of the ESSP unclear.
6. Financial Projection – indicative costs are provided without corresponding projected sources of funding and projected inflows.
7. It is unclear how strategies to be adopted are linked to the particular challenges identified.
8. Far greater emphasis placed on inputs than to performance outputs, outcomes and learning.
9. It is noted that a number of studies are being proposed in the costed Action Plan but without an overall vision of where it is intended these studies should lead.
10. No policy directive provided governing the provision of education for nomadic pastoralists, nor allied strategies.
11. No Risk Analysis of the Plan has been included in the documentation

Recommendation

1. Given the circumstances in which the Plan has evolved it is a sufficiently credible plan to enable the appraisers to recommend that it be endorsed by the Education Sector Committee.
2. It should be appreciated that the Plan remains work in progress but that together with the very useful Costed Action Plan and other supplementary documentation, it forms the basis of a strategic roadmap for the future.

Introduction

This appraisal was informed by the list of documents to be found in annex 1, discussions with representatives of the Somaliland government, other stakeholder members of the Education Sector Committee (ESC) and CfBT staff. It took place between 14th and 24th February, 2013.

Consultants' Terms of Reference

The consultants are required to assess the Plans:

a) Technical quality including specific strategies for addressing equity issues such as gender equity, rural access and meeting the needs of vulnerable children;
b) Leadership/ownership, governance, capacity, monitoring and evaluation aspects;
c) Linkages with international standards, national development plans and current Somaliland education policy;
d) Financial aspects including projected evolution of sector costs, financial gaps and feasibility/sustainability of proposed investments;
e) Institutional and implementation aspects including partnerships, and
f) Self-assessment of donor co-ordination of the ESSP and MoE SL.

The consultants are also required to follow the GPE appraisal report guidelines which include the need to:

1) List the main documents available for appraisal;
2) Distil baseline education indicators from available documents;
3) Evaluate the proposed long-term strategic direction for sector development;
4) Assess the 5 year action plan and identify capacity constraints;
5) Assess the consultation process;
6) Consolidate and summarise the appraisal results.

It will be noted that the first set of requirements (a) to (f) overlap with the GPE related requirements (1 to 6). We therefore fuse them for the purposes of this report.

Overview of the ESSP

1. The Education Sector Strategic Plan has been appraised in detail using the Narrative Outline, the annexures which contain a considerable amount of background information; the logframes for the Plan as a whole and for each of the sub-sectors, information on the proposed quality assurance (QA) and standards frameworks together with the QA indicators, the new curriculum framework and the ESSP detailed costed Action Plan (2012 – 2016).
2. In addition the appraisers have had an opportunity to discuss the Plan in detail, a range of issues ranging from the evolution of policy to the development of strategy, with the Director General (DG), Technical Advisor, Policy and Planning and other senior officers from the Ministry of Education and Higher Education (MoEHE).
3. There is much evidence that a considerable amount of work has been put into the preparation of the ESSP. In its breadth the coverage of the sector is sufficiently wide. A very useful section detailing the context enables the reader to appreciate the challenges being faced by the administration and the hopes and aspirations of a country recently emerging from civil war.

4. What is proposed in the Plan is tied into references to the National Development Plan (NDP) 2012-2016, the National Constitution, the Somaliland National Education Policy (2005), the Somaliland Education Act (2007), and the Teacher Education Policy (2006). There are sections dealing with the purpose, mission, goals and strategic objectives and a particularly useful section dealing with financing of the sector and some preliminary projections of the cost of the Plan. It is pleasing to note that a Sector Wide approach to planning (SWAP) has been proposed as the preferred mode of operation as this will enable the MoEHE to ensure that all funding (internal and external) will be on budget and on plan. A set of key result indicators are presented although these are not at this stage linked to sets of costed actions and activities.
5. The Plan addresses needs in:
    - Early Childhood Education,
    - Primary Education (identified as the 'paramount ESSP priority') in which access and raising the quality of service delivery and the quality of classroom practice are stressed,
    - Non-formal Basic Education which is also tied to the pressing need to provide education for women of whom it is reported only a quarter are literate,
    - Special Education needs, stressing the compliance of the plan to a range of international protocols,
    - Secondary Education, emphasising the development of learner competencies, the need for expansion and increased transition to tertiary education,
    - Technical and Vocational Education and Training, and the link to the Ministry of Labour and Social Affairs,
    - Teacher Education stressing especially the need for it to be 'fit for purpose',
    - Higher Education noting especially the growth in the number of private providers and the need to bring all under a single regulatory framework,
    - Examinations and Assessment,
    - The Curriculum as it applies both to schools and Teacher Education and the development of appropriate skills and competencies,
    - Educational Management and especially systems development and community engagement.

    Each section is structured similarly with sections dealing with:
    - The current situation.
    - Issues impacting upon it.
    - The policy framework.
    - Goals and objectives.
    - Strategies and proposed activities.
    - Cost implications.

6. **Technical observations and suggestions**:
    i. Over time as activities proposed in the Plan begin to develop a life of their own and as the sub-sectors and cross-cutting sections such as Planning, Q&A and M&E begin

to have an impact on the sector's shape and performance and, indeed, as the Plan begins to achieve greater coherence though its implementation, it will be necessary to revise the Plan's narrative, to reassess and sharpen current priorities and to hone its structure to ensure improved efficiency and effectiveness.

ii. At present the Plan could benefit from a clearer statement of overall national policy as it relates to the Constitution so that rights and entitlements of citizens are clearly spelt out. Further, it is unclear how education policy has been arrived at and why in a context where private education is increasingly the preferred choice of citizens (providing over 40% of urban education) only state provision is discussed in the Plan and no indication is given as to how private provision will be regulated and brought within a common Somaliland regulatory framework to ensure a commonality of quality and standards. Are there areas where private provision has the potential of being more cost effective than state provision? Have any viable alternatives been explored?

iii. The Plan is also unclear on whether statements about policies refer to existing policies or to policies to be developed. It would be helpful if the essence of the policies referred to is included. It is noted that a number of studies are being proposed in the costed Action Plan but without an overall vision of where it is intended these studies should lead. Such studies could be cross-referenced with respective policies.

iv. The many challenges facing the sector are clearly spelt out, but it is unclear how strategies to be adopted and listed in the Action Plan link to the particular challenges identified. The long lists of things to be done are presented with no sense of timeframe and or the cost implications of proposed activities. Whilst it is possible to see a sequential flow of activities in some of the lists presented, quite a number of these activities are themselves policy issues masquerading as technical strategic issues. For example, there appear to be no policy directive governing the provision of education for nomadic pastoralists, nor allied strategies. Another example is that whilst headteachers have no power to manage teachers, it is stated that leadership training for headteachers will occur thereby implying that a clearly established policy framework enabling headteachers to take the kind of action implied exists, which is not the case. In discussions it was noted that the Government itself is presently unable to regulate institutions, especially in higher education.

It would be helpful, therefore, if policy and strategic statements and activities could be separated, grouped according to the need being addressed, prioritised and individually costed.

v. Throughout the Plan there is greater emphasis given to inputs than to performance outputs, outcomes and learning. The interrelatedness of activities and the intended consequences of them should be reflected. For example, it is proposed to raise literacy rates yet no clear set of actions are indicated or, indeed, how these actions tie in within an overall literacy policy. Concerning the provision and delivery of teaching and learning materials, little is said, whilst the kind of learning intended

from these inputs is unclear. The impact of teachers 'moonlighting', including state teachers also teaching in private schools, is not considered.

In re-working the narrative, therefore, the document would be strengthened if issues could be addressed by identifying the policies, strategies, the intended outcomes and the resource implications.

vi. An analysis of the ESSP Key Result Indicators reveals that of the 26 listed:

- 8 are Management related (A,B,M,O,S,T,U,W)
- 8 are Access related (C,D,E,FH,I,J,R)
- 7 are Quality related (L,NP,V,X,Y,Z)
- 3 are Learning related (G,K,Q)

Whilst the Access related indicators confirms the GoS's commitment to achieving the MDG targets related to primary education, together with 71% of the Plan's indicative funding, it is of concern that so few performance and learning indicators have been included.

Greater emphasis on performance and learning is required.

vii. The appraisers appreciate the fact that much of the educational infrastructure has been damaged and/or destroyed, and that the symbolic value of refurbishing or rebuilding institutions is important. However, putting up buildings does not mean that the institution it is intended to house will in fact function efficiently and economically. For example, it would appear that a priority under the curriculum is to build a national curriculum development centre with subject panels and administrative units. The appraisers wish to remind planners that such curricula bureaux throughout Africa and Asia have had limited impact and value, and are often extremely inefficient and uneconomic. This doesn't mean that they have to be, but in the absence of a critical needs analysis, sustainable funding and capacity building, the risks that they could become just that is great.

viii. Of concern to the appraisers is that the ESSP is weak on addressing the educational needs of migrant, nomadic people. It is acknowledged that this is a difficult area, one in which countries facing a similar challenge have not succeeded, especially Kenya and Nigeria. Policy and strategic vision is required. The openness with which this issue was discussed left the appraisers hopeful that work on appreciating the issues involved and developing possible ways forward will be forthcoming.

The Plan needs to address more effectively the needs of nomadic pastoralist children and ensure that the curriculum reflects their environment and skill needs.

ix. The Plan's approach to Curriculum reform and minimum quality standards tend to be more about restoring what existed before the civil war than about thinking creatively about identifying skills, competencies and values to be acquired by

learners. Listing subjects to be taught or identifying 'things' that are to be included in the curriculum ignores what skills, competencies and values should be taught and learnt, and the means for doing so. In the context of Somalia, the inclusion of livelihood skills should be a priority. The issue of teacher-pupil ratios is known to be a difficult one, but the costs of providing education to small student groups has to be addressed. The policy and political implications of allocating teachers to schools should be examined. Once again, discussions allowed for a richer understanding of the political dimension of education provision and management in Somaliland, leaving the appraisers with the view that educational provision in Somaliland is in many instances 'the art of the possible'.

x. However, the Plan's narrative is suffused with a good deal of rhetoric. For example, the section on the Management of Education includes high level rhetoric on the need for efficiency, effectiveness and quality enhancement. Earlier the text includes statements about the need for decentralisation, coordination, performance-based management, team working and staff motivation. At no point is the feasibility of these aspirations challenged by reference to the context.

xi. The Plan's logframe is provided in a number of annexures. These serve to provide detail, coherence and progression to the Plan, as well as in some instances, realism. Insofar as data is available it is possible to identify the strategic direction of the Plan.

The Plan's activities should be prioritised and costed. It is suggested that a prioritised and costed action timed implementation plan be developed using SMART indicators.

xii. No risk analysis of the Plan has been included in the documentation.

The Plan requires a risk analysis and development partner engagement in assisting the Government of Somaliland in developing an effective risk mitigation strategy.

7. Financial Issues

i. The ESSP sets out an elaborate costing of all activities per sub-sector as well as recurrent expenditures for the education management and teacher salaries. Item costs are aggregated from estimates made to arrive at a total Plan indicative of US$ 314, 335,020 or US$ 62,867,004.00 per annum. The costing is graduated over the five years with an increase of around 30% between years 1 and 2, 18% between years 2 and 3, 17% between years 3 and 4, reducing to around 13% for the final year.

ii. No realistic financial simulation model has been developed although this is understandable in the absence of reliable economic data. However, realistic costing assumptions are provided suggesting that efforts were made to provide reliable indicative costs.

iii. Whilst the table of indicative costs in section 4.6 is very useful, a distinction between capital investment costs and recurrent expenditure costs (such as salary costs, infrastructure cost, equipment costs, development and maintenance costs) is recommended. The disaggregation will facilitate a better analysis of the implications

of the costing. For example, 25.27% of the total budget constitutes salaries of Ministry employees and teachers projected over the plan period (Primary, Non Formal Basic Education, Secondary, TVET and Higher education teachers) (Annex 1). The Plan includes taking up to 6041 teachers onto the payroll by 2016. However, it does not represent the actual salary of teachers. The table in annex 1 shows that teachers will be receiving US$ 100 per month whereas the actual income of teachers is around US$200 to 250 per month. Nonetheless, it is significant that the overall indicative budget will be spent on achieving the government's highest priority which is the provision of good-quality primary education. From the appraisers' own calculations 71% of the proposed allocation is to be spent on Primary Education, 10% on Secondary Education and 6% on TVET. Higher Education will be allocated 5% with Management 3.12%.

iv. Given that currently US$8.8 million is allocated by the Ministry of Finance and there is no guarantee that that amount will be released, there is a seemingly massive funding gap. Whilst it is acknowledged that the education sector is funded from multiple sources it is important that the Plan attempts to project funding from all sources including development partners, communities and the diaspora.

v. The plan quotes past studies which indicate the presence of 19 international institutions that support the education sector in Somaliland. Indeed from other sources (not indicated in the Plan, and to be verified), development partners are projected to spend the following amounts per annum between 2012 and 2015; US$ 8.8million (2012), 2.7million (2013), 0.5million (2014) and 8.3 million (2015) respectively although none of this has been committed by the donors. It therefore is important for the donor community to commit its proposed funding as soon as possible in order to allow a fuller financial projection to be calculated.

vi. It is the appraisers' view that it is premature to indicate the financial feasibility of the plan when the income side is still uncertain.

Urgent discussions between the Government of Somaliland and development partners are needed to set realistic priorities and to address this gap.

8. Plan management and implementation

i. The appraisers noted with approval the desire of the Government of Somaliland to adopt a SWAP as the preferred mode of management operation. This ensures synergy in the sector and avoids wasteful duplication. It will facilitate effective aid coordination and sector harmonization since all donor-supported interventions will be required to adhere to the ESSP objectives. These benefits are well known, especially as it requires all funding (both internal and external) to be on-plan and on-budget. However, it is also well known that for a SWAP to succeed the commitment of development partners to it is required. The appraisers know that too many development partners give lip-service to the SWAP modality which means that Somaliland's aspiration to achieve financial and fiduciary effectiveness and efficiency could be undermined by funding partner project based support. However, the Ministry has indicated that it is not in a strong position to dictate to the donors.

ii. A grey area remains the role of the private sector. The Plan acknowledges the absence of a positive partnership between MOEHE and the private sector; a sector that delivers over 40% of education in urban centres. While the Ministry expresses the desire to promote close collaboration and partnership with the private and civil society in education service delivery, it does not suggest how it will proceed.

9. Institutional and implementation aspects including partnerships

i. The issue of capacity, or lack of it, permeates the Plan and areas and constraints have been identified. The constraints range from financial to human resources and systems across the education system, from management to service delivery. Plans to address these involve measure to facilitate:

- Acquisition of an appropriate mix of requisite competencies through recruitment and training;
- Information based decision making (EMIS);
- Service level agreements and annual appraisal effectiveness;
- Decentralized education governance;
- The development of contracts and job descriptions for all Ministry employees

ii. These outcomes need to be achieved through an integrated operational plan but for this to be effective various complimentary measures will need to be undertaken. For example, there is no action plan as yet to provide a proper sequencing on a year-to-year basis. Nor is detailed monitoring of the achievements and revision of the plan explicitly stated. It is suggested, therefore, that the first priority is to improve the database and exploit the benefits of the recently installed Education Management Information System (EMIS). The second priority is to consider building the managerial and supervisory capacity of key personnel of the Ministry. Both priorities could complement the proposed strengthening and rehabilitation of the school infrastructure.

iii. All capacity building could easily be pulled together in a comprehensive Capacity Building Plan. This is one area where the Development Community could assist in collaborating with the Ministry in the development of a Capacity Building Pooled fund.

The development of a comprehensive capacity development plan and the creation of an allied pooled fund.

Summary

i. The ESSP is overambitious and exceeds what might normally be expected to be achieved over a transition phase. Even in the event that all the funds budgeted for are obtained, it is highly unlikely that the plan can be implemented as proposed. Scaling down of activities seems inevitable. We recommend that this exercise be undertaken annually when staking out action plans.

ii. Technical quality including specific strategies for addressing equity issues such as gender equity, rural access and meeting the needs of vulnerable children is variable, but generally;

- The technical quality of the Plan is satisfactory. A standard format has been used by all contributors to it.
- The Plan's activities should be prioritised and costed and a time action/implementation plan developed using SMART indicators. Less emphasis on inputs and more emphasis is required on performance and learning.
- The Plan needs to address more effectively the needs of nomadic pastoralist children and ensure that the curriculum reflects their environment and skill needs.
- The issue of gender equity is reasonably well addressed especially through the intended development of female head teachers, the training of more female teachers and the intention to ensure teaching and learning materials are gender sensitive.
- A Plan Risk Analysis is required.
- Core indicators have ben distilled to the extent that they are available in the documentation. As will be seen there are a number of gaps.(Annex2)

iii. Leadership/ownership, governance, capacity, ,monitoring and evaluation aspects;

- The Plan reveals evidence of the participatory development of the Plan and strong Ministry ownership.
- Governance issues are not raised in the Plan although instead there is a strong emphasis on capacity issues and development running through it.
- The development of a comprehensive capacity development plan and the creation of an allied fund are strongly recommended.
- The establishment of the Quality Assurance and Standards Service points to a serious attempt to develop a coherent set of standards and modalities.
- Support to schools to monitor and improve teaching and learning will have positive teacher development spin-offs but for it to be a success the proposal will require sustainable funding and the introduction of performance related rewards.

iv. Linkages with international standards, national development plans and current Somaliland education policy;

- International protocols relating the rights of the child and in compliance with the MDGs are evident in the Plan. The Plan is allied to the National Development Plan and its priorities although the link to activities in support of these is not as clear as it could be.
- It is evident that the development of the Plan has been strongly influenced by international development ideas through the contribution of various contributors to it. This includes the use of development jargon and clichés.

v. Financial aspects including projected evolution of sector costs, financial gaps and feasibility/sustainability of proposed investments.

The Plan is over-ambitious but it does include projected indicative costs and it proposes a government contribution although it fails to project any other inflows. In

the absence of the income side the appraisers are unable to provide an opinion on the Plan's financial feasibility. Sources of additional funding are as yet speculative.

vi. Assessment of donor co-ordination of the ESSP and MoE SL.

In the absence of a formal self-assessment, as yet, it is possible to confirm that an effective Education Sector Committee (ESC), chaired by the MoEHE exists. This is the main decision making body for sector coordination in Somaliland. The Committee is comprised of all implementing partners and donors who have interest in the Education Sector. Key information affecting the sector is shared, discussed and integrated into the decision making process with a view to increasing sector coherence and synergies. It is therefore the natural co-ordinating body. There is every reason to believe that through this body viable priorities will be implemented.

vii. Assess the consultation process.

It is evident that the ESSP is a result of collaborative and consultative process, a deliberate approach having benefited from the lessoned learnt in the conception of ESSDP 2007-2011. There is evidence that ESC was involved from the start thereby ensuring the participation of all the key stakeholders in the education sector. These included; the Ministry officials at the central, regional and grassroots; direct beneficiaries of education services, including head teachers, teachers, students, parents, local community groups, Regional Education Officers and District Education officers; other ministries of the government, particularly the Ministry of Finance and the Ministry of Planning; society, women groups and donor agencies and INGOs. The consultative process culminated in the National Education Consultation Conference held in July 2012. The apparent over ambition reflected in the plan can be attributable in part to such an elaborate, comprehensive consultation process. Inevitably, every stakeholder wanted their ideas reflected in the document.

Conclusion and Recommendation

Given the circumstances in which the Plan has evolved this is a sufficiently credible plan to enable the appraisers to recommend that it be endorsed by the Education Sector Committee. It should be appreciated that the Plan remains work in progress but that together with the very useful Costed Action Plan and other supplementary documentation, it forms the basis of a strategic roadmap for the future.

Annex 1

MINISTRY OF EDUCATION SOMALILAND									
EDUCATION SECTOR STRATEGIC PLAN - COSTING SUMMARY								Salaries	%
2012- 2016									
	2012	2013	2014	2015	2016	TOTAL			
SUB SECTOR	US$	US$	US$	US$	US$	US$	%		
Education Management	1,499,300	1,581,560	1,821,872	2,339,273	2,575,096	**9,817,101**	3.1%	6,786,739	69.13
Early Childhood Development	31,600	590,000	680,000	827,250	979,200	**3,108,050**	1.0%		
Primary Education	25,665,100	36,420,120	44,834,944	54,328,893	61,956,943	**223,206,000**	71.0%	44,875,567	20.11
Non Formal Basic Education	1,147,976	1,861,311	2,093,413	2,366,056	2,662,987	**10,131,744**	3.2%	2,712,000	26.77
Secondary Education	4,035,900	4,898,000	5,914,656	7,330,723	9,029,284	**31,208,563**	9.9%	15,730,033	50.40
TVET	1,905,000	2,926,000	3,920,000	4,963,200	6,065,440	**19,779,640**	6.3%	9,612,000	48.60
Higher Education	1,524,000	3,315,300	3,637,560	4,021,392	4,585,670	**17,083,922**	5.4%	1,140,700	6.68
GRAND TOTAL	**35,808,876**	**51,592,291**	**62,902,445**	**76,176,787**	**87,854,621**	**314,335,020**	100%	**80,857,039**	25.72

Annex 2

Distilled Core Indicators

The following core indicators have been distilled from the documents reviewed. Three additional indicators have been added by the reviewers; numbers 14 to 18.

	Indicator	**Baseline 2011/12**
1	Gross Enrolment Ratio	46% (57% boys, 40% girls)
2	Net Enrolment Ratio	
3	Pupil Teacher Ratio Pupil Certified Teacher Ratio	31:1 64:1
4	Gender Parity Index	
5	Pupil Textbook Ratio	
6	Pupil Classroom Ratio	
7	Retention rate	
8	Dropout rate	
9	Progression rate primary to secondary	
10	Progression rate secondary to tertiary	
11	% qualified teachers (Diploma)	28%
12	% trained teachers	
13	% female teachers	16%
14	Female toilet ratio	
15	Male toilet ratio	
16	School –safe running water point ratio (WASH criteria)	
17	Percentage National budget to education	7.2%
18	Percentage Education budget to recurrent expenditure	

Annex 3

List of documents.

i. Somaliland Education Sector Strategic Plan (ESSP) 2012 – 2016
ii. Somaliland Education Sector Strategic Plan (ESSP) Indicative Charts, Tables, SWOT and Logframes
iii. Somaliland ESSP Detailed Costing Action Plan 2012 – 2016
iv. Map of National and International Development Agencies supporting the MOEHE
v. Somaliland Education Act 2007
vi. Somaliland National Education Policy 2005
vii. Teacher Education Policy 2006
viii. National Development Plan (NDP) 2012-2016
ix. Free Primary Education Policy endorsed in 2011.