Ministry of Human Development and Public Services

Somalia Federal Republic

South Central Somalia

Programme Document 2014-2016

Programme Implementation Grant

Global Partnership for Education

Programme Summary Sheet

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Managing Entity:	UNICEF
Managing Entity Contact:	Mette Nordstrand/Hana Yoshimoto
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FOREWORD

Children across all of Somalia deserve the very best support we can offer them so that they can achieve their full aspirations, not only while they are at school but for the rest of their lives.

Investing in quality education is the single most effective means of reducing poverty and inequality across the country. To me, education is more than just reading and writing. I see education as an important tool that can promote peace and stability as well as economic development and prosperity. Thus investment in this sector is critical to our country and the future of our people.

Our vision is that of a Somalia where all children have access to a quality education and have highly qualified teachers in each classroom. Through the Global Partnership for Education financial support we are taking the first of many steps to turn our education system into one that produces capable, skilled and empowered citizens who can turn our country into the just and prosperous nation of our dreams.

The Global Partnership for Education support comes at an opportune moment and the Ministry has chosen to use this financial assistance to focus on our teachers as they are fundamental to the provision of quality education. Furthermore, this financial support from the Global Partnership for Education will enable us to implement part of our ambitious Go-2-School initiative, where we are taking the first of many steps towards giving free quality education to all Somali children and youth.

The Ministry for Human Development and Public Services appreciates the assistance of the Global Partnership for Education towards supporting teachers in Somalia. The Ministry commits itself to sustaining the progress made through the GPE program when the program ends.

Dr Maryam Qasim

Ministry of Human Development and Public Services

Somalia Federal Republic

South Central Somalia

BASIC HUMAN DEVELOPMENT INDICATORS
Total population: 9.331 million (2012)
Population under 18: 4.77 million (2010)
Population under 5: 1.67 million (2010)
Life expectancy at birth: 51 (2010)
Maternal mortality ratio: (per 100,000 live births) 1200 (2008)
U5 mortality rate: (per 1,000 births) 180 (2010)
U5 moderately or severely underweight: 32% (2010)
Access of population to clean water: 30% (67% urban) (9% rural) (2008)
Access to adequate sanitation: 23% (52% urban) (6% rural) (2008)
One-year-olds immunized against DPT3: (%, age 12-15 months) 45 (2010)
One-year-olds immunized against measles (%, age 12-15 months): 46 (2010)
Birth registration 2000-2010: 3% (percentage of children less than five when registered)
Children in 6-13 years age group: 1.7 million (UNDP projection)
Percentage of children in 6-13 years age group in school: 42% (37% females) (2011)
Adult HIV prevalence: 0.7% (2009)
Number of people living with HIV (thousands) estimated: 34 (2009)
Sources: UNICEF State of the World's Children; UNDP Population Data; School Census Data

MAP OF SOMALIA FEDERAL REPUBLIC

[Source: OCHA, 2011]

ACRONYMS

ABE	Alternative Basic Education
AET	African Educational Trust
CBO	Community Based Organisation
CEC	Community Education Committees
CfBT	Centre for British Teachers
EFA	Education for All
EMIS	Education Information Management System
ESC	Education Sector Committee
ESDP II	Second Education Sector Development Programme
ESSP	Education Sector Strategic Plan
EU	European Union
DFID	Department for International Development
DoE	Directorate of Education
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
G2S	Go-2-School Initiative
ICDSEA	Integrated Capacity Development for Somali Education Administrations
INEE	Inter-Agency Network for Emergency Education
INGO	International Non-Governmental Organisation
IQS	Integrated Quranic Schools
LNGO	Local Non-Governmental Organisation
MoHD&PS	Ministry of Human Development and Public Services
MDGs	Millennium Development Goals
NRC	Norwegian Refugee Council
PTR	Pupil Teacher Ratio
REO	Regional Education Officer
SC	Save the Children
TTI	Teacher Training Institute
UNESCO	United Nations Education Science Culture Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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1 INTRODUCTION

1.1 The GPE Process

Education is a fundamental right for all children, even those living in conflict affected countries. The Global Partnership for Education (GPE) aims to facilitate access to financial and technical support so that governments of developing country partners can elaborate equitable quality education programmes and the best strategies to get all children into school and learning. GPE has recently expanded its membership to include countries like Somalia which have federal systems of government. In July 2012, the Transitional Federal Government (TFG) formally applied for GPE membership on behalf of itself, the semi-autonomous State of Puntland and the self-declared independent Republic of Somaliland. Membership was endorsed and the GPE informed Somalia of an indicative allocation of USD14.5 million for Somalia under the Programme Implementation Grant.

The advent of the new government of the Somalia Federal Republic (SFR) in August 2012 and the appointment of a President in Mogadishu have been viewed positively in the region as well as by international development partners. The President outlined his vision for the country in the "Six Pillar Plan" for recovery which highlights the restoration of basic services including the provision of quality education. International recognition and pledges of support were given. At that point the process of moving towards achieving the Education for All goals, with full technical and financial support from GPE, began in earnest.[1]

The Ministries of Education in all three regions of Somalia are committed to education service delivery that is aligned with their individual Education Sector Strategic Plans (ESSP). Individual implementation plans have been developed and presented in three separate Programme Documents with a common goal of scaling-up the education service delivery for the whole of Somalia. In May 2013, both Somaliland and Puntland were notified that their implementation plans had been endorsed by the GPE Board and the requisite funding granted. The Ministry of Human Development Somalia Federal Republic made the decision to postpone the submission for the South Central Somalia until Round II in September 2013. This would allow time for the development of a full ESSP as well as a robust evidenced-based Programme Document and Implementation Plan.

This Programme Document provides an overview of the GPE process as it has evolved in South Central Somalia. It also presents a comprehensive three-year implementation plan that is fully aligned with the national Interim Education Sector Strategic Plan (2013-2015) and therefore reflects the priorities of the MoHD&PS. In the development of these critical documents, every effort has been made to consult with key education stakeholders at all levels.

This ambitious plan not only reflects the priorities of the government of the Somalia Federal Republic (SFR) but also highlights the emergent leadership of the Directorate of Education in the

[1] A Programme Implementation Grant provides funding for three-year programmes that support the implementation of an Education Sector Plan. Through this grant, GPE supports countries as they work towards the Education for All goals as well as in consideration of the Global Partnership's own priorities and objectives. In Somalia, the division of the indicative allocation is as follows; Somaliland USD 4.2 million; Puntland USD 2.2 million and South Central Somalia USD 8.2 million.

key focus areas of strengthening teacher management systems for the purpose of improving access and quality in education services delivered under the new Somalia Federal government.

Given the current critical state of education service delivery in South Central Somalia, the Ministry of Human Development and Public Services, has submitted a request for emergency support through the GPE 'Accelerated Support in Emergencies and Early Recovery Situations' facility. This would allow for the early release of funds for up to 20 percent of the overall indicative allocation for specific activities, namely, Teacher Training and payment of incentives for 1,000 new teachers to be recruited, trained, and deployed in time for the start of the new academic year 2013/2014 in September. In addition, 535 existing teachers will also be supported. If endorsed, this activity will go some way to enhancing the role of the DoE as provider of quality education services at the beginning of the academic school year.

The GPE-funded education programme in South Central Somalia (SCS) has an overall goal:

> *Strengthen the MoHD&PS' capacity to increase access and improve the delivery of quality education for all in South Central Somalia.*

The Ministry-led programme will directly result in:

1. Increased number of untrained primary teachers with access to government-regulated Teacher Training (Accelerated Training) prior to the start of the new academic year in 2013-2014;
2. Increased number of formal primary teachers in government-supported schools benefit from receiving predictable salary payments;
3. Increased number of children with access to schooling through expansion of physical facilities in schools;
4. Institutional strengthening and capacity building at regional level (REOs); and
5. Improved Quality Assurance and Standards of education services.

The programme will be implemented in close coordination with other donor programmes to avoid any duplication of effort or resources as well as maximising the impact on the ground.

GPE funding is expected to fill some of the gaps in the financial and technical requirements for the implementation of the ESSP relative to existing and upcoming programmes in the South Central Somalia of the Somalia Federal Republic.

The Directorate of Education, with the support of Education Sector Committee in South Central Somalia, will play a vital role in coordinating and monitoring these efforts as well as facilitating the risk management in the delivery of activities.

UNICEF will act as the Managing Entity (ME), while the European Union (EU) has been endorsed as the Coordinating Agency for the GPE-funded programme in the South Central Somalia.

The development and implementation of the programme in South Central Somalia is seen a step towards fulfilling the constitutional obligation and as a road map for Somalia for achieving education MDGs and EFA goals. The on-going process has served to strengthen the level of ownership and sense of agency within the Federal Somali Government while assuring complementarity with interventions from other partners.

2 PROGRAMME CONTEXT

2.1 Socio-Economic and Political Challenges and Opportunities

After two decades of devastating civil war, Somalia has a new Federal Government heralding the start of a new political and socio-economic chapter in its chequered history. In August 2012, the new Somalia Federal Parliament was inaugurated in Mogadishu, followed in September with Somali Parliamentarians selecting Hassan Sheikh Mohamud, a former political activist, as the country's new President.

One of the first tasks for the new administration was to set out the vision for the recovery and development of a country battered by war and inter-clan rivalry in a 'Six Pillar' development plan. The Somalia Federal Government faces major challenges of building peace and security; establishment of democratic processes and institutions as well as strengthening of human rights. No one expects recovery to be anything other than a slow process. Likened, by the President himself, to a patient recovering from being in coma for 20 years, the Somalia Federal Republic is now seen to be taking its first tentative steps towards a full recovery.

Responses from the international community in the early part of 2013, including engagement with the International Monetary Fund has demonstrated that the new SFR government has gained initial recognition and support. The international Somali Conference[2], hosted by the British government in London in early May, has further reinforced the perception that international support and assistance will be forthcoming in the re-building of a secure, democratically governed and economically stable Somalia. To date the international community have endorsed those plans and committed expertise and funding of over USD 300 million to deliver them. They have also agreed to work together through joint funding mechanisms, with the Federal Government taking the lead on coordination.

While there is no doubt that significant progress has been made politically, the Somalia Federal Republic still faces many challenges. Life expectancy is extremely low, infant and child mortality extremely high and access to sanitation is very limited. . Somalia's GDP per capita is US 284, the fourth worst in the world. The country has the world's largest dependency on remittances, which account for 35 percent of the GDP. Continued humanitarian assistance is required to help the most vulnerable groups of people and to consolidate current gains in order to prevent future crises. An estimated 1.1 million Somalis are internally displaced, often living in deplorable conditions. Another one million Somalis are refugees in neighbouring countries. The relative political stability and increased access in South Central Somalia has led to a rise in the number of returnees, with some 18,000 refugees reported as having returned from neighbouring countries since January 2013.[3] In addition the Somali labour market currently faces an acute shortage of skilled and semi-skilled people who could contribute to reconstruction and development.

The humanitarian situation in Somalia clearly remains critical; yet, it is widely acknowledged that the country has the best opportunity in 20 years to break the cycle of repeated crises. The

[2] The London Somalia Conference is one of a series of events in 2013 aimed at providing international support to Somalia. Others include a Special Conference on Somalia at the Tokyo International Conference on African Development (TICAD V) in late May. A Conference is also due to be held in Brussels in September.
[3] OCHA, 2013. *Somalia Humanitarian Dashboard*, April 2013.

Consolidated Appeal Process (CAP) strategy, launched in Somalia for the first time in December 2012, is the first multi-year CAP that will allow for far greater continuity in programming. This represents a significant shift from a traditional humanitarian approach in Somalia to one which enhances resilience among the population; ultimately strengthening their capacity to deal with the next crisis. In a recent analytical report on the 2011 famine, some 258,000 people died from a combination of poverty, armed conflict, drought, and disease. In response to this tragic loss of life, the national authorities and development partners recognized the need to change their approach to both humanitarian responses and recovery/development programmes in Somalia so that the focus now shifts to strengthening preparedness and building resilience to cope with shocks such as droughts, floods and cyclical food insecurity. The government of the Somalia Federal Republic acknowledges the importance of education as being one of the most viable and effective vehicles through which resilience of the Somali population can be enhanced. This perspective is in-line with the idea that over and above the important role of service delivery and skills development education can play an influential role in such things as shaping collective identities, sanctioning norms and behaviours, and developing individual agency which all contribute to a strong peace dividend[4].

With this goal in mind, in March 2013, the Minister of Human Development and Public Services (MoHD&PS) launched a nation-wide 'Go-2-School Initiative" to ensure that 1 million children and youth (an estimated 4 million are out of school) have access to basic quality education in the academic years 2013-2016[5]. This multi-year programme is aligned with the ESSPs in each of the administrative zones. In the South Central Somalia, where an estimated 1.8 million children are out-of-school[6], 500,000 additional children and youth, including 60,000 children are to be absorbed into the formal primary sub-sector, will be targeted.

Financing of these interventions is a significant bottleneck. The Directorate of Education continues to be constrained by the lack of financial capacity. The official allocation for the Education sector, made by the Ministry of Finance, is significantly lower than any other African country where the average is close to 20 percent of GDP. In real terms, the government allocation to Education is currently close to zero due to a limited overall budget as well as low sector prioritization.

2.2 Education Sector

Situation Analysis

The protracted crisis in Somalia has had a devastating effect on the education system and nowhere more so than in South Central Somalia. In spite of recent indications of political stability and an increase in humanitarian access, ongoing insecurity, the widespread destruction of education infrastructure, the minimal supplies of teaching/learning materials as well as a paucity of trained teachers is compounded by chronic widespread poverty among IDPs, returning refugees and host communities.

In South Central Somalia there are no teachers on the government payroll. The core-funding source for schools and teachers are the school fees collected from families and communities as

[4] Centre for Universal Education, 2013. A New Agenda for Education in Fragile States, Brooking Institution
[5] MoHD&PS, 2013. *Go-2-School Initiative,* Programme Document, Somalia Federal Republic.
[6] This figure includes children and youth in the age group 5-17 years.

well as external funding through NGOs. The Government's inability to pay teacher salaries is one of the critical problems in providing education for Somali children.

In addition, most education services, including curriculum development, examinations and certification, which are traditionally associated with the government, are provided by private Education Umbrellas. This situation seriously undermines the cohesiveness of the education system in terms of teaching and learning standards and inhibits government regulation. It is reported that in Mogadishu alone there are currently at least eight Education Umbrellas that run schools under different curricula, set exams and issue their own certificates. They also charge fees, limiting the learners who can attend to those who can afford to pay.

The conflict has also had a severe effect on access to education throughout Somalia. Enrolment rates are among the lowest in the world. Although overall school enrolment has seen an increase in the academic year 2011/2012 of 62 percent relative to data from 2006/2007, currently only 753,250 children are enrolled in schools and of this number, only 42 percent are girls. In Somaliland and Puntland the Gross Enrolment Rates (GER) are 44 percent[7] and 41 percent[8] respectively. In South Central Somalia, current Education Cluster data indicates a GER of 37 percent (31 percent for females, 42 percent for males)[9]. In real terms, this means that 650,861 children in the 6-13 years age cohort are currently out-of-school.

A Gender Parity Index (GPI) of 0.72 highlights the fact that girls in South Central Somalia are further marginalised when it comes to accessing education due to a range of socio-economic and cultural constraints which are underpinned by a general under-valuing of education for girls in Somalia. Girls in particular have the additional burden of having to cope with personal psychosocial trauma as a result of experiencing or witnessing violence of a sexual and/or physical nature on their way to school during the conflict. From all perspectives, these figures indicate that Somalia is far from achieving EFA and the education related MDGs.

The overall number of teachers in Somalia has increased from 14,000 in 2007 to just over 16,000 in 2011. However, a zonal analysis indicates that in South Central Somalia the number of teachers decreased from 7,622 in 2007[10] to 6,747 in 2011 when only 13 percent of them were females[11]. This decline was largely due to conflict-driven displacement and decline in the status of teaching as a profession due to the lack of adequate remuneration. A recent surge in the number of serving teachers in basic education[12] brings the current total to 8,550 (19 percent females) in South Central Somalia.[13] This reflects both a growing demand for education and the fact that a significant number of teachers, encouraged by the current relative stability, are returning to their places of origin. This trend has led the Education Cluster to predict an increase of 143,300 new learners[14] over the next three years up from 576,700 (2013) to 720,000 (2016) in Somalia as a whole.[15]

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[7] Ministry of Education and Higher Education, 2011.*Primary School Census*, Somaliland
[8] Ministry of Education, 2011.*Primary School Census*, Puntland
[9] Education Cluster, 2011.*Cluster Report*, 2011, South Central Somalia
[10] Primary Education Survey, 2007.Somalia: UNICEF
[11] Education Cluster Data, 2011. *Cluster Report*, 2011,
[12] These figures include formal primary education and Alternative Basic Education which is an accelerated primary education programme for children between 8-14 years. ABE was originally designed to give a second chance to children who had missed out on the opportunity to attend school earlier.
[13] Education Cluster Data, 2013. *Cluster Report*, May 2013, South Central Somalia
[14] This figure includes all learners: Primary Formal, ABE and Non-Formal Education (5-17 years).
[15] OCHA, 2013.*Humanitarian Consolidated Appeal* (2013-2016),Somalia

In South Central Somalia, the MoHD&PS has predicted as an annual growth rate of 20 percent in enrolment over the next three years.[16] Taking the current Education Cluster data as a starting point this would mean an increase from 375,006 (42 percent females) to 648,010 learners in 2016. This growth in enrolment will be partly due the increased number of IDPs fleeing the conflict in areas of South Central Somalia that have yet to be liberated by government forces and the rise in the number of Somali families returning from surrounding countries. Whatever the reason, it is clear that the number of government supported trained teachers will have to increase at a similar rate if the government's mandate to provision of quality education is to be fulfilled. Under the current administration, the government is regulating a total of 65 primary teachers. These teachers are not on the government payroll but paid from external resources. The Interim ESSP projects a rapid increase in the number of government-supported teachers over the next three years; increasing by 1000 per year so that the total number of government teachers on the government payroll in 2015/16 will be 3,065.

Emergency education continues to be of critical importance in South Central Somalia. The Education Cluster system, which emerged in 2006, aims to meet the needs of conflicted-affected population across Somalia. It remains one of the most underfunded Clusters but continues to play a critical role in the coordination of activities among the Education Cluster members including that of data collection. Reports indicate that the Education Cluster reached some 576,700 learners in the academic year 2012-2013 which closed in May.[17]

In terms of service delivery, the humanitarian response provides schools in emergency-affected areas with targeted services, including educational materials, classroom rehabilitation, and teacher support. To improve the quality of teaching, the Cluster partners train teachers on child-centred methodologies; the Inter-Agency Network for Education in Emergencies Minimum Standards, psychosocial support and life skills. When funds are available, monthly incentives are paid to teachers to increase their motivation and retention. Focusing scarce resources in emergency-affected areas leaves little room for expansion to the newly liberated area of South Central Somalia where education services are either struggling or non-existent, leaving some 1.8 million children and youth aged between 5-17 years out of school.[18]

The current objectives of the Education Cluster are aligned with those of the Humanitarian Sector which demonstrate a shift in its focus towards more sustainable medium to long-term planning. While continuing to respond to emergencies, this additional focus will aim to '*improve the quality of education by recruiting, paying incentives to and training teachers, supporting child-centred learning methodologies, building the capacity of CEC members, education officials, cluster members and other education personnel to plan, implement and manage quality and resilient education programs'*. [19] Over the next three years the Education Cluster partners aim to reach assistance towards 7,260 (2,904 females) learners. The financial requirements over this programming period reflect an increase in planned programming made possible by improved access in South Central Somalia. This improvement has allowed the clusters to expand their programming to reachable populations in urgent need of assistance. However, with its resources stretched to the limit already and with few pledges of support for 2013, the Cluster

[16] MoHD&PS, 2013. *Interim Education Sector Strategic Plan (2013-2015),*Mogadishu
[17] OCHA, *Somalia Humanitarian Dashboard,* 2013.
[18] Education Cluster, 2011.*Cluster Report*, 2011, South Central Somalia
[19] Education Cluster, 2012. *Somalia Education Cluster Strategic Response Plan*, 2013-2015.

predicts a decline in education service delivery due to the lack of funds at school level to pay the 10,000 teachers who are dependent on incentives paid by Education Cluster partners.

Education Financing

Free education for all is far from being a reality in South Central Somalia. Under the MoHD&PS, the DoE currently manages a total of 20 primary and secondary schools. A lack of sustainable funding inhibits the vision of providing free education. The burden of school fees continues to fall to parents who find it increasingly difficult to cope with the rising cost of living; forcing them to cut spending on what they consider to be non-essentials such as education and health services. In ultra-poor households, particularly those that have been displaced by conflict, children's right to education is superseded by the short-term need for survival while children, especially girls, are expected to contribute to the family income rather than attend school. Reliance on remittances from family members in the Diaspora has become a way of life for most families in Somalia. Those who do not have this safety net quickly fall into the ultra-poor category. Even when remittances are available, school fees still create a barrier for access to education for the majority of children from poor families, hindering progress towards the MDG Goal of achieving universal primary education.

A study conducted in Somalia in 2009 on the status of teacher remuneration found that teacher salaries were well below subsistence levels and highlighted the need for rationalised teacher salaries according to their qualification as well as the need to establish a teacher salary payment system.[20] Without the appropriate level of budget allocation, the government is unable to meet payments for salaries even for the limited number of formal primary schools that currently fall under the jurisdiction of the MoHD&PS. As a result, there are no teachers on the government payroll[21] and teacher remuneration remains a major challenge with a heavy reliance on external funding.

The Interim Education Sector Strategic Plan (2013-2015) indicates a clear commitment by the Ministry to pay salaries for an increasing number of teachers on the government payroll. However, there is a paucity of information regarding the current and projected level of financial commitment to education from the Government. While there is some information about how much development partners are contributing to the education sector in South Central Somalia (Table 1), there is less available about other financing channels such as the diaspora and grants from countries like Sudan, Ethiopia, Saudi Arabia, Yemen, and Turkey, which are mainly for learners in privately funded schools which fall under of the Education Umbrellas.

Efforts are being made to rectify this situation through data collection exercises and the establishment of transparent systems. The MoHD&PS sees the importance of developing an accurately budgeted Interim ESSP as well as clarifying the domestic and external financing for the sector in the coming years. This will include internal discussions with the Ministry of Finance and development partners such as the World Bank and the Norwegian Embassy who are both working on public financial reforms. While there are on-going discussions on setting up multi-donor trust funds, which would involve pooling of sector funds, little progress seems to have been made to-date.

[20] Goldsmith, C. 2009. *Review of the current status of remuneration for teachers and other education employees in Somalia.* African Education Trust
[21] MoHD&PS, 2013. *Interim Education Sector Strategic Plan (2013-2015),*Mogadishu

In order to establish a financial baseline prior to the start of the GPE-funded programme, data has been collected from the range of donors involved in supporting the recovery of education in South Central Somalia (Table 1). A review of the projected financial costing for the Interim ESSP (2013-2015)[22] and the ministry-led Go-2-School Initiative[23] for the same period, suggests that GPE support to the sector is both timely and necessary for the sector to fulfil its commitments to the delivery of quality education for all Somali children and youth. Furthermore, only four out of ten programmes are found to be supporting teacher development and/or incentives.

Table 1: Education Sector Financial Baseline - August 2013

Funding Source	Programme	Key Activities	Focus on Teacher Training (TT) and/or Teacher Incentives (TI)	Geographical Areas	Funds USD	End Date
UNICEF (1)	Central Level Capacity Building	Support to additional Technical Staff in DoE	N/A	Mogadishu	1,300,000.00	31/12/2013
Danida	Rebuilding Somalia Education	District Level Capacity Development; School Construction; Teacher Training; Teacher Incentives	TT & TI	Bay, Bakol, Lower & Middle Shabelle, Hiran	3,500,000.00	31/12/2015
Qatar Foundation	Educate a Child	Improving access and quality of formal education for out-of-school children	N/A	South Central Somalia	14,500,000.00	31/12/2015
Government of Japan	Ministry-led Go-2-School Iniative	School Construction	N/A	Benadir	2,500,000.00	31/12/2014
UNICEF (2)	Youth Programme	Service Delivery for Youth	N/A	South Central Somalia	5,000,000.00	31/12/2015
Islamic Development Bank (Direct support to MoHD&PS)	Ministry-led Go-2-School Iniative	School Construction	N/A	South Central Somalia	10,000,000.00	N/A
European Union	Elmidoon	Service Delivery for Primary, Secondary and TVET including Teacher Training and Incentives	TT & TI	Benadir, Galmudug	3,900,000.00	30/11/2015
European Union	SWES	Networking, scholarships, curriculum, exams	N/A	South Central Somalia	6,500,000.00	28/11/2015
USAID	Education and Youth Programme	Institutional Capacity Building, Secondary Education; NFE; TVET	TT & TI	South Central Somalia	18,000,000.00	31/05/2016
DFID	Girls' Education Challenge: Somali Girls' Education Programme	Service Delivery of Girls' Education (Primary & Secondary) including	TT & TI	Galmudug & Lower Juba	5,000,000.00	31/03/2016
Total					70,200,000.00	

[22] A conservative financial costing of the Interim ESSP (June 2013) is USD 43,450,96
[23] The Go-2-School Initiative, with a target of enrolling 1 million children and youth, was costed (March 2013) at USD 63,610,00

Education Administration

The absence of a central *de jure* Education Authority for over two decades in the South Central Somalia, has led to the formation of *de facto* regional education authorities known as Education Umbrellas which have taken on the role of education service delivery to member schools including teacher training and construction of new schools. Although the MoHD&PS appreciates the contribution that the Education Umbrellas have made over the last two decades, the new Interim Education Sector Strategic Plan makes it clear that a turning point has been reached. The Ministry believes that: "*future efforts and investment in education will yield better results if they are guided by a strong and functional DoE, robust policy, strategic framework and a unified national curriculum*."[24] At the school level, the Community Education Committees remain the stalwart of the education system; managing the day-to-day running of their schools as well as recruiting and paying teachers from funds generated by school fees. These key local institutions will continue to play a critical role in the delivery of education services; complementing the increasingly significant role that is being played by the Ministry and the Directorate of Education (DoE) in Mogadishu.

A lack of government regulations and policies in the education sector for over two decades has resulted in a diverse range of education inputs (textbooks, curricula and teacher training) all of which contribute to the overall fragmentation of the system and poor quality service delivery. However, a major step was taken in 2012 towards improving this situation with the consultative development of a basic Education Sector Strategic Plan, supported with EU funding. This "Mini-Plan" was the first attempt to clearly articulate the direction that the Ministry wanted to go over the next three years. It has since evolved into an Interim ESSP (2013-2015), funded through GPE and has been appraised (quality assurance process) and endorsed from the education stakeholders.

The Interim Education Sector Strategic Plan (2013-2015), aims to provide the Ministry and the Education Sector stakeholders with a clear road map for laying the basic foundations for recovery and reconstruction. Through the development process the Ministry has demonstrated its willingness to take both ownership and responsibility for education service provision in South Central Somalia. The ESSP will provide the Ministry with a framework for the development of the Education Sector which will allow it to fulfill its mandate: "*to plan, facilitate, coordinate, manage and regulate quality education for Somali People for purposes of national integration, peace and development.*"[25] It will also allow the DoE to negotiate with development partners; calling for alignment with the ESSP so as to ensure the cohesive and coordinated development of the sector. The Interim ESSP will focus on the critical education needs in the short term and system capacity development in order to be able to prepare a more enhanced sector plan in the coming years. Strengthening capacities for the formulation and implementation of policies and strategies and the development of human and institutional capacities to strengthen the education system will be key priorities.

A functional Education Management Information System (EMIS) is one of the essential steps toward overcoming inefficient policy and decision-making processes. Across Somalia, functional EMIS Units have been established to collect primary education data and will expand to collect secondary education data. The very first ministry-led Primary School Census took place in

[24] MoHD&PS, 2013. *Interim Education Sector Strategic Plan* (2013-2015),Mogadishu
[25] *Ibid*.

2011/2012 in Somaliland and Puntland. In South Central Somalia, a full Primary School Census has yet to be conducted. To date, data has been collected and analysed in Banadir region only. It is expected that the data collection process will be rolled out to other regions during the programme period.

While humanitarian efforts continue to respond to short-term emergency education service delivery, the increased security and stability in some regions of South Central Somalia has led to a noticeable shift by some development partners towards a focus on medium term recovery and sustainable development targets. The organisation of the *"National Education Conference for Somalia "Towards the Realisation of the Right to Education for All Somalis" (18-20th June 2013)* in Mogadishu, with support from UNESCO and UNICEF, is just one example of this and sends out a strong signal to all education partners that the MoHD&PS is serious about fulfilling its mandate. The conference included key educational stakeholders from Federal, State, and local levels, Community-based Organizations, NGOs, Private Education Umbrellas, Universities, Religious scholars, and international development partners. In his opening speech, the Prime Minister called for the government to allocate equal budget allocations to the Education and Security sectors. After three days of intensive discussions the outcomes were synthesised in a Conference Declaration (Annex 4). Of direct relevance to the current programme, are the two action points under the theme of 'Quality of Education' which also reflect the government's priorities in the Interim ESSP (2013-2015):

1. To develop an appropriate teacher register (database) and an adequate salary system;
2. To develop a Teacher Training Policy.

In this new political climate, it is clear that education systems development is an essential part of sector efforts to improve government delivery of quality education services.

Education Sector Development Partners

External funding from international donors for the Education Sector remains vital for Somalia. Key donors, including the EU, DFID, USAID, and the Government of the Netherlands, have remained fully engaged with the Somali Education Sector. Each one of them is at the beginning of their multi-year funding cycle and they are therefore well positioned to complement the GPE-funded programme over the coming three years.

Donor engagement in the education sector in South Central Somalia has been limited over the last two decades and funds have been disbursed mainly through humanitarian mechanisms. Support to the sector has focused mainly on school supplies; WASH in schools; and school construction; often of a temporary nature to deal with emergencies and displacements. Donor funding to education has been largely insufficient. This was partly because education was not viewed as being life-saving in the emergency-affected areas. With the country at a political turning point, opportunities for the reconstruction and rehabilitation of the education sector have begun to present themselves. Donors have begun to re-engage in the Education Sector with a longer-term perspective that recognizes the potential of the education administration to grow in capacity to manage and coordinate an effective and relevant education system. This has resulted in more support to institutional strengthening and systems development. EU funding for South Central Somalia clearly demonstrates this shift in focus with its inclusion of institutional embedded capacity building and systems development at central and regional level.

In South Central Somalia, the development partners are under no illusion that the DoE will be able to take over the full provision of education for all within this timeframe as they are starting from a very low base where they lack funds and capacity to do so. Instead, donor strategies include the provision of sustainable inputs and technical support that will build the capacity of the MoHD&PS Directorate of Education while augmenting the delivery of quality and effective education.

The shift in the political situation in South Central Somalia has undoubtedly opened up opportunities for improved sector harmonisation and synergies as witnessed during the development stage and on-going fund-raising for the *Go-2-School Initiative (2013-2016).* This three-year MoHD&PS-led initiative aims to increase sustainable access to a range of educational opportunities for up to 500,000 out-of-school children and youth throughout South Central Somalia. Given the scarcity of resources, the MoHD&PS recognises that this can only be achieved through capitalising on the willingness of development partners to work synergistically and in alignment with the Interim ESSP (2013-2015).

A recent sector mapping exercise conducted in South Central Somalia[26] as a part of a gap analysis focused on the number of beneficiaries being reached by donor-supported education programmes, not included include in the Consolidated Appeal Process (CAP), indicated that there are currently no less than 11 international development partners working to reach 126,000 children and youth. While not all of these programmes are described in detail here, those which are perceived to have potential synergy with the proposed programme have been highlighted.

Multi-year, predictable funding is being provided through a new phase of EU support (ESPD II). The “Elmidoon” (“Seeking Knowledge”) programme in South Central Somalia, aims to reach some 18,100 beneficiaries in primary/secondary education and in TVET in Mogadishu, Baidoa and Galmudug. The ESDP II focus on capacity building at regional and district level will ensure continuity of the efforts made to support the central level institutional strengthening of the MoHD&PS through the previous EU programme *Integrated Capacity Development of the Somali Education Administrations* 2011-2013. The programme will address issues of weak public financial management through purchase and installation of a robust financial software programme and manuals for use in staff training at central and regional levels. The programme will also focus on developing quality assurance guidelines and strategies. Ministry staff will be trained on best practices and support will be provided to quality assurance officers through coaching, mentoring and on the job training to enhance their skills in friendly secure regions/districts. Some of the manuals already developed under the ICDSEA programme in Puntland will be customised and used to support the programme in South Central Somalia.

EU support also aims to impact teachers and learners directly. Tuition support for 1,800 primary school learners (70 percent females) will be provided in the form of incentives for teachers, and paid to the school through the Directorate of Education. The basic premise being that by providing incentives for teachers directly, learners who are not able to pay fees will be identified and retained in schools, while those who are able to pay fees will continue to do so. Teacher training systems will also be targeted through improving the quality and standards of teacher training provided by Mogadishu University. The participation of 30 primary school teachers, in pre-service and in-service training, will also be supported. In addition, EU-supported programmes emphasise the need to establish strong linkages between efforts to improve

[26] The mapping exercise was conducted as part of the Go-2-School Initiative (April 2013)

teacher training and learning outcomes in the classroom. The second EU-support programme Somali-wide Education Synergies (SWES) will complement this focus on increasing access by focusing on issues of quality assurance such as curriculum harmonisation and examinations.

Other complementary programmes include USAID's 5-year education and youth programme and the Somali Youth Leaders Initiative (Kalkaal) Programme which began in 2011 and works across Somalia. This programme focuses on secondary education, youth livelihoods and civic participation for youth, and has a strong element of institutional capacity building as well as community empowerment. The programme will increase access for 25,000 students, train 900 teachers, and create youth livelihood opportunities in NFE and TVET for 3,000 youth.

DFID's Girls' Education Challenge Fund will support programmes in all three zones focusing on access and quality of education for marginalised girls. A total of 840 teachers will be trained and supported with incentives over the three year programme period across Somalia, while capacity building of regional and district level education officials will be supported to improve local capacity to implement the programme. In South Central Somalia, the programme will fund sustainable expansion of opportunities for girls in both basic and secondary education.

In addition, UNICEF through its partners in South Central Somalia continues to support the MoHD&PS-led programme for children in remote pastoralist areas. The *Basic Education for Children in Pastoralist Areas* programme aims to reach 4,000 marginalised out-of-school children through diverse approaches to education. The programme includes support to teachers through predictable payment of incentives as well as strengthening their capacity to deliver education through flexible methods such as Interactive Audio Instruction.

The Government of the Netherlands has been funding a multi-year *Peace Building, Education and Advocacy Programme* (2011- 2013) in Somalia. In South Central Somalia, phase one of this programme focused on selected fast-track interventions which aimed to provide basic education for 100,000 learners and also included the provision of incentives for teachers. Phase two will see a further focus on mainstreaming conflict sensitivity and peace building throughout the sector and reflects the growing awareness among development partners of the need for conflict-sensitive planning for sustainable and peace-centered development in Somalia.

In South Central Somalia, the Danish International Development Agency (DANIDA) will provide the Ministry-led Go-2-School Initiative with salary support and training for primary school teachers as well as providing financial and technical support to a number of District Education Offices. A potential new source of support will come from the Qatar Foundation through a programme called 'Educate a Child' (EAC) which is currently being developed. Again, the focus will be on supporting the key results of the Go-2-School Initiative but will not include any form of support to salaries or incentives.

Given the enormous need for the expansion of school infrastructure to meet the planned increase in enrolment, the education sector has welcomed interest by both traditional and non-traditional donors in funding school construction. The Interim Education Sector Plan (2013-2015) aims to construct 249 primary schools (8 classrooms), over the next three years at an overall cost of USD 35 million. Both the Government of Japan and the Islamic Development Bank have expressed interest in assisting the ministry with funding in this area of need.

This overview of current and prospective donor-supported programmes in South Central Somalia clearly indicates that there is a great deal of scope for synergies between them and the GPE-funded programme. Efforts, through coordination and consultation, are already being made within the sector to avoid duplication and geographical overlap while ensuring maximum coverage and aid effectiveness. While increased access to education will be supported by a small number of donors, most of them are interested in strategic investments in key areas of systems strengthening and institutional capacity development. Others, like GPE, are also keen to address quality issues such as teacher development with the view to impacting learning achievement.

Education Sector Coordination

The Education Sector in South Central Somalia has two overlapping coordination bodies; the Education Cluster and the Education Sector Committee. The DoE is responsible for the overall coordination of these two mechanisms; a role that calls for strong coordination at leadership level. In reality, most of the education partners belong to both coordination bodies. This balance may shift as donors increasingly begin to support long-term, multi-year programmes.

The Education Cluster has been operating in South Central Somalia since 2006 when it evolved to meet the education needs of conflict-affected populations. As part of the overall Cluster system in Somalia, the Education Cluster in South Central Somalia has evolved into a credible entity; making an invaluable contribution towards synchronising the provision of emergency education in response to both conflict and natural disasters. Besides delivery of emergency education supplies, the role of the Cluster has extended to data collection for evidence-based planning, emergency education training for teachers as well as disaster management and mitigation planning. The Education Cluster in Somalia is co-led by UNICEF and Save the Children Alliance from Nairobi. In line with the developments in the two northern zones, the current Cluster functions in South Central Somalia will transform into the Education in Emergency (EiE) Working Group within the Ministry's own coordination mechanisms.

The main coordination mechanism, the Education Sector Committee (ESC), exists in all three regions of Somalia and are chaired by the Ministries of Education and co-chaired by UNICEF. It is the main decision-making body for sector coordination in Somalia. The Committee is made up of both local and international implementing partners, as well as donors. Monthly ESC meetings continue to play a key role in building close relationships and effective communication to further the effectiveness and efficiency of education services. An Education Sector Coordination Specialist from the Somali diaspora is based inside Somalia and works throughout the country to facilitate close communication among the local education groups and provide technical assistance to the ministries.

In South Central Somalia, an ESC was officially established in November 2012 where many local stakeholders, including the Education Umbrellas, are taking advantage of the meetings to share information on existing and up-coming education initiatives in the region. It is expected that, over the next few months, the ESC will evolve into a solid decision-making body and initiate harmonized efforts within the sector. As for the GPE components, ESC members have agreed that the European Union will take the lead in the discussion of GPE components as part of the roles and responsibilities of the Coordinating Agency.

In addition to the ESCs in Somalia, there is also a Nairobi based ESC which caters for education stakeholders who are not able to travel into Somalia on a regular basis. This year it is co-chaired by UNESCO and Africa Educational Trust (AET). As the ESCs in the three regions increasingly expand their capacity, the Nairobi based ESC will begin to revise its strategic roles and responsibilities. Minutes of ESC meetings are regularly shared between the Somali and Nairobi-based ESCs to foster coherence and coordination. In addition, a website acts as a portal for sharing information and documentation.

There is evidence of sector coordination is being strengthened. The DoE took the lead in coordinating the development of the draft ESSP “Mini-Plan” as well as overseeing its revision process with the ESC and other education stakeholders to ensure broad participation in finalisation of the Interim ESSP (2013-2015). Development and finalization of the current Programme Document will follow the same model of consultation with education community on the ground to ensure national ownership and alignment with the key priorities.

3 PROGRAMME RATIONALE, DESIGN AND KEY SUCCESS FACTORS

3.1 Programme Rationale

The development of proposed GPE-funded programme in the South Central Somalia has been informed by the GPE principles and therefore aims to:

- Be in alignment with the Education Sector Strategic Plan;
- Develop capacities for the formulation and implementation of policies, strategies and legal frameworks related to children;
- Develop human and institutional capacities to enable the education system to deliver on its obligations towards children; and
- Focus on coordination and enhanced synergies; complementing and filling-in the gaps in the current donor programmes.

Central to the work of the Global Partnership in supporting achievement towards the Education for All (EFA) goals are its strategic objectives, which have been identified through a broad-based consultative process involving all Global Partnership partners. While the Global Partnership supports all six EFA goals, its work from 2012 to 2015 will have a specific focus on some of the objectives which are also relevant in the context of Somalia[27].

1. Increase support for Fragile States

GPE's first objective is to enable fragile and conflict-affected states to develop and implement their education plans. This is clearly linked to the proposed support to South Central Somalia. The aim would be to support a sustainable education system that is simple and feasible. The programme will focus on system improvements, such as paying teacher salaries, training of teachers, and providing a safe place for teachers to teach and students to learn.

2. Teacher Development

The MoHD&PS has chosen to focus mainly on teachers including salaries, training, and quality control. The limited data collection in South Central Somalia underlines the importance of issues of teacher quality, teacher availability; fair remuneration and deployment of teachers to areas of greatest need. These are critical barriers to the achievement of equitable quality education. One of the main components of the proposed programme is support to teacher incentives. This is complemented by direct support being given to teacher development through initial teacher training. A Teacher Salary Payment System will be developed to ensure sustainable predictable and timely payment of professionally supported teachers thus tying this activity to motivation.

3. Increase Support to Girls' Education

Somalia has one of the world's lowest enrolment rates for primary school-aged children. Gender inequalities are found throughout the education system with the highest incidence being in the teaching force. In South Central Somalia, Education Cluster Data indicates that only 19 percent of teachers are women and the majority of these are unqualified. Through active recruitment and support of female teachers, the GPE-funded programme will work in synergy with other development partners and programmes such as the DFID-funded Girls' Education Challenge

[27] GPE, Quality Assurance Review South Central Somalia, June 2013

which aims to enrol more girls in school, inspire them to stay in school, and make sure they graduate school with the knowledge that enables them to break the cycle of poverty.

4. Learning Achievements

The GPE-funded programme will focus mainly on teacher recruitment and training as well as the development of teacher management systems in order to get teacher administration back on track. The programme will also have a crosscutting component that focuses on improving quality assurance. The DoE does not yet have a Quality Assurance Unit that promotes an effective system of school supervision with a direct relation to the improvement of the learning achievements. To address this need, the programme proposes to complement the EU and DANIDA supported programmes by focusing on the capacity-building programme for 11 Regional Education Officers and their roles in an effective education Quality Assurance system. The outcomes of all three programmes include improved learning achievements at school level. Establishing a causal relationship between this critical outcome and support to teacher education and management systems in the GPE-funded programme will be essential.

5. Education Financing

Education financing remains an important strategic objective for the GPE, even with partners in in resource poor fragile states. The focus in on the expansion of the volume, effectiveness, efficiency and the equitable allocation of external and domestic funding and support to education. In South Central Somalia there is a paucity of information on the level of financial commitment from the Government and its perspective for the coming years. There is also limited information on the contributions to the education sector by a range of other partners such as the diaspora and (fellowship) grants from new donor countries, such as Sudan, Ethiopia, Saudi Arabia, Yemen, and Turkey. The GPE-funded programme in SCS will promote a culture of transparency and a commitment to moving towards a clearer picture of the financing of the Interim ESSP and a better understanding of both domestic and external financing for the sector in the coming years.

3.2 Programme Design

Given the context in which the programme will be implemented in South Central Somalia, it is necessary to view each of the Components through a conflict sensitive lens. This acknowledges the fact that education policies and programmes that only focus on technical solutions are not sufficient to address the challenges found in conflict-affected and fragile contexts. If attention to conflict is not integrated into education policy and programming, there is a risk that even well intentioned investments will increase tensions. It is therefore crucial that all humanitarian, development, and educational programmes respond to the context and the dynamics of the conflict by being “conflict sensitive,” both minimizing negative impacts and maximizing positive impacts. This approach calls for both geographical equity as well as an evidence-based response to local needs. An application of this would be in the selection of teachers (Components 1 and 2), which needs to be conducted in a fair and equitable manner. The DoE is currently developing a recruitment/training and deployment strategy for new teachers. This process will take a conflict-sensitive approach by selecting teachers based on need (evidence-based) as well as a minimum degree of geographical equity. This approach will be critical in any efforts towards the rebuilding of a peaceful Somalia and particularly an effective and equitable education sector.

The GPE-funded programme will be divided into five Components. Each Component will contribute to the overall goal of the programme:

> *Strengthen the MoHD&PS' capacity to increase access and improve the delivery of quality education for all in South Central Somalia.*

The objectives of each component are classified as *Outcomes* and *Outputs*. Each of these is associated with specific indicators and data sources as specified in the Results Framework (Annex 2).

Specific *Outcomes* and *Outputs* under each of the programme Components are as follows:

Component 1: Teacher Training Systems

Outcome 1: Increased number of teachers with access to quality assured, government-regulated Teacher Training.

Output 1.1: Teacher Training Framework: Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines developed and endorsed.

Output 1.2: 1,000 (40 percent females) new primary school teachers selected in a fair and equitable manner and trained in child-centred methodologies in a 15-day Accelerated Teaching Programme.

Component 2: Teacher Management Systems

Outcome 1: Increased number of teachers in government-supported schools benefit from predictable salary payments.

Output 1.1: Teacher Salary Payment System developed and operationalised for improved predictability of teacher salary payments.

Output 1.2: Teacher Profile Database developed and populated with the professional details of all government registered teachers.

Output 1.3: Selected primary school teachers receive incentive payments for 36 months: USD100 for 1,301 (40 percent females) primary school teachers; USD 130 for 101 Deputy Head teachers; and USD150 for 133 Head Teachers.

Component 3: School Infrastructure

Outcome 1: Increased access to quality education through improved teaching/learning environments.

***Output 1.1*:** Additional classrooms and/or school facilities (including sanitation, recreation, sports, staff rooms).[28]

[28]The exact number of school constructions will be updated and aligned with evidence-based data.

Component 4: Institutional Strengthening at Regional Level

Outcome 1: Improved delivery and support of basic education services for children and youth by Regional Education Officers.

***Output 1.1*:** 11 Regional Education Offices established and fully functioning as regional hubs for improved education service delivery.

Output 1.2: 7 Region Education Officers receive predictable salaries.

Output 1.3: 11 Regional Education Officers demonstrate improved levels of knowledge and specific competencies/skills necessary for the implementation, monitoring and reporting of effective education delivery programmes.

Component 5: Quality Assurance

Outcome 1: Improved delivery of equitable and quality education services at all levels.

***Output 1.1*:** Accountability mechanisms and measures integrated into Components 1-4.

3.3 Key Success Factors

The Somalia Federal Government continues to prioritise education as a critical component of the Six Pillar Plan that is vital in promoting equitable economic prosperity, peace, and stability.

The MoHD&PS remains fully committed to educational reform and institutional capacity development at central, regional and district level and continues to work towards the provision of truly free and equitable quality education provision throughout the Somalia Federal Republic, particularly in the South Central Somalia.

The MoHD&PS remains committed to advocating for appropriate levels of funding allocations from the National Budget and will continue to raise additional funding from a variety of sources including the private sector and the Somali Diaspora.

Improvements in education sector coordination and harmonisation lead to appropriate and effective use of scarce resources, both financial and human.

Communities/Community Education Committees will maintain their willingness to take responsibility for ensuring that all children have access to quality education and are prepared to call into account the teachers and government officials who are responsible for service delivery.

The SFR government and development partners maintain a coordinated momentum for the enhancement of equitable and quality education service delivery in Somalia.

3.4 Conflict Sensitive Programming

The purpose of the GPE-funded project is not explicitly to strengthen the capability and commitment of state and non-state actors in South Central Somalia to promote peace, security. However, the outcomes of the programme are inextricably linked to these conflict sensitive outcomes and are re-enforced by a growing body of evidence that indicates that enhancement of education service delivery in post-conflict environments can also bring vital peace dividends.

Conflict-sensitive planning and implementation is therefore of critical importance in South Central Somalia, if only to ensure sustainability of programme results. The MoHD&PS and the ESC partners are eager to adhere to guidance that is emerging from within the education sector[29] on this issue as well as taking note of the insights provided through on-going crosscutting sector analysis. Annual plans will contain contingency plans which will define predetermined strategies for reacting to specific changes in the operational context. These contingency plans, will be informed by conflict analysis and careful monitoring of conflict-sensitive indicators which will be up-dated as new information is gathered (Table 2). Some of the key pointers that will guide the programme include:

- Strengthen the opportunities for women to play a greater role in community affairs and peaceful coexistence through equitable recruitment and retention policies.
- Use broad consultative participatory processes to ensure that all community groups are represented in decisions related to the provision of education services.
- Avoid building education facilities on contested land i.e. schools and Regional Education Offices.
- Work sensitively around regional boundaries.
- Reduce risk of conflict in pastoralist communities by ensuring that teachers are appropriately trained and that delivery models of education remain mobile and flexible.
- Reduce the risk of conflict impacting on children and schools by including communities in baseline studies; asking them to undertake a risk mapping in terms of conflict “hotspots” that should be avoided such as water points etc., where conflict often occurs.
- Ensure that contingency planning for alternative provision of education is included in all REO plans.

[29] In the education sector, the Government of the Netherlands and USAID are supporting programmes that focus on the role of education in promoting and sustaining peace and stability.

Table 2: Conflict Analysis of the Programme Activities by Geographical Location

Activity		Geographical Location	Probability of Non-Accomplishment	Mitigation Response
Component 1: Teacher Training Systems				
1.1	Development of a Teachers' Training Framework	Mogadishu	Critical security incidents are still common in Mogadishu so disruptions are likely. *Medium/Low risk.*	Local consultants to be recruited (gender equitable selection) - consultancy can continue in spite of disruptions.
1.2 1.3	Accelerated Teacher Training Programme for 1,000 new teachers In-service professional support programme		Initial training and in-service professional support will take place at regional level. Each region has a different level of risk. This variance is likely to continue throughout the programme period. Current levels of risk of non-accomplishment are indicated for each region. Gender inequities throughout the education system reflect the role and status of girls and women in Somali society. This has not allowed women to add their 'voice' to the peace process.	Teachers and regional selection will be based on conflict sensitive criteria with the view to promoting equitable outcomes for all. Promoting the recruitment and deployment of women teachers will provide role models and encourage girls and women to become pro-active in their communities especially around conflict issues that impact them and their families. Training will be facilitated by the Somali National University, a local institution resilience and has the capacity to adapt to disruptions. Training will be decentralised to regions in order to spread risk.
		Bay	*High/Medium risk*	
		Hiraan	*Medium risk*	
		Kismayo	*High risk*	
		Gedo	*High risk*	
		Galgadud	*Medium/Low risk*	
		Lower Shabelle	*Medium risk*	
		Upper Shabelle	*Medium/Low risk*	
Component 2: Teacher Management Systems				
2.1	Development of a Teacher Salary Payment System	Mogadishu	See 1.1 *Medium/Low risk*	Local consultants to be recruited (gender equitable selection) - consultancy can continue in spite of disruptions.
2.2	Development of a TIMS	Mogadishu	See 1.1 *Medium risk*	See above.
2.3	Payment of incentives for 1,535 primary school teachers	7 regions	Service delivery of education in South Central Somalia remains uneven and inequitable with major gaps in areas of that have, until recently, been under the jurisdiction of anti-government forces. See 1.2 for details of current risk assessments.	New teachers will be selected and deployed using conflict-sensitive criteria (geographical equity) from 7 regions. Teachers already in-service will be selected through conflict sensitive analysis of data collected through the Education Cluster.

Activity		Geographical Location	Probability of Non-Accomplishment	Mitigation Response
Component 3: School Infrastructure				
3.1	Construction of school facilities	Regions -to be selected	Schools have been targeted through the civil war – hence the urgent need to re-build and renovate particularly in areas that have been under non-government forces. Local conflicts need to be considered as land remains an emotive issue. Risk levels will vary in different locations. *Medium/Low risk*	School sites will be selected using conflict-sensitive criteria (geographical equity) and evidence-based data gathered through the Education Cluster and local consultation (mapping) to avoid building on contested land. The needs of pastoral communities need to be reflected accurately.
Component 4: Institutional Strengthening at Regional Level				
4.1	Renovation of Regional Education Offices	All 11 Regions	All regions have been impacted by the civil war. Local Government structures have been destroyed or misused. Risk will vary by location but will be highest in the 7 regions where no REOs currently exist. *Low/Medium risk*	Land issues as in 3.1. In newly liberated areas, the risk of further attacks may be reduced but contingency planning. The physical presence of an REO in each region will assist in establishing credibility for DoE at regional level. However, participatory/consultative processes as well as advocacy to persuade communities that education can deliver a sustainable peace dividend.
4.2	Training in Education Administration for REOs	All 11 Regions	To date the DoE is working with only 4 REOs. None of these have received training. An all-inclusive policy will be required. *Low/Medium risk*	All-inclusive training for 11 REOs will be non-discriminatory and be a source of motivation and professional development for promotion of equitable education outcomes. Training should include modules on conflict sensitive management.
4.3	Payment of salaries for 7 REOs	7 Regions	Capacity among education official remains weak at central and regional level. The internal candidate pool is very limited and will require external recruitment. Recruitment and deployment will be conflict-sensitive. On-the-job training will be required – see above. See 1.2 for details of current risk assessments non-achievement for selected regions. *Low/Medium risk*	The recruitment and selection process of the 7 new REOs will be transparent and competency-based to ensure that candidates of the best calibre are appointed. However, a conflict sensitive approach will reduce the risk of appointments triggering further conflict and therefore compromising programme impact and sustainability.

4 PROGRAMME COMPONENTS

This section of the Programme Document presents the key components of the GPE-funded programme. A situation analysis is provided for each component in order to identify and elaborate on the specific education sector challenges that the programme will aim to address in South Central Somalia. Programmatic responses are described and key outputs defined. Sustainability Plans are included as part of an exit strategy which demonstrates the level of sustainability of the outputs/outcomes that can be expected following the expiry of the GPE-funded programme in 2016.

4.1 Component 1: Teacher Training Systems

Situation Analysis

Along with structures, supplies and curricula, a sufficient supply of appropriately qualified teachers is critical for the provision of equitable quality education. Recovering education systems often lack the resources (human and financial) to train and deploy additional teachers. In addition, they may also lack the means to regulate teaching standards because there is no official Teacher Education and Training Framework (Policy, Standards, and Quality Assurance Guidelines) which are needed to guide service providers and curtail any further generation of unofficial teacher training curricula and materials. The MoHD&PS has expressed a desire to harmonise and standardise Teacher Training in an attempt to raising teaching and learning standards.[30] To date, insecurity in South Central Somalia has challenged the development partners' response.[31] Given the current relative political stability, and the ever-increasing need to train large numbers of teachers to meet the growing demand for education, this lack of response by development partners would be detrimental to the overall quality of the emergent, government-regulated education system.

The MoHD&PS is well aware of the relationship between learning outcomes and the level of qualifications held by the teaching force. The Ministry is therefore committed to ensuring that all teachers are appropriately trained. Currently a 'qualified teacher' is defined as someone who has a non-teaching qualification at primary/secondary school or tertiary level but has not undertaken a specific teacher training. A 'certified teacher' is a professional teacher who holds a recognised teaching qualification such as a Teaching Diploma or Bachelor of Education Degree or a post-graduate qualification in education. 'Unqualified teachers' include those who have experience in the classroom but do not hold any academic qualification at all.[32]

There is paucity of data relating to the number of teachers actively engaged in teaching and even less information on the exact qualifications of these teachers. To date, the main data sources on teacher education and training come from the Education Cluster partners and the data collected during the first phase of the Primary School Census in Banadir region. While these data sets can possibly highlight trends for the rest of the zone, the MoHD&PS is committed to developing fully functioning information systems on teachers during the first year of

[30] MoHD&PS, 2013. *Interim Education Sector Strategic Plan (2013-2015),* Mogadishu
[31] The EU-funded programme SCOTT initially planned to support the development of a Teacher Education and Training Framework in 2012 but, due to the on-going insecurity in Mogadishu, no progress was made leaving a technical and financial gap which the GPE-funded programme will be able to fill.
[32] MoHD&PS, 2013. *Primary Education Annual Survey Questionnaire, Teachers Education and Experience*

the programme. The EMIS, combined with the Teacher Information Management System (TIMS) will eventually provide the Ministry with an adequate level of information about all teachers on the government payroll and even those in the private sector.

There is an urgent need to recruit and train new teachers to meeting the increased demand for education in South Central Somalia. The government has not directly provided any form of teacher training for over two decades. This has resulted in an education system that relies almost totally on untrained teachers to provide quality education. Data collected through the Education Cluster in June 2013, showed that there are 4,113 (1,132 females) teachers currently supported through the Cluster partners. Of these teachers, 625 (180 females) have university degrees; 2,561 (656 females) have completed secondary schools; 64 (5 females) finished an Intermediate-level; and 667 (231 females) have only completed primary school. The number of teachers with a professional training, either a Bachelor's degree in Education or a Certificate in Education, is extremely low at 1,295. The MoHD&PS has committed itself in the Interim ESSP to recruit, train, and deploy 1,500 new primary school teachers per year starting in 2014. This process has been accelerated through the Ministry-led Go-2-School Initiative which aims to provide access to quality education, which includes newly trained teachers, for 500,000 children and youth by September 2016.

Programme Response

Under Component 3: Teacher Training Systems, the GPE-funded programme will support the MoHD&PS through funding the development of a Teacher Education and Training Framework which includes a Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines. This comprehensive set of documents will provide the Ministry with an appropriate legal and regulatory framework that will in turn lead to improved teacher education and learning achievement in schools. By establishing a minimum set of national standards or competences for teacher training the Ministry aims to ensure that teachers have an appropriate minimum level of professional knowledge and understanding of curriculum benchmarks as well as appropriate skills, abilities and professional values. Guidelines for establishing systems for quality assurance will include regulations relating to examinations and certification. This consultative process will be facilitated through a Technical Assistant recruited from the diaspora (Component 4).

Outcome 1: Increased number of teachers with access to quality assured, government-regulated Teacher Training.

Output 1.1: Teacher Education and Training Framework: Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines developed and endorsed.

Activities:

1. *Develop terms of reference/plan for a Teacher Training Framework consisting of a Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines;*
2. *Conduct a series of consultative regional level workshops for a representative selection of Education Officials, Teacher Training providers and Head Teachers;*
3. *Draft Teacher Education and Training Policy, Standards and Quality Assurance Guidelines for endorsement;*

4. *Utilise the Teacher Education and Training Framework to regulate and strengthen the content and quality of Teacher Training available for in-service and pre-service teacher training; and*
5. Review Teacher Training materials and methodologies to ensure they are aligned with the newly developed Teacher Education and Training Framework.

The MoHD&PS is committed to addressing the shortage of adequately trained teachers by increasing the number of teachers who have appropriate qualifications. Starting with the cohort of new teachers, provision will be made for their participation in an Accelerated Teacher Training Programme prior to their deployment to their appointed schools. These new teachers were selected through an open and transparent recruitment process that was guided by gender and conflict sensitive criteria. The process early August 2013, 970 (400 females) new recruits had already been selected from seven regions.

The Teacher Training programme will be implemented through the Mogadishu-based Somali National University which was founded in 1954, closed in 1991, and reopened in 2013. A cascade model of training will be used whereby a core group of Trainers/Tutors will be trained as master trainers. These Trainers/Tutors will then be deployed to the seven selected regions to train the newly recruited teachers. The trainers will use the Intensive Teacher Training Modules developed under the EU-funded "Strengthening Capacity of Teachers Training in Primary and Secondary Education" (SCOTTPS) programme. This represents a further attempt to harmonise efforts across the sector. The training programme consists of sessions that will enable the newly recruited teachers to adopt a pedagogy for active and inclusive learning; develop specific skills for planning large-class and multi-grade teaching and learning, including effective use of teaching and learning materials; and develop capacities in teaching assessment and evaluation methodologies. The programme will build on the practical life experiences of the participants, allowing them to become reflective teachers who can critically assess their own teaching practice. Upon completion of the training programme, the teachers will receive Ministry-issued certificates of attendance and course completion.

Although an advanced in-service training programme is not planned as part of the GPE-funded programme, provision is made for the Trainers/Tutors to set the trainees a series of practical tasks which they follow-up on during mentoring visits to individual schools. These visits will take place throughout the programme and will involve classroom observations and feedback sessions in support of the new teachers' professional development.

Output 1.2: 1,000 (40 percent females) new primary school teachers trained in child-centred methodologies in a 15-day Accelerated Teaching Programme.

Activities:

1. *Recruit 1,000 (40 percent females) additional primary school teachers;*
2. *Identify and contract local NGOs who are qualified to conduct Accelerated Teacher Training courses for the cohort of newly recruited teachers;*
3. *Train Master Trainers;*
4. *Provide Teacher Training materials and resources;*
5. *Conduct 15-day Teacher Training courses at regional level;*
6. *Provide follow-up mentoring by Trainers/Tutors;*

7. *REOs to monitor Teacher Training programmes as part of an induction for new teachers; and*
8. *Support REOs as they provide quality assurance for both training programmes and follow-up on progress of new teachers at classroom level.*

Sustainability Plans

The development of a Teacher Education and Training Framework will effectively contribute to a sustainable education system that is regulated by the government. Both public and private providers of Teacher Training will be expected to utilise the Framework. This will provide a measure of quality assurance in terms of teaching standards and learning outcomes for teachers enrolling in those institutions/programmes. The challenge for the MoHD&PS will be in the enforcement of these regulations without a fully functioning Inspectorate or Quality Assurance Unit. However, the Ministry is committed to raising teaching standards and ensuring a harmonised approach to Teacher Training curriculum content and delivery and will benefit from the EU-supported efforts to build a Quality Assurance System. In the interim, the REOs will take on the responsibility for quality assurance as part of their role with support from the DoE through the planned capacity building/mentoring programme (Component 4).

The introduction of Teacher Training regulated by the DoE represents a watershed for the new government. It will be the first time in 22 years that the Somali government has organised teacher training for teachers in public schools. Also for the first time, all new primary school teachers trained under the GPE-funded programme will be registered on the Teacher Information Management System and on the government payroll. Teacher Training will form an important part of the incentive package which aims to keep teachers professionally motivated and present in the classroom. The other major part will be through the predictable payment of incentives through a newly developed and fully functioning Teacher Salary Payment System (Component 2).

On-going professional support in the form of mentoring visits by Trainers/Tutors will ensure that new teachers are utilising what they have learnt while networking with other teachers will prevent them from feeling isolated. The Directorate of Education will be responsible for utilizing local accountability mechanisms, such as the Community Education Committees (CECs) for monitoring the timely payments of salaries and teacher absenteeism, while REOs will be trained to take on the responsibility of monitoring the impact of training on teaching and learning outcomes.

4.2 Component 2: Teacher Management Systems

Situation Analysis

An efficient and effectively managed Teacher Salary System is one of the most important elements of a quality education system. The lack of such a system, particularly in conflict-affected countries like the Somalia Federal Republic, can become a major barrier to rebuilding the education system.[33] The converse is also true as an education system's ability to pay its teachers well and on time is closely linked with positive results such as teacher recruitment, retention, job satisfaction and morale and improved learning outcomes; all factors that are connected with quality education.[34] A study conducted in 2009 on the status of teacher remuneration indicated that teacher salaries were well below subsistence levels and highlighted the need to rationalise teacher salaries according to their qualification as well as the need to establish a teacher salary payment system.[35]

In South Central Somalia almost all teachers are paid through school fees collected by the Community Education Committees. Parents are not always in a position to pay school fees on time, if at all. In some cases, school fees are complemented by fixed incentives paid by international agencies and NGOs. These are limited to a project cycle and are rarely linked to the rising cost of living. Yet, being aware of socio-economic conditions, agencies can minimise the risks of creating distortions in the job market, and prevent teacher attrition. This less than desirable situation is further compounded by teachers being paid late, paid an insufficient amount, or not being paid at all. Undoubtedly, this has a direct impact on their motivation, morale, and presence in the classroom as demonstrated by high levels of teacher absenteeism and attrition, contributing to the already low status of the teaching profession.

The MoHD&PS is committed to addressing this situation but currently has no means of ensuring fair and predictable or timely payments for teachers working in government-supported schools. While the nascent EMIS in South Central Somalia will provide the Ministry with a valuable overview of the teaching situation in a number of regions, a lack of teacher specific data still hinders the DoE's attempts to professional manage and support teachers in government-supported schools. In line with the Education Sector Strategic Plan, the Ministry plans to develop a robust Teacher Salary System which will be linked to a Teacher Information Management System (TIMS). Once operational, these integrated systems will be linked directly with all payments made to teachers who are registered on the government payroll. This will provide an unprecedented and robust accountability mechanism for the payment of predictable monthly salaries for teachers from central level to distribution point at regional and school level.

Under the current administration, the government is regulating a total of 65 primary teachers. These teachers are not on the government payroll but paid from external resources. The Interim ESSP projects a rapid increase in the number of government-supported teachers over the next three years; increasing by 1000 per year so that the total number of government teachers on the government payroll in 2015 will be 3,065. GPE funding will support this plan by complementing the efforts made by the Ministry to reach this target through funding incentive payments for

[33] INEE, *Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery*. 2009. INEE: Geneva

[34] Sommers, M. 2005. *Islands of education: schooling, civil war and the southern Sudanese*; Paris : IIEP: UNESCO

[35] Goldsmith, C. 2009. *Review of the current status of remuneration for teachers and other education employees in Somalia.* African Education Trust

1,535 teachers. Payment of incentives for teachers will not be done in isolation, nor will it be a short-term solution limited to the duration of a programme cycle. To ensure sustainability these payments will be linked to the development of a Teacher Payment System which will allow for these teachers to be registered on the government payroll.

This plan is also in line with the Ministry-led Go-2-School Initiative which calls for salary support for 1,500 teachers for the same programme period 2013-2016. To date, no funding has been identified for the recruitment and training of new teachers that are urgently required to meet the need created by the expected surge in primary school enrolments at the start of the academic year. The GPE funding will be utilised to fill this strategic gap in service delivery.

Programme Response

The GPE-funded programme will support the MoHD&PS' efforts to provide more predictable salary payments to an increased number of teachers in government-supported primary schools.

This ministry-led programme will adhere to the following principles on teacher remuneration[36]:

- Recognise and respect that government and education authorities have the principal responsibility for ensuring that teachers are compensated;
- Develop an appropriate system for the identification and payment of teachers that is equitable, graduated and sustainable; and
- Identify appropriate systems for financial controls and payment mechanisms.

The MoHD&PS recognises the need for an efficient teaching force that is properly remunerated and also supported professionally. To complement the Teacher Salary Payment System and the on-going development of a robust EMIS, the Ministry has requested assistance in establishing a Teacher Information Management System (TIMS) and the rollout of a compulsory registration process for all teachers working in government supported schools. The system will carry photographs of individual teachers as well as a record of verified Diplomas and Certificates along with their personal information for improved transparency and accountability. It will be updated regularly to reflect the intake of new teachers; those who retire, are promoted, or deployed to perform non-teaching duties within the Ministry, as well as those who may be terminated, die or leave to start work outside the teaching sector.

The programme will also support incentive payments for a total of 1,535 primary school teachers. These teachers will be selected by the DoE from seven regions based on conflict-sensitive criteria. 1,000 new teachers will be recruited, trained (see Component 1), and deployed in time for the start of new academic year in September 2013. They will each receive payment for 36 months.[37] The DoE has developed a plan of action for recruiting the 1,000 new primary school teachers with the view to training this cohort in time for their deployment at the start of the new school year.

The criteria and selection of the existing cohort of teachers has been conducted in a transparent manner by the DoE with support from UNICEF. A mapping exercise conducted at regional level

[36] INEE, 2009.Guidance *Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery.* INEE: Geneva

[37] Funds for payment of salaries and training for 1,000 new teachers the academic year September 2013-2014, will be requested under the GPE 'Accelerated Support in Emergencies and Early Recovery Situations' Facility.

by the Education Cluster partners provided the up-to-date relevant data on teachers who are already teaching in schools (Annex 5). The data identified 535 (122 females)[38] teachers, based in schools across four regions: Bay; Hiraan; Gedo; and Lower Shabelle. These teachers were originally funded through the UNICEF-supported 'Peace Building and Advocacy in Education' programme which ended in July 2013. During the implementation of this programme, UNICEF worked closely with five local NGOs and established credible payment systems for teacher incentives. These systems will continue to be utilised until the government salary payment system has been developed and is functional. The continuation of funding for this cohort of teachers will ensure that some 63,784 learners (9,953 female) children in these schools will be able to continue their education. Without the availability of GPE funding, it is very likely that these schools would not open for the start of the new school year. The funding proposal under the Accelerated Education Grant will allow for teachers to paid incentives from September onwards. There will be a smooth transition to the use of the main programme funding in January 2014.

In an innovative co-financing arrangement with the MoHD&PS, DANIDA has agreed to support incentives of USD100 per month for 300 of these teachers during the 24 months of the programme period. In addition to regular classroom teachers, DANIDA will support incentives of USD150 for 18 Head Teachers. The ministry will utilise GPE funding to support an additional 1,217 during the same period as well as continuing to pay all 1,535 (both new and existing teachers) for the final year of the GPE-funded programme. This innovative arrangement will not only improve sector coordination but also allow for the MoHD&PS to begin paying more teachers through government systems once they are established. Table 2 provides a summary of the planned support to teacher incentives while the Programme Budget (Annex 3) provides the breakdown of this co-financing arrangement.

Each regular teacher will receive USD100 per month. This amount was agreed on after discussions with the DoE and the members of the Education Sector Committee. It differs significantly from the salary of USD 200 per month prescribed in the Interim ESSP. While this larger amount can be justified due to the steep rise in the cost of living in South Central Somalia over the last 12 months[39], at implementation level a more pragmatic approach has been favoured by the DoE. This approach reflects the need to pay teachers fairly by boosting their incomes with an incentive top-up during the transition period. It also takes into account the DoE's need to pay as many existing and new teachers as possible in the short-term.

The GER will increase by 20 percent per year. The Pupil Teacher Ratios will also increase. The projected ratio of 61:1 indicated in Table 1 is not in alignment with the Interim ESSP ratio of 45:1. To reach a PTR of 45:1 in all primary schools, an additional 2,195 teachers would be required by 2015/16, indicating that teacher recruitment and deployment will need to be further boosted. However, it should be noted that without the GPE injection of funding for teachers, the PTR would be much higher at 65:1. Furthermore, 14 percent of all public school teachers will be on the government payroll by 2016, compared to the baseline of zero.

[38] The gender imbalance in the existing teacher cohort is difficult to change and reflects the situation on the ground which the DoE has already begun to address in the recruitment of new teachers.
[39] The Education Cluster Data (June 2013) indicates that the majority of teachers work with many working double shifts to boost their incomes which range between USD 50 and USD 500 per month.

Table 2: Summary of Support to Teacher Incentives

Academic Year/Beneficiaries		2012/13	2013/14	2014/15	2015/16
1	Number of Primary School Learners*	375,006	450,007	540,009	648,010
2	Population aged 6-13 years	1,025,867	1,058,079	1,091,303	1,125,570
3	Gross Enrolment Rate	37%	43%	49%	58%
4	Pupil Teacher Ratio	44:1	42:1	50:1	61:1
5	Number of Primary Teachers**	8,550	10,700	10,700	10,700
GPE-Funded Primary School Teachers					
1	Total number of GPE-funded Primary School Teachers on Government Pay Roll (including Danida funded teachers for 24 months)	0	1,535	1,535	1,535
2	All Funded Teachers (%)	0%	14%	14%	14%
3	Incentive payments for 1,000 new Classroom Teachers (USD 100 per month x12)	0.00	1,200,000.00	1,200,000.00	1,200,000.00
4	Incentive payments for regular 301 in-service regular Classroom Teachers (USD 100 per month x12)***	0.00	361,200.00	361,200.00	361,200.00
5	Incentive payments for 101 in-service Deputy Head Teachers (USD 130 per month x12)	0.00	157,560.00	157,560.00	157,560.00
6	Incentive payments for 133 in-service Head Teachers (USD 150 per month x12)****	0.00	239,400.00	239,400.00	239,400.00
	Sub-Total	0.00	**1,958,160.00**	**1,958,160.14**	**1,958,160.14**
Total 3-Year Contribution for Teacher Incentives		**5,874,480.29**			

*	Education Cluster Data, June 2013 - includes Formal Primary and Alternative Basic Education.
**	Number of teachers includes GPE-funded teachers, plus DoE supported teachers (65) and those currently supported by complementary programmes (EU, DFID). These figures are expected to increase through regular budgetary support to education and more donor support being channelled to teacher training and incentives.
***	300 regular teachers will be supported by Danida for 24 months -funding for Year-3 will come from the GPE funds.
****	18 Head Teachers will be co-financed through the Danida programme.

All teachers paid incentives under the GPE-funded programme will be registered on the government payroll. This recurrent cost will form the basis of an annual Education Budget requirement which will be allocated from the National Budget once it has been established. Once this annual source of funding comes on stream, the Ministry is committed to using a large proportion of it to provide sustainable incentive payments for teachers on the government payroll. Until then, GPE funding will fill a critical financial gap while allowing the MoHD&PS to establish itself as a credible institution for the delivery of quality education. The GPE-funding will assist the government in their effort to provide a sustainable solution to the issue of inefficiencies in the current system for teacher remuneration by providing the necessary technical input for developing a salary payment mechanism.

Outcome 1: Teacher Management Systems strengthened for improved professional motivation and teaching outcomes.

Output 1.1: Teacher Salary Payment System developed and operationalised for improved predictability of teacher salary payments.

Activities:

1. *Prepare terms of reference for the design and development of a robust and transparent Teacher Salary Payment System;*

2. *Recruit and contract a local short-term expert/consultant in Teacher Salary Payment Systems;*
3. *Procure and install basic software package for development, adaptation and brief piloting;*
4. *Conduct training of DoE staff in HR/Finance Department; and*
5. *Roll-out the Teacher Salary Payment System and monitor its operation (Year 2).*

Output 1.2: Teacher Information Management System (TIMS) developed and populated with the professional details of all government registered teachers.

Activities:

1. *Prepare terms of reference for the design and development of a computer-based Teacher Information Management System;*
2. *Recruit and contract a local short-term expert/consultant to develop a customized TIMS;*[40]
3. *Procure and install basic software package for development, adaptation and brief piloting;*
4. *Conduct a registration campaign in accessible regions gathering relevant information from all government-supported teachers;*
5. *Upload data into central level computers with network links to Regional Education Offices; and*
6. *Maintain the TIMS through regular updates and additions.*

Output 1.3: 1 1,535 primary school teachers receive incentive payments for 36 months: USD 100 for 1,301 (40 percent females) primary school teachers; USD 130 for 101 Deputy Head teachers; and USD 150 for 133 Head Teachers.

Activities:

1. *In conjunction with the Teacher Salary System, utilise the TIMS to cross-check teacher status and qualifications towards the development of a graduated pay scale;*
2. *Utilise the established TIMS and Teacher Salary System to determine the number of teachers on the government payroll;*
3. *Make regular monthly payments to the selected primary school teachers on the payroll;*
4. *Establish local accountability mechanisms (e.g. Community Education Committees) to monitor payment of teachers and teacher absenteeism at school level; and*
5. *Engage Regional and District level Education Officers to monitor levels of teacher motivation, classroom practice and retention in government-supported schools.*

Sustainability Plans

The MoHD&PS is committed to developing transparent financial/payment systems at central and regional levels as well as local accountability mechanisms. The Teacher Salary System will

[40] The Ministry of Education in Puntland State, has already developed its own Teacher Information Management System, to be launch in July 2013. The MoE has offered to provide technical assistance to the DoE in Mogadishu in the development of their own TIMS.

complement the nascent financial systems (software and training manuals) being installed under the EU-funded capacity building programme. In addition, the possibility of integrating the Teacher Salary Payment System into the Special Finance Facility for the payment of salaries for regular (central) government staff will be explored during the development stage of this mechanism. In the same manner, the Education Sector will also be open to exploring ways of linking with the recommended Multi-Donor Trust Fund that is being proposed by the World Bank. It is yet to be seen how these mechanisms for improved Public Finance Management can benefit the Education Sector.

The Teacher Information Management System will work in harness with the EMIS to provide an added dimension to the provision of evidence-based data for planning purposes as well as increasing the level of transparency among professional teachers. The Directorate of Education will ensure that Community Education Committees (CECs) are in a position to act as accountability/quality assurance mechanisms at school level. This will increase the likelihood of teachers being paid in a timely manner as well as reducing teacher absenteeism through monitoring and advocacy. The Directorate will also work with the REOs to ensure that other barriers to teacher productivity are mitigated and do not result in teacher attrition or poor teaching/learning outcomes. The EU-funded programme and the Go-2-School Initiative will focus on strengthening the monitoring and quality assurance roles of the CECs and REOs through School Management Training.

The MoHD&PS is committed to providing free primary education in government supported schools and will advocate for an appropriate allocation from the national budget once an annual budget is established. The development and costing of the Interim ESSP has served to highlight the cost of establishing an effective education system. In particular, it calls attention to the fact that teachers' salaries make up 84 percent of recurrent costs. The Interim ESSP will be used to advocate for a realistic allocation and annual increase from the National Budget for education. This will ensure that the government has sufficient funds to pay teachers on the government payroll after 2016. In the interim, support for teachers' salaries will continue to be provided through external funding from donors such as GPE as well as the Somali diaspora.

By dovetailing with the G2S Initiative (2013-2016) on support to teacher incentives, GPE funds will make a major contribution to this Ministry-led programme which encompasses a range of complementary education programmes already being supported by development partners such as the EU, USAID and UNICEF. In particularly, the co-financing arrangement with Danida will create a level of synergy that will increase the sustainability of Ministry-led education programme results. Enhanced coordination and harmonisation within the sector will ultimately promote the MoHD&PS as being a credible provider of quality education services in South Central Somalia.

4.3 Component 3: School Infrastructure

Situation Analysis

In South Central Somalis a large proportion, up to 75 percent in some regions, of school buildings have been damaged or destroyed during the conflict. Many were taken over by anti-government forces and used for other purposes; often rendering them unsafe for use as schools ever again. The Interim ESSP sets out the 3-year MoHD&PS' plan for school infrastructure development based on minimum quality standards. It includes the refurbishment of 20 percent of schools still standing and the construction of new schools to meet an anticipated increase in school enrolment. In the interest of equity, the Ministry plans to construct 3 schools (8 classrooms in each) in all 83 districts – a total of 249 schools over the next three years.[41]

Due to the high cost of school construction, the DoE is taking a realistic approach to the development of school infrastructure. When funds become available, schools will be built. However, education is believed to be possible without a purpose-built school building but, it cannot take place without trained and remunerated teachers. Teachers are a priority. This philosophy will continue to guide the sector strategy during the transition period when funds for school infrastructure will not be able to keep up with the demand for education.

The DoE is aware that many NGO supported community-based schools are in need of additional classrooms and improvements in the school environment. The smallest of improvements in the school environment have been found to have an impact on teaching and learning outcomes. Few schools, if any, have dedicated staffrooms where teachers can prepare lessons, mark workbooks, or engage in professional dialogue with other teachers. Having such a facility would enhance the teaching/learning environment for both learners and school staff.

Programme Response

The proposed programme support for construction of building new classrooms and school facilities[42] is aligned with the ESSP and will be in coordination with other donor programmes constructing classrooms/schools (EU, Danida, EAC). EMIS data (Primary School Census) and Cluster data will be utilised by the DoE to identify the number and location of the planned constructions. These will take the form of extensions to established schools rather than whole school construction. The number of units (classrooms/additional facilities) may vary between sites.

The Ministry does not yet have its own robust procurement system or construction unit and will rely on experienced local and international NGOs to oversee the design, planning and contracting of local builders for the construction of additional classrooms and school facilities including staffrooms and sanitation facilities for boys and girls. UNICEF will provide technical advice with regard to the installation of sanitary facilities. The REOs will have an oversight role in monitoring the timely progress and ensuring quality assurance of the additional units being constructed in their regions. Quality assurance will be provided in line with the technical guidance on minimum standards for school construction that have been developed for the sector in Somalia. The Ministry will also take full responsibility for signing off on all completed constructions at the regional level.

[41] MoHD&PS, 2013. *Interim Education Sector Strategic Plan (2013-2015),*Mogadishu
[42] The exact number of school constructions will be updated and aligned with evidence-based data.

Outcome 1: Increased access to quality education through improved teaching/learning environments.

Output 1.1: Additional classrooms and/or school facilities (including sanitation, recreation, sports, staff rooms).[43]

Activities:

1. Use evidence-based data and a minimum level of geographic equity to select school sites;
2. Select experienced NGOs to oversee the procurement and contracting process of community-based contractors for construction, including sanitation facilities and locally made school furniture; REOs will participate to observe the process;
3. Construct classrooms/staffrooms and sanitation facilities;
4. REOs to monitor progress and provide quality assurance in line with sector building standards;
5. REOs inspect completed buildings to sign off or take remedial action;
6. Preventative maintenance plans developed by the CECs and funding allocated; and
7. School furniture delivered in time for scheduled opening new buildings.

Sustainability Plans

The MoHD&PS is committed to its plan for the reconstruction and rehabilitation of school infrastructure. However, without its own procurement system and construction unit, the MoHD&PS is currently not well placed to regulate school construction. The Interim ESSP indicates that Minimum Quality Standards for infrastructure will be established as early as possible in 2013. In the interim, the Ministry will use a combination of emergency school building plans (UNICEF developed minimum standards for Emergency Education) as well as adopting school construction plans used in Puntland and Somaliland where the Ministries have far more experience in school construction oversight. In the short-term, local and international NGOs will continue to manage the procurement and construction processes while the DoE/REO observe and later take on an oversight role. In the medium-term, on-going capacity building programmes and systems development programmes at central and regional level will strengthen the Ministry's role in this area. Under Component 4 of the programme, the REOs will be mentored by the TA who will be selected on the basis of his/her expertise in education management and administration, including quality assurance. The REOs will be supported in their oversight roles while transparent procurement systems and procedures are developed for them to manage. This development will be progressive over the programme period resulting in the REOs taking responsibility for quality assurance in all aspects of school infrastructure. This will include preventative maintenance of school infrastructure, as well as robust and transparent procurement and construction processes.

43 Specific number of constructions to be clarified based on updated available information. Standard classroom cost units have been applied (Annex 3: Budget).

4.4 Component 4: Institutional Strengthening at Regional Level

Situation Analysis

The absence of a strong centralised education authority in South Central Somalia over the last two decades has in itself impeded any attempt to strengthen government regional education authorities. This created an education vacuum at regional level which was filled through the emergence of the regional Education Umbrellas. These professional bodies responded to needs of the local population and acted as *de facto* education authorities funded through school fees. Where they existed under the Transitional government, Regional Education Offices operated in extremely challenging environments on minimal budgets with little or no direct support from central level. Currently, there are only four Regional Education Officers, paid by the DoE, who are said to be functioning but with limited capacity. As a result, in many regions the role of the Ministry and its regional officials as first line providers of education services has been all but lost. The Interim Education Strategic Plan (2013-2015) clearly states that the MoHD&PS intend to work in cooperation with the Umbrellas, particularly during the transition period. In this regard, the Ministry will facilitate 'effective, coordination, liaison, and effective management of the transition to a well regulated education sector'. The GPE-funded programme endorses this approach through its systems development and a focus on institutional capacity building at regional level. These activities support the Ministry's objective of improving compliance among non-government/private education service providers on adherence to regulatory requirements. During the interim phase, partnerships with established local NGOs will enable education service delivery to continue and expand at the regional level, allowing for the DoE to build up a credible presence in a realistic and phased manner.

Under the new government, with a few exceptions, the initial focus of many education development partners has been on the strategic recovery and capacity development of central level Education Officials and their functions. Efforts to close the 'capacity gap' at central level through deployment of Technical Assistants (TAs) from the Somali diaspora are being supported through funding from UNICEF, EU and USAID. However, this central level focus has highlighted the gap in support for regional and district level institutional capacity which in theory should result in improved service delivery at community and school level. The MoHD&PS recognises the need for simultaneous recovery and development of the government's capacity in terms of infrastructure and functionality at central and regional/district levels.

In alignment with this, the Danida Programme (2013-15) will support the recruitment and training of 27 District Education Officers in Bay, Hiran, Lower Shabelle and Middle Shabelle regions. The training programme will focus on capacity building in key areas; education planning, management, budgeting, monitoring and supervision of education services. This progressive capacity building programme will gradually enable DEOs to take responsibility for enforcing MOE standards and policies in the districts; monitoring enrolment, performance and attendance by pupils and teachers; and supervision of implementation of curriculum.

Without a systematic closing of the capacity gap at regional level, it is unlikely that strategic developments at central level such as the development of an effective EMIS (data-gap), Teacher Training Framework (policy-gap) and Teacher Salary Systems (financial gap) will translate into sustainable quality education service delivery at school and community level. In reality, the gains made at central level will have little impact on restoring community trust and faith in the new government as a credible education service provider. In addition, without effective Regional Education Officers being in place, the sustainability of support to DEOs will also be jeopardised.

GPE funding is requested to close this critical capacity gap through a tailor-made capacity building programme both for the current four REOs and the and newly recruited ones in all 11 regions. Improvements in their working environments through rehabilitation of 11 regional offices will further enhance their motivation. This intervention will be complemented with salary support for the seven newly recruited REOs.

While Regional Education Offices did exist in almost all regions, most of them are now dilapidated buildings with no functioning office equipment or means of communication. Many of these government buildings were taken over by anti-government forces during the civil war and used for other purposes and/or came under direct attack during the recent liberation of occupied areas. The poor physical state of offices does not allow for safe or productive occupation by Regional Education Officers. Neither do they enhance the perception of these government representatives as held by local communities and parents. The visible physical restoration of the Regional Education Offices will have a symbolic meaning for the communities who are looking for clear indications of the new government's willingness to deliver on their promises.

The rehabilitation of Regional Education Offices alone will not be enough to deliver on education services. Competent and responsive Education Officials are also required. In particular, the Regional Education Officers will need to demonstrate effective organisational and management capabilities, including planning and financial acumen, as well as strong leadership skills. Where they exist, the current Regional Education Officers lack many of these key competencies in education administration.

Programme Response

The proposed programme is aligned with the ESSP with regard to the need to provide critical support to institutional strengthening at the regional level in order to enhance regional capacity to deliver equitable education for all. The programme will aim to avoid duplication of capacity-building efforts by other development partners at central level and will focus instead on the Regional Education administrations. This complements the support to District level education officials that is being provided by Danida. In line with Interim ESSP, the DoE has requested additional support through the programme to fill the financial and technical gaps at the regional level. GPE funding will be used to rehabilitate 11 Regional Offices and provide salary support for seven[44] Regional Education Officers while providing all 11 of them with robust on-the-job capacity building programme with the view to improving their skills in Education Administration.

To support the process of institutional strengthening, GPE funding will be utilised for the recruitment and deployment of an expert in Education Administration from the Diaspora for the period of the programme. This activity is in line with the embedded technical assistance (TA) approach taken by other development partners. Two technical assistants are already on board under the EU programme and one is supported by USAID while the international NGO Norwegian Refugee Council (NRC), plans to support a total of 15 TAs with support from UNICEF. The existence of these TAs, working along-side national Education Officers to systematically transfer critical skills, forms the basis of the capacity-building programme for the DoE at central and regional level. While it can be expected that the TAs will initially have more of a hands-on role, their terms of reference clearly state that they are not there to merely fill gaps but rather aim to make themselves dispensable by the end of their contract. The DoE is eager to

[44] The MoHD&PS has already appointed four REOs and currently pays their salaries at a rate of USD 700 per month.

promote this sustainable model of capacity transfer in the GPE-funded programme. Furthermore, standardised payments for TAs have been agreed upon by the ESC members and these have been adhered to in the programme Budget.

The Technical Assistant will be based in Mogadishu but will travel regularly, when security allows, to the 11 regions. Initially, these visits will involve assessment of the capacity and training needs of the REOs which will inform the development of individual training/mentoring programmes to be followed-up by regular contact through e-learning programmes and Skype-based mentoring sessions which can continue even if physical access is impossible.

Institutional strengthening at the regional level in South Central Somalia will need to take into consideration both the physical state of the government offices and the required competencies of Regional Education Officers who will be expected to lead on the critically important issue of quality education service delivery. At outcome level, the programme will contribute to the overall result of enhancing regional management for improved delivery of quality education services. At output level the programme will focus on two key outputs: improved regional infrastructure and human resource development and retention.

Outcome 1: Improved delivery and support of basic education services for children and youth by REOs.

Output 1.1: 11 Regional Education Offices re-established and fully functioning as regional hubs for improved education service delivery.

Activities:

1. *11 Regional Education Offices assessed or new sties selected;*
2. *Develop construction plans for rehabilitation;*[45]
3. *Conduct tendering process and award contracts;*
4. *Monitor construction progress and ensure adherence to agreed timeframes;*
5. *Equip offices with furniture and necessary hardware (computers, printers, phones etc.);and*
6. *Support the official opening of Regional Education Offices at community level.*

Output 1.2: 7 Region Education Officers receive predictable salaries while 11 demonstrate improved levels of knowledge and specific competencies/skills necessary for the implementation, monitoring and reporting on effective education delivery programmes.

Activities:

1. *Recruit and deploy Technical Assistant with expertise in Education Administration from the Somali Diaspora;*
2. *Recruit and deploy 7 Regional Education Officers (REOs)*
3. *Develop competency-based job descriptions for the REOs;*
4. *Conduct a Capacity and Training Needs Assessment of all REOs;*
5. *Design and conduct an on-the-job training and mentoring programme for 11 REOs; and*
6. *Provide performance-based salaries of USD 700*[46] *for 36 months for 7 REOS.*

[45] Rehabilitation of the Regional Education Offices has been provisionally costed based on standard rates for school infrastructure and will be adjusted following a needs assessment.

Sustainability Plans

The Technical Assistant will be provided with a detailed job description that is time-bound and performance-based. The purpose of this post is less about filling a gap in the DoE and more about ensuring that a range of technical skills in the area of Education Administration are transferred to the REOs through on-the-job capacity building and reinforced through on-going mentoring. Inevitably, the TA will be involved in other aspects of the DoE's work but all partners agree up front that the measure of success of this post will be the effective transfer of a defined set of skills to the REOs as evidenced by their improved capacity to deliver quality education services on behalf of the MoHD&PS over the three-year period. Adherence to these strict parameters will go some way to ensure a strong element of sustainability in this component which would be lost if the TA focuses on merely filling a gap at central or regional level.

Under Output 1, the implementation of government procurement and tendering processes will be guided by the Technical Assistant at central level (oversight and accountability) and at regional level (following procurement rule and regulations) as part of the REOs' capacity building programme. It is expected that the technical development of these processes (manuals/regulations/legalities) will be conducted under other technical capacity building programmes within the MoHD&PS in the interest of sustainable long-term building development. While 'Preventative Maintenance' for school buildings and offices will be an integral part of the capacity building programme on Education Administration/Budgeting for the REO, the DoE is committed to maintaining all of the Regional Education Offices rehabilitated under this component.

The MoHD&PS is committed to making salary payments to all seven REOs but currently has no sustainable means of financing these new posts. The fact that the Ministry already pays salaries for four REOs is a good indicator of their commitment to sustain funding to all 11 REOs after 2016. Salaries for REOs are likely to be channelled through the Special Financing Facility for regular government salaries once this mechanism is established which would be one-step nearer to using government systems.

[46] This is in alignment with the Interim ESSP stipulated amount paid to Senior Education Officers

4.5 Component 5: Quality Assurance

Situation Analysis

Quality Assurance is an important safeguard for ensuring positive outcomes of education services. Providing appropriate teaching and learning environment is one of the key responsibilities of the education sector. Currently, there are few, if any, mechanisms for sustainable Quality Assurance in the education system. Although Form 4 examinations have been conducted in selected secondary schools for a number of years, the Ministry has not been responsible for setting or marking the exams. Currently there is no functioning Examination Board to regulate or certify examination results in formal primary schools. There is also no established School Inspectorate and Regional Education Officers are unaware of their responsibilities in overseeing issues of quality assurance in all aspects of service delivery from teaching/learning outcomes to the regulation and monitoring of school construction.

Through EU-supported Elmidoon Programme, a Quality Assurance System (QAS) system will be developed and linked to school improvement planning. Quality Assurance guidelines and strategies for use by the QA department will also be developed. The GPE-funded programme will build on this effort through operationalizing the QA guidelines at regional level.

In alignment with the Interim ESSP, Quality Assurance (Component 5) in the Programme Document is presented as a crosscutting issue.[47] Although there are no direct inputs under this component (hence no specific budget-line in the Budget), it has the critical role of highlighting the importance of integrating issues of Quality Assurance at all levels of the emergent Education System in South Central Somalia, both in general and more specifically in areas covered in Components 1-4.

Programme Response

By highlighting the need for a focus on quality, as well as expanding access, the programme will promote a culture of quality assurance linked to school improvement that will aim to permeate the system. Mainstreaming of Quality Assurance will be conducted by ensuring that each aspect of each of the 1-4 Components comes under a QA spotlight.

Although it is not an exclusive list, Quality Assurance will be incorporated in the activities highlighted below:

1. Develop and utilise the Teacher Education and Training Framework (Policy, Standards and QA Guidelines) to strengthen the content and quality of Teacher Training available for in-service and pre-service teacher training;
2. Review Teacher Training materials and methodologies to ensure they are aligned with the newly developed Teacher Training Framework, Standards and Policy;
3. Provide in-service support and monitor progress of teachers;
4. Develop job descriptions for REOs and set performance targets; and
5. Provide REOs with a structured programme mentoring and support facilitated by the TA (Somali diaspora) at central level.

[47] MoHD&PS, 2013. *Interim Education Sector Strategic Plan (2013-2015),Mogadishu*

5 PROGRAMME IMPLEMENTATION

The GPE-funded programme in South Central Somalia is designed as an integral part of the MoHD&PS' overall education programme and aims to reflect national ownership at implementation level. However, in terms of capacity to implement the programme, there are a number of constraints that the programme needs to address.

Given the complexities of the context of South Central Somalia and weak institutional capacities, a decision was made to work with a Managing Entity (ME) instead of a Supervising Agency. This is a clear indication that the MoHD&PS is not yet ready to take on full implementation of the programme through government systems. Instead, implementation will take place through a phased approach over the programme period. System reforms and institutional strengthening through structured capacity building programmes, including those in other donor-funded programmes (EU, USAID), will lead to the gradual transfer of implementation responsibilities. A good example of this is the payment of teacher incentives which will eventually be implemented through government systems. In the interim, payments will be made possible through a collaborative partnership between the DoE, UNICEF, and local NGOs who already have established payment systems. UNICEF will facilitate this process by establishing Project Cooperation Agreements with local NGOs that have been vetted for their credibility and endorsed by the DoE.

On their side, the DoE will work with partners to ensure that Teacher Salary Payment and the Teacher Information Management System (TIMS) are designed and implemented as part of a fully integrated financial system that can be audited. Further support for these systems may also be provided in the form of technical assistance from the Ministry of Education in Puntland which has recently developed its own Teacher Payment System and TIMS. The DoE is willing to explore the use of local money transfer systems to pay teachers during the design stage of the Teacher Salary Payment System. However, a less risk-intensive strategy of working through local NGO systems for paying teachers will be used. This strategy, which will be used during the implementation of the Accelerated Grant between September-December 2013, will be extended until the Ministry has the own Teacher Salary System in place. This places the onus on the DoE to recruit the consultants and monitor progress to ensure timely delivery of both the Salary Payment and Teacher Information Management Systems in order to shift implementation as early as possible through robust government systems.

For the first time in over two decades the Ministry will be in a position to recruit and train new teachers. Teacher Training Programmes have to date been initiated and run by INGOs with donor support. The DoE will engage with the Somali National University to establish a 15-day Accelerated Teacher Training programme and advise on the content of the course. Certificates of attendance and completion will be issued by the MoHD&PS. In regions where officials have already been appointed, REOs will take responsibility to oversee the Teacher Training programmes. Although advanced training is not planned, a follow-up mentoring programme will be implemented by the Trainers/Tutors engaged by the SNU.

In the absence of its own contract and procurement systems, the DoE will select and rely on experienced local and international NGOs to ensure the rehabilitation of the eleven Regional Education offices as well as the construction of a small number of classroom/school facilities. An effective Education Cluster system has emerged in the central and southern zone over the last

3-4 years to meet the needs of Emergency Education. This has resulted in the strengthening of capacity among the local NGO sector which will be of tremendous value in implementing the programme at ground level. Networks of trustworthy local implementing partners will be mobilised by the DoE to ensure equitable and conflict sensitive service delivery.

On the management side, UNICEF will use its own financial systems and management procedures to ensure full transparency of financial transactions. UNICEF will also be responsible for the establishment of effective monitoring and reporting systems. These will be aligned with the agreed output/outcome targets set out in the Results Framework (Annex 2).

Due to the inherent institutional weaknesses of the education system in South Central Somalia, UNICEF will also be required to take on a substantial capacity-building role. This will entail central and regional level Education Officers working closely with the Ministry staff on a day-to-day basis to build technical skills in key areas of programme management as well as joint monitoring of programme implementation. This capacity-building role justifies the need for highly skilled staff to be involved in the programme on a technical level. The terms of reference for the Programme Manager reflect this (Annex 6). UNICEF is well qualified to take on this role as it has over 20 years of operational experience in Somalia at the sector level working with governments, local authorities and NGO partners to reach populations in need in all areas of Somalia.

The GPE-funded programme in South Central Somalia will be implemented through partnerships that bring together the MoHD&PS, UN agencies, INGOs, LNGOs, and other non-state actors. The programme will draw on national and international expertise through the engagement of individual consultants and relevant academic and research institutions. It is expected that the MoHD&PS, regional/district-level administrations, as well as local organisations involved with the programme will enhance their technical and their operational capacities during the programme period and this will contribute to the sustainability of the programme outcomes.

In summary, a detailed 3-year Implementation Plan for the programme in South Central Somalia provides details of the timeframe for implementing the activities and responsible parties (Annex 1).

6 RISKS AND MITIGATION STRATEGIES

This section of the Programme Document draws on two key sources: the updated risk register of the Education Cluster and the risk assessment conducted during the development of the Mini-Education Sector Strategic Plan 2012-2016. The broader environment risks that are relevant to the successful implementation of the GPE-funded programme have been set out in the Table 4 below together with the specific Programme Risks alongside the requisite mitigation strategies.

Table 4: Risk Management Assessment

	Risk Description	Mitigation Strategy
A	**Broader Environment Risks**	
1	Major disasters (natural and man-made) of sudden onset disrupt programme implementation.	The Cluster System is firmly in place in South Central Somalia and will continue to support through Disaster Management and Preparedness Planning continue to be a priority area for Educational Planning Department. Contingency plans are regularly revised and updated.
2	Outbreak of conflict or political unrest results in limited access and imposed restrictions on programme management and monitoring.	Commitments to the peace-building process continue to be taken seriously by all parties. On-going vulnerability assessments such as USAID and the Netherlands Government supported Conflict Analysis as part of the Education and Peace Building Programme will serve to inform programme planning while the new 'resilience agenda' will bridge the transition from emergency response to long-term develop. If access becomes challenging, contingency plans for effective monitoring through trusted partners and/or third party monitoring organisations will be developed.
3	Parents and communities lose confidence in the government's commitment to provide equitable quality education.	The supply of equitable quality education (including deployment of qualified and motivated teachers) keeps pace with the demand.
4	Development Partners fail to support a harmonised and co-ordinated education sector led by the MoHD&PS; resorting instead to a fragmented, project donor-led approach.	The Education Sector Committee leadership re-commits to the principles of aid effectiveness as set out in its terms of reference and remain aligned with the Interim ESSP 2013-2015.
5	The Somali Diaspora become disillusioned with the lack of progress in the education sector and with draws their assistance to the MoHD&PS.	The MoHD&PS maintains a strong partnership with the Somali Diaspora; calling on them for both technical expertise and financial support.

	Risk Description	Mitigation Strategy
B	**Programme-Specific Risks**	
1	The MoHD&PS is unable to sustain a commitment to pay incentives for 1,535 teachers and 7 REOs funded through GPE-funded programme after 2016 due to lack of budgetary support.	The MoHD&PS will utilise the Interim ESSP to develop a resource mobilisation strategy that focuses on a diverse range of funding sources at the same time as lobbying the Ministry of Finance to increase the national budget allocation to the education sector.
2	Weak education Teacher Information Management Systems will result in the cohort of 1,535 GPE supported teachers will not be tracked for monitoring purposes and there will be no accountability mechanism in place to monitor teacher presence and/or timely payment of salaries.	The GPE-funded programme will dovetail with the technical support provided through other education programmes which will continue to strengthen the TIMS/EMIS in terms of data collection and analysis. CEC School Management Training, supported by other development partners, will include monitoring of teacher absenteeism and timely payment of government salaries at the school level. Quality Assurance for learning outcomes will be provided through national assessments and by strengthening the role of the REOs in Teacher Management.
3	The MoHD&PS fails to use the opportunity to assert their legal mandate under the TT Policy and Standards to regulate the quality of TT provided by non-government service providers as suggested in the Quality Assurance Guidelines.	MoHD&PS' regulation of all providers of Teacher Training, including institutions will be strengthened through the development of the Teacher Education Training Policy, Standards, and Quality Assurance Guidelines. Other development partners will continue to support reform in TT in-line with the Policy to ensure quality pre-service and in-service training including the use of child-centred methodologies.
4	Construction of school buildings and Regional Education Offices is hindered by a lack of robust and transparent government procurement and financial systems.	In the short-term, LNGOs with experience in the management of school construction will be engaged while technical support, provided by the TA, will focus developing regional procurement systems. Financial capacity building will be able to build on and operationalise the procedures and guidelines developed under the EU-funded programme.
5	The planned capacity-building programme for 11 REOs, has minimal, or no impact on the quality of education service delivery.	The TA will be carefully selected to ensure that he/she has the requisite experience and qualifications for assessing needs and designing a well-structured training programme in Education Administration for 11 REOs. The TA's job description will clearly state that the transfer of skills, rather than filling a capacity gap in the DoE, is required. Milestones of achievement at regional level will be established.

7 PROGRAMME MANAGEMENT

The GPE-funded programme in South Central Somalia will be managed through the following structures:

Ministerial Management
In an effort to further promote sector coordination and harmonisation, the programme will be managed through a Steering Committee (SC) that oversees several education programmes including the new EU consortium under ESPD II. It will consist of:

Chair: Director General of Education, DoE, MoHD&PS

Members:

1. Director of Teacher Training, HE
2. UNICEF, Managing Entity
3. Coordinating Agency
4. Donor Representative(s)
5. ESC Coordinator
6. ESC Representatives - INGO and LNGO/CBO
7. Education Cluster Representative
8. Teacher Training Institution/University of Mogadishu Representatives
9. Executive Secretary: UNICEF (ME)

The current terms of reference will be adapted to integrate the GPE-funded programme. The Steering Committee will meet monthly for the first six months of the programme and quarterly thereafter.

The Steering Committee will provide progress updates to the local Education Sector Committee (ESC) initially on a monthly basis and then on a quarterly basis.

For the interim, while several Education Sector donors remain Nairobi-based, the ESC meetings in Nairobi will be the primary platform for coordination amongst donors in Nairobi.

Technical Working Groups

Technical Working Groups (TWGs) in South Central Somalia for each programme component will be strengthened (or established, if necessary): Teacher Salary Payments; Capacity Building Programme for Regional Education Officers; and Teacher Policy Development. Membership of the TWGs will comprise of: the GPE funded TA; MoHD&PS appointed officials from central and regional levels and relevant INGO/LNGO representatives. The TWGs will be chaired by an appointed MoHD&PS official with support from an elected co-chair.

Rather than establish new TWGs, the MoHD&PS prefers to take the opportunity to strengthen and expand the briefs of those already in existence, namely TWGs of the EU-funded Programme. Terms of reference may need to be reviewed and adapted. TWG meetings will normally take place monthly, but more frequently if necessary.

Managing Entity

UNICEF will act as the Managing Entity (ME) for the GPE-funded programme, as endorsed by the ESC in South Central Somalia. In this role, UNICEF will be responsible for grant application preparation, negotiating fund transfer arrangements, fiduciary management, programme implementation and monitoring, and reporting to the GPE Board. In addition, UNICEF will take on a major role in enhancing the DoE's capacity to implement and monitor the programme. A systematic approach to closing the capacity gap, together with support to systems development, will ensure that ownership and responsibility for quality education service delivery is enhanced during the programme period.

Coordinating Agency

The European Union has been appointed as the Coordinating Agency (CA) for the GPE-funded programme in Somalia; and it has been agreed that this role would be altered annually with USAID. While the CA roles and responsibilities are very different from those of the ME, a high level of cooperation and collaboration between the two agencies will be required due to the complexity of the working environment in Somalia.

The CA will serve as a communications link between the MoHD&PS, the ESC, UNICEF, and the GPE Secretariat. UNICEF will work with the MOHD&PS to develop progress reports. The EU will receive and monitor the reports before forwarding them to the GPE Secretariat. The CA will also be a member of the Steering Committee. The EU and USAID is actively engaged in supporting a number of on-going education programmes in Somalia. This is perceived as being a major advantage in terms of promoting sector coordination and harmonisation.

Education Sector Committee

UNICEF and EU will engage the ESC members in all processes for consultation on the activity content, its progress, and to monitor and evaluate the implementation process. It is expected that there will be no overlap of activities between the GPE-funded programme and other donor programmes. This will be ensured through close communication with the implementation partners on the ground. Technical expertise will be provided through UNICEF as well as the Technical Advisors at the DoE and local organizations involved. While the key donors are still based in Nairobi, the Nairobi-level ESC meetings will be the primary sources of coordination among donors and the GPE. The ESC will not only work to harmonize efforts overall, but also to monitor the process and milestones of the programme.

Human Resources

UNICEF will appoint a **Programme Manager** to manage the GPE-funded programme. The Programme Manager will fall under the supervision of the UNICEF Chief of Education, in line with UNICEF management practices. Administrative support will be provided by a Programme Assistant.

At the regional level, the UNICEF zonal section Chief of Education will manage the programme and interact with the MoHD&PS and ESC at a strategic level, while the day-to-day implementation will be coordinated by a national **Education Officer** responsible for working closely with the relevant technical staff, including the appointed Technical Assistant, at the MoHD&PS to build local capacity as well as supporting implementation and conducting routine monitoring.

The Programme Manager will work closely with the UNICEF Communication Section for all matters related to programme visibility (see *Strategic Communications*), with the UNICEF Operations and Supply and Logistics Sections on all matters related to procurement and risk management, and with the Programme Coordination Unit to ensure appropriate use of funds and accurate reporting.

The UNICEF Planning, Monitoring, and Evaluation Section (PM&E) will provide technical support for the monitoring of progress against the established targets as well as the various knowledge management initiatives and the final evaluation of the project. A specialist M&E Officer with expertise in Results-Based Management and Knowledge Management will work closely with the Programme Manager.

Financial Management

External funding for the Education Sector is mainly channelled through the local and international NGOs. The European Union, DFID and USAID, as well as UN agencies, and Somali diaspora, provide the bulk of the development funding. It was therefore, decided to channel the GPE funds also through a Managing Entity mode and not through a Supervising Entity. However, the financing modality will be as much as possible aligned with the country system.

A phased implementation approach is being proposed adjusting implementation to the actual capacity of the Ministry and gradually transferring implementation to the Ministry after the first year of implementation particularly with regard to salaries for teachers. Salaries for REOs are likely to be channelled through the Special Financing Facility for regular government salaries, once this mechanism is established.

Internally, UNICEF will utilize its own systems which are compliant with International Public Sector Accounting Standards, to support all financial transactions. This system enables UNICEF to track all grants disbursements. Reports on financial utilization are also generated. The system prevents disbursements if a partner has not provided accounting reports as scheduled and alerts programme staff who would then take remedial action.

UNICEF has an office of Internal Audit which conducts audits on a regular basis. The UNICEF Somalia office has been internally audited in 2008, 2009 and 2012 and expects another audit in 2013. Recommendations are followed up within agreed time lines.

Strategic Communication

The MoHD&PS is committed to developing a communications strategy which will increase the visibility of the government and promote the DoE as a credible provider of equitable and quality education services. Education partners will support this strategy by ensuring that the DoE is given full credit for the improved administration and delivery of education services at central, regional and community level. USAID programmes in South Central Somalia, for instance, will no longer insist on having their own brand visible as part of a strategy to build the credibility of the Somali education authorities. The GPE-funded programme will support this approach and encourage all education stakeholders and implementing partners involved in the programme to brand activities as Ministry-initiated and led. The UNICEF Communications Section will provide technical support.

8 MONITORING AND EVALUATION STRATEGY

A Monitoring and Evaluation (M&E) Strategy is key to ensuring that the GPE-funded programme in South Central Somalia remains on track to achieving its targets. This section of the Programme Document provides an overview of the key elements of the M&E Strategy and provides an M&E Plan that summaries the roles and responsibilities of the key stakeholders who will support and complement the nascent national systems.

Results Framework

The Results Framework (RF) is a critical element of the M&E Strategy. An outline of the RF is presented in *Section 3: Programme Rationale, Design, and Critical Success Factors*, while the RF itself is attached as Annex 2.

The RF has been developed around the four main programme components and their objectives which are classified as Outcomes and Outputs. Each of these is logically linked to specific measurable indicators and appropriate data sources and where possible, aligned with the monitoring and evaluation model outlined in the Interim ESSP (2013-2015). In the interim, the programme will rely on a range of other data sources and complementary systems.

Data Sources

A paucity of reliable data systems, including collection and analysis against pre-determined targets, has long been one of the key weaknesses of the Education Sector in Somalia as a whole. While substantial progress has been made in Somaliland and Puntland over the last three years in establishing a functioning and credible Education Management Information System (EMIS), the same cannot be said of South Central Somalia where progress has been hindered by insecurity and lack of access. Efforts will be made to both strengthen and complement weak national systems.

Recent improvements in political stability and security have allowed for relatively major steps to be taken towards establishing an EMIS. To date, a software package has been installed within the Department of Planning and staff have been given initial training. Enumerators in Banadir region were trained and supported in the Primary School Census data collection exercise the first quarter of 2013. Data has since been cleaned and analysed and is due to be published shortly. Regular implementation of the Primary School Census will also strengthen the capacity of the relevant departments in data collection and analysis, including a useful trend analysis, over the programme period. UNICEF has secured funding to support the MoHD&PS-led Primary School Census for the next three years.

In the interim, the national system will be complemented by data generated through NGOs members of the Education Cluster. This reliable source of data has served the short-term emergency education response well since 2006 and will continue to do so into the programme while the DoE builds its capacity to generate credible data for evidence-based planning.

Data sources related to learning achievements are almost non-existent in South Central Somalia due to a lack of standardised national assessments and examinations. In both Somaliland and Puntland, the existence of a consolidated national curriculum has allowed for the development of annual examinations for Grade 8 and Form 4. In addition, a Monitoring Learning Achievements (MLA) assessment for Grade 4 was conducted in 2011. This assessment focused on the acquisition of key competencies among learners in basic literacy and numeracy in selected districts. The MLA has not yet been conducted in South Central Somalia. However, given the

commitment of the MoHD&PS to initiating a system of quality assurance and a national examination system, there is good reason to believe that the next round of MLA assessments will also be conducted in South Central Somalia.

In addition, GPE funding for the development and utilisation of a Teacher Information Management System will result in more accurate baseline data for measuring progress and impact of the interventions in the area of Teacher Management Systems.

At the school level, CECs will be mobilised to monitor teacher attendance and time spent in the classroom as well as the timely payment of teachers' salaries. The GPE-funded programme will build on the CEC School Management Training that complementary programmes are planning to conduct over the programme period.

Other data sources that will provide credible means of verifying progress include; Ministry Reports (DoE;TT;QAS); Education Cluster Reports; ESC meeting minutes; Letters of Appointment; Workshop Evaluation Reports; Teacher Registers; school site visits and interviews with programme beneficiaries including teachers, Education Officials, learners and CEC members.

Baseline Studies

As indicated in a Results Framework, a number of baseline studies and data collection exercises will be conducted to develop the programme indicators and identify appropriately contextualized targets and where possible milestones for the achievements of results. These studies will also identify data sources and means of verification, and will gather the initial data set required for monitoring and reporting purposes.

Routine Monitoring and Reporting

As the Managing Entity, UNICEF will take overall responsibility for the routine monitoring of the implementation of the programme as well as scheduled reporting. Reporting will be done in collaboration with the MoHD&PS. The final reports will be shared with the ESC and forwarded to the GPE Secretariat, via the Coordinating Agency.

UNICEF will use its own internal monitoring system to track progress of activities under in each component against the key milestones established in annual work plans and the targets/indicators in the Results Framework. The UNICEF VISION (Virtual Integrated System of Information) is a web-based, performance management information system for monitoring and reporting on core financial and results-based information, across UNICEF's global operations at country level and globally in real-time. UNICEF will make full use of its applications to enhance management and monitoring of the programme.

Initially, UNICEF will develop Project Cooperation Agreements (PCAs), with time-bound deliverables and clear monitoring and reporting arrangements, with individual local NGOs selected to support payment of incentives to teachers while the DoE develops its own payment systems. During the interim period (See Accelerated Grant Proposal), NGOs will be required to appoint regional education focal points/programme managers who will be responsible for monitoring and recording of payment made to teachers. The Community Education Committees, chaired by the Head Teachers will play an active role in monitoring timely and fair payment of teacher incentives. The REOs will oversee this process and work closely with the Head Teachers to monitor teacher attendance (Teacher Registers) and performance in the classroom (Class Observation and Lesson Plans).

This system of school level monitoring of teaching performance and learning achievement will be further strengthened through the establishment of a Quality Assurance Unit within the DoE.

UNICEF will also assist the DoE in drawing up clear Terms of Reference for the individual (Teacher Training Framework; Salary Payment System; and TIMS) and institutional (Teacher Training and mentoring) consultancies to ensure that all deliverables are time-bound and aligned with the programme implementation plan. This approach will build the DoE's capacity to effectively manage and monitor consultants. The successful development of a Teacher Management System will in itself strengthen the government's capacity to monitor both human and financial resources and should also result in improved programme accountability.

Teacher Training Programmes will be managed and joint monitored for the first time in two decades by the government and education partners. A contract with the SNU will include specific monitoring and reporting activities including training reports and follow-up classroom observation/mentoring reports. At regional level this process will be overseen by the REOs with support from the Technical Assistant. The TA is appointed to gradually close the capacity gap by systematically building their capacity in all aspects of project management including monitoring and reporting.

The Programme Manager will take overall responsibility for monitoring progress and reporting but will also work closely with national level Education Officers and the TAs within the DoE, to strengthen the capacity of the Ministry in monitoring programme activities and reporting. More specifically, an M&E Officer will be appointed within the Department of Planning with the responsibility of developing an overall DoE monitoring framework. The Quality Assurance Unit, to be established under the EU-funded programme, will also complement this effort. Additional technical support will be provided by UNICEF's Planning, Monitoring, and Evaluation Section (PM&E) in Mogadishu and Nairobi to ensure that high quality reporting is provided in a timely fashion.

Joint routine monitoring of all activities will be planned with the DoE during the development of annual activity plans and schedules will be agreed on. Where necessary, UNICEF will employ third party monitoring to overcome limited access to programme target areas if security issues should arise.

In line with standard GPE reporting processes, UNICEF will submit the following reports to the GPE Secretariat via the CA:

- Implementation Progress Reports: half-yearly and annually
- Financial Progress Reports: annually
- Programme Completion Report: end of programme (2016)

The Programme Steering Committee (see Programme Management) will meet monthly initially and thereafter on a quarterly basis to review progress reports (narrative and financial) and ensure alignment with the original purpose and objectives.

UNICEF and the Coordinating Agency will meet with the GPE representative every six months to review overall progress. The ME will be responsible for informing the GP Secretariat about any major delays or issues that might adversely affect the quality and timing of programme implementation.

Programme Reviews

In collaboration with the MoHD&PS the ESC will support annual Joint Sector Reviews of progress against the annual targets in the Interim ESSP (2013-2015). These reviews will provide a platform for reviewing progress and lessons learned from the GPE-funded programme.

Evaluations

Evaluations, both formative and end-of-programme cycle, will be managed by UNICEF as the Managing Entity. Both evaluation processes will be highly participatory while the formative evaluation will be based on action-research principles. All evaluation reports will be shared with the ESC and lessons learned will be fed into the annual review and work planning processes for improved programme implementation.

The final evaluation of the GPE-funded Programme will take place within the last two months of the end of the programme period. This evaluation will inform the Programme Completion Report. It will include a description of all deliverables related to the financial and technical execution of the grant and, if necessary, will include an explanation about any deviation from the original programme and/or incomplete deliverables.

Knowledge Management

Effective Knowledge Management will enable all stakeholders to benefit from innovations, lessons learned and best practice as well as helping to create valid institutional memory for the programme. UNICEF already has a Knowledge Management system and will utilise it to generate and disseminate relevant information in a variety of formats. This will include human interest stories as well as best practice briefs that will capture intended and unintended changes among the target beneficiaries as a result of inputs from the programme at central, regional and school level.

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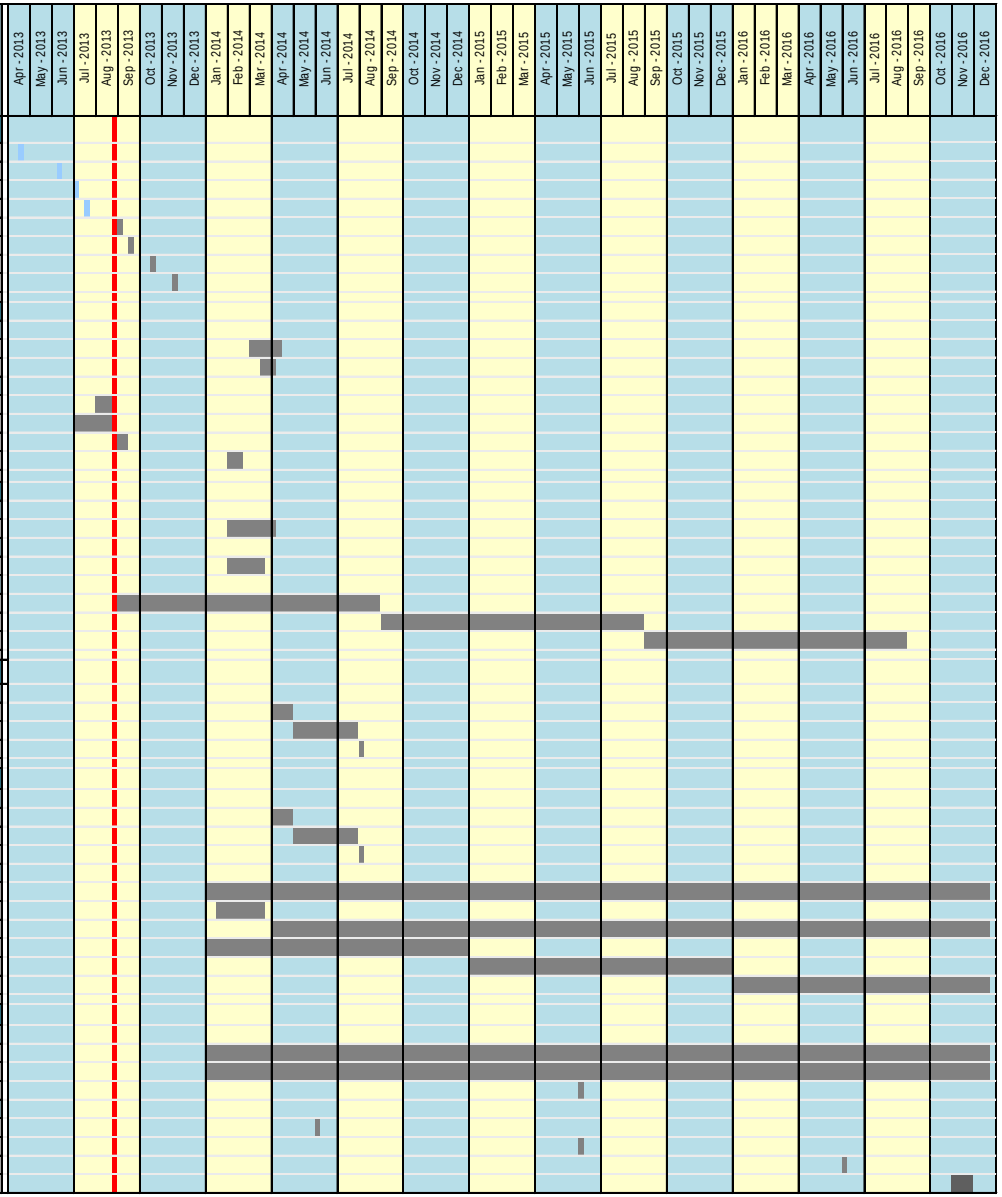
Annex 1: Implementation Plan

	ACTIVITES	Task Lead	Start	End	Duration (Days)	% Complete	Days Complete
1	PREPARATORY PHASE						
1.1	Finalise Concept Note of PD sent to GPE	ME	15-04-13	15-04-13	1	100%	1
1.2	Quality Assurance Process - Phase 1 Completed	GPE CL	08-06-13	08-06-13	1	100%	1
1.3	Submission of Draft GPE Programme Document	ME/CA	01-07-13	01-07-13	1	100%	1
1.4	Receive QAR II Feedback	GPE	20-07-13	20-07-13	1	100%	1
1.5	Submission of GPE Final Programme Document	ME/CA	02-09-13	02-09-13	1	0%	0
1.6	Quality Assurance Review Phase III: Final Readiness Review	GPE	20-09-13	20-09-13	1	0%	0
1.7	Recommendations of FAC to GPE Board of Directors	GPE	15-10-13	18-10-13	4	0%	0
1.8	GPE Board of Directors Allocation Decision	GPE	20-11-13	20-11-13	1	0%	0
2	COMPONENT 1: TEACHER TRAINING SYSTEMS						
2.1	Development of a Teacher Education and Training Framework						
2.1.1	Recruit and contract consultants to develop T T Framework	DoE	01-03-14	14-04-14	45	0%	0
2.1.2	Conduct Workshops for Regional and District Education Officers	Consultants	15-03-14	05-04-14	22	0%	0
2.2	Teacher Training for 1,000 new Primary School Teachers						
2.2.1	Identify and train T T Trainers in collaboration with SNU	DoE	01-08-13	15-08-13	15	0%	0
2.2.2	Recruit 1,000 new Primary School Teachers	DoE	01-07-13	20-08-13	51	0%	0
2.2.3	Conduct Accelerated T T Programmes in target regions	SNU	25-08-13	10-09-13	17	0%	0
2.2.4	Provide mentoring/support at school level in target regions	SNU	01-02-14	15-02-14	15	0%	0
3	COMPONENT 2: TEACHER SALARY PAYMENT SYSTEMS						
3.1	Development of a Teacher Salary Payment System (TSPS)						
3.1.1	Recruit and contract local consultant to develop a TSPS	DoE	01-02-14	01-04-14	60	0%	0
3.2	Development of a Teacher Management Information System (TIMS)						
3.2.1	Recruit and contract local consultant to develop a TIMS	DoE	01-02-14	17-03-14	45	0%	0
3.3	Payment of Salaries for 1,500 Primary School Teachers						
3.3.1	Teacher Salaries - Year 1	DoE/NGOs	01-09-13	31-08-14	365	0%	0
3.3.2	Teacher Salaries - Year 2	DoE	01-09-14	31-08-15	365	0%	0
3.3.3	Teacher Salaries - Year 3	DoE	01-09-15	31-08-16	366	0%	0
4	COMPONENT 3: SCHOOL INFRASTRUCTURE						
4.1	Construction of classrooms and other school facilities						
4.1.1	Conduct site selection, facilitate plans and procurement procedures	DoE	01-04-14	30-04-14	30	0%	0
4.1.2	Construction of classrooms and other school facilities	REOs	01-05-14	31-07-14	92	0%	0
4.1.3	Inspection of and signing off on school constructions	REOs	01-08-14	05-08-14	5	0%	0
5	COMPONENT 4: INSTIUTIONAL STRENGHTENING: REGIONAL						
5.1	Rehabilitation of 11 REO Offices						
5.1.1	Conduct site selection, facilitate plans and procurement procedures	DoE	01-04-14	30-04-14	30	0%	0
5.1.2	Rehabilitation of Regional Education Offices	REOs	01-05-14	31-07-14	92	0%	0
5.1.3	Inspection and signing-off on rehabilitation works	REOs	01-08-14	05-08-14	5	0%	0
5.2	Capacity Building and Payment of Salaries for REOs						
5.2.1	Recruitment and deployment of TA	DoE	01-01-14	31-12-16	1096	0%	0
5.2.2	Conduct Capacity and Training Needs Assessment	TA	15-01-14	15-03-14	60	0%	0
5.2.3	Design and implement Capacity Building Programme	TA	01-04-14	31-12-16	1006	0%	0
5.2.4	Salary Payment for 7 REOS -Year 1	DoE	01-01-14	31-12-14	365	0%	0
5.2.5	Salary Payment for 7 REOS -Year 2	DoE	01-01-15	31-12-15	365	0%	0
5.2.6	Salary Payment for 7 REOS -Year 3	DoE	01-01-16	31-12-16	366	0%	0
6	MONITORING AND EVALUATION						
6.1	Quality Assurance and Joint Monitoring of GPE Programmes						
6.1.1	Conduct Regular Joint Monitoring and Quarterly Reporting	DoE/ESC/ME	01-01-14	31-12-16	1096	0%	0
6.1.2	Conduct Knowledge Management Activities	DoE/ESC/ME	01-01-14	31-12-16	1096	0%	0
6.1.3	Facilitate Mid-Term Review and Report	DoE/ESC/ME	01-06-15	05-06-15	5	0%	0
6.2	Annual Reviews and Reporting						
6.2.1	Facilitate Year 1- Annual Review and Report	DoE/ESC/ME	01-06-14	05-06-14	5	0%	0
6.2.2	Facilitate Year 2- Annual Review and Report	DoE/ESC/ME	01-06-15	05-06-15	5	0%	0
6.2.3	Facilitate Year 3 - Final Review	DoE/ESC/ME	01-06-16	05-06-16	5	0%	0
6.2.4	Facilitate Final Evaluation and Report	ME/CA	01-11-16	30-11-16	30	0%	0



Annex 2: Results Framework

RESULTS FRAMEWORK: Education Programme (2014-2016) Somalia Federal Republic (South Central Somalia)	
EFA Goals; Millennium Development Goals / Millennium Declaration Commitments: MDG 2 (Achieve Universal Primary Education) and MDG 3 (Promote Gender Equality and Empower Women) MDG 7-8 indirectly; CRC Article (SFR) 2,6,28,29,31	
Six Pillar Priorities (SFR)	
Interim Education Sector Strategic Plan 2013-2015	
GOAL	INDICATORS
Strengthen the MoHD&PS' capacity to increase access and improve the delivery of quality education for all in South Central Somalia.	GER; PTR; MLA (Grade 4) & Grade 8 exam results; Completion/Survival Rates; Transition Rates; Teacher Attrition Rates

Component 1: Teacher Training Systems					
OUTCOME 1: **Increased number of teachers with access to quality assured, government-regulated Teacher Training**					
Outcome Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1 Number of government-regulated Certified Primary School Teachers	2012-2013 (T) 0	2016 (T) 1,000 (M) 600 (F) 400	DoE TT Reports 2015; 2016	National, Regional	DoE
1.2 Percentage of female teachers in primary school	Baseline				

Output 1.1: Teacher Training Framework: Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines developed and endorsed					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1.1 Number of Teacher Training providers conducting government regulated TT programmes	2014 Baseline (T) 0	2016 All TT Providers	MoHD&PS Reports; UNICEF Reports.	Central	DoE; REOs; TTIs & Providers;
1.1.2 Percentage of children successfully achieving pass rates in Measuring Learning Achievements for literacy and maths, disaggregated by sex and region	Baseline to be established in 2014 (T) (M) (F)	2016 85 percent	Primary School Census 2015/16	Central	DoE; REOs; QAS
Output 1.2 : 1,000 (40 percent females) new primary school teachers selected in a fair and equitable manner and trained in child-centred teaching methodologies in a 15-day Accelerated Training Programme					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.2.1 Number of additional government Certified Primary School Teachers in target schools, disaggregated by sex and location	2013 (T) 0	2016 (T) 1,000 (M) 600 (F) 400	DoE Reports; EMIS; CEC Reports	Regional	DoE; Department of TT; REOs; CECs
1.2.1 Percentage of learners achieving pass rates in literacy and maths assessment in target schools, disaggregated by sex	Baseline to be established (T) (M) (F)	2016 (T) 85% (M) increase of 40% (F) increase of 60%	DoE Reports; EMIS; CEC Reports		
1.2.3 Number of female learners enrolled in primary education in target schools	Baseline to be established (T) (M) (F)	2016 (T) (M) (F)	DoE Reports; EMIS; CEC Reports		

Component 2: Teacher Management Systems					
OUTCOME 1: Teacher Management Systems strengthened for improved professional motivation and teaching outcomes					
Outcome Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1. Teacher Attrition Rates	Baseline to be established in 2014 (T) (M) (F)	2016 (T) (M) (F)	MoHD&PS Teacher Registers; Annual Primary School Census; EMIS	National & Regional	DoE; REOs; ESC; Cluster
Output 1.1: Teacher Salary Payment System developed and operational					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1.1 Average number of days teachers are present in target schools compared to control schools where no incentives are paid	Baseline to be established in 2014 (T) (M) (F)	2016 (T) (M) (F)	MoHD&PS Teacher Registers; CEC Reports; EMIS	School/Community	DoE; REOs; CECs; HTs
1.1.2 Percentage of teachers paid on time, as monitored by CECs (Teacher Cohort)	Baseline to be established in 2014 (T) (M) (F)	2016 (T) (M) (F)	CEC Reports:		

Output 1. 2: Teacher Information Management System developed and operational					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.2.1 Number of primary school teachers registered on a Teacher Information Management System	MoHD&PS Reports 2014 (T) 0	MoHD&PS Reports 2016 (T) All teachers on government payroll	DoE Reports 2015/16; EMIS, TIMS	Regional; District; Schools	DoE; REOs; DEOs; CECs
Output 1.3: 1,535 (40 percent females) primary school teachers receive salary payments of USD 100 per month for 36 months					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.3.1 Number of teachers on the government payroll receiving incentives/salaries	MoHD&PS Reports 2013 (T) 0 (M) 0 (F) 0	2016 (T) 1,535 (M) 1,013 (F) 522	MoHD&PS Financial Reports 2016 UNICEF reports Teachers interviews pre-post activity implementation	Central; Regional	DoE; MoF; REOs; CECs
1.3.2 Number of teachers present in the classroom at the correct time for each shift	Baseline to be established in 2014 in selected schools (T) (M) (F)	2016 (T) (M) (F)	Teacher Registers; CEC Reports & interviews; REO Reports	Regional; School	REOs; CECs; Head Teachers

Component 3: School Infrastructure					
OUTCOME 1: Increased access to quality education through improved teaching/learning environments					
Outcome Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1 Number of additional children (45 percent females) enrolled in formal primary schools, disaggregated by sex and region	Baseline to be established in 2014 in selected schools (T) (M) (F)	2016 (T) Additional (M) (F)	MoHD&PS Teacher Registers; Annual Primary School Census; EMIS	National & Regional	DoE; REOs; CECs
1.2 Percentage of children successfully achieving pass rates in Measuring Learning Achievements for literacy and maths, disaggregated by sex and region	Baseline to be established in 2014 in selected schools (T) (M) (F)	2016 85 percent	Primary School Census 2015/16		
Output 1.1: Additional classrooms and/or school facilities (including sanitation, recreation, sports, staff rooms)					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1.1 Number of additional classrooms/staffrooms, including sanitation facilities, constructed in primary schools	Education Cluster Reports 2011 (T) 1,862 schools (x 4 for classrooms)	2016 (T) Additional classrooms/staffrooms	MoHD&PS Reports 2016; Annual Primary School Census; EMIS	Regional	DoE; REOs; CECs; LNGOs
1.1.2 Number of new teachers in target schools able to provide evidence of lesson plans and improved teaching	Baseline to be established in 2014	2016 Additional teachers in target schools	SNU Tutor Mentoring Reports; CEC Reports;		

Component 4: Institutional Strengthening at Regional Level					
OUTCOME 1: *Regional management and delivery of education services improved in selected regions*					
Outcome Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1 Effectiveness of Service Delivery by REOs: (Composite Proxy Indicators: new classrooms; textbooks per pupil; teacher recruitment, remuneration and training; learning outcomes)	Baseline to be established in 2014	Improved service delivery – selected data points - in all target regions	Primary School Census 2015/16; EMIS; CEC Reports	Target regions	REOs; DoE; TA; CECs
1.2 Number of additional children (45 percent females) enrolled in government-supported primary schools in target regions	Baseline to be established in 2013 using EMIS/Cluster Data (T) (M) (F)	2016 Data (T) Additional (M) (F)	Primary School Census 2016; EMIS		
Output 1.1: 11 Regional Education Offices established and fully functioning as regional hubs for improved education service delivery					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.1.1 Number of additional Regional Education Offices rehabilitated and fully functioning in 11 regions.	MoHD&PS Reports 2014 (T) 0 Rehabilitations (T) 0 Fully Functioning	2016 (T) 11 Rehabilitations (T) 11 Fully Functioning	MoHD&PS Reports 2016	Regional	DoE; REOs;
1.1.2 Number of selected Regional Education Offices demonstrating enhanced administration of government supported schools.	Baseline 2014 (T) 0	2016 (T) 11	REO Reports 2016; EMIS; CEC Minutes	Regional/School Level	REOs; CECs

Output 1.2: 7 Region Education Officers receive predictable salaries, while 11 demonstrate improved levels of knowledge and specific competencies/skills					
Output Indicators	Baseline	Target	MOV	Geographical Focus	Implementing Partners
1.2.1 Number of REOs receiving salary payments linked to performance targets	MoHD&PS Reports 2014 (T) 4 (M) 4 (F) 0	2016 Additional (T) 7	MoHD&PS Financial Reports, UNICEF Reports	National Regional	DoE; TA; CECs; QAS
1.2.2 Number of monitoring visits conducted by REOs in selected schools to monitor teachers' absenteeism	2014 (T) 0	2016 (T) 2 visits per school per year	MoHD&PS Reports 2015/16; CEC Reports	School Level	DoE; TA; CECs; QAS

Annex 3: Budget

	PROGRAMME COMPONENTS	Unit	Quantity	Unit Cost USD	Frequency	Total Cost USD	Co-Financing DANIDA	Total Cost to GPE USD	% of Total
1	COMPONENT 1: TEACHER TRAINING SYSTEMS								
1.1	Teacher Training Policy								
1.1.1	11 Regional 2-day Workshops for selected Regional/District Education Officers, Head Teachers and TTI staff (@ USD 4,000 per workshop x11)	Workshop	11	4 000.00	1	44 000.00	0.00	44 000.00	
1.1.2	Consultant for development of Teacher Training Policy (1 @ USD 300 x30 days)	Person	1	300.00	30	9 000.00	0.00	9 000.00	
1.2	Initial Accelerated Teacher Training								7.2%
1.2.1	Accelerated Pre-service Teacher Training Programme (15 days for 1,000 new teachers in 7 regions)	TT Activity	7	60 075.00	1	420 525.00	63 000.00	357 525.00	
1.3	In-Service Professional Support								
1.3.1	In-Service Teacher Mentoring (1,000 new teachers in 7 regions)	TT Activity	7	15 000.00	1	105 000.00	0.00	105 000.00	
	Sub-Total: Component 1					578 525	63 000.00	515 525.00	
2	COMPONENT 2: TEACHER MANAGEMENT SYSTEMS								
2.1	Teacher Management Systems Development & Application								
2.1.1	Consultant for development of Teacher Salary Payment System (1 @ USD 300 x 60 days)	Person	1	300.00	60	18 000.00	0.00	18 000.00	
2.1.2	Consultant for development of Teacher Information Management System (TIMS) (1 @ USD 200 x 45 days)	Person	1	200.00	45	9 000.00	0.00	9 000.00	
2.1.3	Support to Application of Teacher Management Systems: (Computers with software @ USD 1,500 x 2)	Computers	2	1 500.00	1	3 000.00	0.00	3 000.00	
2.2	Incentives for Teaching and Management Staff								
2.2.1	Incentive payments for Primary School Teachers - (1,301 @ USD 100 x36 months)	Person	1 301	100.00	36	4 683 600.00	720 000.00	3 963 600.00	
2.2.2	Incentive payments for Primary School Deputy Head Teachers - (101 @ USD 130 x36 months)	Person	101	130.00	36	472 680.00	0.00	472 680.00	77.0%
2.2.3	Incentive payments for Primary School Head Teachers - (133 @ USD 150 x36 months)	Person	133	150.00	36	718 200.00	64 800.00	653 400.00	
2.2.4	Transporation costs for 10 implementing NGOs (@ USD 1000 per month per NGO x4 months)	Transport Costs	10	1 000.00	4	40 000.00	0.00	40 000.00	
2.2.5	Recovery costs for 10 implementing NGOs (@ USD 2,172 per month x4 months)	NGO Costs	10	2 172.00	4	86 880.00	0.00	86 880.00	
2.2.6	Transporation costs for 10 implementing NGOs (@ USD 1000 per month per NGO x8 months)	Transport Costs	10	1 000.00	8	80 000.00	0.00	80 000.00	
2.2.7	Recovery costs for 10 implementing NGOs (@ average of USD 2,172 per month x8 months)	NGO Costs	10	2 172.00	8	173 760.00	0.00	173 760.00	
	Sub-Total: Component 2					6 285 120	784 800.00	5 500 320.00	
3	COMPONENT 3: SCHOOL INFRASTRUCTURE								
3.1	Construction of school infrastructure: classrooms/ school facilities (@ an average of USD 12,000 per unit x10)	Classroom	10	12 000.00	1	120 000.00	0.00	120 000.00	
3.2	Locally procured school furniture (@ USD 1,200 per set x10)	Set	10	1 200.00	1	12 000.00	0.00	12 000.00	2.1%
3.3	Sanitation Facilities (1 latrine compartment per 45 children or 15 teachers @ USD 1,800 per unit x10)	Latrine Compartment	10	1 800.00	1	18 000.00	0.00	18 000.00	
	Sub-Total: Component 3					150 000.00	0.00	150 000.00	
4	COMPONENT 4: INSTITUTIONAL STRENGTHENING AT REGIONAL LEVEL								
4.1	Rehabilitation of Regional Education Offices (@ USD 12,000 per unit x11)	Office	11	12 000.00	1	132 000.00	0.00	132 000.00	
4.2	Office Furniture (@ USD 1,500 per set x11)	Set	11	1 500.00	1	16 500.00	0.00	16 500.00	
4.3	Office Equipment (computer, printer, software and internet access; @ USD 1,500 per set per office x11)	Set	11	1 500.00	1	16 500.00	0.00	16 500.00	7.4%
4.4	Salary payments for 7 REOs (7 @ USD 700 x36 months)	Person	7	700.00	36	176 400.00	0.00	176 400.00	
4.5	Training Materials for Education Administration Training Programme (11 REOs over 36 months)	Set	1	30 000.00	1	30 000.00	0.00	30 000.00	
4.6	Salary & Costs for recuitment of Techincal Assistant (Disapora) (1 @ an average of USD4,458.33 per month x36 months)	Person	1	4 458.33	36	160 499.88	0.00	160 499.88	
	Sub-Total: Component 4					531 899.88	0.00	531 899.88	
5	PROGRAMME MANAGEMENT								
5.1	HUMAN RESOURCES								
5.1.1	Senior Programme Manager (P4) - (Regional Cost 42% x 3 years)	Person	1	82 455.66	3	247 366.98	0.00	247 366.98	
5.1.2	Education Officer (1 National Officer (NOC) per Region USD 33,343.00 x3 years)	Person	1	33 343.00	3	100 029.00	0.00	100 029.00	5.3%
5.1.3	Programme Assistant (Regional Cost 42% of USD 23,895 x3 years)	Person	1	10 035.90	3	30 107.70	0.00	30 107.70	
	Sub-Total: HR					377 503.68	0.00	377 503.68	
	Programme Cost (Excl. M&E)						847 800.00	7 075 248.56	
5.2	MONITORING & EVALUATION (1% of Regional Programme Cost, Excl. M&E)							70 752.49	
5.2.1	Routine Programme Monitoring and Reporting	Activity	1	42 451.49	1	42 451.49	0.00	42 451.49	
5.2.2	Evaluations	Activity	1	14 150.50	1	14 150.50	0.00	14 150.50	1.0%
5.2.3	Knowledge Management	Activity	1	14 150.50	1	14 150.50	0.00	14 150.50	
	Sub-Total: M&E					70 752.49	0.00	70 752.49	
	Sub-Total: 5 Programme Management							448 256.17	
	Total Programme Costs: 1-5							7 146 001.05	100.0%
6	UNICEF PROGRAMME SUPPORT COSTS (15%)							1 071 900.16	
	(Support Costs include 7% for Capacity Building)								
7	TOTAL GPE PROGRAMME							8 217 901.20	
	INDICATIVE ALLOCATION							8 220 000.00	

Budget Note:

UNICEF Programme Support (Cross-sectoral support) costs are assessed on all contributions to UNICEF Somalia and cover the costs of security, administration and finance support functions (both at central Nairobi level and in the zonal offices), operations (including office rent, utilities, communications, fuel, stationery, IT, etc.), transport, planning, monitoring, evaluation and reporting. Cross-sectoral support has a clear and critical impact on the success, or failure, of programme implementation in Somalia. One of UNICEF's strengths in Somalia is its network of sub-offices that ensure direct contact with emerging local authorities and communities, enabling strong programming and use of resources. Every tangible programme result is possible because there are staff and support structures in place.

The allocation for Central South is 4 percent to security, 3 percent to Programme Monitoring & Evaluation, and 8 percent operations – 15 percent in total. Security is high in Central South with extra fee charged for escort, extra SPU, MOSS etc.

Annex 4: National Education Conference Declaration

Conference Declaration

National Education Conference for Somalia

Mogadishu, Somalia

18-20 June 2013

Preamble

1. We, the participants of the *National Education Conference for Somalia* held in Mogadishu, 18-20 June 2013, comprising key educational stakeholders from Federal, State, and local levels, Community-based Organizations, NGOs, Private Education Umbrellas, Universities, Religious scholars and international development partners, express our gratitude to the Federal Government of Somalia and the Ministry of Human Development and Public Services in particular, for envisioning and hosting this timely and historic Conference, and for the warm welcome and hospitality. Our deep appreciation also goes to UNESCO and UNICEF for the technical and financial support that facilitated the excellent organization of the Conference under challenging circumstances.
2. We are united in the firm belief that quality education is a fundamental constitutional right and powerful enabler for the realization of other basic human rights including political, social, economic, and cultural rights.
3. We agree to recognize and build on the achievements and experiences already established at State and Regional administrations across the country.

Following three days of intensive discussions and deliberation on the state of education in the country, with special emphasis on the five main thematic thrusts of the conference; we agree on:

Education Governance

1. The need to establish a functional legal and regulatory framework that harmonizes the activities of various Ministries of Education in the Federal Government, Regions and States. To strengthen existing educational institutions and establish a firm foundation for proper governance for upcoming institutions.
2. To agree that the managerial branches of the Ministries of Education should be composed of competent educational professionals who possess or be compelled to obtain adequate Educational Leadership and Management training.
3. To harmonize existing Curricula and work towards the development of one national curriculum as a priority action.
4. The Federal Government Ministry of Education should be the focal point of Ministries of Education in the federal states in unifying the policies, Education Act and curricula.
5. The Federal State Ministries will share experience and expertise with the Federal Government Ministry of Education and existing Education Acts and relevant educational policies. The harmonized curriculum of the State Ministries should form the foundation upon which the Education of Somalia should be developed and thrive.
6. The Federal Ministry of Education will recognize and utilize the efforts of the State Ministries in terms of policy, examinations and certifications as a basis for future development of education in Somalia.

7. The Government will conduct a population census disaggregated by gender and age cohorts to know exactly how many school age children are out of school and plan accordingly.

Access to Education

1. Mobilization and awareness raising in all communities to enhance access to education.
2. Provide flexible schooling (school calendar) and a variety of education programs for nomadic communities including a special attention for nomadic teachers in terms of incentives.
3. Conduct a National Literacy Campaign (including adult literacy).
4. To integrate Quranic schools with primary education following intensive consultations with key stake holders.
5. Expansion and rehabilitation of school facilities inclusive of establishment of temporary schools as may be required.
6. Launch, in close consultation and collaboration with regional and state education authorities, a Go-To-School campaign to boost primary education enrolment, with emphasis on poor and vulnerable, and marginalized children, especially girls, children in rural/nomadic areas, and internally displaced children to cover immediate needs of the Somali children.

Quality of Education

1. To review the National Curriculum at all levels to meet the needs of the society and be aligned with an inclusive national education policy.
2. To develop appropriate training courses for both newly recruited and existing teachers.
3. To establish the Department of Teacher Training in the Education Ministry.
4. To develop a policy for the selection and deployment of teachers at all levels.
5. To develop an appropriate teacher register (database) and an adequate salary system.
6. To develop a Teacher Capacity Development Policy.
7. Provision of Teacher Training Centres through the rehabilitation of existing sites and the construction of new ones where required.

Higher Education

1. To develop a Higher Educational Policy with appropriate rules, regulations and management structure.
2. To harmonize and standardize the Higher Education Curriculum as part of a larger exercise in quality assurance.
3. To develop minimum standards for teaching and learning resources and facilities such as textbooks libraries, IT centres, labs, etc.
4. To rehabilitate and construct where necessary the buildings of the former Somali National University.
5. The Directorate of Education will prepare an Academic and Administrative Human Resources Management Policy and introduce continuous professional development for University staff.

Youth Education

1. There will be an outreach to former Technical and Vocational Education teachers.
2. The Directorate of Education will develop a Technical Vocational Education Policy.

3. The Ministry should create a Technical and Vocational Education Advisory Board comprising of major stakeholders.
4. There is clear need to conduct a Regional and Local Labour Market Survey/Assessment and produce a database for the further development of employment opportunities.
5. To provide equal access to Technical and Vocational Education through distributing and providing Vocational Training Facilities to all regions.

We, both the participants and organizations involved in the Nation Education Conference, commit ourselves to the resolute implementation of the recommendations outlined above in the determination that the education sector be Somali-led for the greater benefit of the people of country and be done with a view to promoting Somali culture, religion and Somali values.

Annex 5: Details of Teachers in 'Existing' Cohort

Region	District	Teachers		Total Teachers	Learners		Total Learners	Teacher Pupil Ratio	NGO Partner
		Female	Male		Male	Female			
Bay	Baidoa	30	145	175	2,719	44,631	47,350	271:1	BREC
Bay	Berdale	1	43	44	634	1,164	1,798	41:1	BREC
Gedo	Garbaharey	2	15	17	237	460	697	41:1	HIRDA
Gedo	Luq	8	10	18	65	201	266	15:1	HIRDA
Hiraan	Beledweyne	20	77	97	1,793	2,378	4,171	26:1	HREC
Lower Shabelle	Afgoi	31	61	92	2,653	2,871	5,524	65:1	IAS
Lower Shabelle	Afgoye	30	62	92	1,852	2,126	3,978	43:1	SCC
		122	413	535	9,953	53,831	63,784		

Annex 6: TOR for the Programme Manager

Terms of Reference
Programme Manager
Global Partnership for Education – Somalia

Education Specialist, Nairobi UNICEF Somalia Support Centre
Duty Station: Nairobi
Country: Kenya
Region: ESARO Job Level: P-4

Purpose of the Position

- Accountable for formulation, design, planning, implementing, and monitoring of Education Programmes in Puntland, Somaliland, and South Central Somalia funded by Global Partnership for Education (GPE).
- Ensure overall efficiency and effectiveness of the Programme management, delivery and accomplishment of Programme goals and objectives in each region.
- Ensure that monitoring mechanisms are in place to track progress towards goals and targets addressed in the Education Sector Strategies, GPE priorities, and UNICEF Goals priorities in each region.

Key Expected Results

Programme Planning, Development and Management

- Enhance effectiveness and delivery of GPE programmes though appropriate planning, development, and management under coordinated approach with the Education Sector Committee members, Ministries of Education, and related partners.
- Supervise and guide staff members in Nairobi and Somalia at UNICEF, Ministries of Education, and ESC member in order to enable timely delivery of activities that are linked to regional-specific components with its own unique outcomes and outputs.

Programme Delivery and Monitoring

- Accountable for monitoring, analysis and the timely preparation of status/financial reports to the donor, utilizing available education data and information relative to the programme baseline and target indicators.
- Ensure exchange of information, experience, identify new strategies and courses of action to accelerate/improve delivery of services and achieve GPE Programme requirements and objectives.
- Conduct field visits to monitor Programmes and collect information. Conduct periodic Programme reviews with Government counterparts and other partners.

Evaluation and Reporting

- Ensure Programme efficiency and delivery through a rigorous and transparent approach to evaluate with an emphasis on gender-disaggregated data.
- Participate in major evaluation exercises, programme reviews and annual sector review meetings with government counterparts incorporating results from the GPE Programmes.

Communication and Coordination

- Initiate communication among European Union (Coordinating Agency), implementing entities, ESC members, Ministries of Education, donor, and UNICEF to provide status update on the Programme.
- Share status reports and any impact/outcomes throughout the Programme period.

Knowledge Management

- Promote knowledge management by sharing activity-level information to promote harmonization of donor programmes.
- Ensure exchange of knowledge, information, experience or lessons learned; provide solid technical recommendations on major programme directions and on introduction of new initiatives in the country that relates to components of the GPE Programme.
- Provide technical support and guidance on appropriate technical, financial and institutional capacity building measures to achieve Education programme goals.
- Interact with Government and other partners, NGOs, UN and bilateral agencies in the different stages of Education programme implementation to follow up on agreements and recommendations.

Rights-Based Projects through Results-Based Approach

- Promote the quality of rights-based Education programming through participation in the formulation of programme goals, strategies and approaches.
- Bring coherence, synergy and added value to sectoral or programme management processes using a results-based management approach to planning and design, implementation, monitoring and evaluation.

Advocacy

- Collaborate with Communication and Programme Communication groups to ensure development of effective communication materials and strategies to support advocacy and social mobilization efforts.

Qualifications of Successful Candidate

- Advanced university degree in one or more of the disciplines relevant to the following areas: Education; Primary Education, or Social Sciences fields relevant to international development assistance. Some demonstrative capacity to identify and monitor gender inequalities, as well as develop and implement gender mainstreaming in programmes.*
- Minimum 10 years of relevant work experience at national and international levels in fields relevant to Education programmes. Experience working in the UN or other international development organization an asset. For National Officer, national level work experience in a field relevant to development assistance. Background/familiarity with Emergency.
- Fluency in English and a second UN language.

  *A first level university degree with a relevant combination of academic qualifications and experience may be accepted in lieu of the advanced university degree.

Competencies of Successful Candidate

- Communicate effectively to varied audiences, including during formal public speaking.
- Able to work effectively in a multi-cultural environment.
- Set high standards for quality of work and consistently achieve project goals.

- Has good leadership and supervisory skills; coordinate group activities, ensuring that roles within the team are clear.
- Translate strategic direction into plans and objectives.
- Analyze and integrates diverse and complex quantitative and qualitative data from a wide range of sources.
- Quickly build rapport with individuals and groups; maintain an effective network of individuals across organizational departments.
- Identify urgent and potentially difficult decisions and acts on them promptly; initiate and generate team- and department-wide activities.
- Demonstrate, apply and share expert technical knowledge across the organization.