PUNTLAND JOINT REVIEW OF THE EDUCATION SECTOR (JRES) SYNTHESIS REPORT 2015



THE PUNTLAND STATE OF SOMALIA

MINISTRY OF EDUCATION AND HIGHER EDUCATION

Prepared by:

Ahmed A Hassan
Consultant

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4.1 Low access to primary education: 23

Whereas globally UPE target is to be achieved by 2015, it is observed that primary GER target increase of 10% as planned in the action plan of 2014 was not achieved. This is generally attributed to a number of factors such as; school fees payment and extreme poverty of households; long distance to schools; education system not responsive to the nomadic community which form 60% of Puntland population; low revenue base of the government; lack of school feeding programs. Moreover it is observed that the enrolment is skewed towards the boy child and this is bias is linked closely to parents favouring the boy child, female drop outs and lack of role models 23

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ABBREVIATIONS

ABE	Alternative Basic Education
AET	Africa Educational Trust
CBO	Community Based Organization
CEC	Community Education Committee
CFBT	Centre for British Teachers
DfID	Department for International Development
DRC	Danish refugee Council
ECE	Early Childhood Education
EFA	Education for All
EU	European Union
GPE	Global Partnership for Education
MDG	Millennium Development Goal
MOEHE	Ministry of Education and Higher Education
NFE	Non-Formal Education
NRC	Norwegian Refugee Council
PEPP	Puntland Education Policy Paper
PLESSP	Puntland Education Sector Strategic Plan
PNEB	Puntland National Examinations Board
QAS	Quality Assurance and Standards
RI	Relief International
SNE	Special Needs Education
TVET	Technical Vocational Education and Training
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Developme

1.0 INTRODUCTION

1.1 General Puntland's Economic Framework

Since the collapse of Central Government in Somalia in the early 1990's, Puntland had succeeded to uphold relative peace and security thereby enabling it to establish political and administrative institutions. The Puntland state of Somalia had managed to undertake democratic transfer of political power and is characterised by administration keen in the provision of critical basic social services, presence of an active civil society, and a growing private enterprise community. Nomadic pastoralism is a key future of the economy of Puntland and thus livestock, frankincense and fishing account for 80% of foreign exchange. Moreover, 60% of employment opportunities revolve around livestock, frankincense production and fishing. It is noted that 52% of the approximately 4 million populations in Puntland are nomadic pastoralists.

Other source of income of many households in Puntland, are remittances from diaspora communities. Contributions from the diaspora not only benefit household incomes, but also significantly contribute to service provision in and around towns. It is quite common to see schools and mosques built courtesy of diaspora contributions.

.2 Overview of the Puntland Education System

It is established that education service provision in Puntland is in the domain of state and non- state actors. The prominence of non-state actors. (private individuals and non-governmental organizations in education service provision is attributed to Puntland states budgetary constraints. Puntland state has an annual budget of about 40 million US dollars with about 7% (2.8 Million US dollars) of the budget going to the education sector. Thus with a low budget to MOEHE, the role of the ministry has majorly been coordination, quality control and oversight of education in Puntland. Apart from donors such as EU, USAID, DFID, UN agencies and GPE, parents in Puntland remain a critical contributor to the education sector. Parents contribution to the sector in terms of schools fees though undocumented is well over 18 million USD annually and mainly finances teacher salaries.

The government of Puntland has committed itself to various UN conventions. The two most influential international frameworks that have impelled the provision of education in recent times, including in Puntland are the Dakar Declaration on Education for All and Millennium

Development Goals (MDGs 2 and 3). To achieve the Education For All, governments and education stakeholders committed themselves to work towards achieving six goals by 2015:

1) Expand early childhood care and education.
2) Improve access to complete, free schooling of good quality for all primary school-age children.
3) Greatly increase learning opportunities for youth and adults.
4) Improve adult literacy rates by 50%.
5) Eliminate gender disparities in schooling.
6) Improve all aspects of education quality.

Convinced and the desire to attain the above six goals and of the linkage between education and developments, the government through Puntland Education Policy Paper (PEPP) identified seven goals of education. Education in Puntland's seven goals is;

- Contribute to the development of a society committed to the preservation and enrichment of the cultural values and traditions based on Islamic principles.
- Encourage acquisition of literacy and numeracy as well as mastery and application of scientific, technological and managerial knowledge and skills and encourage the acquisition of key life skills for full self-development and actualization of the individual's potential and for the purpose of state development and participation in the global economy.
- Foster ability for logical thought, critical judgment, self-expression and self-reliance while promoting learners' growth into strong, healthy, mature, useful and well-adjusted members of society with positive attitudes to gender and other family life issues.
- Open the doors of opportunity and growth to all irrespective of gender or region.
- Cultivate national consciousness and unity in the minds of the children at an early age and enhance a spirit of patriotism for Somalia in general and Puntland in particular as well as a desire for its sustained integration, stability and prosperity and inculcate knowledge, skills and attitudes which will enable Somalia to protect and improve the environment so as to pass it on as a safer and better heritage to future generations.
- Promote the acquisition of attitudes and skills in Somalia in such a way as to make Somalia an active and effective member of the international community; these contribute to human progress and development and inculcate skills and attitudes which foster the growth of a sense of social justice, responsibility and the value and virtues of peace.
- Inculcate an appreciation and respect for the dignity of labour in the context of the region's socio-economic and environmental needs in protecting the children, young and old alike from harmful practices that disadvantage growth and limit/reduce life expectancy; be able to address the emerging issues such as environment, HIV/AIDS, mines, drug/substance abuse and other cross-cutting issues in education.

.3 The Education Action Plan 2014/15

Following the First Joint Review of the Education sector in Puntland in 2014, MOEHE developed an Action Plan for 2014-2015 premised on the attainment of PLESSP 2012-2016 targets. The action plan focussed on key strategic priorities;

MOEHE strategic priorities in the Action Plan

- Access to education (at all levels of education);
- Quality of education;
- MOEHE capacity deveopment
- Teacher training and teacher incentives;
- TVET
- Higher Education;
- Public private partnership
- Girls Education(Girl Friendly space, Girls' scholarship, Female teachers)

It was observed that the MOEHE categorized its priorities into six priority investment areas of Education sector governance and accountability, access to education, educational quality, equity and inclusion, TVET and Higher education

2.1 Role of Main Actors and their focus in the education sector

Table 1: Partners/Consortia and Specific roles

Interventions/ Policy objectives	**Stakeholders (Partners/ consortia)**	**Education sub-sector**

Strengthen MOEHE capacity for governance and accountability in the education sector through staff performance standards and decentralized system.	MOEHE , CARE, Mercy Corps/SYLI, UNICEF, Relief International (RI) and Norwegian Refugee Council (NRC)	Capacity building
Establish a decentralised and integrated EMIS (expand the scope of the existing EMIS)	CARE, Mercy Corps, UNICEF, RI and Centre for British Teachers (CfBT)	
Encourage private sector contributions by developing a Public-private Partnership (PPP) policy framework	MOEHE, CARE & Private Sector	
Strengthen MOEHE Communication Unit for effective dissemination of information to education stakeholders.	MOEHE , CARE, UNICEF, GRT, RI, SC AND NRC	
Enhance equitable access to basic education for all children	MOEHE, UNICEF, CARE, RI, ADRA, NRC, Save the Children, Communities, MOEHE, Diaspora, Public Private, DRC	Basic Education
To establish and maintain a teaching force that is equitably distributed and optimally utilized	GPE/UNICEF, MOEHE, Diaspora, Communities, other partners	
Promote inclusive education	AET, ADRA, NRC, DRC CARE and other partners	
Address quality of basic/ primary education	MOEHE, Relief International, UNICEF, ADRA, Save the Children, NRC, CARE, RI, UNICEF and other partners	
Enhance equitable access to quality secondary education	Mercy Corps, CARE and other partners	Secondary Education
Expand access to quality TVET	Mercy Corps, Save the Children, NRC, CARE and other partners	Technical and Vocational Education and Training (TVET)

Enhance coordination and management of Higher education institutions	MOEHE, VU Amsterdam University , CARE & other stakeholders	Higher Education
Improve delivery of good quality higher education	MOEHE, VU Amsterdam, CfBT, Private sector & other partners	
Build capacity of the Directorate of Higher Education	VU Amsterdam University & CARE	

2.2 Key achievements of interventions by implementing partners

As a result of the concerted efforts of all stakeholders, the education sector achieved the following results:

- 747 teachers into the pay role
- Construction of new 196 classrooms, 144 twin toilets,1 laboratory, over 2500 textbooks distributed
- Legal and Regulatory frameworks and Reports: 7 new policies validated
- EMIS captures NFE, TVET and HE data
- Draft Gender and SNE policies
- 9% increase in primary GER from 47% in 2013 to 56% in 2014. 5% increase in secondary GER from 8% to 13%
- VQF in place

3.0 KEY FINDINGS ON STATUS OF EDUCATION SECTOR

3.1 Education sector governance and accountability:

The overall goal was to enhance MOEHE capacity for effective sector governance and performance management. It is noteworthy that effective delivery of an education system is contingent on the presence of sound educational administration and management. This goal was to be achieved through; increased funding to education from the National government, establishment of requisite policies, staff performance standards and decentralized systems, an EMIS system covering ECE, TVET and NFE, development of PPP policy framework and enhanced communication unit in MOEHE

Organizational Capacity

It is observed from interactions with MOEHE head and field offices that funding to carry out mandate of field officers is the greatest impediment to effective schools supervision. Roads in Puntland especially in the rural areas are non existent. Thus MOEHE depends on joint supervisory visits with partner organizations.

Funding:

Sources of Funding for Education:

- 7.14% of Puntland budget goes to Education
- Education partner support to teacher incentives through MOEHE
- Education partner direct project support
- Parents and CEC's through fee payments
- Diaspora donations/infrastructure support
- Private companies in Puntland

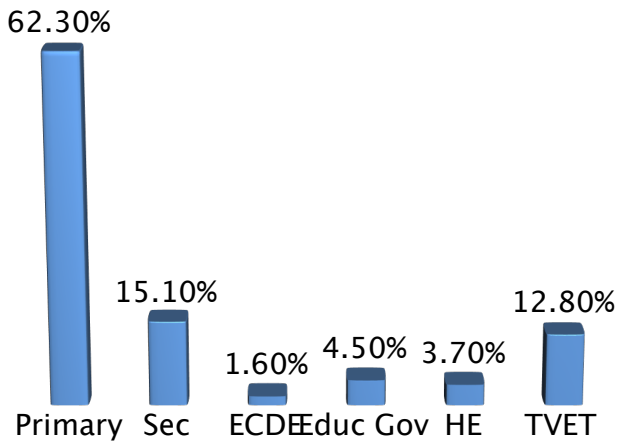
Following the discussion of the Joint Review of the Education in 2014, the Ministry of Education had its budget increased from 3.5% to 7.14% by the national government. The bulk of MOEHE funds were meant to cover recurrent costs including teacher incentives.

Educational Financing 2014 budget

2013/4Education Budget (US$)		Source of Funds (US$)		
		Domestic	Development Partners	Other (Private)
Projected Costs	21,603,160			
Actuals	NA	2,919,963.36	877, 140.00 (tr incentives)	NA
Funding Gap	NA	NA	NA	NA

Total Allocation by Government:
7.14% of Puntland State budget

However, discussions with Ministry officials indicated that though the national government had committed and approved 7.14% of the budget for MOEHE, the Ministry of Education was yet to receive the funding. The graph below shows the projected budget for the implementation of Action Plan 2014.



It is further established that some MOEHE partners (UNICEF, ADRA, RI, SC and NRC) were making direct payments to MOEHE to pay incentives of teachers. A total of 1,198 primary school teachers were paid for by partners through MOEHE. Apart from the teacher incentives partners have established MOU with the Ministry of Education and fund various projects in the education sector. The sectors so funded directly by the partners from infrastructure, examination, quality assurance, teacher capacity building, ABE, community dialogues and mobilization, pastoralist education, provision of teaching and learning materials and girl child education.

Whilst most countries of the world provide free or affordable basic education, parents in Puntland pay school fees ranging from Usd 10 per month per child in the primary schools while in secondary schools parents pay an average of Usd 15 per month. Most of the fees paid by parents go into financing the payment of teachers' salaries and basic maintenance of schools. The approximate total of fees paid by parents annually goes well over 10 million US dollars (133,000 primary pupils each paying Usd 10 for 10 months).

Diaspora Somali communities supported communities in construction of classrooms. It is found that diaspora communities have built schools in remote areas such as Jariban. In Jariban, diaspora constructed four classrooms and twin toilets and thus laid the foundation of Jariban Secondary school.

Ministry of Education, in its action plan 2014 planned to coalesce and partner with private business on a key educational issue. Though the public-private partnership policy had not been drafted, MOEHE brought on board Golis telecom during the release of the examination results for the 2014 grade 8 (primary) and grade 12 (secondary). Students and parents accessed a free messaging service provided by Golis to access examination results.

Policy and Legal Frameworks

Recognizing that the establishment and implementation of policies to guide any organization are important, MOEHE planned that various policies (Special Needs education, TVET, Teacher Education, Gender; Pastoralist Education. and Quality Assurance) were to be developed and implemented. Interviews and review of documents from MOEHE showed that the 7 policies had been validated. These policies include; Higher Education, Non Formal Education, Quality Assurance and Standards, Human Resource, Fraud policy, Communication policy, TVET policy). The Gender and SNE policies had been drafted, while the pastoralist education policy were not developed yet.

Key Education Indicators:

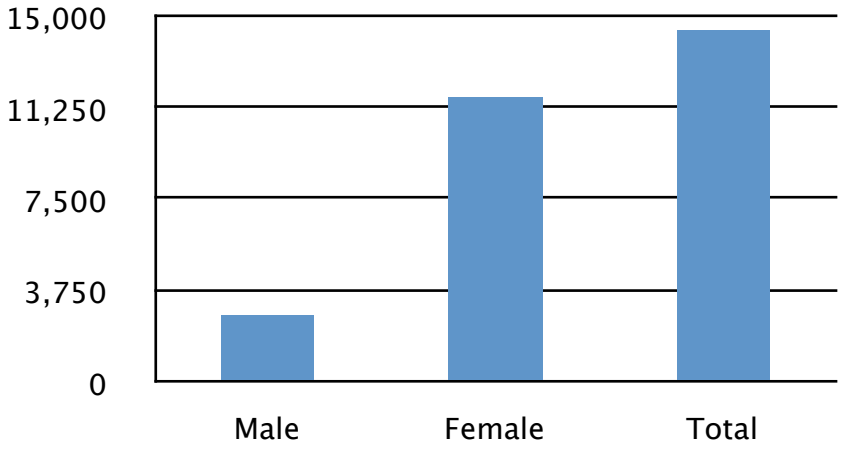
.2 Early Childhood Education**:**

Though in the MOEHE action plan 2014, a number of task to be accomplished in the ECE sector had been set, none of the tasks set were accomplished. The planned tasks included the following; conduct ECE feasibility study to inform National Policy for ECE, develop ECE curriculum, setting up model ECE schools in each region and training 20 ECE teachers.

This was attributed to the fact that none of the partners had funding for the ECE It is noteworthy that in the projected allocation of resources in the action plan, ECE was the least sector. It is found out that though, Koranic schools are said to be carrying out the ECE, the enrolment of pupils in the said Koranic schools are not captured in EMIS.

.3 Non Formal Education:

The NFE sector was not explicitly captured and given due attention in the action plan 2014. This is despite the fact that considerable number of pupils who drop out of formal schools find their way to NFE centres giving many young men and women a second chance at education. Additionally as shown in the graph below most of the learners are female who not only learn literacy and numeracy, but also invaluable skills such as computer studies, beauty therapy and cooking. NFE enrolment 2014/14 as captured in EMIS is as captured below.

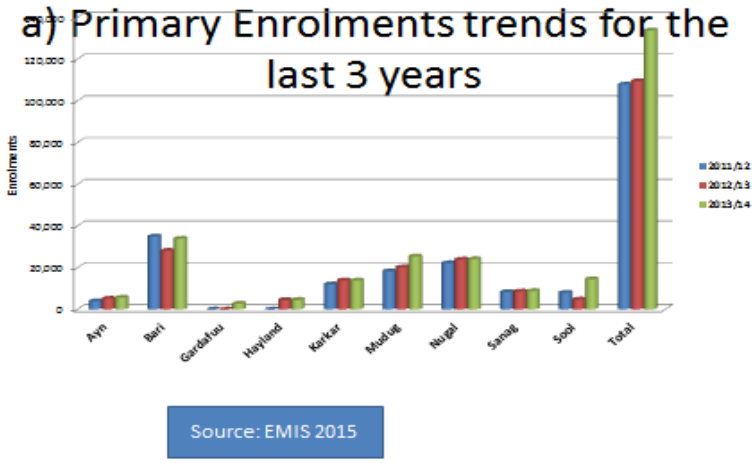


Source: EMIS

3.4 Primary Education:

The primary education sector received the most attention in the action plan, accounting for 62.3% of the projected financing of the 2014/15 action plan for MOEHE. Most of the attention was on infrastructure development through construction of classrooms, rehabilitation of classrooms, construction of girl friendly spaces, constructions of toilets, berkeds, fencing of schools, provision of teacher incentives and teacher trainings. The action plan target was to achieve increase of GER by 10% in primary schools. It was found out that a GER increase of 9% was achieved during the year. However, it is difficult to discern

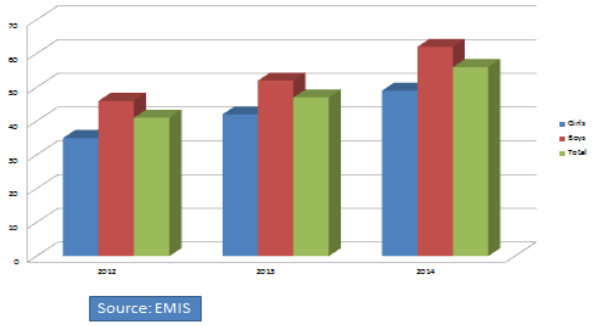
whether the increase by 9% in the GER was a direct result of the various investments made in the year or as a result of an efficient EMIS that captured more schools that were not captured in the previous years.



Source: EMIS 2015

As shown below the GER increased from an average of 47% in 2013 to 56% in 2014. The PLESSP 2012-2016 had a target of achieving primary GER of 56.9%. Thus, it is established that MOEHE and partners are already only .9% shy of the 2016 target.

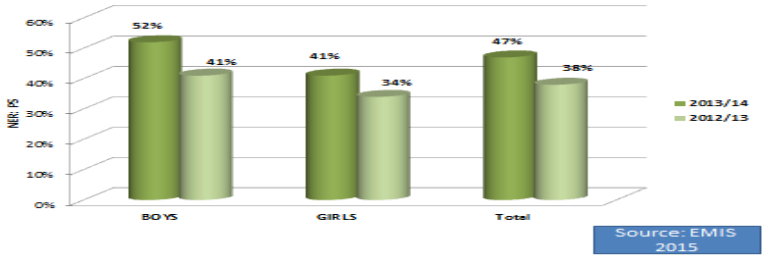
b) Primary GER



Source: EMIS

on the net enrolment rate it is found out as shown in the chart below that there has been a significant increase of 9% from 38% in 2013 to 47 % inn 2014.

c) Primary Net Enrolment Rate



Source: EMIS 2015

Primary EducationTargets in the 2014 Action Plan

Summary of Target	• Build 200 primary school classrooms, including 10 new primary schools, especially in hard-to reach areas • Rehabilitation of existing classrooms and sanitation facilities • Establish and support 10 new ABE Centres centres/primary schools • Provide Incentives for 700 new teachers • Assess and Assist SNE children

Achievements	• Construction of 143 new classrooms translating to 71.5% of the planned number of classrooms • 747 new teachers employed=106% of the target • 14 girl friendly spaces constructed • Incentives for 747 teachers provided

Challenges in Primary Education: What Officials, teachers and pupils said

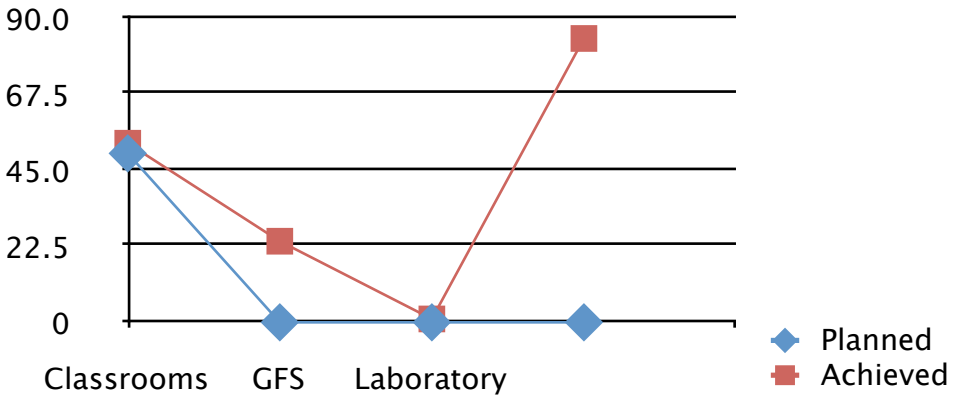
- Lack of fees keep children away from school
- ‘ 60% of our population are pastoralists and hence reaching them is a challnege’
- ‘We lack books in our school. Pupils and teachers share 180 books” (Head teacher Jariban Primary)
- ‘most of the primary school teachers are untrained’
- ;we have a deficit in our school book of accounts because families cannot pay fees’
- ‘Early marriage leads girls to drop from school’
- ‘ there are no play grounds in our school’
- ‘School is far away from home’(pupil in Waberi primary school, Garowe.

3.5 Secondary Education:

In the secondary sector, the MOEHE and partners desired to increase the GER in secondary schools by 5%. This was to be achived through various invetments priorities or target as captured well in the action plan. The targets ranged from school infrastructure development such as building classrooms and water and sanitation facilities as well as the provision of teaching and learning materials. A summary of targets and achivements in th esector are as captured in the table below;

Summary of Targets: (Increase secondary GER by 5%)	Build 50 new classrooms Build girls friendly spaces in 10 secondary schools Establish and support 10 girls' forums and provide sanitary towel supplies for 5000 mature girls Provide instructional materials, textbooks & school supplies Provision of laboratory equipment Provide ICT equipment for 5 secondary schools
Achievements	Over 53 classrooms were built translating to 106% in classroom constructed 2 science lab constructed 14 girl friendly spaces Reference material provided 2,500 books provided to seven secondary school) 94 computers provided

Secondary Infrastructure



Secondary Education Statistics

Year	No. of Schools	Enrolment			GER			NER		
		M	F	T	M	F	Av	M	F	Av
2013	51	7948	4862	12810	9%	7%	8%	7%	4%	6%
2014	63	11843	5953	17796	16%	11%	13%	10%	6%	8%

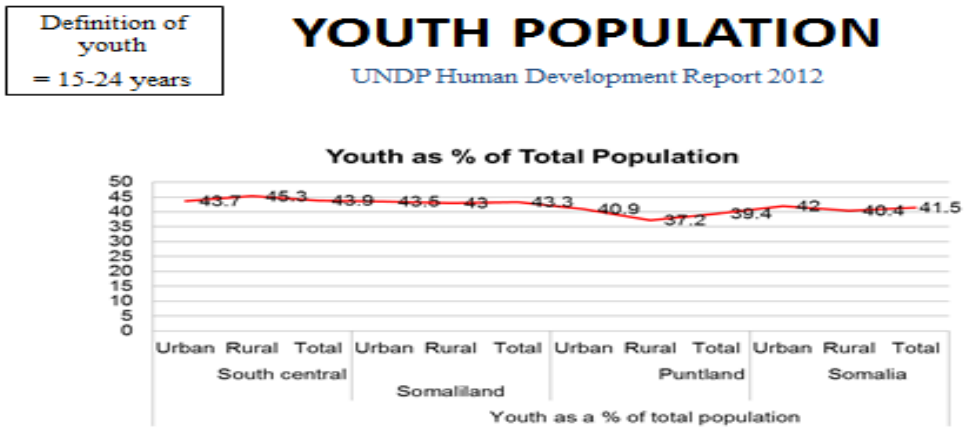
From the enrolment trends captured above, it is evident that number of secondary schools has increased from 51 to 65. Additionally, it is noted that secondary GER had increased by 5% from 8% in 2013 to 13% in 2014. This implies that the annual target that had been set had been achieved. However, it is not clear whether to attribute the increased GER to the planned investment or an improved and efficient EMIS that captured more schools.

Challenges in Secondary Education: What teachers and Students said

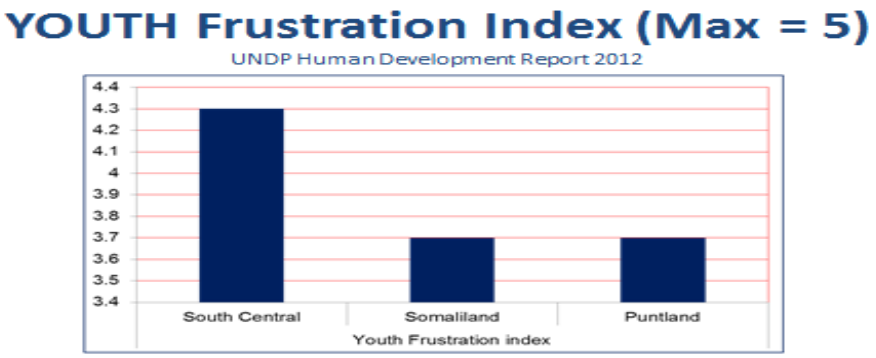
- ✓ 'most of our teachers are untrained'
- ✓ 'We don't have libraries'
- ✓ 'lack of fees leads to drop outs and absenteeism'
- ✓ 'we have few laboratory equipment'
- ✓ 'we lack play grounds'
- ✓ 'Secondary students are using classrooms in the primary school, because the students in the secondary schools are few and cannot pay the salaries of teachers. So the teachers teach both primary and secondary students' (HT, Jariban Primary school, Mudug Region)

3.6 Technical and Vocational Educational Training (TVET

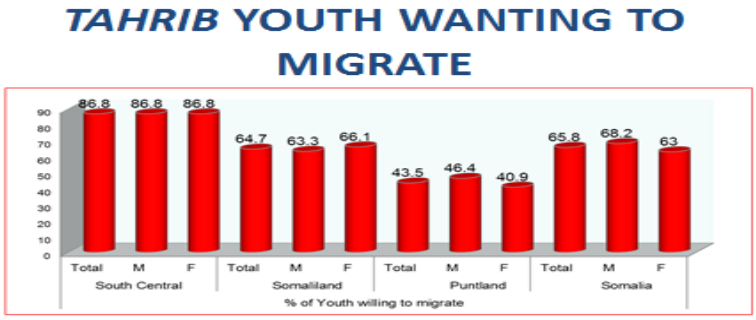
About 39.4% of the total population in Puntland is youth between the ages of 15 to 24 (Somalia Human development Report 2012). According to World bank report about 70% of the youth in Somalia are unemployed. In recognition of the need to empower the youth, the PLESS recognized the pivotal role TVET should play in providing 'gainful livelihood opportunities in rural and urban area alike' (PLESSP 2012-2016). The PLESSP further recognizes that TVET program is for those who complete primary education as well as ABE or NFE. (PLESSP 2012-2016).







It is significant that because of the high level of frustration as a result of joblessness, youth may take into negative coping mechanisms such as drug abuse and or fall prey to human traffickers. In a study by UNDP, about 40.9% of the youth in Puntland would like to emigrate..



Thus there is need to have effective and useful programs that will make the youth acquire gainful employment.

TVET Targets and Achievements

Summary of Targets	❖ Construction, rehabilitation and equipping of 4 TVET centres ❖ Improve skills of instructors; strengthen management skills of TVET Centre managers ❖ Implement VQF ❖ Establish Vocational Qualifications Authority ❖ Undertake labour market survey ❖ Provide business start-up toolkits for TVET graduates
Achievements	✓ Vocational Qualification framework in place/not implemented ✓ 4 TVET Centre's benefitted from construction and equipment ✓ Labor market survey carried out ✓ Trainees received start up kits

TVET Statistics

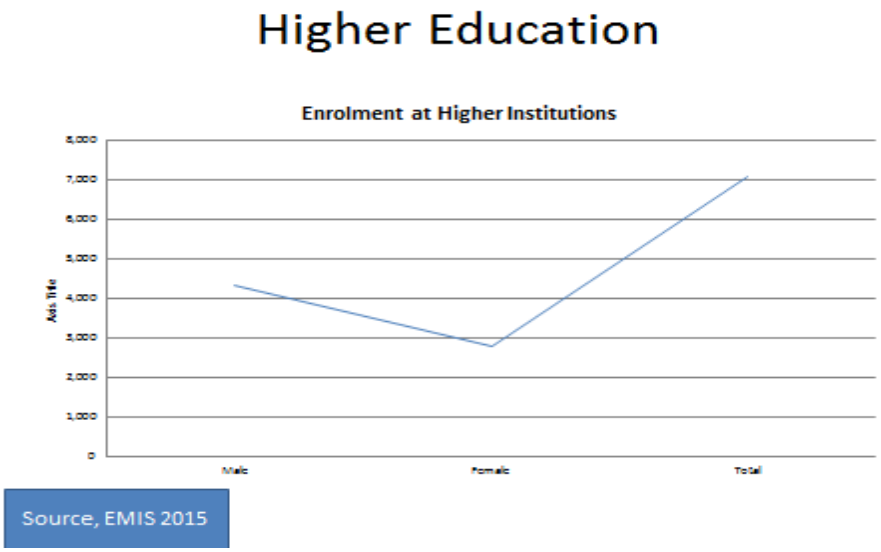
No Centres	**Enrolment**			**Number of Instructors**
	M	**F**	**T**	
17	**1329**	**3191**	**4490**	**122**

From the above table we observe that 71% of students in TVET is female. Both the Institutional based Technical and Vocational training centres as well as Entreprise Based TVET;s are found in Puntland. Skills learnt include: electricity, wiring, carpentry, mechanics, computer studies, tailoring, plumbing, auto mechanics, weaving, cookery,hena and beauty therapy

Challenges in TVET:

- Lack of qualified TVET instructors
- TVET in Puntland is project based and lacks sustainability
- High number of vulnerable youth (Illiteracy, lack of skills and high level of unemployment)
- Lack of modern equipment

3.7 Higher Education



From the above graph on enrolment at higher institutions, we are able to discern that the enrolment of female students stands at 39.8% of total enrolment.

Summary of Targets	• Develop appropriate legal framework for higher education • Affirmative action for girls • Provide MA scholarships for faculty • Establish and operationalize CHE
Achievements	• Higher Education policy validated • Capacity building of 21 faculty members • Higher education act is in the process • 18 MA scholarships provided • 15 girls on scholarship to Sudan (Medicine, Engineering) • 41 out 81 scholarships in local universities given to girls

3.8. Quality Education

Teacher Statistics in Puntland:

Sector	Enrolment	Total Trs			Trained			Untrained		
		M	F	T	M	F	T	M	F	T
Primary	133, 825	3421	529	3950	933	139	1072	2488	390	2878
Secondary	17796	655	18	673	401	11	412	254	7	261

From the above table on teachers we note that less than 3% female teachers in secondary schools and only 13.3% of the teachers in primary are female. Only 27% of the primary teachers have professional qualification as teachers. In the secondary schools around 39% of the teachers are untrained.

Teacher Pupil Ratio (TPR) in the primary schools is 1:34, while in secondary sector TPR stands at 1:26. Thus it is observed that teachers are available in Puntland schools but most of them are untrained.

Quality Targets:

Summary of Targets: To establish and maintain a teaching force that is equitably distributed and optimally utilized. continuously improve quality by maintaining standards in education provision. Continuously Upgrading teachers. Capacity development of Managers.	• Provide Incentives for primary 700 teachers • Provide incentives for 100 secondary teachers • Train and upgrade 300 inservice teachers for pry and 100 for secondary • MOEHE to coordinate INSET • Setting up budget for Quality assurance • Develop reporting/supervision templates • Recruit Qualified QASO

Quality Achievements:

Achievements

- ❖ 753 new pry teachers on incentive
- ❖ Quality Assurance Checklist for Education Institution
- ❖ Basic Standards and Minimum Requirements for Education Institution
- ❖ Minimum standards for private school registration
- ❖ standards for teacher education and certification
- ❖ National Guidelines for school improvement
- ❖ Centralized national examinations by PNEB
- ❖ Supervisory visits to 7 regions by Quality Assurance teams
- ❖ MOEHE coordinates INSET

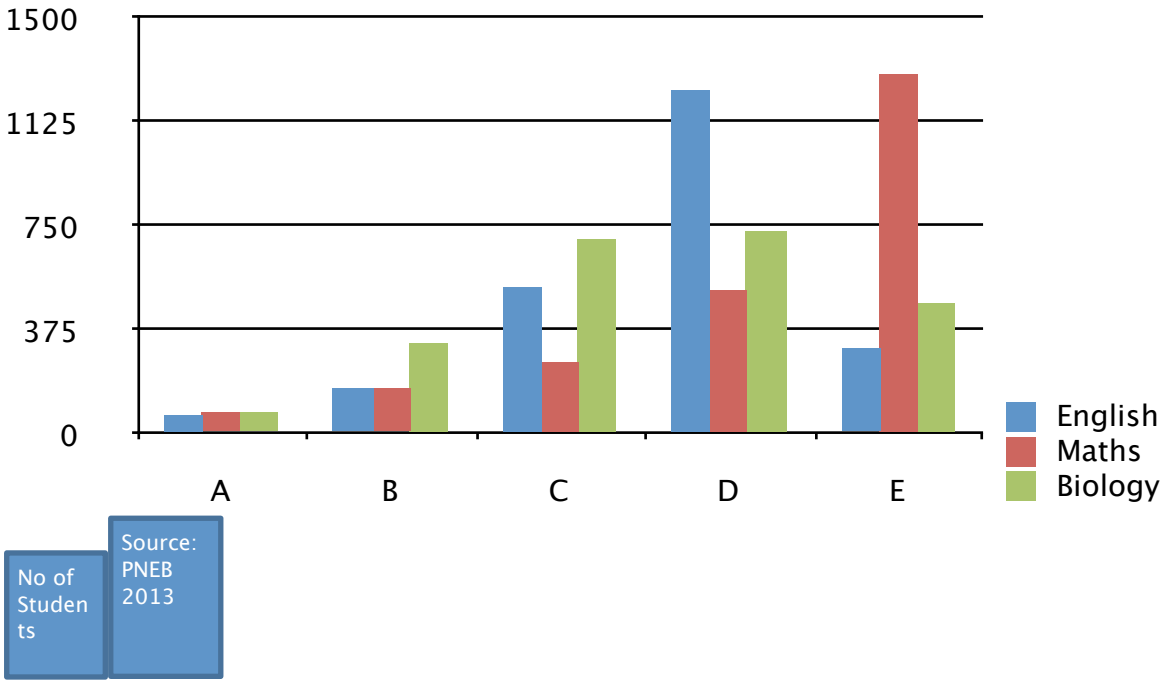
Examinations:

One achievement that has been observed is the fact that the MOEHE through Puntlad National Examinations Board is able to administer centralised exams for Grade 8 and 12 every year. The administration of the centralised exams systems by a functional board makes students and stakeholders have confidence in the education of Somalia. Of note, however is that the cost of exams administration was catered for by the EU, MOEHE and parents. One

great challenge facing the future of exam administration with increasing students sitting exams is examination financing.

Analysis of the exams showed that most students performance in national examination is satisfactory 82.5% (4,940 out 5,987) in 2013 Grade 8 exams passing. In 2014, only 10.5% of those who sat grade 8 failed. In sec schools, in 2013, 93.3% of students passed form four exams. In 2014, 2,458 students out of a total of 2,560 who sat form four exams passed the exams (96% pass).

However it is found that performance of most candidates in critical subjects (Math, English, Biology) was not impressive as shown in the chart below.



Quality Challenges: What officials, teachers and pupils said:

- Number of trained teachers 31%, while 69% are untrained.
- Qualified female teachers is very low (12%).
- Funding for the National Examinations
- More burden on the community to pay teachers.

- Few libraries, laboratories and adequate textbooks. For instance Teacher-pupil ration is 1:17 in physics. In Jariban pry/sec , pupils and teachers share 180 books
- Funding inadequacies to undertake school supervision

English as medium of instruction in schools problematic! Teachers teaching in Somali, students sit exam in English

3.9. Equity and Inclusion:

Targets:

Summary of targets: Objectives	Activities
1. Reduce gender disparities in education 2. Promote access, retention and equity to education to children in hard to reach areas 3. Enhance access, equity, relevance and quality for SNE children	Review and enact Gender in Education policy. Advocacy campaigns among pastoralist communities. Establish and equip low cost boarding schools. Develop and review policy framework for pastoralist education. Establish baseline on SNE, conduct advocacy on SNE, assess and place SNE children

Achievements

Achievements	i.Draft gender policy ii) directors out of 8 directorate in MOEHE are female, 2 REO out of 7 are female iii) Scholarships for female teachers, sanitary kits distributed to girls iv) Worked with religious leaders on awareness campaigns v) 15 girls given scholarship to study medicine, engineering in Sudan vi) Scholarship locally for 41 girls

Equity gaps and Challenges:

- Nomadic pastoralist education policy not yet
- SNE targets in the action plan not yet realised
- Teacher recruitment is majorly with Head teachers
- Socio economic conditions of families and choices they make

4.0 challenges facing education sector in Puntland:

From the JRES discussions the following are some of the key challenges facing the education sector in Puntland

4.1 Low access to primary education:

Whereas globally UPE target is to be achieved by 2015, it is observed that primary GER target increase of 10% as planned in the action plan of 2014 was not achieved. This is generally attributed to a number of factors such as; school fees payment and extreme poverty of households; long distance to schools; education system not responsive to the nomadic community which form 60% of Puntland population; low revenue base of the government; lack of school feeding programs. Moreover it is observed that the enrolment is skewed towards the boy child and this is bias is linked closely to parents favouring the boy child, female drop outs and lack of role models.

Possible solutions:

i) More government funding to pay teachers incentives

ii) Gradual phase out of school fee in primary school;

iii) Conditional cash grants to vulnerable households

iv) More mobile schools to target nomadic populations,

v) Train, employ and retain more female teachers;

vi) Expand temporary classrooms for IDP Communities;

vii) Carrying out community dialogues and sensitization programs;

viii) More coverage in the school meals program

4.2 Provision of Quality education

Access to education has to be considered hand in hand with quality aspects. It is found out that there considerable quality issues facing education in Puntland. Some of these issues range from those relating to teachers and teacher qualification, teaching-learning materials, learning environment and educational supervision:

a) **Teacher and teacher qualifications:** It is noted that more than 70% of teachers in Puntland are not qualified to teach pupils, that less than 15% of the total teachers are female and most qualified teachers are in the urban centers. It was recalled that there is high trained teacher turn over with most teachers leaving the education sector for local non -governmental organizations.
b) **Teaching and learning materials:** It is observed that most schools lack textbooks, have laboratories without equipment or no science laboratories at all.

c) **Learning Environment:** Most schools do not have play grounds while schools in remote areas are seen to lack essential girl child-friendly spaces.

d) **Educational Supervision:** Schools supervisions are essentially centralized and thus with limited MOEHE financing most of the schools are not covered.

Possible solutions:

a) Emphasis to be given to in-service teacher education and training;
b) Pre service teacher training for female teachers
c) Decentralize school supervision and inspection visits;
d) Improve textbook-pupil ratio through enhancing local printing capacity of MOEHE;
e) More support in the provision of science materials.
f) improve school environment with focus on recreational, sanitary and wash facilities and school fences;
g) Support and maintain quality and standards of centralized examinations.

4.3 Technical and Vocational Educational

Challenges:

1) TVET programs are project based and lack sustainability
2) Most TVET instructors are untrained
3) High demand of TVET skills

Possible solutions:

a) Open one poly technic school in Puntland to offer middle cadre level diploma programs and train a cadre of TVET instructors,
b) Organize for networking with near and distant countries to exchange ideas
c) Innovatively engage TVET centres to develop desks and chairs that are in high demand by schools
d) Link up TVET graduates with private sector possible absorption into the job market.

APPENDICES:

Appendix 1: PUNTLAND JRES FIELD ITINERARY

Date	**Place/activity**
Thursday 26th february	Travel to Garowe, Meeting with • Mercy Corps • CARE
Saturday 28th February	• Ministry of Education (DG) MOE Directors: • Primary/Secondary Education Director • TVET Director • NFE Director • Teacher Training Director • EMIS Director • SNE director
Sunday 1st March	Meet Education partners SC, AET, MC, RI, UNICEF, CARE

Monday 2nd March	• Regional Education Officer, Garowe Visit primary school, Secondary school, TVET center, NFE center (Head Teachers, Teachers, CEC, Student)
Tuesday, 3rd March	• Visit Higher education (TTI) meet Principal, lecturers, female and male students, SNE centres, visit primary school, secondary school • Visit a private primary/ secondary school
Wed?Thurs, 4th/5Th March	Travel to a rural area to visit; Rural ECDE centre, 2 primary school, secondary school, TVET and NFE centres Meeting with REO/DEO
Sunday 8th March	Debrief DG, Partners/ Planning ahead.
Wednesday, 11th March	Submission of Draft Synthesis report
Sunday/Monday, 15th/16th march	JRES Workshop at Garowe

Appendix 2: List of JRES Workshop Participants

No	Name	Institution	Location
1	Hon. Ali Haji Warsame	MoEHE	Garowe
2	Hon. Dr. Khadar Bashir Ali	MoEC&HS (FGS)	Mogadishu
3	Hon. Dr. Maxamed Ali Farah	MoEHE	Garowe
4	Ahmed Abdi Alishire	MoEHE	Garowe
5	Mohamed Abdikadir Nur	MoEC&HS (FGS)	Mogadishu
6	Ismail Yuosuf Osman	MoEC&HS (FGS)	Mogadishu
7	Ahmed Said Yusuf	MoEC&HS (FGS)	Mogadishu
8	Ahmed Dahir Mohamed	MoEC&HS (FGS)	Mogadishu
9	Arab Ali Diriye	MoEC&HS (FGS)	Mogadishu
10	Abdisamad Keyse Mohamoud	MoEC&HS (FGS)	Mogadishu
11	Farhan Abdirisak Mohamoud	MoEC&HS (FGS)	Mogadishu
12	Mohamed Ahmed Jimale	MoEC&HS (FGS)	Mogadishu
13	Abdullahi Hirse Isse	MoEHE	Garowe
14	A/qadir Yusuf Nuh	MoEHE	Garowe
15	Abdullahi Ali Jama Awad	MoEHE	Garowe
16	Mohamed Ismacil Finin	MoEHE	Garowe
17	Ahmed Mohamud warsame	MoEHE	Garowe
18	Safiya Mohamud Sugule	MoEHE	Garowe
19	Farah Mixile Jama	MoEHE	Garowe
20	C/nasir Xirsi Jama	MoEHE	Garowe
21	Asma Abdulkadir	MoEHE	Garowe
22	Fatima Saed Nur	MoEHE	Garowe
23	Mohamud Abdisalan Ali	MoEHE	Garowe
24	Fadumo Abdi Hirsi	MoEHE	Garowe
25	Farah Yusuf Nur	MoEHE	Garowe

26	Isse Mohamed Isse	MoEHE	Garowe
27	Fadumo Abdisalan	MoEHE	Garowe
28	Mohamed Abdi Aden	MoEHE	Garowe
29	Saeed Osman Fahia	MoEHE	Garowe
30	Sahro Ahmed Koshin	MoEHE	Garowe
31	Zenab Farah Abdirahman	MoEHE	Garowe
32	Faisal Abdi Mumin	MoEHE	Garowe
33	Yasin Jama Omar	MoEHE	Garowe
34	Sofia Abdirizak Mohamed	MoEHE	Garowe
35	Maxamed Abdi Dhoore	MoEHE	Garowe
36	Farah Yusuf Nur	MoEHE	Garowe
37	Mohamud Mohamed Said	MoEHE	Garowe
38	Abdinur Ahmed Mohamed	MoEHE	Garowe
39	Abdikarim Mohamed Elmi	MoEHE	Buhodle
40	Bashir Ahmed Khalaf	MoEHE	Galkayo
41	Shamis Muse Mohamed	MoEHE	Bossaso
42	Bashir Ahmed Maxamud	MoEHE	Gardo
43	Hayat Mohamed Maxamud	MoEHE	Badhan
44	Mohamud Abdi Mohamed	MoEHE	Dhahar
45	Hashi Hussien Farah	MoEHE	Garowe
46	Mohamud Jama Dalmar	MoEHE	Lasanod
47	Yusuf Said Yusuf	MoEHE	Bargal
48	Sahal Mohamed Gacayte	MoEHE	Bossaso
49	Bashir Mohamud Mire	MoEHE	Galkayo
50	Mursal Saed Ali	MoEHE	Dhahar
51	Said Hassan	MoEHE	Galkayo
52	Abdikadir Moahmed Mohamud	MoEHE	Kalabaydh
53	Abshir Jama Salah (SH. Jabir)	MoEHE	Ufayn
54	Marion MITSCHKE	EU	Nairobi
55	Mohamed SABUL	EU	Nairobi
56	Susanne Martin	EU	Nairobi
57	Marybeth MCKEEVER	USAID	Nairobi
58	Linda Jones	UNICEF	Nairobi
59	Marriell Devies	UNICEF	Nairobi
60	Hana Yoshimoto	UNICEF	Nairobi
61	Said Mohamed Hassan	UNICEF	Garowe
62	Lemma Demissew	UNESCO	Nairobi
63	Odette Kishabaga	WFP	Nairobi
64	Shaikh Abubakar Siddique	WFP	Bossaso
65	Ibrahim Nur	CARE	Nairobi
66	Ahmed Sheikh Abdillahi	CARE	Garowe
67	Ali Godane	CARE	Garowe
68	Marystella Barasa	CARE	Garowe

69	Leticia Amaduki	CARE	Garowe
70	Artan Mohamed	CARE	Garowe
70	Olad I. Farah	Mercy Corps	Nairobi
71	Emmy Moorhouse	Mercy Corps	Nairobi
72	Ali Maalim Hassan	Mercy Corps	Nairobi
73	Mohamed Hersi	Mercy Corps	Nairobi
74	Mengistu Edo Koricha	SCI	Nairobi
75	Mohammud M. Yusuf	SCI	Garowe
76	Diana Birungi	SCI	Nairobi
77	Jama Muse	ADRA	Garowe
78	Elly Nyandiga	ADRA	Nairobi
79	Paul Chege	AET	Nairobi
80	Mohamed Ali Waberi	AET	Garowe
81	Abdihakim Farah Ali	CfBT	Nairobi
82	Jacinta Ndambuki	CfBT	Nairobi
83	Tobias Oloo	World Vision	Garowe
84	Mohamed Musse	World Vision	Garowe
85	Mohamed Abdimalik	RI	Galkayo
86	Ahmed Adan	JRES Consultant	Nairobi
87	Elias Tadese	NRC	Garowe
88	Ibrahim Abdullahi	TASS	Bossaso
89	Abdirizak Said Nur	PUNSAA	Garowe
90	Mohamed Fahiye Isse	PEN	Bossaso
91	Jamal Hassan Musse	ADS	Bosaso
92	Saynab Haji Ayan	ILSAN	Badhan
93	Iiman Ibrahim Awale	DANDOR	Dhahar
94	Mohamed Hassan	SFS	Garowe
95	Mohamed Farah Isse	RAHMA	Galkayo
96	Abdirisak Hidik Warsame	PSCA	Bossaso
97	Ali mahdi Mohamed Elmi	Shilcom	Gardo
98	Mukhtar Ahmed Farah	MINHAJ	Garowe
99	Abdikarim Mohamed Hassan	Civil Society	Bossaso
100	Burhan Adan Omar	PSU	Garowe
101	Mohamed Mohamud Isse	EAU	Bossaso
102	Mohamed Mahad Isse	UOB	Bossaso
103	Mohamud Said Mohamed	UOHS	Bossaso
104	Abdinoor Farah Yusuf	PIDAM	Bossaso
105	Said Hassan Abdiqasim	MU	Bossaso
106	Ishaq Ahmed Musse	PUSTECH	Galkayo
107	Prof. Abdulkadir Mohamed Hersi	MAKHIR	Badhan
108	Jabarti Abdullahi Mohamed	Admas University	Garowe
109	Abdirahman Sh.doon Ali	GTEC	Garowe
110	Mohamed Aidid Jamaa	CHAMBER	Bossaso

111	Ahmed Isse Abdirahmen	PEN	Garowe
112	Abdikafi Ahmed Saiid	TOWFIQ	Bossaso
113	Mohamed Sheikhdon Osman	GOLIS	Galkayo
114	Abdirahman Ali Jamaa	GVTC	Galkayo
115	Abdullahi Salad Ali	DAHABSHIL	Bossaso
116	Faisal Khalif bare	MAP	Garowe
117	Maamed Daahir Yuusuf (Salim)	MAP	Garowe
118	Hon. Ahmed Ilmi Osman	MOI	Garowe
119	Hon. Ali Ahmed Fatah	MOPIC	Garowe
120	Hon. Aniso Haji Mumin	MOWDAFA	Garowe
121	Hon. Abdirahman Sh. Ahmed	MOLYS	Garowe
122	Liban Mohamed Farah	MOEWT	Garowe
123	Idil Abdi Khalif Hassan	MOH	Garowe
124	Abdidahir Saed Isse	Parliament	Garowe
125	Abdi Siciid Kafad	Parliament	Garowe
126	Dr.Mohamed Hassan Bare	Aid Coord. Unit	Garowe
127	Abdiaiziz Nur Elmi	Local Gov.	Garowe
128	Hassan Abdalla Hassan	Local Gov.	Bossaso
129	Abdiaziz Jama Guled	Local Gov.	Galkayo
130	Dr. Ayan Moh,ed Ali	Intellectual	Garowe
131	Dr. Abdullahi Abdi Mohamed	Intellectual	Garowe
132	Mohamed Muse Farah	MOEHE	Garowe
133	Mahad Abdulkadir Hussein	MOEHE	Garowe
134	Nafiso Abdirahman	SFS	Garowe
135	Abdullahi Nur Salad	AET	Garowe
136	Dek Mohamed Warsame	MoEHE	Garowe
137	Jama Abdi Bulshalle	MOEHE	Garowe
138	Abdalla Mohamed Abdalla	MoEHE	Garowe
139	Abdulqadir Yusuf Dahir		
140	James Wamwangi	Save the Children	Nairobi
141	Mohamed Sheikh Hassan	SCANSOM	
142	Abduqadir Ahmed Isse	MoEC&HS	Mogadisho
143	Abdirisak Said Farah	MoEC&HS	Mogadisho
144	Mohamed Yusuf Mohamed	CARE International	Garowe
145	Abdiqadir Mohamed Farah	MoEHE	Garowe
146	Abdifatah Hussein Mohamed	Mercy Corps	Garowe
147	Ahmed Khalif	Mercy Corps	Garowe
148	Hassan Dahir	Interpreter	Garowe
149	Mohamud Aden Isse	Mercy Corps	Garowe
150	Daniel Waiteka	CARE	Garowe
151	Ishaq Mohamed Ahmed	Interpreter	Garowe
152	Badriya	Darwish School	Garowe
153	Fawsiya	Darwish School	Garowe

154	Amina Mohamed Nur	MOWDAFA	Garowe
155	Hassan Dahir	Interpreter	Garowe
156	Hannah Mclafferty	World Vision	Nairobi
157	Anne Hoelscher	World Vision	Nairobi