APPRAISAL REPORT OF THE SOMALILAND EDUCATION SECTOR STRATEGIC PLAN 2017-2021

Recommendation:

The Somaliland Education Sector Strategic Plan 2017-2021 is ready for endorsement by the Education Sector Committee. However, it is strongly recommended that some changes be made in order to improve the overall quality of the Plan and to make its implementation more effective.

Commissioned by UNICEF on behalf of the Ministry of Education and Higher Studies of the Republic of Somaliland.

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Table of Contents

1. Introduction 3
2. Context of the Education Sector 3
3. Methodology 4
4. Technical Appraisal: Analysis of the Criteria 5
4.1. Leadership and Participation 5
4.2. Soundness and Relevance 6
4.3. Equity, Efficiency and Learning 10
4.4. Coherence 11
4.5. Feasibility, Implementability and Monitorability 12
5. Conclusions 14
6. Recommendations 15
Annexes 17

1. Introduction

The Republic of Somaliland was self-declared in May 1991 after the collapse of Somalia. It is internationally recognized as a semi-autonomous region of Somalia.

Somaliland has lived relatively peacefully, but the past decades of conflict in Somalia have devastated the education systems in the different regions, including Somaliland. Despite some positive developments in the last few years, education indicators are extremely low in all of them.

Somaliland joined the Global Partnership for Education (GPE) in 2012 as part of Somalia, and has received a grant of $4.2 million, managed by UNICEF for the period 2013-2017. This grant was intended to 1) strengthen teacher management systems, 2) implement the Quality Assurance Framework, 3) construct a teacher training institution, and 4) train female teachers.

Somaliland does not have a long tradition in education sector planning. The Government of Somaliland put together a first Education Sector Strategic Plan (ESSP), which covered the whole education sector for the period 2012-2016. The three priorities of that Plan were:

1. Delivery of good quality primary education to as many children as possible. This necessitates sufficient numbers of classrooms, well-maintained facilities, and trained and motivated teachers.
2. Cost effective provision of secondary, technical and vocational education and training, higher education, and continuous teacher development.
3. Reform of the curricula, efficient examinations, and good sector management.

In 2016, the Ministry of Education and Higher Studies (MOEHS), together with education partners and under the technical guidance of a group of international and national consultants, started the elaboration of an Education Sector Plan (ESA) 2012-2016, and a new Education Sector Strategic Plan (ESSP) for the period 2017-2021, to be approved by the Government of Somaliland and endorsed by the Education Sector Committee (ESC). As a first step, an appraisal of the Plan must be conducted. The appraisal of both the ESSP and the Action Plan is part of the GPE Quality Assurance Review, and it is done by an independent consultant in order to assess, among other criteria, the soundness, relevance, feasibility, equity, and efficiency of the ESSP. Somaliland is presently eligible for an additional allocation of $9.8M.

2. Context of the Education Sector

Somaliland, and Somalia as a whole, continues to be one the poorest countries in the world, ranked 165 out of the 170 countries included in the 2010 global Human Development Report (UNPD). The GDP is extremely low (estimated between $1 billion and $2 billion) and therefore the national budget is low as well ($200 million according to the ESA). The total population is

about 3.5 million people, with an annual growth rate of 3.1%. Approximately 75% of the population are below 30 years, 46% are below age 15 and 31% are below age 9.[1] The average life expectancy is 50 years for men and 55 years for women. The incidence of poverty in Somaliland is 72%.

Regarding the education sector, all education sub-sectors are under the purview of the Ministry of Education and Higher Studies. The 2001 Constitution of the Republic of Somaliland declared in its article 15 that "national policy is that primary education shall be free". The actual introduction of free primary education by Presidential Decree in 2011 did not lead to a massive increase in enrolment as expected. The Somaliland National Policy of Education 2015-2030 is the main policy framework for the ESSP.

The Education Sector Analysis, focused on evaluating the ESSP 2012-2016, included some lessons learnt:

- The allocation of the national budget to the MOEHS has remained stagnant at 7%-8% of the national budget over the years. However, the budget allocated to education has almost doubled from $7.8M in 2012 to $14.6M in 2016.
- There is a decline in the quality of teachers, which is represented by an increase in the ratio of unqualified teachers, with nearly 50% of teachers not categorized as "qualified".
- There is a significant increase in enrolment rates in secondary education (54% over four years).
- There was no significant improvement in learning outcomes at the primary level, with very low results in mathematics, but there were some encouraging results in Somali literacy. There is also some improvement in examination pass rates at grade 8 and form 4.
- The Gender Parity Index (GPI) for primary education has increased over for the last four years from 0.76 to 0.83.
- There are only 26 female teachers over a total of 1,804 teachers.

3. Methodology

The purpose of the appraisal phase, or independent assessment, is to assist education stakeholders in appraising the soundness, relevance, and coherence that lend credibility to an Education Sector Plan.

The methodology to collect the necessary information for the appraisal comprises:

- **Desk Review**. This appraisal includes a desk review of the Education Sector Strategic Plan (ESSP), the Action Plan, the Education Sector Analysis (ESA), the Costing/Budget, the Results Framework, and other relevant documents related to the education sector in Somaliland (see Annex 2).

[1] UNFPA Population Estimation Survey, 2013-14.

- **Analysis of the Somaliland Education Sector Strategic Plan and Action Plan**, employing the GPE Guidelines for Education Sector Plan Appraisal, and the GPE Appraisal Matrix (used as a checklist during the appraisal process as a quality assurance tool to ensure all pertinent questions were addressed in the analysis).

It has to be noted that this report appraises a second version of the ESSP, as the previous version was not endorsed by the Education Sector Committee after a negative appraisal report elaborated by the consultant (myself). Most of the recommendations included in that first appraisal report were incorporated into this version of the ESSP.

4. Technical Appraisal: Analysis of the Criteria

This section will follow the 5 criteria of the GPE Guidelines for Education Sector Plan Appraisal.

4.1. Leadership and Participation

Leadership and Ownership

According to the GPE/IIEP guidelines for education sector plan preparation, one of the features of a credible plan is that it must be guided by an overall vision. The ESSP includes a mission statement, a vision, national education goals and objectives extracted from the National Policy of Education 2015-2030. The Plan also mentions the National Development Plan 2017-2021 and the Vision 2030. As in the Vision 2030, the ESSP recognizes "the role of education and training in the economic development of Somaliland" (page x).

There are references to broader international objectives, with mentions of the Sustainable Development Goal #4 (to ensure inclusive and quality education for all and promote lifelong learning), Goal #5 (to achieve gender equality and empower all women and girls), Goal #10 (to reduce equalities within and among countries) and Goal #16 (to promote just, peaceful and inclusive societies). There is also a reference to the alignment of the ESSP with the principles of CRC.

The Ministry, namely the Director General, led the entire process, and there is a clear sense of ownership over this version of the ESSP.

Participatory Process

The MOEHS commissioned the elaboration of the Education Sector Analysis (ESA) and the Education Sector Strategic Plan (ESSP), with the support of UNICEF and the Global Partnership for Education. For the elaboration of this version of the ESSP, two meetings were organized by the MOEHS with stakeholders and partners to review the feedback of the appraisal report

submitted in May and the key priorities outlined by the Ministry. A third meeting was held to endorse the finalized set of priorities, activities and targets. Technical working groups were organized by the ministry for each subsector, holding weekly meetings.

The consultation process to elaborate the ESSP was inclusive but with varying degrees of participation. The Ministry of Finance participated in the costing and financing part. The Ministries of Youth, Planning, and Religion were also involved in the ESSP development, in particular on the cross-cutting issues. The President´s Office was also involved in the final validation of the ESSP. The teachers union, parents, students, communities and NGOs participated in the process. The ESSP recognizes the key role played by the Education Sector Committee "in the management and coordination of the process" (page xvi). However, as donors (mainly European Union, USAID, World Bank, and DFID) are not present in Somaliland but are based in Nairobi, their involvement in the overall process of elaboration of the ESSP has been low. The EU provided inputs to the draft materials, and UNICEF provided extensive support to complete the final version, participating in the final writing of the ESSP. International and local NGOs were represented through their local staff and their contributions reflected their limited capacities.

Capacity Development

The elaboration of this version of the ESSP was supported by consultants and the NGO Africa Educational Trust, that provided technical inputs and facilitated the discussions. UNICEF supported the process, which is considered a capacity development exercise for the ministry. The Ministry was not satisfied with the long time that the process to elaborate and approve the ESSP has taken. However, they also realized that it proved to be an effective capacity development process and that it has strengthened some internal planning weaknesses. Still, it is clear that the Ministry will need technical support to complete any future ESA/ESSP.

4.2. Soundness and Relevance

Evidence-based Education Sector Analysis

An Education Sector Analysis (ESA) 2012-2016 was elaborated before starting the planning process of the ESSP in November 2016. It includes data from Early Childhood Education (ECE) to Higher Education, including cross-sectoral themes, governance and institutional capacity considerations. Most indicators are disaggregated by sex.

Likewise, the new ESSP covers the entire education sector, from ECE to higher education, including non-formal education and quality and management aspects. Most of the programs feature an analysis of the sub-sectors.

The ESSP addresses the areas of access, internal efficiency, participation, equity, quality, and management. The areas of costing, financing and monitoring are the weakest in the document, as will be shown in the next section.

The ESA includes a limited vulnerability analysis and the ESSP includes a brief analysis of the vulnerable groups in Somaliland.

Relevance of Policies and Programs

The planning process was informed by the data collected in the Education Sector Analysis. The Foreword states that "availability of credible and reliable data continues to be a critical challenge to an accurate appraisal of the progress made in the sector over the past five years". The ESSP is consistent because it includes a priority objective (7.4) to "generate reliable evidence-base for education sector planning and monitoring".

The core of the ESSP is organized in 7 pillars, but they differ in different parts of the document. They are first presented (page xvi) as: 1) Early Childhood Education, 2) Primary Education, 3) Non-Formal Basic Education, 4) Secondary Education, 5) Teacher Education, 6) TVET, and 7) Higher Education. However, in the sections for each sub-sector teacher education (pillar #5) is not included and is substituted by "cross-setting themes, governance and institutional considerations". Alternative Basic Education is included in the primary sub-sector, but the information provided is poor. The structure of the ESSP is in general logical and consistent, with the same headings for each sub-sector, including a situation analysis, the policy context, priority objectives, strategies, targets, and activities. The information provided is comprehensive and well organized. However, there is a long explanation about the situation but only a short description of the proposed strategies and actions. A more detailed description of the strategies and activities would help the MOEHS and partners to implement the ESSP. The Action Plan does not add any further information on activities.

There are a number of cross-cutting issues. However, they, too, differ in different parts of the document. They are presented on pages xvi-xvii as: 1) Governance and Institutional Capacity, 2) Education Decentralization, 3) Curriculum framework, 4) Quality Assurance Systems, Standards and Supervision, and 5) Examinations and Learning Achievement. The same list appears on page 87, but then section 10.3 on policy objectives, strategies and activities includes new issues such as the Somaliland National College of Education, EMIS, and Education in Emergencies.

The policy objectives, strategies and activities on cross-cutting issues are set only for primary education (page 91). If it is a mistake, it should be corrected.

The causal chain underlying the strategies and activities is not explicit but implicit across the different sub-sector analysis. In light of the situation analysis and rationale included for each sub-sector and strategy, there is some evidence that the proposed strategies and activities will have the expected impact. However, the ESSP will likely overcome some vulnerabilities only in a limited way because of the magnitude of the challenges faced by Somaliland and the limitations of the context.

For each key policy objective, there are a number of strategies (from page 20 onwards), but only a few of them are developed (except for policy objective 2, for which all the strategies are developed).

There is some confusion between objectives and strategies. For instance, in the box on page 20 (policy objective 1), strategies 2, 6, 7, and 8 are not strategies but objectives. The strategy would be how to achieve those objectives. Moreover, there are 9 strategies in that box but only 3 are developed below (and two of them are not among those 9).

Soundness of the Financial Framework

Regarding the macro-economic assumptions, the information provided is limited, with just an estimated GDP and the growth rate for 2010, without any projection for the years of the ESSP. The costing and financing adds the annual growth rates for the government budget but it is just a linear projection of the average rate of 19.45% for the period of the previous ESSP (2012-2016). As the plan says: "Reliable and recent macroeconomic data about Somaliland is largely unavailable". The previous version of the ESSP included a simulation model. In this version, only a document with the costing and the summary budget was provided.

In the financial framework, the ESSP includes figures based on projections from the Ministry of Finance and the national budget, but also figures produced by the MoEHS Finance Department. This could lead to confusion and therefore the MOEHS must pay attention to it.

The document includes all the strategies and activities, but there are some differences compared to the matrices in the ESSP. For example, priority objective 1 in ECE includes a strategy on "Involve the communities and their representatives in the ECE policy formulation" that is not in the matrix in the ESSP, and one of the activities of priority objective 3 is different; on primary education, activities on priority objective 3 are organized very differently than in the matrix at the ESSP; objectives are not in order for cross-cutting issues.

The financial plan includes two scenarios, called "model 1" and "model 2". Model 1 shows an annual increase of 1% of the current education budget, but in reality, it includes a linear increase of $4 million per year. Model 2 shows an increase in the education budget of one percentile point of the total government budget. The total cost of the ESSP and the amounts for both models are as follows:

	2017	2018	2019	2020	2021	Funding gap
Total cost of ESSP	$31,319,482	$57,116,635	$60,349,206	$61,066,468	$66,031,705	-
Model 1	$34,785,546	$38,785,546	$42,785,546	$46,785,546	$50,785,546	-$61,955,765
Model 2	$34,700,000	$45,000,000	$55,100,000	$68,300,000	$84,100,000	$11,316,505

Source: ESSP 2017-2021, page 126.

It is a good practice to include different scenarios in the ESSP, but in this case the difference between the two is too big. UNICEF has clarified that the model discussed with the Ministry of Finance is model 1. However, those projections do not allow the education sector to fund all the proposed activities. Model 2 is more ambitious and would require a massive effort by the government over the next few years to increase domestic financing for education, which seems unrealistic. The MOEHS intends to use model 2 to advocate in favour of a higher education budget.

The projections cover all sub-sectors, but the ESSP points out the lack of sufficient data for higher education.

The projections cover enrolment and human and physical resources as well as financial requirements for all the sub-sectors. In the previous simulation model projections were based on unit costs, so it is likely the case in the new plan, too, but unit costs are only detailed for higher education. It is explicitly stated that unit costs are not available for NFE, ABE and TVET (page 117).

As for the level of expenditures in education, UNESCO has long called for governments to allocate at least 20% of the national budget to education. The current share of the budget allocated to education in Somaliland is 8% (7% according to some sections of the ESSP), and the ESSP proposes an increase of one percentile point per year, reaching 13% in 2021. This is included in model 2, and, as mentioned above, it is unrealistic. There is no calculation of the share of the national budget allocated to education in model 1, but page 117 reports that the government budget will be $527M. As the expected education budget in model 1 is $34M, the share of the education sector will be only 6.5% in 2021. This entails a reduction compared to 2017, sending a concerning signal to donors, including the GPE.

In the ESSP the funding gap is calculated for both models, as we can see in tables 28 and 29 on page 126. In model 1, which we may call “realistic”, the funding gap is $62 million for the period of the ESSP. This is 22% of the total cost of the ESSP, which means that the MOEHS will not be able to implement all the planned activities and therefore the government will need to prioritize. In model 2 there is no funding gap but rather a surplus of $11,316,505. As I mentioned earlier, this scenario is unrealistic in the context of Somaliland.

There is no mention of past external funding. Potential future external funding, calculated as $16.5M per year (with no increase over the 5 years) is between 32% and 42% of the total education budget.

There are inconsistencies in the figures that should be corrected. For instance, on page xvii it is said that “$126.6 million is expected to be financed through commitments from donors and development partners including GPE”, but tables 28 and 29 (page 126) indicate an amount of $82.5 million.

Soundness of the Action Plan

The Action Plan is simply a combination of the matrices and the costing/budget document, and thus has no value added. It is done for the entire period of the ESSP, 2017-2021. Each activity is costed, but the Action Plan does not contain a precise timeline for each activity beyond the year. There are some inconsistencies between the targets on the matrices in the ESSP and in the Action Plan. For example, the first target of the Action Plan (50% of the parents and Madrassas reached) does not appear in the ESSP.

The targets included in the matrices and in the Action Plan are not disaggregated by sex. The table with outcome indicators specifies that "all indicators disaggregated by m/f, rural/urban".

4.3. Equity, Efficiency and Learning

Robustness and Relevance of the Strategies

Strategies are generally consistent with the policy objectives. Equity, efficiency, and learning are clearly identified throughout the document, with the caveat that, as mentioned several times in the Plan, data is often unavailable or unreliable.

The ESSP makes many references to equity. For instance, there is a section on the most vulnerable groups (pp. 15-16), identified as pastoralists, IDPs, children from urban poor families, girls, orphans and children with disabilities. Several sections mention the urban/rural divide and specific activities oriented to pastoralist learners. Regional disparities are also taken into account, but not much information is provided. Gender parity and gender equality are also present in several sub-sectors, mainly on primary and secondary education. Great importance is allocated to the low presence of female teachers in schools and several activities are proposed to increase their numbers. However, in terms of the activities/targets, there is only one reference to "people with disabilities" in TVET, one reference in ABE to pastoralist and nomadic children, only a few activities are focused on children in rural areas, are there is no reference to orphans. There are several activities aimed at improving girls' access to education.

Regarding efficiency, the main variables are analyzed: repetition rates, drop-out rates, and transition rates. These are well developed, especially for secondary education. For secondary education, policy objective 3 focuses on "improving internal and external efficiency", and it includes strategies and activities to improve learning assessments, learning environment, community awareness and participation, etc.

Some crucial ways to improve learning outcomes and the internal efficiency of the system are outlined, such as the number of female teachers, teachers' qualifications, language of instruction, teaching hours, and the reasons why there are so many out-of-school children. However, other important factors are not included, e.g., the average number of instructional hours, and the quality of teaching and learning materials.

Change strategies

The different strategies proposed in the ESSP are based on a results chain, with a situation analysis and a rationale detailed for each strategy. Despite the limitations of the context, the planned strategies and activities, if implemented as planned, should have a positive impact and even a leverage effect on the sector performances in terms of improving equity, efficiency and learning.

There are no innovative ways to address the key issues.

Results Framework

The "key activity matrix" at the end of each sub-sector is consistent but does not include indicators. The targets are set against the activities, which can create some confusion for the staff in charge of monitoring, especially as there is a table in the monitoring chapter that includes outcome indicators for each priority objective. Those indicators are consistent. They are calculated for 2021 rather than on a yearly basis. It would be useful to also have the intermediate targets, so they can be track during the Annual Reviews.

A Result Framework was drafted at the last minute, and it is poorly constructed. It does not include the ESSP strategies, and the indicators are linked to the activities, which is incorrect, as indicators must be linked to strategies, not to activities. Targets must be the same in the ESSP, Action Plan and Results Framework. In the current version, this is not the case for several of the indicators. Targets must respond to the corresponding indicators, which again is not the case for many of them. Each indicator must have one target, whereas in this document several targets are connected to multiple indicators.

4.4. Coherence

Coherence among Strategies, Programs, and Interventions

The policy objectives and strategies are aligned with the empirical evidence presented in the ESA and in the situation analysis elaborated for each sub-sector.

The structure of policy objectives, strategies, and activities is logical and consistent, with the same headings for each sub-sector. However, the chapter on cross-cutting issues is inconsistent as the issues included are different from those announced at the beginning of the chapter and analyzed in the situation analysis.

At the end of each section detailing the sub-sectors there is a matrix summarizing policy objectives, strategies, and activities. The information is not compiled in a results framework.

The targets are set against the activities, not the strategies, and therefore they are mostly output indicators, with very few outcome indicators.

The Action Plan does not add any new information not included in the ESSP.

Comprehensive costing aligned with the budget

The ESSP includes a costing aligned and consistent with the proposed strategies and activities. All sub-sectors, strategies, and activities are included in a comprehensive budget. The total budget is very ambitious, thus generating a large financing gap.

Coherence of monitoring and evaluation indicators

The GPE/IIEP Guidelines specify that a credible ESP must be achievable. The Strategies and activities proposed in the ESSP seem achievable, but there are many risks with high likelihood and high impact, including significant financial aspects. Therefore, it is likely that several of the targets will not be achieved.

Please see above comments on targets and the Results Framework.

4.5. Feasibility, Implementability and Monitorability

Financial Feasibility

The funding gap is very large, between $15M and $18M per year.

The recurrent and capital expenditures are defined, but not the source of funding. Currently, the MOEHS spends 85% of its budget on salaries. The Ministry expects to spend 10% of its budget on capital expenditures.

The actual or expected donor contributions are quantified. The potential contribution from the GPE is incorrect. The ESSP says that Somaliland could receive $3.5 million per year for 5 years, but the indicative allocation is only $9.8 million.

The partners interviewed during the previous appraisal process declared that they will align their activities with the new ESSP, mostly through project modalities.

Tables 25 and 26 contain details not relevant to the purposes of the ESSP.

System Capacity

In the previous appraisal process, several actors, especially partners, mentioned the limited capacities of the MoEHS, although a few of the directors were more optimistic and thought that the capacities were sufficient. Considering the way that the current planning process occurred, and having worked with Somaliland in the past, I do think there are serious limitations in the installed capacities at the MOEHS. Moreover, the turnover at the senior management levels is high and records are not kept, thus seriously compromising the system.

The need to strengthen the capacities of the Ministry's staff is reflected in several parts of the Plan. The fourth overall policy objective explicitly proposes to "build institutional and human capacity at all levels of the education ministry to facilitate implementation of education reforms". Priority objective 7.1 proposes "to improve and strengthen governance and capacity development for MOEHS system". Under this objective, the Ministry foresees an assessment of the capacities and "fill critical capacity gaps" (page 93), but a plan is not detailed. There is also no plan to elaborate systematic job descriptions of the roles and responsibilities of education staff.

The decentralized levels are mentioned but there is no indication about the resources that will be allocated to them. The ESSP does not include references to the potential support that other stakeholders (universities, civil society organizations, or NGOs) could provide to support the implementation of the Plan, except for the gender mainstreaming policy, to be implemented in collaboration with civil society organizations.

Governance and Accountability

The ESSP does not incorporate a communication strategy as such, and there is no strategy to disseminate the Plan among stakeholders. One of the mitigation measures is "Introduce public communication strategy to keep communities informed of progress in the sector", but it does not translate into specific activities in any sub-sector. The elaboration of a communication strategy could be included in the chapter on cross-cutting issues. There are some activities to raise awareness about Early Childhood Education and girls' education.

The Plan does not foresee the transfer of resources to schools or regions. The importance of rolling out data collection at the regional levels is recognized, but no specific activity is included.

The ESSP does not identify the gender imbalance in educational management as a concern.

The ESSP does not include accountability mechanisms at the community level or a set of service delivery standards. Third-party evaluations are not considered either.

Risks to Implementation and the Mitigation of Risks

Risks are well described in a matrix and mitigation measures are adequate.

However, there are many risks for which the expected likelihood and impact are high. This means the chances are high that the objectives of this ESSP will not be achieved. Thus, some targets, such as the increase in enrolment or the improvement in textbooks per child (all paid mostly by donors) should be reduced.

Robustness of the Monitoring and Evaluation Framework

It is always important for a Ministry of Education to be able to track the progress of the implementation of a plan. The matrix with key result indicators is well constructed, but baseline data is incomplete for many of them. A Results Framework was elaborated but it includes many deficiencies as explain above.

5. Conclusions

This version of the Education Sector Strategic Plan 2017-2021 is an overall consistent document with some inconsistencies that can be easily resolved in a final version.

Some of the **stronger elements** of the Plan are:

- The ESSP is linked to strategic documents at the national level, such as the Vision 2030, and the National Development Plan 2017-2021.
- The education sector in Somaliland has a comprehensive National Education Strategy 2015-2030 which frames the objectives proposed in the Plan.
- The ESSP has a logical structure, with well-organized policy objectives, strategies, and activities (except for the cross-cutting issues, which are confusing).
- The Plan is a good roadmap to orient the MOEHS in their efforts.
- The long process to elaborate the ESSP has proven to be an effective capacity development process and it has strengthened some internal planning weaknesses.
- The analysis of risks is very comprehensive, and realistic mitigation measures are proposed.

Some of the **challenges** of the Plan are:

- The costing of the ESSP can be a serious obstacle to its implementation. Model 1 implies a reduction in the share of the national budget allocated to education, with insufficient resources to implement the proposed activities. Model 2 is unrealistic, as it would mean increases of 22-30% per year.
- The Results Framework is inconsistent as relevant information is missing, and activities, indicators and targets are often confusing.
- There are many inconsistencies in the figures.
- There are also inconsistencies in the terminology and headings, which create confusion.
- Many of the risks have a high likelihood to happen, and could have a very negative impact. This can be a serious obstacle to the achievement of the proposed strategies and activities.

6. Recommendations

Main recommendation:

The Somaliland Education Sector Strategic Plan 2017-2021 is ready for endorsement by the Education Sector Committee. However, it is strongly recommended that some changes be made in order to improve the overall quality of the Plan and to make its implementation more effective.

Some recommendations for the revision of the ESSP:

1. Regarding the **structure of the core elements of the Plan**:
    a. The document ought to be internally consistent.
        i. Key Policy Objectives: all the strategies must be developed (as done in Policy Objective 2), not only some of them.
        ii. The 7 pillars are not consistent. For example, teacher education appears on the list on page xvi, but then it disappears and is not included in the sub-sectors.
        iii. Cross-cutting issues: this chapter ought to be reviewed, as the issues included in the situation analysis (10.1) are not the same as the issues in section 10.3 on priority objectives, strategies, and activities.
        iv. Costing/Budget: the strategies and activities on the budget must be exactly the same as in the matrices at the ESSP.
    b. Objectives and Strategies must be distinguished clearly. As mentioned above, in the box on page 20 there are some strategies (#2, #6, #7, and #8) that are actually objectives.
    c. A more detailed description of the strategies and actions would help the MOEHS and partners to implement the ESSP.
    d. The Action Plan ought to include the same strategies, activities, and targets as the matrices for each sub-sector on the ESSP document.

2. The **Action Plan** should include a more detailed timeline for each activity.

3. The **Results Framework** must be completely revised:

    a. adding a column with the strategies;
    b. linking indicators to the strategies, not to the activities;
    c. making sure each target corresponds to its indicator;
    d. linking each target with one indicator;
    e. making sure all targets are quantified;
    f. adding a column with how often data will be collected and who is responsible.

4. Regarding **data and indicators** in the ESSP:
    a. The quality assurance process for data collection must be improved. Some figures (e.g. the graph on page 42) are not credible, with the number of female teachers increasing by 95% from one year to the next, and then a reduction of 68% the year after.
    b. The EMIS only covers primary education, secondary education, and alternative basic education. The ESSP proposes improvements to EMIS but NFE and TVET are still not included. It is recommended that the MoEHS elaborate a roadmap to incorporate all the sub-sectors.

5. **Financial aspects**:
    a. We strongly recommend that the MOEHS review again the education budget with the Ministry of Finance so that the share allocated to education may grow. A reduction in the share of the national budget allocated to education could have serious implications in terms of funding by the GPE. We recommend the elaboration of an intermediate scenario between model 1 (insufficient) and model 2 (unrealistic).
    b. We recommend including a note explaining the rationale for having two models that are so different.
    c. The figures ought to be checked for inconsistencies, e.g., figures on donor support on page xvi and page 126.

6. **Risks**: There are many risks whose expected likelihood and impact are high. This means that the chances are high that the objectives of this ESSP will not be achieved. Thus, some targets, such as the increase in enrolment or the improvement in textbooks per child (all funded mostly by donors) should be revised and reduced.

7. For more **specific changes** to the document, please see the ESSP Word file with track changes.

Annexes

- Annex 1: Acronyms.
- Annex 2: List of Documents Reviewed.

Annex 1: Acronyms

ABE	Alternative Basic Education
CSO	Civil Society Organizations
ECE	Early Childhood Education
ESA	Education Sector Analysis
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
GPI	Gender Parity Index
IDP	Internally Displaced People
IIEP	International Institute for Educational Planning
JESR	Annual Joint Education Sector Review
M&E	Monitoring and Evaluation
MOEHS	Ministry of Education and Higher Studies
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NGO	Non-Governmental Organizations
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Fund for Children
USAID	United States Agency for International Development

Annex 2: List of Documents Reviewed

- **Government of the Republic of Somaliland:**
  - The Constitution of the Republic of Somaliland, 2001.
  - The National Development Plan II 2017-2021, Ministry of Planning and Development, July 2017.
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